

Title of Lesson: Affirmative Action Listening Skills and Strategies in focus:		
Age & Level: B1, High School		
Length of Lesson: 90 minutes		
Materials Needed: <ul style="list-style-type: none">● Ability to view and play a youtube video for the class (class must be able to at least hear the sound)● Worksheets with the template that is provided below, technology to play, pause, and resume video when needed, a smart, white, or black board to project the video for students to see and pencils to pass out as a writing utensil.● The video downloaded on the device, so the teacher does not have to rely solely on the internet. Make sure to put the video at 75% speed on Youtube which is a feature in the lower right corner.		
Learning Objectives (3-5)	1. SWBAT <i>Formulate</i> clarifying questions based on the given listening text and vocabulary.	
	2. SWBAT <i>Analyze</i> the benefits and drawbacks of affirmative action.	
	3. SWBAT <i>List and describe</i> the role and impact of affirmative action.	
	4. SWBAT <i>Recount</i> the main points of the video.	
	5. SWBAT <i>Interpret</i> their false identity in relation to privilege, affirmative action and income.	
PROCEDURES:		
Warm-Up <u>Time:</u> 10 m	Activity: Word Web Warm Up Steps & Teacher Directions: Read out the definition of affirmative action and write on a white board in the center affirmative action with a circle around it and say we will be doing a word web as a class. <ul style="list-style-type: none">● Tell the students that based on what they already know from last class when this topic was introduced and what was just read out loud, what key words could be connected to affirmative action.● CCQs: What are we making on the board? (Word web)	LO #s targeted 1 & 3

	<p>What kinds of words will you be giving me? (Words that relate to Affirmative Action) Are you doing this with a partner or as a class? (A class)</p> <ul style="list-style-type: none"> • Students should be saying terms such as, “college, policy, gender, race, religion” If students aren’t coming up with key terms, prompt them to do so. • As the students are saying these words, connect the smaller circles by drawing lines to the main center circle that has affirmative action in it. - After the web is completed, the teacher can review the vocabulary words that were said and how they are connected to affirmative action and what role they have. - This then allows the teacher to introduce the video in which they will be hearing these key terms related to affirmative action as well. 	
<p>Pre-Listening Time: 20 minutes</p>	<p>Activity: Privilege Walk</p> <p>Steps & Teacher Directions</p> <ul style="list-style-type: none"> • Tell students: Please note that this exercise is not meant to make anyone feel guilty or ashamed of her or his privilege or lack of privilege related to any social identity categories. Rather, the exercise seeks to highlight the fact that everyone has varying degrees of privilege, and Affirmative Action is meant to level the playing field in regards to college admissions. The cards are all random identities and are meant to show that privilege is a societal hierarchy based on identities of individuals that are out of their control. • Hand out Privilege Walk Identity cards (A3) in a random order to all students. • Have everyone read their identities, and stand side by side in a line. • Once everyone has read their identities, explain that the instructor will be reading out statements. (A4) Based on the description on their card, the students should try to figure out how their person would respond to the statement. • MODEL: Pick one student to model with the instructor. Read one statement out loud. Have the student take a step forward, backward, or not move based on the statement 	<p>LO #s targeted 5</p>

	<p>and their card. Ask the student to tell the rest of the class why they moved the way they did, and how they knew to do so.</p> <ul style="list-style-type: none"> ● CCQs: What should you do when the teacher reads out each statement? (Figure out how the identity on your card would respond to the statement) ● Have the student go back in line, and begin reading the statements. The students will be moving forward and backward based on the information on their cards. Some inference on the student end is required for this activity. ● When all statements have been read, ask the students to read out their cards again (in order of who is farthest front to farthest back) ● ASK: Does anyone notice anything about who is at the front or who is at the back? Why were these cards randomly assigned, and what does this tell you about why affirmative action came about? <p>Discuss.</p>	
<p>While-Listening <u>Time:</u> 15 m</p>	<p>Activity: Guided Notes</p> <p>Steps & Teacher Directions:</p> <ul style="list-style-type: none"> ● Tell the students that they will be watching a 5 minute video on affirmative action (which would have been briefly introduced in the day's warmup), and that each person will be receiving a worksheet to fill out individually. ● Hand out the worksheet. ● Tell them: that they will be watching the video twice. <ul style="list-style-type: none"> ○ During the first time listening, they only need to work on the front/first page of the worksheet. ○ While they listen to the video, they should write down three main ideas that stood out to them and two questions they think of while watching. ● CCQs: How many main ideas are you writing down? (Three) How many questions are you writing down? (Two) Are you working with a partner or individually? (Individually) ● Play the video at .75 speed. 	<p>LO #s targeted</p> <p>1,4</p>

	<ul style="list-style-type: none"> After the video ends, ask the students to share out what main ideas they heard. When this dies down, ask them to share what questions they have. 	
While-Listening Part 2 Time: 15 m	Activity: What do you think? Steps & Teacher Directions: <ul style="list-style-type: none"> When all students who want to, have shared, ask them to flip their worksheet over to page two. <ul style="list-style-type: none"> Explain that the class will be listening to the video again. This time, they should be writing down specific pros and cons that they hear in the video. They should have at least two things in each column. Tell them they should not fill out the section at the bottom yet because they will discuss that with a partner later CCs: How many things are you writing down in each column? (Two) When will they fill out the bottom part of the worksheet? (After the video ends and they get into pairs/groups) Play the video. 	LO #s targeted 3
Post-Listening Time: 20 min (12 for pair work, 6 for class discussion, 2 for instruction-giving)	Activity: Discussing pro's and con's Steps & Teacher Directions: <ul style="list-style-type: none"> Tell the students to find a partner. Once all students have paired up, tell them they will have [12] minutes to discuss what pros and cons they wrote down. If their partner says something that they didn't have written down, ask them to write it down. Tell them that once they have shared their pros and cons, they should discuss what their opinion on affirmative action is after watching this video (point to the bottom cell). CCQs: How much time do you have? (12 minutes) What are you writing down first? (Things my partner says) When you finish sharing, what do you talk about next? (Our opinions) 	LO #s targeted 2

