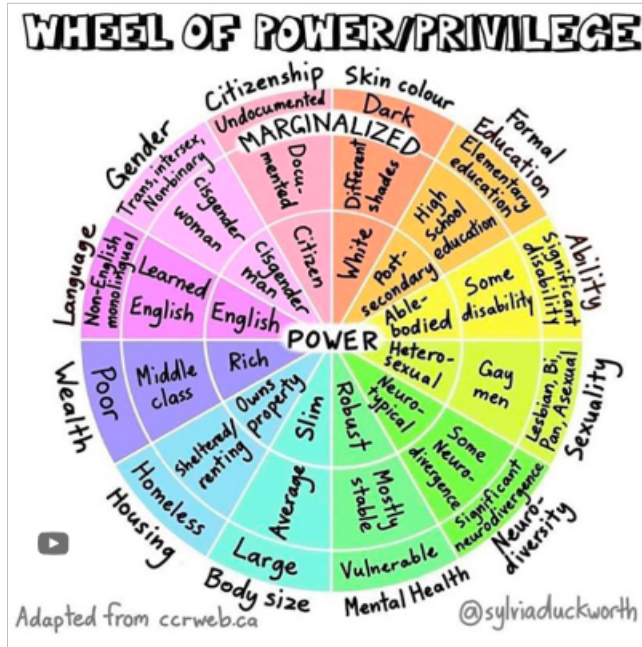


Intersectionality



Main Idea:
Intersectionality is a framework for understanding the complexities of social relations and discrimination, emphasizing that various forms of oppression like racism, sexism, and ageism can coexist and intersect, requiring a comprehensive approach to address and rectify these issues, especially in recognizing the unique challenges faced by individual

Intersectionality

1. What is the primary focus of intersectionality?

- a) Examining a single form of discrimination
- b) Addressing multiple forms of discrimination
- c) Promoting gender equality
- d) Protecting black men and white women

1 Pt



2. Why do everyday approaches to building equality tend to fall short?

- a) They only address one type of discrimination.
- b) They focus on ageism and homophobia.
- c) They prioritize the needs of white women.
- d) They neglect the challenges faced by black men.

1 Pt



3. How does intersectionality view the combination of different forms of oppression?

- a) It simplifies the experience of oppression.
- b) It highlights the uniqueness of each oppression.
- c) It acknowledges that they compound and transform the experience of oppression.
- d) It ignores the presence of multiple oppressions.

1 Pt



4. Who is credited with originating the term "intersectionality"?

- a) A black feminist legal scholar
- b) A white feminist activist
- c) A male civil rights leader
- d) A disability rights advocate

1 Pt



5. According to Kimberlé Crenshaw, why did she introduce the concept of intersectionality?

- a) To protect black men from racism
- b) To highlight the challenges faced by black women
- c) To promote feminism among white women
- d) To simplify the fight against oppression

1 Pt



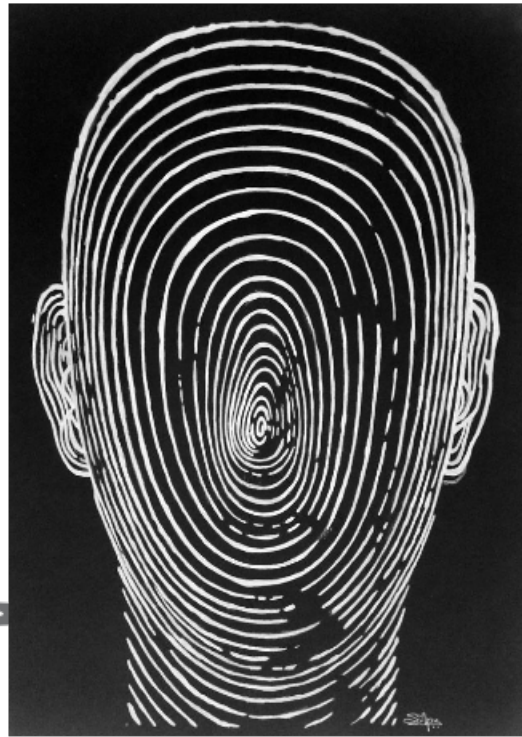
6. In addition to race and gender, what other aspects does intersectionality address?

- a) Sexual orientation
- b) Disability
- c) Age

1 Pt



Power, Privilege, and Oppression



Identity

Main Idea:

Social structures shape and limit individual identities, leading to inequalities and injustices based on factors like gender, race, language, and cultural history, while emphasizing the need for awareness and understanding to promote social change and equity.

1. Which of the following statements is true about the development of identity?

- a) Identity is primarily determined by genetics.
- b) Identity remains constant throughout life.
- c) Identity is shaped by early social influences.
- d) Identity is solely a matter of personal choice.

1 Pt



2. What is the main issue faced by transgendered and genderqueer individuals concerning their assigned gender at birth?

- a) Their assigned gender is without conflict.
- b) Their identities align with assigned gender roles.
- c) Their identities create tensions and opposition to assigned roles.
- d) Their identities are fully accepted by society.

1 Pt



3. How does the role of language in shaping identity within the U.S. describe in the passage?

- a) Speaking multiple languages is celebrated in schools.
- b) Speaking languages other than English is encouraged in classrooms.
- c) There can be stigma associated with speaking languages other than English.
- d) Speaking English with an accent is considered admirable.

1 Pt



4. What happens to the language proficiency of children of non-English speakers over generations in the U.S.?

- a) They retain their language skills.
- b) They quickly lose their language skills.
- c) They develop bilingual proficiency.
- d) They prefer speaking languages other than English.

1 Pt



5. How does the passage describe the norm of whiteness?

- a) Whiteness is openly discussed and criticized.
- b) Whiteness is the preferred norm, often invisible.
- c) Whiteness is a concept unrelated to identity.
- d) Whiteness is only applicable to certain racial groups.

