



# Boulder County Latino History Project Lesson Plans

## Title: What's in a word? Increasing Student Awareness of Racial Slurs

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### Overview

<b>Lesson Overview</b>	This lesson focuses on the use of racial slurs and helping students understand the impact slurs can have on an individual and societal level. Students will engage in discussions focusing on the usage of slurs in American and local history. It uses a variety of primary sources to exemplify the use of slurs within current American culture and specific communities. Finally, students will reflect on their own usage and comfort with racial slurs while focusing on the complex topic of when it is appropriate to use slurs within specific racial and ethnic groups.
<b>Author(s) &amp; School</b>	Lauren Laucius Centaurus High School
<b>Grade Level/ Course</b>	High School, ELD, 9-12
<b>Standards</b>	<p><b>BVSD Understanding Diversity:</b></p> <ul style="list-style-type: none"><li>Analyze the macro and micro effects of oppression across the United States.<ul style="list-style-type: none"><li>b. Practice difficult conversations and learn to manage conflict in a healthy way.</li><li>c. Understand how to interact within a diverse society.</li></ul></li></ul> <p><b>WIDA ELD Standard 1</b> (Grades 9-10) Social and Instructional Language Levels 3,4,5</p> <ul style="list-style-type: none"><li>Connection to Common Core State Standards: English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #1.c (Grade 9–10):<ul style="list-style-type: none"><li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li></ul></li></ul> <p><b>Objectives:</b> Students will be able to describe impact of names and slurs in their lives Students will be able to reflect on their own experiences with name-calling Students will brainstorm strategies they can use to reduce name-calling in their communities</p>



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<b>Time Required</b>	Multi-day
<b>Topic</b>	Culture/identity issues; Racism/discrimination/segregation; Deportation; Police/Sheriffs/I.C.E. officials
<b>Time Period</b>	1920s-30s; 1980s-90s; 2000-2013
<b>Tags (key words)</b>	Racism, slurs, KKK, Longmont Shootings, Community, Culture, Pop-culture, Bias, Expression, Stereotypes, Prejudice

**Preparation** *(Links to worksheets, primary sources and other materials):*

<b>Materials</b>	Chart paper Notecards/ Post-it notes Handout with questions Computers/iPads - Padlet App/Site
<b>Resources/Links</b>	<p><a href="#">Norms for Courageous Conversations</a></p> <p><b>Google Slides:</b></p> <ol style="list-style-type: none"> <li><a href="#">WOPAQ</a></li> <li><a href="#">"Pork and Beans"</a> (image)</li> </ol> <p><b>Handouts:</b></p> <ol style="list-style-type: none"> <li><a href="#">Discussion Questions: Racial Slurs handout</a></li> </ol> <p><b>Primary Sources:</b></p> <p><b>Images:</b>  <a href="#">KKK (front)</a>,  <a href="#">Anti-immigration Cartoon</a>  <a href="#">White Trade Only/Mexicans only Sign</a> ( <a href="#">powerpoint</a> page 26)</p> <p><b>Sets:</b>  <a href="#">Challenging racism</a>  <a href="#">Racism and the KKK</a>  <a href="#">The Shootings in Longmont and Founding of El Comité, 1980</a></p> <p><b>Videos:</b></p> <ol style="list-style-type: none"> <li><a href="#">Bill Maher Interview with Michael Eric Dyson.</a></li> </ol> <p><b>Suggested Rap Songs:</b>  <b>***Many of these songs use offensive language and adult themes. Be very cautious about using them with students.</b>  Tuscan Leather- Drake (N-word)  Hello B***** - CL (Korean)  N***** Hatin' Me - Johnny Rebel (KKK member)  Gangsta Rap Made Me Do it - Ice Cube  AfricAryan - Logic (Mixed Identity)</p>



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Vamonos Negrito - Natalia Lafourcade (Mexican)

**Additional Resources for extension:**

**[Teacher resource for responding to racism bios](#)**

<https://genius.com/discussions/19656-Nation-still-unsure-whether-its-okay-when-drake-says-the-n-word>

<http://www.nytimes.com/1993/01/24/nyregion/rap-s-embrace-of-nigger-fires-bitter-debate.html?pagewanted=all>

## Lesson Procedure *(Step by Step Instructions):*

### Day 1 - Local History of Racism

3. **Introduction (5 minutes):** Introduce lesson by telling students you want to discuss a difficult topic. Explain to students that it deals with upsetting words and may make them uncomfortable. Ask permission from students to continue with topic - "Is it okay if we talk about racial slurs and racism today?" Acknowledge own white privilege and position of power.
4. **Courageous Conversations (10 minutes):** Before beginning lesson, introduce [norms for courageous conversations](#) on chart paper. Discuss the norms and have students contribute own ideas and add to chart paper.
5. **Racial Images (30 minutes):** Post image of [KKK \(front\)](#), [Anti-immigration Cartoon](#), [White Trade Only/Mexicans only Sign](#) (can show combined - [powerpoint](#) page 26)
  - a. Show 1 picture at a time, after each picture, have students brainstorm and write ideas down on using:
    - i. [WOPAQ](#) with sentence starters
  - b. After each photo, discuss as a class, students reactions and responses to the photos. Ask students where and when they think the photo was taken (ie. what part of the country?) Explain history of photo rooted in local Boulder County. (Can provide additional information to students using [KKK photo \(back\)](#), primary sources sets ([challenging racism](#), [racism and the KKK](#), etc.
  - c. ask if there are any slurs that are referenced or connect to the photograph
6. **Wrap-up (5 minutes):** Explain to students they will continue discussing this topic the following day. Exit slip: Which image was most powerful to you and why?

