

PROM NIGHT

in Mississippi



**A TEACHER'S GUIDE
WITH STANDARDS-BASED LESSONS
FOR GRADES 7 AND UP**

WWW.TOLERANCE.ORG/PROMNIGHT

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Crossing the Color Line

by Morris Dees

When I was a young man in Alabama, the law said that black people couldn't drink from the same water fountain as white people, or sit at the same lunch counter. Back then, the government created and sanctioned divisions between human beings. The Civil Rights Movement changed all of that, of course, and ended state-mandated apartheid in America.

But *Prom Night in Mississippi* serves as a powerful reminder that, despite those gains, many Americans live segregated lives.

The film tells the story of children at Mississippi's Charleston High School, who receive a challenge from Oscar-winning actor Morgan Freeman: Are they willing to end the community's longstanding tradition of holding segregated proms?

Their story unfolds not in 1958, but in 2008.

Prom Night in Mississippi is at once heart-breaking and inspiring. Harsh lessons of division and racial intolerance infect the lives of Charleston High's students. As one child says in the film, "Some people don't want to go [to the integrated prom] because they think that it's not right. Because some people believe in, like, white and black separate."

But the film also allows us to witness powerful moments when young people resist the racist notions that surround them. We meet Cescily and Chasidy, two teenage girls who forge a deep friendship across the color line; and Jeremy and Heather, an interracial couple who declare their love for one another, despite the disapproval of their community.

Some viewers might like to think challenges like these could only exist at a school in Mississippi, but nothing could be further from the truth. Research by the Southern Poverty Law Center's Mix It Up at Lunch initiative (www.mixitup.org) has found that social divisions and self-segregation are pronounced on our nation's campuses, and FBI data shows that schools are the third most common location for hate crimes.

I ask you to honor the brave efforts of Charleston High School's students by helping your students live integrated lives. Reach out and meet someone. Commit to joining thousands of schools across the nation for Mix It Up at Lunch Day on November 10, 2009. This event helps young people become more comfortable interacting across group lines and making new friends. Your entire school community will benefit.

As *Prom Night in Mississippi* shows, creating communities where respect and unity triumph over intolerance and division requires that we work together.

Morris Dees is the co-founder of the Southern Poverty Law Center, which is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education, and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality.

Introduction

“I love my job. ... [It’s about] the relationships you have with your students and your kids. ... Four years ago, I was diagnosed with an aortic aneurism ... I couldn’t wait to get well, so I could get back, so I could get back to school.”

— BUCKY SMITH, THE PRINCIPAL OF CHARLESTON HIGH SCHOOL,
WHICH IS THE FOCUS OF *PROM NIGHT IN MISSISSIPPI*

As Morris Dees so gracefully describes in the Foreword, a simple viewing of *Prom Night in Mississippi* is a powerful learning experience in and of itself. This teacher’s guide is designed to help you make the film an even more powerful and transformative experience for your students.

These lesson plans support the development of higher-order thinking skills and draw upon students’ prior knowledge and life experiences. They support the use of small groups, pointing students toward a shared goal and building a sense of community in the classroom.

This guide is aligned to core standards and benchmarks and purposefully supports the acquisition of key skills and knowledge in multiple subject areas, from language arts to U.S. history to civics to mathematics. It places particular emphasis on adolescent literacy.

We invite you to share your experiences with this guide and *Prom Night in Mississippi* — whether positive or negative, or somewhere in between — privately by e-mail at editor@tolerance.org, or publicly with our online community on Facebook at www.facebook.com/pages/Teaching-Tolerance/18586933445.

LESSON 1

Viewing and Exploring the Film

“If I’m going to make some judgment on you because you’ve got straight hair and blue eyes ... I’m doomed. You’re fine, but I’m doomed.”

— MORGAN FREEMAN

Objectives

1. Students will build definitional and contextual knowledge of core themes in the film. Before watching the film, small groups of students will work together to create visual displays for one of six themes present within *Prom Night in Mississippi*: tradition, change, love, fear, judgment and opportunity. After watching the film, small groups will share their visual displays with the class, explain connections they see to the film and answer questions from peers.
2. Students will demonstrate active-viewing and note-taking skills. While watching the film, students will write down characters, phrases and plot turns that relate to the thematic words their groups examined.
3. Students will demonstrate writing skills through a homework exercise based on a RAFT prompt (role/audience/format/topic), which will deepen students’ connections to the themes in *Prom Night in Mississippi*.

Time and Materials

- One class period for construction of the visual displays
- Three class periods to view and discuss the film
- Magazines, newspapers and other “found” resource material within your school. If time and resources are available, student groups also can locate and print imagery from the Internet.
- Posterboard or paper, glue, scissors and one marker for each small group. If time and resources are available, students also can use software such as PowerPoint to create their displays.
- Thematic word cards (page 8), one for each group
- Copies of the writing assignment (page 9) for each student. (*Note: The writing prompt also can be written on the board or an overhead for students to copy by hand.*)

Procedures*Day One*

Explain to students that the class is beginning a mini-unit that revolves around a new film from HBO and producer/director Paul Saltzman, but that the name of the film, and its basic plot, will remain a secret until the next class period.

Break students into six small groups. Provide each group with posterboard or paper, glue, scissors, a marker and a set of resource materials. With the thematic word cards facing down so students *cannot* see what’s on them, ask each group to select one card.

Explain to the groups that they need use the resources at their disposal to create a visual display representing their thematic word. The group also should craft an original definition of the word and include it on their display.

Walk the room and assist groups as needed. At the end of the class period, gather the displays for safekeeping.

Day Two

Before students come to class, write the following on the board or overhead:

*As you watch the film, write down 1) **characters**, 2) **phrases** and 3) **plot turns** that relate to your small group's thematic word. Tomorrow, you and your group will be asked to connect your visual display to the film.*

As students arrive, welcome them to class and let them know it's almost time to begin watching the film. Ask students to take out a sheet of paper and a pen or pencil and then review the note-taking instructions.

Begin watching the film.

When the bell rings, stop the film and let students' know you'll resume the next day. Remind students to hold onto their notes, because they will need them the next day. Teachers also can collect students' notes for assessment and safekeeping.

Days Three and Four

As students come in, give them a moment to retrieve their notes from the prior day and then resume watching the film.

Once the film is completed, allow 20 minutes for the members of small groups to reconvene and, using their individual notes, discuss the film's treatment of their theme word. Groups can write elements from the film onto their visual displays, as desired.

Starting with the "tradition" group, ask each group to share 1) their visual display, 2) the connections the group sees between their theme word and the film's characters and plot, and 3) what changes the group made to their visual display after watching the film, and why. Each group should have about 10 minutes. Encourage classmates to ask questions.

As the groups present, draw on the following facilitation prompts, as needed:

Tradition Group — Although the film calls traditions into question, the students who didn't agree with segregated proms didn't want to forgo a prom altogether. Why might the tradition of prom be important to them, too?

Change Group — How does change happen? Who made the change possible at Charleston High School? Is change easy? Why? What kinds of obstacles did students in the film encounter as they tried to live integrated lives?

Love Group — *Prom Night in Mississippi* addresses many kinds of love — love between teenagers who are dating and a father's love for his daughter, for example. How is the act of having an integrated prom an exercise of love? Love for whom? For what (values)?

