**LESSON**: Groupthink

**SWBAT:** Define groupthink and be able to identify it by its characteristics, and identify and analyze occurrences of groupthink in the past.

**RATIONALE:** Groupthink is a psychological phenomenon that happens far too often within society. It’s important to know what groupthink is and be able understand why it’s detrimental to individuals and society as a whole. Students should be able to challenge ideas and think critically about the information they are given and interpret things for themselves.

**WARM UP:** What is groupthink? Assessing students’ knowledge of what they know (or think they know) about the topic.

**LESSON:** Go through the groupthink prezi. We will examine the occurrences of groupthink in history, such as Nazi Germany, slavery, and the Red Scares. Students will be asked about their previous knowledge of groupthink. We will examine the Brown Eyes Blue Eyes Experiment, the Stanford Prison Experiment, and the Third Wave Experiment videos as a class.

**ASSESSMENT:** Verbally assess students’ opinions and knowledge.

**CCS:** 11.SL.1, 11.SL.3

**LESSON:** Welfare/Social Mobility in America

**SWBAT:** Demonstrate understanding of the welfare system in America, and define social mobility.

**RATIONALE:** Welfare and government assistance is something that is prevalent in modern society, but is it helping Americans? Welfare creates a system where people are trapped; government aid makes it hard for people to go back to work, especially when they’ll be making less if they do get a job. What’s the solution to this?

**WARM-UP:** Is welfare/unemployment helpful or detrimental to modern society in America? Is social mobility possible? Is it possible for all races? Discuss affirmative action.

**LESSON:** Students will have to agree or disagree with a series of topics, such as welfare, affirmative action, social mobility for Americans, social mobility for blacks,identifying race onapplications, etc. They will physically move to one side of the room or the other and have to defend their choice on why they moved there. Reference video.

**ASSESSMENT:** Students will write one paragraph at the end of class on the topic they feel the strongest about, and why. Their answer should be clear, concise, and in the argumentative style of writing.

**CCS:** 11.RL.3,11.RL.7, 11.RIT, 11.W.1, 11.5.W

**LESSON:** Relationships

**SWBAT:** Identify and explain what qualities they look for in a relationship with their partner.

**RATIONALE:** Men and women have a tendency to look for the wrong qualities in partners. Or, even if they aren’t actually “looking” for those qualities, they choose to engage in relationships with partners who they know don’t treat them well or don’t fulfill their needs. Why is that? Why do men and women continually settle for others who they know are not good for them?

**WARM-UP:** Make a list of at least ten qualities that you want your partner to have. Personality traits, social status, goals they should have, etc. Students will also write a list of ten qualities they like to believe they have, or want to have.

**LESSON:** Discuss those traits that students wrote down. Do the qualities you wrote for yourself match those of the ones that you want your partner to have? Why or why not? What do we value in today’s society?

**ASSESSMENT:** Students will turn in the qualities they wrote down. Additions or changes that were made during discussion should be noted in a noticeable manner on the paper.

**CCS:** 11.S.1, 11.S.3, 11.L.1, 11.W.2

**LESSON:** Family Unit

**SWBAT:** Explain what makes up a nuclear family unit, what American society expects of the family unit, the role of each family member, and what is considered a “dysfunctional” family.

**RATIONALE:** In society today, families come in all shapes, sizes, and colors. Pop culture, particularly Disney, often portrays single parent families as dysfunctional. Step-parents are often evil, single parents are often foolish or overbearing, and there is always some internal issue within the protagonist that needs to be resolved as a result. However, different family styles are a growing thing in America, and these negative stereotypes need to be addressed.

**WARM-UP:** Think about your own family life. Does it parallel any movie family? Be prepared to discuss your answer.

**LESSON:** Discussion. What makes a good family? Does there need to be two parents involved in order for a child to develop properly? When thinking about starting your own family, do you hope to have a partner there to help you raise your children? What is needed to make a good home? Do you support divorce? Abortion?

**ASSESSMENT:** Write out the ideal family you would like to have when you decide to start a family. How old will you be? Do you want to get married? How many kids? Where will you be living? Do you not want to have a family? Explain your answers.

**CSS:** 11.RL.7, 11.RIT.2, 11.W.1, 11.W.2, 11.W.7, 11.SL.1, 11.SL.3

**LESSON:** Character Analysis

**SWBAT:** Evaluate characters’ personalities and critically think about the opinions of others.

**RATIONALE:** Authors are often perceived as credible and given ethos for simply have had written a book. Students should critically think about any information they are given through any medium. To blindly listen to others and take their word as fact is detrimental to society and that individual as a whole. Questioning things and understanding others perspective is key to surviving and prospering in this world.

