Teacher and Chaperone Guide
Grades 6-12

San Diego Museum of Man
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**Introduction**

The San Diego Museum of Man welcomes you to *RACE: Are We So Different*. Thank you for bringing your group to this important and engaging exhibit.

During your visit, students will gain a greater understanding of the history and formation of race, the biology and science behind human diversity and variation, and the experiences of race as a social and cultural reality.

If you have additional questions after reading this packet, please contact the Education and Public Engagement Department via email at education@museumofman.org or phone at 619-239-2001 x75.

**The Guide**

This exhibit guide will prepare you for exploration of the RACE exhibition at the San Diego Museum of Man. Using thought-provoking questions, activities, and group dialogue facilitated by teachers or chaperones, this guide is designed to provide you with a deep and meaningful self-guided experience through the gallery.

**Teachers and Chaperones** will help students travel through the different sections of the gallery. Despite this being a “self-guided” experience, students should not move into another section without their group and their adult. Teachers/Chaperones will be responsible for keeping the groups together, moving through the gallery smoothly, and leading specified activities.

**Read through each activity for timing and location**

**To do before your visit:**

1. Please read through this packet carefully.
   - *Mark any optional extension activities* you would like to use and share with your chaperones in advance of visiting the galleries. Example:

2. **Complete the pre-visit activities** to introduce your group to the content.

3. Make copies of the **Student Exhibit Guide**; one for each participant. Packets will not be available at the museum.
   - *Works best in color, but works fine in black and white*

**Instructions for the Day of Your Visit**

- **Arrive 15 minutes before** your entrance time to allow for check-in and introduction to the museum by a staff educator.

- **Break students into groups no larger than 7** so they can effectively navigate the gallery.

- **Make sure each student has a (1) Exhibit Guide, (2) writing implement, and (3) a surface to write on** (clipboards will not be provided by the Museum).

- **Assign a chaperone to each group.**

- **Print the Teacher and Chaperone Guide** and **Chaperone Agreement**(link), one for each chaperone. Remind chaperones to read and look over the guide—they are expected to lead a selection of activities.
About the Exhibit: RACE: Are We So Different?

http://www.understandingrace.org/about/overview.html

This exhibition was created by the American Anthropological Association in collaboration with the Science Museum of Minnesota. Through various interactives, it “brings together the everyday experience of living with race, its history as an idea, the role of science in that history, and the findings of contemporary science that are challenging its foundations.”

It is part of the human experience that people who look different interact with one another, whether you live in El Paso, Yorkshire, or Shanghai. We all recognize difference and diversity, especially living in such a multiracial and multiethnic society here in America. Yet, the recognition of difference has on occasion led to conflict, when people associate certain traits, characteristics, personalities, and intelligences to whole groups of people, not based on behavior or character, but on physical appearance. These associations, now and throughout our history, have made our interactions and encounters with one another at times fraught and complicated.

This exhibition offers people a chance to explore their own feelings about race, understand how it is defined and what role it has played in our history, and consider identity and the related issues and ideologies that influence and impact our lives.

Exhibit Guide

Using this guide: This self-guide is structured to lead you through highlights of the exhibition. Feel free to explore outside of what is touched on here.

In the Guide, this symbol \( \% \) and tan text boxes indicate an “optional extension activity” in the gallery. These activities provide more opportunities for information and discussion about a particular section in the exhibition.

*The Teacher/Chaperone guide includes answers*

The gallery is broken into 3 main areas or themes: Area 1 Science of Human Variation; Area 2 History of the Idea of Race; Area 3 Lived Experience of Race. Each section is accompanied by pictures and is color-coded for easier exploration.
Area 1 Science of Human Variation

This section focuses on human variation, migration, and adaptation and why people look different.

How Are We Alike and Different Interactive Display (Pages 4-5 in student guide)

With a partner or small group, discuss what the word diversity means to you. In the boxes provided below, list physical differences you see within your group and among families, friends, and across geographic areas. EXAMPLE: Hair color

Take a moment to read the display about genetic variation and migration. Using the TV map interactive, press the button and move the dial clockwise.

