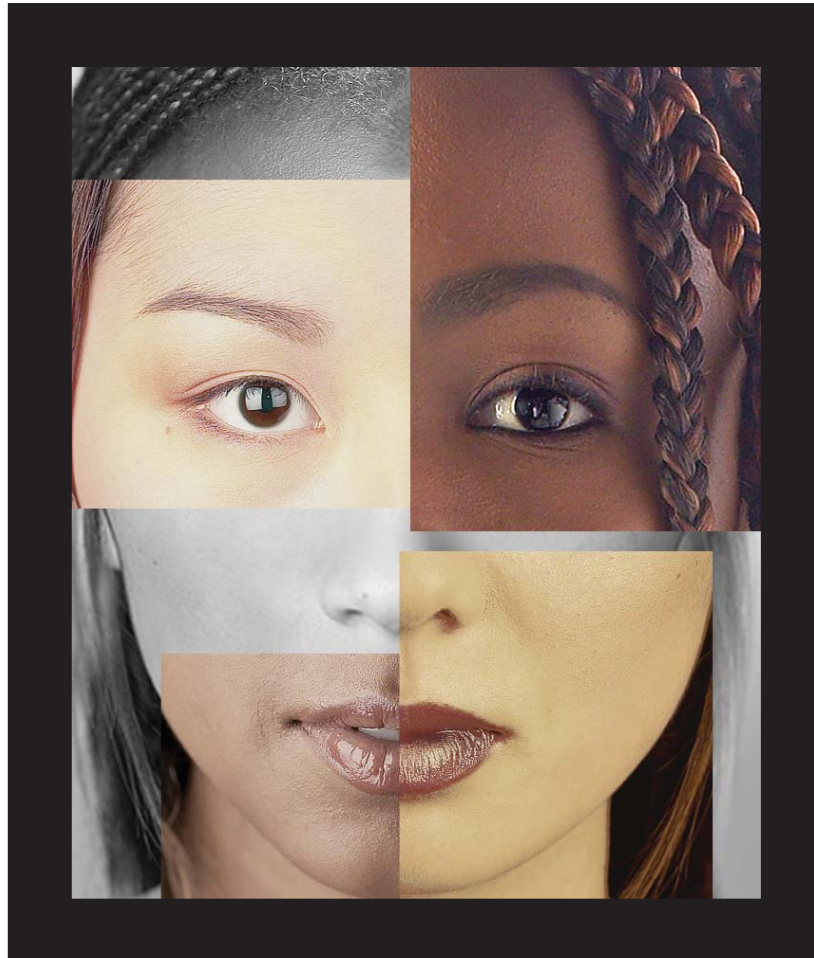


# ***RACE: Are We So Different?***

January 10 to May 6, 2007



## **EDUCATOR'S GUIDE**

Middle School/High School

# RACE: Are We So Different?



The goal of the *RACE* project is to **help individuals of all ages better understand the origins and manifestations of race and racism in everyday life** by investigating race and human variation through the framework of science.

*RACE* explores three primary themes:

- **The science of human variation** and where current scientific understanding is inconsistent with popular notions of race;
- **The history of the idea of race**, with an emphasis on the role of science in shaping the concept of race; and
- **The contemporary experience of race and racism** in the United States, and the often-invisible ways race and racism have infiltrated laws, customs, and institutions.

We strongly encourage teachers to visit the exhibition before they bring their students. Teachers can preview all museum exhibits free of charge, by showing a school identity badge or union card at the box office of the museum.

The *RACE* exhibition has been designed for middle school age students and above. Some components may be challenging for some students. By previewing the exhibition, you can evaluate what kind of preparation will be most valuable for your students. Please contact us if you have any questions, [schools@smm.org](mailto:schools@smm.org) or 651-221-9444.

## This guide contains:

- Exhibition overview, pages 3–5
- Supporting programs you can reserve for your students, page 6
- Connecting with the classroom
  - Previsit preparation suggestions, page 7
  - After the field trip, page 10
- Additional resources, page 11
- Field trip activity page templates ready to copy or adapt for your students and chaperones, pages 12–15

## When you visit the *RACE* exhibition:

- Share expectations, plans and schedules for the visit with students and chaperones. Give chaperones copies of any activities students will do.
- Do some preparation activities before your visit. Use suggestions in this guide and the resource list for more ideas.
- Divide your class into small groups to work together in the exhibition. Consider rotating groups with time limits per exhibition section (e.g. Group A start in the history of race area for 20 minutes).
- Review this guide for connections to your curriculum. Choose the activities that meet your needs best. Add your own page(s). Use journals or composition notebooks if you use these in classroom work. Bring sturdy cardboard to write on if you plan to use single pages.
- Exhibit components are not sequential. You can start anywhere in the exhibition.
- Ask students to add their own questions and observations that arise during their exhibit explorations.

