

EPIX ORIGINAL DOCUMENTARY SERIES



AMERICA
FERRERA

AMY
POEHLER

COMMON

JESSE
WILLIAMS

NORMAN
LEAR

PETER
SARSGAARD

ROSARIO
DAWSON

ZACH
GALIFIANAKIS

EXECUTIVE PRODUCED BY **NORMAN LEAR, COMMON** AND **SHONDA RHIMES**

AMERICA D I V I D E D

IN A DIVIDED COUNTRY,
OUR STORIES UNITE US.

CURRICULUM GUIDE

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LETTER TO EDUCATORS

A LETTER FROM THE CREATORS AND EXECUTIVE PRODUCERS

Dear Educator,

Thank you so much for introducing AMERICA DIVIDED to your students! With this series, our team wanted to explore the inequality crisis, expose the damage it inflicts on the most vulnerable Americans, reveal systemic bias, and celebrate real-world heroes fighting for solutions. Our hope is that our correspondents telling these stories — with the help of our investigative journalism and our platforms — will inspire our audience to bring about positive change.

A goal of the *Teaching America Divided* curriculum is for students to develop a critical consciousness and be inspired to engage thoughtfully and with purpose in their communities and the world. The series presents an opportunity to begin real conversations about some of the most important issues of our time. What better place for young people to have these conversations than in your safe and supportive classroom, alongside their peers and under your guidance?

The film centers the narratives of people experiencing inequality in education, housing, health care, labor, criminal justice and the political system. The curriculum is designed to strengthen students' understanding of inequality in the United States by connecting these narratives and the people in them to what students are learning in school and to their own lived experiences.

Every person who contributed to the series—the creators and producers, the correspondents, the editors, and, of course, the subjects—has a very deep connection with these issues. We're honored to bring these issues to light, and we're especially proud to provide these stories as a resource for educators.

Thank you for your commitment to our nation's children. We hope this curriculum guide gives you and your students the tools for teaching and learning about inequality in America and that it may spark actions that will contribute to building a more united country.

In solidarity,

The Creators: Solly, Rick and Lucian

The Executive Producers: Norman Lear, Common and Shonda Rhimes

TEACHING AMERICA DIVIDED

WE'RE EXCITED TO SHARE OUR FREE TEACHING AMERICA DIVIDED CURRICULUM GUIDE!

The America Divided film series allows educators and students nationwide to examine a myriad of issues related to social inequality. Along with our celebrity correspondents Common, Jesse Williams, America Ferrera, Amy Poehler, Peter Sarsgaard, Norman Lear and Zach Galifianakis, we cover education, housing, healthcare, labor, criminal justice, and voting rights– all woven into an eight-story, five-part series.

The Teaching America Divided curriculum guide is designed for grades 9-12 but can be easily adapted for middle school. Activities can be used in Language Arts, social studies and math classes, as well as in elective courses and informal educational settings.

This curriculum is organized into eight story units and four thematic lessons:

- Story units are designed to support multiple days of instruction before, during and after viewing the stories featured in America Divided. Each story unit includes vocabulary, viewing questions, discussion activities, history and math lessons, writing prompts and social action performance tasks.
- Thematic lessons are shorter and can be used separate from or in along with the more comprehensive story units. Lessons include curated film clips, key concepts and discussion questions to facilitate teaching and learning about a central theme in America Divided, themes like race and class or questions about the role of government.

Interested in bringing our film series to your school? Check out Kanopy for more information!

PURCHASE THE EDUCATIONAL EDITION OF AMERICA DIVIDED

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LIGHTS! CAMERA! ACTION!

Each story unit includes lessons, activities and resources designed to support instruction before, during and after viewing the stories in the AMERICA DIVIDED documentary series.



LIGHTS! Before Viewing Activities

- **LANGUAGE LAB (ELA/SOCIAL STUDIES)**—These activities build language skills by introducing students to key vocabulary they will encounter in AMERICA DIVIDED and can transfer to other academic domains and aspects of their life.
- **TIME TO TALK (ELA/SOCIAL STUDIES)**—These activities assess prior knowledge of and activate thinking about issues addressed in AMERICA DIVIDED, helping students connect with and feel more comfortable in talking about sometimes difficult topics.
- **BY THE NUMBERS (MATH/SOCIAL STUDIES)**—These activities build numeracy, visual literacy and research skills as students are challenged to think critically about data related to the issues in AMERICA DIVIDED.
- **HISTORY IN THE MAKING (SOCIAL STUDIES)**—These activities build background knowledge and provide a historical or sociopolitical context for students to critically engage with the complex issues explored in AMERICA DIVIDED.



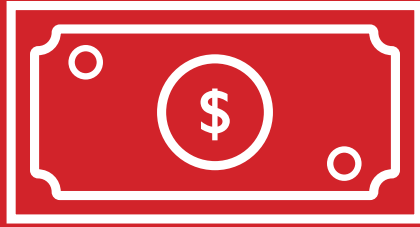
CAMERA! During Viewing Activities

- Critical Viewing Questions



ACTION! After Viewing Activities

- Writing Prompts
- Social Action Tasks
- Related Resources



**DEMOCRACY
FOR SALE**

INTRODUCTION

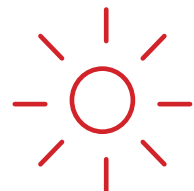
Zach Galifianakis, the comic star of *The Hangover* movies, travels back to his home state to investigate how North Carolina has become a bellwether for how a handful of wealthy individuals has dominated our democracy. North Carolina—perhaps more than any other state in the Union—has been transformed by the new and growing tidal wave of political spending. Galifianakis investigates allegations that the current state government was put in power by moneyed interests and has thus carried out a program that only benefits its backers: cuts to education, health care spending and environmental protection; lowering of taxes for the wealthy and corporations; and the passage of laws designed to roll back access to the ballot.



LANGUAGE LAB

#VOCAB

1. Provide students with the vocabulary and definitions in the glossary below. Explain that they will hear some of these words in the film. Others are generally relevant to the topic of voting rights and money in politics.
2. Talk a bit about hashtags. What are they? What is their purpose, and how are they used in social media and digital communication? What are some hashtags you and your students use?
3. Explain that the task is to create a hashtag summarizing the meaning of each word. Spend some time doing one or two as a class. For instance, a possible hashtag for "gerrymandering" might be #unfairlines.
4. Have students work in pairs to come up with hashtags for all of the words on the list.
5. Once they are done, have students swap their hashtags with another pair and try to decipher each one.
6. As a class, decide on the most effective and concise hashtag for each word.
7. Assign homework that requires that students use the hashtags to tweet, text or post something on social media related to the topic.



GLOSSARY

APPALACHIA (N.): a cultural region in the Eastern United States that stretches from the Southern Tier of New York to northern Alabama, Mississippi and Georgia.

CITIZENS UNITED V. FEC (N.): a Supreme Court case dealing with the regulation of campaign spending by organizations in which the Court held (5–4) on January 21, 2010, that freedom of speech prohibited the government from restricting political spending by nonprofit or for-profit corporations, labor unions and other associations.

DARK MONEY (N.): money given to nonprofit organizations that are allowed to receive unlimited donations and spend funds to influence elections, but are *not* required to disclose their donors. Campaign donations are sometimes funneled through political nonprofit organizations to super PACs in order to mask donors.

GERRYMANDER (V.): To change or manipulate the boundaries of a legislative district to favor one political party over others. Racial gerrymandering is illegal and includes tactics such as “packing” racial minorities into a given district or “cracking” them to make voters of color a minority in all districts.

NAACP (N.): the National Association for the Advancement of Colored People; a civil rights organization founded in 1909 to fight prejudice, lynching and Jim Crow segregation, and to work for the betterment of people of color.

OUTSIDE MONEY (N.): political expenditures made by groups or individuals independently of, and not coordinated with, candidates’ committees. Groups in this category range

from party committees to super PACs and dark money organizations.

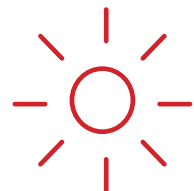
REDISTRICT (V.): to divide into new districts, usually related to an election.

SUPER PAC (N.): a political action committee that can raise unlimited donations and spend unlimited sums to overtly advocate for or against political candidates. Super PACs are prohibited from donating money directly to political candidates and their spending must not be coordinated with that of the candidates they benefit. Super PACs *are* required to disclose their donors.

VOTER SUPPRESSION (N.): a strategy to influence the outcome of an election by discouraging or preventing people from voting; tactics range from minor changes to make voting less convenient, to physically intimidating prospective voters. Voter suppression can be effective if a significant number of voters are intimidated or disenfranchised.

VOTING RIGHTS ACT (N.): legislation aimed to overcome legal barriers at the state and local levels that prevented African-Americans from exercising their right to vote under the 15th Amendment. Signed into law by President Lyndon Johnson on August 6, 1965.

In 2013 the Supreme Court struck down key parts of the VRA which had required states (mostly in the South) and counties to receive federal clearance before passing voting laws or changing election procedures, like moving a polling place or redrawing electoral districts.



TIME TO TALK

ANTICIPATION GUIDE

1. Distribute copies of the “Democracy for Sale: Anticipation Guide” worksheet to students.
2. Tell students to read and reflect on the statements in the first column and then mark down if they agree or disagree with each one.
3. Facilitate a brief discussion with students about their views and why they think that way. Let them know they will be viewing the AMERICA DIVIDED story, “Democracy for Sale,” and that these statements are based on quotes and scenes from the film.
4. Return the anticipation guides to students during or after they view the episode, and have them revisit and reconsider each statement. What connections can they make? Where did each statement or idea come up in the film? Who said it or spoke about it?
5. Have students mark down if they agree or disagree with each statement after watching and learning from “Democracy for Sale.” This allows them to process what they’ve watched and evaluate their own thinking.
6. End with a discussion about the power documentary film has to educate us and influence our thinking.



DEMOCRACY FOR SALE: ANTICIPATION GUIDE

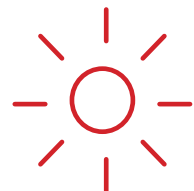
Directions: Before watching the film, read what's in the first column and write down your opinion in the second column. Complete the third and fourth columns while you are watching after the film has ended.

BEFORE VIEWING		DURING VIEWING	AFTER VIEWING
Statement	Agree or disagree?	Where did this statement or idea come up in the film? Who said it or spoke about it?	Agree or disagree?
Members of the NAACP are African-American.			
Voters choose their legislators.			
Giving money to a candidate who I support is a form of free speech.			
People are getting elected into office now not because they are winning but because they are cheating.			
There is evidence of widespread voter fraud in the United States.			
"We the people" includes future generations of Americans.			

BY THE NUMBERS

CARVING UP THE POLITICAL PIE

1. Divide the class into small groups of three to four students.
2. Have groups work together, analyzing and presenting data related to money in politics. Provide students with the following links and time for online research.
 - ["How the 2016 Candidates Are Getting Their Money, in 1 Infographic"](#)
 - ["8 Charts That Show How Political Spending Has Exploded Since Citizens United"](#)
 - ["40 Charts That Explain Money in Politics"](#)
3. After they have studied the charts and graphs, have groups select one to focus on. Each group will be tasked with a short presentation that teaches the rest of their class about their data.
4. Student presentations should:
 - Display the data
 - Interpret the data
 - Explain the significance of the data in understanding campaign finance and money in politics
 - Raise a concern or criticism of the data, its source or the way it's presented
 - Pose two to three secondary research questions derived from the data
 - Identify and provide background information about the data's source
5. Assign each group to develop one multiple-choice question based on the charts or graphs they studied. Compile all student-generated questions to create a quiz.
6. After all of the groups have presented, give students the quiz and then go over the answers as a class.



HISTORY IN THE MAKING

The following lessons have been curated and vetted for use in social studies classes prior to watching the AMERICA DIVIDED story “Democracy for Sale.” You can teach one or all of them, as their content is not redundant. They are listed in here in order of rigor and estimated grade level.

The Lowdown, “Redistricting and Gerrymandering” [lesson plan](#)

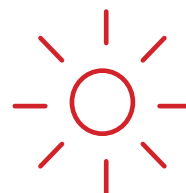
In this lesson, students define redistricting and gerrymandering, analyze how those processes function and consider reforms to the redistricting process. The lesson links to a [2017 post](#) and [interactive explainer](#) about redistricting. The lesson ends with students reflecting on the questions, “How do current practices of redistricting and the issue of gerrymandering affect democracy? Should we as a society pay more attention to the issue of redistricting?”

PBS News Hour “Understanding Campaign Finance Law” [lesson plan](#)

This lesson is for grades 7 through 12 and uses PBS video and articles to help students learn more about the history of campaign finance and its role in the 2016 election, particularly in light of *Citizens United*. After researching, students engage in a Socratic seminar discussion around questions like, “How is giving money to political campaigns related to freedom of speech? Why would a corporation be motivated to spend large sums of money to support a certain candidate? What are some benefits and risks associated with this practice?”

Bill of Rights Institute, *Citizens United v. FEC* [lesson plan](#)

The goal of this high school lesson is for students to assess whether the Supreme Court ruled correctly in *Citizens United v. FEC*, 2010, in light of constitutional principles including republican government and freedom of speech. The lesson provides a background essay and a dozen primary sources including political cartoons, foundational documents and the majority, dissenting and



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 10:45

1. What questions does Zach Galifianakis pose in the episode's opening minutes? What does he learn speaking with Ari Berman and how does this set up a premise for the episode?
2. From the start, who do we learn is in power in North Carolina? Where is the opposition coming from?

Pause at 18:30

3. What is the NAACP? Why is the particular NAACP chapter that Galifianakis visits so noteworthy?
4. What are some of the different issues that motivated these Appalachians to become politically active?
5. What is the main issue that seems to unite all of their concerns?

Pause at 21:33

6. Give one example of the anti-poor policies enacted by the North Carolina legislature. According to one Harvard study, what is the potential impact of such policies?

7. Zach Galifianakis wants to know how people who operate "in such bold contrast to North Carolina values" got to be elected into office. What explanation does Gene Nichol give?
8. Summarize your understanding of the Supreme Court's ruling in *Citizens United*. Whose interests did that ruling help and how? Whose interests could be harmed and how?

Pause at 28:20

9. What was the impact of the big coal ash spill into the Dan River? What was Duke Energy's involvement in the spill? What was then Governor Pat McCrory's involvement with Duke Energy?
10. In his investigation of the spill, how does Galifianakis connect the dots between money and politics? Why does he conclude that campaign donations are "a pretty good investment"?
11. A public hearing is held in Walnut Cove, North Carolina, for residents to provide testimony about the effect the Duke Energy plant has had on their health and in their communities. Whose testimony do you find most compelling and why?



Pause at 36:49

12. When Galifianakis wonders how North Carolina state leaders keep their jobs, if they are so unpopular, he discovers a system designed to keep them in power. What are the two main things NC Republicans did to ensure they'd win elections?
13. Democrats ran the NC legislature until 2010. What changed? How did these changes impact Margaret Dickson?
14. Do you think the redistricting done in North Carolina was legal? Ethical? Explain.

Pause at 43:26

15. Carter Wrenn and Zach Galifianakis sit down and have a philosophical debate about money in politics and the effect campaign contributions have on our democratic process. What is Wrenn's view and what objections does Galifianakis raise in response?
16. Do you think money is speech? Do we have a constitutional right to give unlimited amounts of money to candidates for public office?
17. Where did *Citizens United* come down on this question?

Pause at 50:38

18. Reverend Barber cites specific examples of voter suppression laws passed by the North Carolina legislature in 2013. Give an example and explain why the law is racially discriminatory.
19. What are the main forces preventing a "full vote," according to Barber? What would be the effect of wider voter turnout?
20. Miss Rosanelle Eaton believes voter ID laws and limits on early voting and same-day registration are designed to undermine the black vote. She says it's "planned and obvious." How might her personal experiences give her unique wisdom about the matter?

Play to end

21. The episode ends with an update on North Carolina's voting law. Do you regard this as a victory or a loss? Explain.



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

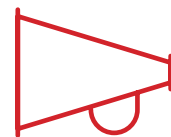
- Rosanelle Eaton has registered thousands of voters, marched with Dr. King and, at 94, she's still fighting to protect voting rights today. In the film, she retells a story about the time she was stopped at her polling place in North Carolina and forced to take a kind of literacy test. Write a short piece of historical fiction depicting that scene, with Miss Eaton as the main character and that polling place as the setting. Include details and description of the events that occurred, the people involved and the setting.
- What would Dr. King say? Imagine you are able to time travel through letter-writing! Write a letter to Dr. Martin Luther King Jr., bringing him up to speed on the state of voting rights and the recent explosion of money in politics. Then, imagining how he might respond, write a letter back to yourself from Dr. King. What would he want you to know? What advice would he give?

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- Is money speech? And is spending money in support of political candidates a right protected by the freedom of speech? According to the 5–4 Supreme Court decision in *Citizens United*, the answer is yes. Do you agree with their ruling? Or do you feel, like Zach Galifianakis, that it's not fair for some people to have more speech and, hence, more influence simply because they have more money? Use reasons and evidence to support your view. Include and respond to opposing views and claims.



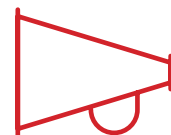
- What would you say if you could speak to the next president? What if you could make your voice be heard by any elected official at any level of government at any time? Start by exploring this 2016 [letter archive](#) to see how students addressed topics that mattered to them. Next, identify an issue that matters to you. Then, write a letter that communicates your beliefs clearly and with conviction. Finally, make sure your letter gets to the right person! Use the resources in this “Letters to the Next President” local [election toolkit](#).

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- Reverend Barber says, “It’s not just the money in politics. It’s the money in politics combined with voter suppression. People are winning now not because they’re winning but because they’re cheating.” Write an essay examining the issue of voter suppression. What is Reverend Barber referring to as “cheating” and how has it affected the outcome of elections? Include relevant facts, details and historical information to strengthen your explanation.
- In the film, you learn about the involvement of Duke Energy in North Carolina politics. Write an essay investigating this case and others. Explain how large financial contributions made by corporations turn out to be, what Zach Galifianakis calls, a “pretty good investment.” What are the costs and benefits of this way of doing business? Include relevant facts, details and information to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

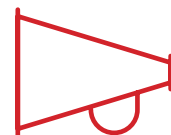
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented



SOCIAL ACTION TASKS

Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

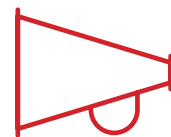
Consider selling the product as a way to raise funds for a local civic engagement organization. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

1. **Verbal/linguistic:** Learn about the voting laws in your state or city. What kinds of restrictions and requirements are placed on voting? Have any concerns been raised by advocates or issues reported on in the local press about voter suppression? Are there high or low levels of voter registration and turnout? Once you have a sense of the local political climate, design and create a voter protection flyer unique for your community.

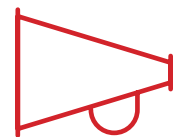
Resources: <https://www.vote.org/voter-registration-rules/>;
<http://www.naacp.org/resources/state-voter-guides/>

2. **Musical/rhythmic:** Freedom songs express the rich spiritual and cultural elements of the modern civil rights movement. Google “[freedom songs](#)” and learn about the [lyrics](#) of these cherished [civil rights protest songs](#). After listening and learning, put together a soundtrack playlist for the AMERICA DIVIDED story “Democracy for Sale” that includes freedom songs and more current songs about justice and democracy.

3. **Interpersonal:** The fight for voting rights was central to the civil rights movement and continues to be a priority for racial justice today. Learn about the critical events that took place in and around Selma, Alabama, prior to the passage of the Voting Rights Act of 1965. Research the March from Selma to Montgomery and the Bloody Sunday that came before it. View footage on YouTube and, if you are able, watch [Eyes on the Prize](#) or [Selma: The Bridge to the Ballot](#). Write and perform a one-act play dramatizing a moment or event from the era and the sacrifice made by those brave foot soldiers of the civil rights movement.



4. **Intrapersonal:** Set a goal for how you personally will defend voting rights over the next year. Make an action plan outlining the steps you will take to meet your goal. Set realistic goals that account for your age and access to resources. Read online materials designed to support activism and civic engagement, like [Rock the Vote](#) and these NAACP [Fighting for Democracy](#) and [#StayWokeVote](#) civic engagement toolkits.
5. **Bodily/kinesthetic:** In a tableau, people use their bodies to create a frozen picture or scene representing a word or concept by posing silently, without moving. Choose three terms that were important in “Democracy for Sale,” like “gerrymandering” (you can use the vocabulary list in this guide). Work with peers to create a series of tableaux related to voting rights and money in politics. Your tableaux should involve everyone in the group, posing at various heights (standing, sitting/crouching/kneeling, lying on the floor) and using your entire bodies (hands, legs and facial expressions). Do not use sound or movement. Perform for the class, challenging them to figure out the meaning of each tableau.



RELATED RESOURCES

"8 Charts That Show How Political Spending Has Exploded Since *Citizens United*"

Charts showing how money in elections exploded in the five years following the *Citizens United* Supreme Court ruling.

<http://www.commoncause.org/democracy-wire/8-charts-that-show-how-money-has-exploded.html>

"40 Charts That Explain Money in Politics" by Andrew Pokop

Charts and graphs curated by Vox, showing a variety of data related to campaign finance and lobbying at national and state levels.

<http://www.vox.com/2014/7/30/5949581/money-in-politics-charts-explain>

Brennan Center for Justice—Money in Politics

The Brennan Center for Justice at NYU School of Law describes itself as "a nonpartisan law and policy institute that seeks to improve our systems of democracy and justice...Part think tank, part advocacy group, part cutting-edge communications hub, we start with rigorous research." The "issues" section of their website includes resources related to voting rights and elections and money in politics.

<https://www.brennancenter.org/issues/money-politics>

Citizens United vs. F.E.C.

High school lesson plan from the Bill of Rights Institute; provides a background essay and a dozen primary sources including political cartoons, foundational documents and the majority, dissenting and concurring opinions from *Citizens United*, along with document-based questions (DBQs) for each.

<http://billofrightsinstitute.org/wp-content/uploads/2012/10/Citizens-United-lesson.pdf>

Center Responsive Politics

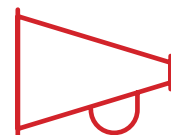
The Center for Responsive Politics describes itself as a "nonpartisan, independent and nonprofit...research group tracking money in U.S. politics and its effect on elections and public policy."

<https://www.opensecrets.org>

Common Cause

Common Cause describes itself as a "nonpartisan grassroots organization dedicated to upholding the core values of American democracy." The "issues" section of their website includes resources related to voting and elections and money in politics.

