



critical media project

Lesson Plan: Race and Ethnicity

This lesson plan should be used in conjunction with the [media examples](#) and the various resources, including [diy activities](#). Please also see the provided example worksheet that can be printed and handed out for students to write their responses on the race / ethnicity of their choice. See [CMP website](#) for ideas.

PURPOSE & LEARNING OUTCOMES:

- Students will be able to critically analyze a range of media examples and their representations of race and ethnicity.
- Students will be able to learn how to “read” media texts (film, television, Internet, streaming content, news, radio and recording, social media, etc.) and identify patterns and stereotypes in representations of race and ethnicity.
- Students will be able to explain in written and oral forms the way race and ethnicity take on varied meanings in different media contexts.
- Students will be able to explain how the media’s representations of race and ethnicity can potentially impact how they understand their own and other identities.

GETTING STARTED:

- Ask students to think about how they see or understand themselves (what part of their identity is most important to them).
- Ask students to assess how many of their peers cite “race and ethnicity” as fundamental parts of who they are.
- Ask students to list stereotypes of specific races and ethnicities (see accompanying worksheet).

KEY IDEAS & CONCEPTS: (see longer overview on [CMP website](#))

- Race and ethnicity are not only physical attributes of people, but also ways of seeing and understanding the world.
- Media plays an influential role in shaping how we think about and enact race and ethnicity in our everyday lives.

- In the United States and other Western Contexts, whites have historically been associated with superiority and privilege; non-whites have historically been associated with inferiority and labeled as the "Other" in society.
- Our society has made progress in dealing with racial discrimination, but inequality and injustice still remain, and the media is a key site where these ideas persist.

CHECK FOR UNDERSTANDING: (use [media examples](#) & [diy activities](#))

- Can students see and identify patterns in the representation of race and ethnicity in the media?
- Can students critically question and challenge the representations and stereotypes they identify?
- Can students critically question their own ideologies (ways of seeing) tied to identity groups and the role media (on-screen and behind-the-scenes) plays in shaping those ideologies?



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Worksheet: Media Representations of Race and Ethnicity

Name: _____ Class: _____

Class Discussion:

1. List any stereotypes (in media and everyday life) of _____
that you can think of. (write a race/ethnicity
identity of your choice)
2. Are there any patterns that you identify on your list?
3. How would you characterize these representations? Are they positive?
Negative? Neutral? Why?
4. Do you agree with these representations? Do they seem true or accurate?

Your Thoughts/Notes:

Small Group Discussion (after viewing media examples from website):

1. What types of representations of this group do we see in these media examples?
2. How are the individuals from different races and ethnicities portrayed?
Are the representations tied to how the individuals look? What they say?
How they speak? What they do? Where they live? Who their love interests are?
3. Are the characters one dimensional, stereotypical or complex?
4. If they are stereotypical, what kinds of stereotypes do you notice?
5. How do representations of race and ethnicity intersect with other identities like gender, and socio-economic class?
6. What do you think the potential impact of such stereotypes is on people who regularly view them?

Reflection: Should we try to change or challenge these stereotypes in the media? Why? How?
