

Understanding Racism

At-a-Glance Scope and Sequence



Lesson, Title, and Topics	Learning Outcomes <i>Students will . . .</i>	Key Terms	Scripture Passages	<i>Open Wide Our Hearts, 2018</i>
<p>Lesson 1 What Is Race?</p> <ul style="list-style-type: none"> • Racism is intensifying. • Defining race and racism • Avoiding this topic impedes justice • Necessity of conversations about race relations and racism • Culture of encounter for justice • History of racial discrimination feeds modern-day racism 	<ul style="list-style-type: none"> • Use emotion words and quotes to express experiences and attitudes concerning racism • Differentiate statements about race that are true from statements that are false • Formulate a personal definition of race • Guess if certain characteristics determine a person's race in order to refine the definition of race 	<ul style="list-style-type: none"> • culture of encounter • social justice • Trail of Tears • internment of Japanese Americans • Jim Crow laws • segregation • discrimination • Civil Rights Act of 1964 • sin • race 	<ul style="list-style-type: none"> • Hebrews 13:2 ("Do not neglect hospitality, for through it some have unknowingly entertained angels.") • Romans 12:2 ("Do not conform yourselves to this age.") 	<ul style="list-style-type: none"> • Racism still infects our nation. (pp.1,5-6) • Defining racism and forms (p.3-6) • Racism includes silence and failure to act. (p.4) • When cultures meet, lack of awareness and understanding distorts judgments (p.13) • History of racial discrimination feeds modern-day racism. (pp.10-17) • Necessity of national dialogue (p. 23) • Culture of encounter for justice (pp.20-23)
<p>Lesson 2 Race and Biology</p> <ul style="list-style-type: none"> • Racism is based on false assumptions accepted for years • Race is not biological; rather it's a social construct invented to justify domination • We are genetically one human species or race • History of racist systems fueled by racist attitudes 	<ul style="list-style-type: none"> • Discover people with different physical characteristics can be genetically more similar compared to people with similar characteristics • Understand what melanin is • Arrange historical events into chronological order to represent the history of racial categories • Match historical racist systems and policies with the social group adversely affected to discover the oppressive power of racism 	<ul style="list-style-type: none"> • paradigm shift • eugenics • Holocaust • Final Solution • stereotype • segregate • Social Darwinism • social construct • persecuted • register • ally • institutional racism • modern racism • Civil Rights Act of 1964 	<ul style="list-style-type: none"> • Isaiah 61:1, Luke 4:18-19 ("The Spirit of the Lord is upon me; therefore, he has anointed me. He has sent me to bring glad tidings to the poor, to proclaim liberty to captives, recovery of sight to the blind and release to prisoners, to announce a year of favor from the Lord.") 	<ul style="list-style-type: none"> • We are one human race united by Christ (p.3) • Racism flows from "lust to dominate" the other (p.9) • History of racist systems fueled by racists attitudes (pp.10-17) • Need open and empathetic hearts and minds to learn from stories of groups targeted by racism (pp. 10-17)

