

# Scheme of work

## Unit 3.1: Racism

### Overview

Unit 3.1 focuses on racism, social injustices and social inequality. More specifically, it explores racism across time and geographical place, asking students to analyse how language is used to discriminate against others.

<b>Learning objectives</b> <ul style="list-style-type: none"><li>• Develop an awareness of language variation.</li><li>• Engage with a range of different texts that deal with racism.</li><li>• Speak and write about the topic of racism, exploring different perspectives and making comparison between texts.</li></ul>	<b>AOE questions</b> <ul style="list-style-type: none"><li>• How and why do people study language and literature?</li><li>• How can cultural contexts influence how texts are written and received?</li><li>• How does a text engage with local and global issues?</li><li>• How do texts follow or move away from the conventions associated with different types of text?</li><li>• How can language represent social differences and identities?</li></ul>	
<b>Concepts</b> <p><b>Identity</b> – In what ways is Text 3.2 about both racism and <i>identity</i>?</p> <p><b>Creativity</b> – Creative writing helps students understand text types and to develop their own powers of creativity.</p> <p><b>Representation</b> – Students analyse and think critically about the representations of people and groups of people.</p> <p><b>Perspective</b> – In connection with representation, students are forced to think about how stereotypes are created by taking a particular perspective.</p> <p>Students consider which of the key concepts for this course are relevant to Nelson Mandela’s inauguration speech (Text 3.5).</p>		
<b>ATL</b> <p><b>Research skills</b> (Activity 1.9) – asking key context questions about a primary source.</p>	<b>Learner profile</b> <p>Activity 1.19 – Students read an excerpt from <i>Black Boy</i> and select the learner profile trait he exemplifies.</p>	
<b>Learner portfolio</b> <p>Activity 1.20 Find another text that sheds light on the problem of racism and answer the questions that follow.</p> <p>Activity 1.15 and Activity 1.17 - Add formative and summative assessments to your portfolio.</p>		
<b>TOK</b> <p>Is there a biological or psychological explanation for racial bias? Or is racism something we are taught from a young age by the people and messages around us?</p>	<b>Extended essay</b> <p>Category 3 – How has Disney’s portrayal of race improved over time through its use of characterisation and animation? Use this as a starting point into your extended essay.</p>	<b>CAS</b> <p>How do you ensure that you aren’t perpetuating stereotypes or racial biases during the creative process?</p>

### International mindedness

Students are encouraged to create opportunities for themselves to engage with people of another race, country or culture.

Writing a letter from another person's perspective is a good way for students to practise international-mindedness.

#### Formative assessment opportunities

Activity 1.17 – Write a letter of complaint to the producer of a racist advertisement students researched online.

#### Summative assessment opportunities

Activity 1.15 – Write a 75-minute guided analysis using one of the texts studied in this unit for SL students. At HL, students write two guided analyses, using two different texts, and have 2 hours and 30 minutes to complete the assessment.

#### Texts – print

3.1 – An advertisement for Aunt Jemima's Pancake Mix

3.2 – 'Speakin' At De Cou't House' by Paul Laurence Dunbar

3.3 – A poster by the ACLU (American Civil Liberties Union)

3.4 – 'An ideal for which I am prepared to die' speech by Nelson Mandela

3.5 – Inauguration speech by Nelson Mandela

3.6 – An excerpt from a speech by Martin Luther King Jr.

3.7 – An advertisement from Benetton

3.8 – A complaint letter written by a student

3.9 – An excerpt from *Black Boy* by Richard Wright

#### Texts – audio and visual

TED Talk by Paul Bloom, titled 'Can prejudice ever be a good thing?'

Martin Luther King Jr's 'I Have a Dream' speech

*White Like Me* by Tim Wise (book and documentary)

'I speak Jive - Airplane (5/10)'

#### Suggested additional resources

'The First White President', an essay by Ta-Nehisi Coates in *The Atlantic*

'George Packer Responds to Ta-Nehisi Coates' in *The Atlantic*

'No One is Coming to Save Us From Trump's Racism', an opinion editorial by Roxane Gay in the *New York Times*

#### Links to literature

(Not all texts appear on the PRL. Some are 'free choice' options.)

*To Kill a Mockingbird* (Harper Lee), *The Help* (Kathryn Stockett), *The Bluest Eye* (Toni Morrison) and *The Color Purple* (Alice Walker) – novels set in the United States

Selected poetry by Maya Angelou, Nikki Giovanni or Kendrick Lamar

'Master Harold' ... and the boys by Athol Fugard – play

*The Meursault Investigation* by Kamel Daoud – novel in translation

## Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

### Lesson 1

Activity 1.1

TOK discussion

Activity 1.2

### Lessons 2 and 3

Activities 1.4–1.6

### Lesson 4

Activity 1.8

### Lesson 5 + 6

Activity 1.9 – 1.11

**Homework assignment:** listen to or watch Martin Luther King's 'I Have a Dream' speech.

### Lesson 7

Activities 1.12 and 1.13

### Lesson 8

Activities 1.14 and 1.15

**Homework assignment:** finish Activity 1.15

### Lesson 9

Activities 1.16 and 1.17

**Homework assignment:** Activity 1.20

### Lesson 10

Activities 1.18 and 1.19 (HL extension)