<http://www.commoncause.org/issues/money-in-politics/>



Democracy Diminished: State and Local Threats to Voting Rights Post- *Shelby County, Alabama v. Holder*

This 2016 NAACP Legal Defense and Educational Fund (LDF) report includes a detailed collection of state, county, and local voting changes — proposed or implemented — during the three years since the Supreme Court’s decision in *Shelby County, Alabama v. Holder*.

<http://www.naacpldf.org/press-release/democracy-diminished-ldf-releases-report-state-and-local-threats-voting-rights>

“Disenfranchised”

A *New York Times* magazine series examining the ongoing efforts to roll back the protections of the Voting Rights Act.

<https://www.nytimes.com/column/disenfranchised?action=click&contentCollection=Magazine&module=ExtendedByline®ion=Header&pgtype=article>

“How Can the U.S. Shrink the Influence of Money in Politics?” by Russell Burman

An *Atlantic* article about campaign finance, criticisms of the role of money in elections and proposals for reform.

<https://www.theatlantic.com/politics/archive/2016/03/fix-money-in-politics/473214/>

“How the 2016 Candidates Are Getting Their Money, in 1 Infographic” by Danielle Kurtzleben

This infographic uses data released by the Washington, D.C.-based Campaign Finance Institute to compare campaign donations made to the 2016 presidential candidates.

<http://www.npr.org/sections/itsallpolitics/2015/08/27/435186527/charts-2016-presidential-donors-millionaires>

“Inside the Republican Creation of the North Carolina Voting Bill Dubbed the ‘Monster’ Law” by William Wan

Washington Post article about the controversial North Carolina voting law and the case against it.

https://www.washingtonpost.com/politics/courts_law/inside-the-republican-creation-of-the-north-carolina-voting-bill-dubbed-the-monster-law/2016/09/01/79162398-6adf-11e6-8225-fbb8a6fc65bc_story.html?utm_term=.6cea65470f21

Understanding Campaign Finance Law

A PBS News Hour article that offers a brief overview of the regulations candidates must observe in federal elections.

<http://www.pbs.org/newshour/extra/2016/06/understanding-campaign-finance-law/>

Understanding Campaign Finance Law

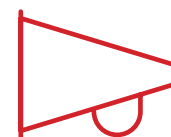
A PBS News Hour lesson plan for grades 7-12 that draws on articles and video and focused on the *Citizens United* Supreme Court decision.

http://www.pbs.org/newshour/extra/lessons_plans/understanding-campaign-finance-law/

“Texas Congressional Maps Are Struck Down for Discrimination” by Manny Fernandez

New York Times article about a 2017 Texas case in which a federal court struck down a Congressional redistricting plan for discriminating against Black and Hispanic voters in violation of the Voting Rights Act.

https://www.nytimes.com/2017/03/11/us/texas-congressional-maps-are-struck-down-for-discrimination.html?em_pos=small&emc=edit_rr_20170318&nl=race-related&nl_art=0&nid=77256574&ref=headline&te=1





THE CLASS DIVIDE

INTRODUCTION

In “The Class Divide,” actor and activist Jesse Williams examines the schools in Pinellas County, Florida, a school system many call “one of the worst in the nation.” In Pinellas County, residents enjoy some of the highest incomes in the state but the schools are failing: Five of the worst schools in Florida, possibly some of the most challenged in the nation, are located here. Like many schools in the South after *Brown v. Board of Education*, Pinellas County schools worked to desegregate and, for many years, the school district found success. That stopped in 2008. What went wrong?

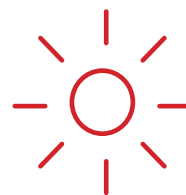


LANGUAGE LAB

WHAT'S MY WORD?

<http://educationtothecore.com/2015/10/games-to-help-kids-think-critically-about-vocabulary/>

1. Introduce the words and definitions from the glossary.
2. Write each word on a sentence strip or Post-it note.
3. Assign a vocabulary word to each student without letting them see their word. Attach the Post-it note on their back, or tape the sentence strip into a loop that they can wear on their head like a crown.
4. You will likely have more students than words. In that case, either assign the same word to more than one student or conduct the activity in rounds with only some students assigned a word in each round.
5. Provide students with the "What's My Word" handout and a clipboard.
6. Tell students their task is to figure out what word has been assigned to them by walking around the classroom, asking questions and gathering clues.
7. Once they have filled out the "What's My Word" handout, students return to their seats and make their guess.



WHAT'S MY WORD?

Directions: Move around the room asking classmates to answer these questions about your word. Visit a different classmate for each question. Write their answers in the spaces provided. Once you've answered the questions, return to your seat and write down your guess.

- What is a synonym of this word?
- What is an antonym of this word? Or, what is something this word IS NOT?
- Can you give an example of this word? Try naming something associated with this word.
- Use this word in a sentence.
- Define this word.

Using these clues, what do you think the word is?

GLOSSARY

BROWN V. BOARD OF EDUCATION OF TOPEKA, KANSAS (N.): A 1954 landmark Supreme Court case in which the Court found segregated schools to be inherently unequal and, therefore, prohibited by the 14th Amendment of the Constitution.

BUSING (N.): forced busing; desegregation busing; transporting students to schools outside of their neighborhood as a means to redress prior racial segregation or overcome the effects of residential segregation.

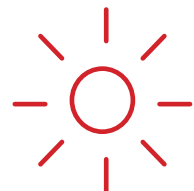
DESEGREGATION (N.): the process of reversing racial segregation through a series of laws, policies and practices.

DISPROPORTIONATE (ADJ.): out of proportion in size, number or effect; imbalanced; unequal.

MIRANDA RIGHTS (N.): 1966 U.S. Supreme Court case *Miranda v. Arizona* ruled that whenever a person is taken into police custody, he or she must be told of their Fifth Amendment right not to make any self-incriminating statements. As a result of *Miranda*, anyone in police custody must be told four things before being questioned: “You have the right to remain silent. Anything you say can and will be used against you in a court of law. You have the right to an attorney. If you cannot afford an attorney, one will be appointed for you.”

SCHOOL-TO-PRISON PIPELINE (N.): a national trend that pushes children out of the education system and into the juvenile and criminal justice systems, resulting from harsh school discipline policies that criminalize student behavior and disproportionately affect students of color and students with disabilities.

TITLE I (N.): an important part of the Elementary and Secondary Education Act (ESEA) providing financial assistance, in the form of federal funds, to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

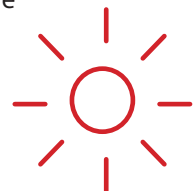


TIME TO TALK

TELLING IT LIKE IT IS: YOUTH SPEAK OUT ON THE SCHOOL-TO-PRISON PIPELINE

In this activity, students “listen in” on a fictional conversation about the school-to-prison pipeline—a very real issue and one central to the AMERICA DIVIDED story “Class Divide.”

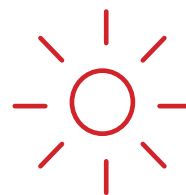
1. Provide students with [“Telling It Like It Is: Youth Speak Out on the School-to-Prison Pipeline”](#) either by making copies or projecting it onto a screen.
2. Choose student volunteers to read the parts of teenagers Jose, Stacey and Mike. Assign another student as the narrator to read any non-dialogue text such as facts, figures and statistics.
3. Volunteers can read from their seats or stage a performance at the front of the classroom.
4. Task the students who are not actor-readers with listening closely and taking notes.
5. Tell students that, while its appearance is similar to a comic book or a graphic novel, and it’s written in narrative form, the text is meant to be persuasive and makes several arguments and claims.
6. Have students take notes on specific elements of the text in order to analyze that argument. You can assign students to focus on one or all of these elements, taking notes on their own or in a graphic organizer. You may need to model this for the first few pages of reading:
 - Statistics
 - Research findings
 - Real-life examples
 - Proposed solutions
 - Claims
 - Counterclaims
7. Once done, facilitate a discussion in which students debrief and process the story:
 - Did you learn anything new? What?
 - Has your point of view changed in any ways? Explain.
 - Who did you agree with most? Joey, Stacey or Mike? Why? Do you disagree with anything you heard? What?
 - What additions or changes would need to be made if this fictional conversation were a real one, happening here in your school?



BY THE NUMBERS

EACH ONE, TEACH ONE

1. Divide the class into groups of three to four students.
2. Provide each group with a different topic relevant to educational equity or allow them to choose one. For example:
 - Funding/spending
 - Student achievement
 - Suspension and expulsions
 - Police in schools
 - Arrests in schools
 - Graduation and dropout rates
 - Racial segregation and isolation
3. Assign groups to research, analyze and present data related to their topic. They must organize their data and then present it to the class in the form of graphs, charts or tables. Presentations should include their interpretation of what the data means and why it is significant.
4. In addition to the group topic, instruct each group member to locate a different kind of data on that topic:
 - International data
 - National data
 - State or local data
 - Data that illustrates a comparison by subgroup (i.e. racial disparity)
5. Have groups complete online research (in and out of class, if needed) and assemble and prepare for their presentations.
6. Student presentations should:
 - Display the data
 - Interpret the data
 - Explain the significance of the data
 - Pose two to three secondary research questions
 - Provide background information about the data's source
7. Instruct each group to develop one multiple-choice question based on their presentation. Compile all student-generated questions to create a quiz.
8. After all of the groups have presented, give students the quiz and then go over the answers as a class.



HISTORY IN THE MAKING

The following materials have been curated and vetted for use in middle or high school social studies classes prior to watching “The Class Divide.”

50 Years Later: Brown v. Board of Education

This [2004 issue](#) of Teaching Tolerance magazine is full of useful materials related to school desegregation including [interviews](#), [articles](#), a [timeline](#), and [primary sources](#).

Beyond Brown: Pursuing the Promise

These [resources](#) are designed to help educators use the PBS film Beyond Brown: Pursuing the Promise. The lesson plans and activities developed for grades 6 through 12 present a multidisciplinary approach to learning in social studies, U.S. history, mathematics, language arts and government.

Separate is Not Equal: Brown v. Board of Education

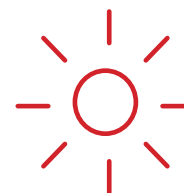
This [teacher's guide](#) accompanies the Smithsonian's National Museum of American History exhibition “[Separate Is Not Equal: Brown v. Board of Education](#).” It delivers a variety of historical primary-source materials from the exhibition directly to your classroom. Through these sources and activities, students can build a deeper understanding of the struggle for social justice leading up to and following the Court's ruling on the Brown case, and the decision's impact on today's society. Each unit begins with a lesson plan followed by accompanying worksheets and photographs that complement the lesson.

Teaching Guide: Exploring Busing and School Desegregation in Boston

This [teaching guide](#) gives educators a set of primary sources and related tools for teaching about school desegregation and the Boston busing crisis. The [primary source set](#) includes an overview, 10 to 15 primary sources, links to related resources and a teaching guide. The teaching guide comes with questions, classroom activities and primary source analysis tools.

Teaching the New Jim Crow

[Teaching Tolerance](#) offers a free web-based curriculum for teachers of language arts, social studies and American history to bring Michelle Alexander's The New Jim Crow into the classroom. Use one or more of the lessons in Teaching the New Jim Crow to introduce or extend this episode of AMERICA DIVIDED. The curriculum begins with strategies that prepare teachers and students for honest and productive conversations about race and racism, and ends with a range of assessments, both through writing and social action tasks. The core of the curriculum is organized in 10 lessons, each anchored by manageable excerpts from The New Jim Crow and accompanied by challenging text-dependent questions.



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you actively view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 7:15

1. What early childhood memories does Jesse Williams have of school? How does he describe his experiences? How does this help set up a premise for the episode?
2. Williams says, "Being born into the wrong school district can change your life forever." What does he mean? Is he right, in your opinion?
3. Amir Whitaker says Pinellas County, Florida, has a dual education system. What does he mean? What statistics and numbers does the film offer to back this up?
4. What anecdotal evidence do Amir and Jesse gather when talking with students and families about their experiences in the school system?
7. Why does Mary Brown say "neighborhood schools" are segregated schools? Why do you think many black parents were not initially bothered by the idea of neighborhood schooling? What were they promised?
8. Williams is skeptical that the school board didn't know their 2007 decision would essentially resegregate the schools. What not-so-distant history does he review to explain that doubt?

Pause at 12:05

5. Jesse Williams wonders why the schools in St. Petersburg are performing so poorly if the city has one of the highest per capita income levels in all of Florida. What does he begin to discover about school funding in Pinellas County?
6. Why are the years 1971 and 2007 critical to understanding what's happened to the schools in south St. Petersburg?
9. What is a Title I school and why is this federal program important in the story? What is Jesse Williams looking for when he goes to the Title I office and what happens when he gets there?
10. What concerns do parents and advocates communicate in their testimony to the Pinellas County school board meeting? What adjectives would you use to describe how they seem to feel?
11. Once Williams is able to see the state audits, what do they reveal to him about Pinellas County schools?



12. How would you describe the conversation Jesse Williams has with school board member Linda Lerner? Does her account match up with what he read in the state audits?
13. What are the Dream Defenders hoping to achieve in the community? How? Why does Williams see so much promise in this kind of community organizing?

Pause at 28:23

14. Civil rights attorney Amir Whitaker uncovers a troubling pattern of minor student infractions being harshly dealt with and criminalized in Pinellas schools. What is the first case to raise his alarm? What more does he learn after meeting with students and parents?
15. Sixty-four percent of U.S. high schools now have uniformed police working as “school resource officers” (SRO), and at schools where the majority of the population is non-white or low income, the number is even higher. Does your school have SROs? If so, what role do they play? Are they effective?
16. Do you believe Officer Mike Hawkins is representative of the larger police force and SRO community in Pinellas County? If not, why did the chief arrange for Jesse Williams to meet with him?

Pause at 35:06

17. Every year, hundreds of kids are arrested in Pinellas County schools, some as young as 6 years old. They are handcuffed, interrogated by armed officers, loaded into police cars while their peers watch and taken to jail. All of this happens without their parents present. Does this seem normal to you? Does it seem legal? Does it seem right?
18. Public defender Bob Dillinger provides Jesse Williams with several examples of how the school system and the juvenile justice system in Pinellas County are failing young people. Name one of things he says.
19. What does Williams discover when he finally tracks down the Pinellas County schools arrest records? Why do you think it was so hard for him to get the records from the school board and the sheriff’s office?
20. Williams asks State Attorney Bernie McCabe the same question he asked Bob Dillinger: Is the criminal justice system in Pinellas County failing young people? How does McCabe answer that question differently than the public defender?

Play to end

21. What signs of progress does Williams see in Pinellas County? Do you think those are reasons to be hopeful that things will get better?
22. Describe what happened at the rally organized by Faith and Action for Strength Together (FAST). Why do you think so many people turned out? Were you surprised by any of the public commitments made by board members? Why or why not?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

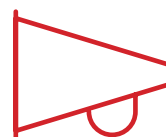
- Jesse Williams says school is where we “learn to learn.” Write a story about a child whose life is changed forever, for the better, because of her or his education. What is their school like? What experiences do they have there? Include details and description of the events, characters and setting.
- Jesse Williams says that “being born into the wrong school district can change your life forever.” Write a story about a school where the adults decide to turn things around for their students. They go from being an “F” school to an “A” school. How do they achieve that? Who is involved? How are the students and their families affected? Include details and description of the events, characters and setting.

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- When students are removed from class, suspended or even expelled, a justification often given is that such practices are necessary so the other students can learn. But black students are disproportionately more likely than white students to be suspended, arrested and referred to law enforcement. Is that evidence of racial bias? What are the long-term effects of removing students from the classroom? Are punitive school discipline policies effective? Respond to these questions while making the case for how you think school discipline issues should be addressed. Use reasons and evidence to support your opinion. Include and respond to opposing views and claims.



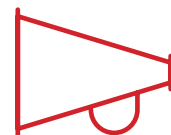
- In 1954, the Supreme Court ruled that segregated schools are inherently unequal and mandated that school districts institute policies and take action to desegregate. Yet the public schools in Pinellas County, and all across the United States, are as racially segregated—and unequal—today as ever. Racially segregated residential patterns have resulted in intensely segregated schools. Was *Brown v. Board* right—are low-income and students of color doomed to unequal schools until desegregation is achieved? Or can educational equity be achieved without desegregation? Use reasons and evidence to support your view. Include and respond to opposing views or claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts:

- More kids leave Florida schools in handcuffs than in any other state, and in Pinellas County, students have been taken to jail for minor things like knocking over trashcans and getting into lunchroom fights. What's more, black students are disproportionately more likely than white students to be suspended, arrested and referred to law enforcement. Write an essay explaining the school-to-prison pipeline and the connection between the criminalization of student behavior and the drop in student achievement. Include relevant facts, details and information from the film to strengthen your explanation.
- Jesse Williams wants to know why, if St. Petersburg is not a poor city, the schools are failing so poorly. Why do some schools do so well, while students attending schools on the south side of town suffer? Write an essay explaining how the Pinellas County school district got to where it is today. Discuss the significance of the 2007 school board decision. Include relevant facts, details and information from the film to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

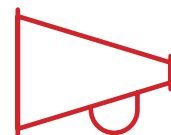
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

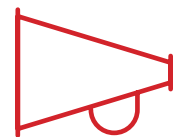


SOCIAL ACTION TASKS

Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that advocates for educational equity or juvenile justice reforms. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Verbal/linguistic:** Read poetry written by youth about school. Respond to the most meaningful part of what you read in a genre of your choice—poem, memoir, letter, diary entry or editorial review. Compile the poems you find and your own writing into a booklet. “Resources: [“Get Out”](#); [“The Sh*t You Can’t Say to Your Teachers”](#); [“To All My School Faculty”](#); [“School.”](#)”
- 2. Musical/rhythmic:** Choose a song you know that talks about or takes a stand on issues in education like safety, funding, teachers, textbooks, curriculum or school lunches. Research to identify a second song—one you didn’t already know—that also speaks to these topics. Print the lyrics and play both songs for your classmates. Lead a discussion about the songs’ messages and varying perspectives.
- 3. Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts a scene or scenes from the AMERICA DIVIDED story “The Class Divide.” Use your craft to capture on the page the same mood and tone the filmmakers were able to create on the screen.
- 4. Logical/mathematical:** Collect, organize and analyze data related to school discipline (suspensions, expulsions) and juvenile justice trends (arrests, recidivism, etc.). Include data that reflects local, state and national facts and figures. Create graphs and charts to display your findings, including captions to summarize their significance.
- 5. Interpersonal:** Work with two other classmates to plan a 30- to 60-minute training about classroom management and/or school discipline for the faculty and staff at your school. The big goal of your training is to reduce discipline referrals, suspensions and expulsions at your school by working *with* the adults in the building. The objective of the training is to include student voice in conversations about school discipline and to offer student-centered strategies for improving school climate.



RELATED RESOURCES

Code of Conduct: A Guide to Responsive Discipline

This guide extends Teaching Tolerance's work in school discipline reform and responsive discipline practice to include multiple stakeholders throughout the school. This guide includes scenarios and questions tailored specifically to teachers, counselors, building and district leaders and school resource officers. It can be used to prompt individual self-reflection or to kick-start conversations among colleagues about beliefs and practices related to student misbehavior. Analyzing the conditions that push students out of school is an important first step toward making the shifts necessary to end the school-to-prison pipeline.

<https://www.tolerance.org/magazine/publications/code-of-conduct>

Dignity in Schools

"The Dignity in Schools Campaign (DSC) challenges the systemic problem of push-out in our nation's schools and works to dismantle the school-to-prison pipeline. As a national coalition, the Dignity in Schools Campaign builds power amongst parents, youth, organizers, advocates and educators to transform their own communities, support alternatives to a culture of zero-tolerance, punishment, criminalization and the dismantling of public schools, and fight racism and all forms of oppression. We bring together our members through direct action organizing, public policy advocacy and leadership development to fight for the human right of every young person to a quality education and to be treated with dignity."

<http://www.dignityinschools.org/>

Dream Defenders

Dream Defenders describe themselves as "an uprising of communities in struggle, shifting culture through transformational organizing." The Dream Defenders "FREE Campaign" was featured in parts of the AMERICA DIVIDED story "The Class Divide." The FREE Campaign is a community listening project in key neighborhoods throughout Florida designed to check the pulse of communities.

<http://www.dreamdefenders.org/>

Ending the Schoolhouse to Jailhouse Track

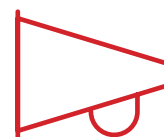
Part of the Advancement Project, a next-generation multi-racial civil rights organization, this campaign provides online reports, tools, infographics and even games to help students, parents, educators, law enforcement and activists dismantle the school-to-prison pipeline.

<http://safequalityschools.org/>

"Failure Factories"

In 2007, the Pinellas County school board abandoned integration. They justified the vote saying schools in poor, black neighborhoods would get more money, more staff and more resources, but that's not what happened. *Times* education reporters spent a year tracing how Pinellas County school district leaders have neglected their neediest schools. This multi-part series tells that story.

<http://www.tampabay.com/projects/2015/investigations/pinellas-failure-factories/>



“Flagler County: A Case of Suspension Abolition”

This *Teaching Tolerance* article tells the story of Flagler County, a troubled Florida community that became a pioneer in discipline reform.

<http://www.tolerance.org/magazine/number-53-summer-2016/feature/Flagler-county-case-suspension-abolition>

Power U Center for Social Change

Power U is a grassroots organization based in Miami, Florida. Their mission states, “We are organizing and developing the leadership of Black and Brown youth and Black women in South Florida so that they may help lead the struggle to liberate all oppressed people.” Power U works to bring restorative justice programs and dismantle the School-to-Prison Pipeline in Miami-Dade Schools. They are members of coalitions such as the Miami Committee on State Violence and the Miami Black Girls Matter Coalition.

<http://poweru.org/>

Reframing Classroom Management

This toolkit offers educators a variety of tools to help demystify common behaviors and reinforce what works. Based on input from over 1,200 educators, the handouts help users foster empathy, avoid common mistakes, improve teacher-student relationships and find alternatives to classroom removal.

http://www.tolerance.org/sites/default/files/general/TT_Reframing_Classroom_Managment_Handouts.pdf

The Schott Foundation for Public Education: Fair and Just School Resources

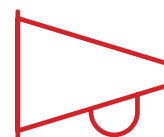
“In the United States public schools are funded through a mix of local, state and federal funding. For the most part, schools serving students of color and students from low-income communities have less funding per student than schools in wealthier neighborhoods. These resource disparities perpetuate opportunity gaps in schools and in our broader society. No child’s educational opportunities should be limited because of their zip code. The Schott Foundation is dedicated to ensuring that every student has access to fair and just school resources.”

<http://schottfoundation.org/issues/school-resources>

U.S. Department of Education School Climate and Discipline: Know the Data

Various data sources show clearly that students with disabilities and students of color are disproportionately impacted by school discipline practices. Sources of discipline data and research can be found here.

