

Note to teacher: This unit engages students in potentially delicate conversations about race and crime. Students will enter these discussions with diverse, and perhaps conflicting, experiences and ideas about these topics. For example, some students may have a strong sense of racial identity, while others may have never given the topic any thought. Some may have been victims of crime, and others may have family members in prison. Alternately, some students may have had little exposure to crime and possess sensationalized notions of crime presented to them through various media. It is advisable to review your class discussion norms to set the climate for respectful and productive discussions. Additionally, we suggest discussing the following points before beginning the unit:

- One person does not represent an entire group. For example, don't ask a white student how white people feel about a topic. Instead, encourage alternate perspectives by asking general questions about how people in these positions may feel. If your students voluntarily connect their own race or personal background to the conversation, that is terrific—but otherwise, avoid cold-calling specific students to speak on a topic.
- Recognize and celebrate diversity. Point out that we all bring different, valuable experiences into the classroom. Consider all the ways that our perspectives have been shaped—by our families and friends, music, literature, television, etc. Can we predict what might amuse or offend others? Why or why not?
- Remind students to keep an open mind and be willing to change their perspectives. Encourage them to be receptive to new information and to ask questions when something piques their curiosity.

HOW DO WE RIGHT THE WRONGS OF THE PAST?

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Overview of Activities

Unit 8.6

Session 1: In the Reader's Theater, three students discuss double standards and their experiences with discrimination. Then, students explore gender/racial disparities in the United States Congress over time.

Session 2: Students explore privilege through an interactive activity and then read about legislated racism during the Jim Crow era.

Session 3: Students read about federally sanctioned housing discrimination and then complete a jigsaw activity comparing three countries' responses to past transgressions.

Session 4: Students use information from the unit to debate the question: "Should the United States government compensate African Americans in order to acknowledge its past?"

Session 5: Students craft a blog post in response to a quote from Dr. Martin Luther King, Jr.'s book, *Why We Can't Wait*.

ELA: Students do a close reading of the poem, "Invictus," which Nelson Mandela recited to himself each day of his imprisonment at Robben Island.

Math: Students learn about the 40-acre promise made to African Americans after the Civil War, and then calculate how much land would have been distributed had the promise been fulfilled. Then, students calculate the amount of money owed to slaves for their work between 1790 and 1860. Students use unit conversions, multiplication, and scientific notation to solve the math problems.

Science: Students learn about mirror neurons, which were discovered in the 1980s and 1990s, and which may play a role in the development of empathy. After reading the informational text, students complete a short word study activity with the Greek roots em-, a- and syn-/sym-.

Word Chart: Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Extension: An extension section includes additional information and activities on the history of South Africa and apartheid, American Indian displacement, and African American slavery.

Note to Teachers: These units are intended for middle school students of any grade. Please use them where they align with your curriculum. Most of the Common Core State Standards included in the teacher directions come from the Literacy in History and Social Studies 6-8 (<http://www.corestandards.org/ELA-Literacy/RH/6-8/>) or Literacy in Writing 6-8 (<http://www.corestandards.org/ELA-Literacy/WHST/6-8/>). Others come from the Language and Speaking & Listening strands, which are specific to each grade level, but similar enough from grades 6 through 8 that we grouped them together.

Reader's Theater

Discussing Double Standards

Setting: Juliet, Wendy, and Adrienne meet up on the way to school.

Juliet: My parents are the worst. My brother Colin gets away with everything and I'm always in trouble. Grounded again.

Wendy: What? Why?

Juliet: For swearing. My dad **confronted** me about it this morning. He said I should know better. Be more ladylike. But Colin swears all the time and it's like they can't hear him. #sickofit

Adrienne: Your dad is living in the past. You need to help him **reconcile** his views with reality. Remind him that women are in the military and on the police force, they drive buses, they fix computers—they do the same jobs and have the same stressors that make men swear. It's a new world. Tell him that you and Colin deserve to be treated equally and if Colin swears and nothing happens to him, you should not be grounded for it.

Wendy: Adrienne, do you seriously think her dad is going to change his opinion? He's ancient. He grounded her because he wants her to behave "properly." Laws may be forcing **institutional** change in the military, but that doesn't mean people's attitudes change. My mom had the news on the other night and they were talking about the **apathy** of the military when female soldiers are abused. Like they say, the more things change, the more they stay the same.

Adrienne: Seriously? Women **position** themselves to run companies and run for president. And you're saying things haven't changed? I personally have big plans for my future.

Juliet: Well yeah, some things have changed. But I'm saying attitudes stick around, just below the surface. Whenever Colin screws up, my dad says stuff like, "Boys will be boys!" and shrugs it off. I could use a little of that **apathy**. He is all over me though and always in my business.

Wendy: I'm with Juliet. Women are always being held to a different standard. Take politics: The media subtly portray female candidates as less serious by focusing on their appearance, their hairdo, or their voice quality, but don't talk about those things for the guys running for office. Or they discuss the female candidate's clothes like what designer she is wearing—but never talk about what the men are wearing. They are **complicit** in keeping up the double standard, and someone needs to be more **articulate** about their biases.

Adrienne: But the thing is, women are winning elections. When our great grandparents were around, women couldn't even vote! Now men lose elections if the female vote is not in their favor, so they all have to carefully **articulate** their views on women's issues. Like I said, it's a

whole new world. You'll just hold yourself back if you think you need to **confront** every slight. I'm planning to **position** myself for success.

Juliet: I wish I could be as confident as you. But double standards don't apply just to gender. As a black female I get hit with attitudes about race and gender. I have a hard time **reconciling** my goals and beliefs with "the way things are." As females, on average we will make less money than males will. But as a black girl, I am likely to be **compensated** even less than you two. #doublewhammy

Wendy: How's this possible? Isn't that illegal?

Juliet: Like you said yourself Wendy, laws can change, but attitudes often stay the same! And attitudes can determine who gets the good jobs.

Adrienne: Okay, but Barack Obama was elected President of the United States. I'd say that's a good job.

Wendy: No denying. But I'll bet he **confronted** his share of double standards.

Adrienne: I am sure he did, but ultimately he won. That's what I'm saying. It's a whole new world.

Juliet: Yeah? I wish someone would tell my dad.

 **TURN, TALK, AND WRITE**

With a partner, discuss what it means for something to be a double standard. Then write your explanation on the lines below.

Teacher Directions, Session 1

pages 2-5

In the Reader's Theater, three students discuss double standards and their experiences with discrimination. Then, students explore gender/racial disparities in the United States congress over time.

Reader's Theater

Procedure

1. Give students one minute to examine the cover of the booklet.
2. Read the unit question out loud and ask students:
 - a. What image(s) do you see?
 - b. Does the image(s) convey feelings or provide information?
 - c. How does the image(s) relate to or reinforce the unit question?
3. Direct students to the Reader's Theater.
4. Introduce the focus words by reading them out loud and having students repeat. Many students have probably read these words but never actually said them. Tell students that they will see the focus words presented several times throughout the unit. Focus words will be bolded so that they stand out. Encourage students to pay special attention to how the focus words are used, and to use the focus words while speaking and writing.
5. Read the Reader's Theater. There are many ways to read the script, depending on the reading level of your students. Here are some options:
 - a. Teacher reads the text out loud as the class follows along.
 - b. Choose three student readers. Assign each student one character's part to read. Have the three students read the script out loud to the class.
 - c. Divide the class into groups of three. Assign each student in the group a different Reader's Theater character's part, then have the groups read through the script.
6. Go back to the Reader's Theater to reread some of the sentences that include focus words. Have student volunteers attempt to define the words based on context clues. See the word chart at the end of the unit for the definitions of all the focus words.
7. Tell students that they will learn the focus words more effectively if they attempt to use them while speaking and writing.
8. Have students complete the Turn, Talk and Write.

Common Core State Standards

CCSS.ELA-Literacy.L.6-8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

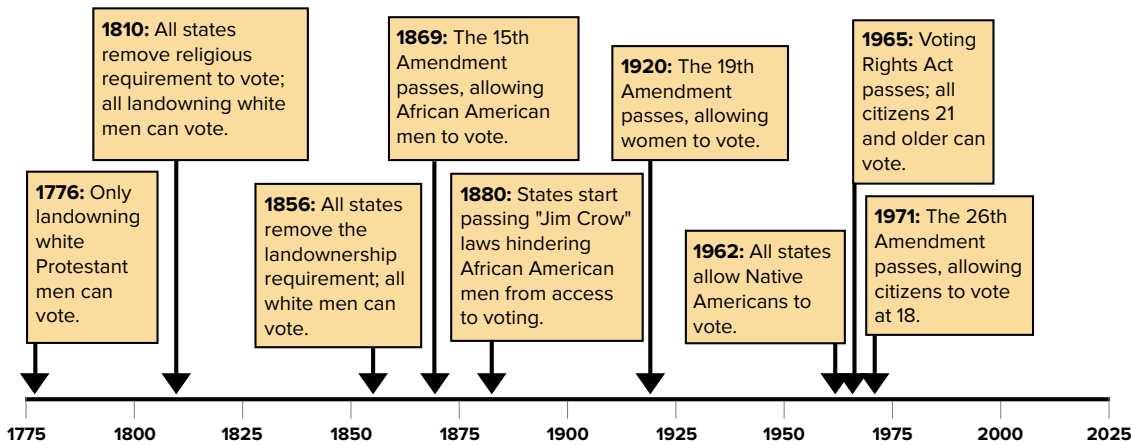
CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Building Background Knowledge

Throughout history, and still today, people in power have determined how different groups in the population are treated. The purpose of a representative democracy is to make those in power act on behalf of the people who elect them. We have a constitution, which guides the laws of the United States and **articulates** basic rights for all citizens.

However, in our history, the Constitution has been amended several times to **reconcile** its terms with changing views about people's rights. For the first 150 years of our country's history, those **positioned** to make decisions were chosen by only a segment of the population, with many groups excluded.

In the beginning of our democracy in 1776, only landowning white males of the Protestant faith could vote. Below is a timeline showing how voting rights have been legally expanded.



Today, any citizen over 18 is allowed to vote, regardless of race, gender, religion, disability, language, or income. As you can see, our laws have changed over time to extend rights to those who had been denied them. As a country, we have worked to **confront institutional** inequality and the restriction of rights to certain groups. Congress is the part of the U.S. government that is responsible for creating laws, and members of Congress are chosen in elections so that they can represent the interests of the people. So we might expect that expanding voting rights to African Americans and women would automatically mean more blacks and more women in Congress. However, new laws don't necessarily change how people think.