1 Pt



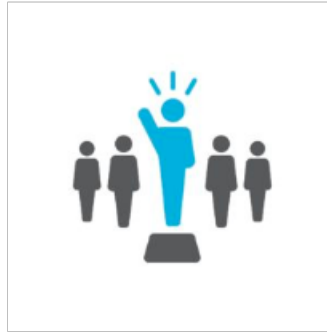
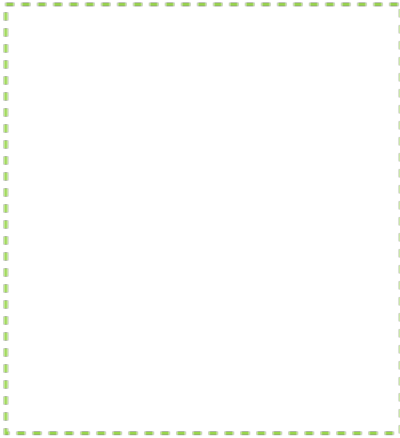
6. According to this passage, why do some black women in the U.S. experience poorer birth outcomes compared to white women, despite similar education and lifestyle factors?

- a) Genetic differences
- b) Lack of access to healthcare

1 Pt



How To Understand Power



Power

Main Idea:

Power is a fundamental aspect of civic life, and it can be produced through physical force, wealth, state action, social norms, ideas, and numbers, with the laws of power stating that it is never static, flows like water, and compounds. The text emphasizes the importance of learning to read and write power, ultimately promoting the idea that power, when combined with character, leads to effective citizenship.

1. Which of the following is an accurate description of power in the context of civic life?

- a) Power is inherently evil and corrupt.
- b) Power is like water, constantly flowing.
- c) Power is static and unchanging.
- d) Power is only exercised through state action.

1 Pt



2. What does the phrase "Power plus character equals a great citizen" imply?

- a) Great citizens prioritize power over character.
- b) Character is more important than power in civic life.
- c) Great citizens often lack power and character.
- d) Power and character are unrelated in civic engagement.

1 Pt



3. According to the text, what is the primary objective of politics and policymaking?

- a) To accumulate as much power as possible
- b) To freeze and perpetuate the current flow of power
- c) To harness the flow of power in a preferred direction
- d) To ensure that one person has all the power

1 Pt



4. How does the text describe the nature of power in civic arenas?

- a) Power is always accumulating or decaying.
- b) Power is static and unchanging.
- c) Power compounds and leads to powerlessness.
- d) Power is like stagnant water.

1 Pt



5. What is true about the relationship between power and privilege?

- a) Power and privilege are unrelated concepts.
- b) Power and privilege are synonymous.
- c) Power can be used to enshrine privilege in policy.
- d) Privilege is not influenced by power.

1 Pt



6. What is the importance of "literacy" in civic life?

- a) Literacy is irrelevant to understanding power.
- b) Literacy involves reading and writing power.
- c) Literacy only refers to reading books.
- d) Literacy is primarily about numerical skills.

1 Pt



7. What is meant by the phrase "To read power means to pay attention to as many texts of power as you can"?

- a) Analyzing literature related to power dynamics
- b) Examining the influence of written laws on power
- c) Understanding power by observing various power structures and systems
- d) Focusing on fictional stories about powerful individuals

1 Pt



8. What does it mean to "write power"?

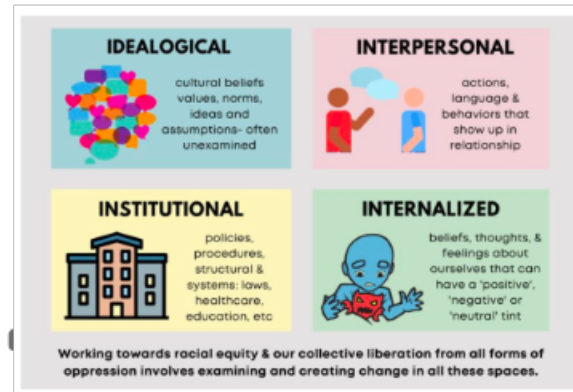
- a) Becoming a writer who addresses issues of power
- b) Exercising power by expressing oneself authentically
- c) Keeping power concentrated among a select few
- d) Promoting policies that benefit only a specific group

1 Pt



9. How does the text suggest individuals can become more powerful in public life?

The Four I's of Oppression



Main Idea: Oppression is a multifaceted phenomenon consisting of four interlocking aspects: Ideological, institutional, interpersonal, and internalized. Understanding these different forms of oppression is crucial for effectively combating it, as they are interconnected and mutually reinforce each other, making it essential to address oppression at all four levels simultaneously.

Types of Oppression

1. What are the four interlocking aspects of oppression?

- a) Discriminatory, Exclusionary, Violent, and Coercive
- b) Ideological, Institutional, Interpersonal, and Internalized
- c) Racial, Gendered, Economic, and Cultural
- d) Prejudicial, Systemic, Isolated, and External

1 Pt

A B C D

2. What is the core concept at the heart of every form of oppression?

- a) Economic inequality
- b) Ideology
- c) Discrimination
- d) Interpersonal conflict

1 Pt

A B C D

3. How does ideological oppression manifest itself?

- a) By promoting equality among all groups
- b) By associating positive qualities with the dominant group and negative qualities with marginalized groups
- c) By emphasizing individualism and personal responsibility
- d) By encouraging diversity and inclusion

1 Pt

A B C D

4. What does institutional oppression control access to?

- a) Entertainment
- b) Political power
- c) Fashion
- d) Food

1 Pt

A B C D

5. Which of the following is an example of institutional sexism?

- a) A woman being catcalled on the street
- b) Women earning two-thirds of what men make for the same work
- c) A man holding the door open for a woman
- d) Women being portrayed positively in the media