## EXHIBITION OVERVIEW

### Entrance and Introductory Experience

- A large photo by Minnesota photographer **Wing Young Huie**. Other photographs of his are featured throughout the exhibition.
- **“What is Race?”** Recorded voices answer this question and give voice to the complexity of the topic, inviting students to consider their own answers.
- **Face Morphing Video** by artist Teja Arboleda.
- **Introductory video** Six-minute video overview of the exhibit’s main ideas give a sense of the complex history of race and racism.



Photographer Wing Young Huie

## The Science of Human Variation/Challenging Misconceptions about Race

This area investigates what current science and scholarship tells us about human variation and its connection to ideas about race, and includes components about human migration, gene flow, genetic drift, and the continuous distribution of human traits across the globe.

- **Traveling Genes** Use a computer simulation to experiment with the dynamics of gene flow.
- **Human Variation Video** Scientists discuss what their research reveals about human variation and how it differs from common conceptions of race.
- **African Origins** Interactive animation uses colored dots to represent geographic distribution of human genetic diversity over time, and illustrates how humans emerged from Africa and spread to populate the world.
- **The Colors We Are** A computer-based interactive inspired by the work of artist Byron Kim. Scan your skin and watch the shade appear as a color “chip” on the screen next to color chips from dozens of other visitors. Think about what skin shade reveals about you and others. Where does one “draw the line” to create categories of people?

Challenging perceived connections between race and biology:

- **Sickle Cell** Learn that this commonly perceived “black” disease is actually related to malaria resistance.
- **Science of Skin** Use a microscope to view your skin close-up and explore the evolutionary story of skin color variation.
- **Forensics** A look at how forensic anthropologists work and what they can and can’t predict about racial identification.
- **Independence of Traits Game** Use photos to sort people according to two of the traits that scientists historically tried to use to demarcate races: blood types and fingerprints. Discover how traits vary independently from each other, contrary to our common conceptions about racial types.
- **Who’s Talking?** Try to match a voice to one of the photos of people talking. Discover how cultural markers may define what we consider race.
- **The Hapa Project** investigate challenging identity issues faced by people who describe themselves as multi-racial Asian Americans through fascinating photographs and mini-autobiographies of the photo subjects.

## History of the Idea of Race

No story of race and human variation in this country is complete without an understanding of how race evolved in the United States. Four **History Stations** form the spatial centerpiece of the exhibition. Each station includes images, video, and text to reflect and comment on other exhibit areas.

- **Creating Race** Discover that race emerged as a human creation in the 17th and 18th centuries. As historians have suggested, democracy and race grew up together, side by side.
- **Human (Mis)measure** Track the efforts in the 19th and 20th centuries to pursue “race science” to legitimize racial and ethnic inequalities.

- **Separate and Unequal** Trace the history of inequality and privilege and centers on the second half of the 19th century, when segregation and ideas of distinct racial categories were set firmly in place. Includes examples of laws and social practices that disenfranchised American Indians, many immigrants, and people of African descent.
- **The Invention of Whiteness** Consider “white” as a racial category normalized and sustained over many years.



## The Contemporary Experience of Race and Racism in the United States

Three areas that highlight a different aspect of race and racism in contemporary life:

- Housing, land, and wealth
- Health and medicine
- Education, schools, and young people

### Experience of Race in the U.S.:

#### Housing, Land, and Wealth

- **Newspaper Box** “News” arrives in the form of video clips highlighting the post-World War II era, when federal, state, and local governments fostered middle-class home ownership, but systematically excluded or “redlined” qualified African Americans.
- **Stealing of Native American lands** Forced acculturation and land confiscation, includes stories of the experiences of other ethnic groups: Japanese Americans, Mexican Americans and Hmong Americans.
- **Wealth Disparities** Explores the history of inequities between whites and other ethno-racial groups

### Experience of Race in the U.S.:

#### Health and Medicine

- **BiDiL** Debate about the first “ethnic drug” approved by the FDA

- **Blood Pressure Machine** Test your blood pressure while reading about high blood pressure, a disease disproportionately affecting African Americans, peeling back layers of assumptions, raising questions about data collection and institutional racism to both complicate and potentially explain this statistical “fact.”