→ The charts on the next page show information about the U.S. population and Congress from 1900 and 2015.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Building Background Knowledge

Procedure

1. Ask students how people in a democracy can participate in the government and have a voice. Students should mention voting.
2. Have a brief discussion about voting. Remind students that that people can vote for or against laws, but most of the time people vote for elected representatives—people in Congress, the President, state government representatives—who create laws and policies that affect their everyday lives.
3. Tell students that they will be reading about how voting rights have evolved over time.
4. Ask students to think about the consequences of allowing only certain groups to vote and invite them to share their answers.
5. Read through the text as a class, pausing to answer any questions that come up.
6. Focus in on the timeline. Identify the intervals shown on the timeline (25 year intervals) and how to read the events in the correct order (follow the arrows up to the boxes and look at the dates).
7. Write the following symbols on the board:

♀	Female
♂	Male
†	Protestant
\$\$\$	Landowning
W	White
B	African American/Black
NA	Native Americans
AR	All races
>21	over 21 years-old
>18	over 18 years-old

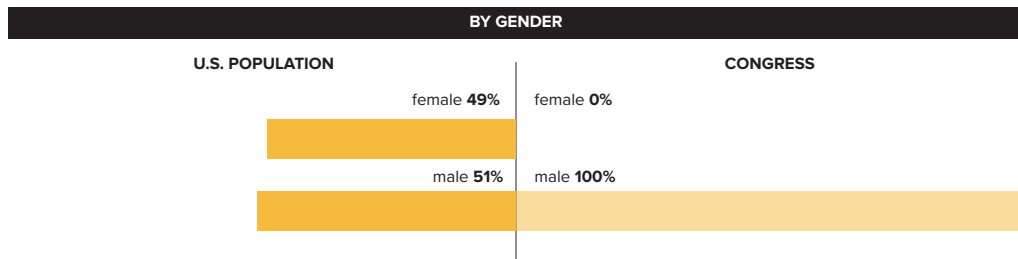
8. Have students read through the timeline in partners, and above or below each box write the symbols that show who is allowed to vote. For example, above the first box (1776) students can write W, †, ♂, \$\$\$.

- 1810: \$\$\$, W, ♂
- 1856: W, ♂
- 1869: B, W, ♂
- 1880: W, ♂
- 1920: B, W, ♂, ♀
- 1962: NA, B, W, ♂, ♀
- 1965: AR, ♂, ♀, >21
- 1971: AR, ♂, ♀, >18

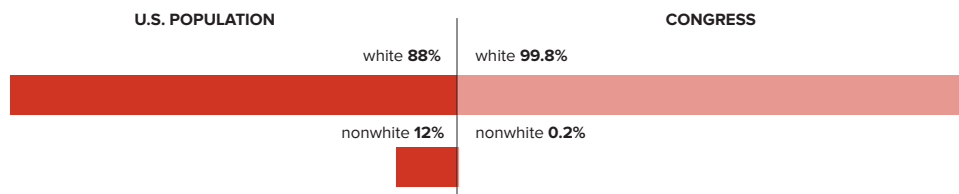
9. After a few minutes, invite students to share their answers.

Comparing the 56th Congress and the 114th Congress

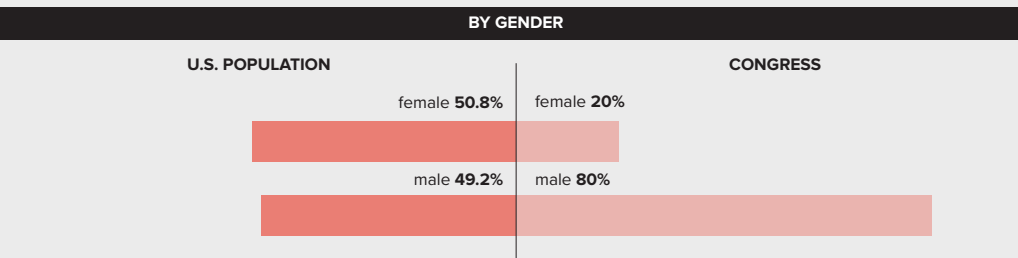
56th CONGRESS (IN 1900)



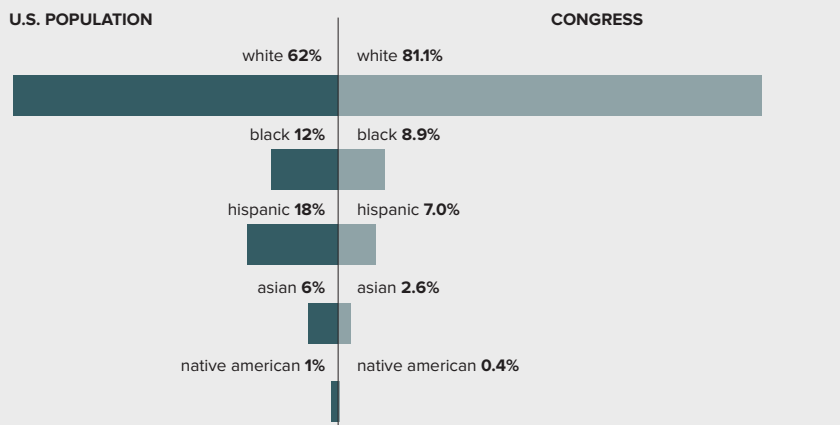
BY RACE AND ETHNICITY



114th CONGRESS (IN 2014-2015)



BY RACE AND ETHNICITY



Source: Congressional Research Service

Comparing the 56th Congress and the 114th Congress

Procedure

1. Explain that the top half of the page describes figures from the year 1900 and the bottom half describes 2015.
2. Ask students the following questions:
 - a. What does the left side of each graph represent? *U.S. population by gender or U.S. population by race*
 - b. What does the right side of each graph represent? *Congress by gender or Congress by race*
 - c. What do the bars represent? *The bars reflect the percentages of the population or congress that is female, white, black, etc.*
 - d. What changes would you expect to see in Congress in terms of gender and race from 1900 to 2015? *Answers will vary.*
3. Discuss the terms “overrepresented” and “underrepresented.” Try to elicit the definitions from students. Otherwise, explain to students that if a group is overrepresented in Congress, they have more representation than you would expect from their U.S. population. The converse is true for underrepresentation. Ask students: *Is it important that groups are not over or underrepresented in Congress? Why or why not?*
4. Invite students to make observations about the graphs. Probe students to connect the figures from the graph to the voting rights information from the previous page. Are the voting rights changes reflected in Congress? What does this imply about how people vote? (e.g., Do people tend to vote for candidates of their own race/gender?)
5. Have students answer the questions on the following page.
6. Invite students to share their responses.

Answers:

1. White males are overrepresented in both the 56th and 114th Congress, although it is more drastic in the 56th.
2. Women and nonwhites are underrepresented. The 56th Congress had essentially no women or nonwhite members. The 114th Congress saw slight increases in the number of women and nonwhites.

Facebook response: Responses may vary, but students will likely discuss the fact that congress has become much more diverse since voting rights expansion, but many minority groups are still underrepresented.

Common Core State Standards

- CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

Comparing the 56th Congress and the 114th Congress

1. Which groups are overrepresented? How did this change between the 56th and 114th Congress?

2. Which groups are underrepresented? How did this change between the 56th and 114th Congress?

Your friend posted on Facebook, "Laws may change quickly, but attitudes take more time." Would you agree or disagree with this statement? Use the congressional data to support your response.

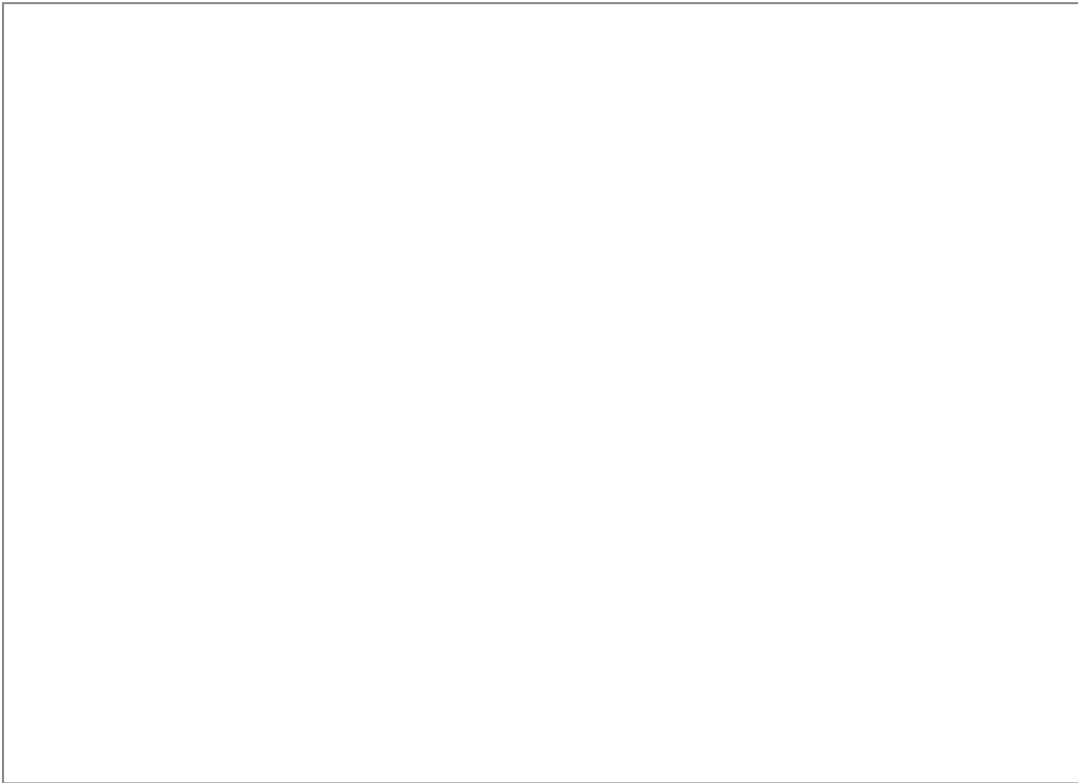
The Privilege Game

What is privilege?

Privilege is an advantage or benefit that only some people have.

What does the “American Dream” mean to you?

Directions: Your teacher will give you a scrap of paper. Write your name on it in big letters. Then, in the space below, make a sketch of the student desks or tables in your classroom. Finally, place your name in the spot where you are sitting and follow your teacher’s instructions. For the purpose of this game, your parents used their life savings to buy you the seat that you are in.



\$\$\$	\$	♂	♀	USA	Non-USA	B	W	L
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Teacher Directions, Session 2

pages 6-8

Students explore privilege through an interactive activity and then read about legislated racism during the Jim Crow era.

The Privilege Game

Materials: scrap paper-one whole or half piece for each student, a bucket or waste paper basket with a clean liner bag (you will have to retrieve the papers from the basket)

Procedure

1. Review the unit focus words. Ask for volunteers to provide short definitions or synonyms for each word. Ask students if they have seen, heard, or used any of these words since the last session.
2. Have students answer the question at the top of the page, “What does the “American Dream” mean to you?” Invite students to share their responses. If necessary, explain that the American Dream is the idea that anyone can be successful if they work hard enough. Ask students if they believe that the American Dream is accurate, and invite them to share their reasoning.
3. Have students get up and sit somewhere they do not usually sit.
4. Once all students are seated, explain that for the purpose of this activity, the seats represent the best position in society that their parents could give them. This includes the neighborhood where they live, the schools they attend, the activities they participate in, etc.
5. Place a basket in one area of the classroom a few feet away from student desks.
6. Distribute the pieces of paper and have students write their names on them.
7. Have students sketch out the classroom setup on the page, including all of the desks and the basket, and then have them mark where they are sitting.
8. Run the activity by having students ball up their piece of paper and then attempt to throw it in the basket.
9. After all students have thrown their papers, retrieve the papers from the basket and record the names of the students who made it on the board.

The Privilege Game

What is privilege?

Who was most likely to achieve their goal?

From where you were seated, were you **positioned** to win?

What was fair about this game? What was unfair?

TURN AND TALK

What can laws do to make things more equal for those who are **positioned** further from the American Dream (represented by the basket)? What limitations do laws have in overcoming the discrimination that places people at a disadvantage?