Fear Group — What were people afraid of in this film? Did those fears differ by racial identity? How did fear sometimes limit the ability of people to embrace equality and change?

Judgment Group — How is judgment related to fear? In *Prom Night in Mississippi*, what kinds of judgments did people sometimes make about one another? How were those judgments related to race? Judgment has another meaning, too — "to show good judgment" can mean "to make good decisions." With which characters' decisions do you most agree? Disagree? Why?

Opportunity Group — At what moments in the film were specific students and adults offered opportunities to help create positive change? Who grabbed onto them? Who chose not to? Why do you think they had these reactions? How does opportunity relate to change? Can you have one without the other? Why?

Once the last group is finished, summarize elements that emerged during the presentations and class discussion. Then (while distributing the handout) introduce the homework assignment: “We’ve been using *Prom Night in Mississippi* to explore themes of tradition, change, love, fear, judgment and opportunity. As a culminating activity, I want you to write something from the perspective of one of the film’s characters that relates to one of those themes.”

Review the full assignment with the class, answering any questions.

Lesson Extension

Place the small groups’ visual displays around the classroom and refer back to them during subsequent *Prom Night in Mississippi* lessons — and throughout the school year, as the themes of tradition, change, love, fear, judgment and opportunity emerge in other coursework. Continue to add to the displays as warranted.

Content Standards

This lesson plan supports standards and benchmarks in language arts (1, 8 and 9) and life skills (1 and 3). For a complete listing, see page 30.

TRADITION

as in “The Superbowl is an American tradition.”

FEAR

as in “We have nothing to fear but fear itself.”

CHANGE

as in “It’s going to take a lot to bring change to the U.S. healthcare system.”

JUDGMENT

as in “to pass judgment on someone.”

LOVE

as in “A baby is born with a need to be loved, and never outgrows it.”

OPPORTUNITY

as in “College was a tremendous opportunity for me.”

Handout

Writing Assignment

We've been using *Prom Night in Mississippi* to explore themes of tradition, change, love, fear, judgment and opportunity.

As a culminating activity, I'm asking you to write something from the perspective of one of the film's characters relating back to one or more of those themes. You should write in a format that best suits your character's needs and purpose — a speech, a memo, a personal letter, an essay, etc.

In developing your piece, consider the RAFT model:

R = Role (Which character's role are you assuming? Who is the writer?)

A= Audience (To whom is your character writing?)

F= Format (What format is most appropriate for your character?)

T= Topic (About which of the themes are you writing?)

Please include a RAFT summary at the top of your piece.

Example:

My character is the school principal (R), and I am writing to the teachers (A) in a memo format (F) about how the integrated prom presents the adults in our school with an opportunity (T) to show their support for a much-needed change (T) in our community's culture. So, at the top of my piece, I'd write:

R= Principal

A= Teachers

F= Memo

T= Opportunity and Change

Your piece is due _____ .

LESSON 2

Segregation, Then and Now

“After Morgan made the offer to the senior class, we began to hear that there was some white parents that are still planning to have their own separate prom. They did not want their children to go to the prom with blacks.”

— PEGGY BROOKS

Objectives

1. Students will understand the difference between “de jure” segregation and “de facto” segregation.
2. Students will explore some of the core causes of de facto segregation and understand how it can manifest at the personal and societal levels.
3. Students will write a persuasive essay in response to a writing prompt.

Time and Materials

- One class period
- Copies of the “Overview of De Facto Segregation” for each student (page 12)
- The “dissimilarity index” score for your community, from www.census.gov/hhes/whi/whi2000/whi2000.html. This index measures residential segregation between whites and other racial groups on a scale of 0 (completely integrated) to 100 (completely segregated). For example, Montgomery, Ala. — the birthplace of the Civil Rights Movement — is today more segregated than not, receiving a score of 66 for segregation between whites and blacks.
- Copies of the writing prompt for each student (see below), or written on the board for students to copy by hand

Procedures

Open the lesson by asking students to share what they know about segregation during the Jim Crow era in the U.S., i.e. “whites and blacks had to drink out of different water fountains.”

Remind the class about *Prom Night in Mississippi*’s reference to *Brown v. Board of Education*, the 1954 Supreme Court ruling that ended state-mandated school segregation. Explain that the *Brown* ruling, coupled with subsequent judicial and legislative actions, ended what was called “de jure” segregation — separation of people from different racial and ethnic groups that was required by law and enforced by the government.

Next, explain that another kind of segregation still exists, and it’s called “de facto” segregation. Distribute the “Overview of De Facto Segregation” handout to students. Allow time for students to read the document and then review the key points as a whole class:

- What is the difference between de jure and de facto segregation?

- How is de facto segregation related to *Prom Night in Mississippi*?
- Why does de facto segregation persist?
- Do you think residential segregation is a problem in our community? Why? (Share your community's "dissimilarity index" score with students, and reconsider the question as needed.)

Next, introduce the writing prompt. Depending on the time available, students can complete the assignment in class or as homework.

Please write a persuasive essay explaining why you agree or disagree with the following quote:

“We are the first post-segregation generation.”

— BAKARI KITWANA

Lesson Extension

If students' interest in contemporary manifestations of societal racism is piqued with this activity, consider using the Racial Disparity Jigsaw Mini-Unit, available for free at www.tolerance.org/teach/activities/activity.jsp?ar=796, in your classroom.

Content Standards

This lesson plan supports standards and benchmarks in U.S. history (Standards 29 and 31), civics (8, 11 and 13) and language arts (1, 7 and 8.) For a complete listing, see page 30.

Handout

Overview of De Facto Segregation

There are two forms of racial segregation: **de jure** and **de facto**. Judicial rulings and legislation passed during the era of the Civil Rights Movement ended **de jure** segregation, separation that was mandated by law and enforced by the government. But **de facto** segregation — separation that exists even though laws do not require it — persists to the present day.

We saw this kind of segregation in *Prom Night in Mississippi*. The community's tradition was to hold a black prom and a white prom. The laws didn't require it, but people separated themselves anyway. De facto segregation can be caused by personal bigotries and the personal choices we make about whether to live in an integrated fashion or not.

At the societal level, de facto segregation in the U.S. is perhaps easiest to see when looking at housing patterns. Even today — more than 50 years after the Civil Rights Movement — we are still unlikely to live in integrated neighborhoods. Some of this is about personal choice. A recent study of San Francisco homeowners that appeared in the *Journal of Political Economy*, for example, found they tend to self-segregate in order to be with people of the same race and education level: blacks were willing to pay \$98 more per month to live in a neighborhood with more black households, while whites were willing to pay more to have *fewer* black neighbors.

But residential segregation is fueled by more than personal choices. Among the factors that also contribute to this kind of de facto segregation:

Redlining — denying or increasing the cost of services to residents in certain areas. Perhaps the most insidious kind of redlining is mortgage discrimination. Up until the 1970s, for example, some banks simply refused to provide loans to people of color who wanted to purchase homes in particular communities. Even today, people of color are more likely to be tracked into “sub-prime loans” than are white applicants with similar credit histories.

Pricing disparities — Home prices and rent in white areas tend to be more expensive, effectively shutting out people of color who may be unwilling, or unable, to pay the premium to buy entry into white neighborhoods. And even when they do, they are likely to live with white neighbors who are less affluent than they are.

LESSON 3

Interrupting Racism and Bigotry

“The way they were just talking [badly about African Americans] ... We just walked out.”