1 Pt

A B C D

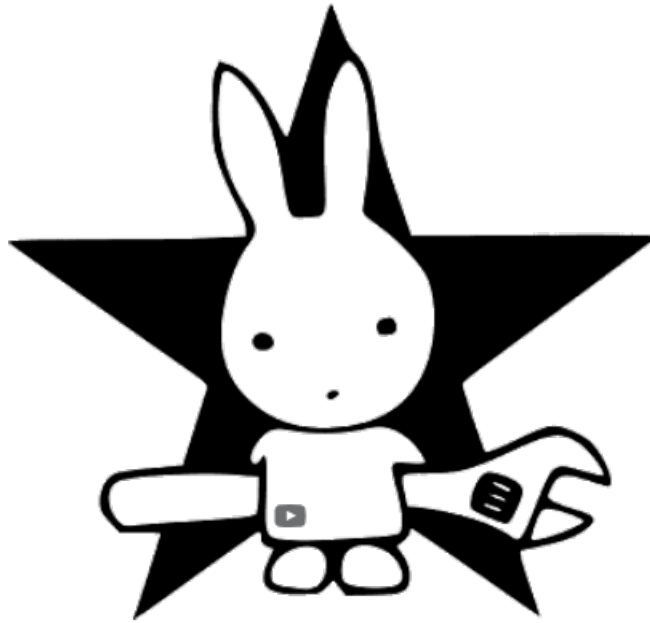
6. What is interpersonal oppression primarily concerned with?

- a) Legal rights
- b) Access to healthcare
- c) Discrimination and violence between individuals
- d) Media representation

1 Pt

A B C D

Agency Through Direct Action



Main Idea:
Direct action, where people use their own power to achieve their goals rather than relying on others, is a crucial and effective method of bringing about social and political change. It emphasizes the importance of grassroots movements and the power of the working class to challenge and overcome oppression and injustice, in contrast to relying on the political establishment and the legal system. The text calls for active engagement and direct action as a means to shape a more just and equitable future.

Non Violent Direct Action (Introduction)

What is Direct Action?

1. What is the essence of "Direct Action" in politics?

- a) Relying on others to achieve political goals
- b) Using one's own power to achieve one's own ends
- c) Promoting compromise with those in power
- d) Advocating for peaceful negotiations

1 Pt



2. What term is used to describe the approach of using one's own power to achieve political goals?

- a) Indirect Action
- b) Passive Resistance
- c) Covert Diplomacy
- d) None of the above

1 Pt



3. Why are capitalists and politicians insulated from what the people think?

- a) Because they have no interest in politics
- b) Because they have the power over the people
- c) Because they rely on the people's support
- d) Because they are not aware of public opinion

1 Pt



4. What is the main point made by Frederick Douglass regarding power?

- a) Power should always be in the hands of politicians
- b) Power should never be used for any purpose
- c) Power concedes nothing without a demand
- d) Power is inherently evil and should be abolished

1 Pt



5. What is a valid criticism of the role of liberals in social movements?

- a) They actively support and lead social movements
- b) They are the driving force behind social change
- c) They often claim credit for past victories without contributing
- d) They oppose social movements entirely

1 Pt



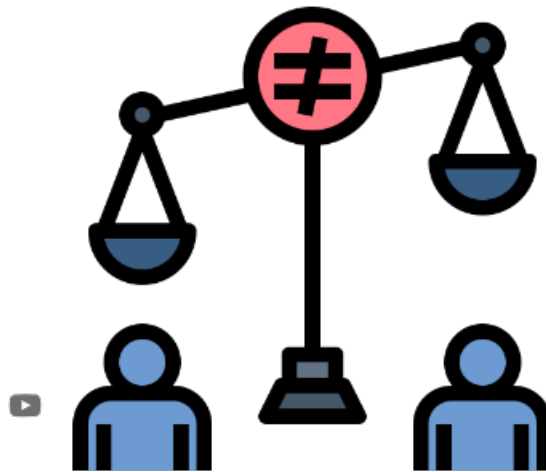
6. Why were certain forms of struggle like strikes and blockades often illegal?

- a) Because they were ineffective in achieving goals
- b) Because they violated the principles of non-violence
- c) Because the rich and powerful made laws to suit their interests
- d) Because they were considered immoral by society

1 Pt



Inequality



Main Idea:

Income and wealth inequality is a pervasive issue, and it is influenced by various factors, including government policies and economic systems, and addressing it requires a combination of measures such as progressive taxation, wealth redistribution, access to education and healthcare, and addressing extreme wealth.

Is inequality inevitable?

1. What is the Gini index used to measure?

- a) Economic growth
- b) Income and wealth inequality
- c) Poverty rates
- d) Government spending

1 Pt



2. A Gini index of 1 represents:

- a) Perfect equality
- b) Moderate inequality
- c) Perfect inequality
- d) Balanced distribution

1 Pt



3. In which country did the Gini index increase significantly after shifting towards capitalism in the late 1970s?

- a) France
- b) China
- c) Ireland
- d) Denmark

1 Pt



4. Which of the following countries has consistently maintained a low Gini index since the 1980s?

- a) France
- b) Ireland
- c) The Netherlands
- d) Germany

1 Pt



5. How do progressive income taxes help reduce income inequality?

- a) They encourage people to earn more money
- b) They tax high earners at a lower rate
- c) They tax high earners at a higher rate
- d) They do not affect income inequality

1 Pt



6. What is one way to reduce wealth inequality over generations?

- a) Lowering income taxes
- b) Implementing universal basic income
- c) Enforcing stricter inheritance taxes
- d) Privatizing social security

1 Pt



7. Which government policy involves taking tax revenues from one group of people and giving it to another to reduce inequality?

