Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_



**The Privilege Project**

**Guidelines**

10th Grade Math \* Mona Samimi \* High Tech High

Probability Unit

So far in Mona Samimi’s math class you’ve been learning extensively about probability and privilege. Now it is time for you to shine and put your significant learning to good use. Believe it or not, you have been working on this project since the first day you’ve been discussing privilege and probability. All the videos, assignments, and discussions, have been geared towards deepening your understanding of how the two correlate and how they affect the world.

* Essential Question: How do we use our privilege either to oppress or to advance the underprivileged?
* Goal: Using math (probability), and critical thinking skills, students will understand the concept of dominant culture privilege, the systems and structures that are designed to perpetuate those privileges, and who is being oppressed as a result. They will personally connect to this topic by identifying their own privileges, their lack of privileges, how they have been oppressed and how they oppress others. They will run their own study to mathematically determine how probability is affected by privilege among their sample population. Through analysis and suggested implications, students will reflect on how privilege could be used to help benefit the disadvantaged groups.
* Project Components:
1. Personal Narrative
2. Interview: “Walk in Their Shoes”
3. Experiment
4. Analysis and Implications of Experiment
5. Reflection
6. Final Product: Art Collage or Public Service Announcement
* Exhibition: Students will exhibit their final product at the All-School Exhibition Night, scheduled for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Students will present their work to their peers, teachers, and parents in class and during student-led conferences. For extra-credit, students may submit their work to a local new-station and/or newspaper to get their results and findings published. Final products will be displayed throughout the High Tech High campus (art collages hung and videos presented on the main screen by the Commons).

**Project Component Details**

* ***Personal Narrative***: Looking back at your Cultural Identity Survey and the White Privilege Questionnaire, evaluate your own privileges and non-privileges. Answer the following questions thoughtfully and thoroughly: What are areas you don’t feel you have privilege? What are examples of ways you’ve been discriminated against? How has that affected you? What are you aware (perhaps newly aware) of to be your privileges? Have you been aware or unaware of these privileges? Why? How do you think your privilege affects others? What questions do you have for someone who does not enjoy those same privileges as you? (1 page, 12 point font, double-spaced, reflective, thorough and thoughtful)
* ***Interview: Walk in Their Shoes*:** You will conduct an interview of someone who does not enjoy one of the privileges you do enjoy. This component may be done individually or in pairs. If you choose to do this in pairs, both most have the same privilege that you will focus on. Pick one of your privileges, ie. Able-bodied, and interview someone who does not enjoy that privilege. You must transcribe the interview or summarize, to the best of your ability, their responses. Please brainstorm a minimum of 5 thoughtful, open-ended questions. Your goal is to understand how your privilege that has become part of the dominant culture, affects their lives.
* ***Experiment:***
	+ You will pick one area of privilege that you want to conduct an experiment for. It may be different from privilege you selected for your interview. You do not have to feel privileged in the topic that you choose.
	+ Once you pick a topic (ie. sexism), you will create an essential question you will attempt to answer (ie. Do females at HTH feel sexualized?)
	+ You will then create a survey of at least 4 questions in order to make a minimum of 4 frequency tables to address your essential question (ie. Have you ever been whistled at by members of the opposite sex in a sexual way? Do you feel like your clothes dictate the amount of attention you get from members of the opposite sex? Have you ever felt pressured to do sexual acts from members of the opposite sex? Are the compliments you get from the opposite sex generally more about physical attributes?) Your sample size must be no less than 30 people but preferably over 50. You must indicate your sample size and describe your sample population.
	+ Create a frequency table digitally, for each of your survey questions. If you wish to make a 2-way frequency table, make sure the responses to your survey questions only have 2 options and that your sample population will give you data for both groups of people you are comparing (ie. men vs. women, White vs. Black, LGBT vs. Heterosexual, Able-bodied vs. non-able bodied).
	+ Calculate the relative probabilities in your frequency table and show those frequencies in a circle graph. Each person in the group should be responsible for at least one frequency table, its calculations, and corresponding circle graphs.
* ***Analysis and Implications of Experiment***
	+ Create a minimum of 6 probability scenarios based on your data. Use a combination of conditional probability and compound events. (ie. P(whistled at| female @HTH) = ??; P(whistled at AND male @ HTH)=??
	+ Based on the data you’ve compiled and probabilities you’ve calculated, what suggested conclusions can you make in reference to your essential question? Write a minimum of a 1- paragraph summary of your significant learning from your experiment analyzing your data. Use your probabilities as evidence to support your claims.

