

## RECOGNIZING STEREOTYPES IN MEDIA

*Teacher Institute by, July 2007*

<b>LESSON TITLE</b>	<b><i>Recognizing Stereotypes in Media</i></b>
<b>STANDARDS</b>	<p><b>3.5, A.1:</b> Understand that messages are representations of social reality and vary by historic time periods and parts of the world.</p> <p><b>3.5, B.1:</b> Analyze media for stereotyping (e.g., gender, ethnicity)  <i>(New Jersey Core Curriculum Content Standards)</i></p>
<b>FOCUS/CONCEPT</b>	Students will develop an awareness of the stereotypes (assumptions) associated with various ethnicities or regional groups.
<b>MEASURABLE OUTCOME</b>	The student will be able to identify and analyze stereotyping in media.
<b>PRIMARY SOURCE</b>	Bobalition Poster
<b>OVERVIEW</b>	In this lesson, the student will identify and then dispel stereotypes they hold through the analysis of images of various ethnic groups in different eras of American history.
<b>LESSON IMPLEMENTATION</b>	<p><b>1. Do Now/Hook:</b> Pass out <i>Lesson 2: Ethnic Stereotypes, Matching Handout</i>. Have students complete step 1 of the Learning Activity Instructions on the <i>Lesson 2: Ethnic Stereotypes, Learning Activity Instructions Handout</i>. <b>(5 minutes)</b></p> <p><b>2.</b> Divide into groups of four to five. Pass out <i>Lesson 2: Ethnic Stereotypes, Learning Activity Instructions Handout</i> to each student. Have a student read the two paragraphs at the top of the handout. <b>(5 minutes)</b></p> <p><b>3.</b> Have students complete steps 2-4 of the Learning Activity Instructions on the <i>Lesson 2: Ethnic Stereotypes Handout</i>. <b>(15 minutes)</b></p> <p><b>4.</b> Have students come together in a whole group discussion about the questions they answered in their small groups. <b>(15 minutes)</b></p> <p><b>5.</b> Pass out one image to each group and one <i>Images in Three Levels Handout</i> to each student. Have each group complete the <i>Images in Three Levels Handout</i> for their group's image. <b>(10 minutes)</b></p> <p><b>6.</b> Have each group present their findings on their image. All other students should have a copy of the image being presented and, if possible, the current image should be shown on an overhead so that the group presenting can point out specific parts of the image as they present. When group finishes explaining their findings, allow other students to identify elements of the image that the group did not point out. <b>(25-27 minutes)</b></p> <p><b>7.</b> Have students complete an exit slip as a means for them to reflect and also exit the class for the day. <b>(3 minutes)</b></p>
<b>ASSESSMENT</b>	<b>1.</b> Using primary source documents, the student will analyze how the image is

	<p>representative of a stereotype.</p> <p>2. The student will complete an exit slip as a means for them to reflect and also exit the class for the day.</p> <p>EXIT SLIP: REFLECT ON TODAY'S ACTIVITIES AND DISCUSSION BY GETTING DOWN ANY LAST THOUGHTS <b>AND</b> RESPONDING TO THE FOLLOWING QUESTIONS</p> <ul style="list-style-type: none"><li>• Did this exercise give you any new ideas? If so, what are they?</li><li>• Will you change any of your language or behaviors as a result of this exercise? If so, how?</li></ul>
<b>RESOURCES</b>	<p><i><b>Handouts:</b></i></p> <p><i>Lesson 2: Ethnic Stereotypes, Matching Handout</i></p> <p><i>Lesson 2: Ethnic Stereotypes, Learning Activity Instructions</i></p> <p><i>Images in Three Levels</i></p> <p><i>Exit Slips</i></p> <p><i><b>Images, Seven Total</b></i></p>

Curriculum created by Leah Z. Owens

**TEACHING TOLERANCE  
THE POWER OF WORDS**

**LESSON 2:  
ETHNIC STEREOTYPES**

**MATCHING HANDOUT**

Draw a line connecting each name on the list below with that person's occupation (use each occupation only once; there will be some left over).

