

# WHY BLACK LIVES MATTER

DISCUSSING RACE THROUGH  
FILM, PHOTOGRAPHY, AND DESIGN

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**DISCUSSING RACE THROUGH  
FILM, PHOTOGRAPHY, AND DESIGN**

**AN EDUCATOR'S GUIDE**

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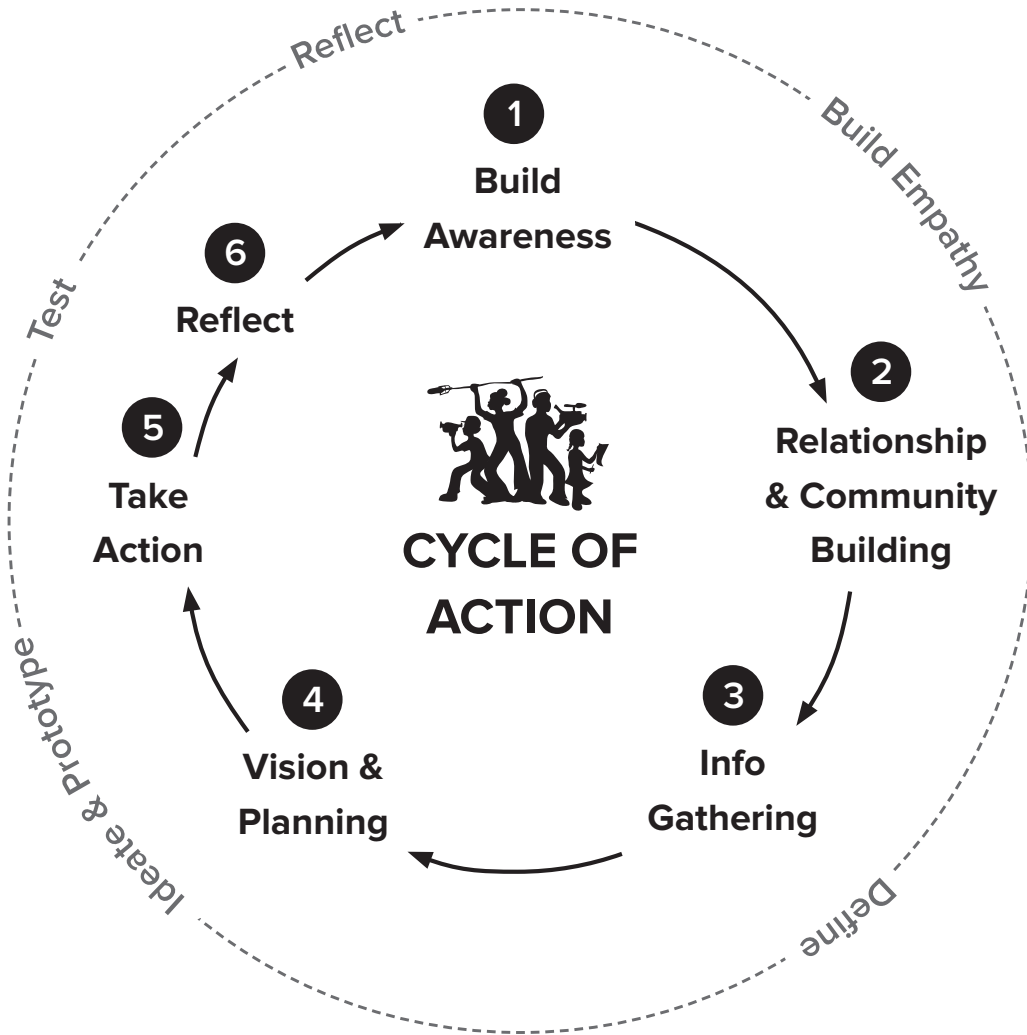
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Through media arts education, Wide Angle Youth Media cultivates and amplifies the voices of Baltimore youth to engage audiences across generational, cultural, and social divides. Our programs inspire creativity and instill confidence in young people, empowering them with skills to navigate school, career, and life.

**[wideanglemedia.org](http://wideanglemedia.org)**





## NOTES ON THE CURRICULUM

Between 2013 and 2014, the #BlackLivesMatter hashtag and movement went viral for calling out centuries of institutional and structural violence waged against black and brown bodies. In 2018, people of color continue to fall victim to the systemic, structural, and institutional chains of racism and white supremacy.

Wide Angle Youth Media Youth Producers selected the theme “Why Black Lives Matter” for all media made in the 2017-2018 school year. Wide Angle youth and instructors embedded lessons about racial identity into all lessons, resulting in over 100 collaborative and individual projects, spanning from poster design to animation, photography to documentary film. This wider local, national, and historical context situates this curriculum, the first of its kind from Wide Angle Youth Media.

