

Media Literacy Unit Plan

The Jim Crow Museum of Racist Memorabilia



The Bee, May 17, 1954

Welcome to the Jim Crow Museum. We are an anti-racism institution. We use objects to inform, to teach, and to create dialogues about race relations. Our approach is to use primary sources to document and learn from the past. We are educators. The museum is not a shrine to racism, but a collection of objects and attitudes that shaped history. This history belongs to all Americans as inheritors of the legacy of Jim Crow. This museum is a testimony to the resiliency of African American people. It is a collection of narratives that demand contemplation. Everyone is welcome, yet this space may not be for everyone. Confronting history is a fact-based endeavor, but it may be an emotional struggle that is overwhelming for some visitors. Our mission is to teach tolerance using objects of deeply rooted intolerance. We combat ignorance with truth and replace fear with empathy. The Jim Crow Museum promotes personal and community awareness, social justice, and racial healing.

The museum's mission is achieved through the following objectives:

- To collect, exhibit and preserve objects and collections related to racial segregation, anti-Black caricatures, civil rights, and African American achievement.
- To promote the scholarly examination of historical and contemporary expressions of racism.
- To serve as a teaching resource for Ferris State University courses which deal, directly or indirectly, with the issues of race and ethnicity.
- To serve as an educational resource for scholars and teachers at the state, national and international levels.
- To promote racial understanding and healing.
- To serve as a resource for civil rights and human rights organizations.

Using the Virtual Tour and this Unit Plan:

This unit plan contains lessons designed to explore topics related to media literacy, media bias, and digital literacy. Media literacy relates to the themes in the Jim Crow Museum's collection and to how race is presented in the media today. In an increasingly digital world understanding how the media, media bias, and how images and messages influence our beliefs, experiences, and ability to decipher fact from fiction, is critical. In addition to using this Unit Plan, please explore the Jim Crow Museum website, digital collection, and virtual tour. Each contains a wealth of primary source materials. You can explore the exhibit cases, timelines, play educational videos, and engage with the collection in a variety of ways. You will draw connections between everyday objects, anti-Black propaganda and media messages that justified racism past and present.

The Jim Crow Museum Virtual Tour: <https://my.matterport.com/show/?m=X9ou6MvycZU>

The Jim Crow Museum Website: <https://www.ferris.edu/HTMLS/news/jimcrow/>

The Jim Crow Museum Timeline: <https://www.ferris.edu/HTMLS/news/jimcrow/timeline/homepage.htm>

The Jim Crow Museum Digital Collection: <https://sites.google.com/view/jcmdigital/home>

Copies of Dr. David Pilgrim's books *Understanding Jim Crow* (2015), *Watermelons, nooses, and straight razors* (2018), and *Haste to Rise* (with Franklin Hughes, 2020) can be purchased on The Jim Crow Museum Website under the Donate Tab: <https://www.ferris.edu/HTMLS/news/jimcrow/timeline/homepage.htm#>

Unit Plan Overview

Students: Grades 9 – 12

Duration: This unit plan is designed to meet the needs of each student and classroom space. There are three main lesson plans contained in this unit, each lesson contains ten or eleven student activities. Each activity can be completed in one 45-minute lesson with the exception of the research activities.

Summary: Each lesson contains guiding questions, history, terminology, activities, and resource sections. They can be utilized alone or as a part of the complete unit plan. Each lesson encourages students to improve their media literacy skills by: Use primary sources as a tool for learning about race and race relations; Thinking critically and constructively about how American history, the news, and current events are presented to an audience; Drawing a connection between Jim Crow era and contemporary media and that influence on social customs and legislation; Discerning how racism functions in our society today (particularly when influenced by biases); Empowering students to make informed, positive choices towards changing established trends.

Learning Objectives:

- Distinguish between media literacy, media bias, digital literacy, and digital citizenship.
- Explain how stories and images are used to create and reinforce social, political, and economic inequity.
- Analyze popular and material culture and their ability to influence legal and social customs.
- Describe how culture is transmitted and adapted through false narratives about Black Americans and other BIPOC communities.
- Explain how fear mongering, rhetoric, and imagery are used to support anti-Black legislation and violence.
- Analyze how racial caricatures were/are used as a device for upholding racial castes, inequity, and injustices.
- Consider how stereotypes inform our biases and how biases impact our interactions.
- Distinguish the difference between intent and impact and how that relates to contemporary race relations.
- Reflect on your personal biases and comfortability when learning and speaking about race.

Assessment:

Instructors should grade students on their:

- Understanding media relationships to racial discrimination in cultural and institutional settings.
- Ability to process and analyze primary sources as tools for the creation and dissemination of racialized and other forms of discriminatory rhetoric.
- Understanding of the role of imagery and other forms of media as propaganda that influence political, economic, social, and cultural biases.

Students should be able to:

- Define historical methods of racial stereotyping, explain their impact of legal and cultural discrimination, and develop a better understanding of how that impacts our contemporary understanding of race.
- Produce verbal, written, visual, or performed assessments of their understanding of the relationship of media literacy to responsible citizenship.
- Demonstrate understanding of bias and how it influences our beliefs, interactions, and institutions.



Image from The Jim Crow Museum Collection

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Discipline Specific Activities:

Arts: Media Literacy Activities 2, 3, 8, and 10; Media Bias Activities 4, 5, 6, 7, 9, and 10; Digital Literacy Activities 2, 3, 6, 8, 9, 10, and 11

Career and College Ready Skills (CTE): Digital Literacy Activity 6

English Language Arts (ELA): All lesson activities.

Health and Physical Education (HPE): Media Bias Activities 7, 8, and 9; Digital Literacy Activities 6, 10, and 11

Mathematics: Media Literacy Activity 9; Media Bias Activities 5 and 8; Digital Literacy Activity 6

Michigan Integrated Technology Competencies for Students (MITECS): All lesson activities.

Science: Media Bias Activities 5 and 8; Digital Literacy Activities 4, 6, and 11

Social-Emotional Learning (SEL): Media Literacy Activity 9; Media Bias Activity 3; Digital Literacy Activities 6, 8, and 10

Social Studies: All lesson activities. Michigan Social Studies Learning Standards and Common Core Literacy in History/Social Studies, Science, & Technical Subjects Standards are listed at the end of each lesson.

Links to Learning Standards:

Michigan State Learning Standards

<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

Michigan State Social Emotional Learning Standards

https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html

Common Core

<http://www.corestandards.org>

C3 – College, Career, and Civic Life

<https://www.socialstudies.org/C3>

The U.S. Department of Education’s U.S. History Framework

<https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2018-history-framework.pdf>



New York Amsterdam News, January 29, 1972

Michigan State Learning Standards Used in this Unit Plan

State of Michigan Social Studies Learning Standards Recommendations:

The Jim Crow Museum (JCM) urges educators to incorporate the recommended topics into the social studies curriculum throughout the school year. The current 9th to 12th-grade state standards cover the Jim Crow, Civil Rights, and contemporary eras under a range of broad headings, primed for deeper investigation. The standards listed below were selected for their association with topics taught at the museum. Suggestions link to questions and activities found in the Jim Crow Museum unit plans, which can be taught as stand-alone lessons or comprehensive year-long inquiries. Each topic encourages students to use material culture as tools for learning about race, race relations, and to think critically and constructively about how United States history is presented. Students will learn to make connections between anti-Black media and its influence on social customs and legislation, discern how racism functions in our society today, and be empowered to make positive choices moving toward changing established trends.

United States History and Geography:

https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

GENERAL SOCIAL SCIENCE KNOWLEDGE, PROCESSES, AND SKILLS

- P1 Reading and Communication
- P2 Inquiry, Research, and Analysis
- P3 Public Discourse and Decision Making
- P4 Civic Participation

UNITED STATES HISTORY AND GEOGRAPHY

Eras 6-9 Addressed in USHG HSCE

F1 Foundational Issues in USHG – Eras 1-5 (review of content taught in Grades 5 and 8)

- F1 Political and Intellectual Transformations of America to 1877

USHG ERA 6 – THE DEVELOPMENT OF AN INDUSTRIAL, URBAN, AND GLOBAL UNITED STATES (1870-1930)

- 6.1 Growth of an Industrial and Urban America (included in Grade 8; begins SS-HSCE)
- 6.2 Becoming a World Power
- 6.3 Progressive Era

USHG ERA 7 – THE GREAT DEPRESSION AND WORLD WAR II (1920-1945)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
- 7.2 World War II

USHG ERA 8 – POST-WORLD WAR II UNITED STATES (1945-1989)

- 8.1 Cold War and the United States
- 8.2 Domestic Changes and Policies
- 8.3 Civil Rights in the Post-World War II Era

USHG ERA 9 – AMERICA IN A NEW GLOBAL AGE

- 9.1 Impact of Globalization on the United States
- 9.2 Changes in America's Role in the World
- 9.3 Policy Debates

USHG F1.1 – Identify the core ideals of United States society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals: the Declaration of Independence; the original Constitution (including the Preamble); the Bill of Rights; the Gettysburg Address; the Thirteenth, Fourteenth, and Fifteenth Amendments.

JCM Recommended Topics: the concept that “All Men Are Created Equal”, Enslavement, the 3/5ths Compromise, Abolitionist movements, the Missouri Compromise, Dred Scott v. Sandford, the Emancipation Proclamation, Voting rights and restrictions, Re-enslavement through peonage and convict leasing (Thirteenth Amendment loophole), Jim Crow laws/Black Codes

USHG 6.1.3 Urbanization – explain the causes and consequences of urbanization, including: the location and expansion of major urban centers and their link to industry and trade; internal migration, including the Great Migration; the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups; different perspectives about the immigrant experience.

JCM Recommended Topics: Reconstruction, the Exodus of 1879, Great Migration cities and neighborhoods (Harlem in New York City, Bronzeville in Chicago, Black Bottom in Detroit for e.g.), redlining, discriminatory employment, and housing practices, highway development through Black neighborhoods, the establishment of Black businesses and Business Leagues, GI Bill limitations for African American veterans, factories, pollutants, and high-risk jobs in Black neighborhoods

USHG 6.1.4 Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: describing the developing systems of transportation and their impact on the economy and society; describing governmental policies promoting economic development; evaluating the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court’s decision in *Plessy v. Ferguson*, and describing the response of African Americans to this inequality; describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies.