**NAMES**

Jamal Jackson

Eli Goldstein

Mohammed Al-Saaidi

Alison Running Bear

Jiang Wu

Consuela Garcia

Faiza Shirazi

Naomi Herschberger

Steve Smith

Twila Sue Poole

George White Feather

Latisha Johnson

Jorge Enriquez

Machiko Matsumoto

Bubba Ray Deere

Shannon Roberts

**OCCUPATIONS**

Middle manager

Flight attendant

Truck driver

Massage therapist

Corporate vice president

High school teacher

Computer programmer

Farmer

Secretary

Professional basketball player

Diamond broker

Oil company executive

Agricultural worker

Hotel maid  
Homemaker  
Social worker

Lawyer  
Blackjack dealer  
Waitress

University professor

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**TEACHING TOLERANCE  
THE POWER OF WORDS**

**LESSON 2:  
ETHNIC STEREOTYPES**

**Stereotype** (from *The Color of Words*, pp. 212-213): A generalization about what people are like; an exaggerated image of their characteristics, without regard to individual attributes. Newspaper columnist Walter Lippmann coined the term, calling a stereotype a “picture in our heads” (*Public Opinion*, 1922, 95-156). Stereotypes of groups are based on salience—whatever usually stands out about that group. In the United States, so-called racial characteristics, in particular skin color, hair texture and facial features, are a common basis of stereotyping.

All people hold certain stereotypes of members of other groups, including groups based on “race,” ethnic background, age, gender, sexual orientation, disability and occupation. Many stereotypes are merely cultural expectations about our world, shorthand ways of dealing with its complex reality. But prejudiced people in particular think in terms of these images, and do so in ways that are potentially abusive. The stereotype in effect says that to know one member of the group is to know them all. Regarding ethnic stereotypes, for example, all Jews, according to the traditional prejudice, are “shrewd” and “money hungry.” All black people are “ignorant” and “welfare dependent.” All white people are “cold” and “smug.” Seeing individuals who resemble our stereotypes, however unrepresentative they may be, sustains the stereotype by a process of selective perception.

**LEARNING ACTIVITY INSTRUCTIONS**

- 1. Draw a line** connecting each name on the list (see handout, page 3) with that person’s occupation (use each occupation only once; there will be some left over).
- 2. Share your responses.** Look for patterns:
  - Did many people connect certain names with the same occupations?
  - If so, which names and occupations did your group associate with each other? Why?
- 3. Consider the definition of stereotype.** Did any of your responses to the exercise express conscious or unconscious stereotypes you hold about various ethnic groups? If so, what were they?
- 4. Discuss the following questions in small groups:**
  - A. Respond to this phrase: “. . . to know one member of the group is to know them all.” Answer the following:
    - Is this true of the ethnic group(s) to which you belong? Why or why not?

- Is it true of other ethnic groups?
- B. How would you feel (or how do you feel) to be judged based on a stereotype about your ethnic group(s)?
- C. What types of traits or characteristics are emphasized in stereotypes? Why?
- D. Where do we get some of the ideas that contribute to stereotypes about people of other ethnic groups? What things reinforce those ideas? What things counteract them?

Name \_\_\_\_\_

Date \_\_\_\_\_

### IMAGES IN THREE LEVELS

Image Title/Number \_\_\_\_\_

**LEVEL 1: CONCRETE**

List *what you see*.

**LEVEL 2: INTERPRETATION**

Tell *what you see* represents.

**LEVEL 3: HYPOTHESIS/INFERENCE**

Write 3-5 sentences that tell what you think is happening in the image based on your interpretations above.