TURN, TALK, AND WRITE

If you could explain what you learned from this activity to someone else, what would you say? Be sure to include the terms “privilege” and “American Dream.”

The Privilege Game, continued

Procedure

1. Probe by asking the questions from the student booklet and have students record their answers. Establish that the seats closest to the basket represent privilege (best shot at achieving the American Dream), and the seats furthest away represent no privilege.
2. Tell students that just like the seats in the activity, parts of our identity can affect our opportunities for success. Review the symbols at the bottom of the previous page.

\$\$\$: Wealthy	Non-USA: Not born in the USA
\$: Poor	B: Black
♂ : Male	W: White
♀ : Female	L: Latino
USA: Born in the USA	

3. Have students place the symbols on their classroom maps to show whether people from these groups are positioned at an advantage (privilege) or disadvantage (non-privilege)—it is important that students understand that they are placing the groups where society positions them, not where students themselves position them.
4. Spend some time as a class allowing students to explain where they positioned each group.
5. Read the Turn and Talk and have students discuss it in partners and then as a class. Help students make a connection with the Facebook post mentioned earlier that says “Laws may change quickly but attitudes take more time.”
6. Conclude with the Turn, Talk, and Write prompt and encourage students to share their thoughts if time permits.

Extensions:

1. Discuss the term “intersectionality,” which is the concept that our identities are multidimensional and so our experiences with privilege and discrimination emerge from the intersection of our gender, race, socio-economic status, religion, etc., and not from each component in isolation. Juliet from the Reader’s Theater alluded to this concept when she spoke about the “double whammy” of being female and black. Have students examine the components of their own identities and how they intersect in terms of privilege and discrimination.
2. Write the following quote on the board: “When you are accustomed to privilege, equality feels like oppression.” Ask students to interpret it and explain what it means to them.

Common Core State Standards

- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Building Background Knowledge

Legislating Racism: Jim Crow Segregation

Slavery in the U.S. was outlawed in 1865 with the adoption of the 13th Amendment to the Constitution. In the years following, the 14th and 15th amendments guaranteed citizenship, protection of laws, and the right to vote for people of all races. Finally, it seemed like **institutional** racial discrimination in the U.S. was coming to an end. But beginning in the 1880s, states began passing laws that **articulated** ways to discriminate against nonwhites. Together, these laws were known as the Jim Crow laws, and they **positioned** nonwhites as second-class citizens. Here are some examples of Jim Crow laws:

Restaurants: *It shall be unlawful to conduct a restaurant or other place for the serving of food in the city, at which white and colored people are served in the same room, unless such white and colored persons are effectually separated by a solid partition extending from the floor upward to a distance of seven feet or higher, and unless a separate entrance from the street is provided for each compartment. (Alabama)*

Marriage: *It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. (Georgia)*

Textbooks: *Books shall not be interchangeable between the white and colored schools, but shall continue to be used by the race first using them. (North Carolina)*

Some people tried to challenge these laws, but most courts responded with **apathy**. In 1896, the Supreme Court also became **complicit** in the racial segregation that was sweeping over the United States. In a case called *Plessy v. Ferguson*, the Supreme Court declared that Jim Crow laws did not violate the Constitution. The justices said that “separate but equal” facilities were not a problem and did not imply that one race was better than the other. But in reality, “colored” restaurants, schools, and subway cars were in worse condition and more inconvenient to get to than white facilities. Jim Crow segregation continued until another Supreme Court case called *Brown v. Board of Education* in 1954 and the Civil Rights Act of 1964 finally made it illegal to discriminate against people because of race, color, religion, sex, or national origin.

TURN AND TALK

Think back to the Privilege Game. What group(s) did the Jim Crow laws **position** at a disadvantage?

One problem with the “separate but equal” doctrine was that facilities were clearly not equal. Black schools served more children with fewer resources than white schools. But what if “separate but equal” really meant *equal*, and both groups got a fair share of the available resources? Would your conclusion about *Plessy v. Ferguson* or *Brown v. Board of Education* be the same?



A cafe in Durham, North Carolina. Signs: Separate doors for "White" and for "Colored."

Building Background Knowledge

Procedure

1. Ask students if they have ever heard the terms “separate but equal” or Jim Crow. Invite students to share their prior knowledge.
2. Read the first paragraph out loud to the class, then have student volunteers read the three Jim Crow laws. Have students reflect on the purpose and the consequences of these laws. Ask students:
 - Which groups are more likely positioned at an advantage or disadvantage by these laws?
 - How would these laws affect the opportunities that different groups could offer their children?
 - How do these laws position different groups to achieve the American Dream?
3. Read the last paragraph as a class. Have students work in partners to identify the two Supreme Court decisions about racial segregation and the impact of each decision.
4. Conclude by raising the Turn and Talk questions, then have a whole class discussion about the second question. Probe students to explain their support for or against having separate but equal facilities.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

The GI Bill and Redlining

After World War II, Congress passed the Serviceman’s Readjustment Act (also called the GI Bill). This act was intended to help returning soldiers reintegrate into society and was designed to **compensate** veterans for their years of service. Included in the act were loans to purchase homes and achieve the American Dream.

Owning a home is one of the most important steps in building wealth because monthly payments create equity (value that belongs to the owner). And in many places, the value of a house increases over time. Most of the time, people don’t pay for their homes all at once. They pay for some of it, and then borrow money from the bank to pay the rest. Then, they slowly pay the bank back over time.

However, not all veterans returning home had the same access to home loans. The U.S. federal government instructed banks not to help people of color to buy homes because their presence would bring down property values. Additionally, banks made certain that any money lent to purchase housing was not in any redlined area, or area where people of color lived. The government **articulated** that it was important to avoid “infiltration of inharmonious racial or nationality groups,” meaning people of color were not allowed to live in white neighborhoods. These discriminatory practices continued until the 1960s.

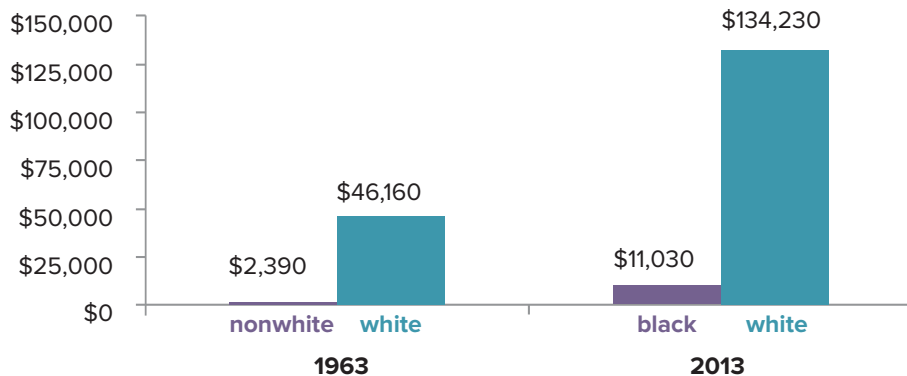
TURN, TALK, AND WRITE

How was the government **complicit** in promoting racial segregation?

Why do you think that several decades later, many cities in the U.S. are still racially segregated?

It has been several decades since the Brown v. Board of Education decision, the Civil Rights Act of 1964, and the end of the discriminatory lending described above. Still, there are major disparities in wealth between white and black families.

Median Family Wealth by Race



Source: <http://apps.urban.org/features/wealth-inequality-charts/>

DISCUSSION QUESTION

How has the wealth disparity changed over the last 50 years? How did slavery, Jim Crow, the GI Bill, and redlining play a role in this disparity?

Teacher Directions, Session 3

pages 9-11

Students read about federally sanctioned housing discrimination and then complete a jigsaw activity comparing three countries' responses to past transgressions.

The GI Bill and Redlining

Procedure

1. Review the unit focus words. Challenge students to use each word in a sentence related to privilege or Jim Crow segregation.
2. Review the concept of the American Dream—that you can achieve success through hard work. Ask students what items the American Dream might include for most people (for example: a house, a car, a family, vacations, etc.) Record student answers on the board.
3. To build background knowledge, show this 4:30 minute video: <https://www.youtube.com/watch?v=UmMs8eQP4T0>
4. Have a student volunteer read the first paragraph as a class, then have students summarize the purpose of the GI Bill.
5. Read the second paragraph and do a role play to help students understand mortgages. Pretend that you are the bank. Two students each with \$20,000 are trying to buy a \$100,000 house. Approve one student for an \$80,000 mortgage to be paid back over 30 years. Deny the other student. Have students discuss the opportunities available to each student.
6. Read the third paragraph and make sure that students understand redlining. The images from the video in step 3 can help.
7. Allow students to spend time discussing the Turn, Talk, and Write questions. Discuss responses as a class and mention key points:
 - Federal legislation effectively prevented whites and nonwhites from buying homes in the same neighborhoods.
 - Today, many neighborhoods still retain the racial character that was established after WWII.
8. Direct students to the graph at the bottom. Interpret the graph as a class by looking at the title, the axes, the key, and the bars. Invite students to make observations about the graphs.
9. Discuss the Discussion Question as a class. Here are some points students might raise:
 - During slavery, black people could not accumulate wealth.
 - During Jim Crow, laws created inequalities that positioned blacks as inferior to whites, and limited opportunities to create wealth.
 - Federal laws restricted black soldiers returning from WWII from buying homes—a key step in building wealth.
 - This history has affected the opportunities people can give to their children to achieve the American Dream.

Righting Some Past Wrongs

Jigsaw Activity

The United States is not the only country that has a history of legislated racism. On the next page, read about what some other countries have done and how they have tried to **reconcile** their wrongs.

With a small group, complete the chart for the country your teacher assigns you. You will be responsible for explaining your assigned country to the other groups. Fill in the chart below with your country's information.

Our group is assigned:

- Spain
- Canada
- South Africa

Who was wronged?	Who did the wronging?	When did this happen?	How is the country trying to right these wrongs?

Space to take notes about other groups' countries:

- Spain
- Canada
- South Africa

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- Spain
- Canada
- South Africa

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Righting Some Past Wrongs

Procedure

1. Read the instructions for the jigsaw and answer any questions that come up.
2. Locate the different countries on the classroom map if you have one. If not, use the map on the next page. Have students identify the continent where each country is located.
3. Separate students into groups of 2-4 and assign each group to a country. Depending on the size of your class, you may need to assign two groups to the same country.
4. Review the structure of the chart by reading the column questions and having student volunteers put them into their own words.
5. Give students time to complete their charts using the text on page 11. Circulate and provide support as needed.
6. Have students complete the jigsaw activity by sharing their findings out to the class while the other groups take notes.

Answers:

Spain

Who was wronged? *Spanish Jews*

Who did the wronging? *King and Queen of Spain*

When did this happen? *1492*

How is the country trying to right these wrongs? *Offering citizenship to descendants of the expelled Jews*

Canada

Who was wronged? *First Nations*

Who did the wronging? *Canadian Government*

When did this happen? *1880s-1990s*

How is the country trying to right these wrongs? *By investigating the residential schools and following recommendations in the report*

South Africa

Who was wronged? *Black South Africans*

Who did the wronging? *South Africa's European government*

When did this happen? *1948-1994*

How is the country trying to right these wrongs? *The government paid out money to people, renamed streets, expanded health care.*

Righting Some Past Wrongs

Jigsaw Activity

Spain

In the 1400s, Jewish people played an important role in Spanish life. They were accustomed to discrimination for their religious beliefs, but in 1492, things took a turn for the worse. The king and queen of Spain issued the *Alhambra Decree*, which stated that all Jews had to convert to Catholicism, leave Spain, or be put to death. Many Jews converted, many left, and many were killed. In 2014, over 500 years later, Spain made an effort to **reconcile** this ugly past. They have offered Spanish citizenship to any Jewish person who can prove that their ancestors were expelled from Spain. The Spanish government hopes that this act will “**compensate** for shameful events in the country’s past.”