- a) Tax exemptions
- b) Wealth redistribution
- c) Fiscal austerity
- d) Supply-side economics

1 Pt



8. How can ensuring access to education and healthcare help reduce income inequality?

Inequality

Academic Functions

1 Significant Detail	_____ caught my attention because _____ .	
2 Main Idea	The central principle of _____ is _____ because _____ .	
3 Comparison	_____ is equivalent to _____ because _____ .	
4 Contrast	_____ can be differentiated from _____ because _____ .	
5 Questioning	I am curious about wh- _____ because _____ .	
6 Cause & Effect	_____ induced _____ because _____ .	
1 Inference	If _____ then _____ because _____ .	
2 Sequence	_____ occurred before/after/during _____ because _____ .	
3 Opinion	From my perspective, _____ because _____ .	
4 Classification	A distinctive feature of _____ is _____ because _____ .	
5 Rebuttal	One may argue _____; however _____ because _____ .	
4 Intensification	_____. Indeed, _____ because _____ .	
Evaluation	_____ is detrimental/beneficial because _____ .	
Analysis	Significant components of _____ are _____ and _____ because _____ .	
Synthesis	My Perspective regarding _____ is evolving because _____ .	

Inequality

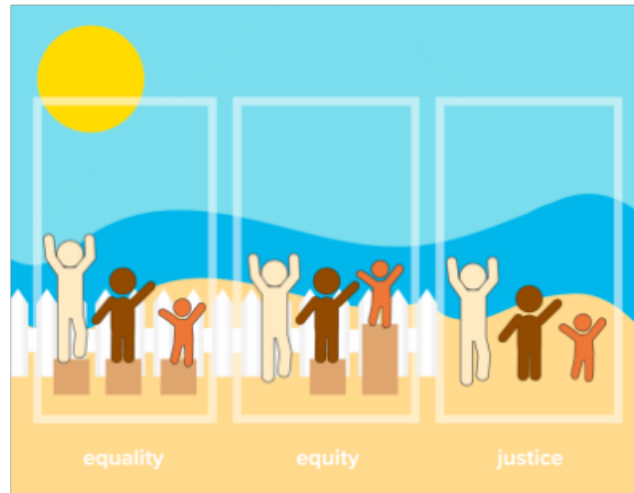
Haiku

Quatrain

Cinquain

Limerick

Equity, Equality, & Social Justice



Equity, Equality, and Social Justice

Main Idea:

Equality aims for uniform treatment regardless of individual circumstances, while equity seeks fairness by addressing disparities based on individual needs. Social Justice goes beyond both by advocating for systemic change and inclusivity in society, addressing inequalities across various domains, and striving for a more just and equitable society where everyone has equal access to opportunities and resources.

1. What is the key difference between equity and equality?

- a) Equity focuses on fairness, while equality focuses on uniformity.
- b) Equity ensures everyone gets the same resources.
- c) Equality ensures that everyone is treated the same.
- d) Equity and equality are synonymous.

1 Pt



2. Which scenario best represents equality?

- a) Providing customized solutions to meet individual needs.
- b) Giving everyone the same resources regardless of their requirements.
- c) Removing barriers to access for all.
- d) Ensuring fairness and justice in resource distribution.

1 Pt



3. What is the main goal of equity?

- a) To ensure that everyone is treated exactly the same.
- b) To remove barriers for everyone, regardless of their needs.
- c) To provide each person with what is needed for access.
- d) To maintain uniformity in resource distribution.

1 Pt



4. In the context of the provided image, which concept illustrates equity?

- a) The first person receiving resources.
- b) The second person receiving just what was needed.
- c) The third person receiving assistance that doesn't solve the issue.
- d) Everyone receiving universal access.

1 Pt



5. What is a key aspect of universal design?

- a) Providing customized solutions for specific individuals.
- b) Focusing solely on individuals with disabilities.
- c) Removing barriers for everyone, benefiting all.
- d) Maintaining uniformity in design.

1 Pt



6. How does equity relate to justice?

- a) Equity promotes justice by ensuring uniform resource distribution.
- b) Equity and justice have no relationship.
- c) Equity promotes justice by ensuring fairness and impartiality.
- d) Equity is the opposite of justice.

1 Pt



7. What is a practical example of removing barriers for all?

- a) Providing customized healthcare plans for individuals.
- b) Implementing universal design in public spaces.
- c) Ensuring everyone gets the same resources.
- d) Ignoring accessibility concerns.

1 Pt



8. How can individuals contribute to promoting equity?

- a) By advocating for uniform resource distribution.

1 Pt



Equity, Equality, & Social Justice

Academic Functions		
Significant Detail	_____ caught my attention because _____ .	
Main Idea	The central principle of _____ is _____ because _____ .	
Comparison	_____ is equivalent to _____ because _____ .	
Contrast	_____ can be differentiated from _____ because _____ .	
Questioning	I am curious about wh- _____ because _____ .	
Cause & Effect	_____ induced _____ because _____ .	
Inference	If _____ then _____ because _____ .	
Sequence	_____ occurred before/after/during _____ because _____ .	
Opinion	From my perspective, _____ because _____ .	
Classification	A distinctive feature of _____ is _____ because _____ .	
Rebuttal	One may argue _____; however _____ because _____ .	
Intensification	_____. Indeed, _____ because _____ .	
Evaluation	_____ is detrimental/beneficial because _____ .	
Analysis	Significant components of _____ are _____ and _____ because _____ .	
Synthesis	My Perspective regarding _____ is evolving because _____ .	

Equity, Equality, & Social Justice

Haiku

Quatrain

Cinquain

Limerick

Race vs. Ethnicity vs. Nationality



Race, Ethnicity, & Nationality

Main Idea:

Race refers to the classification of people based on physical characteristics, such as skin color, hair texture, or facial features, and is often used to categorize individuals into broader groups like White, Black, Asian, or Indigenous. Ethnicity pertains to shared cultural traits, values, traditions, and a sense of identity, often connected to a common cultural or ancestral heritage, language, or religion. Nationality, on the other hand, relates to a person's legal affiliation or citizenship with a specific nation or country, typically determined by place of birth, naturalization, or descent. While race is primarily biological, ethnicity is cultural, and nationality is legal and political.