JCM Recommended Topics: Jim Crow laws and practices, Pullman Porters and railroad workers, Black Longshoremens, the Civil Rights Act of 1875 (and later reversal), segregation in formerly unsegregated communities, The Lost Cause of the Confederacy and production of Confederate Monuments, highway development through African American neighborhoods (Paradise Valley and Black Bottom for e.g.), rise of the Black Press, anti-lynching campaigns, Black labor unions, African American community organizations, innovators, and activists

USHG 6.2.3 Domestic Impact of World War I – analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration. Examples may include but are not limited to: War Industries Board, the growth of anti-immigrant sentiments, the Sedition Act, the Red Scare, the Palmer Raids.

JCM Recommended Topics: segregation in the military, the Harlem Hellfighters, Red Summer of 1919

USHG 6.3.1 – Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform. Examples may include but are not limited to: urban and rural poverty, child labor, immigration, political corruption, racial and gender discrimination, public health, unsafe living conditions, poor working conditions, monopolies, unfair labor practices.

JCM Recommended Topics: Jim Crow laws/Black Codes (varied from state to state), Sundown towns, the *Green Book*, the Harlem Hellfighters, Race Massacres (also called Race Riots), Red Summer, lynching, voting restrictions (poll taxes, literacy tests), minstrelsy, Social Darwinism, Scientific Racism, Tuskegee Study, the establishment of the Freedmen’s Bureau, the Black hospital movement, Re-enslavement (peonage, sharecropping, convict leasing), redlining, discriminatory employment and housing practices, Black labor unions, mass production of anti-Black material and popular culture, factories, pollutants, and high-risk jobs in Black neighborhoods

USHG 6.3.2 – Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era. Examples may include but are not limited to: the successes and failures of efforts to expand women’s rights, including the work of important leaders such as Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul; the role of reform organizations and Movements and individuals in promoting change; the Women’s Christian Temperance Union; settlement house movement; conservation movement; the National Association for the Advancement of Colored People; Carrie Chapman Catt; Eugene Debs; W.E.B. DuBois; Upton Sinclair; Ida Tarbell; major changes in the Constitution, including Sixteenth, Seventeenth, Eighteenth, and Nineteenth Amendments; the Supreme Court’s role in supporting or slowing reform; new regulatory legislation; the Pure Food and Drug Act; the Sherman and Clayton Antitrust Acts; the successes and failures of the Indian Citizenship Act of 1924.

JCM Recommended Topics: the Niagara Movement, the National Negro Committee, Ida B. Wells, NAACP chapters and programs, *The Crisis*, Booker T. Washington, the Tuskegee Institute, Mary McLeod Bethune, establishment of HBCUs, Maggie Lena Walker, the National Negro Business League, Marcus Garvey, the

Universal Negro Improvement Association, establishment of the Negro Baseball Leagues, Black Suffragists, the New Negro Movement

USHG 7.1.1 The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including: cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.”; the increasing role of advertising and its impact on consumer purchases; the NAACP legal strategy to attack segregation. Examples may include but are not limited to: the Scopes trial, views on and restrictions to immigration Prohibition, roles of women, mass consumption, fundamentalism, modernism, the Indian Citizenship Act of 1924, the Carlisle Indian Industrial School, the Mount Pleasant Indian Industrial Boarding School, Harbor Springs Indian Boarding School, the resurgence of the Ku Klux Klan, and nativism.

JCM Recommended Topics: Black Renaissance (Harlem and Bronzeville) artists, musicians, performers, writers/poets, and influencers, Idlewild (Michigan), growth of the Black Press, the New Negro Movement, the Tulsa Race Massacre, Red Summer, *Birth of A Nation*, Michigan KKK membership, anti-black caricatures in print media and advertisements, blackface in the mass media

USHG 7.1.3 The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: the changing role of the federal government’s responsibilities to protect the environment; meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly; opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws; the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies; consequences of New Deal policies. Examples may include but are not limited to: Frances Perkins, the Dust Bowl and Tennessee Valley, promoting workers’ rights, development of a Social Security program, financial regulation, conservation practices, crop subsidies, the Indian Reorganization Act, Termination Policy, the Deportation Act of 1929 Federal housing policies, agricultural efforts and impacts on housing for marginalized groups, Charles Coughlin, Huey Long.

JCM Recommended Topics: New Deal Artists (PWAP, FAP/WPA), the portrayal of African Americans in photographs, sharecropping and peonage systems, the 1936 Olympics, the Colored Civilian Conservation Corps, New Negro Alliance v. Sanitary Grocery (Belford Lawson case), exclusion of agricultural and domestic workers from the 1935 Social Security Act

USHG 7.2.3 Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in WWII, including: the mobilization of economic, military, and social resources; the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces; the role of the home front in supporting the war effort; the conflict and consequences around the internment of Japanese Americans.

JCM Recommended Topics: Black factory workers during the war (second migration), African Americans in the military, the Tuskegee Airmen, the 6888th Central Postal Directory Battalion (Black Female Battalion), the Double V Campaign, GI Bill limitations for African American veterans, the Congress of Racial Equality (CORE)

USHG 8.2.1 Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, Indian Relocation Act (1956), and flow of population to the Sunbelt.

JCM Recommended Topics: Redlining and discriminatory lending practices, White Flight and generational wealth, the concept of the “The American Dream”, New York and Chicago public housing boom (projects), the impact of the Fair Employment Practices Commission

USHG 8.2.2 Policy Concerning Domestic Issues – analyze the major domestic issues in the post-World War II era and the policies designed to meet the challenges by: describing issues challenging Americans, like domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, the environment; evaluating policy decisions and legislative actions to meet these challenges. Examples may include but are not limited to; G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the United States Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), EPA (1970).

JCM Recommended Topics: the Dixiecrats, the Southern Manifesto, Brown v. Board of Education (1954), school desegregation and busing, GI Bill limitations for African American veterans

USHG 8.2.4 Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights and the constitutional crisis generated by the Watergate scandal. Examples may include but are not limited to: Roe v. Wade, Gideon v. Wainwright, Miranda v. Arizona, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Kent State, Students for a Democratic Society, Robert McNamara, Martin Luther King Jr., Muhammad Ali, “flower power,” hippies, beatniks, Rachel Carson, Winona LaDuke, the American Indian Movement, the occupation of Alcatraz, Ralph Nader.

JCM Recommended Topics: Brown v. Board of Education (1954), school desegregation and busing, Ruby Bridges, George Wallace, Lester Maddox, Emmett Till, Jim Crow laws and practices, anti-miscegenation laws, the Civil Rights Act of 1957, the Southern Christian Leadership Conference (SCLC), the Civil Rights Movement and the mass media, Vietnam War draft and Black men, Shelby County, Alabama V. Holder

USHG 8.3.1 Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including: the impact of World War II and the Cold War; Responses to Supreme Court decisions and governmental actions; the Civil Rights Act (1964); protest movements, rights, organizations, and civil actions. Examples may include but are not limited to: racial and gender integration of the military; “An American Dilemma”; Jim Crow laws; de jure segregation; Brown v. Board of Education; the Civil Rights Act (1957); Little Rock school desegregation; the Civil Rights Act (1964); the Voting Rights Act (1965); the integration of baseball; Montgomery Bus Boycott (1955-1956); March on Washington; the Freedom Rides; the National Association for the Advancement of Colored People; the Southern Christian Leadership Conference; the Student Non-violent Coordinating Committee; the Nation of Islam; the Black Panthers; Orval Faubus; Rosa Parks; sit-ins; James Meredith; Medgar Evers; Fannie Lou Hamer; Malcolm X; Yuri Kochiyama; the Twenty-Fourth Amendment; violence in Birmingham; Milliken v. Bradley; the Elliott Larsen Act.

JCM Recommended Topics: the Selma Marches, mass media coverage of the Civil Rights Movement, the Civil Rights Act of 1960, Executive Order 10925 (the President’s Committee on Equal Employment Opportunity), the Black Power Movement, the Twenty-fourth Amendment, Thurgood Marshall, Shirley Chisholm, John Lewis, Loving v. Virginia (1967), the Fair Housing Act

USHG 8.3.2 Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

JCM Recommended Topics: the role of Black Churches and interfaith allyship in the Civil Rights Movement

USHG 8.3.5 Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city. Examples may include but are not limited to; Los Angeles, Cleveland, Chicago, Atlanta, Newark.

JCM Recommended Topics: Race riots of the 1960s (including use/misuse of the term riot), racial tension after the assassination of Martin Luther King, Jr., continued resistance to school desegregation, Swann v. Charlotte-Mecklenburg Board of Education

USHG 9.1.1 Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.

JCM Recommended Topics: Black Automobile workers, the integration of the UAW, Barry Gordy, Motown Records, the expansion of Black newspapers, magazines, and media companies (Ebony and Jet for e.g.), Black stereotypes in the media

USHG 9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: the growth of the conservative movement in national politics, including the role of Ronald Reagan; the role of evangelical religion in national politics; the intensification of partisanship;

the partisan conflict over the role of government in American life; the role of regional differences in national politics.

JCM Recommended Topics: the increased African American presence in U.S. politics, the Black Power Movement, discriminatory law enforcement practices, the “War of Drugs”, the “War on Crime”, welfare reform, the Civil Rights Restoration Act of 1987, Rodney King, mass incarceration in the U.S., the Black Lives Matter Movement, MLK Day, Juneteenth, Shelby County, Alabama V. Holder

USHG 9.3.1 – make a persuasive argument on a public policy issue and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.

JCM Recommended Topics: the Civil Rights Act of 1866, the Civil Rights Act of 1871, the Civil Rights Act of 1875, the Civil Rights Act of 1957, the Civil Rights Act of 1960, the Civil Rights Act of 1964, the Civil Rights Act of 1968, the Civil Rights Act of 1990, the Civil Rights Act of 1991, the Voting Rights Act of 1965, the Violent Crime Control and Law Enforcement Act of 1994

Contemporary Global Issues

https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf

CG1 Population - Explain the causes and consequences of contemporary population changes by analyzing the:

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology).
- distributions of population (including relative changes in urban-rural populations, gender, age, patterns of migration, and population density).
- relationship of population changes to global interactions, and their impact on different regions of the world.

CG2 Resources - Explain changes in the use, distribution, and importance of natural resources (land, water, energy, food; and renewable, non-renewable, flow resources) on human life, settlement, and interactions by describing and evaluating:

- changes in spatial distribution and use of natural resources.
- the differences in ways societies have been using and distributing natural resources.
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.
- changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.
- the impact of humans on the global environment.

CG3 Patterns of Global Interactions - Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:

- economic interdependence of the world’s countries, world trade patterns, and the impact on those who labor, including voluntary and forced migration such as human trafficking.
- the exchanges of scientific, technological, and medical innovations.
- cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas.
- the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition.
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources.