Canada

When the French and British colonized what is now Canada, there were people living there. These people are known as the First Nations of Canada. The government of Canada **positioned** First Nations people as inferior and thought that they needed to become more European. From the 1880s to the 1990s, Canada took an **institutional** approach to achieving this goal: They set up residential (boarding) schools that First Nations children were forced to attend. Residential school survivors have recalled the abuse and suffering that they **confronted** in school. In recent years, they demanded an investigation into residential school practices. In 2015, shedding the cloak of **apathy**, Canada released a report **articulating** recommendations to acknowledge and **confront** its past. Recommendations included changing laws, building monuments, and adjusting health care to make things better for First Nations people.

South Africa

Starting in the 17th century, South Africa was colonized by a number of European countries. The white Europeans dominated the country and created a government designed to oppress the black South Africans through law and force. These laws were collectively known as *apartheid*, literally meaning “apartness” or separation. In 1948, apartheid became the law of the land, restricting the rights of nonwhites to own land and businesses and to reside, go to school, or even cross into areas that were designated as “white only.” In 1994, South Africa started to **confront** its past and search for ways to **reconcile** years of **institutional** racism by publically **articulating** its wrongs and searching for ways to **compensate** for the suffering the government caused. South Africa made symbolic, individual, and community reparations. The government paid out money to victims, created monuments, renamed streets and public venues, and worked to expand health care to those who had suffered. In the case of South Africa, the policy summary stated, “These measures cannot bring back the dead, or adequately **compensate** for pain and suffering, but they can improve the quality of life for victims of gross human rights violations and/or their dependents.”



Page 9 Activity (The GI Bill and Redlining)

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Page 10 & 11 Activity (Righting Some Past Wrongs)

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Debate

Righting Wrongs Through Reparations

Reparations, or **compensation** for **institutional** wrongdoing, can come in a variety of forms. In 2014, Spain offered citizenship to the descendants of Jewish people who were expelled. South Africa's government has paid money to individuals who suffered under apartheid. The South African government has also provided reparations through various actions: providing health care, renaming public buildings and facilities, and creating **institutional** reforms to ensure equal opportunities to people of all backgrounds.

Michigan Representative John Conyers, Jr. introduced legislation at the beginning of each congress starting in 1989 to establish a government commission that would study the institution of slavery and treatment of freed slaves, explore the impact of slavery on present day blacks, and make recommendations to Congress about how to remedy the damage done to living blacks. However, this bill, HR 40, has never received enough support even to be discussed in Congress.

Notes:



Compensation should be paid.

Examples of people **articulating** their positions:

"We're not raising claims that you should pay us because you did something to us 150 years ago," said Adjoa Aiyetoro, a law professor at the University of Arkansas who believes reparations should be paid. "We are saying that we are injured today by the vestiges of slavery, which took away income and property that was rightfully ours."

Randall Robinson, a lawyer and activist, wrote that reparations are a simple legal argument. *"When government participates in a crime against humanity, and benefits from it, then that government is under the law obliged to make the victims whole. That's recognized as a principle of law."*

DEBATE:

Should the United States government compensate African Americans in order to acknowledge its past?



Compensation should not be paid.

Examples of people **articulating** their positions:

Conservative author **David Horowitz** wrote 10 reasons against reparations. Here are two: *"Only a tiny minority of white Americans ever owned slaves, and others gave their lives to free them."* and *"America today is a multi-ethnic nation and most Americans have no connection (direct or indirect) to slavery."*

Jon Stossel, a Fox News correspondent, stated in a TV segment called *Freeloaders*, *"It's odd in that no group has been more helped by government than the American Indians, and no group does worse."*

Teacher Directions, Session 4

page 12

Students use information from the unit to debate the question: "Should the United States government compensate African Americans in order to acknowledge its past?"

Debate

Procedure

1. Read the debate question: "Should the United States government compensate African Americans in order to acknowledge its past?"
2. Read the background information at the top of the page. Help students to see that legislated racism has affected African Americans in terms of their ability to accrue wealth and position their children to achieve the American Dream.
3. Ask students to list several ways that a country can right the wrongs of the past while you record these on the board. These might include:
 - commission to study to understand the effects of the past
 - build memorials and rename roads
 - pay money to descendants
 - issue a formal apology
 - do nothing
4. Have students choose to use two or more of the options they brainstormed as positions for the debate.
5. Divide students into groups to and assign them to a position.
6. Give students several minutes to gather support in the space provided. Each group should draft an opening statement that outlines their position and provides support for it from the unit and their personal experiences.
7. Run the debate as a whole class activity, allowing each side to read their opening statements and then challenge each other with counterarguments and respond with rebuttals.
8. Debrief about the quality of the debate. Were students able to support their arguments with evidence and reason? Were students able to use the focus words? Was everyone who wanted to participate able to?

Common Core State Standards

CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Writing



Martin Luther King, Jr. Photo by Nobel Foundation (1964).

In 1963, at the height of the Civil Rights movement, thousands of African Americans were joined by people of all colors in the March on Washington for Jobs and Freedom, demanding equal rights and the end to **institutional** racial disparities. Dr. Martin Luther King, Jr., gave his famous "I have a dream" speech during that gathering.

In 1964, Dr. King wrote *Why We Can't Wait*, a book about the need to continue the struggle against racial segregation. In the book, he discusses the systemic destruction of the Native American way of life and how popular culture continues to celebrate its downfall. The following is an excerpt from the book:

Our nation was born in genocide when it embraced the doctrine that the original American, the Indian, was an inferior race. Even before there were large numbers of Negroes on our shores, the scar of racial hatred had already disfigured colonial society. From the sixteenth century forward, blood flowed in battles of racial supremacy. We are perhaps the only nation which tried as a matter of national policy to wipe out its indigenous population. Moreover, we elevated that tragic experience into a noble crusade.

Indeed, even today we have not permitted ourselves to reject or to feel remorse for this shameful episode. Our literature, our films, our drama, our folklore all exalt it.

That same year, Dr. King was awarded the Nobel Peace Prize for his fight for equality. In 1968, Dr. King was assassinated.

Using information from the unit and your own experiences, write a blog entry that you would want Dr. King to read updating him on how the United States has or has not changed in the last 50 years. Two possible options are:

The United States has taken great steps to achieve racial equality.

or

*The United States has not **confronted** its past and still suffers from **institutional** racism.*

Defend your position, which may be one of these or something in between.

Teacher Directions, Session 5

pages 13-14

Students craft a blog post in response to a quote from Dr. Martin Luther King, Jr.'s book, *Why We Can't Wait*.

Procedure

1. Read the opening text until the end of the Martin Luther King, Jr. quote. Define difficult terms within the quote and have students paraphrase each sentence as you work through it.
2. Have students reexamine the quote in partners and discuss its meaning. Invite students to share their thoughts about Dr. King's message.
3. Read the rest of the writing prompt and have students circle the position that they would like to support in their writing.
4. Allow students to work with another student who has chosen the same position to gather ideas for their writing. Or, have students gather support independently.
5. Give students several minutes to craft their responses.
6. If time permits, have students share their responses.

Teaching Tip: Work with struggling writers to come up with support for each position, and then have students choose three reasons that they will use in their writing. Tell students to state their position first, and then explain each reason with a few sentences.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.

CCSS.ELA-Literacy.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

CCSS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Invictus

Nelson Mandela spent his life **confronting** legislated racism and fought tirelessly for equal rights for black South Africans. As a result, he was imprisoned for 27 years, until he was released and elected the first black president of South Africa.

President Mandela reported that he recited the following poem, "Invictus," to himself every day he was imprisoned on Robben Island. He took courage from the central idea of the poem, that we have control over our own souls, even if others can exert control over our circumstances and our lives.

Invictus
BY WILLIAM ERNEST HENLEY

**Out of the night that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.**

**In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.**

**Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds and shall find me unafraid.**

**It matters not how straight the gate
How charged with punishments the scroll,
I am the master of my fate,
I am the captain of my soul.**

night might be referring to darkness or depression

fell clutch means "cruel grip"

Horror of the shade refers to death

straight here means "narrow, difficult to get through"

Invictus means "undefeated." Several phrases in the poem reflect the sense of being undefeated:

- "my unconquerable soul"
- "My head is bloody, but unbowed"
- "I am the master of my fate, I am the captain of my soul"

continued on the next page

Teacher Directions, Supplementary Resources
pages 15-20

ELA Activity

Students do a close reading of the poem, "Invictus," which Nelson Mandela recited to himself each day of his imprisonment at Robben Island.

Procedure

1. Ask students to think of things that help them stay positive and hopeful when going through a difficult time. Invite students to share.
2. Read the opening text and answer any questions that come up.
3. Read the poem out loud one time all the way through without stopping. Then, reread the poem, defining any difficult words or phrases.
4. Have students identify the number of stanzas (4) and the rhyme scheme for the first two stanzas (ABAB, CDCD).
5. Have students reread the poem with partners and then answer the Turn, Talk and Write questions on page 16.
6. Ask student volunteers to share their answers.

Extension: Ask students to choose a poem or lyrics from a song that inspire hope in them. Have them write about the reason that they chose the poem and the line or lines that are particularly powerful for them.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Invictus



TURN, TALK, AND WRITE

What might Mandela have been thinking about when he read “this place of wrath and tears”?

What parts of the poem do you think may have been particularly important in giving Mandela hope while he was in prison on Robben Island?

Two phrases from this poem are commonly repeated, often by people who don’t know this poem: “bloody, but unbowed” and “I am the captain of my soul.” Why do you think these two phrases, but not others from this poem, have achieved such popularity?

Possible Answers:

1. He might have been describing the prison at Robben Island, or the difficult experience of living under apartheid.
2. “I thank whatever gods may be for my unconquerable soul.” Perhaps this phrase made him feel less alone and that he could face anything no matter how difficult.
3. These phrases communicate strength and perseverance. When people encounter difficult situations in their lives, they look for words to give them hope. Also, “bloody, but unbowed” has a nice alliteration with the b repetition.

Reparations: Looking at the Numbers

After the Civil War, two measures were designed to **position** freed slaves for self-reliance. First, General William Tecumseh Sherman ordered 400,000 acres of land to be set aside for former slaves in the Southeastern United States. Second, the Freedmen's Bureau—a federal government agency—planned to distribute 900,000 acres of land among freed slaves so they could farm the land and purchase it after three years. Neither measure was meant as **compensation** for the wrongs of slavery, but rather as a way to help former slaves become independent. Both measures were blocked by President Andrew Johnson, who succeeded Abraham Lincoln after his assassination.



The Freedmen's Bureau. Drawn by A.R. Waud.

1 a. Under each of the measures explained above, former slaves would receive 40-acre plots of land. Use the following information to figure out how many football fields would fit into 40 acres.

- One acre is about 4,050 square meters.
- A football field is about 5,400 square meters.

b. About 4 million slaves were freed as a result of the Emancipation Proclamation. If 10% of the freed slaves were male and over the age of 18 (and therefore eligible for a land parcel), how much land in square meters would have been allocated?

c. This amount of land is closest in size to the area of which state? (Circle the best answer.)