— T.J.

Objectives

1. Students will document ways racism and/or bigotry affect their own lives
2. Students will explore the effects of racism and bigotry on individuals and communities
3. Students will explore barriers to speaking out against racism and bigotry
4. Students will practice ways to interrupt beliefs, behaviors and practices that support racism and bigotry, just like the students who organized and attended the integrated prom at Charleston High School

Time and Materials

- One or two class periods, depending on the amount of class discussion, plus a homework assignment
- 10 sheets of paper, numbered 1 to 10, with 1 labeled “extremely uncomfortable responding” and 10 labeled “extremely comfortable responding.” Sheets should be taped to the wall in numerical order.
- Pairs of dice, one for each small group. (Note: If the use of dice is cost-prohibitive, create paper cubes. For a template, see page 17).
- Copies of the homework assignment for each student (page 18)
- Dice instructions copied for small groups, or written on the board ahead of time (see below)

Procedures*Two Days Before*

Provide students with the homework handout, which asks them to share an incident from their own lives that relates to racism or bigotry — something they’ve seen, participated in or been a target of. Review the included directions with students and any key terms that may be new to them, i.e. ally and bigotry.

The Day Before

Collect students’ homework and review their descriptions during your planning period or other free time. Select 15 or so entries for use during the class activity. As you make your selections, consider their appropriateness, the diversity of issues and situations they represent and the likelihood that they will engage the class.

On the Day of the Activity

Remember to tape up the 10 sheets of paper, numbered 1 to 10, with 1 labeled “extremely uncomfortable responding” and 10 labeled “extremely comfortable responding,” on your wall.

Step One: Introduction

Welcome students to class and refer back to their homework assignment. In other words, you might say: “I want to thank everyone who completed the homework assignment. As we saw in *Prom Night in Mississippi*, life often presents us with opportunities to stand up against bigotry. *Your* life experiences will serve as the basis for our activity today.” Review the lesson objectives. Then explain that students will be working in small groups, and as a whole class, for different parts of the activity.

Step Two: Exploring the Impact of Everyday Bigotry

Break the class into five small groups and give each group one of the homework descriptions. (*Be sure the descriptions you distribute do not include student authors’ names.*) Ask the small groups to discuss:

- How might this incident affect the people directly involved — the target, the perpetrator and any witnesses?
- How might this incident affect the health of the community (school, family, business, etc.) where it happened?
- What are the emotional, social, physical and/or financial costs of incidents like these?

Reconvene as a whole class, and ask each group to quickly share key points from its discussion.

Step Three: Exploring Barriers to Interrupting Bigotry

Transition by referring back to the film, i.e. “In the film, Billy Joe talked eloquently about racism in his home town, but he did so without ever revealing his face. Early in the film, he told us this was because he could be disowned or lose friends. There are often barriers to interrupting everyday bigotry. We’re going to explore some of those things now.”

Point out the numbered pieces of paper on the wall. Read two or three of the homework descriptions. As you do, students should move in front of the number that best represents their comfort level in responding to each incident if they witnessed it happening. Ask volunteers to share why they chose their “comfort number.”

Close this portion by affirming students, saying something like: “Our comfort levels often vary by location, by issue and by the people involved. Next we’re going to learn some ways to respond in situations like these.”

Step Four: Practicing Six Strategies for Interrupting Bigotry

Ask students to return to their small groups. Provide each group with two of the homework descriptions and a pair of dice.

Explain to students that the numbers on the dice represent strategies for interrupting bigoted language and behaviors:



Identify the behavior — i.e., “Did I just hear you stereotyping Mexican Americans?” Sometimes, pointing out the behavior candidly can prompt someone to reconsider. Be sure to describe the behavior, *not* the person. Calling someone a “racist” rarely helps.



Suggest an alternative — i.e., “Instead of saying ‘That’s so gay,’ why can’t you just say, ‘That’s not cool?’”



Appeal to higher principles — i.e., “I’ve always thought of you as a fair-minded person, so I’m shocked to hear you say something like that.” In addition to interpersonal values, call upon other values — i.e., school values, family values, community values or faith values — as appropriate, too.



Set limits — i.e., “If you don’t stop harassing her, I’m leaving.”



Use body language — i.e., If someone tells a racist joke, don’t laugh — give them a harsh stare and cross your arms instead.



Walk away, and report it — Sometimes, we simply won’t feel safe speaking up in the moment. Walking away can be the right thing to do. Once we do, though, who can we ask for help? A parent or guardian? A teacher or coach? A faith leader? A civil rights group? A business owner? What kind of help do we ask for?

The task for the small group is to roll the dice and try to brainstorm as many actions for the strategy numbers revealed on their dice as they can. Groups should roll at least once for each of their provided homework descriptions and focus on ways they to serve as allies — to show support for the target(s) of each incident.

Ask the small groups to share some of their findings with the whole class.