1. What is the primary basis for categorizing individuals into racial groups?

- a) Ethnic background
- b) Nationality
- c) Physical appearance
- d) Language spoken

1 Pt



2. Which term refers to the ethnic group or groups that a person belongs to?

- a) Race
- b) Nationality
- c) Ethnicity
- d) Heritage

1 Pt



3. What does ethnicity primarily relate to in terms of a person's identity?

- a) Their physical attributes
- b) Their ancestral heritage
- c) Their nationality
- d) Their language

1 Pt



4. Which term describes the country where a person holds citizenship?

- a) Ethnicity
- b) Heritage
- c) Nationality
- d) Race

1 Pt



5. How is race different from ethnicity?

- a) Race is based on nationality, while ethnicity is based on appearance.
- b) Race is based on ancestral heritage, while ethnicity is based on citizenship.
- c) Race is primarily about physical appearance, while ethnicity relates to ancestral background.
- d) Race and ethnicity are interchangeable terms.

1 Pt



6. In the context of nationality, what does "dual citizenship" refer to?

- a) Having two different ethnic backgrounds
- b) Holding two different nationalities simultaneously
- c) Being part of two different racial groups
- d) Having citizenship in two different countries

1 Pt



7. What does the term "ascribed" mean in the context of race?

- a) Assigned based on physical appearance
- b) Assigned based on nationality
- c) Assigned based on language spoken
- d) Assigned based on ethnicity

1 Pt



8. Why might some individuals be unable to trace their specific ethnic heritage?

- a) Because they do not have any ethnicity
- b) Due to a lack of interest in their heritage
- c) As a result of factors like slavery, assimilation, and genocide
- d) Due to historical events that led to the loss of their heritage

1 Pt



Race vs. Ethnicity vs. Nationality

Academic Functions		
Significant Detail	_____ caught my attention because _____ .	
Main Idea	The central principle of _____ is _____ because _____ .	
Comparison	_____ is equivalent to _____ because _____ .	
Contrast	_____ can be differentiated from _____ because _____ .	
Questioning	I am curious about wh- _____ because _____ .	
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Rebuttal	One may argue _____; however _____ because _____ .	
Intensification	_____ . Indeed, _____ because _____ .	
Evaluation	_____ is detrimental/beneficial because _____ .	
Analysis	Significant components of _____ are _____ and _____ because _____ .	
Synthesis	My Perspective regarding _____ is evolving because _____ .	

Race vs. Ethnicity vs. Nationality

Haiku

Quatrain

Cinquain

Limerick

The Myth of Race



Main Idea:

Race is considered a myth because it lacks a scientific basis to support the idea that distinct human races exist. In reality, the concept of race is a social construct created to categorize people based on superficial physical characteristics such as skin color and facial features. Genetic studies have revealed that there is more genetic diversity within these racial categories than between them, and human genetic variation does not neatly align with traditional racial classifications. Furthermore, these categories have been used historically to justify discrimination, oppression, and inequality, highlighting their social and cultural origins rather than any inherent biological truth. Consequently, race is widely regarded as a flawed and misleading concept that has caused significant harm throughout history.

The Myth of Race

1 Pt



1. What does the text suggest about the scientific definition of race?

- a) There is a clear and universally accepted scientific definition of race.
- b) Race is a well-defined biological concept.
- c) There is no official scientific definition of race.
- d) Scientists universally agree on the definition of race.

1 Pt



2. According to the text, why is race considered a social construct?

- a) Because it has a clear biological basis
- b) Because it is universally accepted by all societies
- c) Because it is a concept created and defined by society
- d) Because it is based on genetic markers

1 Pt



3. How does the concept of race influence people's lives, as mentioned in the text?

- a) It affects access to healthcare, education, and how others perceive individuals.
- b) It determines one's genetic makeup.
- c) It has no impact on people's daily lives.
- d) It is only relevant in historical contexts.

1 Pt



4. What historical event contributed to the emergence of racialized thinking in the 17th Century?

- a) The Renaissance
- b) The Age of Exploration and Colonialism
- c) The Enlightenment
- d) The Industrial Revolution

1 Pt



5. Who was responsible for introducing moral character traits into racial categorization, according to the text?

- a) Charles Darwin
- b) Aristotle
- c) Linnaeus
- d) Isaac Newton

1 Pt



6. How do human genetic variations compare to those of chimpanzees, according to the text?

- a) Humans have more genetic variation than chimpanzees.
- b) Chimpanzees have more genetic variation than humans.
- c) Humans and chimpanzees have similar genetic variation.
- d) Genetic variation is irrelevant in both humans and chimpanzees.

1 Pt



7. What does the text emphasize about the concept of race and genetics?

- a) There are distinct genes that define each racial group.
- b) Genetics alone cannot define or categorize race accurately.
- c) Race is solely determined by genetic factors.
- d) Genetics provides a clear and unchanging definition of race.

1 Pt



8. How does the text characterize the relationship between race and racism?

- a) Race and racism are inextricably linked and inseparable.
- b) Race is biological, while racism is a social construct.
- c) Racism is a thing of the past, and race no longer matters.
- d) Race is real, but racism is a misconception.

The Myth of Race

Academic Functions		
Significant Detail	_____ caught my attention because _____ .	
Main Idea	The central principle of _____ is _____ because _____ .	
Comparison	_____ is equivalent to _____ because _____ .	
Contrast	_____ can be differentiated from _____ because _____ .	
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Intensification	_____. Indeed, _____ because _____ .	
Evaluation	_____ is detrimental/beneficial because _____ .	
Analysis	Significant components of _____ are _____ and _____ because _____ .	
Synthesis	My Perspective regarding _____ is evolving because _____ .	