CG4 Conflict, Cooperation, and Security - Analyze the causes and challenges of continuing and new conflicts by describing:

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
- causes of and responses to ethnic cleansing/genocide/mass killing.
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights.
- the types of warfare used in these conflicts, including terrorism, private militias, and new technologies.

Common Core Learning Standards Used in this Unit Plan

CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

CCSS.ELA-LITERACY.RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the, author's claims.

CCSS.ELA-LITERACY.RH.9-10.9 - Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10 - By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matter's uncertain.

CCSS.ELA-LITERACY.RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (visually, quantitatively, in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Teaching Race, Racism, and Racial Bias (Pre-Unit Plan Strategies)

The Jim Crow Museum understands that all individuals have varying comfort levels when speaking about race and confronting racism. This may be particularly challenging for educators tasked with guiding young minds through conversations about the history of race and racism in the United States and how those laws, beliefs, and material culture influence contemporary race relations today. The following materials are from educational centers that train facilitators to teach race. Educators are encouraged to engage with these resources prior to teaching this Unit Plan. There are post-unit strategies listed at the end of the lesson that may help you and your students process what you have learned.

Vanderbilt University's Center for Teaching has an in-depth *Teaching Race: Pedagogy and Practice* guide designed to help educators address the challenges of talking about race. Their methods are built around five principles to help create a learning community receptive to these conversations.

Link: <https://cft.vanderbilt.edu/guides-sub-pages/teaching-race/>

The Southern Poverty Law Center's guide *Teaching the Movement: The State Standards We Deserve* is designed to address deficiencies in the teaching of African American history according to The National Assessment of Educational Progress.

Link: <https://www.splcenter.org/20110919/teaching-movement-state-standards-we-deserve>

The Poorvu Center for Teaching and Learning at Yale University has a website on Diversity and Inclusion with areas of exploration such as Socioeconomic Diversity, Awareness of Implicit Biases, Diversity Statements, Inclusive Classroom Climate, Inclusive Teaching Strategies, Learning Student Names, and Racial Awareness.

Link: <https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion>

For those looking to take a deeper dive, Learning for Justice has a wealth of resources for navigating conversations about race. They offer written materials, webinars, podcasts, and professional development content.

Social Justice Standards Facilitator Guide

Link: <https://www.learningforjustice.org/professional-development/facilitator-guides>

Social Justice Standards: The Teaching Tolerance Anti-bias Framework

Link: <https://www.learningforjustice.org/professional-development/social-justice-standards-the-learning-for-justice-antibias-framework>

Self-Guided Learning Professional Development tools

Link: <https://www.learningforjustice.org/professional-development/self-guided-learning>

The National Education Association offers an online toolkit that provides an introduction to the multiple facets of diversity. It offers basic information, a short list of strategies and tools, and suggestions for how to find out more.

Link: <http://www.nea.org/tools/diversity-toolkit.html>

Documentaries are alternative methods to teach racial histories. They prompt compelling dialogue and provide for different perspectives and voices. Films are an opportunity to engage family and community members and to continue race-related dialogues at home. Ken Burns series: <https://www.pbs.org/franchise/ken-burns/>

Black Cultural Connection: <http://www.pbs.org/Black-culture/explore/10-Black-history-documentaries-to-watch/>

Common Sense Media: Digital Citizenship Curriculum

Link: <https://www.commonsense.org/education/digital-citizenship/curriculum?grades=9,10,11,12>

Media Literacy Now: Resources for Educators & Librarians (by subject)

Link: <https://medialiteracynow.org/resources-for-teachers/>

Carnegie Mellon University Libraries Guide to Free Online Historic Newspapers

Link: <https://guides.library.cmu.edu/newspapers/newspaperguides>

Pew Research Center Studies:

Journalism & Media: <https://www.journalism.org>

Social & Demographic Trends: <https://www.pewsocialtrends.org>

Why is Diversity, Equity, Inclusion, and Access Important?

In January of 2020, The Benton Institute for Broadband & Society published an article regarding the lack of diversity in Broadcast media ownership. It states, “Media outlets provide viewers with educational, political, entertainment, and news programming. Diversity, in ownership and employment, helps to ensure that programming offers different perspectives and that viewers have access to programming that is relevant to them. Systemic, racist discrimination, lack of access to capital, and limited opportunities have resulted in women and people of color being shut out of ownership opportunities. The FCC did not grant radio licenses to applicants of color until 1949, nor television licenses to applicants of color until 1973. The FCC and its predecessor, the Federal Radio Commission, denied applications to qualified African Americans, yet allowed known segregationists to hold broadcast licenses. This imbalance was exacerbated by a licensing process that favored applicants with prior broadcasting experience, which women and people of color did not generally have. It was not until 1978 that the FCC adopted policies to promote ownership opportunities for people of color. By that time, the most sought-after licenses had already been awarded. Women and people of color face hurdles when it comes to financing; research by the FCC and National Telecommunications and Information Administration has shown that access to capital is a barrier. This can be due to discrimination or the bank’s lack of familiarity with the broadcasting industry. Even when overcoming the hurdle of financial resources, there are fewer opportunities for women and people of color to enter the market because there are limited broadcast properties available for purchase. 2015 FCC data showed that ownership of commercial television stations and FM radio stations by women and people of color was around 10%.” (<https://www.benton.org/blog/do-we-still-care-about-diversity>) Their study does not include historical or current data on print media. Understanding the history and current state of media ownership, administrative roles, and board membership, who writes, creates, and/or markets the programs and products, employee diversity, and the credentials of the organization can help us to be more informed and aware consumers. It helps us analyze and track the trends in media representation and recognize media biases and their relationship to our own media preferences and biases (including confirmation bias).



Newseum-ED - <https://newseumed.org/tools/lesson-plan/story-share-worthy>



Association for Media Literacy (AML) - <https://aml.ca/about/>

Encourage your students to explore media outlets that were/are owned by BIPOC, female, and non-binary owners. Below are a few recommendations to navigate the importance of multicultural voices in the media we consume. *Some materials have young adult/adult themes, please screen recommendations before use in your classroom.

Books: <https://www.bcls.lib.nj.us/great-books-teens-african-american-authors>
<https://csulb.libguides.com/YAliterature/diverse>

Recommendations: Black Enough edited by Ibi Zoboi, Genesis Begins Again by Alicia Williams, Who Put This Song On? by Morgan Parker, Dear Martin by Nic Stone, Watch Us Rise by Renée Watson, This Side of Home by Renée Watson, The Beauty That Remains by Ashley Woodfolk, The Field Guide to the North American Teenager by Ben Philippe, Swing by Kwame Alexander, Finding Yvonne by Brandy Colbert, Bronx Masquerade by Nikki Grimes, The Skin I'm in by Sharon Flake, Mare's War by Tanita Davis, Brown Girl Dreaming by Jacqueline Woodson, Framing Blackness: The African American Image in Film by Ed Guerrero

Documentaries: <http://www.pbs.org/Black-culture/explore/10-Black-history-documentaries-to-watch/>
https://shop.mediaed.org/all-films-c80.aspx?_ga=2.158931699.839889135.1594415393-2065059724.1594415393

Recommendations: Many Rivers to Cross, What I Hear When You Say, Dark Girls, Finding Your Roots, 13th, The Black Press: Soldiers Without Swords, Good Hair, Miss Representation, She Did That, Love Them First, Democracy on a Deadline, Becoming, America to Me, Color Adjustment, Killing Us Softly, The Souls of Black Girls, Black in America, Girl Rising, 180 Days: A Year in an American High School, I Am Not Your Negro, Half the Sky, Waiting for 'Superman', Black Hollywood: They've Got To Have Us, The Whole Gritty City, Olympic Pride, American Prejudice, Black Panthers: Vanguard of the Revolution, Through a Lens Darkly

Film Studios: <https://www.Blackenterprise.com/hollywoods-most-bankable-Black-producers/>
<https://www.Blackbusiness.com/2019/03/Black-owned-production-companies-changing-the-industry.html>

Magazines: <https://aalbc.com/magazines/index.php>
https://www.Blacknews.com/directory/Black_african_american_magazines.shtml

Newspapers: https://www.Blacknews.com/directory/Black_african_american_newspapers.shtml
<http://www.Blackpositiveconcepts.com/list-of-Black-newspapers-in-the-united-states.html>

Radio Stations: <https://www.aaihs.org/history-memory-and-the-power-of-Black-radio/>
<https://aaamc.indiana.edu/Collections/Black-Radio-Collections>

TV Networks: <https://Blacknewschannel.com/about/>
http://www.communityvoiceks.com/arts_and_entertainment/entertainment/Black-tv-networks-trending-up-in-a-down-market/article_a77730ca-dd02-11e6-bb85-8b7923628717.html

What is Media Literacy?

Guiding Questions:

- What direct and indirect messages do media outlets convey and for what purposes?
- What accounts for a lack of media diversity in ownership and/or representation?
- How do contemporary media influence racial attitudes and behavior towards Black Americans?
- How do stereotypical (positive or negative) images of BIPOC communities continue to impact audiences?
- How do the perspectives, privileges, and biases of the people who create media impact the general public?

History:

Media literacy is the ability to identify different types of media and understand the messages that they are sending. A 2018 *Nielsen* Audience Report noted that American adults spend over 11 hours per day listening to, watching, reading or interacting with media. Youth ages 8 to 18 spend an average of 8 hours per day with media outside of school, according to recent research. American youth interact with a huge array of sources beyond traditional media (TV, radio, newspapers, and magazines) like social media, memes, viral videos, video games, advertising, music streaming, and more. Understanding the specific reason why that media was created and that all media carries direct and indirect messages is the basis of media literacy. Furthermore, the digital age has made it easy for anyone to create and upload media. We are often unaware of the creator, why they made it, and whether it's credible. This makes media literacy an essential skill set in the digital age. Media literacy is not an anti-media movement; it represents a realistic response to the complex media environment and ever-changing digital communication that surrounds us. Individuals need to develop expertise with the sophisticated information and entertainment media that address us on a multi-sensory level, affecting the way we think, feel, and behave. Being literate in a digital age requires critical thinking skills that empower us as we make decision in the classroom, living room, workplace, and voting booth.