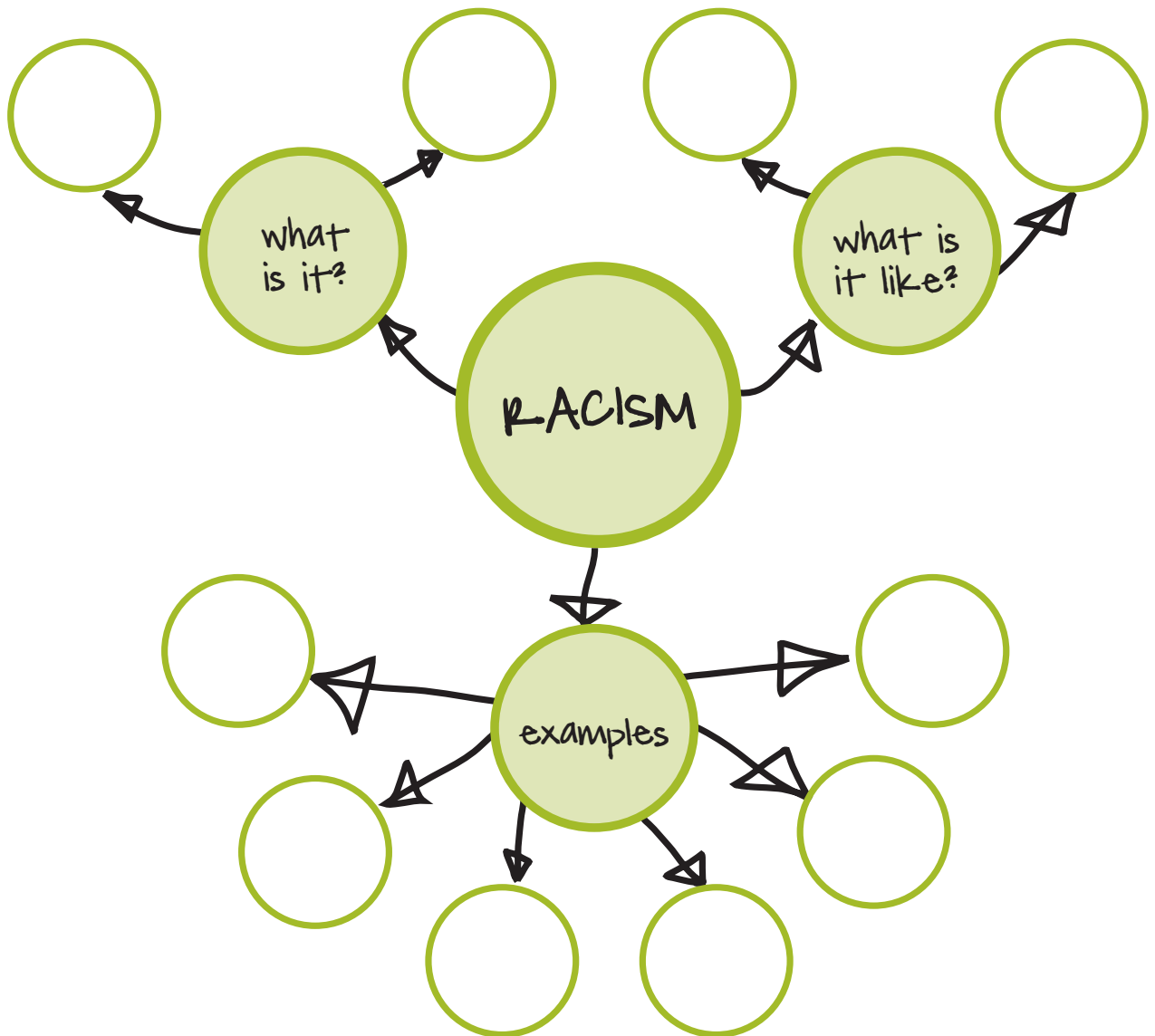
Closing the Activity

Ask student volunteers to share:

1. One thing they learned from the lesson.
2. One thing they might do differently when they encounter bigoted behaviors in the future.

Lesson Extension

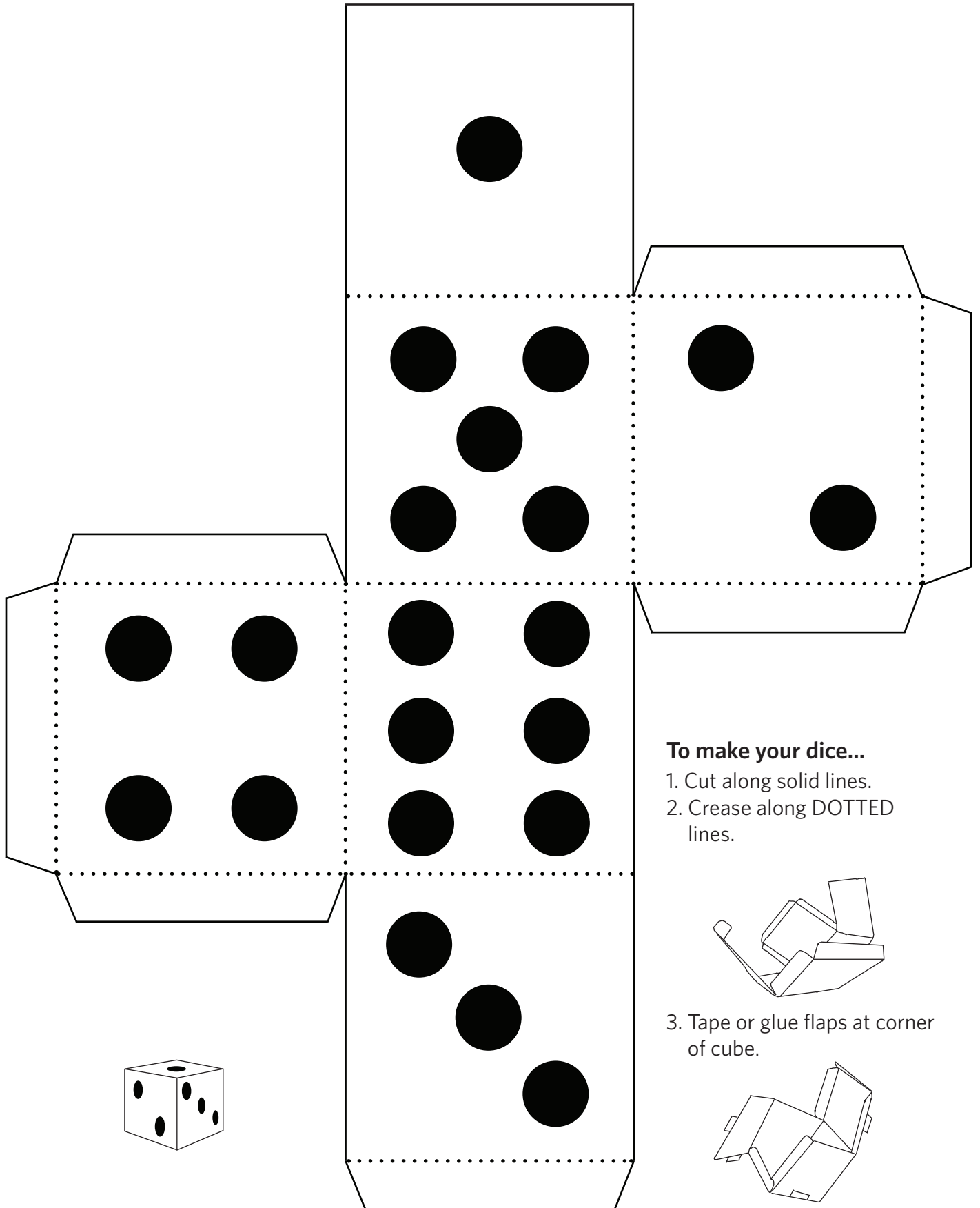
If your school requires formal documentation of students' acquisition of core skills, consider using a spider concept map with this activity. This type of graphic organizer captures how well students understand and can connect key concepts and also supports the development of higher-order thinking skills:



Content Standards

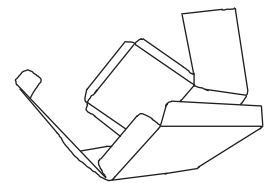
This lesson supports standards and benchmarks in behavioral studies (Standards 2 and 4), language arts (8), civics (8 and 11) and life skills (1 and 3). For a complete listing, see page 30.

DICE

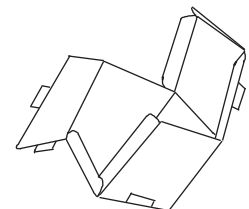


To make your dice...

1. Cut along solid lines.
2. Crease along DOTTED lines.



3. Tape or glue flaps at corner of cube.



Homework Introduction

Prom Night in Mississippi tells the story of students, school administrators and parents who made the choice to interrupt their community's longstanding tradition of segregated proms.

Throughout the film, there also were smaller moments when individuals interrupted bigotry. Jessica and T.J., for example, went to a meeting called by the white parents organizing the whites-only prom, but after the parents started using the "n-word," Jessica and T.J. walked out — sending a clear message to the adults and youths at the meeting that racist language was offensive and unacceptable to them.

But there were also moments in the film when bigotry was left unchallenged. Like the moment when Heather says she doesn't hang out with a lot of white people because "a lot of them's *retarded*" — a word choice intended to demean whites, but one that also serves to demean people with disabilities.

As we go about our lives, we often encounter bigotry, and it is in these moments that we have an opportunity to speak out and make a positive change.

Assignment

Below, you'll find four real-life examples of young people's encounters with bigotry and disrespectful behavior, drawn from publications available through Teaching Tolerance (www.tolerance.org). After reviewing these examples, 1) **think of a moment like this from your own life** — one you witnessed, participated in or were the target of, 2) **write a short description** of the incident in the lines on the bottom of this page, and 3) **tear that short description off and bring it to me tomorrow**. Your description may be shared with the class, anonymously, in the next couple of days, so **do not write your name on it**.

