

NIOS Math Lesson Option #1

Time Allotted: 60 minutes

Prior to activity (For discussion options): Generate “Group Norms” to allow the following discussion to take place in a safe environment. Here are some ideas of “Group Norms”:

- Allow people to make mistakes
- Allow people to say the wrong words
- Do not judge
- What is said here stays here
- Ask class for others...

Anticipatory Set:

Feel free to say to the following:

“Today we will be examining recent statistics about hate crimes in both California and in our area.” Provide the following question to the class: **“What is a hate crime?”**

- Allow students to think about the question (1 minute), discuss in their small groups (1 minute), then discuss ideas as a class (3 minutes)

Definition: A *hate crime* is any of various crimes (as assault or defacement of property) when motivated by hostility to the victim as a member of a group (as one based on color, creed, gender, or sexual orientation)

- **Follow-up question:** Have you heard of a hate crime happening in or near Palo Alto?
- Follow same format as above for generating discussion (individual think-small group-class discussion)

Feel free to share the following information with the students:

“In late 2009, the FBI released 2008 statistics showing that the number of hate crimes against religious and other groups had sharply increased. Today, you will be working with your groups to learn more about the types of hate crimes that have occurred, and which groups are more targeted than others.”

Activity:

Students will be examining hate crime statistics from a table, then using the information to generate a poster and discussion about their findings.

1. Ask each group of students to choose one of the following tables (tables provided):
 - a. Hate Crime Reporting by State – Table 12
 - b. Hate Crime Incidents by State and Agency (City and County) – Table 13
 - c. Zero Hate Crime Data by State and Agency (City and County) – Table 14

Depending on what table is selected, the following questions should be asked:

- **Students selecting Table 12 & 13:** Ask students to focus on California and/or Palo Alto. Ask students the following questions:
 - What 2008 statistics are provided for the number and type of incidents for your California and/or Palo Alto (or Santa Clara County)?
 - Compare these statistics to those from other states or cities. Do some of your comparisons surprise you? Why, or why not?
 - What patterns do you notice?
- **Students selecting Table 14:** Students that have chosen the table on Zero Hate Crime Data, ask them the following questions:
 - What do you think “zero hate crime” means? Does it really mean that no hate crimes happened at all? Discuss why the label might not tell the whole story. (***The statistics only reflect incidents that are reported. The label does not mean that hate crimes didn’t take place at all.***)

Once students have completed the questions above, ask students to summarize their data as follows:

- Using colored pencils, or markers to create a series of graphs that illustrate the statistics you have examined.
 - For instance, students might create a pie graph to present the most prevalent types of hate crimes in California. A bar graph might show a comparison of the number of hate crimes among cities in your county. Remind students to provide a key to accompany their graphs.
- Present your graphs to the class. As a class, review what they show about hate crimes in your area.

Extension:

Provide students with one of the following articles:

1. *Palo Alto school hit in latest case of swastika graffiti* (<http://www.jweekly.com/article/full/17352/palo-alto-school-hit-in-latest-case-of-swastika-graffiti/>)

- Provide students time to read the article. Ask the students if they agree with the former PAUSD assistant superintendent that says “it sounded more like an act of graffiti [by a student] than a hate crime”. Why or why not.

2. *Redwood City Man Wanted in Attack on Gay Man at Santa Cruz Club*

(http://www.insidebayarea.com/oaklandtribune/localnews/ci_14127764?source=rss)

- Provide students time to read the article. Ask the students if they can see something like this happening in or around Palo Alto? Why or why not.

NIOS Math Lesson Option #2

Time Allotted: 20 minutes

1. Provide the following question to the class: “What is a hate crime?”
 - Allow students to think about the question (1 minute), discuss in their small groups (1 minute), then discuss ideas as a class (3 minutes)

Definition: any of various crimes (as assault or defacement of property) when motivated by hostility to the victim as a member of a group (as one based on color, creed, gender, or sexual orientation)
 - **Follow-up question:** Have you heard of a hate crime happening in or near Palo Alto?
 - Follow same format as above for generating discussion (individual think-small group-class discussion)
2. Provide the following cartoon. In this editorial cartoon, artist Daryl Cagle depicts a group of students expressing “hate” for an undisclosed group of people. Ask students to discuss the following questions about the cartoon in their groups.
 - What message is he trying to convey about the nature of hate? In this case, what word would you use to describe the group? (*Examples: ignorant, unaware or uneducated.*) How might their conversation be different if they had accurate information or a better understanding about “them?” Act out the conversation you imagine, or redraw the cartoon to reflect it.
 - This cartoon was originally drawn on September 13, 2001. Based on this information, who might have been the “them” to which Cagle refers? If you are unsure, ask older students or family members what they recall about that time.
 - What reaction to this group of people does Cagle’s cartoon describe? As a class, discuss whether these attitudes have changed since the cartoon was first drawn. If so, how? What might have caused those attitudes to change?
 - Can you identify with one of the characters in the cartoon? Which one? Explain how and why.
 - If you can not identify with one of the characters, then what do you wish to tell these characters about their statements?
 - Have you ever been on the receiving end of feelings like those seen in this cartoon? If yes, then how did you feel? Explain. If no, then what can you do to prevent students at Gunn having similar thoughts to those shown here in the cartoon?