<https://www2.ed.gov/policy/gen/guid/school-discipline/data.html>

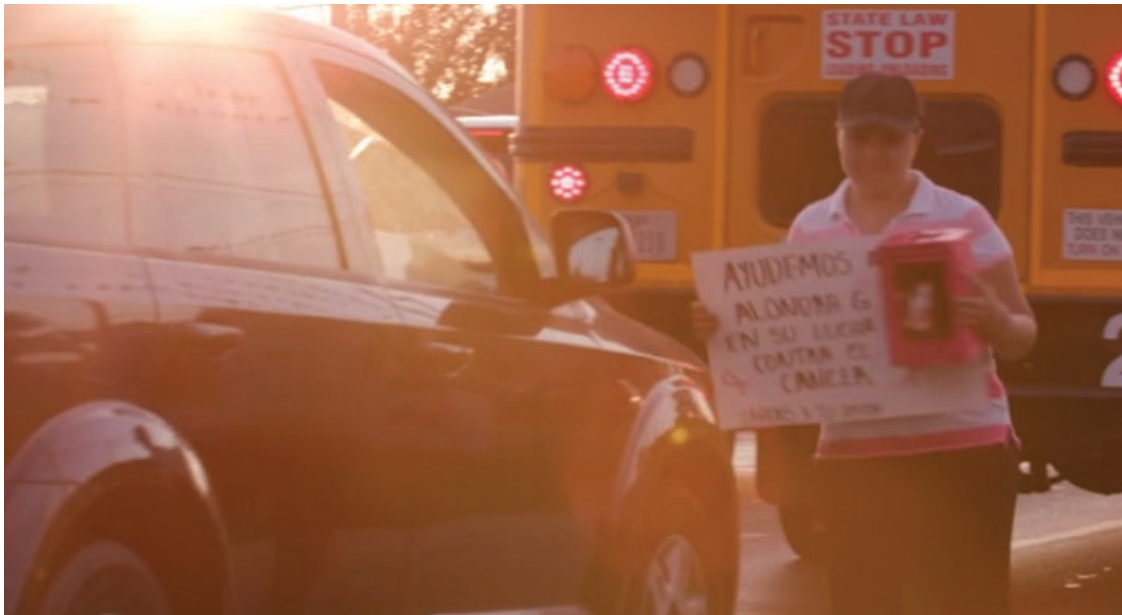




OUT OF REACH

INTRODUCTION

As the fate of nearly 11 million undocumented immigrants became the political football of the 2016 presidential campaign, actress America Ferrera headed to Texas, the state with the longest border, which is home to 1.65 million people living without papers. Ferrera, whose parents and siblings are immigrants from Honduras, understands the challenges faced by new arrivals to the U.S. fleeing Central America. In “Out of Reach,” she documents the special difficulties for Central American refugees and undocumented immigrants in the Rio Grande Valley of Texas, where U.S. Border Patrol checkpoints inside the country, many miles from the border, keep undocumented people hemmed in and further distance them from the American Dream.

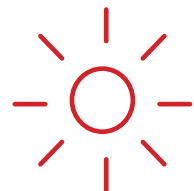


LANGUAGE LAB

VOCAB SOUP

This strategy challenges students to use and apply vocabulary words in context while having fun creating their own story.

1. Teach students the terms in the glossary.
2. Provide students a word bank that includes the glossary terms from this lesson and three to five wild card words. The wild card list can be a combination of silly or playful everyday words (e.g., cheeseburger, alien, Facebook) and more academic words from previous vocabulary lessons (e.g., tenuous, indignation, idealism).
3. Instruct students to write a story (or song, article, poem, rap) using all of the words from the glossary and the wild card list. Be clear that they must show they know what the word means by correctly using it in a sentence and not just putting it in a sentence.
 - Example: *The midwife arrived to the hospital early that morning and stayed with Annabelle the entire time until baby Jorge arrived.*
 - Non-example: *She is a midwife.*
4. Allow students time and space to complete their writing. Have them circle or highlight the vocabulary words in their writing.
5. Once the students are finished, have them read their stories aloud and provide each other with feedback.
6. Display student work on a “vocab soup” bulletin board near the word wall.



GLOSSARY

14TH AMENDMENT (N.): ratified in 1868, this amendment to the Constitution defines citizenship as belonging to “all persons born or naturalized in the United States” and forbids states to restrict the basic rights of citizens or other persons.

ANCHOR BABY (N.): a disparaging and offensive term used for a child born to a noncitizen mother in a country that grants citizenship by birth (such as the U.S.), essentially accusing the mother of having chosen that child’s birthplace in order to improve her and other family members’ chances of securing citizenship.

DACA (N.): announced by President Barack Obama in June 2012, the [Deferred Action for Childhood Arrivals](#) (DACA) program means that certain children, those who arrived to the United States prior to turning 16 years of age, would no longer be a priority for deportation. In addition to having arrived before the age of 16, applicants must meet a few other criteria related to education, criminal record and residency.

DAPA (N.): announced by President Barack Obama in November 2014, the [Deferred Action for Parental Accountability](#) (DAPA) program allows undocumented parents to apply for and be granted “deferred action” if they meet certain criteria. Deferred action means that for three years, those parents are no longer a priority for deportation and are eligible to apply for work authorization. This executive order never went into effect.

DEPORT (V.): to expel (a foreigner) from a country, typically on the grounds of illegal status or for having committed a crime.

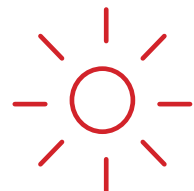
MIDWIFE (N.): a person (typically a woman) trained to assist women during labor and delivery and after childbirth. Most midwives can deliver babies at the hospital but may also deliver in homes and birthing centers.

MIGRANT (N.): a person who moves from place to place, usually to a country where he or she was not born, for work or other social reasons.

MIXED-STATUS FAMILY (N.): a family whose members include people with different citizenship or immigration statuses. One example of a mixed-status family is one in which the parents are undocumented and the children are U.S.-born citizens. The number of mixed-status families is growing. As of 2012, more than a quarter of young children in the United States were children of immigrants and over 90 percent of these children were U.S. citizens.

SANCTUARY (N.): a place of refuge or asylum where one is granted safety or immunity, especially someone being chased or hunted.

VISA (N.): a stamp marked in a passport by immigration authorities of a country allowing the passport holder to enter that country for a temporary stay and for a specific period of time, subject to conditions having to do with tourism, education or business.



TIME TO TALK

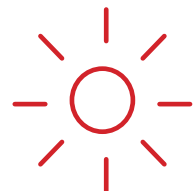
INSIDE-OUTSIDE CIRCLE

This is a Kagan cooperative learning strategy that gets students moving and interacting with one another. Participants stand and move, which gets the blood flowing to their brains and breaks the “sitting at their desks” routine. In this lesson, the strategy will be used to activate prior knowledge and initiate talking and thinking about what can be a controversial topic in a low-pressure setting.

1. Divide your class into halves. Instruct the first half of students to stand in a circle, and then to turn around and face out. They are the “inner circle.” Instruct the other half of students to stand in a circle surrounding and facing the inner circle. They are the “outer circle.” The group will know they are ready when each student is facing another student.
2. As facilitator, the teacher instructs one of the circles to rotate. For example, “Outer circle, move two people to your left,” or “Inner circle, move one person to your right.”
3. Each time a rotation is complete, the newly formed student partners take turns responding to a question. You may say, “Outer circle, respond to the following question. Inner circle, listen to your partner’s response.” When an appropriate amount of time is up, have partners switch: “Now, inner circle, respond to the same question while the outer circle listens.”
4. Repeat Steps 5 and 6 using the list of questions below. You may add or subtract questions based on your local community, student interests and learning objectives. Be mindful of the social and political context of your school community—do not pose questions that you think may expose or put any students or their families at risk.
 - Do you know anyone who lives in the U.S. but was born in another country? What is their story? Why did they come here?
 - Are you friends or neighbors with anyone who immigrated to the United States from another country?
 - Why do you think people say America is a “nation of immigrants”?
 - Talk about the benefits of immigration and the contributions immigrant communities make to the U.S.
 - Do you believe there should be limitations on immigration? If so, what should they be? If not, explain why not.



- Do you believe undocumented children brought to the U.S. from other countries by their parents should be deported? Why or why not?
- What should happen to mixed-status families, where some members of the family are here legally and others are not? Is it effective policy to separate those families?
- What is your understanding of how the immigration debate impacted the 2016 presidential election? What opinions and arguments did you hear candidates making?



BY THE NUMBERS

THE TRUTH ABOUT TAXES

Debates over immigration policy and reform often focus on the economy and on the perceived cost of undocumented immigrants, in particular. To better inform these debates, the Institute on Taxation and Economic Policy issued this [report](#) of state-by-state and national estimates on the current state and local tax contributions of the 11 million undocumented immigrants living in the United States and the increase in contributions if all these taxpayers were granted legal status.

1. Start the lesson by taking a survey to see how many students think undocumented immigrants pay taxes. Discuss their responses. What are their perceptions? What sources of information are their ideas based upon?
2. Provide students access to the Institute on Taxation and Economic Policy report “Undocumented Immigrants’ State and Local Tax Contributions,” either [online](#) or by printing copies of the [PDF](#).
3. Have students work either in pairs or on their own to study the report and respond to the questions on the accompanying [worksheet](#).
4. Go over their responses once students have completed the worksheet.
5. Conclude by revisiting the question from Step 1.
6. Have students’ thoughts about immigration changed at all in light of this information?



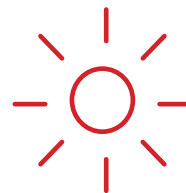
OUT OF REACH: THE TRUTH ABOUT TAXES

1. How much do undocumented immigrants pay in state and local taxes **nationwide**?
2. How much do undocumented immigrants pay in state and local taxes in **your state**?
3. If granted full legal status, how much would currently undocumented immigrants pay in state and local taxes **nationwide**?
4. If granted full legal status, how much would currently undocumented immigrants pay in state and local taxes in **your state**?
5. How much of an increase in tax revenue would the **United States** gain if undocumented immigrants were granted full legal status?
6. How much of an increase in tax revenue would **your state** gain if undocumented immigrants were granted full legal status?
7. What **three states** would gain the greatest increase in tax revenue if undocumented immigrants were granted legal status?
8. What is the difference between Table 1 and Appendix 1?
9. Use the figures listed in **Appendix 1** to write a paragraph that summarizes the rate and nature of taxes currently paid by undocumented immigrants both nationwide and in your state. Discuss the financial impact of increased deportations versus granting full legal status to undocumented people.
10. Write a paragraph summarizing the information provided in **Appendix 2**. Conclude your paragraph with an analysis of what this means to you and a question for future investigation.

HISTORY IN THE MAKING

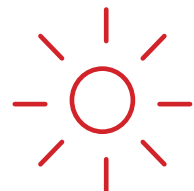
TEN MYTHS ABOUT IMMIGRATION

1. Read [“Ten Myths About Immigration.”](#) Consider your students and community, and think about which of these myths are most relevant or salient within your classroom. Of the 10, select five to focus on in this lesson.
2. Prepare five workstations around the room. Place a sheet of chart paper at each workstation. Write one of the five immigration myths at the top of each paper.
3. Divide the class into five groups, and number the groups 1 through 5. Give each group a different color marker.
4. Tell students that the classroom has been divided into separate workstations, each showcasing a common myth about immigration. Have each group go to the workstation matching their group's number.
5. Have students spend three to five minutes at each workstation and then rotate to the next.
6. While at the station, students should discuss each myth. One student can record their responses. Provide these questions to help focus their conversations:
 - Where do you think this myth comes from?
 - Who benefits from this myth?
 - Why is this myth untrue?
7. Have students rotate through each of the five workstations, essentially repeating Step 6 but also offering feedback on what the previous group answered and expanding upon their responses.
8. Have groups return to their original workstation to see what others had to say or add. Do they agree with the feedback? Why or why not?
9. Distribute copies of [“Ten Myths About Immigration.”](#) Have groups read the facts about their specific myth. In addition to what was listed during the carousel walk, what other information can be added to debunk their group's myth?
10. Ask each group to present their myth chart to the rest of the class, first by taking a poll and asking their peers if they have ever heard this immigration myth before, and then by sharing the most compelling reasons why that myth is untrue.
11. End with the class reading and discussing the five myths listed that were not covered during the carousel activity.



EXTENSION ACTIVITIES

- Challenge students to talk to other people in their lives about immigration myths and stereotypes. Who else might want to know about their new knowledge? Have them list three people and plan out what they will say to them. Allow students to role-play these conversations as a class and share how the experience went the next day.
- Create myth-busting posters to hang all around the school to help spread knowledge and prove immigration myths wrong. Include all the myths listed in ["Ten Myths About Immigration."](#)



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 9:37

1. There are an estimated 11 million undocumented immigrants in the United States. Many of those people have migrated here from Central America. Where do the highest number of migrants enter the U.S.-Mexico border? If they make across the border, most of those migrants will find themselves in one of three places—what are they?
2. America Ferrera has an emotional conversation with a Honduran mother and her two children. Why did they come to the U.S.? Why have they chosen to stay despite the risks that come with being an undocumented immigrant in the United States?
3. According to immigrant advocate Jennifer Harbury, why is it more accurate to refer to the undocumented from Central America as refugees, rather than “illegal immigrants”? What role has U.S. foreign policy played in these migration patterns?

Pause at 17:45

4. Once they cross the border, where do most migrants want to go? Why? What is in their way of getting there? As a result, where do many end up?
5. What gruesome reality does America Ferrera learn about the border in speaking with Chief Martinez? What seems to be his feeling about the situation? What makes you say that?
6. How are Miss Garcia’s health problems exacerbated by her immigration status? What are her options?

Pause at 22:55

7. What is LUPE? Who began the group and what is their core mission?
8. Explain DAPA and the battle being fought over it.
9. Where was Tania Chavez born? Where did she grow up and go to school? What is her immigration status?
10. What levels of resource are being put toward border security? Do you think most Americans realize this? What makes you say that?
11. What does America Ferrera mean when she says “we won the lottery being born in this country”? Do you agree with her?



Pause at 30:48

12. What does it mean to live on a “knife’s edge”? Do you think this is a fair way to describe the life of an undocumented immigrant? Explain.
13. What does the term “anchor baby” refer to? When is it used, how is it used and by whom?
14. Describe the kinds of practices that put even American-born children, like Sandra’s, at risk of deportation. According to their mothers, what Constitutional right is being violated by such practices?

Play to end

15. Why do you think the filmmakers included footage from the 1980 presidential debates? What larger point does this help illustrate?
16. How much of a difference is there between perception and reality when it comes to crime and immigration?
17. How does America Ferrera describe the difference between how she and Dan Stein see the issue of immigration? What are his views? What kinds of policies would he like to see implemented?
18. Describe Claudia’s incredible situation and why she describes herself as “stateless.” What makes her case seem particularly unfair? What laws or policies could have prevented this from happening?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

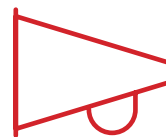
- America Ferrera visits the sanctuary at Sacred Heart Catholic Church in Texas and meets a family from Honduras. Write a story based on that family's migration story. Describe the risks and challenges of their journey to the U.S. and of their life back in Honduras. Include details and description of the events, characters and setting.
- Despite being born in the United States and serving in the Marines, today Claudia Palacios is essentially "stateless." Put yourself in her shoes and write an autobiographical essay that describes everything she has been through. Include details and description of the events, characters and setting.

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- After speaking with the head of FAIR (the Federation for American Immigration Reform), America Ferrera concludes that she and Dan Stein have very different opinions regarding immigration—where she sees refugees, he sees law-breakers. What arguments do he and others make in favor of cracking down on immigration? What is your response to those arguments? Do you agree or disagree? Are any of his claims more persuasive than others? Use reason and evidence to support your view. Include and respond to opposing views or claims.



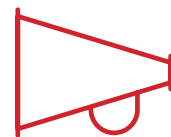
- In one scene, the film contrasts rhetoric from the 2016 presidential race, where the Republican candidate who would go on to become president characterized Mexican immigrants as “rapists and murderers,” with the 1980 Republican primary debate when George H. Bush and Ronald Reagan expressed more balanced positions, against building a fence and in support of extending legal status to millions of immigrants. In your opinion, what explains this change of attitude within the Republican Party? Is the shift part of other political or cultural trends in the United States? Use reason and evidence to support your view. Include and respond to opposing views or claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- The film examines the issue of immigration with an up-close look at the lives of undocumented people living in the borderlands of the United States and Mexico. Americans widely disagree about what should be done to address the estimated 11 million undocumented immigrants living here. Write an essay that explains various proposals and positions related to immigration policy. Highlight where these ideas differ as well as overlap. Include relevant facts and details from the film to strengthen your explanation.
- Immigration policy affects more than the lives of immigrants. Education, health care, national security and the economy are significantly impacted by immigration and immigration policy. Identify one of these areas and write an essay explaining the effect of immigration and immigration policy on that aspect of American society. Include the impact on citizens, noncitizens and people living in mixed-status families. Include relevant facts and details from the film to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

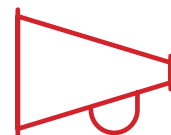
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

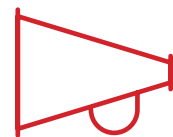


SOCIAL ACTION TASKS

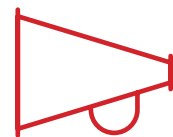
Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that supports immigrant children and families, or assists refugees in resettling in the United States. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Logical/mathematical:** Research the costs and benefits of immigration. Seek a fair and balanced number of sources. Collect, organize and analyze data on a variety of issues related to immigration (taxes, income, wages, revenue, crime, migration, education, etc.). Include data that compares national and local facts and figures. Create graphs and charts to display your findings, including captions written to summarize their significance.
- 2. Visual/spatial:** Study the narratives of people living in the U.S.-Mexico borderlands through poetry, art and storytelling. Create a visual representation of the life of one of the people introduced in the film. Use your craft to capture a particular aspect of that person's migration experience. "Resources: [BorderStories](#); [Borders & Identity](#); "[Art on the Border](#)"
- 3. Verbal/linguistic:** The film shares the incredible story of Claudia Palacios, a young American-born woman and former Marine whose citizenship has been denied because she is considered undocumented. Imagine you are a member of Claudia's legal defense team. Prepare a series of oral arguments you will make to defend her in court. What are the most compelling facts and relevant details to her case? How will you use the Constitution in your arguments?



4. **Intrapersonal:** Monitor and track news coverage related to immigration over a two-week period. Refer to print (or online) as well as cable news sources, and include at least one local and one national outlet. Keep a log of how much coverage is given to the topic of immigration, what is being covered and how it is being covered. After your research, write a summary that synthesizes your findings and comments on the nature of the coverage (bias, accuracy etc.)
5. **Naturalist:** Crossing the U.S.-Mexico border on foot can be a brutal journey. As shown in the film, the Rio Grande Valley in Texas is the most frequently traveled entry point for migrants coming to the United States from Mexico and Central America. The terrain is vast, hot and dangerous, and has been deadly for many. Using what you learned in the film and additional research you conduct about the region, create a diorama representing the borderland. Include physical, political, cultural and social aspects of the migration experience in your representation.



RELATED RESOURCES

“Immigrant and Refugee Children: Guide for Educators and School Support Staff”

Learn about the American Federation of Teachers’ position on immigration reform, and review several model resources schools can use to publicly call for immigration reform and to uphold the rights of immigrant students.

http://www.aft.org/sites/default/files/im_uac-educators-guide_2016.pdf

“Immigration ICE Raids: End the Detention and Deportation of Students and Families”

A curated package of resources from the American Federation of Teachers that is focused on helping families protect themselves during ICE raids, and helping educators speak out against unjust immigration laws and practices.

<https://www.aft.org/our-community/immigration/immigration-ice-raids-end-detention-and-deportation-students-and>

LUPE

César Chávez founded LUPE, a community union, rooted in the belief that members of the low-income community have the responsibility and the obligation to organize themselves. Through their association they begin to advocate and articulate for the issues and factors that impact their lives.

<http://lupenet.org/>

“Ten Myths About Immigration”

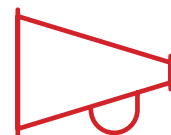
Myths about immigration and immigrants are common. This list includes some of the most frequently heard misconceptions—along with well-sourced information to help educators and students separate fact from fear.

<https://www.tolerance.org/classroom-resources/tolerance-lessons/immigration-myths>

Texas RioGrande Legal Aid (TRLA)

A nonprofit organization that provides free legal services to low-income residents in 68 counties of Southwest Texas, and represents migrant and seasonal farm workers throughout the state of Texas and six southern states: Kentucky, Tennessee, Alabama, Mississippi, Louisiana and Arkansas.

<http://www.trla.org/>





HOME ECONOMICS

INTRODUCTION

Amy Poehler ventures into the world of the invisible women who help keep California's economy afloat: domestic workers. What she finds is a human story far more complex than the simple exploitation of poor women by the super-rich. While domestic workers organize for a living wage, some of their employers are also struggling—squeezed out of the middle class in an increasingly unequal economy in which everyone works harder than they used to.



LANGUAGE LAB

WORDS OF WISDOM

We hear the phrase “it takes a village” several times in the AMERICA DIVIDED story “Home Economics.” Spend time discussing the meaning and background of African proverbs such as “it takes a whole village to raise a child.”

1. Write “It takes a whole village to raise a child” on the board. Have students do a quick write-in response to the questions:
 - Have you ever heard this before?
If so, what was the context?
 - What does it mean, in your opinion?
 - Do you know where the phrase comes from?
2. After discussing student responses, explain that this expression is known as a proverb. A proverb is a short, popular saying that indicates some common truth or useful wisdom. Usually, the origin of a proverb is ancient or even unknown. They are passed down through oral and written tradition.
3. The [African proverb](#) “it takes a [whole village to raise a child](#)” is thought to be of Nigerian (Yoruba and Igbo) origin. Distribute this explanation. Read aloud and discuss as a class.
4. Next, explain that language can be very complicated, even controversial. We often don’t know or agree upon where it comes from. To illustrate the point, share and discuss the [NPR story](#) “It Takes a Village to Determine the Origins of an African Proverb.”
5. The NPR story introduces another proverb, “if you want to go fast, go alone; but if you want to go far, go together.” Who was recently quoted saying it? What was that person’s interpretation of the proverb? What questions does this and other stories raise about proverbs that are thought to be African? Lead a discussion asking students to evaluate these [critiques](#). Do they matter? How so? Do such questions impact the meaning of such proverbs?
6. Present students with other popular proverbs and time to do their own research (“[many hands make light work](#)”; “[until the lion tells his side of the story](#), the tale of the hunt will always glorify the hunter”; “[the person who has not traveled widely thinks his or her mother is the best cook](#).”). Assign them to present a proverb, its meaning and usage, and information they find about its origin. Return to these proverbs, adding relevant new ones to the list, throughout the school year.