• How long have people lived in Africa?
  150,000 – 200,000 yrs

• What percentage of our DNA is identical?
  >99.9% That means that <.01% of our DNA is different and results in different physical traits.

• If we are all the same species, why do we have all these physical differences?
  Migration into new environments & Adaptation to the environments

Like other animals, humans have adapted to their environments. With a partner or small group, define adaptation. In the box provided, draw an animal with a physical characteristic that shows how it has adapted to its environment.

Adaptation—the way a species changes in order to reproduce productively and survive successfully in their environment.

Examples to help students, if needed:

1. Hummingbird – fast-moving wings to hoover over flowers, long beak for eating specific food type deep inside flowers, etc.

2. Polar bear – fur that is white in appearance to hide from their prey and to blend in with the environment, thick fur and fat for the cold, etc.

1 If interactive does not work, continue to next activity. All answers to the 3 questions can be found in the text panel.
Why Do We Come In Different Colors? Interactive Display

Take a moment to look over the skin color distribution map.

• What caused our skin color to change?

   The sun

• Why do some people have light skin and some have dark skin?

   If you look at indigenous populations, people who live closer to the equator have darker skin, while those who live farther away have lighter skin. This is because the sun is closer to the earth at the equator and farther away as you move north or south. Skin color has adapted to protect us from the sun or expose us to it (Read panel for more detailed information on why some populations who live in the snow have darker skin despite proximity to the equator.* Our skin no longer needs to adapt so drastically because of cultural adaptations (sunscreen, vitamin supplements, etc.).

In your small group, line your arms up next to each other and observe the variation in skin color.

Discuss the following questions:

• Does your skin color say anything about who you are as a person (your personality or character)?

   No it does not. It is just evidence of where our ancestors come from. History however has taught us to think skin color is an indicator of who a person is, what they are, and what they deserve.

• If a person’s skin color/race doesn’t say anything about their personality or who they are, why do we still treat people differently based on race?
Area 2 History of the Idea of Race

This section is split into 4 sections, which focus on the changing ideas about race over time and how they have shaped our thinking about race today.

SPECIAL INSTRUCTIONS: for each group, assign two tables to explore (noted with different colors) and follow the prompts per each section.

Group A: Human (mis)Measure (pink panels)
Using science to explain or justify race and racism.

In the 1600s and in the years that followed, scientists and scholars began to divide people into various groups based on skin color.

- Read about Samuel Morton (1839 Race & Skulls)
- Read about Franz Boas (1911 Undermining the Cephalic Index)

In your group, **discuss** the following questions:

- Did **all** scientists believe humans were different races or species in the past?
- What are the differences between Samuel Morton's science and Franz Boas' science?

Boas used unbiased scientific methods to prove his claims. Morton used biased and subjective methods to support his claims.
Find and read the story about Minik. Who was he and what happened to him? (Clue: Find 1897)

- Read Minik’s quote and take a look at the photo underneath the black flap.

- How does this make you feel? Why do you think people of color were put into “human zoos” or put on display in a museum?

People of color, mostly from African countries, were used to teach about other cultures of the world and to entertain. In some cases, they taught about people believed to be “less evolved” or “primitive” and who were in danger of “disappearing” because of their primitive ways.

- Pretend you just walked into a museum and saw a display with living human beings in it. Write a letter to the museum director about your experience below. What is your opinion of the display? Is it ethical of a museum to treat people as objects to be looked at and studied?

**For more information on human displays, find 1890-1910 on the blue panels under World Fairs**

Group A: Creating Race (green panels) (Starting Page 9 in student guide)

This section describes how the idea of race was established.

In small groups, read the green panels and discuss the following questions:

- Was race always a dividing factor of people? In what other ways were people divided before race?

  (Pre-1492) Since race is a made-up concept, it was not always a way of dividing people. Before race, people were divided by traits such as religion, region, and family group.

- Why do you think society started dividing people by skin color and calling it race?