West Virginia: 6.3×10^{10} square meters Oregon: 2.5×10^{11} square meters

Rhode Island: 4×10^9 square meters Alaska: 1.7×10^{12} square meters

2. Some people have proposed that descendants of African American slaves should receive **compensation** for the hours that their ancestors spent working for free. Using the following figures, calculate the amount of money that would be owed to descendants of slaves according to this logic.

- From 1790 to 1860, the average number of slaves in the United States at any given time was 2 million.
- Slaves worked at least 6 days a week, 10 hours per day.
- The federal minimum wage in 2015 was about \$7.25, but use \$7 for your calculations.



TURN AND TALK

Do you believe that reparations are necessary to **reconcile** the damages of slavery? If so, would you recommend that reparations be used to pay individuals or build institutions that benefit affected populations? Explain your reasoning.

Math Activity

Students learn about the 40-acre promise made to African Americans after the Civil War, and then calculate how much land would have been distributed had the promise been fulfilled. Then, students calculate the amount of money owed to slaves if they were paid for their work between 1790 and 1860. Students use unit conversions, multiplication, and scientific notation to solve the math problems.

Procedure

1. Read the opening text. Answer any questions that come up.
2. Most of the problems involve multiplying or dividing large numbers. You may want to review how to multiply and divide large numbers that end with zeros (e.g., $45000 \div 900 = 450 \div 9$) and how to write large numbers in scientific notation. If you allow students to use calculators, require that they write out the equations that they use to solve each problem.
3. Work through the problems as a class or have students work through them in partners, and then review the answers as a class.
4. Conclude by having students discuss the Turn and Talk.

Answers:

$$1a) 40 \times 4050 \text{ m}^2 \times \frac{1 \text{ Football Field}}{5400 \text{ m}^2} = \frac{162000 \text{ Football Fields}}{5400} = 30 \text{ Football Fields}$$

$$1b) \begin{array}{l} 4,000,000 \times 0.1 = 400,000 \\ 400,000 \text{ people} \times \frac{4050 \text{ m}^2}{\text{acre}} \times \frac{40 \text{ acres}}{\text{person}} = 64,800,000,000 \text{ m}^2 \end{array}$$

$$1c) 64,800,000,000 = 6.48 \times 10^{10} \text{ closest to West Virginia}$$

$$2) 70 \text{ years} \times \frac{52 \text{ weeks}}{\text{year}} \times \frac{6 \text{ days}}{\text{week}} \times \frac{10 \text{ hours}}{\text{day}} \times \frac{7 \text{ dollars}}{\text{hour}} \times 2,000,000 \text{ slaves} \\ = \$3,057,600,000,000 \\ (\text{about } 3 \text{ trillion dollars})$$

Common Core State Standards

CCSS.Math.Content.7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

CCSS.Math.Content.8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading).

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

Mirror, mirror...in my brain?

Have you ever seen a TV character do something really embarrassing, and you felt embarrassed too, as if it were happening to you? If so, you can thank your *mirror neurons*—cells in your brain that respond not only to your own experiences but to the experiences of others. Scientists, led by Giacomo Rizzolatti at the University of Parma in Italy, discovered mirror neurons in the 1980s and 1990s when they conducted several experiments with macaque monkeys.

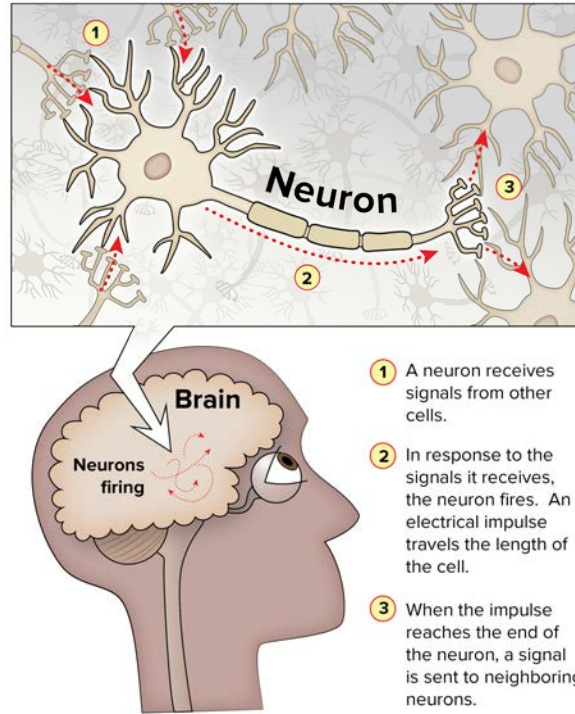
In one experiment, the scientists attached sensors to the monkeys' brains and then measured the neuron activity when the monkeys picked up a piece of food and again when the monkeys observed a person picking up a piece of food. The results were surprising. Some neurons responded only when the monkeys picked up food themselves, but a small percentage of neurons also responded when the monkeys watched humans pick up food. These neurons were named *mirror neurons*, since they "mirrored" the activity of another animal. Rizzolatti later demonstrated that humans also have mirror neuron systems in their brains. Since these discoveries, scientists around the world have hypothesized that mirror neurons play an essential role in human development and consciousness.

Mirror Neurons and Empathy

When undergoing brain surgery, patients are often kept awake and conscious in order to prevent complications. At the University of Toronto, a man named Smith was having brain surgery. During the operation, the surgeon inserted a sensor into an area of the brain that senses pain. When the team poked Smith's finger with a needle, the doctor was able to find a neuron that fired in response. Then, the team poked another patient's finger with a needle, and Smith's neuron fired with the same intensity! Smith's brain was literally processing the other person's pain as if it was his own. The ability to understand and share another person's feelings or experience is known as *empathy*. When we feel saddened by the pain or misfortune of another or we rejoice at someone else's success, we are experiencing empathy. When we feel part of a character's journey that we read about in a book, we are being empathetic. For many years, scientists struggled to explain empathy. The discovery of mirror neurons not only helped to explain empathy but opened up an exciting avenue for exploration, and may even lead to treatment for people who are apathetic to other peoples' experiences.

Mirror Neurons and Phantom Limb Pain

Dr. Vilayanur Ramachandran is a professor at the University of California at San Diego who explores therapeutic applications for mirror neurons. Much of Ramachandran's work has been with amputees, that is, people who have had a part of their body removed. For example, many U.S. soldiers have had their arms or legs so badly injured that to save their lives, the injured limbs have had to be cut off, or amputated. Amputees often feel like their missing body parts are still attached, and they **articulate** feelings of pain and itching where the amputated parts once were. This phenomenon is known as *phantom limb*, because the affected body part, like a ghost, is not physically present. Many amputees seek medical treatment to **confront** their phantom limb pain. Ramachandran developed a unique therapy for relieving amputees of this phantom pain using the following scientific ideas:



- 1 A neuron receives signals from other cells.
- 2 In response to the signals it receives, the neuron fires. An electrical impulse travels the length of the cell.
- 3 When the impulse reaches the end of the neuron, a signal is sent to neighboring neurons.

Science Activity

Students learn about mirror neurons, which were discovered in the 1980s and 1990s, and which may play a large role in the development of empathy. After reading the informational text, students complete a short word study activity with the Greek roots em-, a- and syn-/sym-.

Procedure

1. Ask students which part of our body is responsible for feeling. Allow students to share their thoughts, and then tell them most feelings like pain, pleasure, happiness and sadness are processed in our brains.
2. Read the first section. As a class, discuss the reason why the scientists were surprised to discover mirror neurons.
3. Read *Mirror Neurons and Empathy*, and allow students to share reactions to the text. Ask students to think of other events that might cause mirror neurons to fire.
4. Read *Mirror Neurons and Phantom Limb Pain*. Discuss the illustrations and how they support the text. Show the class this 2:32 video: https://www.youtube.com/watch?v=YL_6OMPwynQ
5. Have students discuss the Turn and Talk with partners and invite students to share their ideas with the class.

Common Core State Standards

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

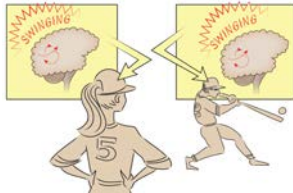
CCSS.ELA-Literacy.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

continued on the next page

Mirror, mirror...in my brain?



1. Brain cells (neurons) send electric signals to each other, which is called *firing*. When you perform an action—like hitting a baseball—certain neurons in your brain fire. When the neurons fire, your brain tells your body how to hit the ball and what it feels like.



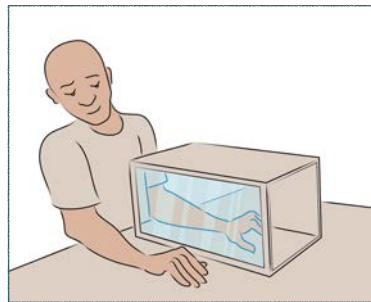
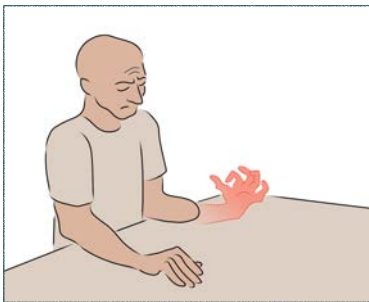
2. Mirror neurons fire when you perform an action and also when you watch someone perform an action. So, if you watch someone hit a baseball, your mirror neurons fire as if *you* were hitting a baseball.



3. When our mirror neurons fire, our skin and muscles send a message to our brains to confirm that we are not moving or being touched. The mixture of the mirror neuron signals and the skin and muscle signals allow us to understand another person's experience without actually believing that we are experiencing it ourselves.

Ramachandran first applied mirror neurons to phantom limb pain with a patient named Humphrey. Humphrey's hand was amputated after he was injured in war, and he had a "phantom hand." Ramachandran asked Humphrey to sit and watch as he tapped his student Julie's hand. Humphrey was shocked to actually *feel* the taps on his own hand. Then, Julie held an ice cube. Humphrey could actually *feel* the cold as if the ice cube was in his own hand. Finally, Julie massaged her own hand and soothed a pain in Humphrey's hand! How could this be? Because Humphrey didn't have a hand, it couldn't send any signals to his brain to say that it wasn't actually being touched. The only signal came from Humphrey's mirror neurons, so Humphrey felt the touch as if it was his own.

Having confirmed the power of mirror neurons, Ramachandran developed a therapy for phantom limb pain using a mirror box (see right). He has an amputee place his stump inside of a box that has a mirror on the outside. The amputee then sees the reflection of his healthy arm in the mirror, and it looks as if he has two healthy arms. Ramachandran then asks the amputee to think about moving the phantom limb while watching his normal limb perform the same movement in the mirror. The mirror box **positions** the normal arm to be recognized by the mirror neurons, allowing amputees to move the phantom limb and release it from painful positions. Several studies have proven mirror therapy to be effective, although more research is needed before mirror therapy is institutionalized by the greater medical community.



TURN AND TALK

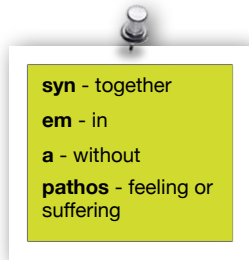
Ramachandran hypothesizes that mirror neurons allow people to empathize, or to understand the feelings that another person is experiencing. Pretend you are going to conduct an experiment to measure a person's empathy or **apathy**. With your partner, discuss the characteristics you might look for to determine if someone is empathetic or apathetic.