	<ul style="list-style-type: none"> Bring the class back together and ask the students what they talked about in pairs. Have at least one partner from each share what they discussed with the class. 	
<p>Wrap Up</p> <p><u>Time:</u></p> <p>10 minutes</p>	<p>Activity: Discussion about how some privilege is a result of school district or income level</p> <p>Steps & Teacher Directions:</p> <ul style="list-style-type: none"> Tell the students: Now that we've watched a video, participated in a privilege walk, and discussed the pro's and con's of affirmative action, I would like you to get out your identity flashcards. Looking at the description again, take a minute to think about where your person might have gone to school, where they lived, and if their family made enough money to live there. I would like you to write on the flashcard one more bullet point which is whether your person is from a low or high income family. If you wrote high-income, could you raise your hand and give me two points on the flashcard which made you choose this option. Discuss If you wrote low-income, could you raise your hand and give me two points on the flashcard which made you choose this option. Discuss Tell the students: Everyone made a choice based on their flashcards, allowing them to identify if their identity has access to low or high income education. The level of income and which district you go to school in is the first factor in what type of education and quality of education you are exposed to. Affirmative action addresses many parts of one's identity that affect their ability to attend higher education, but ultimately, school districts and public education is funded by the community of the school. Those living in lower-income communities do not have access to resources that those who live in high-income communities do due to lower funding. 	<p>LO #s targeted</p> <p>5</p>

References: [credit any websites, texts or other resources you used; use [APA Guidelines](#)]

Kenton, W. (2020, September 15). Affirmative Action. Retrieved October 02, 2020, from <https://www.investopedia.com/terms/a/affirmative-action.asp>

Noise, A. T. (Producer). (2018, November 28). *Affirmative Action: Should Race Be a Factor in College Admissions?*[Video file]. Retrieved September 28, 2020, from <https://www.youtube.com/watch?v=ZhUOw0KidZg>

Word Web. (n.d.). Retrieved October 01, 2020, from <https://www.tolerance.org/classroom-resources/teaching-strategies/word-work/word-web>

OPTIONS:

During pre-listening activity, feel free to create more identities than just the ones provided. The teacher can change the flashcards and statements if they would like to for the privilege walk activity. The discussions can be done as a whole class or as pairs depending on the class size and how the teacher would like to lead the activity.

CAVEATS:

The privilege walk is a sensitive topic, so be aware of emotions this may bring up with your students.

APPENDICES:

Appendix A:

A1: Link to video <https://www.youtube.com/watch?v=ZhUOw0KidZg>

A2: Link to worksheet

https://docs.google.com/document/d/1YuP-xP-78Snx3Z0wW_-SRW-ogK7sT0nC5Qt3oEnv5YY/edit?usp=sharing

A3:

<https://docs.google.com/document/d/1wq27wwnDWwhaQGIuMglRuIZXMftN2rXoMFz09wot764/edit?usp=sharing>

A4:

<https://docs.google.com/document/d/1O4oSmmP8xE7UsRKGNreE2n0XFT7flp9gBPjb2IH-Fjo/edit?usp=sharing>

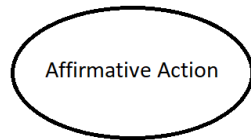
Appendix B: Title

B1: Reference to what a word web looks like (see below)

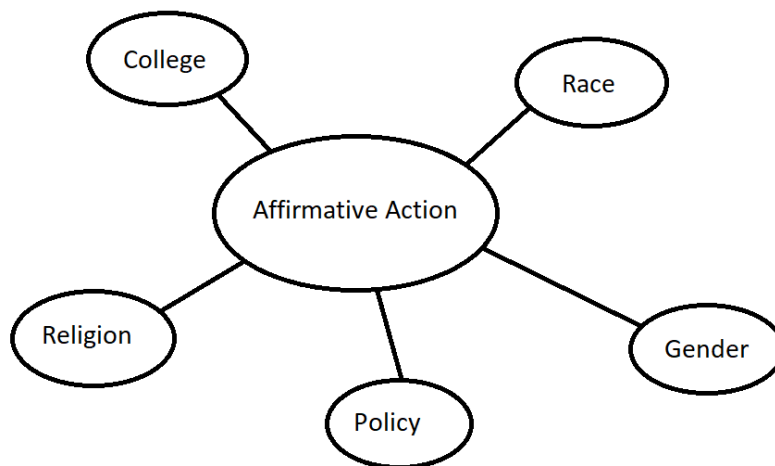
B2: Definitions and relations to the word web (see below)

B1: Wordweb reference

The board should start like this



The board should end something like this (will vary depending on what students think of)



B2: Definitions/relations to cover:

- Race - categories of people, usually based on appearance and where their family is historically from. (Asian, White, Latinx, Black, etc) Usually, when people talk about AA, they are talking about race.
 - College - When people talk about AA, they usually are talking about getting into a higher-level educational institution.
 - Sex - A binary most commonly used to categorize males and females, used in the college application process as a way to measure the proportion of males and females at the institution.
 - Policy -laws/practices regarding societal issues
 - Religion/creed - beliefs you have around a god or gods
 - Income- money received, especially on a regular basis, for work or through investments.
- MAKE SURE TO INCLUDE - important for later