**WARM-UP:** What personality traits does Sister Souljah have? List them.

**LESSON:** Discuss. Do you value the traits that you perceive Sister Souljah to have? Does she value them? What traits are valued in today’s society? What traits does Sister Souljah perceive others as having? (Individuals and races as a whole).

**ASSESSMENT:** Pick a character from the story thus far, and make an iTunes playlist of ten songs. These songs should represent that character as a whole. Explain 3 of these songs in one paragraph each (three paragraphs in total). (Songs can be substituted for movies or books, at students’ discretion). Use textual evidence to support WHY these characters would choose those songs.

**CSS:** 11.RL.1, 11.RL.2, 11.RL.3, 11.RL.5, 11.RIT.1, 11.RIT.3, 11.RIT.6, 11.W.1, 11.W.8, 11.W.9

**LESSON:** Homophobia

**SWBAT:** Formulate an argumentin which they decide is being gay is a life choice, or something that individuals choose to be.

**RATIONALE:** Sister Souljah writes about her old roommate choosing to be a lesbian, and what led her to become that way. She believes that Mona became a lesbian because a male hurt her in the past, and she simply turned to women in hopes not to be hurt in the same way again. However, it is a widely held belief now that being gay is something genetic, predetermined by your brain. Being that gay rights are so controversial, and gay marriage is something that is becoming more and more popular, it is important to discuss this and gain new perspective.

**WARM-UP:** Do you support gay marriage? Why or why not?

**LESSON:** Show video “No Homo” by IAMOTHER. Discuss homosexuality as a class. Use the agree or disagree activity spectrum with the class. Students should support their own answer with fact as well as opinion. Evaluate the topics that were verbalized in the video, address the opinions of others.

**ASSESSMENT:** Verbally assess students’ opinions and knowledge.

**CCS:** 11.SL.1, 11.SL.3

**LESSON:** Feminism

**SWBAT:** Analyze what feminism is and be able to identify themselves as a feminist (or not), and display knowledge of a basic history of women.

**RATIONALE:** Upon having a discussion previously about students considering themselves “feminists,” far too many of my students did not wish to identify themselves as feminists.

**WARM-UP:** What is a feminist? Are feminists extreme?

**LESSON:** Discussion. How do you think women are viewed in the world today? Is it the women’s job to do the cooking and cleaning, or is it the responsibility of both the man and woman? Would you vote for a woman president? What is the history of women? Where in the world do women still not have rights? Beyonce, “Run the World” - Would it be the same if Jay Z had made the song about men? What is a woman expected to be in today’s society? “Pop That” music video. Why are women portrayed and sexualized this way?

**ASSESSMENT:** Homework writing - Are women over-sexualized in today’s society? How can society change that? Should society change that? Have you ever felt prejudiced against because of your sex?

**CSS:** 11.RL.1, 11.RL.3, 11.RL.5, 11.RL.9, 11.RIT.5, 11.RIT.7, 11.W.1, 11.W.3, 11.SL.6

**LESSON:** Racism

**SWBAT:** Formulate an argument relating to race relations, particularly that between whites and blacks in today’s society.

**RATIONALE:** Race relations are still being dealt with in America. Being that my students have already been victims of racism and often had only a Detroit outlook on it, I think its important to talk about what is going on in today’s world, and how to combat that on an indiviaul and group level.

**WARM-UP:** Answer - Are all white people racist?

**LESSON:** Students will engage in a Fishbowl discussion. Are all white people racist? How do you fix race relations? Does slavery determine how blacks live now? How do you emerge from that? Everyone is expected to participate and give at least some opinion in one of these matters. Textual evidence should be used (to support or rebuke your own opinions). This lesson will span over the course of the text. The apartheid in South Africa can be used to draw parallels between race relations (*Red Dust*). Bill Cosby’s “Pound Cake” speech can also be used to give opposing viewpoints to Sister Souljah’s view of race in America.

**ASSESSMENT:** Students will be evaluated by their participation in the fishbowl activity.

**CSS:** 11.RL.1, 11.RL.2, 11.RL.3, 11.RL.5, 11.RL.7, 11.RIT.5, 11.RIT.6, 11.RIT.7, 11.RIT.8