### DAY 2 - Racial Slurs and personal impact

2. **Warm-up (5 minutes):** Tell students we will continue discussing racism and racial slurs. Review Courageous Conversation Norms with students, asking if any additional norms are needed. Write the question to ponder on the board and read aloud to students. Tell students this is one of the big questions that we will be working through.
  - a. What impact do you think slurs have? Why is it important to understand the impact of slurs?
3. **Brainstorm (15 minutes):** On note cards/ post-it notes, have students brainstorm any slurs they have heard or have been called. Afterwards have students post slurs on board. Go over the words posted, and add any slurs that might be missing - try to cover multiple races, LGBTQT, persons with disabilities, etc. if missing (common slurs hand out for teacher use only)
  - a. Have students share a word with the whole class (can be a word they have been



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called or have heard)

- i. Sentence frames: "I have heard \_\_\_\_\_. I felt \_\_\_\_\_" or "I have been called \_\_\_\_\_ . I felt \_\_\_\_\_"

4. **Discussion (20 minutes):** Post the following questions on the board and guide students through following questions:

- i. Why do you think slurs exist?
  - ii. Where do you think slurs come from?
  - iii. What thoughts and/or feelings did you have while reading the words?
  - iv. Did you notice any patterns and if so, what?
  - v. Where do you typically hear these words?
  - vi. Is there a difference between hate speech and expressing opinions?
- b. Before discussing - Have students select 3 questions to respond to and brainstorm on Discussion Questions: Racial Slurs [handout](#) their responses (Provide Sentence frames for ELD students if needed)
- c. Inside-Outside Circle - Have outside circle share their response while the inside circle listens. Allow inside circle 1 minute to respond. Switch roles of listening/sharing response. Move inside circle one space and continue pattern with next question.
5. **Wrap-up (10 minutes):** As a whole group, have students share out what they heard or share an idea/reaction they had.

### Day 3 - Examples of Racial Slurs in Our Society

1. **Intro (5 minutes):** Briefly review courageous conversations. Explain to students that slurs are prevalent in our society and culture and that we will be looking at examples of ways slurs are used in our society. \*\* Students will be using what they create on Padlet to engage in a debate/discussion the following day.
2. **Explore examples of slurs (45 minutes):**
  - a. Rap - Select one or two rap songs and play a clip of the song with a slur being used. (See list of suggested songs) Ask students, "Is it okay for slurs to be used in music and pop culture? Why or why not?"
    - i. [Padlet](#) - have students complete a post expressing their opinion.
  - b. Have students watch all or part of the [Bill Maher Interview with Michael Eric Dyson](#). "Why do you think Bill Maher's use of the n-word caused such a public reaction? What reactions or opinions have you formed based on Maher and Dyson's discussion?"
    - i. [Padlet](#) - have students complete a post expressing their opinion.
  - c. Longmont Shooting 1980 - Share the story of the longmont shooting with students
    - i. [The Shootings in Longmont and Founding of El Comité, 1980 Primary Source Set](#)
    - ii. ["Pork and Beans"](#) Tournament to repair police and latino community relationship
      1. "Is the use of the slurs "pork" and "beans" justified in this case? Are slurs ok to use when they are self-imposed?"
      2. [Padlet](#) - have students complete a post expressing their opinion.

### Day 4 - Debate Continuum and Strategy Brainstorm

1. **Intro (5 minutes):** Explain to students we will continue our discussion of the use of slurs and also brainstorm personal strategies to help combat the usage. Have students use the resources explored from Day 3 in order to provide evidence to support their reasoning.
2. **Debate Continuum (25 minutes):** Set-up classroom chairs (or have students stand) in large u shape to form a "continuum". On one end of continuum post, I agree, and on the other end post, I disagree. Explain to students they can either agree or disagree with a statement or be somewhere "in between". Students choose a place along the continuum



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depending on how strongly they agree/disagree with the statement (For example, the middle of the “U” would signify neutral). Wherever they stand, they must justify with a reason. However, as students listen to each other reasons, they may change their opinion and move to other spots along the continuum (ie. their position on the subject is changeable). Pose the statement, “It is okay to use racial slurs.” Allow students to state opinions and guide students in respectful debate talk. Encourage students to use ideas generated from Day 3.

**3. Strategy Brainstorm/Reflection (20 minutes):**

- a. In partners or small groups, have students brainstorm ideas for strategies for dealing with racial slurs in and out of school. (Could be sentence frames to say, ie. “I would like you to stop using that word because...”, resources such as counselors, etc.)
- b. Create list on chart paper as class.

**4. Final Reflection (10 minutes/Homework/Or continue following day):** Have students complete final reflection paragraph individually, returning to the big question asked on Day 2- What impact do you think slurs have? Why is it important to understand the impact of slurs?

**Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

**Formative:**

Exit Slip (Day 1)

Discussion rubric (Day 2 and Day 4) - [suggested rubric](#)

[Discussion Questions: Racial Slurs Handout](#) (Day 2)

Padlet Responses - 3 opinions expressed with evidence cited from primary sources (Day 3)

**Summative:**

Final Reflection (Day 4)



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