Word Work

The words *empathy*, *sympathy*, and *apathy* come from Greek roots.

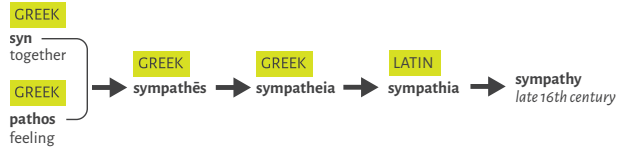
em·pa·thy

Origin



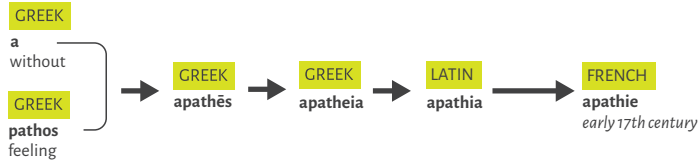
sym·pa·thy

Origin



ap·a·thy

Origin



Some of the roots in the table can be combined to form English words. Write these words in the table, and place Xs in the cells that do not make a word. If you are unsure, consult a dictionary. The first example has been done for you.

	syn-/sym- (together)	a- (without)	em- (in)	tele- (over a distance)
-pathy (feeling)	sympathy			
-chronize (time)				
-biotic (living)				
-phony, phone (sound)				

Science Activity

Procedure

1. Trace each word's transformation from Greek to English.
2. Examine the chart. Do one example as a class, and then give students several minutes to complete the activity. Have students use dictionaries to check their answers.
3. Review the answers as a class.

	syn-/sym- (together)	a- (without)	em- (in)	tele- (over a distance)
-pathy (feeling)	sympathy	apathy	empathy	telepathy
-chronize (time)	synchronize	X	X	X
-biotic (living)	symbiotic	abiotic	X	X
-phony, phone (sound)	symphony	aphony	X	telephone

Examining the Focus Words Closely

SoGen Unit 8.6

FOCUS WORD OR *RELATED FORM	DEFINITION	SAMPLE SENTENCE	TURN AND TALK
position (verb)	to set something up (a person, idea, etc.)	Christopher helped position Paul as a leader by telling everyone that Paul had always stood up to bullies in elementary school.	<i>Describe a time when someone positioned you for success.</i>
articulate (verb, adjective)	(v) to explain clearly (adj) able to express ideas clearly, well-spoken	Vanessa was unable to articulate her feelings about winning the race because she was so exhausted from the run. After rehearsing for several days, Jonas gave an articulate presentation about deforestation.	<i>Do you articulate your ideas best by speaking or writing? Who is your most articulate friend? Explain your choice.</i>
institutional (adjective)	of, relating to, or established by an institution such as government or the legal system	Because of institutional sexism, women are often paid less for doing the same jobs as men.	<i>What should be done to prevent institutional racism?</i>
reconcile (verb)	to bring to agreement or harmony	After months of civil war, the two sides reconciled and built a new government together.	<i>Can enemies be forced to reconcile?</i>
* reconciliation (noun)	the restoring of friendly relations; the act of making opposing sides or ideas compatible	Nadia knew that reconciliation after the fight with her partner was necessary before they could complete the project.	<i>Describe a time when you achieved reconciliation after an argument with someone. How did you solve the issue?</i>
complicit (adjective)	choosing to overlook or be involved in wrongdoing	Since he didn't try to stop Shirelle from posting the video, Jeremy was found to be complicit in the cyberbullying.	<i>If you knew that a classmate had cheated on a test, would you tell or remain complicit?</i>
compensate (verb)	to give something of value (usually money) to recognize effort or make up for suffering	Liz was compensated \$10 for filling out two surveys about her experience shopping at Clothes Saver.	<i>Apart from money, how could you compensate someone who saved your life?</i>
* compensation (noun)	a reward, especially money, given in return for something like injury or work done	An employer must pay workers compensation if an employee is injured on the job.	<i>Do you think kids should receive compensation for doing household chores? Why or why not?</i>
confront (verb)	to challenge someone directly; to face a problem	Rosa decided to confront Eddie about the rumors he'd been spreading about her sister.	<i>Describe a time when you confronted a friend about his or her behavior.</i>
* confrontational (adjective)	argumentative; hostile	Sergio's confrontational attitude prevented him from being chosen as team captain even though he was the best player on the basketball team.	<i>Name some professions where a confrontational attitude is desirable.</i>
apathy (noun)	lack of concern or interest	A 15% voter turnout demonstrated the citizens' apathy toward the government.	<i>Generally, it is an insult to be called apathetic. Why is it considered bad to feel apathy?</i>

Teacher Directions, Focus Words

page 21

Examining the Focus Words Closely

Students use definitions, sample sentences, and Turn and Talk prompts to gain a deeper understanding of the weekly focus words.

Procedure

1. Read each focus word out loud and have students repeat after you.
2. Read the definitions of the first word and its sample sentences out loud to the class, and then raise the Turn and Talk question. Discuss the question as a class, making sure that students use the focus word in their responses.
3. Have students work through the chart by reading the definitions and sample sentences and then answering the Turn and Talk prompts.
4. Conclude by having students share their responses to some of the Turn and Talk questions.

Teaching Tips:

1. Create a classroom word wall with the Word Generation focus words. Have students do different activities with the words. For example, they can categorize by part of speech, research etymology, find synonym or antonym pairs, write stories, or have a classroom spelling bee.
2. Write the focus words on the board and use tally marks to keep track of how often students use them or notice them in their reading. When the class reaches a certain amount of tally marks in one week (for example, 50 tally marks) reward students with free time or another prize of your choice.

Common Core State Standards

CCSS.ELA-Literacy.SL.6-8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

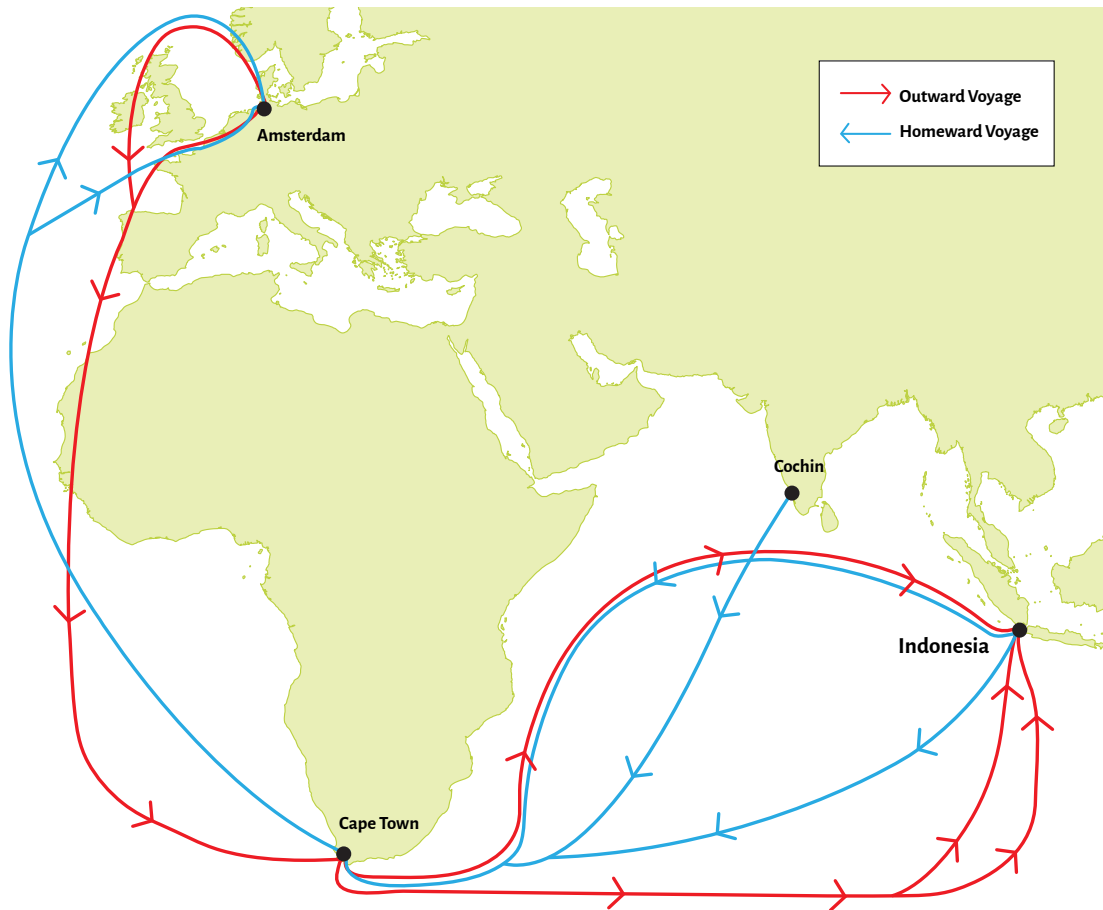
CCSS.ELA-Literacy.L.6-8.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

CCSS.ELA-Literacy.L.6-8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

History of South Africa

South Africa today is a multiracial society with a population composed of whites and Asians as well as blacks. In 1500, though, southern Africa was entirely black and inhabited by Africans who had lived there since before we began recording history. In 1652, the Dutch arrived. They weren't looking to settle down—they just needed a place for their sailors to get fresh water, meat, and fruits and to make repairs to their ships as they **confronted** the long journey from Rotterdam to Indonesia (which they called East India in those days) to buy spices to sell in Europe.

The Dutch East India Company established a resupply camp at present day Cape Town. At first, the sailors acquired their supplies by trading with the local residents, the Khoisan. Then conflicts broke out, and some of the Dutch laborers building the camp were encouraged to start farms and raise cattle. In other words, the resupply camp became a settlement—a successful one with excellent harvests. The white population grew, especially with the arrival of religious refugees from France in 1688 (Huguenots), and the farmers extended their settlements farther and farther out from Cape Town. Because they needed workers for the farms, they imported slaves from their East Indian colonies. The Dutch controlled the Cape Colony until 1795, when it became a prize in the British-French conflicts, and the British took control.



continued on the next page

Teacher Directions, Extension

pages 22-30

History of South Africa

Students read about the colonization of South Africa as background for discussion of South African apartheid.

Procedure

1. If you have a map in your classroom, identify South Africa. Explain that South Africa is a country on the continent of Africa. Identify some of the other countries in Africa. Direct students to the map on page 22. Have students label Europe, Africa, India, and Asia. Tell students that there is now a canal that connects the Mediterranean Sea to the Red Sea (the Suez Canal), but until 1869, the main water route from Europe to Asia was around the continent of Africa.
2. Explain that there are three main groups that they will read about in the text. Write the three groups on the board so that students can refer to them as they read through the text. The three groups are: Black Africans (Native to South Africa), British (from England), and Afrikaner (Dutch people living in South Africa).
3. Read the text as a class or have students read it with partners. As they read, have students make a list of the conflicts discussed in the text. For each conflict, students should identify who was involved, what they were fighting over (if stated), and the main outcome.
4. Review the conflicts as a class, and then discuss how the British-Afrikaner conflicts were finally resolved: by both groups coming together to control the people and resources of the region.
5. Conclude by having students discuss the Turn and Talk in partners.

Conflicts:

1. Khoisan-Dutch. Fighting about trade. Dutch established a settlement at Cape Town.
2. British-French. Reason not stated. British took control of Cape Colony.
3. Zulu-other tribes. Control of territory. Massive displacement of Africans.
4. British-Afrikaner (Dutch). Fighting over land after gold and diamond discovery. Afrikaners forced off land.