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<p>Lesson 3 What Is Racism?</p> <ul style="list-style-type: none"> • Sin may violate human dignity, but God’s love is more powerful than sin • Racism is our nation’s original sin ingrained in history • Racism can be conscious and unconscious , explicit or implicit • Differences between racial prejudice and racism • Racism is an unjust system of power • Conscious and unconscious prejudice (implicit bias) are building blocks of racism 	<ul style="list-style-type: none"> • Reflect on personal dignity to understand why every person’s dignity must be protected • Distinguish between racial prejudice and racism in common situations • Recognize that living out Catholic social teaching involves addressing the sin of putting people into categories of worthy and unworthy • Express a world that values universal human dignity with an inspirational image 	<ul style="list-style-type: none"> • dignity • racism • natural selection • prejudice • Catholic social teaching • right to life • marginalize • covert racism • overt racism • explicit bias • implicit bias • in-groups • out-groups • Scripture • Tradition • othering • common good 	<ul style="list-style-type: none"> • Genesis 1:26–27 (created in God’s image) • Matthew 5:43–48 (“Love your enemies.”) • Deuteronomy 10:17–19 (Treat others justly because we have all been treated as outsiders at one time.) • 1 John 4:7–12 (Love one another because God is love.) 	<ul style="list-style-type: none"> • Love comes from God and unites us to God (p.3) • Racism is learned through upbringing and culture (p.3) • Racism can be conscious and unconscious (pp.3,5,14) • Racism is a sin against human dignity, love of neighbors, and sanctity of human life (pp.3,5) • Cumulative personal racism leads to institutional racism, unjust social structures or systems (p.5) • Racism is our nation’s original sin (p.6) • Human rights flow from God-given dignity (p.8) • Prejudice fuels racism (p.13)
<p>Lesson 4 Learning and Unlearning</p> <ul style="list-style-type: none"> • Prejudice and racism are learned and can be unlearned • People don’t intend to act racist but do because of unconscious prejudice, also called implicit bias • Jesus teaches and shows love is at the center of Christian life • We learn from Jesus to challenge the social sin of “othering” 	<ul style="list-style-type: none"> • Participate in implicit bias tests to understand the strength of unconscious associations between a group of people and a value word • Determine in real-life scenarios if individuals involved are constructing bias or deconstructing bias • Recognize specific ways Jesus protected and affirmed universal human dignity • Become aware of the variety of artistic depictions of Jesus that enhance faith in Christ • Express love creating justice with an inspirational image 	<ul style="list-style-type: none"> • institutional racism • implicit learning • Implicit Association Test • sin • Gospels • Revelation • Incarnation • disciples • Great Commandment • prophets • bias • social sin • othering • justice 	<ul style="list-style-type: none"> • Genesis 1:26–27 (created in God’s image) • Matthew 22:37,39 (Jesus built on and expanded the Old Testament Law with his Great Commandment.) • John 13:34–35 (“Love one another.”) • Matthew 22:37,39; see also Matthew 22:34–40, Mark 12:28–34, Luke 10:25–28 (Great Commandment of Love) • Luke 10:29–37 (Good Samaritan) 	<ul style="list-style-type: none"> • Prejudice and racism are unknowingly and unwillingly learned (pp.3-4) • Separating people for unjust reasons into “them” and “us” is a failure to love (pp.4,17) • A person might admit to being prejudiced but not racist (p.17) • Jesus teaches and shows love is at the center of Christian life (p.17) • Jesus’ command of love means we are our brothers’ and sisters’ keeper (p.17)

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<p>Lesson 5 Is There an “Advantage” to Being White?</p> <ul style="list-style-type: none"> • Implicit bias reinforces stereotypes • Advantages and disadvantages are caused by racism • Racism often goes unnoticed by whites, while harming people of color 	<ul style="list-style-type: none"> • Become more aware of the tendency to stereotype when the brain sorts information by creating patterns • Discover statistics after predicting which individuals in a variety of situations are more likely to experience racial profiling • Identify hidden advantages of white privilege by completing an inventory • In real-life scenarios, determine the right conditions to unlearn prejudice 	<ul style="list-style-type: none"> • implicit bias • stereotyping • racial profiling • institutional racism • white privilege • paradigm shift • social justice • desegregate • servant leadership • Holy Spirit 	<ul style="list-style-type: none"> • Matthew 6:2 (“When you give . . .”) 	<ul style="list-style-type: none"> • Many historical and modern examples of institutional racism threatening the opportunities, freedoms, and safety of people of color, while whites are protected from these policies and actions (pp.5,10-16,19,22) • Need to find new and creative ways to raise awareness of racism (p.26)
<p>Lesson 6 How Does Racism Affect the Targeted Groups?</p> <ul style="list-style-type: none"> • Racism harms emotionally, psychologically, financially • Color blindness denies individuality and difference • Value of unity in diversity 	<ul style="list-style-type: none"> • Reflect on the value of “A Class Divided” and become motivated by empathy to end marginalization and discrimination • Recognize covert racism in real-life scenarios • Explore why color blindness is ineffective in the effort to end racism • Identify life experiences that prevent seeing diversity as a value • Evaluate the diversity of social circles by using an inclusive community inventory 	<ul style="list-style-type: none"> • socialization • color blindness • diversity • segregation • internalized oppression • social integration • inclusive community 		<ul style="list-style-type: none"> • Racism festers because there has been limited formal acknowledgement of the harm (p.10) • Importance of exposure to diverse cultures and peoples (p.27) • Racism ends only by overcoming policies and structures that perpetuate economic and social inequalities (p.28)