"It started in middle school, when classmates would tell me that my life wasn't worth living and I should just end it now. And it's kept right on through high school. ... I don't understand how anyone can be that mean to someone."

— A SENIOR IN HIGH SCHOOL WHO IS OVERWEIGHT

An 18-year-old Latina was shopping in a craft store, and a manager kept following her around. She noticed that white shoppers were allowed to browse freely, without interruption. "I thought those days were long over," she said. "The days when you could be forced out of a store for being Hispanic."

"Just once, I'd like to go to my prom with someone I could call my significant other, someone I could call my boyfriend. ... Just once, ... I'd like to be able to attend with my ideal date, matching boutonnieres and all."

— A GAY MALE HIGH SCHOOL STUDENT WHOSE SCHOOL DOES NOT ALLOW SAME-SEX DATES AT PROM

"The music was blasting and people were dancing. Club-hoppers pushed my friend and me from all sides. All of a sudden I felt someone up against my butt. ... Guys were coming from every angle thinking it was okay to put their hands on me. ... All I am asking for is a world where people of every race, sexual orientation, class, gender and so on, can come together to dance, talk and be merry."

— A FEMALE HIGH SCHOOL STUDENT

Describe an experience you've had with bigotry — something you've witnessed, participated in or been the target of:

LESSON 4

Loving Across the Color Line

“My love for him is really deep. ... It’s just really good.”

— HEATHER

“My love for her, I really can’t put it into words. ... I just try to act it out every day.”

— JEREMY

Framework

One of the recurring themes in *Prom Night in Mississippi* is love, and the film introduces us to Heather and Jeremy, a white teenager and black teenager who have fallen in love, despite resistance from their parents and community. As Chasidy explains in the film, “[it’s about] the fear of your white daughter conceiving with a black man ... that you’re afraid of presenting, coming out, [that] you’re white and have a mixed baby.” This is a fear based on centuries of racist notions about white superiority and the inferiority of people of color and, in particular, the vile stereotype of the black man as an over-sexualized brute from whom white women need protection.

Official support for such beliefs crumbled in 1967 when the Supreme Court struck down state laws banning interracial marriage — “miscegenation” laws that not only targeted African Americans, but also tended to target Asian and Native Americans. In the aptly titled case, *Loving v. Virginia*, the Court determined that “marriage is one of the ‘basic civil rights of man’” and proclaimed that “the freedom to marry, or not marry, a person of another race resides with the individual and cannot be infringed by the State.” In essence, the Court affirmed our capacity to love and live across the color line.

Fast forward 40 years, and there is now a burgeoning multiethnic movement in the U.S. and an increasing number of artists sharing their experiences living across, and between, our nation’s traditional color lines. Among these artists is Kevin Michael, an R&B musician on the Atlantic Records label. In 2007, Michael released “It Don’t Make Any Difference to Me,” which also features Wyclef Jean. Although the grammar may make some teachers cringe (“It *doesn’t* make any difference ... !”), the song has been called a “modern-day anthem” of transracial life in the U.S. and serves as an excellent (and fun) vehicle to both explore love across the color line in contemporary times and validate the experiences of multiracial people.

Objectives

Students will:

1. Read an excerpt from the Supreme Court’s ruling in *Loving v. Virginia*, deepening their appreciation for the protections provided by the Fourteenth Amendment.
2. Understand the racist premise of miscegenation laws.
3. Contrast the racist premise of those laws with the “one love” message in Kevin Michael’s “It Don’t Make Any Difference to Me.”

Time and Materials

- One class period
- Copies of an excerpt from the *Loving v. Virginia* ruling for each student (page 22)
- Copies of the lyrics for Kevin’s Michaels “It Don’t Make Any Difference to Me” at www.metrolyrics.com/it-dont-make-any-difference-to-me-lyrics-kevin-michael.html for each student

Procedures

Review the framework and objectives with students. Distribute the *Loving v. Virginia* excerpt to students. Read the document out loud as a class, with student volunteers each reading a single paragraph. If legal phrasing or vocabulary proves daunting (i.e. “invidious”), pause to consider the Court’s meaning. As a whole class, discuss:

- What protections does the Fourteenth Amendment provide to U.S. citizens?
- What kind of beliefs led to the passage of miscegenation laws?
- How do those beliefs mirror some of the sentiments expressed in *Prom Night in Mississippi*?
- Why did the Court conclude that miscegenation laws violated the Fourteenth Amendment?

Transition to the next portion of the activity by saying, “It may be hard to believe that it took a court ruling to undo such racist practices and beliefs. Thankfully, today, we can choose who we want to be with, regardless of color. Next, we’re going to read song lyrics by a multiracial artist named Kevin Michael. Think about how its messages differ from the kinds of beliefs that supported miscegenation laws.”

Distribute the lyric sheets to students. Allow students time to read the lyrics individually, or conduct a choral reading as a whole class. Then discuss:

- How do the song’s lyrics serve to denounce racism?
- The song is about romantic love across the color line, to be sure, but it also advocates “one love.” What do you think Michael means by that?
- This song has been called “a transracial modern-day anthem.” Would you agree with that description? Why?
- How do the messages of this song differ from the thinking of miscegenation laws? How far have we come as a nation in ending that kind of racism?
- How do you think Jeremy and Heather, the interracial couple in *Prom Night in Mississippi*, would respond to this song? Why? How do you think Heather’s father, Glenn, would respond? Why?

Lesson Extension

Today, another group is fighting for its right to marry: gays and lesbians. In June 2007, on the 40th anniversary of *Loving v. Virginia*, Mildred Loving, who, along with her husband, was the named plaintiff in the landmark case, released a short essay titled “Loving for All,” available for free download at www.freedomtomarry.org/pdfs/mildred_loving-statement.pdf. “Not a day goes by that I don’t think of Richard and our love, our right to marry, and how much it meant to me to have that freedom to marry the person precious to me, even if others thought he was

the ‘wrong kind of person’ for me to marry,” she wrote. “I believe all Americans, no matter their race, no matter their sex, no matter their sexual orientation, should have that same freedom to marry.” Mrs. Loving’s essay serves as a powerful vehicle to tie the lessons of the past to ongoing struggles for equality.

Content Standards

This lesson meets standards and benchmarks in U.S. history (Standards 29 and, with the lesson extension, 31), civics (8 and 18) and language arts (6 and 7.) For a complete listing, see page 30.

Excerpt from

LOVING v. VIRGINIA, 388 U.S. 1 (1967)

388 U.S. 1

LOVING ET UX. v. VIRGINIA.

APPEAL FROM THE SUPREME COURT OF APPEALS OF VIRGINIA.

No. 395.

Argued April 10, 1967.

Decided June 12, 1967.

Section 1 of the Fourteenth Amendment provides: "All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

MR. CHIEF JUSTICE WARREN delivered the opinion of the Court.

This case presents a constitutional question never addressed by this Court: whether a statutory scheme adopted by the State of Virginia to prevent marriages between persons solely on the basis of racial classifications violates the Equal Protection and Due Process Clauses of the Fourteenth Amendment.

...

