



See it. Name it. Change the game

Time: 1-2 hours

Grade Level: 5th-12th

Purpose (What will students learn from this lesson?): The students will identify and define 3 characteristics of white supremacy. Brainstorm ways to cultivate community.

Unit Enduring Understandings Alignment:

- We understand and critique the relationship between white supremacy, racism, anti-Blackness, anti-Indigeneity, xenophobia, patriarchy, cisheteropatriarchy, capitalism, ableism, ageism, anthropocentrism, and other forms of power and oppression.
- We understand and challenge all forms of oppression and their manifestations by conceptualizing and enacting transformative projects of agency and resistance.
- We understand that while studying forms of oppression, it is also critical to engage ourselves in developing critical consciousness, reclaiming hope and healing.

Lesson Guiding Questions:

- In what ways can we reimagine new possibilities for our communities?
- How does white supremacy culture show up in our lives?

Essential Skills:

- Students will analyze film clips and identify white supremacy culture characteristics.
- Students will identify, in writing, which characteristic of white supremacy culture is evident and use evidence from the film to support their argument.
- Students will listen and speak in discussion with peers to understand how white

supremacy culture works and ways to open new possibilities in their classroom, school, family, and community as alternatives to white supremacy culture.

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Cultural Wealth (Yosso, p. 78):

- Students will build their *navigational capital* by becoming familiar with characteristics of white supremacy culture and the ways in which those characteristics impact their lives while coming up with possible alternatives to it.

Ethnic Studies Principles Alignment:

4) Critique empire and its relationship to white supremacy, racism, patriarchy, and cis-heteropatriarchy.

7) Conceptualize, imagine, and build new possibilities for post-imperial life that promotes *collective narratives of* transformative resistance, critical hope, and radical healing.¹

Standards Alignment:

- CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Materials:

Slide deck LCD projector and screen Internet Access * Netflix account	Large chart paper (post-it type or making tape) Thick colored markers Post-it notes White Supremacy worksheet
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Modifications, Accommodations, Resources for Multilingual Students :

¹ Tintiangco-Cubales, Allyson & Curammeng, Edward 2018. "Pedagogies of Resistance: Filipina/o Gestures of Rebellion" Against the Inheritance of American Schooling in Tracy Buenavista and Arshad Ali's (Eds.) Education At War: The Fight for Students of Color in America, pg. 233-238.

<ul style="list-style-type: none"> • Modify the slidedeck to respond to the needs of your classroom. Add photos and examples that are familiar to your students and that will be responsive to your students. • Have bilingual students sit next to monolingual students to translate as needed. 	<ul style="list-style-type: none"> • You can shorten or lengthen this lesson depending on the needs of your class.
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Critical Vocabulary:

CRITICAL VOCABULARY	Definition and Rationale for choosing this word, phrase, or concept	Idea for pre-teaching or front-loading the concept.
<i>anti-Blackness</i>	societal and structural unwillingness to recognize Black humanity.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .
<i>culture</i>	the characteristics, creations, and knowledge of a particular group of people, place, or time. These characteristics include, but are not limited to, beliefs, customs, art, music, language, traditions, and religion.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .
<i>white supremacy-</i>	the belief that white people are inherently superior and represent the dominant race. It is an operationalized form of racism that manifests globally, institutionally, and through systems of power.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .

white supremacy culture	a form of racism centered upon the belief that white people are superior to people of other racial backgrounds and that whites should politically, economically, and socially dominate non-whites.	Work with students to develop a personal dictionary of terms utilizing this 4 corners vocabulary template .
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C1: Cultural Rituals and Energizer

Description: Students will engage in a game to guess how you win a game by asking what they are allowed to do to win, revealing what it is like to try to play a game without knowing the rules and what it is like to know the rules but to not tell the person what the rules of winning are.

STEP	DESCRIPTION	TIME
Step 1	Land Acknowledgement Customize your land acknowledgement based on the location of your school. Find what Native Land you occupy at native-land.ca Consider adding a short video authored by the native people of the land you occupy. Share your Land Acknowledgement from your heart.	3 minutes
Step 2	Ancestor Acknowledgement Ancestor Acknowledgement. Think of a Black person who has passed and was a part of your life or is a role model for anti-racism, that makes you feel comfortable and safe, protected and loved. Bring them with you in your heart during this lesson to help comfort and guide you as you learn.	4 minutes
Step 3	Cultural Energizer Model the cultural energizer with a student volunteer. The goal of the energizer is for the person guessing to identify the game. Person A (STUDENT VOLUNTEER): Thinks of the game: badminton, ultimate frisbee, hide and go seek or a board game etc. and does not tell what game it is. Person B: Can only ask YES/NO questions to figure out how you can win the game? (No asking about the equipment or the name of the game.) Pair up	3 minutes

	<p>students and have them play the game. Use a 1 minute timer.</p> <p><i>Debrief:</i> Discuss what it is like to try to accomplish something and then be punished for doing it wrong, but no one tells you the rules? What did it feel like to know the rules, pick the game and not have to share it? What did it feel like to be guessing the game, what you did not know?</p>	
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C2: Critical Concepts

Description: *Students will view and analyze film clips identifying white supremacy culture characteristics.*