Media literacy includes asking questions and backing up your opinions with examples. It requires us to take the time to research multiple sources, consider multiple perspectives, and verify the credibility of the sources before making decisions. Questions developed by Common Sense Media when teaching young adults media literacy ask: Who created this? Was it a company? An individual? Was it a comedian? An artist? Was it an anonymous source? Why did they make it? Was it to inform you of something that happened in the world (news)? Was it to change your mind or behavior (opinion

ALL SECTIONS CITY PROTEST BATHING BEACH FOR NEGROES

City commissioners have another knotty problem on their hands, in addition to the job of deciding what shall be the grade of the alley alongside the Elks new home. The commissioners have been asked to set aside a portion of the waterfront for a bathing beach for negroes and finding a place for the blacks is proving the hardest task the commission has ever had. It was suggested that the negroes be allowed to use the sand fill in Bayboro but there has been a storm of protest from south side residents against the negroes being located there. The south side folks suggest that the negro bathing beach be placed on the north shore, the place where the rich folks live and where property is at the highest price in St. Petersburg for residences. Bayboro fill.

the negro bathing beach near them. In fact, nobody want the negro bathing beach located near them and one place suggested, just south of the A. C. L. railway fill, on First avenue south, meets with objection from Yacht club members who say that negroes in bathing suits would drive to parking places in front of the club house and would go from there to the beach. It seems to be generally agreed that the negro residents ought to have a place for bathing in the bay but in view of the objections that have been offered it is not likely that any place can be provided. The residents of the south side say that they do not want a bunch of negroes in bathing suits passing through the residence sections going to and from the bathing beach as would be necessary if the beach was located on the Bayboro fill.

North side residents do not want

(Continued on Page 7.)

St. Petersburg Evening Independent, June 21, 1923

History Continued:

Young people who do not frequently see themselves represented in the media, or who only see people like them represented as outsiders, disposable, dangerous, pitiable, unintelligent, poor, and as other negative stereotypes should understand that these images are created by people with particular viewpoints, biases, and economic interests. Therefore, is important to determine the credibility of the information and the source. What are the credentials of the journalist or author, how long has the publication been in circulation, who runs the organization, how are the writers and sources vetted, do the publications use fact checkers or peer review, what type of publication is it, and what audience demographics do they serve/cater to, etc. Media literacy not only teaches students to apply critical thinking to media messages, but to use media to create their own messages. This is extremely important in the absence of positive media images of and role models that represent you and/or your community. Media Literacy is critical to the health and well-being of America's young adults, as well as to their future participation in social/cultural, political, and economic life.

Media Literacy Now defines media literacy as the ability to:

- Decode media messages
- Assess the influence of those messages on our thoughts, feelings, and behaviors
- Create media thoughtfully and conscientiously
- Expand the concept of literacy beyond simply reading and writing, as today's messages come in many forms
- Offer a solution to public issues exacerbated by toxic media messages
- Empower all people to engage in a global media environment as creators and audience members

essay or how-to)? Was it to make you laugh (meme)? Was it to get you to buy something (ad)? Who is the message for? Youth? Adults? Those who share interests? What techniques are being used to make the message credible or believable? Does it have statistics from a reputable source? Does it contain quotes from a subject expert? Does it have a voice-over? Is there direct evidence of the assertions made? What details were included? What was left out? Is the information balanced with different views or does it present only one side? Do you need more information to fully understand the message? How did the message make you feel? Do you think others might feel the same way? Would everyone feel the same, or would other people disagree with you?

Sources:

- <https://www.common sense media.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important>
- <https://www.nielsen.com/us/en/insights/article/2018/time-flies-us-adults-now-spend-nearly-half-a-day-interacting-with-media/>
- <https://medialiteracynow.org/what-is-media-literacy/>
- <https://namle.net/publications/media-literacy-definitions/>
- <https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44>

Terminology:

media, media literacy, media bias, digital literacy, digital citizenship, press, journalism, social media, audience, integrity, ethics, censorship, news, opinion, editorial, fact, headline, advertising, propaganda, marketing, public relations, monopoly, oligopoly, limited competition, product, consumer, commodify, commercialize, cultural appropriation, exploitation, ideology, disenfranchise, segregate, mock, diversity, stereotype, caricature, equity, exaggeration, access, hierarchy, dehumanize, disparity, alienate, code switching, hype, rhetoric, sensationalize, romanticize, demonize, explicit bias, implicit bias, exclusive, inclusive, groupthink, racism, post-racial

Activity 1:

MI Learning Standards: ELA, Social Studies

- What do you think each word from the terminology list means (do not look up the answers in the dictionary)? If your school uses a message board post your answers to be discussed with your classmates. How similar or different are your definitions from your peers? Do they contain overlapping ideas while the wording may be different? Are there trends in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?

Common Sense Media encourages young adults to:

- Learn to think critically. Decide whether messages make sense, which information was included, what wasn't included, and what the key ideas are. Learn to use examples to support your opinions. Make up your minds about the information based on knowledge you discover.
- Become a smart consumer of products and information. Learn how to determine whether something is credible. Determine the “persuasive intent” of advertising and resist the techniques marketers use to sell products.
- Recognize point of view. Identify an author's point of view helps you appreciate different perspectives. It helps put information in the context of what you already know or think you know.
- Create media responsibly. Recognizing your point of view, saying what you want to say how you want to say it, and understanding that your messages have an impact is part of effective communication.
- Identify the role of media in our culture. From celebrity gossip to magazine covers to memes, media is shaping our understanding of the world, and even compelling us to act or think in certain ways.
- Understand the author’s goal. What does the author want you to take away from their work? Is it purely informative, trying to change your mind, or introducing a new idea? When you understand the purpose and influence, you can make informed choices.



Indian Journal, February 27, 1919

Activity 2:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Watch the PBS NEWSHOUR Clip “How media literacy can help students discern fake news” (<https://www.pbs.org/video/how-media-literacy-can-help-students-discern-fake-news-1496792173/>). First, summarize the argument of the video and outline the methods of analysis and reporting. Next, compare this video to another PBS or Newseum-Ed video on mediacy literacy (<https://www.pbs.org/search/?q=media+literacy>) (https://newseumed.org/search/?q=media%20bias&type=video_page&). What was similar or different about the information, how it was presented, and what was the general purpose? Which video clip was more appealing to you and why? Be specific with your responses.

Activity 3:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Deconstruct media images and grammar. When and how stereotypes are deployed? When a stereotype is used are there certain words, phrases, or images repeated for impact? Think about the use of subjective language like “pretty,” “urban,” “sensitive,” “unruly,” “good,” “thug,” or “lazy.” How do these visual and verbal messages invoke inspiration, curiosity, or fear? Is there a noticeable presence and absence of certain identity groups in the media and as reporters and experts on/in the news?
- Use the following example as a classroom discussion topic – how has news coverage of the following events been reported: A) Natural Disasters that result in damages to businesses; B) Property damage or violence after a sports team wins or loses; C) An organized protest (non-violent or violent). What type of headlines, terminology, and phrasing are applied to the three situations? What are the similarities and the differences? Do they reflect stereotypes about the race of the peoples in the news story?



Ida B. Wells, late 19th century, University of Chicago Library

Activity 5:

MI Learning Standards: ELA, MITECS, Social Studies,

- Write two-page paper on the First Amendment as it applies to individual free speech and the freedom of the press. The first page should address the history and language of the First Amendment as found in the U.S. Constitution. The second page should address your interpretation of the Amendment as it applies to free speech today. Consider these questions: What does the First Amendment protect? Does it protect all forms of speech? Can a person say anything they want, wherever they want, to whomever they want? Can the government restrict ideas or speech considered harmful? What sources inform your understanding of the First Amendment? Swap your paper with a classmate and provide feedback on their paper. Are there overlapping ideas in your essays?

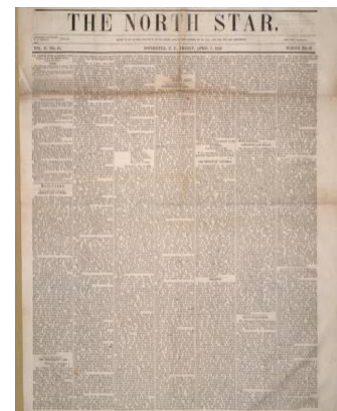
Activity 4:

MI Learning Standards: ELA, MITECS, Social Studies

- Write a two to three-page research paper on a historically Black newspaper, magazine, or journalist like *The North Star*, *The Pittsburg Courier*, *Crisis*, *Ebony*, Ida B. Wells, or Percival Prattis that were writing or operational during the Jim Crow era. What achievements and additional hurdles did these professionals and publications face? What conditions were they working under? Were there limitations to their positions or companies not present for white-owned media at the time? What perspectives did they present that differed from the mainstream outlets or writers?



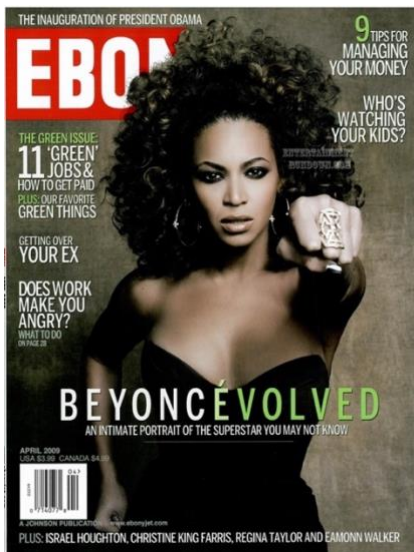
The Jim Crow Museum Collection



The North Star, established 1847



Frederick Douglass, c. 1855, Metropolitan Museum of Art



Ebony, April 2009



Cosmopolitan, April 2011



Vogue, March 2013

Activity 6:

MI Learning Standards: ELA, MITECS, Social Studies

- Using a columned worksheet, rank these aspects of journalism in importance from greatest to least with brief justifications of why each aspect is important to you. *Newsworthiness* – timeliness, proximity, conflict, prominence, human interest, consequence, usefulness, novelty, deviance. *Values* – neutrality, ethnocentrism, responsible capitalism, small-town pastoralism, individualism. *Ethical dilemmas* – deception, privacy, conflict of interest, bias. *The Journalist's Role* – objective reporting, subjective reporting, to entertain, social responsibility, deliberative democracy
- In groups of four compare your columns. Discuss your rankings and come to a consensus on the top two values for each category (*Newsworthiness*, *Values*, *Ethical Dilemmas*, *Journalist's Role*). Explain your choices as a group to the rest of the class via the discussion board.

Activity 7:

MI Learning Standards: ELA, MITECS, Social Studies

- The National Center for Institutional Diversity lists 5 reasons why media literacy education is important in the schools nationwide: <https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44>. Using a columned worksheet provide two examples to support each of the article's assertions. Were there any crossovers in your examples?
- Media touches all aspects of our lives and most hours of our days — we live in a media saturated world.
- The news media informs us what to think about daily.
- We learn about the world from media and may emulate the behaviors we see.
- Credible journalism is waning, especially with the rise of informal blogs/vlogs where anyone can claim expertise.
- Hackers, trolls, and bots create and circulate “fake news” that can lead to discrediting legitimate journalism.
- Marginalized communities like BIPOC remain underrepresented as producers and decision-makers.

