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 that are designed to explore topics related to media literacy, media bias, digital literacy, and diversity. Media literacy relates to themes found in the Jim Crow Museum in the form of anti-black objects and propaganda, but it also relates to current events and how race is discussed and presented in the media. In an increasingly digital word understanding how the media, media bias, and a constant barrage of 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, zoom in on the objects, listen to the didactic panels, play the videos, and engage with 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=8miUGt2wCtB
The Jim Crow Museum Website: https://www.ferris.edu/HTMLS/news/jimcrow/
The Jim Crow Museum Digital Collection: https://sites.google.com/view/jcmdigital/home

Copies of Dr. David Pilgrim’s books Understanding Jim Crow and Watermelons, nooses, and straight razors can be purchased on The Jim Crow Museum Website under the Donate tab.
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
Table of Contents

Pre-Unit Strategies
DEIA in the Media
What is Media Literacy?
What is Media Bias?
What is Digital Literacy?
Post-Unit Strategies

Pg. 4
Pg. 5
Pg. 7
Pg. 16
Pg. 24
Pg. 32

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 (All Grades)
https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html

Michigan State Social Emotional Learning Standards (All Grades)
https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321---,00.html

Common Core (All Grades)
http://www.corestandards.org

C3 – College, Career, and Civic Life (All Grades)
https://www.socialstudies.org/C3

English Language Development Standards:
https://wida.wisc.edu/teach/standards/eld

New York Amsterdam News, January 29, 1972
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/](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](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](https://poorvucenter.yale.edu/FacultyResources/Diversity-Inclusion)

Teaching Tolerance: Let’s Talk! Facilitating Critical Conversations With Students
Link: [https://www.tolerance.org/magazine/publications/lets-talk](https://www.tolerance.org/magazine/publications/lets-talk)
Link: [https://www.tolerance.org/professional-development/facilitator-guides](https://www.tolerance.org/professional-development/facilitator-guides)
Teaching Tolerance: The Teaching Tolerance Anti-bias Framework is organized into the topics of Identity, Diversity, Justice and Action as methods of framing anti-bias and multicultural education.
Link: [https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework](https://www.tolerance.org/professional-development/social-justice-standards-the-teaching-tolerance-antibias-framework)

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.

Documentaries are alternative methods to for an educator to teach racial histories. They may prompt compelling dialogue in the classroom 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 Shows: [https://www.pbs.org/franchise/ken-burns/](https://www.pbs.org/franchise/ken-burns/)

*Common Sense Media: Digital Citizenship Curriculum
Link: [https://www.commonsense.org/education/digital-citizenship/curriculum?grades=9,10,11,12](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/](https://medialiteracynow.org/resources-for-teachers/)

*Carnegie Melon University Libraries Guide to Free Online Historic Newspapers
Link: [https://guides.library.cmu.edu/newspapers/newspaperguides](https://guides.library.cmu.edu/newspapers/newspaperguides)

*Pew Research Center Studies:
Journalism & Media: [https://www.journalism.org](https://www.journalism.org)
Social & Demographic Trends: [https://www.pewsocialtrends.org](https://www.pewsocialtrends.org)

*Suggested media-specific materials for this unit plan.
Why is Diversity, Equity, Inclusion, and Access Important for Media Consumers?

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 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. This also 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).
Encourage your students to explore media outlets that were/are owned by BIPOC, female, and non-binary owners. These short lists are recommendations to navigate the importance of multicultural voices in the media that we consume. *Some materials have older 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

**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

**Film Studios:** https://blackenterprise.com/hollywoods-most-bankable-black-producers/
https://thegrapevine.theroot.com/paying-homage-before-tyler-perry-studios-there-was-os-1838870446

**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

**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/
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 essay or how-to)? Was it to make you laugh (meme)?

**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, it 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

**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 Elia new home. The commissioners have been asked to set aside a portion of the water-front 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. Northside residents do not want (Continued on Page 7)

St. Petersburg Evening Independent, June 21, 1923
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.commonsensemedia.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important
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, why certain information was included, what wasn’t included, and what the key ideas are. Learn to use examples to support your opinions. Make up your own minds about the information based on knowledge you discovered.
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.

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?

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?

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 anybody say anything they want, wherever they want, to whomever they want? Can the government restrict ideas or speech considered hurtful? What sources inform your understanding and opinion of the First Amendment? Swap your paper with a classmate and provide feedback on their paper. Are there overlapping ideas in your essays?
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](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.
- Media, especially the news informs us on 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 own 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 are interacting with and for how long. Use a columned chart to organize the types of media and hours of daily use. Consider time spent on (phone, computer, video game), in front of (tv, movie screen), or listening to (music, podcast). Did you use two or more devices at the same time (watching a movie while scrolling through social media on your phone, 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

Black Panther, Ryan Coogler, 2018

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?
Michigan State Learning Standards:

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.

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.

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.

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.

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.

Common Core Learning Standards:
http://www.corestandards.org/ELA-Literacy/

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.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author’s claim.