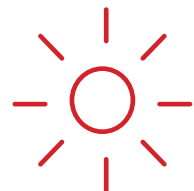


TIME TO TALK

TEXT GRAFFITI

This strategy exposes students to a topic in advance of viewing or reading. Students read and comment on selected quotes and on other students' comments. Text graffiti prepares students for viewing a documentary by familiarizing them with the issues, activating their prior knowledge and allowing them to make predictions.

1. Using the "Home Economics: Text Graffiti" handout, write quotes from the film onto strips of paper. Prepare as many strips as you have students (or pairs of students). Tape each strip to a larger piece of paper, and those larger pieces to student desks.
2. Have students read the strip at their desk and then write their comments and reactions on the surrounding paper. They do not need to write their names. Provide enough time for students to read and respond to the text. Provide these examples of how to "graffiti" a text, if needed:
 - Write what you think the line means.
 - Sketch what you see when you read the words.
 - Write what the words make you wonder about the film.
 - Write a prediction about the film based on this line.
 - Write what this line tells you about the events or people in the film.
 - Write how this reminds you of something you have read or heard.
 - Write how this reminds you of something from your own life.
 - Write a response to another comment on the paper.
3. Have students move to another desk. Consider using music to mark the transitions, pressing play/pause when it's time to switch seats.
4. Repeat Step 2. Remind students they can also respond to each other's comments. Creating this thread helps the transition to group discussion.
5. Ask students to return to their original seats and read what others have written. Later on, while viewing the film, have students reread these early comments and discuss them in the fuller context of "Home Economics."



HOME ECONOMICS: TEXT GRAFFITI

- "You working women who are out there tonight who get to do what you get to do because there are wonderful people who help you at home..."
- "From the moment I walked through the door, I felt like their mop."
- "People don't know what happens inside beautiful homes."
- "If it was an office, then you would not be able to get away with that."
- "How amazing would it be if every time a powerful man won an award, he started by thanking the domestic care workers that are in his home?"
- "Today, 40 percent of women are their family's primary breadwinners."
- "There is almost this agreement between working women that they're supposed to pretend they're running everything and everything is going smoothly when, in fact, we know that to go to work and to raise a family literally takes a village."
- "When my children even as adults think about what home is, they will think of their parents, and they'll think of the stories we read and the shows we watched, but foundationally they'll think of Sylvia."
- "People use the language of family all the time, but family means you care whether your nanny can have the same medical care you get."
- "Family means you take care of each other."
- "It's tough being a person who needs help. Whether it be a vulnerable elderly patient or whether it be a domestic worker."
- "Why should domestic workers carry our country's financial struggles on their backs and be underpaid because the rest of us are under pressure?"
- "We, as country, have yet to figure out how to take care of everyone."

BY THE NUMBERS

EQUAL PAY FOR EQUAL WORK*

The challenges faced by domestic workers are compounded by a number of structural inequalities, including racism and sexism. The domestic workers we met in “Home Economics” are all women. The fundamental right to equal pay for equal work has long been at the center of the fight for women’s rights, as well as labor rights.

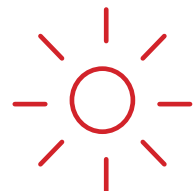
According to the National Women’s Law Center, American women who work full time year round are paid only 80 cents for every dollar paid to men — and for women of color, the wage gap is even larger. Present students with this fact and then dig deeper into the issue of equal pay using these charts and graphs:

1. Provide students with copies (or project it onto a screen) of the infographic [Women’s Earnings and Employment by Industry](#) (2009).
2. If necessary, review some of the terms helpful for interpreting data organized into charts and graphs (horizontal axis, vertical axis, percent, percentage, median, parity).
3. Once students are comfortable with the graph, have them work independently or in pairs to answer these questions:
 - Of the industries shown on the graph, which employs the largest number of women? How can you tell? Which employs the second- and third-largest numbers of women?
 - Which industry shown on the graph employs the fewest women?
 - In which industry do women earn more than 90 percent of what men earn?
 - In which industry do women earn the least compared to what men in that industry earn?
 - Look at the entry for “mining, quarrying, & oil & gas extraction.” Is the number of women working in that industry relatively large or relatively small? What are the median weekly earnings for women in that industry? How do those earnings compare to women’s earnings in other industries? What does it mean that the dot for this industry is about halfway across the horizontal axis?*



4. Direct students to the U.S. Bureau of Labor Statistics [report](#), highlighting women's earnings in 2015. You can have students go online to see the report or you can print the charts referenced in Steps 5 and 6.
5. Walk students through reading, interpreting and analyzing Chart 1, which shows women's earnings compared to men's over time between 1979 and 2015. What data is represented? How is it organized? What does it show? What questions does it raise?
6. Have students work in pairs to study Charts 2 through 5, which highlight data about women's earnings compared to men's by age group, race and ethnicity, educational attainment and occupation.
7. End with students answering the four questions from Step 5 about each of the charts.

*Parts of this activity are based on a fuller version of this lesson that can be found at Teaching Tolerance, Gender and Jobs—[Women in the Workforce](#).

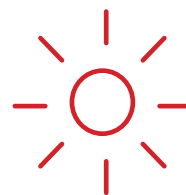


HISTORY IN THE MAKING

TIMELINE OF DOMESTIC WORKERS IN AMERICA

In order to gain the most meaning from watching the AMERICA DIVIDED story “Home Economics,” it’s important to have some historical context for understanding the plight of domestic workers in the U.S. today. This activity uses an interactive timeline to explore the little-known history of domestic workers in America, showing where these workers came from and how far they still have to go.

1. Explain that, like most contemporary issues, events spanning more than two centuries have impacted the lives of domestic workers in the U.S. today. Point out that mainstream or dominant historical narratives tend not to reflect the lived experiences of the majority of people in the world. This is certainly true for the working class, women and immigrants. Domestic workers often represent all three of these identities. Tell students that today they will be learning about the little-known history of domestic workers in America. (Return to the proverb from the “Words of Wisdom” activity—“until the lion tells his side of the story, the tale of the hunt will always glorify the hunter.”)
2. Introduce the interactive timeline [“Invisible Women: The Real History of Domestic Workers in America.”](#) You can project it onto a screen or have students to work on separate computers. Tell students they will use the events on this timeline to start an even deeper dive into this important part of American history.
3. The goal of the activity is to recreate the [“Invisible Women”](#) timeline within your classroom. Talk as a class about how that can happen—on the walls, around the circumference of the room? Or on a bulletin board? Either way, you will want to gather materials in advance (i.e., construction paper, yarn, tape, rulers, markers, index cards, etc.) and allow students to take the lead on the construction of the timeline.



4. For the research portion, divide the class into teams, with each team responsible for researching a section of the [“Invisible Women”](#) timeline and the events or entries within that section. This is one possible way to form seven teams:

- 1800s (3 entries)
- 1900–1930 (3 entries)
- 1930–1960 (6 entries)
- 1960–1980 (4 entries)
- 1980–2000 (4 entries)
- 2000–2010 (3 entries)
- 2011–present (5 entries)

5. Allow time, in and out of class, for students to research their time period and the relevant events.

6. Allow time in class for teams to work with the materials and prepare their entries to be placed on the timeline. In their work, students should include events from the Mother Jones timeline but go a step further by asking and answering secondary questions.

- For example, the timeline’s first entry is: “1863: House slaves become domestic workers. The members of the original domestic workforce were the enslaved, indentured, and semi-free female laborers of colonial times, the first ones arriving on the shores of Virginia in 1691. Abraham Lincoln’s Emancipation Proclamation freed the slaves, but forced servitude and human trafficking are still major issues in the global domestic worker industry.”
- To dig deeper, students might explore the Emancipation Proclamation, colonial Virginia or the issue of human trafficking. In this way, they see how complicated and interconnected history is.

7. Once everyone has completed their research and constructed their timeline entries, spend a class period assembling it all. Have students present their portion of the timeline and then add it to the display. Leave the timeline up at least until you have finished viewing the documentary. After viewing, revisit the chronology and ask if there are any additions they would like to make.



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 9:10

1. To whom does Amy Poehler devote the toast she gives at the start of the film? What does she say? How does this help set up the film?
2. Poehler says America has changed since she was a little girl. What her parents taught her about hard work is no longer true for most people. Why does she believe this?
3. Who are domestic workers in the U.S.? What work do they do? Who hires them?
4. What is CHIRLA? What is their mission?
5. Why is it difficult for CHIRLA to recruit workers in Los Angeles to join them?
6. One of the CHIRLA organizers describes abuse she experienced as a housekeeper. What happened to her? Could this have happened to her if she were working in an office? What is the difference?

Pause at 13:54

7. The California Domestic Workers Bill of Rights addresses some worker protections, but not all. Explain.
8. How does the director of the National Domestic Workers Alliance describe what they're working for?

9. Why is the Domestic Workers Bill of Rights in jeopardy in California?
10. What do you learn about the history behind how domestic workers came to be some of the most vulnerable and exploited workers in the country?
11. Are all of the families who hire domestic workers wealthy? Explain.

Pause at 21:20

12. According to Poehler, why do millions of families hire domestic workers?
13. Poehler says, "To go to work and to raise a family literally takes a village." Do you think that's true? Do you know women who work and raise their families on their own, without outside help?
14. Zoe Klein says it's hard to combine the idea of "it takes a village" with questions about public policy. What does she mean? Do you agree?
15. Describe the relationship Sylvia has with her own children. How do they feel about sharing their mom? What have they sacrificed?
16. Describe the relationship Sylvia has with Rabbi Klein's children. How does the youngest girl talk about her feelings for Sylvia?



Pause at 25:32

17. Who is Jody Sherman and why does she oppose the Domestic Workers Bill of Rights? What's her reasoning?
18. As an employer, is Sherman's responsibility to her employees, clients or both? What do you think? What does she think?
19. Sherman argues that caretakers are happy to work the 12 hours without overtime pay. Why does she think that?
20. If Sherman's clients can't afford her services, what are some places they might turn to?
21. What does Poehler mean when she asks, "Why should domestic workers carry our country's financial struggles on their backs?" How do you respond to this question?

Play to end

22. Why are the folks from CHIRLA going to Sacramento? What's there? What's happening?
23. Who testifies in front of the committee and what seems to be the consensus of their testimony? What is the outcome?
24. The passage of the bill is a victory but the work continues. What other kinds of organizing do the women from CHIRLA do?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

- The episode opens with Amy Poehler publicly thanking, by name, the women who help take care of her children. Domestic workers are nannies, housekeepers and caregivers—an army of mostly women—who leave their own families every morning to work in other people’s homes. Imagine you are a working parent who benefits from the help of a housekeeper, or a child who is cared for by a nanny, or an elderly person who is looked after by an in-home caregiver. Write a thank-you letter to that person, letting them know how important they are in your life.
- Sylvia Vasquez is a nanny to three children and a mother to four of her own. For many years while she was working in the U.S., her own children had to remain in Honduras. Sylvia carries guilt about those years and her children sometimes get jealous of the “other children.” Put yourself in Sylvia’s shoes, writing a letter to her son back in Honduras. Talk about the separation and the sacrifice. What would you say?

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- On principle, most people would probably defend fair labor laws for domestic workers. But, as we learn in this episode, in practice, it’s not so simple. The rights of domestic workers are weighed against the needs of the elderly, the sick and the working parents who literally rely on domestic labor to get by in their own lives. Outline the main arguments made by service providers like Jody Sherman and advocates like CHIRLA. Whose arguments do you find most persuasive? With whom do you agree? Use reasons and evidence to support your opinion.



- Amy Poehler asks, “Why don’t we make it so that the woman working and the woman she hires can both have a living wage?” Zoe Klein responds that when it comes to public policy matters like labor, “the home is a hazy area.” What are the assumptions or implications about the ways we value work done inside and outside the home? Respond to Poehler’s question by making the case for how and why domestic workers should be able to earn a living wage. Use reason and evidence to support your opinion. Include and respond to opposing views and claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- The issue of domestic work is impacted by societal attitudes and beliefs about gender, class, race and immigration. Write an essay explaining how these cultural dynamics are at play in the film and in discussions about the work done by nannies, housekeepers and caregivers. Include relevant facts, details and information from the film to strengthen your explanation.
- Amy Poehler says that to go to work “literally takes a village.” Write an essay explaining what she means and how this came to be true for many working parents in the U.S., particularly women. Why do women leave their homes to go earn a living in someone else’s home so that person can leave her home to go make a living? Include relevant facts, details and information from the film to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

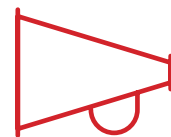
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

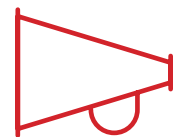


SOCIAL ACTION TASKS

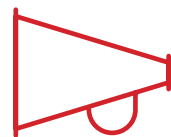
Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that helps domestic workers and supports fair labor practices. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Interpersonal:** Conduct a series of interviews with a diversity of stakeholders on the topic of domestic workers. Some people you might interview include a nanny, a housekeeper, an in-home caregiver, or anyone who hires a domestic worker to work in their home or with their children. You can also speak with advocates and community organizers who are active on the issue, or private business owners who hire and manage domestic workers. Ask questions to learn about their experiences with and opinions about a particular aspect of domestic work.
- 2. Verbal/linguistic:** Write and perform a play in three acts, dramatizing the lived experiences of domestic workers in the United States. Each act of your play should feature a different worker, tell their backstory and show the importance of the work they do each day. Include a problem or tension, and show how they struggle to resolve that problem.
- 3. Logical/mathematical:** A central question in “Home Economics” has to do with the way in which we value work done in the home or private sphere differently than work done in the public sphere (offices, factories, retail spaces, schools). Identify someone you know who does a significant amount of work in their own home or in other people’s homes. This person may be a stay-at-home mom or dad, someone caring for a sick relative, or a parent who also holds down another job outside of the home. Track the number of hours they spend working in the home during one week (seven days). Keep a log of what they do and when they do it. Calculate how they would be compensated for their labor if paid the minimum wage for your state. Compare those earnings with how they actually are compensated, if at all. Report your findings to the class. (Be sure you have their permission and that you keep their identity private when sharing their earnings.)



4. **Musical/rhythmic:** Protest songs are an important part of how the American labor movement has fought for fair wages and just working conditions. Folk singers like Woody Guthrie and Pete Seeger included these themes in many of their songs. There is a scene in “Home Economics” when CHIRLA activists on their way to Sacramento to support the Domestic Workers Bill of Rights are practicing one of their songs, “We work all night, we work all day, we deserve overtime pay!” Write an original protest song inspired the women of CHIRLA. Your song should include that line and be at least three verses long. Perform the song for your classmates and lead a follow-up discussion about the lyrics.
5. **Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts a day in the life of a domestic worker. Imagine someone like Sylvia Vasquez who, in addition to her work in someone else’s home, is also responsible for children and a home of her own. Include details about the time and setting to illustrate how hard they work and how busy their day is.



RELATED RESOURCES

Hand in Hand: The Domestic Employers Network

Hand in Hand is a national network of employers of nannies, housecleaners and home attendants working for dignified and respectful working conditions that benefit the employer and worker alike. Hand in Hand supports employers to improve their employment practices, and to collaborate with workers to change cultural norms and public policies that bring dignity and respect to domestic workers and all of communities.

<http://domesticemployers.org/>

Home Economics: The Invisible and Unregulated World of Domestic Work

This 2012 report presents the results of the first national survey of domestic workers in the U.S. and documents the widespread mistreatment of domestic workers—nannies, housecleaners and caregivers—in the United States.

<http://community-wealth.org/sites/clone.community-wealth.org/files/downloads/report-burnham-theodore.pdf>

“Invisible Women: The Real History of Domestic Workers in America”

This interactive timeline explores a few of the milestones in the little-known history of domestic workers in America, showing where these workers came from and how far they still have to go.

<http://www.motherjones.com/politics/2013/02/timeline-domestic-workers-invisible-history-america/>

National Domestic Workers Alliance

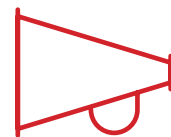
The National Domestic Workers Alliance (NDWA) is the nation’s leading voice for dignity and fairness for the millions of domestic workers in the United States, most of whom are women. Founded in 2007, NDWA works for the respect, recognition and inclusion in labor protections for domestic workers.

<https://www.domesticworkers.org/home>

National Women’s Law Center: Equal Pay and the Wage Gap

The NWLC has worked for more than 40 years to protect and promote equality and opportunity for women and families. They support policies and laws that help women and girls achieve their potential at school, at work, at home and in retirement.

<https://nwlc.org/issue/equal-pay-and-the-wage-gap/>





THE EPIDEMIC

INTRODUCTION

In the 21st century, we have seen the withering of middle-class life in America. Manufacturing, which once held the promise of a middle-class life for those with a high school education, has shed 5 million jobs since 2000. Now, as Americans grapple with growing inequality, something startling is happening to working class white America: an epidemic of suicide and drug- and alcohol-related deaths across the Heartland. Since 1999, this epidemic has resulted in nearly half a million early deaths—a figure comparable to all the lives lost to AIDS in the United States. In “The Epidemic,” Peter Sarsgaard—whose own family has battled drug addiction—travels to Dayton, Ohio, to investigate how the city, once the very definition of industrial innovation and middle-class America, has become a symbol of our age of inequality.

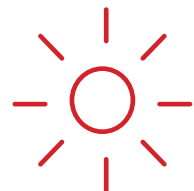


LANGUAGE LAB

VOCAB SOUP

This strategy challenges students to use and apply vocabulary words in context, while having fun creating their own stories.

1. Teach students the terms and words in the glossary.
2. Provide students with a word bank that includes the glossary terms from this lesson and three to five wild card words. The wild card list can be a combination of silly or playful everyday words (e.g., pizza, Facebook) and more academic language or words from previous vocabulary lessons (e.g., tenuous, indignation, idealism).
3. Instruct students to write a story (or song, article, poem, rap) using all of the words from the glossary and the wild card list. Be clear that they must show they know what the word means by correctly using it in a sentence and not just putting it in a sentence.
 - Example: *Becca turned her life around after she went to detox and got a hold of her alcohol addiction.*
 - Non-example: *She is in detox.*
4. Allow students time and space to complete their writing. Have them circle or highlight the vocabulary words in their writing.
5. Once they students are finished, have them read their stories aloud and provide each other with feedback.
6. Display student work on a “vocab soup” bulletin board near the word wall.



GLOSSARY

ADDICTION (N.): a medical condition characterized by compulsive engagement in rewarding stimuli, despite adverse consequences.

DETOX (N.): a process or period of time in which one abstains from or rids the body of toxic or unhealthy substances; (v.) to abstain from toxic or unhealthy substances.

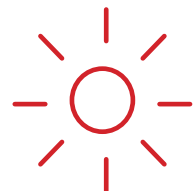
EPIDEMIC (N.): having a disproportionately widespread affect within a population, community, or region at the same time.

HEROIN (N.): an illegal and highly addictive opioid drug made from morphine, a natural substance taken from the seed pod of the Asian opium poppy plant. Heroin can be a white or brown powder, or a black sticky substance. People inject, snort, or smoke heroin, or even mix heroin with crack cocaine. Heroin rapidly enters the brain, where it changes back into morphine, and then binds to opioid receptors on brain cells, especially those involved in feelings of pain and pleasure (National Institute on Drug Abuse).

NARCAN (N.): an opioid antagonist used for the complete or partial reversal of opioid overdose.

OPIOID (N.): a class of drugs that include heroin as well as powerful pain relievers available legally by prescription, such as oxycodone (OxyContin), hydrocodone (Vicodin), codeine, morphine, fentanyl and many others. Opioid pain relievers are generally safe when taken for a short time and as prescribed by a doctor, but they are frequently misused—taken in a different way or in a greater quantity than prescribed, or taken without a doctor’s prescription—because they can produce euphoria in addition to pain relief. Regular use, even as prescribed by a doctor, can produce dependence, and when misused or abused, opioid pain relievers can lead to fatal overdose.

RECOVERY (N.): a process of change through which individuals improve their health and wellness, live a self-directed life, and strive to reach their full potential (Substance Abuse and Mental Health Services Administration, 2011).



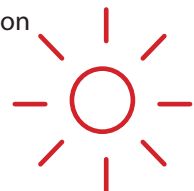
TIME TO TALK

FISHBOWL

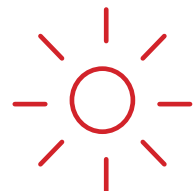
The video and discussion questions used in this lesson deal with a sensitive topic that students and their families may be dealing with. Be sure to preview the content before using with students and prepare to sensitively respond to students' needs if they are triggered by the topic.

This strategy builds comprehension while developing speaking and listening skills. Students in the fishbowl have a discussion and practice responding to multiple points of view, while other students listen and take notes.

1. Watch the short video [Surviving Heroin](#) with students. Tell students to hold their questions after watching until they get into formation for the discussion.
2. Divide the class in half. Have one half of the students create and sit in an inner circle of chairs. This is the fishbowl. Only the students inside the fishbowl are allowed to ask and answer questions.
3. Have the other half of students create and sit in an outer circle of chairs. The outer circle's role is to remain quiet, observe and take notes on the content and process of the fishbowl discussion.
4. As facilitator, the teacher poses questions, prompts deeper discussion and makes sure students remain focused. Some suggested questions include:
 - Heather says she was 100 percent powerless when it came to heroin. What part do free will and choice play in drug use and drug addiction?
 - Heather says her relationship to heroin went from wanting it to needing it. How would you describe the difference between wanting and needing something? How do you know the difference?
 - Heather stole from people she knew in order to feed her addiction. Do you think addiction should ever be considered a mitigating factor in the same way mental illness or self-defense can be?
 - Heather says she lost sight of being a mother. What other things can addiction make someone lose sight of? Why do you think this happens?
 - Heather and her daughter were able to live in a facility for recovering mothers and their children. Do you think programs like that are a good idea? What addiction and recovery supports exist in your community?



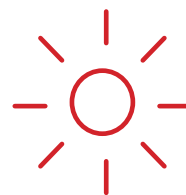
5. Rotate students through the course of the discussion so everyone has spent time both in and out of the fishbowl. Set up a procedure ahead of time so students know to expect this: for example, tapping on the shoulder.
6. Close by having students summarize the discussion. Ask what they learned and how they better understand the issue of addiction after discussing it with their peers.



BY THE NUMBERS

HOW BAD IS THE DRUG OVERDOSE EPIDEMIC?