Activity 8:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- To the right are three different magazine publications with Beyoncé on the front cover. How does her hair and make-up, stance and body language differ in each one? What message is each magazine cover trying to convey about Beyoncé and about the publication? Who is their intended audience and what lifestyle is each publication selling? How do these varying representations of the same woman influence how we may feel about her or impact any assumptions or biases that we may carry towards women who look like her? Post your responses on your classroom discussion board.

Activity 9:

MI Learning Standards: ELA, Math, MITECS, Social Studies, SEL

- Reflect on your media habits. How much time do you spend daily interacting with different types of media content? Keep a log for a 7-day period tracking the types of media you use and for how long. Use a columned chart to organize the types of media and hours of daily use. Consider time spent on the phone, computer, playing video games, in front of a tv, movie screen, or listening to music or a podcast. Did you use two or more devices at the same time (watching a movie while on social media, for example). Does your device track daily use for you?
- Next, review your usage for the week. How many hours did you spend interacting with different forms of media? Does this number surprise you? What trends appear in the data? What were your peak hours and preferred forms of interaction? Were there noticeable differences between day or evening, weekday or weekend usage? If so, what impacted those trends (school or a family activity, for example). Compare your habits with at least two other peers in your class. How did their trends compare with your own?



Selma, Ava DuVernay, 2014

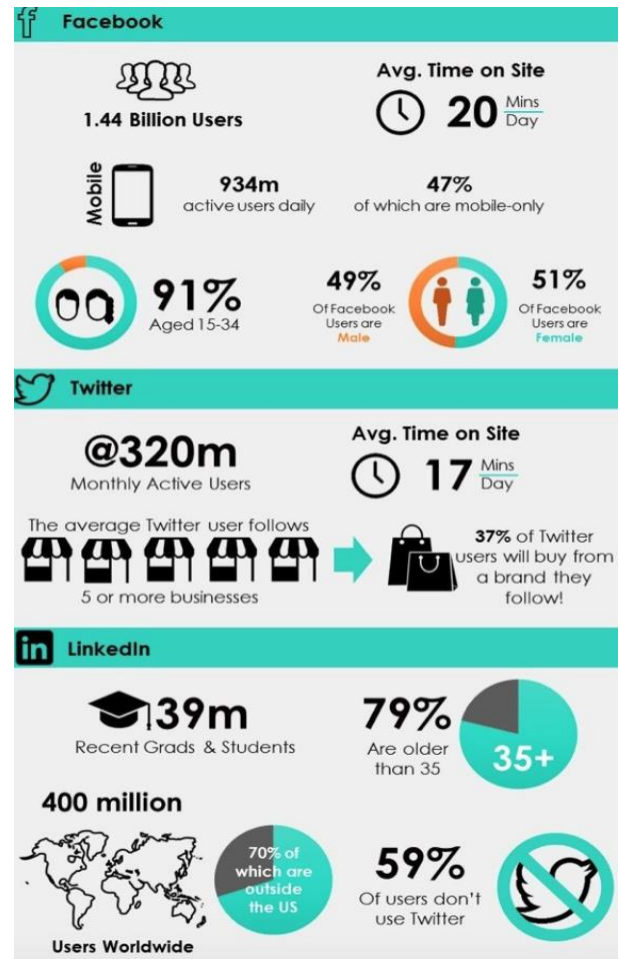
<https://www.npr.org/2014/12/23/371479848/a-vital-chapter-of-american-history-on-film-in-selma>



Black Panther, Ryan Coogler, 2018

<https://www.theatlantic.com/entertainment/archive/2018/02/the-game-changing-success-of-Black-panther/553763/>

What social media trends changed from 2016 to 2020?
Among which user demographics?



Social Media Use, 2016

<https://advertisingrow.com/infographics/marketing/marketing-infographic-socialmedia-in-numbers-2016-socialmediamarketing-marketing/>

Activity 10:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- *Media Smarts*: Canada's Centre for Digital and Media Literacy has a Six Lesson Video Series, "Media Minute" covering the topics: What is Media Anyway?; Media are Constructions; Audiences Negotiate Meaning; Media have Commercial Implications; Media have Social and Political Implications; and Each Medium has a Unique Aesthetic Form.
- Watch lesson one (What is Media Anyway?) together as a class to familiarize yourself with the format and themes presented in these videos. Next, divide your class into five groups and have each group watch one of the remaining videos and present the major points your peers. Consider the questions: who, what, where, when, why, and how when deconstructing the video, thinking of the manufacturer, the message, and the target audience. How do these videos relate to the topic of media literacy or to current events that you may be learning about in class?

What is Media Bias?

Guiding Questions:

- What accounts for the lack of media diversity in ownership and/or representation?
- Explain the differences between implicit, explicit, and confirmation biases?
- How might bias impact a person's access to social, economic, and political opportunities, institutions, and rights?
- How do stereotypical (positive or negative) images of BIPOC communities inform media biases?
- How do the perspectives, privileges, and biases of the people who create media impact the general public?

History:

Bias is having a strong preference for or against something. We all have them. Not all biases are bad, but, left unchallenged, biases can prejudice you against certain groups, individuals, and ideas. This can lead to misunderstandings, social inequality, injustice, and hostility. We expect our news organizations to be objective, but some also display bias. Even objective reporters with good intentions have biases that impact their stories. Young people who do not frequently see themselves represented in the media, or who only see people like them represented as outsiders, disposable, dangerous, pitiable, unintelligent, poor, and as other negative stereotypes should understand that these images are created by people with particular viewpoints, biases, and economic interests. Common Sense Media found that youth aged 10–18 years old believe that there is racial and gender bias in the news. Half of all youth believe that children are treated unfairly by the news, a fact that may not occur to all adults. The nature of bias can make teaching bias-awareness to children difficult and our interaction with news sources reinforce that: We tend to view news that confirms our biases; we don't necessarily believe we even have biases; and we believe that our biases are correct (and that people who don't share them are biased). By encouraging young adults to question what they see and hear and to think critically about the information that they receive, they will be informed, engaged, and more likely to spot media bias.

Democracy depends on free speech, a free press, and trust in the information it provides. Loss of trust in the news and other media outlets has consequences. Research shows that young people lack trust when it comes to traditional news and rely heavily on social media as their primary source, leaving them open to misinformation campaigns and newsfeed algorithms. If American youth, increasingly reject journalistic institutions, they may not seek out as much high-quality, investigative reporting.

MIGRATION BRINGS RACE PROBLEM, THIS WOMAN SO ASSERTS

PHILADELPHIA, Pa., March 4.—In a talk on the race in America, Mrs. H. S. Prentiss Nichols, president of the New Century Club, at a reciprocity meeting of the Emerson Club at the Plastic Club headquarters declared that the great racial problem of the South had moved to the North. She said that one hundred thousand Colored people had recently migrated to Philadelphia.

Cleveland Advocate, March 6, 1920

History Continued:

To help young adults make wise news and media choices encourage them to:

Be skeptical, not cynical. It's important to be open-minded, but also a bit skeptical of the media that you encounter.

- Build media-literacy skills by analyzing items such as toy packaging, cereal boxes, and other advertisements.
- Avoid sharing, forwarding, and commenting on stories until you have verified that they are true.

Understand different types of content. Talk about the variety of news sources and types of published information: opinion pieces, investigative journalism, research studies, punditry, blogs, evening news, comedy news, etc.

- We receive the news at home, at school, and in other groups. “Word-of-mouth” stories aren't always true.
- Know the difference between fact and opinion, objective vs. subjective information, and bias.
- Understand the difference between established news organizations that follow professional standards and other types of publications.
- Videos on the internet may or may not contain real news or represent the whole situation. Like photos, videos can be doctored and edited to bend the truth.

Interrogate the source. Think about where the news and types of information are coming from.

- Ask questions to test a source's validity: Who made this? Why did they make it? Is it for or against something or someone? Are they trying to get a reaction from me or inform me? Is anyone else reporting this story?
- Look for signs that the source is real and not fake or misleading – an “About Us” section and standard URL.
- Use fact-checking websites.

Put the pieces together. The news can be like a puzzle with information coming in bits.

- More than one story provides the whole picture, therefore, checking multiple sources is critical.
- Tight deadlines make it difficult to have all of the facts at once. Even respected news outlets make mistakes.

Journalism has historically served to hold those in power accountable and expose truths. If we stop seeing reporting as truth, who is held responsible? A further consequence is that a lack of trust in institutions makes self-government difficult, as young people will be less likely to learn about and take part in civic engagement. Do students understand the power of the vote and the power of representation if they do not believe in the legitimacy of voting and government? The less we understand and participate in self-governance, the less we understand how government works and how to hold public officials accountable. This lack of engagement can lead to less resistance and increased corruption, and misunderstanding and stereotyping of other identity groups, making skepticism and trust issues worse.

Sources:

- <https://www.commonsemmedia.org/news-and-media-literacy/how-do-i-teach-my-kids-about-bias-in-the-news>
- <https://www.commonsemmedia.org/blog/news-literacy-101>
- <https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44>
- <https://www.tolerance.org/magazine/publications/learning-the-landscape-of-digital-literacy>

Terminology:

media, media literacy, media bias, digital literacy, digital citizenship, press, journalism, social media, audience, integrity, ethics, censorship, news, opinion, editorial, fact, headline, advertising, propaganda, marketing, public relations, monopoly, oligopoly, limited competition, product, consumer, commodify, commercialize, cultural appropriation, exploitation, ideology, disenfranchise, segregate, mock, diversity, stereotype, caricature, equity, exaggeration, access, hierarchy, dehumanize, disparity, alienate, code switching, hype, rhetoric, sensationalize, romanticize, demonize, explicit bias, implicit bias, exclusive, inclusive, groupthink, racism, post-racial

Activity 1:

MI Learning Standards: ELA, Social Studies

- What do you think each word from the terminology list means (do not look up the answers in the dictionary)? If your school uses a message board post your answers to be discussed with your classmates. How similar or different are your definitions from your peers? Do they contain overlapping ideas while the wording may be different? Are there trends in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?

Think about bias and the concept of objectivity. There's usually more than one side to a story.

- In any situation different people have different points of view. How many sides to a story are there?
- How does perspective impact how you receive the news? Consider how different audiences (gender, race, age, culture, political leaning, etc.) might interpret a story.



