
Toxic Victimhood

Segment Length: 5:08 minutes

Lesson Description:

What is a racism? How can we combat it? How might a victim mindset inhibit success? This segment looks at racism and victimhood.

Concepts & Key Terms:

Racism – Prejudice, discrimination, or antagonism directed against a person or people based on their race or ethnic group.

Disparity – Difference, disproportion, inequality.

Systemic Racism – Includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary.

Objectives:

Students will be able to:

- list examples of racial disparities in education
- discuss the impact of teaching students they are victims
- hypothesize the consequences of eliminating testing in school
- assess the importance of holding all students accountable to the same standards

Preview Activity and Questions:

Use Think, Pair, Share to have students answer and discuss this question: What reasons can you think of for why students don't always do well in school?

Viewing Guide:

We recommend that teachers show the video segment twice: once to allow students to view the video and focus on the issues presented, and once to allow them time to complete the viewing guide. After they complete the viewing guide, allow students a few minutes to work in pairs sharing and verifying answers.

Answers to Viewing Guide:

1. hurts
2. eliminate
3. systemic racism
4. unfair

Toxic Victimhood

Viewing Guide

Name _____

Date _____

Class _____

Teacher _____

Directions: As you watch the video, fill in the blanks with the correct words.

1. The way we're being encouraged to think _____ black people.
2. In the past, civil rights leaders said, "well, how can we make it so that black kids are better at the test?" Today's idea is _____ the test.
3. Kendi calls all race disparities _____.
4. That idea is quite charismatic. It is something that gives a certain kind of pleasure because it makes it seem like you've got one answer to a bunch of things that looked disparate and difficult, but all disparities between white people and black people are not due to something _____ that was driven by whites.

Now, take a few moments to reflect on the video and answer the questions below:

Do you think that all disparities between people of different races are examples of systemic racism? _____. Why / Why not? _____

Do you think telling people they are victims incentivizes them to work harder? _____. Why / Why not? _____

How might we get all students to learn more? _____

What examples do you have of a time you claimed you were a victim to escape responsibility for something you either did or didn't do?

Discussion and Analysis:

1. What does “every person, every idea, and every policy is either racist or anti-racist” mean?
2. Do you believe that every person, every idea, and every policy is either racist or anti-racist?
3. Do you think all white people are racist? Is the claim that all white people are racist a stereotype? Is stereotyping people based on their race racist?
4. What did you think about the scene in which white people are kneeling and asking for forgiveness from their “black brothers and sisters”?
5. John McWhorter said that such behavior is like a religion. Why does he say that?
6. Does kneeling and asking for forgiveness bring to mind any religious practices? Please explain.
7. Neither Ibram Kendi nor Robin DiAngelo are willing to debate people like John McWhorter, who disagrees with them. Why do you suppose that is?
8. John Stossel said that companies donate millions to promote Ibram Kendi’s anti-racism research. Why might companies donate so much money?
9. Does racism explain some differences between races in society? Does racism explain all differences? Why / Why not?
10. Ibram Kendi pointed out that black people receive lower scores in school than whites and Asians. Are differences in school performance caused by racism? Are there other factors that might play a role in those differences? Can the emphasis parents place on education be a factor in the different outcomes?
11. Would it be better to eliminate tests or better prepare students for those tests? Why / Why not?
12. How might we get all students to learn more?
13. Do the disparities in student suspensions prove racism? Why / Why not?
14. What motivates people to work hard? Do you think telling people they are victims incentivizes them to work harder?
15. John McWhorter said that telling black people they are all victims is anti-black. Why does he say that? How does he say the victimization identity hurts black people?
16. How do you think this idea of wokeness or toxic victimization will affect education in America?
17. Do you think this is a major issue in society today? Have you seen instances of this throughout your time in school? Please explain.
18. Why do you think the video is titled “Toxic Victimhood”?

Discuss These Lines from the Video:

1. In the white mind, black people are the ultimate racial other.
2. Every person, every idea, and every policy are either racist or antiracist.
3. The way we're being encouraged to think hurts black people.
4. John McWhorter, author of *Woke Racism*, says the new approach to race is not scholarly, it's toxic, like a cult.
5. The heartbeat of anti-racism is confession.
6. In the past, civil rights leaders said, 'well, how can we make it so that black kids are better at the test?' Today's idea is eliminate the test.
7. If adults tell students they are victims, they are less likely to study hard.
8. All disparities between white people and black people are not due to something unfair that was driven by whites.
9. I would think there is less racism in America than there ever was before. There's more intermarriage. There's more opportunity for minorities.
10. If Kendi wins, we all lose.

Quotes for Discussion:

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. – Martin Luther King Jr.

One day our descendants will think it incredible that we paid so much attention to things like the amount of melanin in our skin or the shape of our eyes or our gender instead of the unique identities of each of us as complex human beings. – Franklin Thomas

The beauty of anti-racism is that you don't have to pretend to be free of racism to be an anti-racist. Anti-racism is the commitment to fight racism wherever you find it, including in yourself. And it's the only way forward. – Ijeoma Oluo

Freedom is just freedom. It is a condition, not an agent of change. It does not develop or uplift those who win it. Freedom holds us accountable no matter the disadvantages we inherit from the past. – Shelby Steele

People don't realize what's really going on in this country. There are a lot of things that are going on that are unjust. People aren't being held accountable for. And that's something that needs to change. That's something that this country stands for: freedom, liberty, and justice for all. – Colin Kaepernick

It's important for us to also understand that the phrase 'Black Lives Matter' simply refers to the notion that there's a specific vulnerability for African Americans that needs to be addressed. It's not meant to suggest that other lives don't matter. – Barack Obama

There is another class of colored people who make a business of keeping the troubles, the wrongs, and the hardships of the Negro race before the public. Having learned that they are able

to make a living out of their troubles, they have grown into the settled habit of advertising their wrongs—partly because they want sympathy and partly because it pays. Some of these people do not want the Negro to lose his grievances, because they do not want to lose their jobs.