1. View these [online line graphs](#) comparing the number of deaths by drug overdoses in the U.S. since 2009 to those caused by car accidents, HIV and guns.
2. Ask students to consider how the surge in drug overdoses compares with other causes of death in the U.S. and to make predictions about how those trends have changed since 1990.
3. Have students “draw the missing years” in the *New York Times* interactive quiz, [“You Draw It: Just How Bad Is the Drug Overdose Epidemic?”](#) If students don’t have individual computers, you can project the website or ask four student volunteers to draw the graphs on an interactive whiteboard.
4. Discuss how well students did. Were they surprised by the answers? What does it mean? Are most Americans aware of these numbers?
5. Show students the final line graph, displaying the number of deaths by heroin, car accidents, HIV and guns. End by having students write a paragraph synthesizing the data and drawing a conclusion.



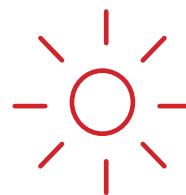
HISTORY IN THE MAKING

HEROIN AND THE WAR ON DRUGS

1. Have students watch the 14-minute [Retro Report film](#), which details how drug policy has evolved from the early 1970s to today.
2. Before watching the film, have students complete the first two columns of a [K-W-L chart](#) on the topic of the “War on Drugs.”
3. Provide students with the following questions and tell them to take notes while watching the film.
 - What role should the government, including law enforcement, play in trying to solve problems of drug abuse and addiction?
 - Should the government emphasize treatment and rehabilitation, or punishment and deterrence when it comes to addressing drug addiction and abuse?
 - Should illegal drugs like heroin and misused prescription opioids be primarily treated as a health crisis or a criminal problem?
 - What role does race seem to play in evolving attitudes about drug abuse and prevention?
4. After showing the film, revisit the K-W-L chart and have students complete the third column.
5. End by having a discussion around the four questions listed in Step 3.

Keep these questions on hand to revisit and discuss during and after viewing the AMERICA DIVIDED story “The Epidemic.”

*This activity is adapted from the NYT current events lesson plan: “Investigating the Heroin and Prescription Opioid Epidemic”



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 8:19

1. What is the opening scene, and how does it set the stage for the topic and tone of the documentary? How does it help to engage the viewer?
2. What is the narrator's Peter Sarsgaard's personal connection to the topic of the documentary? How does sharing that help to engage the viewer?
3. How does Sarsgaard describe this opioid epidemic in demographic and cultural terms? Why are these distinctions significant?
4. Why does the film focus on Dayton, Ohio?
5. What are some of the stories you hear from the Families of Addicts meeting? Which one sticks out to you the most? Why?
6. What are some of the social indicators that opioid addiction is impacting the city of Dayton?

Pause at 14:29

7. Approximately how many inmates are in the Montgomery County jail over the course of one year? How many of those are heroin addicts? What sorts of crimes are they picked up for?
8. Why does the sheriff refer to the jail as a default detox? What do you imagine is problematic about that?
9. What's a common theme to the stories of addiction shared by the women inmates?
10. After listening to inmate Jason Liles and addiction expert Keith Vucasinovich, explain the connection between prescription pain medication and the heroin epidemic. How do doctors and the pharmaceutical companies fit into the equation?

Pause at 20:14

11. What important action did prosecutor Joe Hale take to halt the heroin epidemic?
12. Explain the outcomes of the lawsuit against Perdue Pharma and if, in your opinion, justice was served. Why or why not?



13. What role does Hale think Purdue Pharma plays in the heroin epidemic? What evidence does he give? What does he cite as their motivation and what does he believe should be the consequences?
14. Willie Hooper has been a Dayton police officer for 26 years. What changes does he report seeing in his city since the heroin problem became an epidemic?
15. How has the work of law enforcement in Dayton changed in response to the heroin crisis?
16. How were you affected by the scene showing a young woman overdosing in the alley? Why do you think the filmmakers included this scene? Do you agree with their decision to do so?

Pause at 27:57

17. What do Princeton economists Anne Case and Angus Deaton theorize is the reason white Americans and cities like Dayton have been hit so hard by the opioid epidemic?
18. What are “deaths of despair”?
19. What does Sarsgaard mean when he refers to Dayton as the “Silicon Valley” of its day?
20. When and why did Dayton stop being a thriving middle class community and begin to decline?
21. What major manufacturer once employed thousands of people at its plant in Dayton?
22. How did the closing of the plant cause a domino effect of decline throughout the city? Give examples of these secondary effects.
23. In your opinion, did the economic decline of Dayton cause or compound the heroin epidemic there? Or both?

Play to end

24. How does Emily Surico work to solve the drug crisis in her community?
25. How does Ellen Mayes work to solve the drug crisis in her community?
26. What does Mayes see as the true solution to the problem? Explain.
27. What does Surico mean when she says an “integrated approach” is needed? Why is such an approach important?
28. What is the closing scene and how were you affected by it? Why do you think the filmmakers included this scene?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

- Write about an experience you or someone close to you has had with substance abuse and addiction. What were the biggest challenges you/they faced with addiction? How did you/they cope with or resolve those challenges? How does this experience affect your view of the heroin epidemic in the United States? Include detail and description of the events that occurred, the people involved, and the setting.
- The opioid epidemic killed more than 33,000 Americans in 2015. Tens of thousands more are only one overdose away from death and struggle daily with their addictions. Read stories of addiction from communities in Massachusetts, Iowa, California, Washington, Arizona, Utah, and Wisconsin. Create a narrative based on one of the people you read about. What are the challenges they faced with addiction? How did they cope with or resolve those challenges? What was the outcome? Include detail and description of the events, characters and setting.

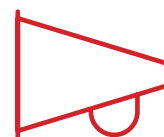
<https://www.nytimes.com/2017/01/06/us/opioid-crisis-epidemic.html>

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- While the causes of opioid addiction are becoming more and more clear, the solutions are still hard to reach for most communities. What role should the government, including law enforcement, play in trying to solve problems of drug abuse and addiction? Should illegal drugs like heroin and misused prescription opioids be primarily treated as a health crisis, with treatment and rehabilitation, or as a criminal problem through punishment and deterrence? Use reason and evidence to support your opinion. Include and respond to opposing views and claims.



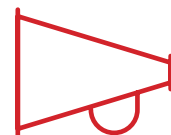
- The story illustrates how the pharmaceutical industry profits heavily from the sale of prescription pain medications such as OxyContin and the direct link between the introduction of prescription opioids and the heroin epidemic. Are pharmaceutical companies responsible for the opioid crisis? If so, what level of responsibility should they take? Should they be held accountable for aiding addiction? If so, how? And why? Use reason and evidence to support your opinion. Include and respond to opposing views and claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- The story highlights the negative impact addiction has on individuals, families and communities. Discuss the actions being taken by the Dayton community in order to address the opioid epidemic. Who is involved? What are their approaches? Are they seeing success? Include relevant facts and details from the film to strengthen your explanation.
- The current opioid epidemic has disproportionately impacted white, lower- and middle-income communities, and has been compared to the crack epidemic, which decimated many urban Black communities in the 1980s. Write an essay exploring this comparison. In what ways are the crack and opioid epidemics similar? In what ways are they different? What role does race seem to play in attitudes and policies related to drugs and drug users? Include relevant facts and details from the film to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

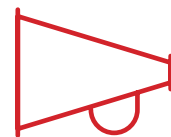
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both
- anticipates the audience's knowledge level, concerns, values and possible biases

- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and respond to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

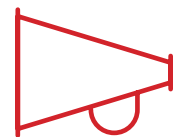


SOCIAL ACTION TASKS

Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

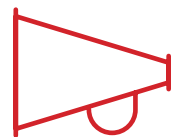
Consider selling the product as a way to raise funds for a local nonprofit that supports addicts and families of addicts. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Verbal/linguistic:** Write an editorial about the issue of drugs and addiction in your community. For inspiration, watch this op-ed video by Jay Z in which he makes the argument that [“the War on Drugs is an epic fail.”](#) For suggestions on how to write an editorial, see this [lesson](#) on editorial writing.
- 2. Logical/mathematical:** Research the social and economic impact of the current opioid epidemic in the United States. Seek a fair and balanced number of sources. Collect, organize and analyze data on a variety of related issue (i.e., use and addiction, rehabilitation and recovery, policy and enforcement, prevention and education, demographics and disparity). Include data that compares national and local facts and figures. Create graphs and charts to display your findings, including captions written to summarize their significance.
- 3. Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts the experiences of a person struggling with an opioid addiction. Use your craft to show the causes and effects of addiction by illustrating a trajectory of significant events in that person’s life. Include details about how their addiction has affected their family and the people around them.
- 4. Bodily/kinesthetic:** The opioid epidemic took the lives of more than 33,000 Americans in 2015. Work with a group of your peers to plan and carry out a mock memorial service for someone who has died of a heroin overdose. Draw inspiration from [true stories](#) like that of Chris Pressley, whose death by overdose was highlighted in the final scene of “The Epidemic.” Prepare remarks to honor and memorialize the deceased and to pay



respects to the family.

5. **Interpersonal:** Conduct a series of interviews with a diversity of stakeholders on the topic of addiction and recovery. Some people you might interview include former or recovering addicts, the family members of an addict, law enforcement officials, social workers, drug counselors, reporters, community service providers, doctors and pharmaceutical representatives. Ask questions to learn about their experiences with and opinions about a particular aspect of the opioid epidemic.



RELATED RESOURCES

American Addiction Centers

American Addiction Centers' mission is to provide quality, compassionate and innovative care to adults struggling with addiction and co-occurring mental health disorders. The Centers' purpose and passion is to empower individuals, families and communities by helping them achieve recovery and optimal wellness of the mind, body and spirit.

<http://americanaddictioncenters.org/>

Community Anti-Drug Coalitions of America

On July 22, 2016, President Barack Obama signed into law the Comprehensive Addiction and Recovery Act (Public Law 114-198). This is the first major federal addiction legislation in 40 years and the most comprehensive effort undertaken to address the opioid epidemic, encompassing all six pillars necessary for such a coordinated response—prevention, treatment, recovery, law enforcement, criminal justice reform and overdose reversal. While it authorizes over \$181 million each year in new funding to fight the opioid epidemic, monies must be appropriated every year through the regular appropriations process in order for it to be distributed in accordance with the law.

<http://www.cadca.org/comprehensive-addiction-and-recovery-act-cara>

East End Community Services

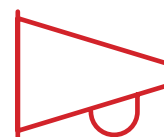
East End Community Services is a nonprofit organization started in 1998 to meet the needs of neighbors living in east Dayton, Ohio. The programs provided are part of a holistic neighborhood transformation meant to help each child succeed to the best of his or her abilities in order to become successful adults who can give back to the community. In order for children to be successful, they need excellent schools, access to quality health services, stable, employed families and a thriving community with safe, high-quality housing.

<http://www.east-end.org/>

Families of Addicts

Families of Addicts is a grassroots recovery support initiative founded in Dayton, Ohio, working to reduce the stigma of addiction, ensure availability of adequate treatment/recovery support services, and influence public opinion and policy regarding the value of recovery.

<http://www.foafamilies.org/>



Substance Abuse and Mental Health Services Administration

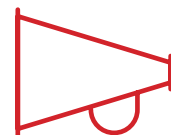
Substance Abuse and Mental Health Services Administration has established a working definition of recovery as a process of change through which individuals improve their health and wellness, live self-directed lives and strive to reach their full potential. Recovery is built on access to evidence-based clinical treatment and recovery support services for all populations.

<https://www.samhsa.gov/recovery>

WestCare Foundation

WestCare Foundation provides a wide spectrum of health and human services in both residential and outpatient environments, including substance abuse and addiction treatment, homeless and runaway shelters, domestic violence treatment and prevention, and mental health programs. These services are available to adults, children, adolescents, and families; we specialize in helping people traditionally considered difficult to treat, such as those who are indigent, have multiple disorders or are involved with the criminal justice system.

<https://www.westcare.com/>





A HOUSE DIVIDED

INTRODUCTION

Norman Lear explores the housing divide in New York City, where he is confronted by one of the nation's starkest images of inequality: a record number of homeless people living in the shadows of luxury skyscrapers filled with apartments purposely being kept empty. The creator of "All in the Family," "Good Times" and "The Jeffersons" speaks with tenants, realtors, homeless people, housing activists, landlords and city officials as he investigates the Big Apple's affordability crisis, hedge fund speculation on residential housing, and a legacy of racist discrimination that still persists today.

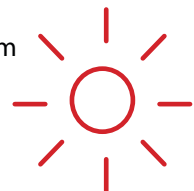


LANGUAGE LAB

VOCABULARY TABOO

This activity is based on Hasbro's popular word guessing game, Taboo. You will need the glossary, index cards, colored pencils and a timer. You can create the cards in advance or have students make them as part of the lesson. Check out this helpful [template](#) and [video](#) of students playing.

1. Introduce the glossary of vocabulary words for this episode of AMERICA DIVIDED. Allow time for students to study the definitions.
2. Give each student an index card and one assigned word from the glossary. Give each student a different word or, if you have more students than words, assign the same word to two or three students.
3. Instruct students to print their assigned word (the target word) at the top of the card.
4. Under their target word, have students write five words that could be used to describe the target word. These are "taboo" words, the ones that cannot be spoken during the game. The target word and taboo words should be written in different colors.
5. Once all of the cards have been created, organize the class into at least two teams.
6. Review the goal of the game: Students will try to get their teammates to guess the target word by giving them clues and describing the meaning of that word. The clues, however, cannot include the target word, parts of the target word or any of the "taboo" words listed on the card.
7. A representative from one of the teams (the teller) stands up or goes to the front of the room, with their team (the guessers) sitting near enough to see and hear them. Someone from another team looks over the teller's shoulder to check they aren't using taboo words in their clues.
8. Give a card to the teller and start the timer. Decide how much time to give depending on your students' age or level.
9. The teller starts talking to their teammates, trying to get them to guess the target word, while not saying the taboo words. If someone on the teller's team correctly guesses the word, they get a point. If they do not guess correctly in the allotted time, they do not get a point. If the teller says one of the taboo words, they lose a point. Only students on the teller's team can guess the word. (If someone from another team guesses when it's not their turn, they do not get the point.)
10. If the teller's team correctly guesses the word, they get the next card and can go again. If this is a problem because there aren't enough words, or the same team keeps going, then move on with teams taking alternate turns.



GLOSSARY

ADVOCATE (N.): someone who works or acts, by speaking or writing, in support or defense of a person or cause.

DEMOGRAPHIC (N.): information about the characteristics (age, race, gender, income, etc.) of a particular group of people.

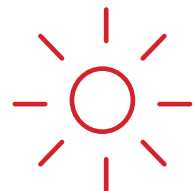
GENTRIFICATION (N.): a general term for the arrival of wealthier people in an existing urban district, a related increase in rents and property values, and changes in the district's character and culture. The effects of gentrification are complex and its impact varies, but the term is often used negatively to refer to the displacement of poor communities.

REDLINE (V.): a discriminatory practice by which lenders refuse or limit loans, mortgages, insurance, credit, etc., to borrowers within specific geographic areas, especially inner-city neighborhoods. Redlining became known as such in the 1930s when lenders would draw a red line around neighborhoods on maps, often targeting areas with a high concentration of people of color, and then would refuse to lend in those areas because they considered the so-called "risk" too high.

SPECULATION (N.): the purchase of an asset (a commodity, goods or real estate) with the hope that it will become more valuable at a future date; the practice of engaging in risky financial transactions in an attempt to profit from *short term fluctuations* in the market value of a tradable financial instrument.

SUBSIDIZE (V.): to support an organization or activity financially, typically by paying a part of the cost of producing something to reduce prices for the buyer; for example, farm or housing subsidies.

URBAN DEVELOPMENT (N.): the social, cultural, economic and physical processes that occur in an urban area when land is converted for new purposes by constructing buildings or making use of its resources, as well as the underlying causes of these processes.

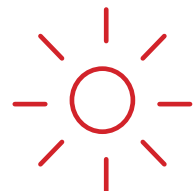


TIME TO TALK

BIG PAPER SILENT CONVERSATION

Students will explore the topic of homelessness by having a [“silent conversation”](#) using only their writing to respond to a prompt and communicate with their classmates. This strategy has students process their thoughts before responding and helps engage all learners, particularly those who tend not to participate verbally.

1. Prepare several “big papers” in advance using poster board or chart paper. Tape or glue a “prompt” (image or text) onto the center of each big paper. Prompts can be quotes, questions, poems, excerpts or photographs, as long as they relate to a common theme or topic. Students will discuss the material you choose by commenting in writing and then on each other’s comments in the space around the prompt.
2. Use these sources to locate and print interesting prompts for your students. Because you will divide the class into groups of three to five students, you should prepare at least as many big papers as you will have groups.
 - [“New York City’s Homeless High Schoolers Face Daunting Health Risks”](#)
 - Poetry Written by [Homeless and Formerly Homeless People](#)
 - [Street Photographs](#) of New York City
3. Hang the big papers around the room.
4. Organize the class into small groups.
5. Give each student a marker. Try to provide a variety of colors, making the dialogue easier to track.
6. Have each group stand at one of the big papers. This will be their “home” poster that they return to at the end of the activity. Review the instructions and remind them that their task is to remain silent.
7. Groups read and comment on the prompt in silence. They can start by commenting directly on the prompt, and then move to asking questions or responding to each other’s comments. They can use lines or arrows to track the flow of conversation.



8. After sufficient time, have groups rotate to other big papers and repeat the process, until they complete the circuit and return to their home poster.
9. Once back at their home poster, students can break their silence and discuss the prompt and new comments made by other groups.
10. End with a whole class discussion about the topic, the prompts and their thoughts on the format of this activity.

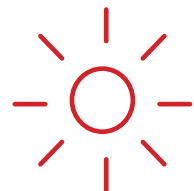


BY THE NUMBERS

A LIVING WAGE?

At the start of “A House Divided,” Norman Lear explains about New York City, “There isn’t a single neighborhood in the five boroughs where someone working full time on the state’s minimum wage can afford the average rent.”

1. Write this fact on the board and discuss with students: Is this fair? Is the minimum wage too low? Is rent too high? How does this happen? What should be done to correct this? What can be done?
2. Task students with finding out if this or a similar reality is true in their local area.
3. Provide students with several online sources where they can learn more about the minimum wage. Have them find out what the current minimum wage is in their community, city or state.
 - [The U.S. Department of Labor](#)
 - [Map: Raising the Minimum Wage](#)
 - [“2017 Minimum Wage Increases”](#)
4. Have students do research to find out the average rent costs in the area or a nearby city:
 - [Apartment List National Rent Report](#)
 - [Here’s What an Average Apartment Costs in 50 U.S. Cities](#)
5. Have students calculate the salary of a person working full time on the state’s minimum wage. Show them how to find the annual, monthly and weekly wages starting from the hourly rate.
6. Tell students to use the figures they came up with in Steps 4 and 5 to find out whether the minimum wage in their local area is an actual living wage. TheMint.org provides this easy-to-use [tool](#) to determine your budget based on a salary.
7. End with students writing and sharing their reflections on what this activity has taught them about work and housing in the United States.



HISTORY IN THE MAKING

The following lessons have been curated and vetted for use in social studies classes prior to watching the AMERICA DIVIDED story “A House Divided.” You can teach just one or all of them. The content is not redundant.

Struggles for Justice: Segregation and Housing in the United States

What led to the segregation of neighborhoods in the United States? This [lesson](#) uses maps, personal histories and other primary sources, legislation, and modes of historical thinking to explore the history of housing discrimination.

A Raisin in the Sun and “Discrimination in Housing Against Nonwhites Persists Quietly”

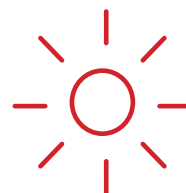
This New York Times Learning Network Text to Text lesson plan matches a famous scene from the play [A Raisin in the Sun](#) with a news story about housing discrimination today.

Role of Housing Policy in Municipal Politics

This [lesson plan](#) focuses on zoning laws and can help students explore institutional racism. Most students haven’t thought much about restrictions on property use, or mortgage and business loan policies. This activity provides a way to look at those restrictions and policies, and examine their political implications, Constitutional foundations and consequences on the daily lives of ordinary citizens.

Redlining in California

UC Berkeley undergraduates completed a [project](#), with videos, on redlining in the Bay Area. This KQED [interactive piece](#) shows how government redlining maps encouraged segregation in California cities.



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 6:40

1. How does the episode begin? Why do you think the creators chose to begin that way?
2. Norman Lear says there are more homeless people in New York City than at any time since the Great Depression. What numbers does he share to dramatize that fact?
3. How can there be so many people in New York City without homes, yet so many homes that are left vacant? What's causing that to happen? How does that affect the overall cost of housing?

Pause at 11:50

4. How are the tenants who have been living in places like Crown Heights for decades being put at risk by the development happening in their city?
5. Letitia James, a New York City public advocate, claims that many landlords are creating hostile environments and breaking the law. What does she mean?
6. Most landlords and developers will argue that they're just following the trends of a free market. What do you think?

7. What kinds of things do the people at the tenant meeting report experiencing in their apartment building? What is their understanding of what is motivating their landlords and why the situation hasn't improved?
8. How do you think the displacement of the tenants at that meeting would affect the fabric of that community? Who would likely replace them?

Pause at 18:40

9. Define gentrification in your own words. What does housing activist Sia Weaver believe is causing gentrification?
10. How is a "private equity landlord" different from a more traditional landlord? What problems do families like Natasha's face when big corporations buy up lots of residential properties?
11. What is Boaz Gilad's role in the New York City housing market? How does he see himself as different than developers who operate illegally?
12. Do you agree with Gilad that, without a financial incentive, developers have no reason to provide affordable housing?



Pause at 25:42

- 13.** What are the concerns of the housing activists Lear meets with?
- 14.** What does Mayor Bill De Blasio's affordable housing law require? Why do many housing activists say the law falls short? What do they want to see the law do?
- 15.** How does De Blasio hope to balance the risks of development with protecting communities?

Pause at 30:56

- 16.** Why does Lear shift his focus to questions about race and housing midway through the episode?
- 17.** According to Nikole Hannah-Jones, how has a history of racial discrimination and redlining contributed to the current housing crisis in communities of color?
- 18.** How is home ownership related to the wealth gap between black and white Americans?