Chicago Defender, September 10, 1955

Activity 2:

MI Learning Standards: ELA, MITECS, Social Studies

- Compare the headline from the 1919 *Chicago Defender* newspaper (above) with current news stories about violence against Black youth. Conduct research prior to finding contemporary news example and answer: What is lynching and what is its history of use in the United States? What actions could cause someone to be lynched? Why was this an accepted form of violence during the Jim Crow era? Next find three examples from a current news story that address the following questions: What forms of violence against Black youth exist today? How are these incidents reported? What forms of media bias may be present and what messages do biased reports send to the audience? Are the articles based on truth or stereotypes? How might these stories incite prejudice or discrimination in the reader?

Activity 3:

MI Learning Standards: ELA, MITECS, Social Studies, SEL

- Between hearing opinions at home, talking with friends, learning from teachers, reading stories online or in print, and seeing news on television, you have a lot of information to sift through and sources to evaluate. Choose a topic and find four different perspectives, besides your own, on the subject from the range of sources listed above (family, peers, teacher, media source). Write three interview questions about your topic and ask the same questions to your participants (answer them yourself). Do your interviewees have like or differing perspectives to you or each other? Why do you think that is? What influence does each source hold over how you think about the topic? Write up your findings in a two-page essay.

Activity 4:

MI Learning Standards: Arts, ELA, Social Studies

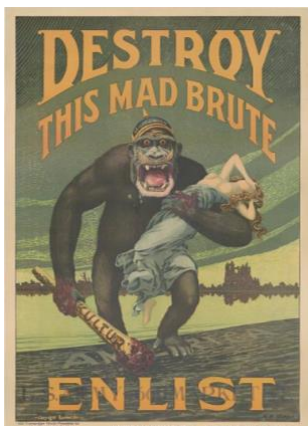
- Below are three images that depict the central figure as hyper-masculine, tough, menacing, or violent, but for different reasons; what are they? Do the images appear to be appropriate or related to the content of the publication? What makes them inappropriate, if you believe they are? What stereotypes do they reinforce and for what social, cultural, political, or economic purpose? Be specific with your responses.



Sports Illustrated, March 2016



Vogue, April 2008



WWI Propaganda Poster, 1918

Activity 5:

MI Learning Standards: Arts, ELA, Math, MITECS, Science, Social Studies

- Review the report *News and America's Kids: How Young People Perceive and Are Impacted by the News*, and summarize the key findings. How much of this information did you already know and how much was new to you? Create your own set of research questions exploring media literacy, bias, and diversity and poll your classmates for their responses. Use the information from your data set to create a peer report using infographics and a summary of your findings.

Activity 6:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Create a list of examples from the media (at least one from each: audio, visual, news, social media) that promote or reinforce anti-Black stereotypes? Are there recurring characters or personas that frequent the media like a criminal, thug, prostitute, drug dealer/user, gold digger, gangster, etc.? What negative behaviors, traits, language, or physical characteristics do each stereotype display? What is the history of caricatures/stereotypes in history, the mass media, and popular culture? What benefits do the media outlets have for using anti-Black stereotypes? Use the Jim Crow Museum website for the history of anti-Black caricatures. <https://www.ferris.edu/HTMLS/news/jimcrow/>
- Add to your list over the next month as new stories and examples appear that portray BIPOC communities in a negative and/or stereotypical (limiting) manner. Post your responses on the class discussion board. Did any of your peers document the same stereotypes?

Activity 7:

MI Learning Standards: Arts, ELA, HPE, MITECS, Social Studies

- First, find an example of the following marketing or public relations stories/campaigns on different media platforms: Political event, Activist event, Educational policy, Governmental policy, Celebrity promotion, Celebrity scandal, Corporate promotion, Corporate scandal. Then answer the following for each:
 - Why did you select these pieces?
 - Are they positive or negative? Why or why not?
 - Was there an ethical proposal or dilemma presented? Be specific.
 - Did it cause media buzz and who promoted it?
 - How long did the buzz last? Was anything done to combat it?
 - How many people followed the piece? Why did so many people care about it?
 - Will this story/campaign have a temporary or lasting impact on society? Why or why not?

Activity 8:

MI Learning Standards: ELA, HPE, Math, MITECS, Science, Social Studies

- Select a broad topic that you are learning about in class or that you have interest in learning more about (examples may be vaccinations, labor strikes, or school lunch programs). Using the Carnegie Mellon University Libraries Guide to Free Online Historic Newspapers (<https://guides.library.cmu.edu/newspapers/newspaperguides>) look for news coverage of your topic. Select two articles from two different historical outlets to compare. Next, select two contemporary news stories on the same topic from two more different outlets to compare. Now, compare all four stories. Look for commonalities and differences in language, tone, length, data, depth, visual aids, biases, etc. What do these comparisons reveal about news coverage of the same topic past and present? Be specific with your responses.



Chicago Defender, August 2, 1919

Activity 11:

MI Learning Standards: ELA, MITECS, Social Studies

- What is censorship and what are the most common reasons for employing it? These lists change with time and books, films, albums, etc. are added and removed as our society shifts in thinking. What factors contribute to these shifts? The American Library Association publishes a Challenged and Banned Book list, as do other parental and educational agencies for books and other media. Have you read any books on a banned books list (for example *To Kill a Mockingbird*)? What other media censorship groups exist? Are they independent or linked to government or education organizations? What are the benefits and drawbacks of groups that rate media and create lists of questionable material?

Activity 9:

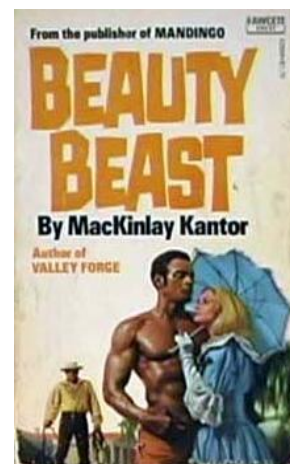
MI Learning Standards: Arts, ELA, HPE, MITECS, Social Studies, SEL

- The Critical Media Project asks what identity means to us. (<https://criticalmediaproject.org/activities/the-media-and-me/>) Which facets of your identity are the most important to you (race, ethnicity, age, socio-economic class, gender, sexual orientation, nationality, religion, etc.)? How do you feel about your identity traits and qualities versus how other may feel about them or impact how you feel about yourself? Do you find yourself code switching often, why or why not?
- Think about how your identity has been shaped by the media. Identify a piece of media that has impacted you and post it to the class discussion board. Use the following questions to explain your choice: How did it shape your understanding of your identity? How did it impact your behavior? Did you replicate some aspect of it? Did it impact how you see yourself or think about your appearance? Did it impact your spending habits or lifestyle choices? Provide specific examples.

Activity 10:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Pretend that you are a media or marketing executive in charge of hiring/casting the following roles for each scenario: A) An advertisement for a backyard playset (include at least one parent and child); B) The release of a new pop album (singer and backup dancers); C) A tv show about three students and their favorite teacher; D) A film about good and evil in a fictitious fantasy land (at least 5 characters). Using photographs from magazines, newspapers, and the internet (use discretion when selecting images that are appropriate for your class) create visual storyboards or slideshows that reflect your choices. Really sell your ideas as you are the media/marketing executive in charge of these projects! Explain your choices to your peers. Again you should have one for each scenario (A, B, C, and D).



Jim Crow Museum Collection

What is Digital Literacy?

Guiding Questions:

- What direct and indirect messages do media outlets convey and for what purposes?
- What accounts for the lack of media diversity in ownership and/or representation?
- How do contemporary media influence racial attitudes and behavior towards Black Americans?
- How do stereotypical (positive or negative) images of BIPOC communities continue to impact audiences?
- How do the perspectives, privileges, and biases of the people who create media impact the general public?

History:

The internet and digital technology have changed the boundaries of education. With a global library of resources at their fingertips, young adults can research more broadly than ever before. Social platforms allow for personal and professional connections and networks of people connected by a common cause have expanded the definition of activism and collective action. While access to digital resources remains an equity issue, more students and educators can reach beyond the limitations of their locations or budgets than in the past. Young people who do not frequently see themselves represented in the media, or who only see people like them represented as outsiders, disposable, dangerous, pitiable, unintelligent, poor, and as other negative stereotypes should understand that these images are created by people with particular viewpoints, biases, and economic interests. The digital landscape is complex and expansive; it is also becoming more difficult to navigate and easier to manipulate, as high-profile reports about “fake news” reveals. The ability to effectively navigate this landscape falls under the umbrella of digital literacy. Digital literacy includes the ability to identify misinformation online, the intentions of any constructed narrative online, participating meaningfully in online communities, interpreting the changing digital landscape, and unlocking the power of the internet for positive use. Digital literacy, in the modern United States, is fundamental to civic literacy. Digital literacy extends into multiple arenas including: Privacy and security concerns; Digital footprints; Uncivil online behavior; Fake news and clickbait; Internet scams; Echo chambers and groupthink; Legitimacy concerns and source vetting. Over the past decade, more than a billion people have joined some type of social media platform. According to the business intelligence division at DOMO: over 4.1 million users watch YouTube videos; more than 456,000 Twitter users send a tweet; over 46,740 Instagram users post a photo; more than 3.6 million people conduct a search on Google; and over 100 million spam emails get sent, every minute.



Baltimore Afro American, August 31, 1963

Terminology:

media, media literacy, media bias, digital literacy, digital citizenship, press, journalism, social media, audience, integrity, ethics, censorship, news, opinion, editorial, fact, headline, advertising, propaganda, marketing, public relations, monopoly, oligopoly, limited competition, product, consumer, commodify, commercialize, cultural appropriation, exploitation, ideology, disenfranchise, segregate, mock, diversity, stereotype, caricature, equity, exaggeration, access, hierarchy, dehumanize, disparity, alienate, code switching, hype, rhetoric, sensationalize, romanticize, demonize, explicit bias, implicit bias, exclusive, inclusive, groupthink, racism, post-racial

Activity 1:

MI Learning Standards: ELA, Social Studies

- What do you think each word from the terminology list means (do not look up the answers in the dictionary)? If your school uses a message board post your answers to be discussed with your classmates. How similar or different are your definitions from your peers? Do they contain overlapping ideas while the wording may be different? Are there trends in the class responses? Next, look up the Merriam-Webster dictionary definition (<https://www.merriam-webster.com>) for each term and compare them to your responses. How similar or different are they?

