



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2009 | Grade: 9-12

Day: 1-3 of 3

1 Purpose

To research positions related to the topic of racial profiling post September 11, 2001 with a primary focus on citizens of Middle Eastern descent, and to give an informative speech.

2 Duration of Lesson

The duration of the informative speech will vary depending on the length of the speech the teacher assigns, the extent of oral critiques following each speech (if they are given), and the number of students in the class. With a class of 30 students with each student giving a 2-minute speech and no oral critiques, most of 3 class periods of 50 minutes will be required. This includes an initial introduction to the topic described below.

If class time is used for research, it is recommended that one session be held with the library and media specialist to focus on research skills and to direct students to appropriate resources for the topic being covered. One or two additional class periods may be used for library research, if time permits, or research may be assigned as homework.

3 Additional Topics Addressed

The topic of racial profiling is relevant for study in subjects such as History, Government (policy and international relations), Government, and Media.

4 Objectives

At the conclusion of this lesson, students will be able to:

- define racial profiling and discuss the historical aspect of racial profiling in the United States
- identify the pros and cons to racial profiling
- understand the difficulties in establishing a balance between promoting public safety and individual rights



5 Standards & Benchmarks

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

SPC.1

Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject. [11.7.1/12.7.1]

SPC.1.1

Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect. [11.7.2/12.7.2]

SPC.1.2

Distinguish between and use various forms of logical arguments, including: [11.7.3/12.7.3] inductive arguments (All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe.) and deductive arguments (If all men are mortal and he is a man, then he is mortal.). syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others).

SPC.1.3

Use logical, (ad hominem, arguing from a personal perspective; ad populum, appealing to the people) ethical, and emotional appeals that enhance a specific tone and purpose. [11.7.4/12.7.4]

SPC.1.4

Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience. [11.7.12/12.7.12]

SPC.1.12

Identify rhetorical and logical fallacies used in oral addresses including ad hominem (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, and the bandwagon effect (attracting the audience based on the show rather than the substance of the presentation). [11.7.13/12.7.13]

SPC.1.13



6

Vocabulary

----- The following terms will be used in this lesson.

- **Racial Profiling** is the inclusion of racial or ethnic characteristics in determining whether a person is considered likely to commit a particular type of crime or an illegal act or to behave in a “predictable” manner.
- The **USA PATRIOT Act**, commonly known as the “Patriot Act”, is a statute enacted by the United States Government that President George W. Bush signed into law on October 26, 2001. The contrived acronym stands for Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (Public Law Pub.L. 107-56). The Act increases the ability of law enforcement agencies to search telephone, e-mail communications, medical, financial, and other records; eases restrictions on foreign intelligence gathering within the United States; expands the Secretary of the Treasury’s authority to regulate financial transactions, particularly those involving foreign individuals and entities; and enhances the discretion of law enforcement and immigration authorities in detaining and deporting immigrants suspected of terrorism-related acts. The act also expands the definition of terrorism to include domestic terrorism, thus enlarging the number of activities to which the USA PATRIOT Act’s expanded law enforcement powers can be applied.
- **Bigotry**- A bigot is a person obstinately or intolerantly devoted to his or her own opinions and prejudices, especially one who regards or treats members of a group (e.g. a racial or ethnic group) with hatred and intolerance. Bigotry is the corresponding mindset or action. The term bigot is often misused to pejoratively label those who merely oppose or disagree with the devotion of another. The correct use of the term, however, requires the elements of obstinacy, irrationality, and animosity toward those of differing devotion.
- **Internment** is the imprisonment or confinement[1] of people, commonly in large groups, without trial. The Oxford English Dictionary (1989) gives the meaning as: “The action of ‘interning’; confinement within the limits of a country or place”. Most modern usage is about individuals, and there is a distinction between internment, which is being confined usually for preventive or political reasons, and imprisonment, which is being closely confined as a punishment for crime.