Play to end

- 19.** Who is Fred Freiberg and what does his organization do?
- 20.** Describe the investigation Freiberg sets up with LB and Norman Lear. What is the experiment? What did they discover?
- 21.** Why is racial discrimination in housing so hard to prove and litigate?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts:

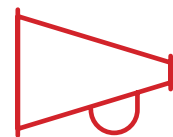
- Write a story about a neighborhood, yours or an imagined one, that is being gentrified. What was the neighborhood like historically? How is the community changing as new people and businesses move in? What are the varying opinions within the community about these changes? Include details and description of the events that occurred, the people involved and the setting.
- In the U.S., where you live matters and can affect the schools you attend, the safety you enjoy or the resources that are available. Write a personal narrative about where you grew up (or where you currently live) and how that place has shaped your identity and your outlook on life. What privileges do you have or what opportunities have you missed out on because of the neighborhood in which you lived?

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts:

- Across the U.S., about 50 percent of the homeless population are families with children. In New York City alone, 23,000 children are homeless. What, in your opinion, are the main causes of homelessness in the U.S.? And what should be done to address the problem? Use reasons and evidence to support your view. Include and respond to other views on the topic.



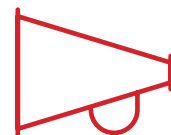
- In the film, we see tenants being bullied by landlords who want them to move out so they can raise the rent and move new, higher-paying, people in. According to housing advocates, this behavior is not only unethical but it's probably illegal as well. But what about private equity landlords who develop new residential properties—do they have an obligation to provide affordable housing? Or, as real estate developer Boaz Gilad argues, is their only responsibility to return a profit to investors? Use reasons and evidence to make your case. Include and respond to other views on the questions.
- Urban development or “revitalization” is controversial because of the gentrification that usually comes with it. In the film, Mayor De Blasio tells Norman Lear, “Gentrification is a double-edged sword. With it comes a lot of investment in communities and in many ways improvements in a lot of the things that are in those communities. But at the same time, way too much displacement and upsetting of the opportunities for folks who have been in the community for a long time.” Go a step further than the mayor and take a stand. Argue that gentrification is either more negative or more positive overall. Use reasons and evidence to support your view. Include and respond to opposing views or claims.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts:

- In the film, Nikole Hannah-Jones says, “I don’t think we realize how much effort went into creating segregation. We had cooperation from individual homeowners all the way up to the federal government to reorder our society in a way that harmed black Americans and helped white Americans.” Write an essay that explores what she means and the relationship between housing, wealth and race in America. Include relevant facts, details and historical information to strengthen your explanation.
- Norman Lear speaks with a housing activist who tells him, “I think everyone can agree on a definition of what gentrification is. What people can’t agree on is whether or not the changes that occur in a gentrifying neighborhood are good or bad, and what is causing them.” Write an essay that defines gentrification, contrasts the case for and against it, and outlines the leading opinions about what causes it. Include relevant facts, details and historical information to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
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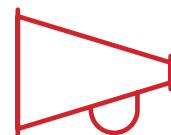
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- introduces precise and knowledgeable claims
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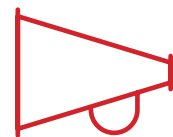


SOCIAL ACTION TASKS

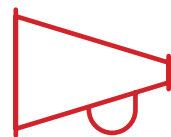
Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that helps homeless or formerly homeless people move into secure housing. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Verbal/linguistic:** Read poetry written by homeless and formerly homeless people. Respond to the most meaningful part of what you read in a genre of your choice—poem, memoir, letter, diary entry or editorial review. “Resources: [Poetry](#) written by homeless and formerly homeless people; [“Reply to an Eviction Notice”](#); [“Homeless”](#)”
- 2. Musical/rhythmic:** Much of the music created by American singer-song writers like Woody Guthrie and Bob Dylan carries social and political messages. [Read](#) the [lyrics](#), and listen to [“Old Man Trump”](#) and [“Dear Landlord.”](#) Do some research to find out the stories behind the lyrics. Then, write an original song inspired by something from the film and talking about housing issues today (affordability, gentrification, segregation, homelessness). Perform the song for your classmates and lead a follow-up discussion about the lyrics.
- 3. Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts a scene or scenes from the AMERICA DIVIDED story, “A House Divided.” Use your craft to capture on the page the same mood and tone the filmmakers were able to create on the screen.
- 4. Logical/mathematical:** This story begins with Norman Lear giving some shocking facts and figures about the housing crisis in New York City—60,000 people are living in the city’s homeless shelter system, and 23,000 of those people are children. The context of those numbers, he explains, is that “there isn’t a single neighborhood in the five boroughs where someone working full time on the state’s minimum wage can afford the average rent.” Research housing costs and homeless rates in your community or city. Collect enough data to make comparisons with the New York numbers. Organize and present both sets of data in charts or graphs, including captions written to summarize their significance.



- 5. Naturalist:** Do some research to identify two neighborhoods or communities near you where housing and real estate costs vary greatly (you can include where you live if you want to). Arrange to visit, and spend some time walking or driving around both places. Take notice (maybe take notes too) of what the natural and physical environments look like. Do they have green spaces? How much room is in between buildings? What about litter or other forms of pollution? How many supermarkets did you notice? What about liquor stores? Following your fieldwork, write a reflection in which you analyze any connections you see between the environment and the average income in the places you visited. (Note: This task requires adult permission and supervision. Don't go alone. Don't go when it's dark. Always be respectful and humble when in a community that's not your own.)



RELATED RESOURCES

Fair Housing Justice Center

"The Fair Housing Justice Center (FHJC), a nonprofit civil rights organization, is dedicated to eliminating housing discrimination; promoting policies that foster open, accessible, and inclusive communities; and strengthening enforcement of fair housing laws. The FHJC serves all five boroughs of New York City and the seven surrounding New York counties of Dutchess, Nassau, Orange, Putnam, Rockland, Suffolk, and Westchester."

<http://www.fairhousingjustice.org/>

Flag Wars

Flag Wars is a poignant 90-minute account of economic competition between two historically oppressed groups, seen through the politics and pain of gentrification. Working-class black residents in Columbus, Ohio, fight to hold on to their homes. Realtors and gay home-buyers see fixer-uppers. The clashes expose prejudice and self-interest on both sides, as well as the common dream to have a home to call your own.

<http://www.pbs.org/pov/flagwars/>

"House Rules"

"Where you live is important. It can dictate quality of schools and hospitals, as well as things like cancer rates, unemployment, or whether the city repairs roads in your neighborhood. On this week's show, stories about destiny by address."

<https://www.thisamericanlife.org/radio-archives/episode/512/house-rules>

Housing Discrimination

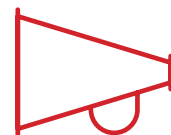
This New York Times Learning Network "Text to Text" lesson plan matches a famous scene from the play *A Raisin in the Sun* with the article "Discrimination in Housing Against Nonwhites Persists Quietly" by Shaila Dewan.

<https://learning.blogs.nytimes.com/2014/03/13/text-to-text-a-raisin-in-the-sun-and-discrimination-in-housing-against-nonwhites-persists-quietly/?ref=lorraine-hansberry>

A Matter of Place

"The Fair Housing Justice Center has partnered with Kavanagh Productions to produce the film 'A Matter of Place,' a documentary film that shines a bright light on housing discrimination, one of the most shrouded and misunderstood civil rights issues in America."

<http://www.fairhousingjustice.org/resources/film/>



National Fair Housing Alliance

"Founded in 1988 and headquartered in Washington DC, the National Fair Housing Alliance (NFHA) is the only national organization dedicated solely to ending discrimination in housing. NFHA works to eliminate housing discrimination and to ensure equal housing opportunity for all people through leadership, education and outreach, membership services, public policy initiatives, advocacy and enforcement.

Today NFHA is a consortium of more than 220 private, non-profit fair housing organizations, state and local civil rights agencies, and individuals from throughout the United States. NFHA recognizes the importance of 'home' as a component to the American Dream and hopes to aid in the creation of diverse, barrier free communities across the nation."

<http://nationalfairhousing.org/>

Role of Housing Policy in Municipal Politics

This lesson plan focuses on zoning laws and can help students explore institutional racism. Most students haven't thought much about restrictions on property use, or mortgage and business loan policies. This activity provides a way to look at those restrictions and policies, and examine their political implications, Constitutional foundations, and consequences on the daily lives of ordinary citizens.

<http://www.pbs.org/pov/flagwars/lesson-plan/>

Segregation

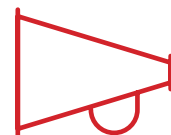
City Lab (from The Atlantic) is an online news source, focused on the issues facing the world's metro areas and neighborhoods with analysis, reporting and visual storytelling. This link will take you to a City Lab landing page with a collection of articles related to urban segregation.

<https://www.citylab.com/topics/segregation/?page=2>

What Is Gentrification?

This article is associated with the POV PBS film, Flag Wars. The author provides a critical definition of gentrification, outlining its key characteristics and describing both the causes and consequences of the many changes related to gentrification.

<http://www.pbs.org/pov/flagwars/what-is-gentrification/>





**SOMETHING
IN THE WATER**

INTRODUCTION

While most people are aware of the basic contours of Flint's water crisis, *AMERICA DIVIDED* goes deeper. Correspondent Rosario Dawson investigates how a government could poison its own citizens, what hidden forces may have been at work, and how specific policies unique to Michigan led not only to the crisis in Flint, but also damaged other poor, largely African-American communities around the state.

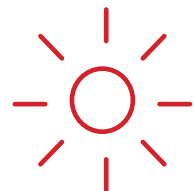


LANGUAGE LAB

VOCABULARY DIAGRAMS

Use this strategy to help students identify a word's meaning and to use the word in a sentence. The graphic allows students to retain, recall and review new words.

1. Provide students with the glossary for this unit. Review each word as a class, first in the context of "Something in the Water" and then in a different context.
2. Give students as many index cards as there are words.
3. Create a sample vocabulary diagram on the board or chart paper:
 - Center of card: Write the vocabulary word. Underline any word parts (prefix, suffix, and root), noting their meaning. Include the part of speech in parentheses under the word.
 - Top right corner of card: Write the word's definition. Tell students that when they do this on their own, they should paraphrase the definition in their own words. Model doing this.
 - Top left corner of card: If relevant, write an antonym or opposite for the word in, and cross it out or put an "X" over it.
 - Bottom right corner of card: Draw a picture to help visualize the concept.
 - Bottom left corner of card: Write a sentence correctly using the word.
4. Lead students through the process of creating their own vocabulary diagrams and writing sentences. If helpful, have students consult online or print dictionaries to ensure they understand the words' meanings.



GLOSSARY

CARCINOGEN (N.): substance capable of causing cancer in living tissue.

ENVIRONMENTAL JUSTICE (N.): the fair treatment and meaningful involvement of all people regardless of race, color, national origin or income, with respect to the development, implementation and enforcement of environmental laws, regulations and policies (the U.S. Environmental Protection Agency).

ENVIRONMENTAL RACISM (N.): the placement of people into environmentally hazardous areas or, conversely, the placement of environmental hazards into areas with high numbers of minority individuals and/or economically destitute populations.

INFRASTRUCTURE (N.): the basic physical and organizational structures and facilities (e.g., buildings, roads and power supplies) needed for the operation of a society or enterprise.

LEAD (N.): a chemical element; a malleable and dense heavy metal. Though it has many useful properties, lead is highly toxic and has been phased out of many applications. Lead is a neurotoxin that accumulates in soft tissues and bones, damaging the nervous system and causing brain and blood disorders.

NEUROTOXIN (N.): a toxic substance that affects the central nervous system and brain.

WATER TREATMENT (N.): any process that makes water more acceptable for a particular use, such as drinking, industrial use, irrigation, river flow maintenance or recreation.

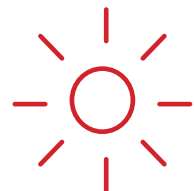


TIME TO TALK

SOCRATIC SEMINAR

Named for the Greek philosopher, this discussion strategy emphasizes critical thinking and questioning. The facilitator, or teacher, poses a series of open-ended questions related to a central topic. Students engage in dialogue, practice active listening and must be prepared to defend their claims and to present counterclaims.

1. Divide the class into groups of three to five students.
2. Give each group a list questions, either from the bank of questions provided in the lesson or ones you created on your own.
3. Have students discuss in their groups and record their ideas.
4. Instruct each group to come up with one question of their own to bring with them into the seminar.
5. Begin the seminar once small-group discussions have ended. Place as many chairs as there are groups in a circle in the center of the room.
6. Instruct each group to send a representative to the center. The representative brings their notes and ideas from the group.
7. Once the representatives are seated, allow students to drive the discussion. A “talking piece,” like a ball or stick, can be used to designate the speaker who has the floor.
8. Students in the circle address the list of questions and pose new ones they generated with their group.
9. Students should listen and respond to one another’s views, asking questions to determine if they agree or disagree.
10. Facilitate the discussion by reminding students when to clarify their statements or when important points have been missed.
11. Students outside the center take notes on the discussion.
12. During the seminar, a group member can tap out their representative and switch places. You may require that each group tap out someone at least once and encourage groups to put in every member.
13. Close by having students summarize the discussion. Ask if they learned anything new or will think about the topic differently now.



SOCRATIC SEMINAR: QUESTION GROUPS | TOPIC: WATER

Use these clusters of suggested questions to probe student thinking and discussion before and during a Socratic seminar.

- How often do you drink water? When and where do you drink water? How does drinking water make you feel? How does not drinking water make you feel? How much water should you be drinking? Why don't you drink more water?
- When you drink water, where does it come from (the tap or bottles)? Where does that water come from? Is the water you drink clean? How do you know if your water is clean? What makes drinking water "clean"?
- What other uses are there for water besides drinking? Where does that water come from? What are some of the effects of not having enough water for those purposes? What can happen if the water used for non-drinking purposes is not clean?
- What does the saying "water is life" mean to you? Do you have a right to clean and safe water? Who "owns" the water? Who is responsible for providing water? Who is responsible for ensuring that the water is clean and safe?

BY THE NUMBERS

DATA DETECTIVES ACTIVITY

1. Assign a number or set of numbers to students or groups of students, using the list of number clues below.
2. Tell students their job is to be data detectives and work backward from the number to find its source and significance.
3. You can provide students with the specific website address where they can track down their number clue, or increase the challenge and provide them with addresses for all of the websites. (See the answer key below for a list of websites.)
4. Tell students that once they locate their number clue in context (its source) they should determine the data's significance. Have them write the data in the form of a sentence. (See the answer key below.)
5. Instruct each student or student group to develop multiple-choice questions that use the data they have discovered. For example:
6. Question: What percent of homes in Flint were found to have elevated lead levels in 2015?
A) 10%
B) 25%
C) 40%
D) 80%
7. Compile all student-generated questions to make a quiz.
8. Give students the quiz, the websites and time online to find the answers.
9. Go over the answers as a class.



NUMBER CLUES

- 1 out of 5
- 80%
- 1 in 9
- 783 million
- 443 million
- 663 million
- 1 in 10
- 1 in 3
- 90
- 32 billion
- 2.6 billion
- 1.8 billion
- 502,000
- one-half
- 35%
- 134
- 19
- 15
- 5,000
- 40%
- 13,200



ANSWER KEY

The Water Project: Facts About Water: Statistics of the Water Crisis

<https://thewaterproject.org/water-scarcity/water-stats>

- Worldwide, 1 out of every 5 deaths of children under 5 is due to a water-related disease.
- In developing countries, as much as 80% of illnesses are linked to poor water and sanitation conditions.
- 1 in 9 people worldwide does not have access to safe and clean drinking water.
- 783 million people do not have access to clean and safe water worldwide.
- 443 million school days are lost each year due to water-related diseases.

Water.org: The Water Crisis

<https://water.org/our-impact/water-crisis/>

- 663 million people live without access to clean water.
- 1 in 10 people lacks access to safe water.
- 1 in 3 people lacks access to a toilet.
- Every 90 seconds, a child dies from a water-related illness.
- Universal access to safe water and sanitation would bring \$32 billion in economic benefits each year from reductions in health care costs.

World Health Organization: Drinking Water Fact Sheet

<http://www.who.int/mediacentre/factsheets/fs391/en/>

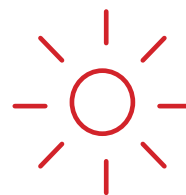
- 2.6 billion people have gained access to an improved drinking-water source since 1990.

- Globally, at least 1.8 billion people use a drinking-water source contaminated with feces.
- Contaminated drinking water is estimated to cause 502,000 diarrheal deaths each year.
- By 2025, half of the world's population will be living in water-stressed areas.
- In low- and middle-income countries, 35% lack water and soap for hand-washing.

CNN: Flint Water Crisis Fast Facts

<http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/>

- In 2001, Michigan ordered the monitoring and cleanup of 134 polluted sites within the Flint River watershed.
- In 2015 the Michigan Department of Environmental Quality found the water in the Flint River to be 19 times more corrosive than water from Detroit, which was from Lake Huron, according to a study by Virginia Tech.
- The EPA limit for lead levels in drinking water is 15 ppb.
- The EPA classifies water containing more than 5,000 ppb of lead hazardous waste.
- In 2015 a team of researchers from Virginia Tech found that 40% of Flint homes had elevated lead levels.
- Testing revealed that lead levels in the Walters' tap water ranged from 104 ppb to as high as 13,200 ppb.



HISTORY IN THE MAKING

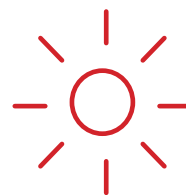
Rosario Dawson says about Flint, “I find it almost incomprehensible that the water crisis would be visited on a place that was already so devastated.”

The 1989 documentary film *Roger & Me* explains that history of devastation. Director Michael Moore tells the story of what happened in his hometown of Flint during the 1980s when General Motors closed several of their auto plants and 35,000 of the town’s 150,000 residents lost their jobs.

In 2013, *Roger & Me* was selected for preservation in the United States National Film registry by the Library of Congress for being “culturally, historically, or aesthetically significant.” And on the film’s 25th anniversary, Esquire magazine wrote, “It remains the definitive documentary study of post-industrial America, a both chilling and heartwarming portrait of what happens when the economic order underlying society is altered, and the terms by which people live are completely transformed.”

To provide fuller historical context, show *Roger & Me* to students before watching the AMERICA DIVIDED story “Something in the Water.” The film is available as a DVD from Netflix or to rent for under \$5.00 from Amazon, YouTube, iTunes and Google Play.

Access the *Roger & Me* [study guide](#) by Film Education. The guide includes background information about the film and about Flint, as well as assignment ideas and materials you can use with your students.



CRITICAL VIEWING QUESTIONS

Directions: Respond to the questions below, either in discussion with peers or in writing, as you view the episode. Read the questions in advance so you know what to listen and watch for. Respond when the episode is paused.

Pause at 7:36

1. When did the Flint water crisis begin? What caused it?
2. Who is the story's narrator, and what do you learn about her upbringing and values?
3. According to the Loren family, what were the warning signs that something was wrong with Flint's water?

Pause at 13:12

4. Explain how lead pipes played a part in the contamination of the water in Flint.
5. Was the contamination of the water avoidable? Explain.
6. According to Dr. Laura Sullivan, what two crimes did the city of Flint commit?
7. Why did Dr. Sullivan tell community members that the water from the Flint River was safe? Was she lying?
8. How did officials respond when presented with data from scientists showing evidence of contaminated water?

Pause at 19:32

9. Gina Luster moved to Flint right before the switch from the Detroit water source to the Flint River. What changes did she notice in her daughter Kennedy soon after that?
10. Without any official warning, Flint residents were left to try and figure out what was going on with the city's water on their own. What did Luster find out?
11. Scientists have evidence of a doubling or tripling in blood lead levels found in Flint since the water switch. How have state and city officials responded to this startling data?
12. Dr. Reynolds is particularly concerned with the effects the water contamination has had on Flint's babies and young children. Why? What are the short- and long-term harmful impacts?

Pause at 25:19

13. What did the residents of Flint and their city council members decide to do in order to solve the water problem in their city? What steps did they take in that direction? Why didn't it happen?



14. What is an “emergency manager”? How is this person different from a traditional councilmember or mayor?
15. What role did the emergency manager in Flint play in the water crisis? What is the primary basis for his decisions?
16. What does Rosario Dawson learn about the history of Flint? How does the Flint of the past differ from current-day Flint? What is responsible for the decline?

Pause at 32:00

17. What was the singular focus of an emergency manager? What kind of governing decisions result from this?
18. Who is responsible for assigning the emergency manager to Flint?
19. Why did Flint initially make the switch from Detroit water to the Flint River? Why did emergency manager Darnell Earley oppose switching back?
20. What legal protections does Earley enjoy as an emergency manager? Do you think this affects his decision-making? Explain.

Play to end

21. Describe the event when President Barack Obama came to speak in Flint. What was his message? How did the community seem to receive his remarks?
22. Flint eventually switched back to the Detroit water source. Did this change remedy the problem of contaminated water in Flint? Explain.
23. In one of the final scenes, Rosario Dawson meets up with councilman Eric Mays to say goodbye. Where do they meet? Why is this place so important to the history of Flint?
24. What relevance do the historic Flint labor strikes have to the current water crisis? Why do you think the film ends with this?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

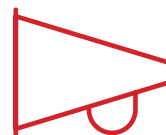
- Everyone in the Loren family was affected by the water crisis in Flint, even the dog. Write a story about what the family went through before, during and after the water crisis. Describe the effect of the toxic water on the children, what their parents did to protect them and how their daily lives were impacted. Include additional details and description of the events that occurred, the people involved and the setting.
- Write a story about how a group of Flint residents come together after the water crisis to speak truth to power and reclaim their city government. How did they achieve that? Who was involved? What obstacles did they face and how did they overcome them? Include additional details and description of the events that occurred, the people involved and the setting

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- After talking to Dr. Laura Sullivan about how Michigan's public officials looked the other way while Flint's water was poisoned, Rosario Dawson says, "This is what evil can look like." In your opinion, who do you think is most culpable for the water crisis and why? Who should be held accountable and how? Use reasons and evidence to support your opinion. Include and respond to opposing views and claims.
- The disaster in Flint is a direct result of decisions made by one state-appointed "emergency manager." In your opinion, is it ever justified to allow a single appointed person to overrule the will of locally elected representatives? Is the practice of "emergency management" consistent with democracy? Use reasons and evidence to support your opinion. Include and respond to opposing views and claims.