The Myth of Race

Haiku

Quatrain

Cinquain

Limerick

White Supremacy



Main idea:

White supremacy is a belief system and ideology that asserts the inherent superiority of white people over other racial groups. It often involves discrimination, prejudice, and the promotion of policies and practices that maintain or reinforce white dominance in various aspects of society, including politics, economics, and culture. White supremacists argue for the preservation of racial purity and are known for promoting racial hierarchies that justify the subjugation or exclusion of non-white individuals. This ideology has been the basis for racism, inequality, and violence throughout history in the United States and around the world, and it continues to be a source of social conflict and concern in contemporary society.



Understanding White Supremacy (And How to Defeat It)

1 Pt



1. What major historical events contributed to the emergence of white supremacy?

- a) The Renaissance and the Age of Exploration
- b) The Renaissance and the Industrial Revolution
- c) Colonization and the scientific revolution
- d) The Enlightenment and the American Revolution

1 Pt



2. How did Europeans justify their conquest and enslavement of indigenous populations during colonization?

- a) By claiming divine authority
- b) By arguing for economic gain
- c) By considering them equals
- d) By deeming them inferior in power and intelligence

1 Pt



3. What was the European Age of Enlightenment characterized by?

- a) A return to religious explanations
- b) A focus on science over religion
- c) A rejection of colonization
- d) A belief in the equality of all races

1 Pt



4. What concept did European philosophers explore during the Enlightenment regarding racial hierarchy?

- a) Hierarchical order based on religion
- b) Hierarchical order based on gender
- c) Hierarchical order based on race
- d) Hierarchical order based on class

1 Pt



5. What is racial biology, and how did it influence modern white supremacy?

- a) Racial biology is the study of DNA, and it supported equality among races.
- b) Racial biology is the classification of humanity based on race, influencing modern white supremacy ideas.
- c) Racial biology is a debunked pseudoscience with no influence on modern white supremacy.
- d) Racial biology is the study of cultural diversity and had no impact on white supremacy.

1 Pt



6. What demographic change in the United States is mentioned as a factor in fueling white supremacy?

- a) An increase in immigration
- b) A decrease in population
- c) A shift in religious beliefs
- d) Changing demographics and diversity

1 Pt



7. How does white supremacy attract new members, according to the text?

- a) By promoting tolerance and diversity
- b) By using fear of diversity to create a sense of identity and community
- c) By organizing peaceful rallies
- d) By avoiding confrontation and violence

White Supremacy

Academic Functions		
Significant Detail	_____ caught my attention because _____ .	
Main Idea	The central principle of _____ is _____ because _____ .	
Comparison	_____ is equivalent to _____ because _____ .	
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Synthesis	My Perspective regarding _____ is evolving because _____ .	

White Supremacy

Haiku

Quatrain

Cinquain

Limerick

The Transatlantic Slave Trade



Main idea:

The Trans-Atlantic Slave Trade was a brutal and centuries-long system of human trafficking in which millions of African people were forcibly captured, transported, and enslaved in the Americas, primarily between the 16th and 19th centuries. European powers, including Portugal, Spain, Britain, and others, established a network of trading posts along the African coast to acquire enslaved Africans. These captives were then packed into overcrowded, deplorable conditions on slave ships for the perilous journey across the Atlantic Ocean. Many did not survive the voyage, enduring harsh treatment, disease, and death. Once in the Americas, these enslaved Africans were subjected to grueling labor on plantations, mines, and in households. The Trans-Atlantic Slave Trade had profound and enduring social, economic, and cultural consequences for Africa, the Americas, and the world, contributing to the shaping of modern racial and social structures.

Transatlantic Slave Trade: African Context

1 Pt

- ☒ A ☐ B ☐ C ☐ D

1. What was the main economic driver behind the Atlantic slave trade?

- a) Demand for agricultural products in Europe
b) Shortage of labor in African kingdoms
c) Desire for manufactured goods in Africa
d) Competition among European nations for colonies

1 Pt

- ☐ A ☒ B ☐ C ☐ D

2. What was the demographic impact of the Atlantic slave trade on Africa?

- a) Africa's population increased significantly due to the trade.
b) Africa lost a large portion of its male population.
c) African kingdoms saw a rise in their economies.
d) Slavery had no noticeable demographic effects on Africa.

1 Pt

- ☐ A ☐ B ☒ C ☐ D

3. How did European nations attempt to justify the practice of slavery during the Atlantic slave trade?

- a) By claiming Africans were biologically superior
b) By emphasizing Africans' shared religious beliefs
c) By arguing that Africans were criminals and debtors
d) By promoting the idea of equality for all

1 Pt

- ☐ A ☐ B ☒ C ☐ D

4. What long-term consequences did the Atlantic slave trade have on African kingdoms?

- a) Economic prosperity and stability
b) Population growth and demographic balance
c) Collapse of economies and vulnerability to colonization
d) Reduced competition and increased cooperation

The Transatlantic Slave Trade: U.S. Context

1 Pt

- ☐ A ☒ B ☐ C ☐ D

1. What was the primary reason for the mass enslavement of Africans in North America in the 17th century?

- a) Europeans wanted to promote racial equality.
b) Indigenous people could not provide sufficient labor.
c) Africans were brought as a source of free labor.
d) New England colonies wanted to end slavery.

1 Pt

- ☐ A ☐ B ☐ C ☒ D

2. How did the economies of Northern cities like New York City benefit from the slave trade?

- a) They promoted racial equality and justice.
b) They built their economies on shipbuilding and manufacturing.
c) They rejected the trafficking of kidnapped Africans.
d) They experienced massive commercial growth financed by the slave trade.

1 Pt

- ☐ A ☒ B ☐ C ☐ D

3. What was the impact of the Transatlantic Slave Trade on the United States by the end of the 18th century?

- a) Slavery had been completely abolished.
b) America had become a slave society.