RACIAL PROFILING

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Day: 1-3 of 3

- **Terrorism** is the systematic use of terror especially as a means of coercion. One form is the use of violence against noncombatants for the purpose of gaining publicity for a group, cause, or individual.[citation needed] At present, there is no internationally agreed definition of terrorism. Common definitions of terrorism refer only to those violent acts that are intended to create fear (terror), are perpetrated for an ideological goal (as opposed to a lone attack), and deliberately target or disregard the safety of non-combatants.
- **Counter-terrorism** (also spelled counterterrorism) refers to the practices, tactics, techniques, and strategies that governments, militaries, police departments and corporations adopt in response to terrorist threats and/or acts, both real and imputed.
- **The War on Terrorism** (also referred to as the Global War on Terror is the common term for the military, political, legal and ideological conflict against what the effort's leaders describe as Islamic terrorism and Islamic militants, and was specifically used in reference to operations by the United States and its allies since the September 11, 2001 attacks. The stated objectives of the war in the US are to protect the citizens of the US and allies, to protect the business interests of the US and allies at home and abroad, break up terrorist cells in the US, and disrupt the activities of the international network of terrorist organizations made up of a number of groups under the umbrella of al-Qaeda.

7 Materials

After a brief discussion in defining racial profiling, students will begin researching the topic of racial profiling and the controversies surrounding the topic. The following websites and articles are good starting points to gather information and analyze the arguments of various groups.

- American Civil Liberties Union. (2004). Sanctioned Bias: Racial Profiling Since 9/11. Retrieved on August 6, 2009, from <http://www.aclu.org/FilesPDFs/racial%20profiling%report.pdf>
- Civil Rights.org. (2002). Wrong, Then, Wrong Now, Racial Profiling Before and After September 11, 2001. Retrieved August 6, 2009, from <http://www.civilrights.org/publications/wrong-then/>
- Haddad, W.J. (2002). Impact of the September 11 the Attacks on the Freedoms of Arabs and Muslims. Retrieved on August 6, 2009, from <http://www.arabbar.org/art-sept11impact.asp>



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2009 | Grade: 9-12

Day: 1-3 of 3

- Harris, D.A. (2002). "Just Common Sense" in the Fight Against Terror? Criminal Justice Magazine, 17 (2). Retrieved August 6, 2009, from <http://www.abanet.org/crimjust/cjmag/17-2/profiling.html>
- Kabbany, J. (2001). Demise of the Racial Profiling Debate. Retrieved August 6, 2009, from <http://www.frontpagemag.com/readArticle.aspx?ARTID=24048>
- Kyes, A. (2009). Racial Profiling: An Unnecessary Hassle or Necessary to Ensure Safety? Retrieved August 6, 2009, from http://www.associatedcontent.com/article/1887708/racial_profiling.html?singlepage=true&cat=49
- Lee, C. (2004). The Spread of Racial Profiling Since 9-11 Civil Rights Rollback. Retrieved on August 6, 2009, from <http://www.villagevoice.com/2004-07-24/news/civil-rights-rollback/1>
- Malkin, M. (2004). Internment: A Tool in the War on Terror? Retrieved August 6, 2009, from <http://www.meforum.org/682/internment-a-tool-in-the-war-on-terror>
- Siggins, P. (2002). Racial Profiling in an Age of Terrorism. Retrieved August 6, 2009, from <http://www.scu.edu/ethics/publications/ethicalperspectives/profiling.html>

8 Additional Resources

Following is useful information for students in preparing their speech:

<http://www.wikihow.com/Prepare-and-Give-a-Speech>

Following are resources the teacher may find useful in teaching students how to outline and organize their speeches:

http://www.nsknet.or.jp/~peterr-s/public_speaking/simpleoutline.html

http://www.nsknet.or.jp/~peterr-s/public_speaking/detailoutline.html

Following are useful resources for learning how to research in preparing the speech:

Research and Writing - <http://www.ipl.org/div/teen/aplus/>

Research Paper Video Tips - <http://www.videojug.com/interview/high-school-research-paper-tips>



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2009 | Grade: 9-12

Day: 1-3 of 3

Developing Research Skills - <http://www.literacymatters.org/content/research/develop.htm>

The Purdue Online Writing Lab - <http://owl.english.purdue.edu/>

A Research Guide - http://www.esf.edu/outreach/sciencecorps/documents/ResearchGuide_NSFGK12.pdf

9 Procedures & Methods

A. Introduction

Due to the attacks on the World Trade Center towers on September 11th, 2001, the United States government declared a war on terrorism in order to protect American lives and the security of our nation. Despite the intentions to protect the lives of millions, the United States government has openly committed acts of racial profiling towards specific ethnic groups, in particular, groups originating from the Middle East.