In June 1958, two residents of Virginia, Mildred Jeter, a Negro woman, and Richard Loving, a white man, were married in the District of Columbia pursuant to its laws. Shortly after their marriage, the Lovings returned to Virginia and established their marital abode in Caroline County. At the October Term, 1958, of the Circuit Court of Caroline County, a grand jury issued an indictment charging the Lovings with violating Virginia's ban on interracial marriages. On January 6, 1959, the Lovings pleaded guilty to the charge and were sentenced to one year in jail; however, the trial judge suspended the sentence for a period of 25 years on the condition that the Lovings leave the State and not return to Virginia together for 25 years. He stated in an opinion that:

Almighty God created the races white, black, yellow, malay and red, and he placed them on separate continents. And but for the interference with his arrangement there would be no cause for such marriages. The fact that he separated the races shows that he did not intend for the races to mix.

...

Virginia is now one of 16 States which prohibit and punish marriages on the basis of racial classifications. Penalties for miscegenation arose as an incident to slavery and have been common in Virginia since the colonial period.

...

In upholding the constitutionality of these provisions in the decision below, the Supreme Court of Appeals of Virginia referred to its 1955 decision in *Naim v. Naim*, as stating the reasons supporting the validity of these laws. In *Naim*, the state court concluded that the State's legitimate purposes were "to preserve the racial integrity of its citizens," and to prevent "the corruption of blood," "a mongrel breed of citizens," and "the obliteration of racial pride," obviously an endorsement of the doctrine of White Supremacy.

...

There can be no question but that Virginia's miscegenation statutes rest solely upon distinctions drawn according to race. The statutes proscribe generally accepted conduct if engaged in by members of different races. Over the years, this Court has consistently repudiated "[d]istinctions between citizens solely because of their ancestry" as being "odious to a free people whose institutions are founded upon the doctrine of equality."

...

We have consistently denied the constitutionality of measures which restrict the rights of citizens on account of race. There can be no doubt that restricting the freedom to marry solely because of racial classifications violates the central meaning of the Equal Protection Clause.

...

The freedom to marry has long been recognized as one of the vital personal rights essential to the orderly pursuit of happiness by free men. Marriage is one of the "basic civil rights of man," fundamental to our very existence and survival. To deny this fundamental freedom on so unsupportable a basis as the racial classifications embodied in these statutes, classifications so directly subversive of the principle of equality at the heart of the Fourteenth Amendment, is surely to deprive all the State's citizens of liberty without due process of law.

The Fourteenth Amendment requires that the freedom of choice to marry not be restricted by invidious racial discriminations. Under our Constitution, the freedom to marry, or not marry, a person of another race resides with the individual and cannot be infringed by the State.

These convictions must be reversed.

It is so ordered.

LESSON 5

Does Our School Need to Mix It Up, Too?

“This is a place of judgment. You’re judged every day, by every move you make, by the people you talk to.”

— BILLY JOE

“You’ve got to break free of this ... These are still chains we have around our souls.”

— MORGAN FREEMAN

Framework

In *Prom Night in Mississippi*, the racial boundaries between students was stark, typified by the tradition of holding segregated proms. In most school communities, divisions aren’t as obvious, but are still very much present.

In a national survey conducted by Teaching Tolerance’s Mix It Up program, for example, a majority of students said their schools were “quick to put people into categories,” and nearly a third freely admitted they had rejected or excluded someone from another social group. Students identified numerous boundary lines in their schools — from race to socioeconomic status to language to religion to sexual orientation to “goths vs. preps.”

In this lesson, students will explore the social boundaries that exist in their school and, like the youths in *Prom Night in Mississippi*, will take a step toward bridging them.

Objectives

Students will:

1. Work in groups to conduct original research to assess the degree to which their school’s environment is welcoming to all students.
2. Understand the strengths and limitations of different kinds of research and how they can complement each another.
3. Create a visual display or presentation of a) collective findings to share with the whole school and b) recommended action steps to help bridge social divides.

Time and Materials

- Several class periods, over several weeks
- Pens and paper/notepads
- Access to Word and Excel (on PCs) or Pages and Numbers (on Macs) (optional)
- Art supplies, or access to PowerPoint (on PCs) or Keynote (on Macs)

Procedures

Review the framework and objectives with students, and then explain that each student will need to join one of the following groups:

The Survey Group — This group will design a closed-question survey about the social climate of the school and get as many students in the school to complete it as possible. The group also will need to compile the findings.

The Interview Group — This group will design an in-depth interview questionnaire about the social climate of the school using open-ended questions; each member will be responsible for completing and documenting at least one interview. The group also will need to prepare a summary of collective findings.

The Observational Group — This group will be responsible for what researchers call “unobtrusive observation,” meaning the people you’re observing have no idea they’re being studied. Every time a member of this group witnesses name-calling, bullying or acts of exclusion or separation in the school over a set period of time — no less than one week — he or she will write down a short description of the incident. This group also will need to prepare a summary of findings.

Note: We strongly recommend that students who complete the survey or participate in an interview are allowed to do so anonymously. This will increase the likelihood that participants will be more honest with their answers.

Allow class time for groups to develop their research plans and any needed instruments, to check-in with you and each another, and to create their required summaries. If a computer lab is available, ensure those resources are available to students as well.

Once the groups have created their summaries, invite each to present their findings to the class. Allow each group to take about 10 minutes. When each group has presented, discuss as a whole class:

- How were the groups’ findings similar? How were they different? *(Typically, a closed-question survey will reveal general patterns; in-depth interviews will add nuance to those findings; and observational research will show that expressed beliefs or perceptions don’t always match actual behaviors. Consider using a Venn Diagram to identify similarities and differences between the groups’ findings.)*
- What did we learn about the social climate of our school? Do some types of boundaries divide students more than others? Are there particular places on campus — classrooms, hallways, the lunchroom — where these lines of division are most clear?
- What are the key things we should share about your collective findings with the student body, teachers and administrators? How could we best persuade them to care about these issues?
- What would we want our peers to do, once they have this information? How can we encourage people to bridge these barriers — to “mix it up” more — in our school? *(Introduce students to national Mix It Up at Lunch Day, to be held this year on November 10, 2009. It’s annual event that is hosted in thousands of schools, providing students with a safe opportunity to sit with someone new in the cafeteria, interact across group lines and make new friends. Research has shown the event helps students become more comfortable interacting with different kinds of people, helps them make new friends and bolsters school spirit and unity. For more information and supportive resources, visit www.mixitup.org.)*
- How can we best present the information — with a display, morning announcements, a school assembly, etc.?

Support students as they develop their displays or presentations for the whole school and as they work with peers throughout the learning community to implement necessary action steps and needed changes.

Content Standards

This lesson supports standards and benchmarks in language arts (Standards 4 and 8), civics (10), mathematics (1, 3 and 6), behavioral studies (2 and 4), technology (2) and life skills (1). For a complete listing, see page 30.

LESSON 6**Sustaining Change**

“[Charleston High School] may make change in the next couple of years, maybe not. If not, I plan to make a change. I plan to make a difference.”

— CHASIDY

Framework

Charleston High School took an important step in 2008 by organizing the community’s first integrated prom. But there were detractors, like those who organized and attended the competing whites-only prom. Further, many of students who made the integrated prom possible have since graduated. Charleston High School had its second integrated prom in 2009. Will this new tradition continue? Will the old tradition of a whites-only prom continue as well?