* ***Reflection/Write-Up:***
	+ *4 paragraph Summary of Privilege & Probability:*
		- 1 paragraph intro about privilege

Include structures that perpetuate privilege, etc.

* 1 paragraph summary of understanding of probability

Include experimental vs. theoretical probability, independent vs. dependent events, and compound events

* 1 paragraph conclusion of understanding of how privilege affects probability

Include how racial profiling, The Angry Eye experiments, etc.

How do probability and privilege intersect? How does it change the probable outcomes of one’s life?

* 1 paragraph personal reflection:

How does your privilege help you?

How does your non-privilege hurt you?

What can be done about your privilege to make it positive?

Are we willing to sacrifice our comforts and privilege to make the world more just?

* ***Final Product:***

Each group will decide between making an Art Collage Piece or Video for the final product of the Privilege Project. This product is intended to display your personal and group experience of understanding privilege and probability. This is a place for your to display your significant learning, your mathematical understanding, and growth in your understanding of how privilege affects you individually, our world, and what can be done about it. The following components must be represented in your final product:

* Synopsis of each member’s personal narrative (& photo or appearance)
* Experience and findings from the Interviews
* Experiment (must include 2-way frequency tables and circle graphs)
* Analysis & Implications (must include probability findings)
* Synopsis of Reflection/Write Up

**The Privilege Project Grading Rubric & Deadlines**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Component*** | ***Description & Requirements*** | ***Individual/******Partner/Group*** | ***Deadline & Teacher Check In*** | ***Points Possible*** | ***Points Earned*** |
| ***Personal Narrative*** | 1 page, 12 point font, double-spaced, reflective, thorough and thoughtful | Individual |  | 10 |  |
| ***Interview*** | Minimum 5 questions, pick one privilege in which student has and learn about how it has affected someone who doesn’t have it. Transcribe or summarize their responses. | Individual or Partner (partners must agree on same area of privilege) |  | 15 |  |
| ***Experiment*** | Pick one topic, create an essential question, and a minimum of 4 yes or no survey questions. Survey a minimum of 30 people (anonymously). Create a 2-way frequency table (digitally) for each question and circle graphs based on the relative frequencies (can use template). | Group 2-4 people. One survey for entire group. Groups determined by interest of topic. Each member responsible for at least one of the frequency tables and circle graphs. Must be submitted as a group. |  | 40 |  |
| ***Analysis & Implications*** | Create a minimum of 6 probability scenarios and calculate based on your data. One paragraph, minimum, write up analyzing data and suggesting implications. | Group |  | 20 |  |
| ***Reflection/******Write-Up*** | 4 paragraph write-up:1. Intro: Privilege
2. Understanding of Probability
3. How privilege affects probability
4. Personal Reflection: How you can use your privilege to help others
 | Group |  | 15 |  |

\*\*\*The above components will be submitted as a group in a Privilege Project Portfolio.\*\*\*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Final Product*** | Art Collage with descriptions or Video. Must include intro of each group member, with synopsis of personal narrative, interview experience and findings, experiment experience and findings, analysis and implications, and synopsis of reflection/write-up | Group: each individual will be graded based on their contribution and the final product as a whole. |  | 50 |  |
|  |  |  |  | Total Points Possible:150 points | Total Points Earned: |