The policies established by the United States government to protect the safety of Americans are causing direct conflict with the rights of individuals. Citizens of all ethnicities are questioning the justification of infringing upon individual rights in the name of protecting national security.

B. Development

After the introduction, students will complete a short opinion poll concerning various acts of racial profiling in order to stimulate student engagement draw on the students' personal perspectives and possible experiences.

- What constitutional rights are you willing to sacrifice for the sake of national security?
- When do the governmental constitutional duties outweigh individual rights? Explain specific situations.
- Who should decide the balance between the government's duties and individual rights? The public? The police? The government? Explain.

This activity will take approximately 15 minutes.

Distribute the following article for the students to read. Following the reading, repeat the preceding questions and discuss with students how their views did or did not change. This activity should take approximately 30 minutes.



RACIAL PROFILING

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Day: 1-3 of 3

Shah Rukh Khan's detention in US raises ire

NEWARK, New Jersey: In sheer fan numbers, Shah Rukh Khan is one of the most recognizable movie stars in the world. In nearly every country he travels to, Khan is given a red-carpet welcome and swarmed by thousands of adoring fans. But the 44-year-old megastar of Bollywood, as Mumbai's film industry is known, wasn't recognized at Newark Liberty International Airport on Friday. He was detained by U.S. immigration officials for more than an hour and held for questioning.

That treatment of the face of the Indian film industry, which churns out an estimated two films a day and generates billions of dollars in ticket sales each year, is reverberating in the U.S. and abroad. In India on Sunday, angry fans burned a U.S. flag in protest and fellow Indian film stars and political leaders condemned what they called "humiliating" treatment of the star. "It's ironic they picked on someone who is such a symbol of progressive values in India and would be considered so anywhere else in the world," said Wasim Khan - no relation - an Indian Muslim from New Jersey. "It should be a matter of concern for all of us who believe in a world of greater tolerance and peace and progressing toward a greater understanding among different peoples and cultures." Although Hollywood earns more revenue and has more expensive productions, Bollywood dwarfs Hollywood in the number of movies it produces and the frenzy that surrounds its top stars. And nobody generates more fervor than the man they call "King Khan." A Muslim actor in a predominantly Hindu nation, Khan, who is married to a Hindu woman, is often referred to as the "world's biggest movie star." In Bollywood, his appeal stretches far beyond India and deep into the Muslim world - from Indonesia to the Middle East. His happy-go-lucky personality on and off camera, his reluctance to take sides in politically charged matters and his "can't we all just get along?" approach to deep divisions between Muslims and Hindus have made him a defacto ambassador for a global generation striving to overcome ancient hatreds. Khan initially said his treatment by U.S. authorities left him "angry and humiliated" but later downplayed those comments and described the airport experience as "a procedure that needs to be followed, but an unfortunate procedure." Khan told the Times of India on Monday that he didn't want an apology from the U.S. authorities, he just wanted to go home. Ironically, Khan was in the U.S. to promote his new film, largely shot in California, about an Indian Muslim with Asperger's syndrome living in a post-Sept. 11, 2001 America. His character's anti-social ticks and odd behavior are mistaken by U.S. authorities as suspicious and he's detained as a suspected terrorist. U.S. immigration authorities have denied they stopped Khan because of his Muslim surname or that he was flagged on any computer alert lists. They say his questioning was routine and was only prolonged because his bag had been lost by the airline. The explanation has done little to calm the anger of Khan's vast fan base, or the ire of Indian Muslims in the U.S., some of whom have been subjected to airport stops in the years following the Sept. 11, 2001 attacks. Saeed Patel, 45, an Indian Muslim from



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2009 | Grade: 9-12

Day: 1-3 of 3

New Jersey who is an American citizen and has three U.S.-born children, was detained last year returning home to Newark airport and is still upset at how he was treated.

He is angry, however, that protesters in India are burning the American flag, saying America is much more tolerant of different religions than India. Patel hopes the incident with Khan becomes a teachable moment for people to realize Muslims still face profiling. "Obviously we are outraged," Patel said.