Activity 2:

MI Learning Standards: Arts, ELA, MITECS, Social Studies
Compare headlines, stories, and images of Black, white, and BIPOC communities' conditions/response to COVID and the 2020 BLM Civil Rights movement. How is each group portrayed? What specific language and images are used? Make a collage with images and headlines that display a broad range of media messaging regarding these events.

Across these platforms, organizations and individuals often present their content as news or as fact, but accuracy is not always a prerequisite. Politifact identified more than 200 sites and Facebook pages deliberately sharing “fake news,” and Google has punished more than 300 sites for publishing fake content. These lists do not include sites that purposefully stretch or distort truth to promote propaganda or partisan messaging. Internet falsehoods are pervasive, and while many adult users struggle to distinguish fact from fiction, young adults in particular have trouble telling the difference. Internet culture and social media makes it more difficult to assess the credibility of stories for three reasons: the abundance of sources, the speed at which a story goes viral and the presence of filter bubbles (where likeminded people gather online, often unexposed to varying viewpoints and perspectives). This means that people mostly see stories that confirm their own beliefs and biases. It also means that when fake news spreads within those filter bubbles, fact-checked stories often fail to reach the audience that needs to see them. These bubbles are strengthened by the science behind search engines, social media sites and even our brains. Algorithms powering search engines and social media timelines often choose what we see, tailoring our browsing experience based on our search histories, interests, posts we like, what we buy, our location, personal data, etc. This heavily influences what internet users see on a daily basis making our experiences less about choice and more of a predetermined experience. Algorithms serve the purpose of showing us content or ads that closely align to our interests or what is trending. They also provide a sense of comfort and belonging within a platform, increasing the likelihood that we will continue to use it. Social media users run the risk of becoming less empathetic in an internet culture that often prizes humor, viral memes (meme culture), and trolling more than authentic human connection. Groupthink can cause insensitive or cruel behavior to happen en masse leading to an increase in online anti-bullying campaigns. The normalization of trolling, shaming and exploitation has made the internet an often-uncivil place. This behavior can alter what internet users believe, confirm, or create, and shape how they behave socially, politically, and economically.

Sources:

- <https://www.tolerance.org/magazine/publications/learning-the-landscape-of-digital-literacy>
- <https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44>
- https://d1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/tlr_component/common_sense_education_digital_citizenship_research_background.pdf



El Mundo, September 26, 1952

Activity 3:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Investigate the use of stereotypes in advertising, logos, or branding. Find six images that show a diverse range of products and/or scenarios. Then, select the three that seem to be the most unique and/or opposite of each other and answer the following: What is the name of the brand, is there a logo, and what product are they selling? What do the advertisers want you to know about the product? How are BIPOC people represented in the advertisements? Are the ads uplifting, mocking, or exaggerating features/behaviors of an identity group to sell the product? What consumer group does the advertisement target? How do you know? What overt and covert messaging is present? Does the ad sell a product, an idea, a lifestyle or all of the above? Does the ad/logo reflect cultural appropriation? If so, explain your argument. How does cultural appropriation differ from cultural appreciation? Provide an example. How is advertising related to propaganda? Post your work to the discussion board for feedback from your peers.



Gucci Sweater Advertisement – <https://www.npr.org>

Defeat of Todd Bill Victory of Unity Between White Workers, Negro People

By Revels Cayton

Certain Democratic legislators, Todd and Co., like their brother lynchers down South, thought they would be able to slip the vicious Anti-Intermarriage Bill through nice and quiet. They were greatly surprised, however, when the Negro people refused to pussy-foot on the issue (as one of the Negroes wanted them to) but rose up by the hundreds and demanded that the bill be killed. They

Refuse To Arrest Gov. Martin for Assault on Woman

OLYMPIA, Wash., March 28.—Mrs. Alice Hudt, accompanied by her husband and five witnesses, was denied a warrant for the arrest of Governor Martin upon assault charges this week when she demanded that the prosecutor prepare a complaint against the governor. A justice of the peace had previously refused to issue a warrant until the woman

were even more surprised when the Votes of Action called upon the broad masses of white workers throughout the Northwest to fight the bill and as a result telegrams began to pour in from unemployed organizations, United Farmers League, trade unions, Commonwealth Builders, leading white liberals, prominent educators, and professional men.

They had not planned to limit the Negro people themselves invited, but in addition united with thousands of white workers and liberals and prepared to put up a militant fight to kill the bill. In the face of such solidarity and aroused public indignation, they did not dare to go through with their plan.

Northwest Enterprise, February 7, 1935

Activity 5:

MI Learning Standards: ELA, MITECS, Social Studies

- In a one to two-page essay, observe how two different media outlets cover the same story. Choose outlets that you know have ideological differences. Compare and contrast the different ways in which the story is presented. Think about the headline, the tone, the inflection of the reporters and what they look like (if AV), the language and imagery used in the piece, even the font and color scheme associated with the story can impact how we perceive the facts and subtext of the narrative. Which outlet seemed more credible? Why? Be specific with your observations.

Activity 7:

MI Learning Standards: ELA, MITECS, Social Studies

Edward Bernays has been called the “Father of Public Relations” of the “Father of Spin”. Research his life, theory on “Engineering Consent” and in small groups discuss the following Bernays quotes:

- “Any person or organization depends on the public’s approval and is therefore faced with the problem of engineering public consent to a program or goal.”
- “If we understand the mechanisms and motives of the group mind, it is now possible to control and regiment the masses according to our will without their knowing it.”
- “The engineering of consent is the very essence of the democratic process, the freedom to persuade and suggest.”
- “We are governed, our minds are molded, our tastes formed, our ideas suggested, largely by men we have never heard of.”
- “The public is not cognizant of the real value of education and does not realize that education as a social force is not receiving the kind of attention it has the right to expect in a democracy.”

Activity 4:

MI Learning Standards: ELA, MITECS, Science, Social Studies

- Explore the science of how we think as it relates to the media. Our brain uses shortcuts (heuristics) to process information like the overwhelming number of stories we encounter every day. Research brain tendencies and provide a one-paragraph explanation and example for:
 - Confirmation bias*: The tendency to be more willing or likely to believe information that supports what we already believe to be true.
 - Illusion of explanatory depth*: The tendency to believe we know more than we truly do.
 - Dunning-Krueger effect*: A cognitive bias that leads people of limited skills or knowledge to mistakenly believe their abilities are greater than they actually are.
 - Illusion of comprehension*: A cognitive bias that occurs when people mistake familiarity or awareness for actual understanding. Also called the “familiarity effect.”

Activity 6:

MI Learning Standards: Arts, CTE, ELA, HPE, Math, MITECS, Science, Social Studies, SEL

- Chose a product or idea, then highlight the differences between how advertising marketing, and public relations models would help you promote and sell it. Use the diagram below for reference as to how each model operates. Think about how your product or idea works (literally and conceptually). What impact will it have on society? How much it would cost, benefit, or harm you, society, or the environment? Who the target audience and why? Do any of these questions require spin to make them more appealing? Be specific with your business model and use visual aids to sell your concept.



<https://ohiostate.pressbooks.pub/stratcommwriting/chapter/public-relations-vs-marketing-vs-advertising/>

Activity 8:

MI Learning Standards: Arts, ELA, MITECS, Social Studies, SEL

- Think about your favorite scene from a tv, film, music, or video clip. Who is featured? What aspects of their identity are represented? What specifically about the scene appeals to you (action, dialogue, emotion)? Next, change the identity features of the characters –change their race, gender, class, age, or other external identity markers (does not need to be along perceived binaries). Does this shift change the meaning or context of the scene? Why or why not? What accounts for this if a perceived change occurred? Were the original scenes constructed using stereotypes or biases what were challenged with the identity shifts? Be specific with your observations.

Activity 10:

MI Learning Standards: Arts, ELA, HPE, MITECS, Social Studies, SEL

- Using your neighborhood for reference create a short video or campaign addressing an issue that you face as a teenager. Is this issue specific to you, your peer group, and neighborhood or does it impact people across different demographics as a whole? Cover the topic and draw awareness to the issue, but also offer a solution(s) that would alleviate or positively impact the issue. How important is it to tell the narrative from your own perspective? How may this differ from someone outside of the neighborhood reporting the same story? You may use other people and/or interviews in your video. Post to the classroom discussion board for feedback from your peers.

Activity 11:

MI Learning Standards: Arts, ELA, HPE, MITECS, Science, Social Studies

- Make a list of skills/qualities that you believe make an athlete successful. Is someone born with these abilities or do they have to work for them? Are these skills/qualities based on racial or gender stereotypes? How are the adjectives that you selected as used in other contexts? Be specific with the context –for example the word brave has multiple meanings or where else might we see the word aggressive?
- Next, find two articles that compare a male, female, or transgender athlete’s accomplishments or lifestyle. Do the articles strictly focus on their career or do they cover a non-career/personal story or controversy? Is there a difference between how male, female, and transgender athletic accomplishments and abilities are reported and represented in the media? Find two additional photographs of your athletes. Do they support or depart from the articles that you found?

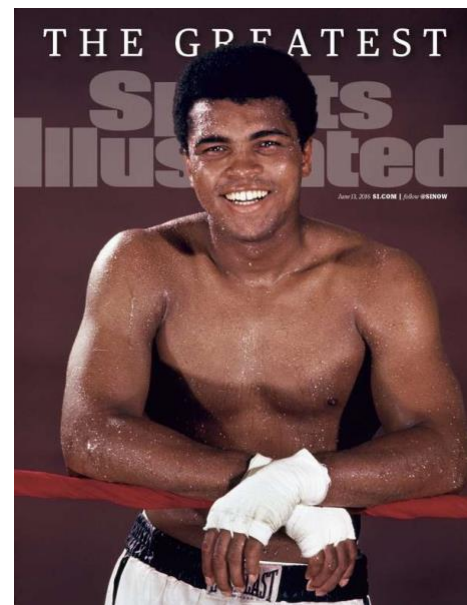
Activity 9:

MI Learning Standards: Arts, ELA, MITECS, Social Studies

- Select a media piece (ad, music video, film, etc.) that was written, shot/filmed, or directed by a BIPOC creative. Are there noticeable differences in the representation of the people in the film? How were the actors portrayed, clothed, and framed? What were their interactions and dialogue like? Were there stereotypes present and if so, what informed them? How might the race, gender, religion, class, nationality (or other identifiers) of the writers, director, and camera people impact what we see on screen? Since they control what we see as the audience through their choices, what impact do they have on how we perceive the characters and by extension other peoples who share those traits?