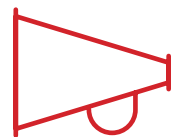


EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- The film reveals a series of actions, decisions and events that ultimately led to the Flint water crisis. Write an essay explaining what caused the contamination of the water in Flint. When did it begin and how? Was it avoidable? How did scientists, doctors, community members, city council members and the emergency manager respond in the wake of the crisis? Include relevant facts and details to strengthen your explanation.
- Dr. Laura Sullivan believes that two crimes were committed against the people of Flint: the destruction of their infrastructure and the poisoning of their water. Exposure to and consumption of toxins such as lead, an extremely potent neurotoxin, causes serious harm and is particularly damaging to young children. Write an essay in which you explain the effects of lead poisoning. How does it impact physical and mental functioning? Include relevant facts and details to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

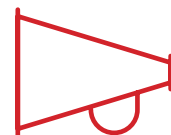
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both

- anticipates the audience's knowledge level, concerns, values and possible biases
- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

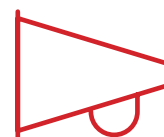


SOCIAL ACTION TASKS

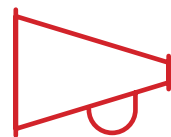
Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that advocates for environmental justice issues like access to clean water. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Naturalist:** Do some research on the common causes and effects of lead poisoning. How is lead detected and measured? What are the lead levels in your local community and school? Work with your teacher or another adult to test the lead levels in the water you consume at home and at school, using this simple [lead check](#) and activity ideas like this [one](#). Following your fieldwork, prepare a report to share with classmates, analyzing your findings and connecting your project to the story, “Something in the Water.”
- 2. Visual/spatial:** Design and create visual content around the issue of environmental justice. Revisit and be inspired by moments in the story “Something in the Water” that are relevant to the goals of social justice, advocacy and community organizing. Develop a slogan or call to action related to the cause and then create a strong visual that effectively communicates your message. Your product could be a protest poster or sign, a political cartoon or a slide show.
- 3. Verbal/linguistic:** Read stories about the significance of water across culture, time and region. Learn about [Native American water mythology](#), as well as [contemporary stories](#) about places where people lack access to clean water. How do these stories place water as central to human existence? Select one of these stories to reenact or read aloud to your classmates. Follow up by leading a discussion that connects to what you have learned about the Flint water crisis.



4. **Bodily/kinesthetic:** Work with a group of your peers to organize and facilitate a town hall meeting on an environmental justice topic relevant to your community. Some possible topics include clean water, land use, access to natural resources, waste disposal, workplace exposure to chemicals or environmental triggers to asthma. Invite school and community members as well as other relevant stakeholders like public health officials and local representatives. Drive the discussion with two to three central questions and conclude with tangible action steps.
5. **Intrapersonal:** Create a bulletin board that educates and informs your school community on the issue of clean water or another environmental justice topic. Search for and assemble content from a variety of sources and perspectives. Include current events from world, national and local news sources, as well as useful data, definitions and images. Work with your teacher to put it all together on a bulletin board or wall space where many people will see it.



RELATED RESOURCES

The Flint Water Crisis Fast Facts

This page on the CNN news website includes a collection of stories from the CNN library related to the water crisis in Flint, Michigan, including basic facts about the city and water contamination as well as a timeline of key events. The timeline is regularly updated. (At the time this curriculum was being written, several Michigan state officials had been charged with involuntary manslaughter in connection with a Legionnaires' outbreak that killed 12 people during the Flint water crisis.)

<http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/>

Global Oneness Project: Do We Have a Right to Clean Water?

The Global Oneness Project offers free multicultural stories and companion lesson plans. This collection of award-winning films, photo essays and articles explore cultural, social and environmental issues with a humanistic lens. Available in both English and Spanish, the high school- and college-level lesson plans contain engaging exercises and can also be adapted for elementary and middle school use.

<https://www.globalonenessproject.org/resources/lesson-plans/do-we-have-right-clean-water>

Global Water Supply Curriculum Project

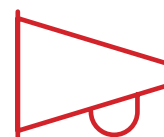
Water.org is an international nonprofit organization that has positively transformed more than 6 million lives around the world through access to safe water and sanitation. Founded by Gary White and Matt Damon, Water.org has been pioneering market-driven financial solutions to the global water crisis for 25 years, giving women hope, children health and communities a future. Aligned with national standards, the lesson plans and mini units include elementary, middle and high school levels. Funding for this global water supply curriculum project was provided by the Open Square Foundation.

<http://static.water.org/docs/curriculums/WaterOrg%20MidCurricFULL.pdf>

Here's to Flint

Based on the work of ACLU of Michigan investigative reporter Curt Guyette, Here's to Flint is an exhaustive probe into how the city was left exposed to lead-tainted drinking water for nearly two years. Featuring in-depth testimonials from Flint residents, activists and experts talking about their struggles to expose the truth despite government denials, the documentary underscores just how vital it is that citizens be able to hold their leaders accountable.

<http://www.aclumich.org/herestoflint>



How Flint's Water Crisis Unfolded

This interactive timeline on the Detroit Free Press website links to articles related to the water crisis spanning from 2010 to the present.

<http://www.freep.com/pages/interactives/flint-water-crisis-timeline/>

"Poison Water in Flint Affects Everyone's Health—Especially Kids"

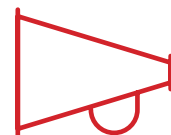
This 11 minute PBS news report addresses the loss of public trust in Flint, Michigan since the water crisis. Provided warm up and discussion questions spark student thinking about the essential question, "What is the government's responsibility when it comes to providing safe drinking water?"

http://www.pbs.org/newshour/extra/daily_videos/poison-water-in-flint-affects-everyones-health-especially-kids/

The Water Crisis—Lesson Plans for All Grades

This free teacher's guide from The Water Project provides lessons for elementary through high school. The guide includes interactive activities, worksheets, research ideas and resource lists. The guide can be used as a whole or as individual lesson plans across a variety of core subjects.

<https://thewaterproject.org/resources/lesson-plans/>





THE SYSTEM

INTRODUCTION

Common returns to his hometown of Chicago—a city on fire in the aftermath of the brutal police killing of teenager Laquan McDonald. With thousands of people in the streets, Chicago has become the epicenter of national debates around police violence, racism and accountability. Working with community activists and whistleblowers, Common discovers a decades-long pattern of police corruption and sophisticated cover-ups that stretch all the way to the mayor's office.

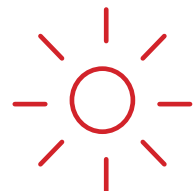
But he also finds reason for hope. An energized movement in the streets mounts unprecedented pressure for reform. It's clear that the system is broken: Is it finally time for a change?



LANGUAGE LAB

VOCABULARY TABLEAU ACTIVITY

1. Use the vocabulary list and glossary included below.
2. Divide students into groups, and assign each group a different word or words, without letting them see which words other groups receive.
3. Have groups create a tableau for each word. A tableau is done when a group of people silently pose, without moving, using their bodies to create a frozen picture or scene that represents an idea.
4. Tableaux should involve everyone in the group. Students can pose at various heights (some standing, others sitting/crouching/kneeling, others lying on the floor). They cannot use sound or movement, and they should use their entire bodies (hands, legs and facial expressions).
5. Have groups perform their vocabulary tableau for the class, holding each scene for at least 30 seconds. Tell students in the audience to figure out which word the group is performing.
6. If possible, photograph each tableau and post it them in the classroom or as a part of your word wall.



GLOSSARY

DEINDUSTRIALIZATION (N.): the process by which a nation or region is less and less dependent on industrial activity for jobs or income; the reduction of industrial activity or capacity.

IMPLICIT BIAS (N.): the attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.

IMPUNITY (N.): to be free from punishment; exempt from negative consequences or harmful effects of an action.

MANDATORY MINIMUM SENTENCING (N.): laws that set binding sentences of a particular length for certain crimes, most commonly drug offenses, and that judges cannot lower even for extenuating circumstances.

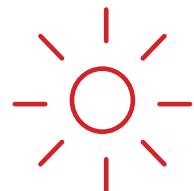
MASS INCARCERATION (N.): the phenomenon of comparatively and historically extreme rates of incarceration in the United States, where a disproportionate number of those imprisoned are from low-income communities of color.

THE NEW JIM CROW (N.): a way of describing and talking about the age of mass incarceration in the United States, as described by Michelle Alexander in her book of the same title; the idea that the criminal justice system works to preserve a system of “racial caste,” rather than prevent crime, effectively relegating African-Americans to second-class status in striking similarity to previous systems of slavery and Jim Crow.

RECIDIVISM (N.): to return to previous behaviors; the tendency to repeat criminal behaviors.

STOP AND FRISK (V.): a temporary interference with a person’s liberty, in which the police “frisk” or pat down a person based on a “reasonable suspicion” of illegal drugs or weapons, ostensibly to prevent a crime; (n.) a controversial police procedure criticized as violating 4th Amendment protections against unconstitutional search and seizure, and executed in discriminatory fashion due to implicit biases of law enforcement, amounting to a form of racial profiling.

THE WAR ON DRUGS (N.): first declared by Richard Nixon and later expanded by Ronald Reagan, the war on drugs was defended as a necessary means to end the import, manufacture, sale and use of illegal drugs through a series of policies and laws that favor punishment over treatment, fund the militarization of police forces and authorize the surveillance of low-income urban neighborhoods, where mostly Blacks and Latinos live. The war on drugs has been linked to a 500 percent increase in the U.S. prison population over four decades.



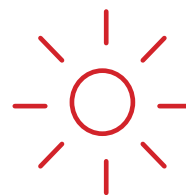
TIME TO TALK

FOUR CORNERS ACTIVITY

1. Set up the room by posting signs in the four corners of the room that say “strongly agree,” “agree,” “strongly disagree” and “disagree.”
2. Read the statements from the list below one at a time. Use your judgment, when appropriate, to skip questions that risk the safety of any student (i.e., students who want to keep private that they have incarcerated family members).
3. Tell students to consider their opinion of the statement and to go stand near the corner of the room that reflects their view.
4. Have representatives from different corners explain their position. Invite students to make their case and try to persuade peers to change corners.
5. Ask if anyone has reevaluated their position after hearing different views. If so, have them move their physical position to reflect their new opinion.
6. Remind students that the AMERICA DIVIDED story will in some way address the statements and opinions from this activity. They should listen for that as they view the episode and consider how their own views might change.

STATEMENTS

- Overall, the criminal justice system in the United States is fair.
- I trust the police in my community.
- There are more Black men in prison today than there were Black men enslaved before the Civil War.
- People are locked up because they are poor.
- People are locked up because they commit crimes.
- The police don’t have a race problem. America has a race problem.
- I could be locked up for years, before I’m found guilty of committing a crime.
- I am familiar with what took place in the shooting death of Laquan McDonald.
- I think groups like Black Lives Matter are having a positive impact on the way we think and talk about race and policing in America.
- I have been racially profiled or harassed because of my identity by the police.



BY THE NUMBERS

DATA DETECTIVES ACTIVITY

1. Assign a number or set of numbers to students or groups of students, using the list of number clues below.
2. Tell students their job is to be data detectives and work backward from the number to find its source and significance.
3. You can provide students with the specific website address where they can track down their number clue or increase the challenge and provide them with addresses for all of the websites. (See the answer key below for a list of websites.)
4. Tell students that once they locate their number clue in context (its source) they should determine the data's significance. Have them write the data in the form of a sentence. (See the answer key below.)
5. Instruct each student or student group to develop multiple-choice questions that use the data they have discovered. For example:

Question: How many American children have a parent in prison?

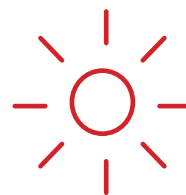
A) 1 in 10 children

B) 1 in 50 children

C) 1 in 100 children

D) 1 in 500 children

6. Compile all student-generated questions to make a quiz.
7. Give students the quiz, the websites and time online to find the answers.
8. Go over the answers as a class.



NUMBER CLUES

- 500%
- 40 years
- 1 in 50
- 1 in 10
- 70 million
- 23 million
- 5 million
- 100:1
- 18:1
- 1,488,707
- 84 percent
- 2.3 million
- 6,000
- \$182 billion
- 1 in 5



ANSWER KEY

The Sentencing Project

<http://www.sentencingproject.org/>

- Incarceration has increased by more than 500% in the last 40 years.
- 1 in 50 children in the United States has a parent in prison.
- 1 in 10 Black men in his 30s is in jail or prison on any given day.

#Cut50

<https://www.cut50.org/>

- More than 70 million people are living with some type of criminal record.
- 23 million people bear the label “convicted felon”
- 5 million children have at least one incarcerated parent.

The Drug Policy Alliance

<http://www.drugpolicy.org/>

- The crack/powder sentencing disparity before 2010 was 100:1.
- The crack/powder sentencing disparity in 2010 was lowered to 18:1,
- The number of arrests in the U.S. in 2015 for drug law violations was 1,488,707.
- 84 percent of the drug arrests in 2015 were for possession only.

The Prison Policy Institute

<https://www.prisonpolicy.org/>

- 2.3 million people were incarcerated in the U.S. in 2016.
- In 2016, there were more than 6,000 correctional facilities—jails and state and federal prisons—operating in the U.S.
- The system of mass incarceration costs the government and families of justice-involved people at least \$182 billion every year.
- 1 in 5 incarcerated people is locked up for a drug offense.



HISTORY IN THE MAKING

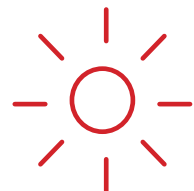
TEACHING THE NEW JIM CROW

Teaching Tolerance offers a free, web-based curriculum for teachers of language arts, social studies and American history to bring Michelle Alexander's *The New Jim Crow* into the classroom.

The curriculum begins with strategies that prepare teachers and students for honest and productive conversations about race and racism, and ends with a range of assessments, both through writing and social action tasks. The core of the curriculum is organized in 10 lessons, each anchored by manageable excerpts from *The New Jim Crow* and accompanied by challenging text-dependent questions.

Use one or more of the lessons in Teaching the New Jim Crow to introduce and extend this episode of AMERICA DIVIDED.

<https://www.tolerance.org/magazine/publications/teaching-the-new-jim-crow>



CRITICAL VIEWING QUESTIONS

Have students view the episode by responding to the questions below, either in discussion with peers or in writing. Tell them to read the questions in advance so they know what to listen and watch for, and then respond when the episode is paused.

Pause at 3:04

1. What are some of the things you notice in episode's opening minutes? Why do you think the creators chose to begin that way?
2. What does Common mean when he says, "The South Side is invisible from downtown until something punches through the lights on Michigan Avenue"? How do you think he will personally fit into the episode? What effect will his perspective have?
3. What information do viewers get about the shooting death of Laquan McDonald from the narration? What additional things do you learn, and feel, when viewing the video?

Pause at 7:30

4. Describe the activists and protestors. Who are they and what do they look like? What seems to be their main messages and do you agree with it?
5. What strategies do you see the activists using? Are their tactics peaceful? If you had the opportunity, would you join them? Why or why not?
6. How does the Laquan McDonald case relate to the Black Lives Matter movement?

Pause at 11:00

7. Who is Garry McCarthy and what was his involvement in the McDonald case? Why did Common want to speak with him?
8. McCarthy says he doesn't want to sound defensive. Do you think he sounds defensive in his conversation with Common? Explain your answer.
9. In McCarthy's opinion, what is the "diagnosis" of the problem in Chicago? What parts of his explanation do you find most persuasive? Are there any parts of what he says that you don't believe or agree with?
10. What does it mean to say something is "the tip of the iceberg"? In this case, what's the "tip" and what's the "iceberg"?

Pause at 13:50

11. Why is the fact that Kim Foxx is from the community both an asset and a challenge to what she's trying to achieve?
12. Who are the constituents she's speaking to in this episode? What does she learn from them?
13. How do the young men speaking with Foxx describe their city? What's their relationship to the police and politicians whose jobs are to serve and protect them?



Pause at 19:23

14. How do the statistics compiled by investigative journalist Jamie Calvin reflect the impunity of the Chicago police department?
15. The heat map of Chicago shows areas where the most complaints of police misconduct come from. What other patterns can be seen on this map? How do all those factors line up to create a failed system?
16. What is the outcome of a failed public safety system and lack of trust in the police for the South Side and West Side of Chicago?
17. Compare the silent march to the BYP 100 protests shown earlier in the episode. What are the similarities and differences in terms of who is there, why they are there and what tactics they are using?

Pause at 25:35

18. Approximately how many people a day are moved through the Cook County Jail? Where do they go after being arrested? Why do hundreds remain in jail for two to four years, even if they haven't been convicted of a crime yet?
19. What does it mean to say people are at the Cook County Jail because they are poor? What is the "perpetual cycle" the jail official is talking about?
20. How does Sheriff Dart describe the people in his custody at the jail? What can you infer are his views of the criminal justice system? What makes you say that?
21. Describe the conditions in the communities where the majority of Chicagoans return to once they are released from jail or prison. How does this reality help you understand recidivism?

Pause at 33:38

22. Father Pfleger asks, "How do you value yourself if everything around you tells you, you ain't worth nothing?" What is Pfleger's point in posing this question?
23. What does Common hear from the young men he talks with at the gym? What concrete suggestions does one of the youth make for how to make Chicago beautiful?
24. Why does Michelle Alexander call the criminal justice system "the new Jim Crow"? Why does she link the current crisis of mass incarceration to the law and order era of the 1960s and the war on drugs of the 1980s?
25. What evidence does Common give indicating that the problems explored in this episode are not unique to Chicago? What historical context does Michelle Alexander provide to help understand why the crisis may be so extreme in Chicago?
26. The impact of a war on crime and mass incarceration goes far beyond the individuals in America's jails and prisons. Explain that wider, long-term impact.

Play to end

27. How does hearing Anthony Hawkins's little boy speak about his father make you feel? What is his understanding of prison?
28. What challenges do the men at Sheridan Prison face when reentering the community?
29. What are some of the things that give Common hope as he reflects at the end of the episode? What about you—are you mostly optimistic or pessimistic about the future of our criminal justice system and its effect on communities of color?



WRITING PROMPTS

NARRATIVE WRITING

The purpose of narrative writing is to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Narrative Prompts

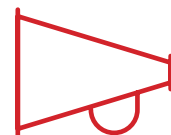
- Write about a time when you personally witnessed or experienced unfair treatment or misconduct by the police in your community. Include details and a description of the events that occurred, the people involved and the setting. How was the situation resolved? How did the situation make you feel? How did it affect your view of the criminal justice system?
- Write a story about a character who witnesses or experiences unfair treatment or misconduct by the police. Include details and a description of the events, characters and setting. How was the situation resolved? How did different characters feel about the situation? How did it affect their views of the criminal justice system?

PERSUASIVE WRITING

The purpose of persuasive writing is to support claims and arguments in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Persuasive Prompts

- The Black Lives Matter movement began in response to unjust shootings of African-Americans across the country, similar to that of Laquan McDonald. In your opinion, has Black Lives Matter made a difference in how we approach and discuss criminal justice? Do you support their platform, tactics and strategies? Use reasons and evidence to support your view. Include and respond to opposing views and claims.
- In Chicago, community members distrust the police on account of continued harassment and a failure of public safety. In your opinion, what could be done differently to help rebuild this trust and create safer, more just communities in cities like Chicago across America? Use reason and evidence to support your view. Include and respond to other possible points of view on the question.



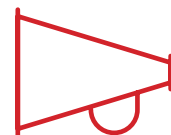
- Superintendent Garry McCarthy believes the police aren't racist, but instead simply the face of a system plagued by a racist past. Do you agree with his interpretation or is McCarthy using the system as a scapegoat to distract from racial bias in law enforcement? Use reason and evidence to support your view. Include and respond to McCarthy's claims in your response.

EXPOSITORY WRITING

The purpose of expository writing is to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

Expository Prompts

- The South Side of Chicago feels like a different world than downtown Chicago. Write an essay explaining differences and inequalities that exist among neighborhoods and communities where you live. What are the most visible and invisible indicators of inequality? Who is most affected and how? Include relevant facts and details to strengthen your explanation.
- The U.S. accounts for only 5 percent of the world's population and yet is home to 25 percent of the world's prisoners. We lock people up at a higher rate than any other country in the world. Write an essay explaining the causes and consequences of mass incarceration. Include relevant facts, details and historical information to strengthen your explanation.
- In this episode, Common says, "Across the country, racial bias in the criminal justice system is stark and it's undeniable." Write an essay in which you examine the issue of racial bias in the criminal justice system. Include relevant facts and details to strengthen your explanation.



WRITER'S CHECKLIST

NARRATIVE WRITING

- introduces a problem, situation or observation
- introduces a narrator and/or characters
- establishes multiple points of view
- creates a progression of experiences or sequence of events that build on one another
- uses techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and characters
- uses precise words and phrases and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative

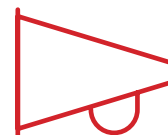
PERSUASIVE WRITING

- introduces precise and knowledgeable claims
- distinguishes the claims from alternate or opposing claims
- creates an organization that logically sequences claims, counterclaims, reasons and evidence
- develops claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both

- anticipates the audience's knowledge level, concerns, values and possible biases
- uses words, phrases and clauses to link the sections of the text and clarify the relationships between claims, reasons, evidence and counterclaims
- provides a concluding statement that follows from and supports the main argument

EXPOSITORY WRITING

- introduces a topic
- organizes complex ideas, concepts and information so each builds on that which precedes it to create a unified whole
- develops the topic by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples
- anticipates and responds to the audience's knowledge of the topic
- uses appropriate and varied transitions to link the sections of the text, create cohesion and clarify relationships among ideas
- uses precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to convey the complexity of the topic
- provides a concluding statement or section that follows from and supports the information or explanation presented

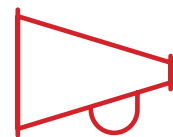


SOCIAL ACTION TASKS

Assign or allow students to choose from the tasks below. Use the list to differentiate for learning style and multiple intelligences. When the projects are completed, help students compile and publish their work.

Consider selling the product as a way to raise funds for a local nonprofit that helps the formerly incarcerated reenter society. Or hold an assembly or community gathering where students present and perform their work with their peers and community. Conclude with a town hall-style discussion, led by students and focused on planning actionable next steps.

- 1. Verbal/linguistic:** Read poetry and other prison writings created by people while incarcerated. Respond to the most meaningful part of what you read in a genre of your choice—poem, memoir, letter, diary entry or editorial review. “Resource: [Pen America: Prison Writing](#); [Prison Writers](#)”
- 2. Musical/rhythmic:** Choose a song you know that talks about or takes a stand on criminal justice issues like crime, policing, incarceration or drugs. Research to identify a second song—one you didn’t already know—that also speaks to the topic of criminal justice. Print the lyrics and play both songs for your classmates. Lead a discussion about the songs’ messages and varying perspectives.
- 3. Visual/spatial:** Design and create a comic strip, zine or short graphic novel that depicts a scene or scenes from the AMERICA DIVIDED story “The System.” Use your craft to capture on the page the same mood and tone the filmmakers were able to create on the screen.
- 4. Logical/mathematical:** Collect, organize and analyze data related to criminal justice trends and changes. Include data that compares national and local facts and figures. Create graphs and charts to display your findings, including captions summarize their significance.
- 5. Interpersonal:** Conduct a series of interviews with a diversity of stakeholders on the topic of criminal justice. Some people you might interview include a police officer, prosecutor, defense lawyer, judge, corrections officer, social worker, drug counselor, a formerly incarceration person, public advocate, community organizer or activist. Ask questions to learn about their experiences with and opinions about a particular facet of the system.