### Experience of Race in the U.S.:

#### Education, Schools and Young People

- **Youth on Race Video** A multi-racial high school theater troupe from Central High School in St. Paul describes their experiences with race and identity.
- **Student Lockers** Students from Community of Peace Academy in St. Paul fill school lockers with personal objects to express their relationship to race, identity, ethnicity, each other, and the world in which they live.
- **School Desks** School and race stories, such as tracking students, standardized testing biases, affirmative action.







### The U.S. Census

Since 1790, the U.S. Government has collected racial data in a census, taken every ten years. Racial categories, rules, and regulations resulting from the census have huge effects on law, policy, medicine, employment, and many other critical realms of American life.

- **Why We Have Race on the Census, Anyway.**  
Overview of how the Census has both reflected and created race and race-based policies over time.
- **Shifting Categories** A large photo of a multi-racial group wearing curious t-shirts is the starting point for stories about how population groups have been treated in the U.S. Census throughout our history.
- **The Future Census** A computer asks you to consider and then vote on how future censuses should (or shouldn't) gather data on race.

### Living With Race Theater

Powerful video stories of common people's experience of race and racism in the United States today.

### Resource Center and Conversation Space

- Children's books about race and racism
- *RACE* project website:  
<http://www.understandingrace.org>
- Short videos on race from a variety of sources.
- Books and articles about race in the United States today

### Feedback Stations

Opportunities to comment on some aspect of the exhibition and read responses from other visitors. Ask an anthropologist or other scholar questions about race.

For photos from the exhibition and other information go to the Science Museum's website:  
<http://www.smm.org/race/about>

## SUPPORTING PROGRAMS

### Talking Circle

Keep the conversation going. Schedule a 45-minute facilitated conversation in the style of a traditional Talking Circle after your visit to the *RACE* exhibition. Talking Circles are group conversations about challenging subjects, led by a trained facilitator. Talking Circles are modeled after Native American traditions and offer a safe and respectful setting for meaningful conversations. Talking Circle programs for grades 4-12 accommodate 35 and the cost per group is \$50. Schools with 75% of students eligible for the free/reduced lunch program pay \$25. These fees reflect a substantial discount for school groups in order to take advantage of this program.

For more information or to book your visit, call (651) 221-9444 or (800) 221-9444, or visit our Field Trips webpage.

### Science Live Theater programs

*Ongoing beginning January 10, 2007*

Science Live, the Science Museum of Minnesota's professional acting group, specializes in bringing science to life through the magic of theater. They have developed original live theater presentations to complement the *RACE* exhibition:

**Race to the Finish Line:** Two friends find their friendship begins to fracture as they start to discuss the topic of race.

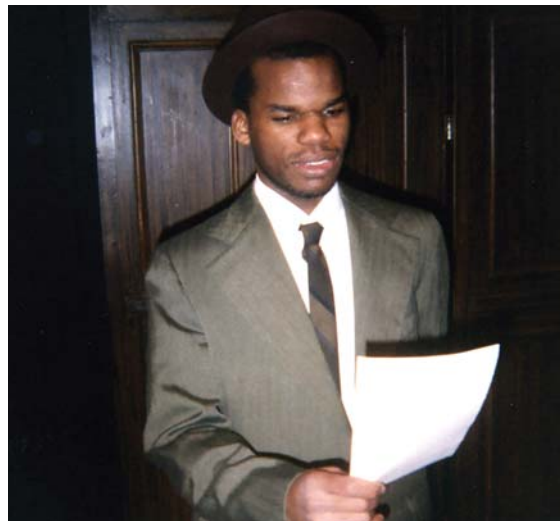
Grades 6–12 (Fridays, 1:30 pm; 15 min.)

**Dr. Charles Drew:** Dr. Charles Drew speaks about his pioneering research into blood plasma research and the prejudices he faced in pursuing it.

Grades 4–12 (Mondays, 1:30 pm; 10 min.)

Science Live shows should prompt your students to consider how race impacts their lives. Use the discussion tips in the Connecting to the Classroom section to extend the conversation about the idea of race after the curtain goes down.

Schedule your theater reservation when you reserve your visit or drop in on a space-available basis. Other times and days may be available. Contact Stephanie Long to check on other times, [slong@smm.org](mailto:slong@smm.org), 651-221-2587. There is no additional fee to see a theater program.



### Voices

"Voices" a 20-minute show written by high school students in collaboration with a professional playwright will come to your school free of charge. Contact Stephanie Long to schedule, [slong@smm.org](mailto:slong@smm.org), 651-221-2587.

