

## Part 6: Responding to Racism

### Lesson 6.2 (Institutional)

#### *Introductory Lesson to Unit Assessment*

#### **Essential Question**

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How can/should a person respond to institutional forms of racism?

#### **Enduring Understanding**

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A person can respond to institutional forms of racism by shifting narratives in work/school settings, supporting local Muslim organizations, and practicing allyship.

#### **Learning Outcomes**

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##### *Students will know:*

- Countering institutional forms of anti-Muslim racism requires a continuous practicing of allyship.
- Educating yourself on anti-Muslim policies and laws should be done by listening to and supporting those most directly affected: Muslim communities.
- Their privilege to speak out against anti-Muslim policies/laws.
- Their power as voters and change-makers by lobbying their representatives to vote against anti-Muslim policies.

##### *Students will be able to:*

- Analyze patterns and segments of speech to decode subtext or meaning.
- Construct an argument or a persuasive response to anti-Muslim racism in the context of an oral or written conversation.

#### **Standards:**

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- **SS.CV.5.6-8:** Apply civic virtues and democratic principles in school and community settings.
- **SS.CV.8.9-12:** Analyze how individuals use and challenge laws to address a variety of public issues.
- **CCSS.WHST.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ISBE SEL 3C:** Contribute to the well-being of one's school and community.
  - 3b: Evaluate one's participation in efforts to address an identified need in one's local community.
  - 4b: Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.

## Vocabulary:

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- Youth/student-led organizing
- Action Plan

## Time:

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50-60 Minutes

## Materials

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- PowerPoint of examples of student-led organizing
- Copies of the student-led organizing graphic organizer

## Procedure

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1. **Opener:** What student-led social movements do you know about?
  - a. Provide examples of what students have done to respond to these issues, such as teach-ins, drives, and walkouts. The PowerPoint provides an overview of a few local efforts.
2. **Model the use of the graphic organizer**
  - a. Using the graphic organizer as a guide, brainstorm with students how they might respond to one of the issues raised in the PowerPoint the situation (e.g., the surveillance of Somali youth, privatized school lunch, the gang database, the funding of a new police academy).
3. **Have students work in pairs to fill out another row of the graphic organizer** to brainstorm how they might respond to another issue raised in the PowerPoint.
4. **As a whole class, ask students:** What problems do you see in your school/community that impact Muslims?
  - a. Elicit student responses.
5. **Explain to students that they should fill out the graphic organizer** for one of the problems they see that impacts Muslims.
  - a. Work with students to come up with options for an Action Plan (writing a letter, creating an Instagram page to boost awareness, posting flyers/posters around their neighborhood, conducting a teach-in, etc.). Encourage students to be creative and to utilize everything they have learned throughout this unit.
  - b. Explain to students that they saw only a few examples of how students/youth have led movements resulting in real change. Think about how you can educate peers not in your class. How can that action lead to a social movement?
6. **Introduce this issue as the basis for their end-of-unit assessment.** Students can work individually or in small groups (depending on the Action Plan and teacher discretion).
  - a. Students should pick an issue that they see in their school/community that impacts Muslims.

- b. Then they should decide on an Action Plan that will best address the particular issue they chose.
- c. Students should also provide a justification for why they believe their issue is important and why their Action Item is the best way to approach it.
  - i. Teachers can choose to assess this in whatever way works best for their particular class: essay, concept map, poster board, etc.