# *A Class Divided* Questions

*Racism and Prejudice*

Name Date Period

Complete program can be viewed here: http://www.pbs.org/wgbh/pages/frontline/shows/divided

1. Did any part of the film **surprise** you? Do you think someone of a different race, ethnicity, or religion would also find it surprising? Explain.

2. What features did Ms. Elliott (the teacher) give to the **superior and inferior** groups and how did those characteristics reflect **stereotypes** about **blacks and whites**?

3. What did the children's **body language** indicate about the impact of discrimination?

4. How did the negative and positive labels placed on a group become **self-fulfilling prophecies**? (A self-fulfilling prophecy is when a person expects something to happen, then they actually unknowingly make it happen.)

5. In the prison seminar, one of the white women says that **all people** face some kind of discrimination. Another woman challenges her, claiming that **whites can't really know** what it's like to face discrimination every minute of every day. Do you think this is true? Explain.

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6. How did Ms. Elliott's discrimination create **no-win situations** for those placed in the "inferior" group? How did she **pick and choose** certain behaviors to **confirm the stereotypes** she had assigned?

7. It's easy to understand why **third-graders** might not refuse to obey their teacher, but when the exercise is done with the **prison guards**, why don't any of the adults object?

8. How did the exercise that Ms. Elliott designed function as a **response** to the children's question, "Why would anyone want to murder Martin Luther King?" Did the film provide an **answer** to the question? Can you answer the question?

9. Both Elliott and her former students talk about whether or not this exercise should be done with **all children**. What do you think? If the exercise could be harmful to children, as Elliott suggests, what do you think **actual discrimination** might do?