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<p>Lesson 7 What Strategies Work?</p> <ul style="list-style-type: none"> • Institutions and laws still allow practices that deny justice and equal access to certain people • Understanding affirmative action • Catholic social teaching calls us to protect and care for the poor and vulnerable 	<ul style="list-style-type: none"> • Identify true statements about affirmative action programs • Differentiate between affirmative action and a quota system • Enlarge their perspective by evaluating several college applications and providing their rationale for a selection • Summarize ways students can accurately represent themselves on a college application • Imagine and express in image and words a more inclusive American society 	<ul style="list-style-type: none"> • discrimination • equality • equity • affirmative action 	<ul style="list-style-type: none"> • Luke 8:40–48 (Jesus teaches us that people are worth helping) • Matthew 25:31–46 (called to follow Jesus and care for those who are vulnerable) 	<ul style="list-style-type: none"> • Institutions and laws still allow practices that deny justice and equal access to certain people; God demands more from us (p.10) • Support programs and policies that repair damage caused by racial discrimination (p.24-25,27) • Racism is a life issue (p.30)
<p>Lesson 8 Taking a Stand and Making a Difference</p> <ul style="list-style-type: none"> • Problem when equality is valued but not lived out; fallacies of meritocracy and rugged individualism • Christians should continue the struggle to end racism • Conversation skills for encounter and new relationships 	<ul style="list-style-type: none"> • Formulate persuasive reasons why Christians should continue the struggle to end racism, citing Jesus’ teachings and example • Synthesize common themes in student responses • Practice productive conversational skills to build mutual respect and understanding between people from different faith traditions • Identify their use of helpful attitudes and behaviors that create productive conversations regarding controversial topics • Practice creating a climate of trust and respect when having conversations about difficult topics • Rehearse productive ways to respond to prejudice and racism 	<ul style="list-style-type: none"> • reign of God • Golden Rule • human rights 	<ul style="list-style-type: none"> • 1 Corinthians 12:31, 13:4–8 (“Love is patient, love is kind . . .”) 	<ul style="list-style-type: none"> • As Christians, it is our duty to love others (p.17) • Not only preaching but witnessing, not only conversion but renewal, not only entry into community but building up community (p.20) • Being open to encounter and new relationships (pp.22-23) • Must interiorize and live out values for equality and justice (p.25) • Fight with education, reflection, listening to those affected, and actions (p.27)

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<p>Lesson 9 Will There Always Be Racism?</p> <ul style="list-style-type: none"> • Importance of continuous learning • Role models for justice • Passion for justice and social change • Imagining the kind of world we want to create • Identifying charisms for change 	<ul style="list-style-type: none"> • Explain the need for all people to experience and see positive reflections of their racial identity in the world around them • Recognize the power that young people have to work for social justice and make a mark in the world today • Create a personal motto or catchphrase • Identify charisms they possess • Share an ability, talent, or interest they have to share with others to make the world a better place 	<ul style="list-style-type: none"> • laureate • holiness • vocation • Trinity • other • charism • conscience • concordance 	<ul style="list-style-type: none"> • Isaiah 55:11–12 (“In joy you shall go forth.”) • 1 Corinthians 12:31 (a more excellent way) • 1 Timothy 4:12 (“Set an example.”) 	<ul style="list-style-type: none"> • Each of us can act in solidarity to change (p.17) • Promote knowledge of models of faith (p.27) • Racism diminishes everyone, not just those who are directly affected (p.28) • Never limit our understanding of God’s power to bring about conversion (p.29)
<p>Lesson 10 Confronting and Disrupting Racism</p> <ul style="list-style-type: none"> • Personal and social change go hand in hand • Strategies for people of color • Strategies for white allies • Strategies for a discipline of hope 	<ul style="list-style-type: none"> • Rehearse disrupting stereotypes, prejudice, and racism by responding to real-life scenarios • Identify strategies that empower people of color as champions for change • Identify strategies that empower white allies as champions for change • Identify characteristics of healthy identity development for people of color • Identify characteristics of healthy identity development for white people • Plan and practice strategies to maintain a discipline of hope during adversity • Synthesize faith sources to create a visual prayer to God to sustain them in the work of antiracism 	<ul style="list-style-type: none"> • Civil Rights Movement 	<ul style="list-style-type: none"> • Matthew 22:37–39 (The Great Commandment) • Romans 12:2 (“Be transformed by the renewal of your mind.”) 	<ul style="list-style-type: none"> • Need personal conversion and social change because the roots of racism are deep in society (pp.7,28) • Whoever loves God must love others (p.9) • Necessary steps inspired by Micah 6:8: do justice, love goodness, and walk humbly with God (pp.7-32) • We cannot accomplish this alone; ecumenical and interreligious cooperation is integral (p.28) • Prayer for spiritual help (pp.31-32)