  Skin color was an obvious, visible difference between people. It was used to give certain people rights and prevent others from having fair treatment and access. By dividing people, those in power could justify slavery and could force power over people they wanted to control for economic or other reasons.
• In the 1600s many scientists such as Carolus Linnaeus created racial groups to categorize people. Most of the non-white groups were believed to be sub-species (or less than human species) of humans (Homo sapiens).

In small groups or with a partner, discuss the following: Read the racial categories to each other.

Read out loud: Pretend you live in the 1700s and you own a shop that is hiring a clerk.

Using the descriptions developed by Linnaeus, in the boxes below, decide who you’d hire by checking the box next to the person in the space below.

<table>
<thead>
<tr>
<th>A young (Native) American person</th>
<th>A young White person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category: red, bad tempered or angry, standing upright; Stubborn, happy and free, paints himself with red-lines, controlled by custom</td>
<td>Category: white, cheerful, muscular; Gentle, serious and creative, wears clothes, ruled by law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A young Japanese person</th>
<th>A young Black person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category: yellow, depressed, stiff; Simple, self-important, greedy, wears loose clothes, ruled by their opinions</td>
<td>Category: black, unemotional, relaxed; Sneaky, lazy, careless, smears himself with grease, ruled by impulse</td>
</tr>
</tbody>
</table>

Chaperone duties:

1. Read out loud the translated descriptions of the 4 races developed by Linnaeus. (Students have this in their packets)

2. Ask the students:

   a. Could these descriptions accurately describe everyone who fit into these racial categories? Why not?

      No, because everyone is different. These characteristics created stereotypes and helped establish a false hierarchy. Science, by our standards today, does not support these claims.

   b. What do these descriptions tell you about Linnaeus’ biases?

   c. Why do you think some groups were described with positive characteristics while others had negative ones?

      By teaching that these are the biological traits of different groups, society and those in power were able to justify discriminatory actions. One example would be making certain people slaves or colonizing societies.

   d. What would be the advantages of creating races for those in power and disadvantages for those without power? In the diagram, work with a partner and write down 3 responses for each.

Continued on next page
i. Closing question: What is the legacy of categories like this for us today? Are any of these stereotypes still with us?

Categories such as these have made race a social and cultural reality. Meaning, even though we know we are all humans with >99.9% the same DNA, race is still very real. It affects all of us.

**Group B: Separate but Unequal (orange-yellow panels)** (Starting Page 10 in student guide)
The section focuses on laws and court cases that limited or granted rights and opportunities to people of different race.

**Group History Discussion Activity** Gather your group in front of the orange panels.

**Chaperone Duties:**

1. Give students a few minutes to self-guide the orange panel section.²

   a. When you come back together, have them share some of the things they learned and their feelings about the events.

2. Ask students:

   a. We often talk in our country about “equal rights under the law.” Did you see any examples in this section of laws passed that stopped specific racial or ethnic groups of people from having access to things like education or housing?

3. Locate the California Alien Land Law 1913 information and have the students read the blurb.

   a. Put yourself in the shoes of Asian populations who lived here or immigrated here. How would a law like this make you and your family feel?

   b. What surprised you about this law?

4. Find and discuss two of the following events from history listed on the orange panels.

   - The 15th Amendment 1870
   - Elk v. Wilkins 1884
   - Chinese Exclusion Act 1882
   - Indian Citizenship Act 1924

   **Discussion questions:** What did each law do? How was race or ethnicity used as a tool for discrimination with these policies?

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² Teacher and Chaperones should locate a few highlights to share as well.
**Group Art Project Activity** Assist students in locating correct event.

Locate the information about the **Bus Boycotts in 1955.**³ Read and discuss with your partner or group.

- What were the bus boycotts?
- What are some other ways people protested or stood up to inequality in the past (AND today) that you can think of?
- On the orange-yellow panels, find another example of protest and draw a protest sign in the template that represents the event.

**Group B: Inventing Whiteness (blue panels)** (Page 11 in student guide)

The “white race” was created just like all others. So ask yourself, who is white and who is not?

In a small group, **discuss** the topic of whiteness by responding to the following questions:

- What makes someone white?
- Can anyone with light skin be white? Why or why not?