The Transatlantic Slave Trade

Academic Functions		
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Rebuttal	One may argue _____; however _____ because _____ .	
Intensification	_____. Indeed, _____ because _____ .	
Evaluation	_____ is detrimental/beneficial because _____ .	
Analysis	Significant components of _____ are _____ and _____ because _____ .	
Synthesis	My Perspective regarding _____ is evolving because _____ .	

The Transatlantic Slave Trade

Haiku

Quatrain

Cinquain

Limerick

Lynchings



Main Idea:

Lynchings were extrajudicial, racially motivated acts of violence carried out by white mobs in the United States, primarily during the late 19th and early 20th centuries. These brutal and public killings were often used to terrorize Black individuals and communities. Victims, predominantly African Americans, were hanged, beaten, or tortured without a fair trial or legal process. Lynchings were a tool of racial control, maintaining white supremacy and segregation in the Southern United States. While they declined in the mid-20th century, lynchings represent a dark chapter in American history, reflecting systemic racism and racial violence.

Terror Lynching in
America

Strange Fruit - Jade
Novah

1. Describe what African Americans were expecting after the Civil War ended.

2. Why did racial terrorism and oppression emerge in the Southern states of the United States after the Civil War?

3. What was the primary purpose of racial terror lynchings, and how did they differ from other forms of hanging?

4. How did the widespread occurrence of racial terror lynchings impact the migration patterns of black people in the United States?

Lynchings

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Lynchings

Haiku

Quatrain

Cinquain

Limerick

Mass Incarceration



Main Idea:

Mass incarceration refers to the significant increase in the number of individuals, particularly from minority communities, being imprisoned in the United States. This phenomenon is characterized by harsher sentencing laws, and policies that disproportionately target people of color, contributing to the growth of the prison population. Critics argue that mass incarceration has led to numerous social and economic issues, including the perpetuation of racial disparities, overcrowded prisons, and the breaking up of families. It has sparked debates over criminal justice reform, emphasizing alternatives to incarceration and addressing systemic inequalities in the legal system.

[13th Official Trailer](#)

[How Our Criminal Justice System Targets Communities](#)

1. What factors contribute to the United States becoming the number one incarcerator of human beings in the world, as mentioned in the text?

2. How does the text describe the differential treatment of individuals from different socioeconomic backgrounds when it comes to law enforcement actions like SWAT team interventions?

3. What is the specific obstacle faced by individuals who have been incarcerated, as mentioned in the text, that hinders their ability to start over after release?

Mass Encarceration

Academic Functions

Academic Functions		
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Mass Encarceration

Haiku

Quatrain

Cinquain

Limerick

Systemic Racism



Systemic racism refers to the pervasive, deeply ingrained structures, policies, and practices within a society that perpetuate racial discrimination and disparities, particularly against non-white racial groups. It is not limited to individual acts of prejudice but is embedded in institutions, such as education, criminal justice, housing, and employment. Systemic racism leads to unequal opportunities, outcomes, and treatment for people of color compared to white individuals, impacting every aspect of their lives, from socioeconomic status to access to healthcare. Addressing systemic racism involves recognizing and dismantling these ingrained systems of inequality through policies and actions designed to promote equity and justice for all.

The Unequal Opportunity Race

Systemic Racism

1. What historical practice blocked entire neighborhoods from investment?

- a) Housing discrimination
- b) Neighborhood segregation
- c) Property taxes
- d) Equal opportunity lending

2. What is one of the key reasons mentioned in the text for the continued impact of redlining on home values in major cities?

- a) Lack of interest in homeownership
- b) Unrelated to property values
- c) Historical housing discrimination
- d) Increased government funding for affected neighborhoods

3. Why are some individuals unable to purchase homes and access higher education?

- a) Lack of desire to pursue these opportunities
- b) Refusal of loans based on their background
- c) Access to a wealth of opportunities
- d) Lack of interest in homeownership and education

4. What is the main impact of redlining on home values in major cities?

- a) Increased home values in redlined neighborhoods
- b) Equal opportunities for homeownership
- c) Continued depression of home values in redlined areas
- d) No effect on home values today

5. What is implicit bias?

- a) Conscious prejudices held by individuals
- b) Openly expressed prejudices
- c) Unconscious prejudices people are not aware of having
- d) Racial discrimination in housing

6. According to studies, what occurs when identical resumes with different-sounding names are submitted for job applications?

- a) Resumes with certain names receive fewer callbacks
- b) Resumes with certain names receive more callbacks
- c) There is no significant difference in callback rates
- d) Resumes with any name receive equal callbacks

7. What is one of the biggest challenges in addressing systemic racism, as discussed in the text?

- a) The presence of a single responsible entity
- b) The ability to pinpoint exact causes
- c) Lack of awareness about its existence
- d) Involvement of multiple complex factors and no single solution

8. What is a possible solution to address systemic racism in public school funding?

- a) Increasing funding for wealthy districts
- b) Maintaining the link between funding and property taxes
- c) Making public school funding independent from property taxes
- d) Decreasing funding for underprivileged districts

Systemic Racism

Academic Functions		
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Systemic Racism

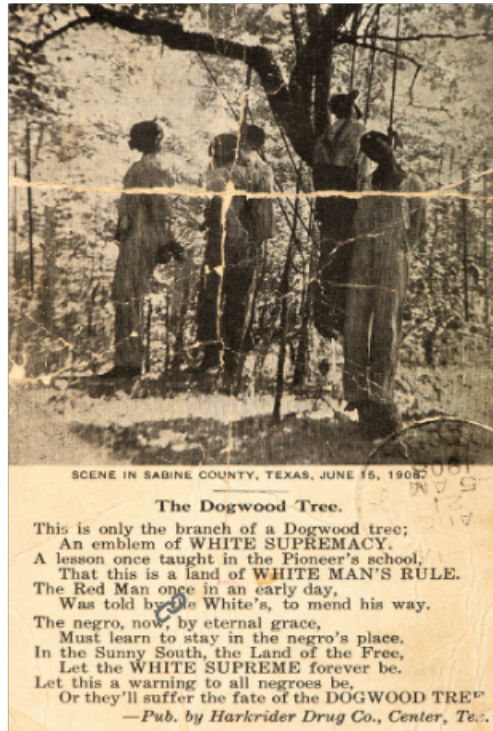
Haiku

Quatrain

Cinquain

Limerick

The "N-Word"