Sports Illustrated, 2015



Sports Illustrated, 2016

Additional Resources on Media Literacy:

Color of Change – Racial Representation in the Media

<https://colorofchange.org/dangerousdistortion/>

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship

<https://www.common Sense Media.org/homepage>

Critical Media Project

<https://criticalmediaproject.org>

Currents: Diversity Scholarship

<https://www.ncidcurrents.org>

Decoding Media Bias – PBS

<https://www.pbs.org/newshour/extra/lessons-plans/decoding-media-bias-lesson-plan/>

Digital Citizenship Resources

<https://www.digitalcitizenship.net/resources-publications.html>

Digital Literacy – Teaching Tolerance

<https://www.tolerance.org/frameworks/digital-literacy>

Edutopia - Media Literacy and Digital Citizenship

<https://www.edutopia.org/topic/media-literacy>

Geena Davis Institute on Gender in Media

<https://seejane.org>

Growing Up Amid the Rise of Racism

<https://medium.com/national-center-for-institutional-diversity/growing-up-amid-the-rise-of-racism-3f1896f76e32>

Media Literacy Now

<https://medialiteracynow.org>

National Association for Media Literacy Education

<https://namle.net>

National Center for Institutional Diversity

<https://lsa.umich.edu/ncid/publications.html>

Newseum ED

<https://newseumed.org>

Perception Institute – Representation

<https://perception.org/representation/>

SPARK: Elevating Scholarship on Social Issues

<https://medium.com/national-center-for-institutional-diversity>

Teaching About Race and Media

<https://www.civilrightsteaching.org/traditional-narrative/teaching-race-media>

Additional Resources on Racial Topics:

Black Citizenship in the Age of Jim Crow

<https://www.nyhistory.org/sites/default/files/newfiles/Black%20Citizenship%20in%20the%20Age%20of%20Jim%20Crow%20Curriculum.pdf>

Black Past

<https://www.Blackpast.org>

Center for Racial Justice

<https://centerracialjustice.org>

Digital Public Library of America

<https://dp.la>

EDSITEment!

<https://edsitement.neh.gov>

Equal Justice Initiative Reports

<https://eji.org/reports/>

Facing History and Ourselves

<https://www.facinghistory.org>

Ken Burns in the Classroom

<https://www.pbslearningmedia.org/collection/kenburnsclassroom/home/>

Learning for Justice

<https://www.learningforjustice.org/classroom-resources/lessons>

Library of Congress

<https://www.loc.gov>

National Archives

<https://www.archives.gov>

PBS Learning Media

<https://www.pbslearningmedia.org>

Racial Equity Resource Guide

<http://www.racialequityresourceguide.org>

The Jim Crow Museum of Racist Memorabilia

<https://www.ferris.edu/HTMLS/news/jimcrow/>
<https://www.youtube.com/user/jimcrowmuseum>

The Racial Equity Institute

<https://www.racialequityinstitute.com>

The Rise and Fall of Jim Crow

<https://www.thirteen.org/wnet/jimcrow/education.html>

The Smithsonian Museums (all) Online

<https://www.si.edu/exhibitions/online>

Teaching Race, Racism, and Racial Bias (Post-Unit Plan Strategies)

The Jim Crow Museum understands that all individuals have varying comfort levels when speaking about race and confronting racism. Debates about race, racialized incidents, and bias are ever present in the classroom, media, and at home. We cannot stop the cycle alone, but we can change our personal perceptions, contribution to the conversation, family and community awareness. As an educator you are part of a learning community that involves parents, colleagues, administrators, and community members. Encouraging that community to support each other and students during their conversations about race and racism in the United States, and to move towards social justice is important.



Image from The Jim Crow Museum Collection

The National Museum of African American History & Culture's link to their article on *Self Care*.

Link: <https://nmaahc.si.edu/learn/talking-about-race/topics/self-care>

The Greater Good Science Center at the University of California, Berkeley's *Three SEL Skills You Need to Discuss Race in Classrooms* is an article that encourages open dialogue and reflection.

Link: https://greatergood.berkeley.edu/article/item/threeselskills_you_need_to_discuss_race_in_classrooms

Taking Care of Yourself and Others During Racial Trauma: A guide for healing in the face of race-based turmoil.

Link: <https://www.psychologytoday.com/us/blog/unpacking-race/201708/taking-care-yourself-and-others-during-racial-trauma>

The Institute for Learning & Brain Sciences at The University of Washington has a website dedicated to young minds - *Racing" Towards Equality: Why Talking to Your Kids About Race Is Good for Everyone*

Link: <http://modules.ilabs.uw.edu/module/racing-towards-equality-why-talking-to-your-kids-about-race-is-good-for-everyone/>

Facing the Divide is a video series from the American Psychological Association.

Link to the video: <https://www.apa.org/education/undergrad/diversity>

Link to the guide: <https://www.apa.org/education/undergrad/diversity/facing-divide-instructor-guide.pdf>

Confirmation and Other Biases

Link: <https://www.facinghistory.org/resource-library/facing-ferguson-news-literacy-digital-age/confirmation-and-other-biases>

Race Talk: How Should I Talk about Race in My Mostly White Classroom?

Link: <https://www.adl.org/education/resources/tools-and-strategies/how-should-i-talk-about-race-in-my-mostly-white-classroom> and <https://www.adl.org/education/resources/tools-and-strategies/race-talk-engaging-young-people-in-conversations-about>

Talking About Race and Privilege

Link: <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity/social-justice/social-justice-lesson-plans/talking-about-race-and-privilege-lesson-plan-for-middle-and-high-school-students>

Talking About Race with Youth

Link: <http://ready.web.unc.edu/section-2-transforming-practice/module-20/>

Uncomfortable Conversations: Talking About Race In The Classroom

Link: <https://www.npr.org/sections/ed/2015/04/24/401214280/uncomfortable-conversations-talking-about-race-in-the-classroom>



Key Concepts of Digital Literacy

Digital Media Are Networked

Everything and everyone online is connected to everyone else

Digital Media Are Shareable and Persistent

Everything on digital networks is stored somewhere and can be copied and shared

Digital Media Have Unexpected Audiences

What you share online can be seen by people you didn't think would see it

Interactions Through Digital Media Can Have Real Impact

What we do online can have a real impact, but we can't always tell how other people are feeling

Digital Media Experiences Are Shaped by the Tools We Use

How we use digital tools like social networks and search engines is affected by how they're designed



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KWL Chart

Name _____

Date _____

Topic: _____

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete your project, write what you learned.

KWL Chart Resources:

<https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts>

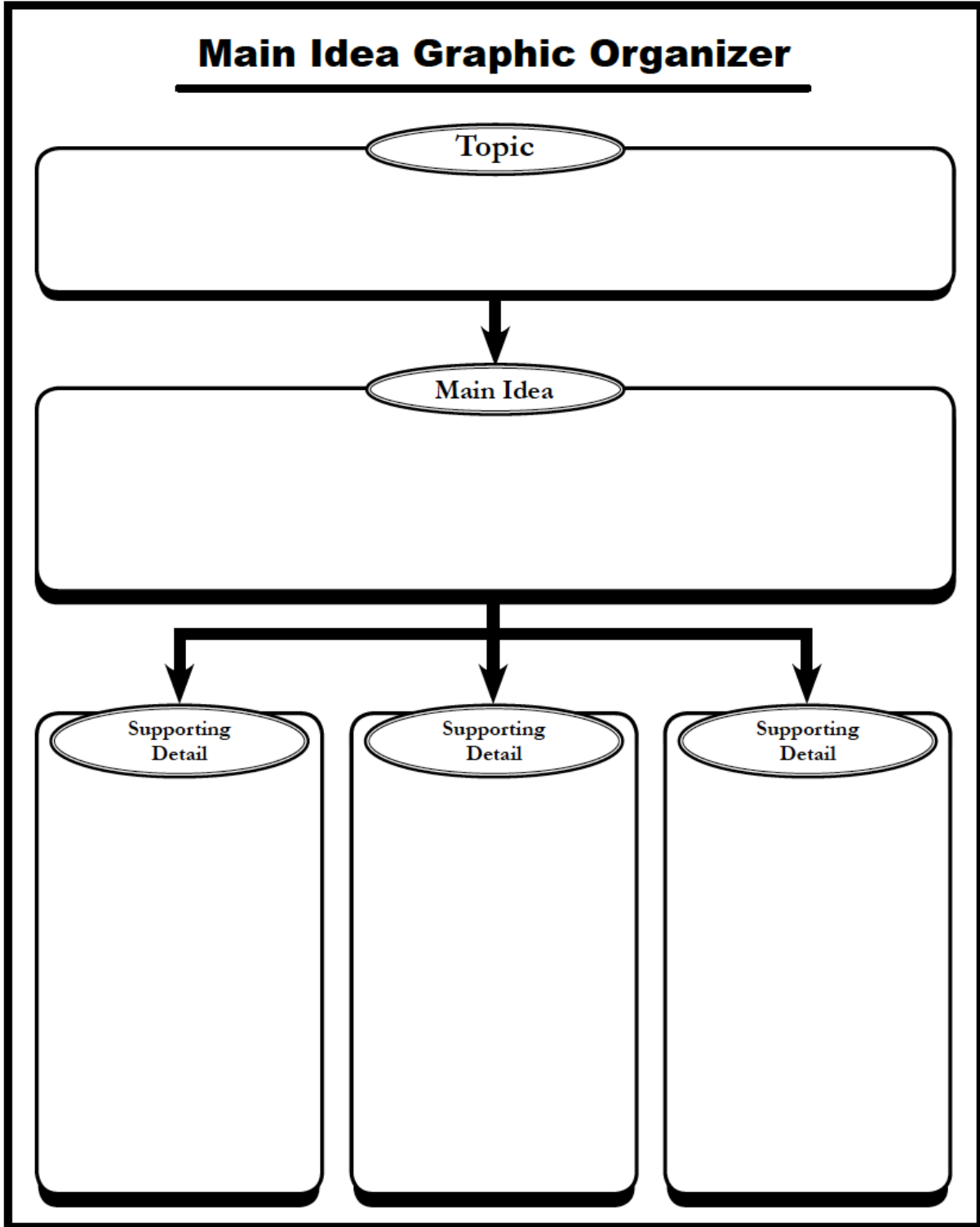
Graphic Organizer: Pros and Cons Table for Five Choices

Name: _____ Date: _____ Class Period: ____

Title: _____

Choice	Pros	Cons

Name: _____



DATE	EVENT	SIGNIFICANCE

Who?

What?

When?

Where?

Why?

How?

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Jim Crow Museum of Racist Memorabilia

Jim Crow Museum
Educational Programming
2020

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