The Voices Project is a compilation of Twin Cities' youth's perspectives, thoughts, and words on race. It is a journey into the minds of youth to hear and feel their candid, bold voices on who they are; who we see and what they want for their world, their identity told through their stories.

## BEFORE YOUR VISIT

Consider your classroom culture. Are your students comfortable discussing personal reactions to a variety of topics? Do some areas of discussion feel risky to students? Vary your discussion of race and racism by including low risk responses, such as personal journaling, paired discussion or small group activity and presentations.

### **RACE: Are We So Different?**

Discuss the upcoming field trip and the title. What do students expect they will see or experience in the exhibition? Use as a discussion question or short in-class writing assignment.



## TIPS FOR EFFECTIVE FACILITATION

Model trust, open inquiry, respect and cooperation.

**Read** background materials and check out resources to develop your understanding of race and institutional racism, educational disparities and other “hot-button” issues that you think might arise.

**Ask** participants to join in creating “Group Agreements” such as the following:

- Maintain confidentiality.
- Take turns speaking; listen to each other with respect.
- Use “I” statements; speak about your own thoughts and experiences, not those of others.
- Avoid cross talk; do not debate someone else’s personal experience. Rather, speak to your own understanding.
- Frame comments as questions.
- Acknowledge that each of us brings different perspectives and experiences and is at a different stage of development in addressing individual, interpersonal and institutional racism.

**Create safety** by engaging in low-risk discussion/activities (e.g., reflective writing, anonymous questions/comments, dyads/pair and share, discussing the [exhibit], posing questions) before moving on to higher-risk interactions (e.g., articulating an assigned “position” or expressing personal thoughts aloud). Break into small groups periodically so everyone can speak and be heard.

**Allow** for moments of silence and different styles of engagement. At the same time, ensure the “burden”

of the discussion is racially balanced. Watch for domination by individuals and by demographic groups. Manage rather than avoid disagreements, remembering that conflict can be constructive.

**Avoid** the “shame and blame” paradigm. Anger, upset, guilt, discomfort, even confusion are normal. Emotions should be acknowledged, but not become the focus of discussion.

**Watch out for** overpersonalization; balance the need to explore feelings with a desire to discuss tangible issues and generate outcomes.

**Take advantage** of “teachable moments.” Ask someone speaking to say more, go deeper, rephrase, consider an alternative or opposing view. Introduce concepts and outside information as needed to “ground” discussion within a broader context and take it out of the personal realm.

**Ask** the class to explore an idea together rather than evaluate positions. Redirect debates and resistance as follows: What would it mean if this were true? What might we do differently?

**Encourage** personal empowerment for making a difference. Emphasize that any effort at change is meaningful. What may be easy for one participant may be risky for another. This discussion is but one step in a larger process.

Adapted from *What’s Race Got to Do with It?*  
Facilitator Guide from California Newsreel  
<http://www.newsreel.org/guides/Whatsrace/WhatsRace-FacilitatorGuide.pdf>

### Race and Current Issues

Bring in articles from newspapers or magazines that mention race or use race terms. Ask students to find similar articles. Compile a class library for reference, research, or to spark discussion. Compare how different media sources cover the same story. Is the language the same? Some examples might include: use of Indian mascots and the NCAA, racial epithets and resulting violence, “Kramer” and Mel Gibson and racial epithets. <http://www.npr.org/templates/topics/topic.php?topicId=1015> lists several stories in the news about race and racism.



### Survey of Students

Ask students to complete this survey both before and after your visit to the exhibition. Use the survey as an activity. Ask students to place themselves in a spot along a line of possible responses, e.g. strongly agree is next to the door and strongly disagree next to the windows. After the field trip to *RACE: Are We So Different?*, ask students to choose one answer that changed because of their exhibit experience and describe why they changed their answer.

SA = STRONGLY AGREE    A = AGREE    D = DISAGREE    SD = STRONGLY DISAGREE

\_\_\_\_\_ Race is the same as culture.

\_\_\_\_\_ Ethnicity is the same as race.

\_\_\_\_\_ We still need to have an African-American history month.

\_\_\_\_\_ Some racial groups are better at sports than others.

\_\_\_\_\_ It is a good idea to talk about race.

\_\_\_\_\_ Skin color says a lot about who you are.

\_\_\_\_\_ You can tell what race someone is just by listening to them talk.