  No. The concept of “whiteness” has changed over time to include previously non-white groups. However, perceived “whiteness” does carry privilege in America and in other societies.

³ In December 1955, Rosa Parks refused to move her seat for a white passenger. She was arrested and taken off the bus. Following this event, African Americans in Montgomery, Alabama refused to take public transportation as a stand against segregation and discrimination. In September 1955, Claudette Colvin age 15, refused to give up her seat as well.
• How were the Irish described?

The Irish were often portrayed as brutish (ruthless), apelike, and undesirable; similar descriptions of African Americans existed at the time.

• Why do you think the Irish were not seen as white in the early 1900s?

They came to the U.S. in high numbers and had different beliefs and different accents. They were Catholic, and their customs were different. They were forced to work low paying jobs alongside African Americans.

• What do you think happened that changed their racial perception?

They began to separate themselves from African Americans because of how they themselves were treated. The Irish had white skin and wanted to disassociate from people of color. Overtime society made the Irish white and no longer another race.

• What do you think the benefits are of being categorized as “white.”
1.) Race and the Wealth-Gap

Chaperone lead discussion. Before reading anything, observe the stacks of money. What do you think they represent?

- Discuss with a partner: What is this display meant to represent?

The wealth gap is a result of racial privilege and discrimination over time. This is a result of institutional and systemic racism.

- Why do you think there is such a big difference between groups?

Simply put, if a family/person earns money and is able to build upon that wealth through investments (houses, stocks, education) and pass it on, their relatives continue to build their pile higher. However, if a family comes up against laws and regulations that prevent them from accumulating wealth because of race or ethnicity, they are prevented from passing it on and their pile remains low. Laws and social orders have been put in place that prevents certain groups of people from gaining wealth at the same rate. The starting line for wealth is not in the same place for people of all racial and ethnic groups, even today.

Chaperone Duties:

Ask your group to answer their corresponding questions.

“There goes the neighborhood.” Clue: Look for panels near the stack of money

a. What is red-lining?

b. As a group, in the boxes below, list the potential effects of open housing opportunity and of housing discrimination.

c. How is access to housing in some neighborhoods still limited today?
2.) Race and Identity (Page 13 in student guide)

A. Group Discussion Activity Gather your students in front of the census wall.

Chaperone Duties:

1. Have students look at the census wall mural and share their observations for one minute.
   - Explain what the photograph shows: The US Census was one of the first legal government programs that categorized people by race. It is in the US Constitution that we must count our population every ten years to redistribute representatives in the Congress, and since its inception, race has been a part of this process.

2. After observations, ask the following questions.
   a. What do you notice about this photograph? What’s strange or surprising?
   b. What are some observations you made?
   c. Why do you think we had different categories in different times?
      Political changes, increase immigration, economic conflicts, language...
   d. Census takers would come to your home and assign you a racial category based on which ones were on the census. It changed year in and year out. How do you think this kind of racial identifying plays out in our lives today? When are you asked to check a “race box?”

3. Locate the Census Menu Card (star on map) and identify the years of 1820, 1880, 1930.
   a. Ask students to guess what race they might be classified as in those years, one year at a time.
      For example, in 1820 we have the categories Free White, Free Colored, Slaves. If you could only be one of these three, which might you fall under?
**NOTE: Free Colored was before concrete racial categories. Before slavery people came to this country as indentured servants and could eventually get freedom.

b. Did your category change over time just like the people in the photo? Was there always a category for you?

   i. How does that make you feel OR what do you think about that? Why?

c. Share with students: Even though there have always been people of Mexican ancestry in what is now the US, they weren’t added to the census until the 1930s.

   i. How might they have been classified then? How do you think other groups were classified if they didn’t have a box to check?

d. Ask students: Did you notice on this card that there are never categories for White ethnic groups?

e. Why do you think the white category has not been given subcategories like those of color? For example, Asian & Chinese, Japanese, Korean, etc. but there is no German, Russian, English, etc. on the census or similar documents?

B. Group Hapa Project Activity

Gather your students in front of the Hapa portrait wall.