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.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.
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.

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.

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.

USHG 9.2 Changes in America’s Role in the World – Examine the shifting role of the United States on the world stage from 1980 to the present.

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.

C – 2.1.2 – Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence. Examples of Democratic Values may include but are not limited to: justice, unalienable rights, and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.2.3 – Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract yet disagree over their meaning when they are

Michigan State Learning Standards Continued:

E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. Examples may include but not limited to: interest, dividends, capital appreciation, income support from the government, social security.
applied to specific situations. Examples may include but are not limited to; liberty and authority/order, justice and equality, individual rights and the common good.

C – 3.3.1 – Describe and analyze how groups and individuals influence public policy. Examples may include but are not limited to; political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.3 – Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.6 – Explain functions and possible influence of various news and other media sources in political communication. Examples may include but are not limited to: tv, print, press, Internet (including social media), radio.

C – 4.3.1 – Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict. Examples of personal rights include but are not limited to; freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law. Examples of political rights include but are not limited to; freedom of speech, press, assembly, and petition; the right to vote and run for public office. Examples of economic rights include but are not limited to; acquire, use, transfer, and dispose of property; choose one’s work, change employment, join labor unions and professional associations; copyright protection; establish and operate a business; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 – Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights. Examples may include but are not limited to; clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity. Examples may include but are not limited to; Dred Scott, Plessy v. Ferguson, Korematsu v. U.S.

C – 6.3.1 – Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities. Examples may include but are not limited to; concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

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 re- sources.
• 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 govern- mental 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.
Additional Resources:
Color of Change – Racial Representation in the Media
https://colorofchange.org/dangerousdistortion/

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship
https://www.commonsensemedia.org/homepage

Critical Media Project
https://criticalmediaproject.org

Currents: Diversity Scholarship
https://www.ncidcurrents.org

Decoding Media Bias – PBS

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://medialliteracynow.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:
Black Citizenship in the Age of Jim Crow

Black Past
https://www.blackpast.org
https://www.blackpast.org/african-american-museums-united-states-and-canada/

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/

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

Teaching Tolerance Lessons
https://www.tolerance.org/classroom-resources/lessons

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
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 (and less likely to be deceived by fake news).

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.

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.
- Under 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-government, 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.commonsensemedia.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

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.

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](image)

![Vogue, April 2008](image)

![WWI Propaganda Poster, 1918](image)

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, written, news, social media) that promote or reinforce anti-Black stereotypes? Are there recurring characters, roles, or personas that frequent these formats like a criminal, thug, prostitute, drug dealer/user, gold digger, gangster, killer, etc.? What specific negative behaviors, traits, language, or physical characteristics do each stereotype display? What is the history of these 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 Melon 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.

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).

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?
Michigan State Learning Standards:

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.

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; and 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.

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.

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.

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.

Common Core Learning Standards:
http://www.corestandards.org/ELA-Literacy/

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.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author’s claim.

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.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.
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.

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.

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.

USHG 9.2 Changes in America's Role in the World – Examine the shifting role of the United States on the world stage from 1980 to the present.

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.

C – 2.1.2 – Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence. Examples of Democratic Values may include but are not limited to: justice, unalienable rights, and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.2.3 – Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract yet disagree over their meaning when they are

Michigan State Learning Standards Continued:

E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. Examples may include but not limited to; interest, dividends, capital appreciation, income support from the government, social security.
applied to specific situations. Examples may include but are not limited to: liberty and authority/order, justice and equality, individual rights and the common good.

C – 3.3.1 – Describe and analyze how groups and individuals influence public policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.3 – Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.6 – Explain functions and possible influence of various news and other media sources in political communication. Examples may include but are not limited to: tv, print, press, Internet (including social media), radio.

C – 4.3.1 – Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict. Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law. Examples of political rights include but are not limited to: freedom of speech, press, assembly, and petition; the right to vote and run for public office. Examples of economic rights include but are not limited to: acquire, use, transfer, and dispose of property; choose one’s work, change employment, join labor unions and professional associations; copyright protection; establish and operate a business; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 – Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights. Examples may include but are not limited to: clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity. Examples may include but are not limited to: Dred Scott v. Ferguson, Korematsu v. U.S.

C – 6.3.1 – Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities. Examples may include but are not limited to: concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

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 government-mental 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.
**Additional Resources:**
Color of Change – Racial Representation in the Media
https://colorofchange.org/dangerousdistortion/

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship
https://www.commonsensemedia.org/homepage

Critical Media Project
https://criticalmediaproject.org

Currents: Diversity Scholarship
https://www.ncidcurrents.org

Decoding Media Bias – PBS

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://medialliteracynow.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:**
Black Citizenship in the Age of Jim Crow

Black Past
https://www.blackpast.org
https://www.blackpast.org/african-american-museums-united-states-and-canada/

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/

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

Teaching Tolerance Lessons
https://www.tolerance.org/classroom-resources/lessons

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
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: 4.1 million users watch YouTube videos; 456,000 Twitter users send a tweet; 46,740 Instagram users post a photo; 3.6 million people conduct a search on Google; and more than 100 million spam emails get sent—every minute.

