

2024 U.S. ELECTIONS CURRICULUM — ADVANCE TRANSFORMATIVE RACIAL JUSTICE UNIT

GRADES:

6-12, University

FACILITATOR NOTE(S):

- **Human Rights & The US Elections 101** should be completed before moving on to any activities in this unit.
- Facilitators have the choice to complete the entire unit or complete specific activities from this unit, depending on how much time is allotted.

MATERIALS:

- **Slide Deck**
- **Slide Deck Lecture Notes**
- **Racial Privilege Line Statements**
- Learning Journeys for Racial Justice Jigsaw
- Anchor chart paper
- Markers
- Pencils

ESSENTIAL QUESTIONS:

- What is race?
- What role does race play in our social institutions such as our education system and government bodies?
- How has this social identifier (race) historically impacted people of color and their access to voting rights in the US?
- What is racial justice?
- Why is it critical to consider the history of race in the US when voting during election cycles?

COMMUNITY NORMS:

- **One mic, one voice:** One person speaks at a time.
- **“Ouch:”** Should a participant feel offended or upset by a comment made during community discussion, that participant can call “ouch” and then educate the rest of the group as to why the comment was offensive/hurtful. This can lead to deeper discussions and strengthen understanding about people’s specific lived experiences.
- **Embrace discomfort:** Get comfortable with being uncomfortable. Growth hurts but the expansion is worth it!

RECOMMENDED SEQUENCE FOR THIS LESSON:

Begin with introduction to the unit, review Community Norms, Essential Questions, and AIUSA Elections Platform.

WARM UP: RACIAL PRIVILEGE LINE (20 MINUTES)

- Participants assemble themselves in birthday order without talking
- Participants stand shoulder to shoulder, hold hands, and close their eyes
- Facilitator reads directions for activity and racial privilege line statements
- Participants step forwards or backwards depending on the statement
- Community Debrief:
 - What feelings, sensations, and thoughts came up for you as you listened to each of the statements?
 - What feelings, sensations and thoughts came up for you when you opened your eyes?
 - What did you notice about where the people next to you were at the end of this exercise?
 - What did it feel like to be where you ended up at the end of this exercise?
 - What did it feel like to step forward, backward, or stay in place?
 - What statements resonated with you the most and why?

LECTURE

- Detailed lecture notes are linked above under “Materials”
- Facilitators have the freedom to break up lectures as they see fit. For example, the Facilitator can choose to teach a couple of slides each day before breaking participants up into their activities.
- Flipped Classroom: Assign specific slides and lecture notes to participants
 - Participants should review the slides before coming to this session
 - Participants should define unfamiliar vocabulary and come up with 2-3 questions and talking points to discuss with peers
 - Facilitator may break participants up into pairs to discuss what they learned from the slides and their questions/talking points as a Warmup
- The Birth of a Nation
 - Show clip from 2:13:36 – 2:22:02
 - Ask participants to discuss what they observed in the clip (Examples: What did you notice about the Black man in this clip? What did you notice about the White woman? What messages do you receive about Black men and White women/men from this clip?)

ACTIVITY(S):

Choose 1 activity to complete immediately after the Warmup and lecture. You may complete additional activities in this unit during a separate session.

1. Racial Justice Jigsaw (60-80 minutes)

- Participants break into groups (5-6) and complete a learning journey about a Racial Justice issue. Participants create anchor chart posters to showcase what they learned to the rest of the community
- Group 1: Residential Segregation
- Group 2: Inequitable Education
- Group 3: Race & Healthcare in the US
- Participants come back together as a whole group and share what they learned

2. Voting Research (60-80 minutes)

- Participants spend 10-12 minutes completing the Voting Questionnaire
- Participants discuss any challenges they faced, thoughts that came to mind, etc. while filling out the questionnaire
- Participants break into small groups and use fact-based sources to research voter suppression in the US using this Voter Suppression in the US guided notes worksheet
- Groups watch Is Voting Too Hard?
- Community Discussion:
 - What surprised you about voter suppression in the US?
 - What experiences do you have with civic education in K-12?
 - What resources do you need to feel more empowered and prepared to vote?

- Groups watch Students at Prairie View A&M Fight for Equal Voting Rights
- Community Debrief:
 - What resonated with you about the students at PVAMU and the challenges that they faced trying to vote?
 - What are your thoughts on voter suppression and its impact on communities of color?
 - If your right to vote was being infringed upon, what actions would you take to defend this constitutional right?
 - Why is historical context important when discussing Human Rights issues, like institutionalized racism, in the US?
 - Why is it critical that we are thoroughly educated on our right to vote and that we discuss this right with our communities?
 - What actions can you commit to that will promote equal access to voting rights?
- Participants come back together as a community and discuss what they learned, thoughts on voting in the US, takeaways, share responses from small groups, etc.