EXIT SLIP: REFLECT ON TODAY'S ACTIVITIES AND DISCUSSION BY GETTING DOWN ANY LAST THOUGHTS **AND** RESPONDING TO THE FOLLOWING QUESTIONS

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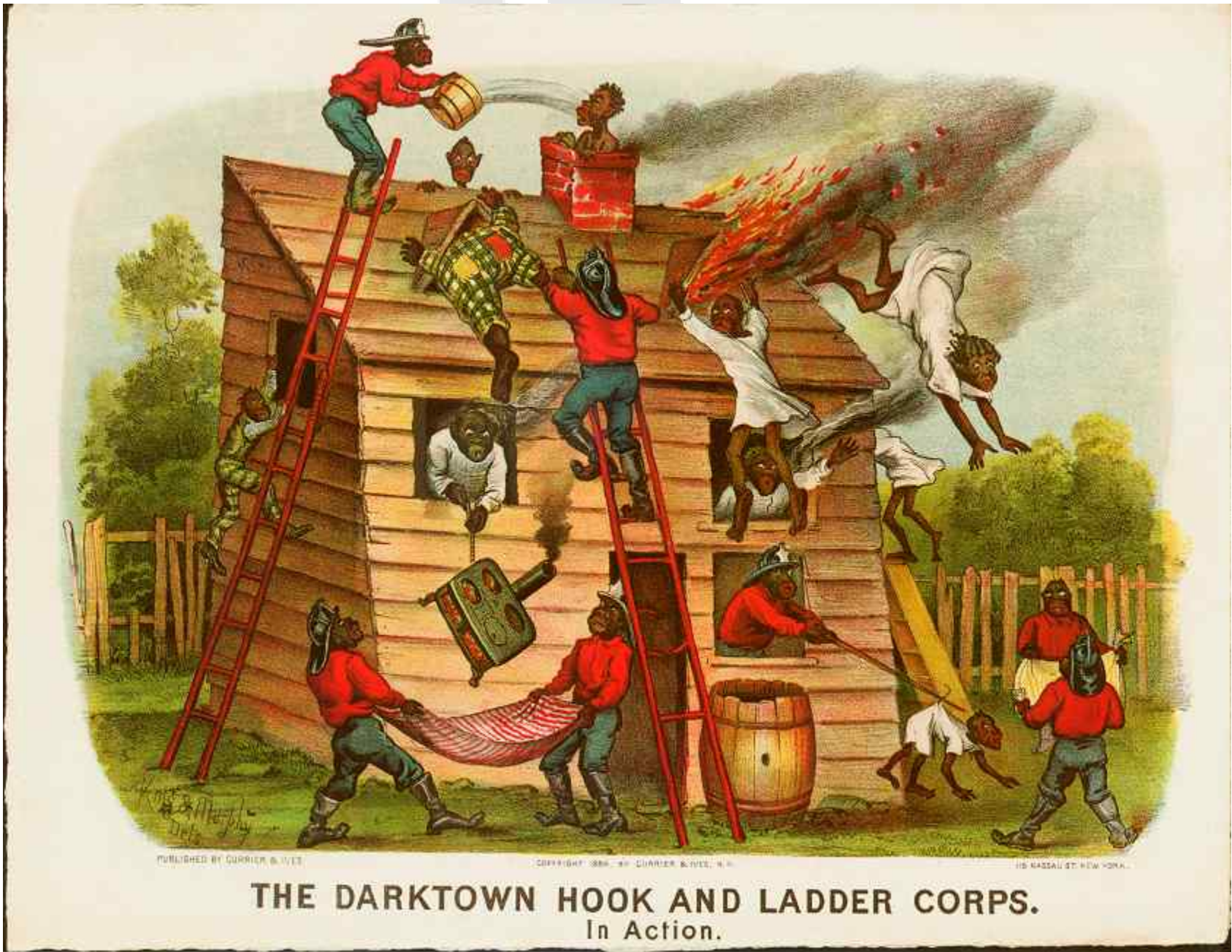
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**#2**



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#3



#4





**#5**



**#6**



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