Extension: Have students research the Suez and/or Panama Canals. When was each canal built? Who controls the canal? Describe the canal's impact on trade. What engineering advances contributed to the construction of each canal?

History of South Africa

In the early 1800s, the Zulus led by Shaka Zulu became a military force in the territory now called KwaZulu-Natal. They conquered tribes and clans, took land, and **positioned** themselves as the dominant power. The Zulu invasion led to massive displacements of other Africans. When the descendants of the original Dutch settlers (now called “Afrikaners”) moved north to seek more territory, they encountered **apathy** rather than resistance from the defeated Africans.

Britain abolished slavery in 1833, angering the Afrikaners who then established their own self-governing states where they could continue to use slave labor. But the Afrikaner domination in their new states was threatened by the discovery of gold and diamonds in the mid-1800s. Thousands of Europeans arrived to stake land claims, and the British took over territories where gold and diamonds were found. The British-Afrikaner conflicts became fiercer because Afrikaners who were forced out by **confrontational** European newcomers were offered no **compensation** for the land they now considered theirs.

The British established plantations in the state of Natal, but found that the local Zulus would not work for them. So between 1860 and 1900, they imported thousands of laborers from India, introducing yet another element into the southern African population mix.

Though there were many battles between whites and indigenous Africans in southern Africa, the politically consequential battles were between two white groups—the British and the Afrikaners. After much conflict, the Afrikaner colonies and the British colonies **reconciled** their differences, signing the Treaty of Vereeniging in 1902. By 1910, the separate colonies had merged to form the Union of South Africa. At that time, 20% of the population was white, and that 20% owned or controlled 90% of the land and reserved the right to vote for themselves.



TURN AND TALK

Why do you think the Dutch and the British thought they were justified in taking land that belonged to others? Do you think that if they had **compensated** the Africans, it would have been okay? Why or why not?

Legislating Racism

Apartheid



In 1948, the South African National Party won parliamentary elections on the promise it would make white power an **institutional** arrangement. New laws **articulated** the definition of four distinct population groups: white, black, Indian, and colored (of mixed black and white ancestry). Though many English-speaking politicians opposed these laws, others were **complicit** in their passage and enforcement. The laws specified that the four groups should not mix—that is, not live in the same neighborhoods, intermarry, go to the same schools or universities, or have access to the same jobs. These laws were collectively known as *apartheid*, literally meaning “apartness.” Apartheid became the law of the land; act after act was passed restricting the rights of nonwhites to own land and businesses and to reside, go to school, or even cross into areas that were designated as “white only.” While “coloreds” lost the right to vote in 1969, blacks had not been able to vote since 1905.

Blacks had to have passes to cross over into white areas to work. (Think of it as someone needing permission from the

government to go from one part of New York City such as Manhattan to another part such as Queens.) In 1970, the government even took away South African citizenship from the black population, giving them instead citizenship in their tribal *bantustans* (black homelands). In fact, many black people in South Africa had never lived in those areas until they were forcibly relocated there. Enforcing these laws led to many conflicts between heavily armed police and blacks, ultimately leading to considerable political unrest.

Some of South Africa's Apartheid Laws:

1950 – Act No. 30, Population Registration Act: Required every South African to be racially classified.

1950 – Act No. 41, Group Areas Act: Forced separation between races through the creation of residential areas designated for certain races.

1953 – Act No. 47, Bantu Education Act: Established a Black Education Department, creating a curriculum suited to the “nature and requirements of the black people.” The aim of this law was to prevent black South Africans from receiving an education that would allow them to work in positions that they were not allowed to hold under apartheid laws.

1970 – Act No. 26, Bantu Homelands Citizenship Act: Removed black South African citizenship and required each black person to become a citizen of the homeland designated for his or her ethnic group.



TURN AND TALK

How would restricting a person's access to education affect his or her quality of life?

Legislating Racism

Students read about the development of apartheid in South Africa and begin to fill out a chart comparing the experiences of blacks in South Africa, American Indians, and African Americans.

Procedure

1. Read the title of the activity: Legislating Racism. Ask students, “What does it mean to legislate racism?”
2. Direct students to the picture of the sign. Read and discuss its contents. Call attention to the contradictory message of being both “public” and “reserved for whites.”
3. Explain that this text will describe a system of racial segregation in South Africa known as apartheid (pronounced: apar-tide).
4. Read through the text as a class, in small groups, or have students read individually.
5. As a class, read through the apartheid laws at the bottom of the page. Invite students to share reactions to the text and the apartheid laws.
6. Have students discuss the Turn and Talk.

Common Core State Standards

CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.SL.6.1/SL.7.1/SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6/7/8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Legislating Racism

Protests

In the 1980s, world anger exploded at the **institutional** racism in South Africa. A movement started at universities around the world **articulating** the belief that apartheid should end. Many protests demanded divestment, or the removal of invested funds from companies that supported the South African government. People were willing to risk incarceration to voice their anger.

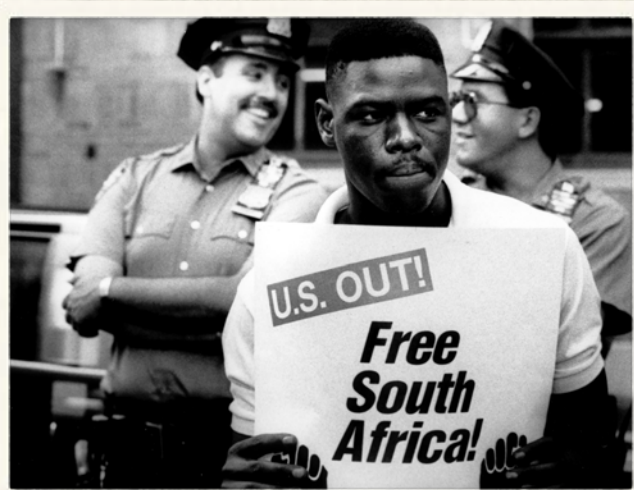
1. Harvard



2. England



3. Netherlands



4. South Africa

TURN AND TALK

When do you have a personal obligation to raise your voice against injustice? If you don't take action against injustice, does that make you **complicit**?

Legislating Racism, continued

Procedure

1. Tell students that the world came together against apartheid.
2. Read the text at the top of the page.
3. Give students a few minutes to examine each image and make observations.
4. Ask students to choose an image that speaks to them more than the others, and then discuss their choice with a partner.
5. Have students discuss the Turn and Talk, and then have a brief class discussion about the same question.

Legislating Racism

Compare and Contrast

Fill in the table below with examples of how blacks in South Africa were affected by the apartheid laws in each of the areas indicated in the first column. Later, you will read about events in American Indian and African American histories and fill in the rest of the chart using information from the unit and your background knowledge.

	Blacks of South Africa	American Indians	African Americans
Participation in government			
Equal access to services			
Residential choice			
Educational access and content			

Legislating Racism, continued

Procedure

1. Read the instructions and review the different categories (i.e. participation in government, access to services, residential choice, and educational access and content). Tell students that they will need to go back into the unit texts to find information for the chart.
2. Allow students to work with partners to fill in the “Blacks of South Africa” column while you circulate and provide support. Students will fill out the “American Indians” and African Americans” columns later on.
3. Have students share their answers.

	Blacks of South Africa	American Indians	African Americans
Participation in Government	In 1970 black South Africans were no longer considered citizens of South Africa.	Indians were not considered citizens until 1924, and were prevented from voting until 1948 in many states.	Slaves were not considered citizens. Literacy tests and grandfather clauses prevented African Americans from voting.
Access to Services	Apartheid laws created separate schools, residential areas and jobs.	American Indians were forced to live on reservations.	Plessy v. Ferguson allowed for the establishment of separate facilities for blacks and whites.
Residential Choice	Bantu Homelands Citizen Act required Black South Africans to move to designated “homelands.”	Indian Removal Act forced Indians to move off of their native lands onto undesirable reservation land.	Slaves had no control over their movement from the moment they left Africa until 1865.
Educational access and content	Bantu education act created a specific curriculum for black South Africans.	Indian boarding schools tried to erase Indian culture.	Slaves were denied education and Jim Crow afforded African Americans limited educational opportunities.

Nelson Mandela: From Prisoner to President

Nelson Mandela, at age 26, was a founder of the African National Congress (ANC) Youth League, a political action group opposing apartheid. The ANC was banned in South Africa in 1960 and listed as a terrorist organization by the U.S. government until 2008. Terrorist organizations embrace the use of violence to achieve political goals.

Mandela believed in aggressive and wide-sweeping tactics to **position** the ANC as a true force. In 1964, after multiple confrontations with the police and government, Mandela was sentenced to life in prison for sabotage, and sent to a prison on Robben Island, located about four miles south of Cape Town.

Mandela spent the next 27 years imprisoned. During this time, he slowly gained the respect and admiration of the wardens and continued to communicate secretly with the ANC. He remained a valuable resource to the ANC while imprisoned and even represented them during secret talks with the South African government in 1986.

In 1990, the South African government declared that ANC was no longer illegal, and nine days later Mandela was released from prison. In 1991, he was appointed president of the ANC and continued negotiations with South African President de Klerk.

Negotiations were strained by recurring police violence against nonwhites. Mandela and de Klerk struggled to find a meeting ground where they could start a dialogue toward **reconciliation**. In 1992, they signed a Record of Understanding, which stated that the government agreed to investigate police violence and start working toward a new constitution for South Africa—one that would dismantle the **institutional** racism of apartheid and allow all people to vote.

In 1993, de Klerk and Mandela jointly won the Nobel Peace Prize. The following year, Mandela was elected the first black president of South Africa. When Nelson Mandela died on December 5, 2013, at the age of 95, the entire world mourned.

TURN AND TALK

Why do you think the U.S. government labeled the ANC as a terrorist organization?

Mandela was a member of the ANC, which was considered a terrorist group by the United States until 2008. Other groups currently defined by the U.S. government as terrorist organizations include:

- ▶ Basque Fatherland and Liberty (Spain)
- ▶ Conspiracy of Fire Nuclei (Greece)
- ▶ Real Irish Republican Army (Ireland)
- ▶ al-Qaeda (Middle East)
- ▶ Shining Path (Peru)
- ▶ Revolutionary Armed Forces of Colombia (Colombia)
- ▶ Hezbollah (Lebanon)
- ▶ Hamas (Palestine)



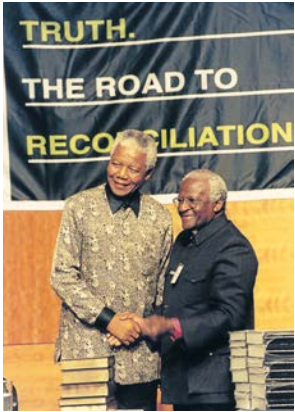
Nelson Mandela: From Prisoner to President

Students read about Nelson Mandela's role in ending the system of institutionalized racism.

Procedure

1. Ask students if they have heard of Nelson Mandela. Allow students to share their ideas about Mandela.
2. Read the title and allow students to explore the text features. Ask students to come up with a few questions that they hope will be answered in the text.
3. Read through the text as a class, in small groups, or have students read individually. As they read, ask students to think of the personality traits that landed Mandela in prison but also led him to the presidency.
4. After reading, have students share their observations about Mandela.
5. Conclude by having students discuss the Turn and Talk.