### **Race, Racism, Racial Inequality**

Review the following list of terms that students will encounter in the exhibition. Take time to define them for yourself, then ask students to define them for themselves, with their families, in small groups and as a class. Discuss each term as a personal situation and as a phenomenon within a social system or society. (Student page: *What Do You Think?*, page 14)

Race

Culture

Racism

Racist behavior

Antiracism

Oppression

Affirmative action

Mixed race

Ethnicity

Add others appropriate for your classroom

### **Share Your Ideas**

*RACE: Are We So Different?* covers many topics. In small groups, have students share their ideas and knowledge about some of the topics in the exhibition. Ask each group to share with the entire class.

- Is sickle cell a “black” disease?
- Should sports teams use Indians as mascots?
- Should the U.S. continue to ask a question about race on the U.S. Census?
- What causes the various colors of skin?
- What are “Jim Crow” laws?

(Student page: *Find the Match*, page 15)

### **Read and Discuss**

Read *Desiree's Baby*

What is the surprise ending of this story?

Explain what happened and how the characters were affected.

Chopin, K. 1893. *Desiree's Baby*.

<http://www.underthesun.cc/Classics/Chopin/desiree/>

In 1963, Martin Luther King Jr. gave a speech at a rally in Washington D.C. Included are the now-famous words:

*I have a dream that one day this nation will rise up and live out the true meaning of its creed:*

*“We hold these truths to be self-evident, that all men are created equal.”*

*I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.*

*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.*

<http://usinfo.state.gov/usa/infousa/facts/democrac/38.htm>

If Dr. King were alive today, what would be his reaction to our society today? Has his dream come true? Have there been changes since 1963? Discuss these questions and investigate situations before and after 1963 in the exhibition to reflect on these questions again after the field trip.

### **Writing About Race: Writing prompts**

Use the *RACE* exhibition to gather notes to write a paragraph about one or more of the following:

1. Give an example of how race has been used in determining where a person could live.
2. Explain why human skin might be different colors.
3. You are a reporter assigned to interview one of the people whose personal story is told in the exhibit about an experience with race or racial categories. Write a summary of their story for a newspaper.
4. Find some answers to the question: “How did the idea of race start in America?” and write 5 bullet points that you would use in a speech about the history of race in America.

Review these topics and ask students to jot down a few notes on one or more of the questions during the visit to the exhibition.

(Student page: *Writing About Race*, page 12)

## **AFTER THE FIELD TRIP**

Discuss student pages done at the exhibition.

### **Writing About Race**

Ask students to write a paragraph to answer the questions that they gathered information about at the museum. Review the writing prompts before the trip. Group students into 4 groups to discuss one of the questions, then write a response incorporating both the exhibit experience and the discussion.

1. Give an example of how race has been used in deciding where a person could live.
2. Explain why human skin might be different colors.
3. You are a reporter assigned to interview one of the people whose personal story is told in the exhibit about an experience with race or racial categories. Write a summary of their story for a newspaper.
4. Write 5 bullet points that you would use in a speech about the history of race in America. (How did the idea of race get started in America?)

### **Timeline**

Ask students to put their significant dates from the exhibition, with an explanation, on 3x5 cards or slips of paper, one to a card. Assemble a classroom timeline with all cards. Are there certain dates and events that were mentioned more than others? Discuss some reasons why students may consider these most important. Use web resources listed in this guide to add other important dates to the timeline.

<http://www.understandingrace.org/history/index.html>

(Student page: *Timeline*, page 13)

### **What Do You Think?**

Ask students to write a personal reflection about their reactions to the exhibit or any topic raised at the exhibit. If some students are comfortable with sharing, ask volunteers to share their ideas and thoughts. (Student page: *What do you think?*, page 14)

Discuss the definitions of the word list. Did the exhibit help students think about any of the words in a different way? Compare the definitions in this glossary: <http://www.understandingrace.org/resources/glossary.html>

### **Find the Match**

Discuss and clarify the matches students found in the exhibition. Share some of the responses students wrote at each exhibit they found. (Student page: *Find the Match*, page 15)

### **Read and Discuss**

Describe the pros and cons of living in each city (Miami and Havana) for each man. Are there some things that were better in Miami for both men? How did the idea of “racial” identity change in the move from Cuba to the U.S.?

*Best of Friends, Worlds Apart*

<http://www.nytimes.com/library/national/race/060500ojito-cuba.html>

### **Debate**

- Assign students to be either in favor of or opposed to the proposition below:

Resolved: The U.S. Census should eliminate the question about race.