Chaperone Duties:

1. Introduce the installation: The Hapa Project is a multiracial identity project by artist Kip Fulbeck. “Hapa” means a person who is of partial Asian or Pacific Islander ancestry. It gives multiracial individuals an opportunity to identify themselves in a way that includes multiple ethnicities instead of just one.

2. Give students a few minutes to look at the photos and make observations.

   a. Ask them to first look at the faces and then read their descriptions.

3. Ask students to share their thoughts and observations.

   a. Which portraits standout to you? Why?

   b. Did anyone’s identity come as a surprise to you? Why?

   NOTE: Because history has taught us to expect certain appearances to be associated with a particular race, we sometimes get shocked when someone doesn’t fit the stereotype or expected racial appearance. This is normal; however we need to look past appearance and those assumptions to get to know each other.

   c. Why do you think the two little ones didn’t say anything about race in their identity?

   They don’t yet have a concept of race because race is taught whereas the older participants have learned and experienced race.
Take a seat in front of the mascot display and read some of the articles. In groups, discuss the following questions.

- What do you think about using Native American cultures as mascots?
- What would you think about having teams called the: Williamsport White Skins, Tallahassee Geishas, or Minneapolis Black Shamans?
- What are the arguments for and against using Native American names as mascots?

NOTE: Native Americans are often left out of discussion about race in this country.

Continue to next activity
There has always been issues of race at play in our education system. Prior to the creation of the idea of race, economics determined who had access to quality education. After, race became a way to categorize people. Certain groups were disadvantaged with respect to quality, quantity, and access to education.

- Is Education a right or a privilege? What do you think?

Have a seat at one of the school desks and read the information about segregation in the education system.

- Do you think public schools are still segregated? How so?

- What do you think is valuable about going to school with people who are from different races, ethnicities, and backgrounds?

- How would schools be different if we had achieved full social equality? Describe this ideal school. What would the school look like? How would students behave towards one another? How would learning be different?

1.) Have a seat around the cafeteria table. In the box below, draw a floor map of your cafeteria.

- Where do different groups sit? Where do you sit and with whom?

2.) Watch the video.

- Discuss with your group: What in the students’ conversation resonates most with you?
BONUS EXPLORATION!
Inter+Face and the 1915 Panama-California Exposition

Read: The latest instillation to the exhibit is a collaboration project between the Museum and the AjA Project. In the early 1900s busts were made for the 1915 Exposition to teach visitors about different races. The individuals were selected to represent their race category, and attendees to the fair were meant to understand, in a scientific way, that race differences were vast and proven by biology.

As you now know, race difference is not substantiated by biology. We are all one human race with racial diversity the result of migration and adaptation to different environments known as, human variation.

The 3 busts on display are from a total of thirty made in the early 1910s. The individuals were not asked about themselves or their lives. They were simply selected and assigned a race. This may remind you of the census and the way in which a person's race was designated.

Why is Pearl given a racial category and Sara is labelled by generation?

Why do you think Sara has a bow and Pearl does not?

The videos and portraits you see as part of this project are meant to take a very different approach to identity. The participants are all students from the San Diego area who were empowered to represent themselves in whatever way they wanted.

Have your students explore this area, watch the videos, read about the busts, and look at the photos.

Similar to an activity you explored in the history section and your introduction to Minik, have the students write down questions they would like to ask the two little girls and the gentleman and leave them on the wall.

• What do you want to know about them?

• If they were here, what would you like to ask them?

4 If still available, additional bust are located by the Museum lobby to include plaster molds from 2016.
1. **What** are some things you learned today that you wish to share with people in your life who may not understand race in the way you do now? **Why** is it important to talk about race?

2. **What** are some things about race you would like to learn more about?

3. **Where** do you see examples of racial prejudice, discrimination, or a lack of communication about race and identity in your life?

4. With a group, discuss the term “bystander.” **What** does it mean?

   A bystander is someone who stands by and does nothing when they see someone getting bullied or discriminated against.

5. With the group, list ways you can stand up against racial prejudice and discrimination as an UPstander, instead of a bystander.