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 for “likes” has made the internet an often-uncivil place. This can alter what internet users believe, confirm or create prejudices, and shape how they behave—socially, politically and economically.

Sources:
https://medium.com/national-center-for-institutional-diversity/teach-them-well-media-literacy-as-a-survival-tool-for-marginalized-youth-207322e3cd44
https://dl1e2bohyu2u2w9.cloudfront.net/education/sites/default/files/tlr_component/common_sense_education_digital_citizenship_research_backgrounder.pdf

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
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 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.

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.”

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

26
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 did 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 lifestyles (compare two different people). 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?
Michigan State Learning Standards:

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.

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.

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.

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.

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.

Common Core Learning Standards:
http://www.corestandards.org/ELA-Literacy/

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.9-10.8 - Assess the extent to which the reasoning and evidence in a text support the author’s claim.

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.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.
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.

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.

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.

USHG 9.2 Changes in America’s Role in the World – Examine the shifting role of the United States on the world stage from 1980 to the present.

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.

C – 2.1.2 – Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence. Examples of Democratic Values may include but are not limited to: justice, unalienable rights, and equality. Analysis may include but is not limited to: how might the ideals in the Declaration have been in tension with reality?

C – 2.2.3 – Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract yet disagree over their meaning when they are

Michigan State Learning Standards Continued:

E4.1.1 Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income. Examples may include but not limited to: interest, dividends, capital appreciation, income support from the government, social security.
applied to specific situations. Examples may include but are not limited to; liberty and authority/order, justice and equality, individual rights and the common good.

C – 3.3.1 – Describe and analyze how groups and individuals influence public policy. Examples may include but are not limited to: political action committees, voluntary organizations, professional organizations, civic organizations, media.

C – 3.3.3 – Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should and does play in public policy.

C – 3.3.6 – Explain functions and possible influence of various news and other media sources in political communication. Examples may include but are not limited to: tv, print, press, Internet (including social media), radio.

C – 4.3.1 – Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict. Examples of personal rights include but are not limited to; freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law. Examples of political rights include but are not limited to; freedom of speech, press, assembly, and petition; the right to vote and run for public office. Examples of economic rights include but are not limited to; acquire, use, transfer, and dispose of property; choose one’s work, change employment, join labor unions and professional associations; copyright protection; establish and operate a business; enter into lawful contracts; just compensation for the taking of private property for public use.

C – 4.3.2 – Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights. Examples may include but are not limited to; clear and present danger; time, place, and manner restrictions on speech; compelling government interest; security; libel or slander; public safety; and equal opportunity. Examples may include but are not limited to; Dred Scott v. Plessy v. Ferguson, Korematsu v. U.S.

C – 6.3.1 – Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities. Examples may include but are not limited to; concern for the well-being of others, civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise persistence, civic-mindedness, compassion, patriotism, courage, and tolerance for ambiguity.

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.
Additional Resources:
Color of Change – Racial Representation in the Media
https://colorofchange.org/dangerousdistortion/

Common Sense Media – Digital Literacy, Media Bias, and Digital Citizenship
https://www.commonsensemedia.org/homepage

Critical Media Project
https://criticalmediaproject.org

Currents: Diversity Scholarship
https://www.ncidcurrents.org

Decoding Media Bias – PBS

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:
Black Citizenship in the Age of Jim Crow

Black Past
https://www.blackpast.org
https://www.blackpast.org/african-american-museums-united-states-and-canada/

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/

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

Teaching Tolerance Lessons
https://www.tolerance.org/classroom-resources/lessons

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.

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.

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

Confirmation and Other Biases

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

Talking About Race and Privilege

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
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.

mediasmarts.ca

# KWL Chart

**Topic:** 

<table>
<thead>
<tr>
<th>Know</th>
<th>Wonder</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think you already know about this topic?</td>
<td>What do you wonder about this topic? Write your questions below.</td>
<td>After you complete your project, write what you learned.</td>
</tr>
</tbody>
</table>

**KWL Chart Resources:**
[https://www.facinghistory.org/resource-library/teaching-strategies/k-w-l-charts](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: ________________________________

<table>
<thead>
<tr>
<th>Choice</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>EVENT</td>
<td>SIGNIFICANCE</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
Jim Crow Museum of Racist Memorabilia

Jim Crow Museum
Educational Programming
2020

Jim Crow Museum
Ferris State University
1010 Campus Drive
Big Rapids, MI 49307
(231) 591-5873
jimcrowmuseum@ferris.edu

This unit plan was made possible in part by the Institute of Museum and Library Services MH-00-19-0019-19. The views, findings, conclusions or recommendations expressed in this Unit Plan do not necessarily represent those of the Institute of Museum and Library Services.