And will the school build on its initial effort to become more integrated? Will it examine and address other potential divisions, too? How do the Asian and Latino youths referenced in the film (but not seen in it) fit into the social order of Charleston, Miss., for example? And how might the repeated prayers to Jesus at school events marginalize community members who are not Christians, as well as students who are Christian, but are uncomfortable with public prayer?

Social change is a process, not a single event. It requires sustained effort. Without such effort, progress will stall — or be lost altogether.

Objectives

1. Students will explore the meaning of the word “effort.”
2. Students will understand what a definition poem is.
3. Students will write a definition poem that communicates the need for sustained efforts toward social change.

Time and Materials

- One class period
- Copies of the “effort” definitions for each student (see below). Another option is to write the text on the board for students to copy by hand.
- One or two samples of definition poems — we recommend “Determination,” written by a middle school student and available at www.literacyworkshop.org/plslam07-1/maddox1/2007/04/definition_poems_1.html
- Paper and pens or pencils for students

Procedures

Review the framework and objectives with students. Direct students' attention to the following definitions for "effort" and allow them a moment to review the descriptions:

effort |'efərt|
noun

1. a vigorous or determined attempt: *They made an effort to work together.*
Synonyms: attempt, try, endeavor.
2. the result of an attempt: *Her score was a fine effort.* Synonyms: achievement, accomplishment, attainment, result, feat; undertaking, enterprise, work; triumph, success, coup
3. strenuous physical or mental exertion: *He made every effort to get the job done.* Synonyms: exertion, energy, work, endeavor, application, labor, power, muscle, toil, strain; informal sweat, elbow grease.
4. [with adj.] the activities of a group of people with a common purpose: *the reform effort.*

Beginning with the first definition, ask volunteers to use "effort" in a sentence or question that relates to *Prom Night in Mississippi*. Repeat the process with the next three definitional entries.

Introduce the concept of a definition poem to students, i.e. "This sort of poem uses metaphors and imagery to define a term and typically is written in free verse — without regular rules for rhythm or meter." Share your prepared examples with students.

Instruct students to craft their own definition poems for "effort," poems that also, through chosen imagery or metaphor, reflect the need for sustained efforts toward social change, whether in Charleston High or in their own school or community.

Alternative Procedure

If your students implemented an action project as part of Lesson Five: Does Our School Need to Mix It Up, Too?, they can write letters to students who will join the school community next year, explaining the steps that have been taken to make to school more inclusive and welcoming and why those steps were needed. The letters also can ask for new students' input and support in sustaining these efforts.

Content Standards

This lesson plan supports standards and benchmarks in language arts (Standards 2, 6 and 8) and civics (11.) For a complete listing, see page 30.

Additional Resources & Acknowledgments

Recommended Resources

HBO

www.hbo.com/apps/schedule/ScheduleServlet?ACTION_DETAIL=DETAIL&FOCUS_ID=697030

This broadcast schedule from HBO tells you when *Prom Night in Mississippi* is playing. As Oprah Winfrey advised in the July 2009 issue of *O Magazine*: “Tivo it!”

Prom Night in Mississippi

www.promnightinmississippi.com

The movie’s official website offers video clips and exclusive audio files, including special coverage of the film’s debut in Charleston, Miss.



National Mix It Up at Lunch Day:

Nov. 10, 2009

www.mixitup.org

Hosted in thousands of schools across the country, this annual event provides students with a safe opportunity to sit with someone new in the cafeteria, interact across group lines and make new friends. Research has shown the event helps students become more comfortable interacting with different kinds of people, helps them make new friends and bolsters school spirit and unity.

Speak Up: Responding to Everyday Bigotry

This very practical guidebook shows readers how to respond to bigoted comments at home, at school, at work and in public. It includes strategies for launching a related campaign in schools and is available for just \$5. Send your e-mail request to the Civil Rights Memorial Center at civilrightsmemorial@splcenter.org.

LovingDay.org

www.lovingday.org

This website, launched by an interracial youth, serves as a hub for learning about *Loving v. Virginia*, the pathbreaking Supreme Court ruling that ended bans on interracial and interethnic marriage. The site also sponsors “Loving Day” observances each June 12, the anniversary of the ruling.

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Content Standards & Benchmarks

The standards and benchmarks in this guide are drawn from *Content Knowledge: A Compendium of K-12 Standards, 4th edition*, available through Mid-continent Research for Education and Learning (www.mcrel.org/standards-benchmarks).

BEHAVIORAL STUDIES

Standard 2: Understands various meanings of social group, general implications of group membership, and different ways that groups function

Grades 6-8

Benchmark 3: Understands that group identity may create a feeling of superiority, which increases group cohesion, but may also occasion hostility toward and/or from other groups

Benchmark 4: Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping) which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups)

Grades 9-12

Benchmark 5: Understands that social groups may have patterns of behavior, values, beliefs, and attitudes that can help or hinder cross-cultural understanding

Standard 4: Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Grades 6-8

Benchmark 4: Understands how role, status, and social class may affect interactions of individuals and social groups

Grades 9-12

Benchmark 1: Understands that conflict between people or groups may arise from competition over ideas, resources, power, and/or status

CIVICS

Standard 8: Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

Grades 6-8

Benchmark 2: Understands how certain values (e.g., equality, diversity, openness) are fundamental to American public life

Grades 9-12

Benchmark 3: Understands the significance of fundamental values and principles for the individual and society

Standard 10: Understands the roles of voluntarism and organized groups in American social and political life

Grades 6-8

Benchmark 3: Knows volunteer opportunities that exist in one's own school and community

Standard 11: Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Grades 6-8

Benchmark 3: Knows major conflicts in American society that have arisen from diversity (e.g., conflict about civil rights of minorities and women)

Grades 9-12

Benchmark 3: Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved

Benchmark 4: Knows why constitutional values and principles must be adhered to when managing conflicts over diversity

Standard 13: Understands the character of American political and social conflict and factors that tend to prevent or lower its intensity

Grades 6-8

Benchmark 1: Knows conflicts that have arisen regarding fundamental values and principles (e.g., conflicts between liberty and equality)

Grades 9-12

Benchmark 1: Understands issues that involve conflicts among fundamental values and principles such as the conflict between liberty and authority

Standard 18: Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights

Grades 6-8

Benchmark 1: Understands the importance of the rule of law in establishing limits on both those who govern and the governed, protecting individual rights, and promoting the common good

Grades 9-12

Benchmark 1: Understands how the rule of law makes possible a system of ordered liberty that protects the basic rights of citizens

Benchmark 4: Knows historical and contemporary illustrations of the idea of equal protection of the laws for all persons

LANGUAGE ARTS

Standard 1: Uses the general skills and strategies of the writing process

Grades 6-8

Benchmark 5: Uses content, style, and structure (e.g., formal or informal language, genre, organization)

appropriate for specific audiences (e.g., public, private) and purposes (e.g., to entertain, to influence, to inform)

Benchmark 10: Writes persuasive compositions

Grades 9-12

Benchmark 5: Uses strategies to address writing to different audiences (e.g., includes explanations and definitions according to the audience's background, age, or knowledge of the topic, adjusts formality of style, considers interests of potential readers)

Benchmark 9: Writes persuasive compositions that address problems/solutions or causes/effects

Standard 2: Uses the stylistic and rhetorical aspects of writing

Grades 6-8

Benchmark 1: Uses descriptive language that clarifies and enhances ideas (e.g., establishes tone and mood, uses figurative language, uses sensory images and comparisons, uses a thesaurus to choose effective wording)