Truth and Reconciliation Commission



Truth and Reconciliation Commission
1998 Picture: ROBERT BOTHA

Nelson Mandela's election to President was game changing, but South Africa was broken on many different levels. Fifty years of apartheid had impoverished the nonwhites, created huge slums, split families, and generated enormous racial tension. As president, Mandela's next step was to try to heal his country.

The Truth and **Reconciliation** Commission (TRC) was created to **confront** the human rights violations of the apartheid era. It consisted of three committees: one that investigated human rights abuses, one that focused on rehabilitation and reparations for victims of the abuses, and one that determined if the criminals should be granted amnesty (forgiveness) for their crimes if they confessed. Mandela stated, "Only the truth can put the past to rest."

More than 7,000 applicants asked for amnesty; just over 800 of those applicants received it. Below is an excerpt from one amnesty hearing regarding the murder of Mr. Jama, an ANC supporter. In 1991, Mr. Jama was picked up by the police after an ANC rally, thrown into a police van, and subsequently murdered. WB Harrington was one of three police officers convicted for his death.

WB Harrington: *In conclusion I would like to say I would like to grab the opportunity firstly to apologise to Mr Jama's family and parents for what I was and that I am sorry that politics turned me, as a young 21-year old man, to what I was. Secondly, the previous government made me fight against the ANC and identified them as the enemy and I would like to ask you to forgive me for what I did to your son. Thank you very much.*

While asking for amnesty, Harrington read part of the transcript from his original trial:

... I was not afraid of any charge of assault against me. The next logical point was to murder Mr Jama. My honour, as interrogator, and authority was in doubt and I could not handle it that an ANC supporter could just stare me in the face without any sound or answer... I knew that Mr Jama had to die. (end of reading transcript)

Judge Wilson: *Is that true?*

WB Harrington: *Yes that is correct Mr Wilson.*

Judge Wilson: *Because it was your prestige which was at stake which he was attacking. Your honour as an interrogator, as an authority, it was in the context of the onslaught against the ANC? He did not want to say anything so you decided to kill him. That is what you say there.*

WB Harrington: *Yes, that is correct.*

Harrington was not granted amnesty under the guidelines that South Africa had established.

The TRC's Reparation and Rehabilitation Policy **articulated** the moral and legal reasons for providing rehabilitation and reparations, taking into account the individual, community, and nation: "The present government has accepted that it must deal with the things the previous government did and that it must therefore take responsibility for reparation."

Reparation is also known as transitional justice—the method of trying to address massive historical abuses and trauma by creating **institutional** change. In the case of South Africa, the policy summary stated, "These measures cannot bring back the dead, or adequately **compensate** for pain and suffering, but they can improve the quality of life for victims of gross human rights violations and/or their dependents."

DISCUSSION QUESTION

Harrington was found to be **complicit** in the murder of Mr. Jama and as a result he did not receive amnesty. Since he came forward and **confronted** his wrongs, should he have received a reduced sentence?

Truth and Reconciliation Commission

Students learn about the Truth and Reconciliation Commission, which was created post-apartheid to confront human rights violations.

Procedure

1. Ask students, "After a national policy like apartheid, what are some ways for a nation to heal and move forward?" Allow students to share their ideas.
2. Tell students that they will read about one step that South Africa took to confront apartheid. Explain that a *commission* is a group of people who have been given an official duty.
3. Read the first three paragraphs as a class. Review the details of the amnesty hearing and make sure that students understand that Harrington murdered Mr. Jama, a black South African attending an ANC rally.
4. Read through the transcript as a class. Have students paraphrase the reasons that Harrington cited for the murder he committed, (*politics, seeing the ANC as the enemy, sensing a threat against his authority*).
5. Read the remaining text and invite students to comment on the new government's sense of responsibility for the actions of the past government.
6. Conclude by raising the discussion question to the class.

American Indians: Displaced and Dismayed

Below is some information about various events from American Indian history. Fill in the empty boxes in the chart on page 26.

- When Europeans colonized what is now the United States in the 17th century, millions of people were already living there. These people were the Native Americans, also known as American Indians.
- Whites saw Native Americans as an obstacle that needed to be removed. By the end of the 18th century, the American Indian population had been reduced to a few hundred thousand; the rest had died in battles or from diseases carried by the Europeans against which Native Americans had no immunity.
- The Indian Removal Act of 1830 forced tribes in the southeastern United States to give up their tribal lands and relocated them to reservations west of the Mississippi River. Men, women, and children had to walk more than a thousand miles from the East Coast states to what is now Oklahoma. During the walk, thousands of Native Americans died of exposure, disease, and starvation. Their journey became known as the Trail of Tears.



In 1987, 2,200 miles were designated by the federal government as the Trail of Tears National Historic Trail.

A reservation is a piece of land set aside by the federal government for the exclusive use of American Indians.



- The Dawes Act of 1887 authorized the President to take reservation land away from the American Indians. The government gave small plots of reservation land to individuals and sold the rest to non-American Indians. About 90 million acres of treaty land were taken, and 90,000 American Indians became homeless as a result.
- In the 1870s, the Bureau of Indian Affairs developed a systematic approach to eradicating American Indian culture. American Indian children were taken from their homes and sent to boarding schools hundreds of miles away. At the boarding schools, the children's long hair was cut, and they were beaten if they spoke in their native language or expressed any other aspect of their culture. By 1900, 10% of the American Indian population had attended a boarding school.
- The Indian Citizenship Act of 1924 granted citizenship to American Indians, although until 1956, state laws in certain states prohibited American Indians from voting.
- The Indian Termination Policy was in effect from the 1940s to the 1960s. Under this federal policy, 109 tribes lost tribal status, which made them ineligible for **institutional** supports such as education programs, health care, tax exemptions, and tribal lands.

- In 1968, the American Indian Movement (AIM) was formed to empower American Indians and expose failures in the U.S. justice system. In 1973, Mohawk elder Louis Hall **articulated** the purpose of AIM: "Pledged to fight White Man's injustice to Indians, his oppression, persecution, discrimination and malfeasance in the handling of Indian Affairs." AIM founded schools, occupied government buildings, and led marches to improve the condition of American Indians.
- Today, American Indians and Alaska Natives make up 1.2 percent of the U.S. population. When compared to the general American population, American Indians have lower life expectancies, higher suicide rates, higher poverty rates, and lower levels of education.



The AIM occupied Alcatraz Prison in San Francisco for 19 months.

American Indians: Displaced and Dismayed

Students read about key events and legislation from American Indian history and continue to fill out a chart comparing the experiences of blacks in South Africa, American Indians, and African Americans.

Procedure

1. Tell students that they will now be examining South African history. Ask students to think about groups in America who have been treated unfairly in the past or present. Allow students to share their ideas.
2. Read the title of the first text: "American Indians: Displaced and Dismayed." Tell students that *dismayed* means "looked down upon." Ask students to identify the tone of the title and make predictions about the author's view of American Indians.
3. Ask students to make observations about the organization of the text. After a quick scan, students may notice that the information is organized chronologically into bullet points. Discuss the reasons why an author would choose to use bullet points to organize a text.
4. Have students read through the events with partners, or read them as a class. Have students fill in the chart from page 26 as they work through the text.
5. Give students a few moments to share their chart entries in small groups and then review the answers as a class.
6. Remind students that an author's perspective can be identified by strong language and the inclusion or omission of particular details. Ask students if they have more information about the author's point of view after reading through the events. Students may remark that the author's language is not particularly biased, but the list only includes injustices perpetrated against the American Indians.

Common Core State Standards

- CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital text.
- CCSS.ELA-Literacy.SL.6.1/SL.7.1/SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6/7/8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

African Americans: Enslaved and Ignored

Below is some information about various events from African American history. Fill in the empty boxes in the chart on page 26.

- Africans were first brought to the Americas as slaves in the 1600s. Africans were packed into large ships and chained together with little or no space to move. Scholars estimate that 15% of these Africans died during the journey across the Atlantic from the brutality, disease, and filthy conditions they experienced.
- In 1700, about 10% of the American population was slaves. Slaves received no **compensation** for their work and were treated as property. A 1705 law in the colony of Virginia clearly showcased the state's **apathy** toward the suffering of slaves: "If any slave resists his master...correcting such a slave, [if the slave] shall happen to be killed in such correction...the master shall be free of all punishment...as if such accident never happened."
- Most slave owners believed that literate slaves would be more difficult to control. Slaves who were caught reading or writing were **confronted** and beaten, and sometimes their toes and fingers were cut off. The Alabama Slave Code of 1833 **articulated** the state's stance on slave literacy: "Any person or persons who shall attempt to teach any free person of color, or slave, to spell, read, or write, shall, upon conviction thereof by indictment, be fined in a sum not less than two hundred and fifty dollars, nor more than five hundred dollars."
- By 1800, all northern states had abolished slavery. The Emancipation Proclamation of 1863 outlawed slavery in the entire United States.

Questions from the Louisiana Literacy Test, circa 1964

(The test had 30 questions and the potential voter had 10 minutes to complete the test.)

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last letter in the second line of this sentence.

23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

- Until 1870, blacks were not allowed to vote. Then, the 15th Amendment affirmed the following: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude." Regardless, African Americans were prevented from voting in several states through tactics such as literacy tests and poll taxes. In some states, a "Grandfather Clause" stated that a man could not be exempted from a literacy test unless his grandfather voted before January 1, 1867—the first voting opportunity after the Emancipation Proclamation.

- The 1896 Supreme Court case Plessy v. Ferguson declared racial segregation lawful as long as facilities were "separate but equal." Laws enforcing institutionalized segregation were known as "Jim Crow" laws. These laws restricted black people's access to quality employment, education, recreation, and health care.

- In the 1954 case Brown v. Board of Education, the Supreme Court unanimously decided that segregating schools violates the Fourteenth Amendment because separate facilities are inherently unequal. This paved the way for integration and the repealing of Jim Crow laws.

- In the 1950s, groups such as the National Association for the Advancement of Colored People (NAACP) and the Southern Christian Leadership Conference (SCLC) used education, legislation, and direct action (e.g., boycotts, sit-ins, and marches) to fight for equal treatment under the law. Under the leadership of Dr. Martin Luther King, Jr., and others, lawful racial segregation in the United States ended with the passage of the Civil Rights Act of 1964.

- From 1989 to 2017, Representative John Conyers Jr. introduced legislation at the beginning of each Congress to establish a government commission to explore a remedy for the damage done by slavery to living African Americans. The bill never passed. He was successful, however, in proposing a federal holiday in honor of Martin Luther King Jr., which was passed in 1983 and went into effect in 1986.



TURN AND TALK: Some people say that the election of President Obama proves that racism in America has ended. Do you agree? How would you explain your position?



Protest march against the segregation of U.S. schools.

African Americans: Enslaved and Ignored

Students read about key events and legislation in African American history and finish filling out a chart comparing the experiences of blacks in South Africa, American Indians, and African Americans.

Procedure

- Have students preview the text by reading the title and exploring the text features. Have students share their observations.
- Have students repeat the same procedure as with the American Indian text: read the facts and then fill out the chart from page 26.
- Review the Grandfather Clause (5th bullet) and the reason it could be used to prevent a black person from voting. Then have students attempt to answer the questions from the Louisiana Literacy Test.
- Have students answer the Turn and Talk in partners.

Teaching Tip: Save time by having half of the class read about American Indians and the other half read about African Americans. Then, have students share their chart entries with partners or groups of four.