What are some of the issues that this raises?

How can students *persuade* the audience to agree with their arguments? Students can research this topic at the exhibition, as well as using on-line resources or the library.

<http://www.census.gov/dmd/www/pdf/d61a.pdf>  
Question # 8.

- How do other countries gather census information?

[http://www.understandingrace.org/lived/global\\_census.html](http://www.understandingrace.org/lived/global_census.html)

## STUDENT PAGES OVERVIEW

Suggested exhibit activities, for middle school and for high school students

Writing About Race, page 12

Timeline, page 13

What do you think?, page 14

Find the Match, page 15



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## TEACHER RESOURCES

Making reservations for your classroom to visit the exhibition

RACE exhibit, Omnitheater, and 3D Cinema: \$9.00 per person

RACE exhibit and Omnitheater: \$7.50 per person

RACE exhibit and 3D Cinema: \$7.00 per person

RACE exhibit only: \$5.00 per person

*Note:* The museum admits up to two chaperones free for every 10 students.

This reservation also includes admission to other exhibit galleries.

For more information or to book your visit, call (651) 221-9444 or (800) 221-9444, or visit our Field Trips webpage.

RACE Educator Guides for middle and high school classrooms can be found at the RACE Project website <http://www.understandingrace.org>, a project of the American Anthropological Association.

The Teacher portion of this website [http://www.understandingrace.org/resources/for\\_teachers.html](http://www.understandingrace.org/resources/for_teachers.html) also includes an extensive bibliography and a glossary <http://www.understandingrace.org/resources/glossary.html>

Science Museum's RACE Exhibition website: includes overview of exhibit, photos, and other resource suggestions. <http://www.smm.org/race/>

### ***Race—The Power of an Illusion* video series and website**

Extensive website with many links to articles, classroom activities and other websites about concepts of race in the U. S. The videos are also available for purchase through this website.

[http://www.pbs.org/race/000\\_General/000\\_00-Home.htm](http://www.pbs.org/race/000_General/000_00-Home.htm)

### **Talking Circles**

Further information about implementing talking circles in your own classroom or school.

Pranis, Kay. *The Little Book of Circle Processes*. Good Books. [www.GoodBks.com](http://www.GoodBks.com)

### **Readings for discussion**

Chopin, K. 1893. *Desiree's Baby*. <http://www.pbs.org/katechopin/library/desireesbaby.html>

*Best of Friends, Worlds Apart*

<http://www.nytimes.com/library/national/race/060500ojito-cuba.html>

Very engaging story of two Cuban immigrants, but quite long.

Minnesota photographer Wing Young Huie. His photographs are featured throughout the exhibition

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

*What's Race Got to Do with It?* Facilitator Guide from California Newsreel

<http://www.newsreel.org/guides/Whatsrace/WhatsRace-FacilitatorGuide.pdf>

**WRITING ABOUT RACE**

Choose one or more questions and use the exhibit to find some answers.  
Put your notes in the box below the question.

1. How has race been used to determine where a person could live?

2. Why is human skin various colors?

3. What's their story? Jot down notes about someone's experience with race or racial categories.

4. How did the idea of race get started in America?



**TIMELINE**

Choose 5 dates from the exhibit that you think are important in understanding the history of the idea of race in America and add them to this chart.

Choose one from each century or find 5 dates that you think are the most interesting or most important.

	1600s	1700s	1800s	1900s	2000s
Date					
Event					

**WHAT DO YOU THINK?**

List your questions and your ideas about the exhibit.

Here are words you defined in class. Use the exhibit to add some thoughts about each.

.....  
**Race**  
.....

**Culture**  
.....

**Racism**  
.....

**Racist behavior**  
.....

**Antiracism**  
.....

**Oppression**  
.....

**Affirmative action**  
.....

**Mixed race**  
.....

## FIND THE MATCH

Use the clue or statement to find the exhibit and help you answer the question. Draw a line from the question to the correct photo.

A gene mutation that may cause disease, but also protects against malaria. What did you find? Is this a “black” disease?

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Sports teams have used Indian symbols. What do you think? Should teams use Indians as mascots?

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Categories have changed over the years, from 1790 to 2000. What do you think? Should the U.S. census continue to ask a question about race?

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Race and skin color are often linked, but geography, not race, explains color variation. What causes different colors of skin?

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“Jim Crow” laws enforced segregation from the 1880s to 1960s. What changed these laws?

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U.S. census



Skin color



Jim Crow signs



Sickle cell



Indian mascot