Grades 9-12

Benchmark 1: Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes (e.g., to stimulate the imagination of the reader, to translate concepts into simpler or more easily understood terms, to achieve a specific tone, to explain concepts in literature)

Standard 4: Gathers and uses information for research purposes

Grades 6-8

Benchmark 1: Gathers data for research topics from interviews (e.g., prepares and asks relevant questions, makes notes of responses, compiles responses)

Benchmark 5: Organizes information and ideas from multiple sources in systematic ways (e.g., time lines, outlines, notes, graphic representations)

Grades 9-12

Benchmark 1: Uses appropriate research methodology (e.g., formulates questions and refines topics, develops a plan for research; organizes what is known about a topic; uses appropriate research methods, such as questionnaires, experiments, field studies; collects information to narrow and develop a topic and support a thesis)

Benchmark 5: Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies

Benchmark 6: Uses systematic strategies (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to organize and record information

Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary texts

Grades 6-8

Benchmark 1: Uses reading skills and strategies to understand a variety of literary passages and texts (e.g., fiction, nonfiction, myths, poems)

Benchmark 6: Understands the use of language in literary works to convey mood, images, and meaning (e.g., figurative language such as similes, metaphors, personification, hyperbole, allusion)

Grades 9-12

Benchmark 1: Uses reading skills and strategies to understand a variety of literary texts (e.g., fiction, nonfiction, myths, poems)

Standard 7: Uses reading skills and strategies to understand and interpret a variety of informational texts

Grades 6-8

Benchmark 3: Summarizes and paraphrases information in texts

Benchmark 5: Draws conclusions and makes inferences based on explicit and implicit information in texts

Grades 9-12

Benchmark 3: Summarizes and paraphrases complex, implicit hierarchic structures in informational texts, including the relationships among the concepts and details in those structures

Benchmark 5: Uses text features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used)

Standard 8: Uses listening and speaking strategies for different purposes

Grades 6-8

Benchmark 2: Asks questions to seek elaboration and clarification of ideas

Benchmark 3: Uses strategies to enhance listening comprehension (e.g., takes notes; organizes, summarizes, and paraphrases spoken ideas and details)

Benchmark 6: Makes oral presentations to the class

Benchmark 7: Uses appropriate verbal and nonverbal techniques for oral presentations (e.g., inflection/modulation of voice, physical gestures, body movement, eye contact, posture)

Benchmark 9: Understands the ways in which language differs across a variety of social situations

Benchmark 10: Understands elements of persuasion and appeal in spoken texts (e.g., purpose and impact of pace, volume, tone, stress, music; images and ideas conveyed by vocabulary)

Grades 9-12

Benchmark 2: Asks questions as a way to broaden and enrich classroom discussions

Benchmark 4: Adjusts message wording and delivery to particular audiences and for particular purposes (e.g., to defend a position, to entertain, to inform, to persuade)

Benchmark 5: Makes formal presentations to the class

Benchmark 6: Makes multimedia presentations using text, images, and sound

Benchmark 7: Uses a variety of verbal and nonverbal techniques for presentations and demonstrates poise and self-control while presenting

Benchmark 8: Responds to questions and feedback about own presentations (e.g., clarifies and defends ideas, expands on a topic, uses logical arguments, modifies organization, evaluates effectiveness, sets goals for future presentations)

Standard 9: Uses viewing skills and strategies to understand and interpret visual media**Grades 6-8**

Benchmark 1: Understands a variety of messages conveyed by visual media (e.g., main concept, details, themes or lessons, viewpoints)

Grades 9-12

Benchmark 1: Uses a range of strategies to interpret visual media (e.g., draws conclusions, makes generalizations, synthesizes materials viewed, refers to images or information in visual media to support point of view, deconstructs media to determine the main idea)

LIFE SKILLS: WORKING IN GROUPS**Standard 1: Contributes to overall effort of group**

Benchmark 2, K-12: Works cooperatively within a group to complete tasks, achieve goals, and solve problems

Benchmark 5, K-12: Identifies and uses the individual strengths and interests of others to accomplish team goals

Benchmark 7, K-12: Helps the group establish goals, taking personal responsibility for accomplishing such goals

Standard 3: Works well with diverse individuals and in diverse situations

Benchmark 1, K-12: Works well with those of the opposite gender, of differing abilities, and from different age groups

Benchmark 2, K-12: Works well with those from different ethnic groups, of different religious orientations, and of cultures different from their own

MATHEMATICS**Standard 1: Uses a variety of strategies in the problem-solving process****Grades 6-8**

Benchmark 1: Understands the relationships among equivalent number representations (e.g., whole numbers, positive and negative integers, fractions, ratios, decimals, percents, scientific notation, exponentials) and the advantages and disadvantages of each type of representation

Benchmark 7: Understands the concepts of ratio, proportion, and percent and the relationships among them

Standard 3: Uses basic and advanced procedures while performing the processes of computation**Grades 9-12**

Benchmark 6: Uses proportional reasoning to solve mathematical and real-world problems (e.g., involving equivalent fractions, equal ratios, constant rate of change, proportions, percents)

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis**Grades 6-8**

Benchmark 6: Organizes and displays data using tables, graphs (e.g., line, circle, bar), frequency distributions, and plots (e.g., stem-and-leaf, box-and-whiskers, scatter)

Benchmark 10: Understands basic concepts about how samples are chosen (e.g., random samples, bias in sampling procedures, limited samples, sampling error)

Grades 9-12

Benchmark 1: Selects and uses the best method of representing and describing a set of data (e.g., scatter plot, line graph, two-way table)

Benchmark 8: Understands how concepts of representativeness, randomness, and bias in sampling can affect experimental outcomes and statistical interpretations

TECHNOLOGY**Standard 2: Knows the characteristics and uses of computer software programs****Grades 6-8**

Benchmark 1: Uses advanced features and utilities of word processors (e.g., uses clip art, spell-checker, grammar checker, thesaurus, outliner)

Benchmark 2: Knows the common features and uses of desktop publishing software (e.g., documents are created,

designed, and formatted for publication; data, graphics, and scanned images can be imported into a document using desktop software)

Benchmark 4: Uses a spreadsheet to update, add, and delete data, and to write and execute valid formulas on data

Grades 9-12

Benchmark 2: Knows how to import and export text, data, and graphics between software programs

Benchmark 4: Uses desktop publishing software to create a variety of publications

U.S. HISTORY

Standard 29: Understands the struggle for racial and gender equality and for the extension of civil liberties

Grades 7-8

Benchmark 1: Understands individual and institutional influences on the civil rights movement (e.g., the effects of the constitutional steps taken in the executive, judicial, and legislative branches of government)

Grades 9-12

Benchmark 3: Understands how various Warren Court decisions influenced society (e.g., the effectiveness of the judiciary in promoting civil liberties and equal opportunities)

Benchmark 4: Understands significant influences on the civil rights movement (e.g., Supreme Court decisions)

Standard 31: Understands economic, social and cultural developments in the contemporary United States

Grades 7-8

Benchmark 4: Understands various influences on American culture (e.g., the desegregation of education)

Grades 9-12

Benchmark 5: Understands major contemporary social issues and the groups involved (e.g., the emergence of the Gay Liberation Movement and civil rights of gay Americans)