



# Week of April 6th

Choices 😊

# Welcome to Week 3 of Enrichment!

I hope you are finding ways to deal with our temporary “new normal”.

This week you will have choices in which activity you would like to engage in. Then on Wednesday & Friday we will gather to discuss what you explored.

This week’s focus is the Civil Rights Movement which is in preparation for when Mr. Maechler and I begin teaching for credit.

# Research!



Paper Assistance:

Go to [this document](#), sign-up, and find the link to the Zoom “meeting”.

# Directions:

1. Choose an activity to do between Monday & Wednesday  
*Follow the instructions for your selected type of activity.*  
*Join us for a Zoom discussion on Wednesday @ 1pm*
2. Choose another activity to do between Wednesday & Friday.  
*Again, follow the instructions on your selected type of activity.*  
*Join us for a Zoom discussion on Friday @ 1pm*

# Film Analysis

After watching one (or more) of the listed films, consider these questions so that when you discuss the film on Wednesday and/or Friday you can have common ideas.

## **Film Analysis:**

### **Free:**

*I Am Not Your Negro* (Prime)

*Marshall* (Prime)

*Before the West Coast: A Sports Civil Rights Story* (Prime)

*The Uncomfortable Truth* (Prime)

*Mississippi Burning* – **Rated R** (Prime)

*The Long Walk Home* (Prime)

*Self Made* the series (Netflix)

*Malcolm X* (Netflix)

*Driving Miss Daisy* (Netflix)

*Guess Who's Coming to Dinner* (Netflix)

*Ken Burns: The Central Park Five* (Prime) + *When They See Us Now* (Netflix)

*13<sup>th</sup>* (Netflix)

*What Happened Miss Simone?* (Netflix)

*Glory Road* (Disney +)

*Remember the Titans* (Disney +)

### **To Rent:**

*Harriet* (Prime)

*Selma* (Prime)

*The Butler* (Prime)

*42* (Prime)

Choose one of the following, do a bit of reading in your History textbook or on reputable sites about the subject/s addressed, and be ready to discuss your answer/s at Wednesday's and/or Friday's Zoom Discussion.

1. How successful has the Civil Rights movement been in the United States? (HL) (Nov 1991)
2. Evaluate the impact of “black power” on the Civil Rights movement. (HL) (November 1999)
3. Analyze the successes and failures of the United States\* Civil Rights movement between 1954 and 1964. (HL) (2002)
4. In what ways, and for what reasons, did the civil rights movement in the United States make significant progress in the period 1950 to 1964? (2004)
5. Compare and contrast the views of Booker T Washington (1856-1915) and Martin Luther King Jnr (1929-68) on the advancement of African-Americans. (HL) (2005)
6. For what reasons, and in what ways, did the Civil Rights movement in the United States become more radical between 1965 and 1968? (HL) (2006)

**IB Prompts:**

# Reflective Writing

Choose one or more of the prompts below (or use your own) and be ready to share on Wednesday and/or Friday in our Zoom discussion.

1. Does where I live (The Pacific Northwest) create implicit bias towards other ethnicities? (implicit bias = refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.)
2. Do my political views effect my views on race?
3. Do I class racism, xenophobia, and discrimination together? Should I or should they be different ideas?
4. Do I take racism seriously? Personally? When presented in class?
5. Is there any real biological base under the racial prejudices and intolerance?
6. Do I believe racism can be eliminated?



Self  
Reflection

# Creative Writing:

Around the theme of race, racism, prejudice, and morality, write a short piece (story, poem, script, etc.) that explores the complexities of living in a multi-cultural world.





# Short Story Literary Analysis:

Read [this short story](#) by Langston Hughes. As you read, or after you are finished, consider these questions and be ready to share on Wed or Fri:

1. Summarize as briefly as possible the single change which occurs to the protagonist during the course of this story, taking care to specify whether this change is mainly one of fortune, moral character, or knowledge.
2. At what point in this story is the tension highest? Is that point the dramatic climax? How is the tension produced, and is it appropriate? Does the story as a whole seem to be high-tension or low-tension?
3. Does the story involve an epiphany, or moment of insight, revelation, or self-realization for the protagonist—or perhaps for the reader? If so, does it coincide with the dramatic climax, or crisis, of the story?
4. What questions of probability arise in this story? In general, are the events of this story sufficiently probable to support its overall design?
5. What is the predominant point of view in this story, and who seems to be the focal character? Illustrate by citing a very brief passage and showing how it confirms your opinion.
6. What is the theme of the story? Express it in a **single declarative sentence**.
7. According to the story, what kind of behavior makes for lasting human worth or for human waste?
8. Evaluate the relative importance in influencing the outcome of the story of the following: physical nature, biological make-up, intimate personal relationships, society. What does the author seem to regard as the chief area in which human destiny is shaped?
9. According to the story, to what extent is the individual able to manage these formative conditions?
10. To what extent is any individual's final outcome helped or hindered by forces outside his/her control? In the story are these influences benignant, malignant, or indifferent? Explain.

# Current Event Analysis:

Read one or all the attached articles with our language lenses in mind (**gender & power, language & power, morality, stereotypes, the state, conflict, the media, journalism, & bias.**)

After you read your article/s, take a few moments to go over the questions so that you are ready for our Wednesday and/or Friday Zoom Meeting.

- <https://thebolditalic.com/covid-19-is-bringing-out-deep-rooted-racism-in-the-bay-area-6829dce987f8>
- <https://www.washingtonpost.com/outlook/2020/03/20/hands-racist-officials-covid-19-pandemic-may-be-weapon/>
- <https://www.voicesofyouth.org/covid-19-your-voices-against-stigma-and-discrimination>

1. What is the main idea or assertion of the text?
2. Explain two different ways in which the author/speaker supports the main idea.
3. How does the author/speaker establish ethos in the text?
4. How does the author/speaker appeal to reason (logos)?
5. How does the author/speaker appeal to emotion (pathos)?
6. Is the evidence used to support the argument reliable? Explain.
7. How does the tone affect the author/speaker's credibility?
8. What is the tone at the beginning, middle, and end of the text?
9. What is one rhetorical device used in the text? Explain its effectiveness.
10. Identify one example of figurative language used in the text. Explain its effectiveness.
11. Does the author/speaker reveal any prejudices against people who might disagree? Explain.
12. Was the author/speaker effective in achieving the purpose? Explain.
13. In your opinion, what is the strongest element/part of the text/argument? Explain and provide evidence and reasoning.
14. In your opinion, what is the weakest element/part of the text/argument? Explain and provide evidence and reasoning.
15. Do you believe the author/speaker achieved the purpose? Explain your answer and provide evidence and reasoning in your response.