Main Idea:

The history of the "N-word" is fraught with racism, oppression, and discrimination. It originated as a derogatory term used to dehumanize and demean Black people during slavery and continued to be employed as a racial slur during the Jim Crow era and beyond. The term has been weaponized to reinforce systemic racism, segregation, and violence against Black communities. Over time, efforts have been made to confront its offensive nature and to emphasize the importance of using more respectful and inclusive language. The use of the "N-word" remains highly controversial, with ongoing debates about its implications, context, and the need to eradicate its offensive connotations.

Haiku

5 Syllables
7 Syllables
5 Syllables

Cinquain

1 Noun
2 Adjectives
3 Verbs (ing)
Metaphor
Synonym

The N-Word Through History

Conversations About the N-Word

1. How has the historical use of the "N-word" contributed to systemic racism and discrimination against Black communities?
2. In what contexts, if any, do you think the use of the "N-word" is appropriate?
3. What are the arguments for and against completely eradicating the "N-word" from language and popular culture?
4. How does the use of the "N-word" in popular media, music, and entertainment impact society's perceptions and attitudes toward race and racism?
5. How does the use of the "N-word" intersect with issues of free speech, artistic expression, and cultural appropriation?

The "N-Word"

Academic Functions

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The "N-Word"

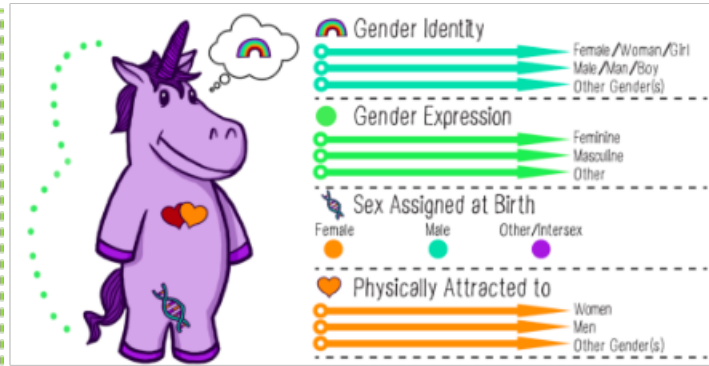
Haiku

Quatrain

Cinquain

Limerick

Sex vs. Gender vs. Orientation



Main Idea:

Sex pertains to **biological characteristics** like reproductive organs and chromosomes that are used to categorize individuals as male, female, or intersex. **Gender** is a multifaceted concept encompassing **societal roles, behaviors, and identities** associated with being male, female, or non-binary, influenced by cultural and social norms. **Sexual orientation** relates to the gender of individuals to whom someone is emotionally, romantically, or sexually attracted, with categories like heterosexual, homosexual, bisexual, and asexual.

Sex vs Gender vs Orientation

1. What are the primary components that define "sex" as explained in the text?
2. What challenges are associated with relying solely on science to determine someone's gender?
3. What are the two key components that make up one's gender as described in the text?

Sex vs. Gender vs. Orientation

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Sex vs. Gender vs. Orientation

Haiku

Quatrain

Cinquain

Limerick

The History of Feminism



4 Stages of Feminism

Quiet (Milck)

Main Idea:

Feminism has evolved through four distinct waves. The first wave, in the late 19th and early 20th centuries, focused on **women's suffrage and legal rights**. The second wave, spanning from the 1960s to the 1980s, broadened its scope to address issues like **workplace discrimination and gender roles**. The third wave, from the 1990s to the early 2000s, **embraced intersectionality and diversity**, emphasizing individual empowerment. The fourth wave, emerging in the early 2000s and continuing today, **utilizes digital platforms** to address contemporary issues like **sexual harassment and body positivity** while advocating for gender equality and **marginalized voices' amplification**. These waves illustrate feminism's adaptability in pursuing gender equity and justice over time.

	Achievements	Limitations
1st Wave Feminism		
2nd Wave Feminism		

The History of Feminism

Academic Functions		
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The History of Feminism

Haiku

Quatrain

Cinquain

Limerick

U.S. Immigration



The history of U.S. Immigration policy is characterized by a complex evolution. Beginning with the **open-door policy** of the colonial era, the United States gradually implemented restrictions, notably with the **Chinese Exclusion Act in 1882** and the **quota system** of the Immigration Act of 1924. The post-World War II period saw a shift toward **family reunification** and **skilled immigration** with the Immigration and Nationality Act of 1965. Subsequent developments included the Refugee Act of 1980, **granting asylum** provisions, and the Immigration Reform and Control Act of 1986, addressing illegal immigration. The **post-9/11 era emphasized security concerns**, leading to increased **border enforcement**. Debates over immigration continue into the 2020s, encompassing issues such as border security, **pathways to citizenship**, and the fate of programs like **DACA (Deferred Action for Childhood Arrivals)**, reflecting the ongoing complexity and contentious nature of the issue.

History of US immigration

Devashish Basnet brief but spectacular take on embracing Immigration

1. Describe Chinese Exclusion Act (1882).
2. Describe the Immigration Ban on Asian Countries (1917).
3. Describe the Nationality-Based Immigration Cap (1921).
4. Describe the Refusal to Increase Immigration Caps during World War II.
5. Describe the changes to Racial Quotas (1952).

U.S. Immigration

Academic Functions

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U.S. Immigration

Haiku

Quatrain

Cinquain

Limerick