– Booker T. Washington

Especially for blacks, but also for many Hispanics, Native Americans, and Asian-Americans, group identity is now shaped more by a liberal politics in which past victimization is deferred to, and for which redress is sought with preferential treatment, than by a unified culture.

– Shelby Steele

If you are a person with victim mentality, start making decisions on your own and live using your own mind.

– Sunday Adelaja

Activities:

1. Have students work in groups to complete the Venn Diagram. [Fillable PDF]
2. Have students complete and submit the Exit Ticket at the end of class.
3. Show the class the video “How Anti-Racism Hurts Black People” (13:50).
<https://www.youtube.com/watch?v=mT2rlJe9cuU>
4. Watch “Black Communities: More accountability, Less Victimhood.” Then, have a class discussion about the points made by the young lady in the video.
<https://www.facebook.com/watch/?v=856675244911224>
5. Read and write a summary of the article “Unraveling the Mindset of Victimhood. Focusing on grievances can be debilitating; social science points to a better way” by Scott Barry Kaufman. In lieu of a summary, write an essay or create a slideshow on how the article relates to the video. Consider the following questions: How does the article support or refute the arguments in the video? What can the topic of Toxic Victimhood be expanded after reading the article? Do you agree with what is being said in both?
<https://www.scientificamerican.com/article/unraveling-the-mindset-of-victimhood/>
6. Research and either create a timeline or write a report that examines the history of racism in America.
7. Working in groups, research the opposing views presented in this video, then work together to find a compromise that both sides of the argument might be able to agree on.
8. Research the following terms: antiracism, white fragility, woke. As you research, look for materials that advocate the use of these terms and materials that criticize the use of these terms. Report your findings in a word map on a poster board.
9. Read one of the following books and write a book report about it.

How to be an Antiracist by Ibram X. Kendi

White Fragility by Robin DiAngelo

Woke Racism by John McWhorter

10. Research and write a biography on either Robin DiAngelo, Ibram Kendi, or John McWhorter.
11. Some colleges conduct separate graduation ceremonies for people of color. Some have dorms exclusively for people of color. Research situations such as these and compare and contrast these events to segregation.
12. Research and write a report comparing and contrasting the Civil Rights movement and the Black Lives Matter movement. Consider the following questions: What were/are the demands or goals of the movements? What are some similarities and differences between the Civil Rights movement and the Black Lives Matter movement?
13. After viewing the Stossel *or* “Black Communities: More accountability, Less Victimhood” video mentioned above, write down your thoughts and formulate an opinion on the topic. Then, gather the opinion of 3 classmates (preferable at least 1 with opposing views) and record their opinions on a class conversation log.
14. Research examples of victimization articles and videos, then produce a “man-on-the-street” video in which you ask others to review the material and comment on them. In lieu of person-to-person interviews, students can ask their online friends or conduct online video interviews.

Name:

Admit One

How can we successfully encourage *all* students to learn more?

Admit One

EXIT TICKET

Name:

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Name:

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EXIT TICKET

Name _____

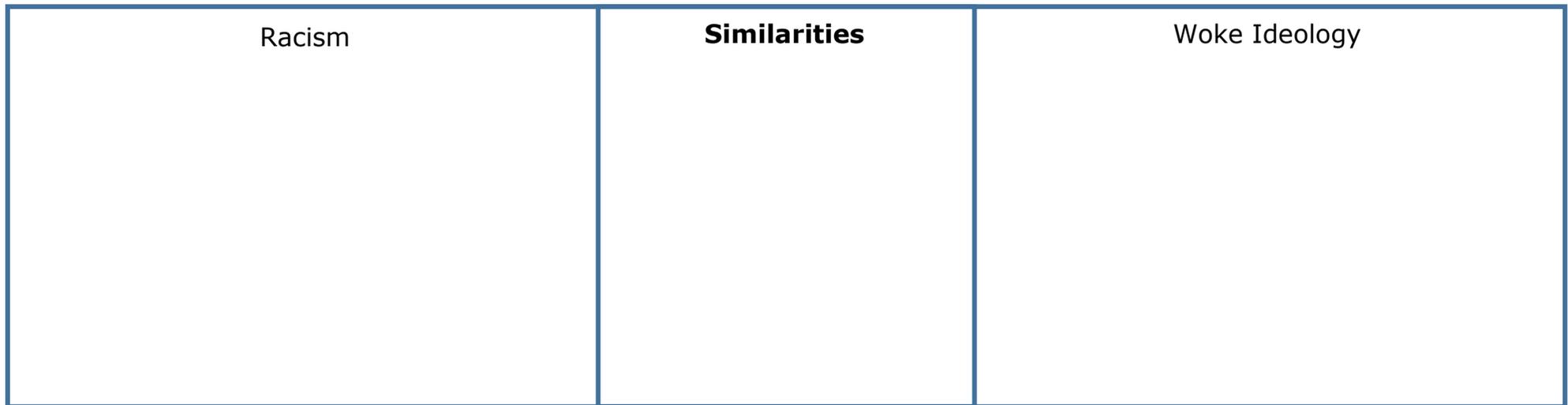
Date _____

Class _____ Per _____

Teacher _____

Toxic Victimhood Venn Diagram

Directions: Complete the Venn Diagram to compare and contrast racism and woke ideology.



Explain "racism." _____

Why is racism wrong? _____

How might the saying "two wrongs don't make a right" apply to the woke ideology discussed in the video? _____