RELATED RESOURCES

Black Lives Matter Syllabus Tour

The Black Lives Matter Syllabus Tour is a national community-organizing project that seeks to mobilize students and local communities through teach-ins, public dialogues and sustained conversations about the past, present and future of the movement for Black lives. Grounded in the Mississippi Freedom School tradition of the American civil rights movement, The Black Lives Matter Syllabus Tour is grounded in the premise that mobilizing people in the classroom is just as vital as mobilizing them in the streets. The Black Lives Matter Syllabus Tour provides educators and everyday people with tools for thinking about the classroom as a site of protest.

<http://www.blacklivesmattersyllabus.com/>

#cut50

#cut50 is a national bipartisan effort to smartly and safely reduce America's incarcerated population by 50 percent over the next 10 years.

<https://www.cut50.org/>

The Drug Policy Alliance

The Drug Policy Alliance (DPA) is the nation's leading organization promoting drug policies that are grounded in science, compassion, health and human rights. The DPA works to ensure that our nation's drug policies no longer arrest, incarcerate, disenfranchise and otherwise harm millions—articularly young people and people of color who are disproportionately affected by the war on drugs.

<http://www.drugpolicy.org/>

How to Teach Kids About What's Happening in Ferguson

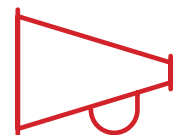
This Atlantic article includes books, articles, films, and poems from the Ferguson Syllabus, a crowd-sourced syllabus about race, African-American history, civil rights and policing.

<https://www.theatlantic.com/education/archive/2014/08/how-to-teach-kids-about-whats-happening-in-ferguson/379049/>

The Invisible Institute: Citizen Police Data Project

The Invisible Institute is a journalistic production company on the South Side of Chicago. The institute's mission is to enhance the capacity of citizens to hold public institutions accountable. Among the tactics the institute employs are human rights documentation, investigative reporting, civil rights litigation, the curating of public information, conceptual art projects and the orchestration of difficult public conversations. Designed to serve as a national model of transparency and accountability, the Citizens Police Data Project (CPDP) is a product of a decade-long collaboration of the Invisible Institute with the University of Chicago Law School's Mandel Legal Aid Clinic.

<https://invisible.institute/>



Justice for All? Teaching About Crime and Punishment in America

The United States holds a larger proportion of its population in prison than any other nation in the world. How has this happened, and is it a problem? In this lesson, students will consider whether the nation's system for addressing crime is effective and consistent with its Constitutional ideals of equality under the law.

https://learning.blogs.nytimes.com/2013/04/10/justice-for-all-teaching-about-crime-and-punishment-in-america/?_r=0

The Prison Policy Initiative

The nonprofit, nonpartisan Prison Policy Initiative produces cutting-edge research to expose the broader harm of mass criminalization and then sparks advocacy campaigns to create a more just society.

<https://www.prisonpolicy.org/>

The Sentencing Project

Founded in 1986, the Sentencing Project works for a fair and effective U.S. criminal justice system by promoting reforms in sentencing policy, addressing unjust racial disparities and practices, and advocating for alternatives to incarceration.

<http://www.sentencingproject.org/>

Showing Up for Racial Justice: Police Brutality Action Kit

Showing up for Racial Justice (SURJ) was formed in 2009 by White people from across the U.S. to respond to the significant increase of targeting and violence against people of color in the aftermath of the election of Barack Obama. SURJ believes that White people must partner across race and other differences to create social change. SURJ provides resources and support for White people to make this happen.

<http://www.showingupforracialjustice.org/police-brutality-action-kit>

Teaching Black Lives Matter

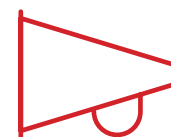
In support of the Movement for Black Lives, Teaching for Change compiled this collection of teaching ideas and resources. The Movement for Black Lives challenges the ongoing murders of African-Americans by the police and the long history of institutionalized racism. This resource collection was originally published in August of 2014, after the murder of Michael Brown in Ferguson, Missouri, and was last updated September 2016.

<https://www.teachingforchange.org/teaching-blacklivesmatter>

Teaching the New Jim Crow

This curriculum provides a range of lesson plans, activities and audiovisual resources for teachers of language arts, social studies and American history, anchored by manageable excerpts from *The New Jim Crow*. The teacher preparation guide provides strategies for teachers to help them engage productively and honestly with their students in discussions of race, ethnicity, power and privilege. The lessons encourage students to think about what they can do to make positive change.

<https://www.tolerance.org/magazine/publications/teaching-the-new-jim-crow>



THEMATIC LESSONS

THEMATIC LESSONS

AMERICA DIVIDED features narratives around inequality in education, housing, health care, labor, criminal justice and the political system—all woven into an eight-story docuseries. Recurring themes and patterns emerge from the series, connecting the stories and the people in them, and adding to what we can learn about inequality in the United States.

A goal of the AMERICA DIVIDED curriculum is to foster a critical consciousness among students that will allow them to engage thoughtfully and with purpose in their communities and the world. The ability to recognize, analyze and evaluate dynamics of continuity and change over time, and to relate those patterns to larger cultural and historical themes, is key to developing those skills.

The thematic lessons that follow include curated film clips*, key concepts and discussion questions to facilitate teaching and learning around four of the central themes in AMERICA DIVIDED:

1. Intersections of race and class
2. Power to the people
3. Protecting public health
4. The role of government

The concepts, scenes and questions can be introduced before or after watching full episodes from the AMERICA DIVIDED series. They can be used separate from or in addition to the curriculum's more comprehensive Story Units.

**Use the provided links to view selected scenes. All passwords = Divid3d.*

THEME 1: RACE AND POVERTY

This collection pulls together 11 scenes from three AMERICA DIVIDED stories to examine the intersection of race and class through the lenses of criminal justice, housing and education.

KEY CONCEPT

Intersectionality refers to the idea that the overlap of various social identities, such as race, gender, sexual orientation and class, contributes to the specific type of systemic oppression and discrimination experienced by an individual.

The term itself is attributed to legal scholar Kimberlé Crenshaw, though the idea goes back to the 19th century. Crenshaw coined the term in the 1980s as a way to talk about how different kinds of discrimination interact. In particular, she applied the theory to a problem in anti-discrimination law. She argued that because the law treated race and gender separately, it did not adequately protect Black women who experience the compound or overlapping effects of discrimination. Today, the theory is applied to popular feminism and in social justice contexts in general.

SELECTED SCENES

“Class Divide”

- **Clip 1 (4 min):** <https://vimeo.com/220362296>
Civil rights attorney Amir Whitaker explains a “dual education system” that exists for Black and white students in Pinellas County, Florida.
- **Clip 2 (2 min, 11 sec):** <https://vimeo.com/220468955>
Jesse Williams explores how a history of housing segregation and then a period of school desegregation and busing in Pinellas County has led to de facto segregation and a loss of resources for Black students in the form of “neighborhood schools.”
- **Clip 3 (3 min, 30 sec):** <https://vimeo.com/220365987>
Whitaker uncovers a connection between the academic failure in Pinellas County and the harsh school discipline practices disproportionately being used against Black students.
- **Clip 4 (4 min):** <https://vimeo.com/220367803>
Hoping to learn more about the use of armed police in schools, Williams speaks with one of only two Black school resource officers in Pinellas County.

"A House Divided"

- **Clip 5 (3 min, 43 sec):** <https://vimeo.com/220350070>
A public housing advocate takes Norman Lear to hear the concerns of a group of mostly elderly, Black and female tenants living in a Brooklyn building, the owner of which is on a "worst landlord" list.
- **Clip 6 (4 min, 15 sec):** <https://vimeo.com/220355904>
Investigative journalist and New York Times staff writer Nikole Hannah-Jones explains the intentional creation of a system of housing segregation in the early and mid-20th century, and the implications of a resulting wealth gap between white and Black Americans that still persists today.
- **Clip 7 (7 min, 3 sec):** <https://vimeo.com/220358323>
The Fair Housing Justice Center sends undercover actors, one Black and one white, apartment searching to see if the landlord racially discriminates.

"The System"

- **Clip 8 (3 min, 6 sec):** <https://vimeo.com/220503855>
Investigative journalist Jamie Kalven shares years' worth of data that affirm a stunning correlation between police misconduct in parts of Chicago and the socioeconomic factors in those neighborhoods such as school outcomes, housing foreclosures and unemployment.
- **Clip 9 (3 min, 51 sec):** <https://vimeo.com/220505636>
Common visits America's largest single jail, Cook County, where thousands, mostly people of color, are locked up daily simply because they are poor and can't afford to post bail.
- **Clip 10 (44 sec):** <https://vimeo.com/220507720>
A snapshot of a blighted Chicago neighborhood raises questions about how the cycle of violence and incarceration can be broken absent economic opportunity.
- **Clip 11 (2 min, 55 sec):** <https://vimeo.com/220508119>
Michelle Alexander provides historical context for understanding mass incarceration, highlighting how deindustrialization and the War on Drugs contributed to an economic collapse of urban Black communities.

DISCUSSION QUESTIONS

1. What is the relationship between race and class?
2. How do race and class work together to privilege or disadvantage certain communities?
3. Can race and class be understood in isolation?
4. What similarities do you see in the scenes about housing, criminal justice and education? What about differences?
5. How do identities such as gender, sexual orientation and ability impact people's experiences of race and class?
6. To what extent can improved economic indicators—employment, educational attainment, home ownership—alleviate the harmful impact of structural racism?
7. How do the experiences of people of color vary based on their socioeconomic class?
8. How do the experiences of people living in poverty vary based on their race?
9. What impact do increased economic opportunities have on the prevalence of social inequalities such as mass incarceration, homelessness and educational outcomes?
10. What are the historical roots of structural racism in the United States? How has that history complicated the double effect of race and class?

THEME 2: POWER TO THE PEOPLE

This collection pulls together 13 scenes from six AMERICA DIVIDED stories to highlight the ways everyday people take action—organizing, advocating, protesting—to fight for their rights and solve problems in their communities.

KEY CONCEPT

Activism involves taking action on behalf of a cause; action that goes beyond what is conventional or routine. Activists use direct, vigorous and public methods to try to bring about change, especially social and political changes. The actions might include things such as door-to-door canvassing, alternative radio, marches, demonstrations, boycotts, sit-ins, public meetings, letter-writing campaigns, rallies or fasting.

SELECTED SCENES

“Class Divide”

- **Clip 1 (1 min, 27 sec):** <https://vimeo.com/220364280>
Black families and community organizers attend a Pinellas County school board meeting to advocate for their children’s futures and protest what they see as an unequal public education system.
- **Clip 2 (1 min, 34 sec):** <https://vimeo.com/220365181>
The Dream Defenders bring together community organizers, activists, parents and students for a meeting and picnic at a local park to discuss how they can transform their schools collectively, rather than escape them individually.
- **Clip 3 (2 min, 4 sec):** <https://vimeo.com/220370001>
As community pressure mounts, a rally is organized and Pinellas County school board members finally agree to listen to the demands for reform from parents and their students.

“The System”

- **Clip 4 (2 min, 51 sec):** <https://vimeo.com/220511650>
Common talks to a young Black female organizer with the group Black Youth Project (BYP) about what motivates her to keep fighting for racial justice in her city of Chicago.
- **Clip 5 (2 min, 26 sec):** <https://vimeo.com/220502420>
On a cold January night in Englewood, a group of concerned community members hold a silent vigil to condemn violence and honor those they have lost to gun violence.

“Something in the Water”

- **Clip 6 (1 min, 25 sec):** <https://vimeo.com/220483051>
Rosario Dawson explains where her passion for social justice and commitment to human rights come from.
- **Clip 7 (3 min, 48 sec):** <https://vimeo.com/220490321>
Flint city councilman Eric Mays explains how the emergency manager overran the will of the people and his constituents by disregarding a city council vote to switch back to the safer Detroit water source.
- **Clip 8 (4 min):** <https://vimeo.com/220498648>
Flint has a long history of protest and organizing, going back to the famous 1936 sit-down strike when General Motors autoworkers successfully negotiated better working conditions and formed the United Automobile Workers labor union (UAW).

“Democracy for Sale”

- **Clip 9 (2 min):** <https://vimeo.com/220470072>
Speaking at a rally in North Carolina, Reverend Dr. William Barber of the NAACP explains that the state’s voter suppression laws are both immoral and unconstitutional.
- **Clip 10 (2 min, 48 sec):** <https://vimeo.com/220470991>
Civil rights veteran and foot soldier Rosanelle Eaton reflects on her part in the voting rights movement of the 1960s and tells why she continues to fight to protect the ballot today.

“Out of Reach”

- **Clip 11 (1 min, 21 sec):** <https://vimeo.com/220479510>
Founded by labor rights activist César Chávez, LUPE is an activist group that believes low-income immigrants should band together to use the power of civic engagement for social change.

“Home Economics”

- **Clip 12 (4 min, 4 sec):** <https://vimeo.com/220472608>
A group of women domestic workers in California join with the Coalition for Humane Immigrant Rights (CHIRLA) to organize around the passage of a Domestic Workers Bill of Rights.
- **Clip 13 (4 min, 57 sec):** <https://vimeo.com/220474797>
Domestic workers and CHIRLA organizers travel to Sacramento to testify before the California State Senate’s vote on the Domestic Workers Bill of Rights.

DISCUSSION QUESTIONS

1. What different ways do people fight for their rights in the film clips? What are their tactics and methods? Which ones seem most effective or successful to you? Why?
2. What issues or rights would you be willing to protest for? How much would you be willing to do in the name of what's right?
3. Have you ever participated in nonviolent organized collective action, such as a protest, rally, boycott, demonstration or march, to defend your beliefs or rights?
4. What is a coalition? What examples of coalition-building do you see in the film clips? Give an example of a coalition that exists in your school or community.
5. What is solidarity? What role does solidarity play in the activism in the film clips? Give an example of how solidarity exists in your life.
6. Is violence in the name of justice ever okay in your opinion? Explain and support your view.
7. How do the activists and community members in these film clips prepare for social action? What kinds of planning and organizing do you see them engaged in?
8. What are some forces working against the will of the people in the film clips? What barriers or obstacles do they face?
9. Give an example of an issue or problem in your school or community around which you think people should be organizing for change but no one is. Why do you think they haven't? What about you?
10. Is the kind of activism and community organizing seen in the film clips enough to bring about real and lasting social change? Why or why not? What additional kinds of action and leadership are required for such change?

THEME 3: PUBLIC HEALTH

This collection pulls together seven scenes from four AMERICA DIVIDED stories to look at public health issues across gender, class and region.

KEY CONCEPT

The Centers for Disease Control and Prevention (CDC) defines public health as the science of protecting and improving the health of families and communities through promotion of healthy lifestyles, research for disease and injury prevention, and detection and control of infectious diseases. Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighborhood, or as big as an entire country or region of the world.

Public health professionals try to prevent problems from happening or recurring through implementing educational programs, recommending policies, administering services and conducting research—in contrast to clinical professionals like doctors and nurses, who focus primarily on treating individuals after they become sick or injured. Public health also works to limit health disparities. A large part of public health is promoting health care equity, quality and accessibility.

SELECTED SCENES

“Democracy for Sale”

- **Clip 1 (5 min, 43 sec):** <https://vimeo.com/220374110>
A public hearing is held for residents to provide testimony about the environmental and health impact of the Duke Energy plant, the company responsible for the big coal ash spill of 2014 and then-Governor McCrory’s former employer.

“Out of Reach”

- **Clip 2 (3 min, 46 sec):** <https://vimeo.com/220477522>
Despite being poor and very ill, an undocumented woman with breast cancer does not qualify for Medicaid and cannot travel to other cities for more affordable care without risking deportation.

“The Epidemic”

- **Clip 3 (3 min, 11 sec):** <https://vimeo.com/220509741>
Prosecutor Joe Hale, the first to bring a lawsuit against the maker of OxyContin, talks about the pharmaceutical industry’s culpability in opioid addiction and the heroin overdoses that have exploded into a public health emergency.

- **Clip 4 (2 min, 31 sec):** <https://vimeo.com/220500846>
Is there a connection between the heroin epidemic, which has claimed the lives of mostly low- and middle-income white Americans, and the decline of working-class jobs?

“Something in the Water”

- **Clip 5 (2 min, 42 sec):** <https://vimeo.com/220483803>
Flint resident Tammy Loren describes her indignation over the water crisis that has sickened her children and killed her dog: “If a neighbor poisoned and killed his wife, he’d be in prison. And we have an entire city that’s been poisoned.”
- **Clip 6 (5 min):** <https://vimeo.com/220485185>
Flint’s water crisis was the result of a failure to protect public health at multiple levels within the government, from not treating contaminated water to denying evidence of lead poisoning when it was brought before officials.
- **Clip 7 (4 min, 3 sec):** <https://vimeo.com/220488017>
Pediatrician and president of the local children’s hospital, Dr. Lawrence Reynolds, talks about the most unconscionable aspect of the Flint water crisis—the exposure of children to lead-poisoned water and the failure of city, county or state officials to do anything about it.

DISCUSSION QUESTIONS

1. How does the government promote and protect public health?
2. What are the most pressing public health issues facing your community?
3. What responsibility do corporations have to protect public health? Explain and defend your answer.
4. What responsibility do individuals have to protect public health? Explain and defend your answer.
5. Are there times when the interests and rights of individuals are at odds with broader public health interests? Explain and give examples.
6. Under what conditions is it acceptable to limit the choices or compromise the privacy of individuals for the greater good of public health? Explain and defend your answer.
7. How do public health issues impact diverse populations differently? Give examples.
8. What can be done to better engage and educate communities about public health issues? Be specific.
9. How should health care resources and services be distributed fairly? What about when resources are limited? Explain and defend your answer.
10. Consider the public health issues addressed in the film clips (e.g., drug addiction, access to health insurance, exposure to toxic waste, lead poisoning). What are the benefits, harms, risks and costs of potential responses to those problems?

THEME 4: THE ROLE OF GOVERNMENT

This collection pulls together eight scenes from five AMERICA DIVIDED stories, raising fundamental questions about the appropriate role of government in solving society's problems.

KEY CONCEPT

Questions about the role of government are complex and connected to other philosophical questions about human nature, the meaning of justice and the nature of the good. Today's political parties formed, in part, from diverging political ideologies about the appropriate role, size and extent of government.

The specific functions of the United States government can be found in the Constitution's preamble:

"We the People of the United States, in Order to...

1. form a more perfect Union,
2. establish Justice,
3. insure domestic Tranquility,
4. provide for the common defence,
5. promote the general Welfare,
6. and secure the Blessings of Liberty to ourselves and our Posterity,

...do ordain and establish this Constitution for the United States of America."

The role of government includes, but is not limited to, maintaining social order, promoting the common good, protecting individual rights, providing public services, providing national security and enhancing economic prosperity.

SELECTED SCENES

"A House Divided"

- **Clip 1 (7 min):** <https://vimeo.com/220352222>
Norman Lear discusses gentrification with New York City Mayor Bill DeBlasio and other stakeholders including an activist, academic and nonprofit director.

"Democracy for Sale"

- **Clip 2 (5 min, 34 sec):** <https://vimeo.com/220371026>
White voters in traditionally conservative Appalachia North Carolina talk about the issues that matter most to them and how their Republican-led state government has let them down.
- **Clip 3 (4 min, 25 sec):** <https://vimeo.com/220377072>
Zach Galifianakis and Republican political operative Carter Wrenn debate the role of money in politics, its effect on our democratic process and the notion that money is a form of free speech.

"Out of Reach"

- **Clip 4 (3 min, 46 sec):** <https://vimeo.com/220477522>
Despite being poor and very ill, an undocumented woman with breast cancer does not qualify for Medicaid. She cannot travel to other cities in the U.S. for more affordable care without risking deportation, and if she returns to her home of Mexico, she will be denied coverage due to her preexisting condition.
- **Clip 5 (4 min, 54 sec):** <https://vimeo.com/220480238>
America Ferrara challenges the hard-line position of an anti-immigrant lobbyist and questions why in recent decades there has been such a shift in attitudes about immigration policy.

"Something in the Water"

- **Clip 6 (4 min, 26 sec):** <https://vimeo.com/220492662>
The state of Michigan placed the city of Flint under emergency management with the singular purpose of cutting expenses, thus stripping the residents and their elected officials of the very democratic processes that might have prevented the water crisis.
- **Clip 7 (3 min, 50 sec):** <https://vimeo.com/220494992>
Six months after declaring a state of emergency in Flint, President Barack Obama visits the city and validates what the residents had known all along—the water crisis was a manmade disaster that never should have happened.

"The System"

- **Clip 8 (2 min, 47 sec):** <https://vimeo.com/220513250>

While campaigning for Cook County State's Attorney office, Chicago native Kim Foxx talks to people in the community about what can be done to stop the high rates of violence and incarceration. She hears a loud message about the mistrust between the community and the police.

DISCUSSION QUESTIONS

1. Generally speaking, would you rather pay higher taxes and receive more benefits from the government, or spend less in taxes and have fewer benefits? (In addition to things like Medicaid and affordable housing credits, "benefits" can include things like toll-free roads, more public libraries and tuition-free college.)
2. Can balance be found between the improvement of urban neighborhoods that comes from development and the protection of opportunities for those who have lived in those communities for a long time? What is the role of government in creating that balance?
3. Does the First Amendment include the right to make financial contributions to political candidates? Should limits be placed on the size of those contributions? Explain and defend your view.
4. What parts of a democracy are most affected by an increase of money in politics? Give specific examples of the effect.
5. In Michigan, the state can assign an emergency manager to govern cities like Flint that are facing financial emergency or bankruptcy. How does emergency management change the relationship between state and local governments? What about constituents and their representatives?
6. Austerity measures are when the government significantly cuts back on spending in order to control debt and balance budgets. What might be the positive and negative consequences of austerity programs?
7. Where does the mistrust of police felt in many urban communities come from? What can the government do to restore the public's trust in law enforcement?
8. Does the government have a responsibility to provide affordable health care to its citizens? What about non-citizens? How should these decisions be made?
9. Where does the funding for emergency response and relief after a natural disaster come from? What about in cases like Flint, where the disaster is manmade? What should the role of government be?
10. Do you think arresting and deporting the 11 million undocumented immigrants currently living in the U.S. is a responsible use of government resources? What about building a wall at our southern border?