STEP	DESCRIPTION	TIME
Step 1	<p>Ask the students: Have you ever had a moment where you KNEW something wasn't right but couldn't name it/articulate? Ask volunteers to share. Explain that today we are going to be looking at film clips when Colin K, as a child, was experiencing feeling uneasy, but could not name it at the time. We are going to see it, name it and think of ways to change how we interact so we can make the "game" of life more fair.</p>	5 minutes
Step 2	<p>Explain that this Netflix series, Colin in Black & White (2021) is Colin's counternarrative, or his story that disrupts the story told about him by others. Watch the teaser and ask: What did you see? How are you relating to this story right now? Explain that we will be breaking down three scenes from episode where we will identify the characteristics of white supremacy.</p> <p>For a deeper discussion ask the class to engage with these questions: Who is the narrator of Colin's life? Whose interests are served by the different narrators? How does Colin's story about his story open new possibilities for cultivating community?</p>	2 minutes
Step 3	<p>Explain that we will be watching clips of Colin's experiences where he was impacted by white supremacy culture. Review the definition of white supremacy culture: <i>White supremacy culture</i> is a form of racism centered upon the belief that white people are superior to people of other racial backgrounds and</p>	2 minutes

	<p>that whites should politically, economically, and socially dominate non-whites.</p> <p>(https://www.nea.org/resource-library/white-supremacy-culture-resources).</p>	
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C3: Community Collaboration and/or Critical Cultural Production

Description: *Students will analyze clips of Colin in Black and White for characteristics of white supremacy culture and apply their new knowledge to their lives inside and outside of schools to imagine new possibilities.*

STEP	DESCRIPTION	TIME
Step 1	<p>Watch an episode (Episode 1, 27:30 - 32:25) of Colin’s counter narrative with students and ask them, post-viewing: What did you see? How are you relating to this story right now? Model breaking down the episode for students. Identify the characteristics of white supremacy. Explain: Defensiveness= Colin’s parents ignore Colin’s questions about the rule and refuse to protect him, protecting the baseball coaches instead; Paternalism= Colin’s mother and father reinforce the power of the “rule” by warning Colin that he should not question authority, how or why the rules were made, or the supreme authority of his coaches; Either/or thinking= Colin’s parents have identified two choices=follow the rules or break the rules; play baseball or don’t play baseball; look like a ‘thug’ or not; cut your hair or lose everything; choose to be Black or try to be white.</p>	15 minutes
Step 2	<p>Put students into groups of 4-5 and have them discuss their response to: Do you think the role is fair, why or why not?</p>	5 minutes
Step 3	<p>Review the first of three white supremacy culture characteristics,</p>	

	paternalism, with students. Explain how the clip shows this characteristic in action with the slidedeck. If needed, provide students definitions for the terms, accessed in the Identifying white supremacy handout: Resources & Viewing Guide	
Step 4	Review the second of three white supremacy culture characteristics, defensiveness, with students. Explain how the clip shows this characteristic in action with the slidedeck.	
Step 5	Review the last of three white supremacy culture characteristics, either/or thinking, with students. Explain how the clip shows this characteristic in action with the slidedeck.	
Step 6	<p>Watch an episode (Episode 3, 29:40 - 33:00) of Colin’s counter narrative with students and ask them, post-viewing: What did you see? How are you relating to this story right now? Ask students to identify the characteristics of white supremacy, assisting them as needed. Prompt them to provide specific examples from the clip to support their points.</p> <p>Defensiveness= The hotel manager (person in power) condemns Colin’s questioning of him as “one of the good ones” as inappropriately emotional and mean. The hotel manager defensively claims he “was just trying to be nice.”</p> <p>Paternalism= The hotel worker abusively wields his power by demanding Colin get out of the pool while deciding if Colin was “one of the good ones” and was completely unconcerned with Colin’s viewpoint. The hotel worker thinks his “complement” is in the best interest of Colin.</p> <p>Either/or thinking= The hotel worker has decided that Black folx are either good or bad and is totally comfortable sharing that lie.</p>	

C4: Conclusive Dialogue/Critical Circular Exchange

Connection: How is this relevant to students? How is it relevant to the unit? How do you bring back to the PURPOSE of the unit?

Groups of 4-5 discuss-on a post-it, identify each characteristic of white supremacy culture: (Prepare 8 chart papers with headers of defensiveness, paternalism, either/or thinking, other characteristics.) As students are posting, if conducive to sharing, read aloud some comments you are noticing and/or pose additional questions to encourage and enrich reflections and responses. Students can rotate and add to or comment on each chart in a gallery walk.

Assessment: How will the students be assessed?

Direct students: in your small group (4-5) discuss questions: Where have you seen or experienced these characteristics? What is an “Ah-ha” or what wonderings do you have? In what ways can we re-imagine new possibilities for our community?

Explain that white supremacy culture, as a form of racism, can, unfortunately be identified in our everyday lives. Let’s talk about some of the places we may have seen paternalism, defensiveness, either/or thinking? Here are some examples (see slides.) Give students access to the [worksheet](#).

Explain that students will brainstorm and invite participants to share their ideas about one characteristic of white supremacy culture and then brainstorm new possibilities that bring us together and cultivate community.

Review the following four examples of characteristics of white supremacy culture and new possibilities that exist as alternatives to white supremacy.

Evaluation: How will the effectiveness of this lesson plan be evaluated?

Create a rubric to evaluate the student worksheet and/or their projects based on the key concepts, vocabulary, and goals of the lesson.

RESOURCES AND NOTES

- **Resources**

Worksheet on white supremacy culture:

https://docs.google.com/document/d/1AHxr3SGzmjifkepoEa-rZBZSf8rWfc6Gx2u6Kh_aLnXM/copy

White supremacy

<https://www.nea.org/resource-library/white-supremacy-culture-resources>

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