

## “Stony the Road We Trod . . .” Institute 2019 LESSON PLAN

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**Subject/Course:** Individuals & Societies (IBO - Social Studies) 6th Grade

**Group Concept:** Racial Empathy

**Essential Questions:** (4)

1. How can you describe racial empathy?
2. What does it mean to put yourself in someone else’s shoes?
3. How can understanding historical events help you develop racial empathy?
4. How does racial empathy enhance relationships in society?

**Lesson Plan Title:** “Why Should I Care?”



**Guiding Questions:**

1. What is empathy?
2. What are the different types of empathy?
3. Why is empathy important?
4. In what way can racial empathy enhance relationships in society?

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### **Introductory Paragraph**

Today’s youth spend a significant amount of time on the internet, many acquiring an ‘addiction’ to technology. There are studies suggesting that internet/gaming ‘addiction’ results in some form of atrophy within the area of the brain, where the capacity to develop empathy and compassion for others resides ([Zhou 2011](#), [Yuan 2011](#), [Weng 2013](#), and [Weng 2012](#)). Empathy, as defined by Merriam-Webster, is “the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner”. <https://www.merriam-webster.com/dictionary/empathy>

When presented with issues of involving social/emotional concerns, middle schoolers often have difficulty identifying or acknowledging emotions appropriately often resulting in displays of apathy. As a result, the state of Illinois, along with others, have adopted Social/Emotional Learning Standards.

Before teaching the Unit entitled, 381 Days, which focuses on power, social position and fairness within governmental systems during the Montgomery Bus Boycott; it is important to have students understand empathy.

For the purposes of this lesson, there are three categories of empathy, which we will explore. Cognitive empathy is the ability to understand how a person feels and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us relay information in a way that best reaches the other person. Emotional empathy (also known as affective empathy) is the ability to share the feelings of another person. Some have described it as "your pain in my heart." This type of empathy helps you build emotional connections with others. Compassionate empathy (also known as empathic concern) goes beyond simply understanding others and sharing their feelings: it actually moves us to take action, to help however we can.

<https://www.inc.com/justin-bariso/there-are-actually-3-types-of-empathy-heres-how-they-differ-and-how-you-can-develop-them-all.html>

### **Learning Objectives:**

To identify the various types of empathy (Cognitive, Emotional, Compassionate) through the use of a Gallery Walk of photos from the Civil Rights Movement.

**Class Periods:** Two 45 minute periods

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## College and Career Readiness Standards

### (Illinois Learning Standards for Social Science-6-8)

- **SS.CV.1.6-8.LC**

Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).

- **SS.CV.3.6-8.LC, MdC, MC**

Compare the means by which individuals and groups change societies, promote the common good, and protect the rights.

- **SS.H.1.6-8.LC**

Classify series of historical events and developments as examples of change and/or continuity.

### (Illinois Social/Emotional Learning Standards 6-12)

- **1AF6:** Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.
- **2AE1:** Describe others’ feelings in a variety of situations.
- **2AE4:** Analyze the various points of view expressed on a historical, political or social issue.
- **2AF3:** Describe others’ feelings in a variety of situations.

## Lesson Plan

### Activities

#### 1. (See-Think-Feel Gallery Walk)

**Procedure:** Students are placed into groups of 4-5 and displayed throughout the classroom, within manila folders, are the six photos provided, labelled alphabetically. Students are to progress from each station as a group, completing the associated worksheets individually, within the established time-frames.

**Round 1:** What do you **SEE**?

Looking at the picture contained in the folder, SILENTLY write down everything you see with your eyes, on the form provided. When finished, you are to sit quietly and wait for the next set of directions.

**Round 2:** What do you **THINK**?

This time you are to look at the picture contained in each of the folders and SILENTLY write 1-2 complete sentences describing what you THINK is happening, based upon what you have seen with your eyes. You will repeat the process at each group of tables. Once you’ve gone to all of the tables, sit quietly and wait for the next set of directions.

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### **Round 3:** How do you FEEL?

This will be your last time to view the pictures at each station. As a group you move from each station within the time frame given. As you look at the picture contained in the folder, SILENTLY write 3-5 adjectives describing how you FEEL based upon what you have seen with your eyes and what you think is happening. Once time is called, close the folder. Sit quietly and wait for the next set of directions.

### **2. (Empathy Identification) - Turn and Talk**

**Procedure:** Students complete the Empathy Identification Worksheet individually, responding yes to the appropriate feelings experienced when viewing each picture. Once each student completes their worksheet; they employ the “Turn and Talk” strategy. During “Turn and Talk”, students work with their arm partner, taking turns asking the following questions, for each picture:

- “Which type of empathy did you feel when looking at that picture?”
- “What made you choose that feeling?”
- “What did you specifically see that made you feel that way?”

### **3. (Types of Empathy) - Lecture and Class Discussion**

At this point, the instructor begins sharing the definitions for each type of empathy outlined on the Empathy Identification Worksheet. **Cognitive Empathy:** understanding how a person feels and what they might be thinking. **Emotional Empathy:** sharing the feelings of another person. that is represented in this picture. **Compassionate Empathy:** understanding and sharing the feelings of someone **and** feeling the need to help.

The following discussion questions are posed to students:

- Do you think any of the people in the photos had any empathy? What observations did you make to support your answer?
- If any of the people have shown empathy, how do you know it? How is it demonstrated? What evidence did you see to support your answer?
- Do you Cognitive, Emotional or Compassionate Empathy could/should be demonstrated based upon race? What makes you say that?

### **Assessment: “Why Should I Care?”Exit Ticket**

#### **Materials & Media**

[See-Think-Feel Gallery Photos](#)

[Why Should I Care? - Individual Worksheet](#)

[Empathy Identification Worksheet](#)

[Exit Ticket](#)