   An UPstander is someone who stands up for someone. Some ways we can be UPstanders is by standup for people, accept people for who they are not what they look like, and get to know everyone on their terms and not through our stereotypes and assumptions......
Glossary

- **Anthropology** - the study of humans and their cultures, both past and present. The field of anthropology includes archaeology, biological anthropology, cultural anthropology, linguistic anthropology, and applied anthropology.

- **Cultural relativism or cultural relativity** - the belief that the values and standards of cultures differ and cannot be easily compared with the values and standards of other cultures.

- **Debate** - a discussion between two people or groups who disagree on an important subject.

- **Discrimination** - policies and practices that harm and disadvantage a group and its members.

- **Ethnicity** - where your ancestors and family is from; often tied to culture, beliefs, and sometimes language but can be simply geographical locations.

  Examples: Kurdish, Slavic, Vietnamese...

  **American Anthropological Association definition** - an idea similar to race that groups people according to common origin or background. The term usually refers to social, cultural, religious, linguistic and other affiliations although, like race, it is sometimes linked to perceived biological markers. Ethnicity is often characterized by cultural features, such as dress, language, religion, and social organization.

- **Human variation** - the differences that exist among individuals or among groups of individuals regarded as populations. Anthropologists study both cultural and biological variation.

- **Human biological variation** - refers to observable differences among individuals and groups that have resulted from the processes of human migration, marriage and environmental adaptations. Human biological variation is often referred to as human biological diversity.

- **Injustice** - absence of justice; violation of right or of the rights of another.

- **Institutional racism** - the embeddedness of racially discriminatory practices in the institutions, laws, and agreed upon values and practices of a society.

- **Meritocracy** - the idea that merit and individual effort, rather than one's family or social background (including race, gender, class and legacy), determine one's success, one's social and economic position. Similarly, the idea that social inequalities are the result of individual differences in merit and effort.

- **Nationality** - where someone is a legal citizen and has the rights of citizenship.

  Examples: American, Mexican, Cambodian...

- **Prejudice** - preconceived opinion that is not based on reason or actual experience.

- **Race** - in the simplest sense, race is categories of people based on physical traits. It was made up and used to classify people.

  Examples: Black, White, Asian...

  **American Anthropological Association definition** - a recent idea created by western Europeans following exploration across the world to account for differences among people and justify colonization, conquest, enslavement, and social hierarchy among humans. The term is used to refer to groupings of people according to common origin or background and associated with...
perceived biological markers. Among humans there are no races except the human race. In biology, the term has limited use, usually associated with organisms or populations that are able to interbreed. Ideas about race are culturally and socially transmitted and form the basis of racism, racial classification and often complex racial identities

- **Race wedge** - the process of using race as a tactic to divide people in order to achieve a political outcome.

- **Racial classification** - the practice of classifying people into distinct racial groups based on certain characteristics such as skin color or geographic region, often for the purpose of ranking them based on believed innate differences between the groups.

- **Racial Identity** - this concept operates at two levels: (1) self-identity or conceptualization based upon perceptions of one’s race and (2) society’s perception and definition of a person’s race.

- **Racialization** - the process by which individuals and groups of people are viewed through a racial lens, through a culturally invented racial framework. Racialization is often referred to as racialism.

- **Racial profiling** - the use of race (and often nationality or religion) to identify a person as a suspect or potential suspect. Racial profiling is one of the ways that racism is manifested and perpetuated.

- **Racial stratification** - a system of stratification and inequality in which access to resources (political, economic, social) depends largely upon one’s racial classification.

- **Racism** - the use of race to establish and justify a social hierarchy and system of power that privileges, preferences or advances certain individuals or groups of people usually at the expense of others. Racism is perpetuated through both interpersonal and institutional practices.

  Racism is the institution that is perpetuated by interpersonal and sometimes intrapersonal racial prejudices.

- **Stereotype** - the process of attributing particular traits, characteristics, behaviors or values to an entire group or category of people, who are, as a consequence, monolithically represented; includes the process of negative stereotyping.

- **Willful ignorance** - also known as willful blindness; when a person intentionally keeps themselves unaware of facts or intentionally ignoring information that contradicts their reality or beliefs.