

## Unit 4 Overview

### Tezcatlipoca: Critical Reflection



<p><b>Lesson 1</b> The Power of Normal</p>	<p>Students reflect on the concept of power. First, students explore normalization and implicit bias in society by evaluating your personal experiences and then by analyzing a short vignette. Next, they define hegemony and explore the process through which inequitable systems of power and oppression become widely accepted. Finally, they apply their learnings to a short film, drawing connections to the real world. Students reflect on how hegemony influences and molds societal norms and write an imaginative journal entry that considers what it would take to challenge and dismantle systems of power.</p>
<p><b>Lesson 2</b> Interconnected Systems</p>	<p>Students define and reflect on the systems that make up our society. First, they work in groups to analyze fundamental systems, such as healthcare and education, and reflect on what they know about these systems and what it means for them to be successful or unsuccessful. Then, they watch a video on systemic racism and reflect on how many systems can work together to create inequities. Finally, they practice root cause analysis on systemic racism and reflect on why it's important to address the root causes of a problem.</p>
<p><b>Lesson 3</b> Redlining</p>	<p>Students analyze map data to investigate systemic inequities in Denver and other large cities. Then, they learn about the history of redlining through a video and interactive map. Finally, they work in teams to research efforts to address housing segregation in the United States. They choose one course of action that they believe would go furthest in solving the problem of housing segregation and share their proposal with their classmates.</p>
<p><b>Lesson 4</b> Food Deserts</p>	<p>Students learn about inequities in the food and healthcare system. First, they analyze map data to examine grocery access in their own community. Then, they watch a documentary to learn about the root causes and symptoms of food deserts. They conduct research on local community organizing food justice efforts and think about how community organizing can address systemic inequities. Finally, students complete an Issue Interest Survey. This survey will be used to help students identify a topic that they're passionate about for their final project.</p>
<p><b>Lesson 5</b> Identify A Local Problem</p>	<p>Students begin a poster project to bring attention to a local systemic inequity and propose transformative action. First, they learn about the project and take inspiration from a traveling exhibit called "Undesign the Redline." Then, they choose a local problem to research, identifying the root causes and symptoms of the problem, as well as ongoing initiatives and proposals to solve the problem. Finally, they develop an interactive poster that sheds light on the systemic inequity, incorporates multiple stakeholder perspectives, includes an interactive component, and ends with a compelling call to action.</p>
<p><b>Lesson 6</b> Transformative Action</p>	<p>Students learn from one another about systemic inequities in their community and how they can work together to take transformative action for a more just society. First, students set up their posters in a public space and participate in a gallery walk to learn from one another. Then, they participate in a class discussion to reflect on the compelling question and what they learned from one another. Finally, they draft a journal entry inspired by one of the poster projects they engaged with.</p>