"But in a way we are sort of glad it happened to him so it becomes something people talk about." – AP

C. Independent Practice

Students should organize their research on note cards (either electronically or on hard copy) and sort or organize them in relation to arguments in support of and against racial profiling. These should be organized in relation to the outline of their speech. Once the teacher has approved the speech outline and the research to be presented, students should rehearse their speeches independently.

D. Practice

The teacher may choose to use classroom time to have the students practice their informative speeches in either pairs of students or in larger groups. The intent is to make certain that each student has appropriate organized arguments in relation to their speeches and also to enable them the opportunity to speak in front of their peers, briefly. The purpose is to help them overcome fear and anxiety in relation to public speaking.

E. Accommodations (Differentiated Instruction)

For higher ability students, it is recommended that they write their speeches in their entirety. This allows for demonstrating competence in grammar, punctuation, and writing style. The use of multi-media may be encouraged, as well, as a part of their speech. The time for the speech may be lengthened. For students who have or are studying another language, they may be required to conduct some research in the literature of that language. These students, instead of the teacher, might be asked to provide oral critiques of one another's speeches and use one of the rubrics to evaluate their peers, as the teacher does. For some students, giving an oral presentation may not be feasible or appropriate. Small group presentations, allowing for each student to contribute in some way – from researching, organizing information, or speaking, may provide an alternative.



Permitting students to interview others who are informed on the subject – other students, teachers, persons in the community – for collecting information and recording it from audio and video on the subject is a viable alternative.

F. Checking For Understanding

As the students prepare their speeches, the teachers should check for their understanding of the topic in at least two ways: (1) review the outlines of their speeches that they prepare and (2) review the note cards or other ways they may collect references and accompanying information.

G. Closure

Once the speeches have been delivered, ask the students through a brainstorming activity to identify the kinds of careers and jobs that one might pursue related to Emergency Preparedness and Homeland Security that emphasize the study of communications in a post-secondary education program.

Then share the following links and ask them to explore these sites and bring to school the next day a list of jobs they find that they believe require strong communications preparation.

<https://www.cia.gov/careers/opportunities/cia-jobs/index.html>

<http://www.fbi.gov/>

<http://www.dhs.gov/xabout/careers/>

<http://www.fema.gov/>

During the first 10 minutes of the next class period, list the kinds of jobs the students have discovered require strong communications preparation. Examples should include: legal services, information management, multimedia, publications.

10 Evaluation

Following are four different rubrics that have been used for evaluating speeches. Any one of these may be used or modified:

- <http://www.tcet.unt.edu/START/instruct/general/oral.htm>
- http://www.louisianavoices.org/unit3/edu_unit3_rubric_for_oral.html
- http://score.rims.k12.ca.us/sub_standards/scoring_rubric_for_speech.html
- http://www.pelhamweb.org/phslibrary/main/literacy_oralpresentation%20rubric_05.pdf



RACIAL PROFILING

Subject: Speech Communications-Informative Speech | Current: 2009 | Grade: 9-12

Day: 1-3 of 3

11 Teacher Reflection

----- To be completed by teacher following the lesson.

12 Resources & Media

----- Resources covering the topic of racial profiling:

- American Civil Liberties Union. (2004). Sanctioned Bias: Racial Profiling Since 9/11. Retrieved on August 6, 2009, from <http://www.aclu.org/FilesPDFs/racial%20profiling%report.pdf>
- Civil Rights.org. (2002). Wrong, Then, Wrong Now, Racial Profiling Before and After September 11, 2001. Retrieved August 6, 2009, from <http://www.civilrights.org/publications/wrong-then/>
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- Kyes, A. (2009). Racial Profiling: An Unnecessary Hassle or Necessary to Ensure Safety? Retrieved August 6, 2009, from http://www.associatedcontent.com/article/1887708/racial_profiling.html?singlepage=true&cat=49
- Lee, C. (2004). The Spread of Racial Profiling Since 9-11 Civil Rights Rollback. Retrieved on August 6, 2009, from <http://www.villagevoice.com/2004-07-24/news/civil-rights-rollback/1>