



HxA High School Classroom Activity Series

Mini-Unit Three: Understanding Your Worldview and the Worldview of Others

This mini-unit introduces students to the concepts of open inquiry and teaches them to engage with their own worldview and the worldview of others.

By completing this mini-unit, students will:

- Be able to listen to perspectives that differ from their own.
- Be able to articulate their worldview and the factors that shape it.
- Be able to differentiate between facts and beliefs.
- Understand the importance of broadening the scope of accepted speech.

This mini-unit will prepare students to engage in discussion with a diverse range of perspectives in an environment that welcomes open inquiry.

Standards

This mini-unit addresses the Common Core State Standards outlined in the table below.

	Grades 9 – 10	Grades 11 – 12
English Language Arts — Speaking & Listening		
<i>Comprehension and Collaboration</i>	CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CCSS.ELA-LITERACY.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

	Grades 9 – 10	Grades 11 – 12
<i>Presentation of Knowledge and Ideas</i>	<p>CCSS.ELA-LITERACY.SL.9-10.4</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>CCSS.ELA-LITERACY.SL.11-12.4</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
English Language Arts — Writing		
<i>Text Types and Purposes</i>	<p>CCSS.ELA-LITERACY.W.9-10.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>CCSS.ELA-LITERACY.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

Time

Plan to spend 7 to 8 days (50 minutes per day) on this mini unit. The number of days depends on whether you assign independent activities as in-class work or homework.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Warm-Up Activity: "Everyone Has a Worldview" (see below)</p> <p>Activity: "Have Students Interview Someone They Disagree With"</p> <p>(Optional; if students complete above activity for homework)</p> <p>Video: "Beyond Bigots and Snowflakes: "Before We Begin"</p>	<p>Warm-Up Activity: Have students reflect on interviewing someone they disagree with</p> <p>Video: "Beyond Bigots and Snowflakes: Building Community Through Viewpoint Diversity"</p> <p>Activity: "Discussion Questions"</p> <p>Activity: "What is Your Worldview?"</p>	<p>Warm-Up Activity: Have students reflect on the activity, "What is Your Worldview?"</p> <p>Video: "Beyond Bigots and Snowflakes: The Problem of Unintentionally Treating Beliefs as Facts"</p> <p>Activity: "Discussion Questions"</p> <p>Activity: "Facts versus Beliefs"</p>	<p>Warm-Up Activity: Have students reflect on the difference between facts and beliefs</p> <p>Video: "Beyond Bigots and Snowflakes: The Problem of Excess Social Penalties"</p> <p>Activity: "Discussion Questions"</p>	<p>Warm-Up Activity: Have students reflect on the downsides to excessive social penalties</p> <p>Video: "Beyond Bigots and Snowflakes: The Problem of Telling People to Stay in their Lane"</p> <p>Activity: "Discussion Questions"</p> <p>Activity: "Don't Stay in Your Lane"</p>
Day 6	Day 7			
<p>Warm-Up Activity: Have students reflect on the activity, "Don't Stay in Your Lane"</p> <p>Video: "Beyond Bigots and Snowflakes: The Problem with Relying on Science to Bridge Our Divides"</p> <p>Activity: "Discussion Questions"</p> <p>Video: "Beyond Bigots and Snowflakes: Putting the Lessons into Practice"</p> <p>Activity: "Discussion Questions"</p>	<p>Warm-Up Activity: Have students recount the lesson of "Beyond Bigots and Snowflakes"</p> <p>Activity: "Develop a Value Statement for our School"</p> <p>Video: Beyond Bigots and Snowflakes: "Summary"</p>			

Warm-Up Activity

Each day of this mini-unit starts with a warm-up activity. The following section, titled “Everyone Has a Worldview,” outlines the activity for the first day of the mini-unit. The activity for each subsequent day is outlined in the “time” table above. The first day can be a whole class discussion, but for each subsequent day, have students work in pairs to discuss the topic or answer the question(s).

Everyone Has a Worldview

Start this mini-unit by having students watch the TEDx Talk, [“Why I, as a black man, attend KKK rallies”](#) by Daryl Davis. After watching the video, ask students the following question: What was Daryl Davis’ message? What is the main point of his talk? How did he come to understand the worldview of someone who thinks differently than he does? What tip or tips did he share that you can use in your life?

Following the discussion of the video, share with students the objectives of this mini-unit. Then introduce the activity, “Have Students Interview Someone They Disagree With.” Like Daryl Davis did, students will sit down and listen to the perspective of someone who holds a view that is in opposition to their own.

Interview Someone You Disagree With

[“Have Students Interview Someone They Disagree With.”](#) The activity requires students to either interview a classmate or family member—the teacher can choose which—to practice listening to a perspective that differs from their own. The activity is designed to help students feel more comfortable hearing diverse viewpoints, which will prepare them for later activities that require two-way dialogue. The activity can be completed at home or in class, but plan to have students discuss their experience conducting the activity in class.

If you are assigning “Have Students Interview Someone They Disagree With” for homework, introduce *Beyond Bigots and Snowflakes* by showing and discussing the introduction video, [“Before We Begin.”](#)

Beyond Bigot and Snowflakes

Beyond Bigots and Snowflakes is a [series of YouTube videos](#). Each video focuses on a different topic, but they should be viewed in order as the videos build on one another. The video series and accompanying [“Discussion Questions and Activities”](#) can be split across six days.

Utilize the Socratic seminar method for whole-class discussion of the questions. In a Socratic seminar, desks are in a circle or U-shape, and the teacher poses the questions, but they are not the center of questioning. A successful seminar involves students asking questions of each other with the teacher only stepping in as facilitator to pose focus questions and to bring the discussion back to the videos if it veers off course.

Day one (may require an additional day):

- Video: [Building Community Through Viewpoint Diversity](#)
 - In-class activity: Discussion Questions
 - In-class activity: What is Your Worldview? Reel Worksheet
 - In-class activity or homework: Essay utilizing the reel of their worldview

Day two:

- Video: [The Problem of Unintentionally Treating Beliefs as Facts](#)
- In-class activity: Discussion Questions
- In-class activity: Facts versus Beliefs

Day three:

- Video: [The Problem of Excessive Social Penalties](#)
- In-class activity: Discussion Questions

Day four:

- Video: [The Problem of Telling People to Stay in their Lane](#)
- In-class activity: Discussion Questions
- In-class activity: Don't Stay in Your Lane

Day five*:

- Video: [The Problem of Relying on Science to Bridge Our Divides](#)
- In-class activity: Discussion Questions
- Video: [Putting the Lessons into Practice](#)
- In-class activity: Discussion Questions

Day six:

- In-class activity: Develop a Value Statement for Our School (Video 6 classroom activity)
- Video: [Summary](#)

*Day five consists of watching videos and discussing them—there are no in-class activities for this day. To make day five more interactive, consider assigning the discussion questions to small groups or pairs of students, rather than having students discuss the questions as a whole class.

Looking Ahead

Mini-Unit Four has students practice steel-manning viewpoints that are in opposition to their own and engaging in dialectical thinking.