This curriculum was inspired in part by a racial equity focused cycle of action and equity-based design thinking. The cycle of action and design thinking are complementary because they both focus on moving from awareness to action. As social beings, we are quick to jump from awareness to action—design thinking and the cycle of action realize that there are several critical steps connecting awareness and action. With this in mind, our curriculum guides students from consciousness raising lessons about identity to a unit ending in action, where students will use their knowledge to inform their actions and practices in their communities.

If you have been looking for a way to have these conversations, especially at a tense time in our country, this curriculum is for you. If you have had students questioning race, gender, sexual orientation, or any other aspect of identity, this curriculum is for you. We are living in an incredibly divisive, painful, and even harmful time. At Wide Angle we believe that our country is in dire need of healing, truth-telling, and ultimately, racial reconciliation. This is our first attempt at beginning that process in schools.

We invite you to use this curriculum in any way needed. This is our first iteration of the curriculum and your feedback will inform future versions of this curriculum. We hope that the use of this curriculum will facilitate conversations across Maryland and beyond, and lead to us beginning to repair the harm and violence that has stemmed from institutional and structural racism.

In Solidarity,

A handwritten signature in black ink, reading "Dena Robinson", with a long, sweeping horizontal line extending to the right.

Dena Elizabeth Robinson, J.D.

Diversity, Equity, and Inclusion Facilitator

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**UNIT 1: INTRODUCTION**

## LESSON 1

# INTRODUCING STUDENTS TO DESIGN THINKING

Credit: [Stanford's d.school](#)

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### ESSENTIAL QUESTIONS

- What is design thinking?
- How can I use design thinking and apply it to racial justice causes?

### LEARNING OBJECTIVES

- Students will learn about design thinking through a crash course.
- Students will discuss how design thinking can be used to “undesign” racial injustice and inequity.

### MATERIALS

- Post-it notes
  - Markers
  - Prototype materials (graphing paper, pipe cleaners, rubber bands, cardboard tubes)
- 

### INSTRUCTION

#### Introduction to Design Thinking

1. Tell students that today they'll be learning about design thinking by designing a project for the next hour.
2. Tell students the steps of the design thinking process:
  - Build Empathy
  - Define
  - Ideate
  - Prototype
  - Test
  - Reflect
3. Have students break into pairs. Explain to students that their challenge is to re-design the gift giving experience for their partner.

#### Build Empathy

4. Ask students to interview their partner about the last time they gave a gift. As students are interviewing, remind them to keep asking them “why.”
5. After students are done interviewing their partner, ask them to write down a couple of quick notes about what they learned.



### **Define**

1. Next, ask students to pick one area of the gift giving process that they want to re-design for their partner. Ask them to write it down using “How might we...” as a sentence starter. For example, “How might we help Michelle remember to give her family birthday presents?” or “How might we help Anthony give better gifts?”

### **Ideate**

2. Now, ask students to create a sketch to help your partner with whatever problem they’ve told you about (stick figures are okay).
3. Invite students to share their sketches with a partner and write down their feedback.
4. Based off of the feedback from partners, have students make updates and edits to their sketches.

### **Prototype**

5. Next, have students create a physical prototype of what they sketched to share with their partner.

### **Test**

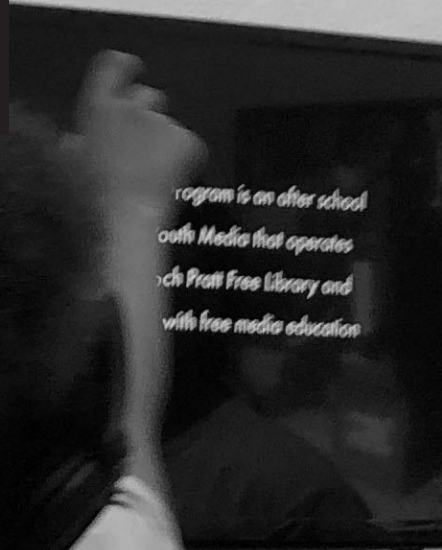
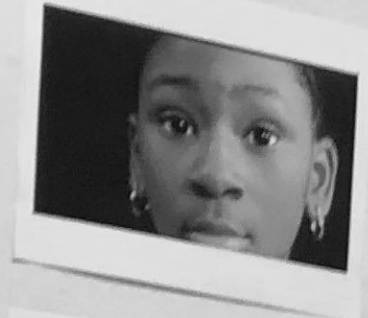
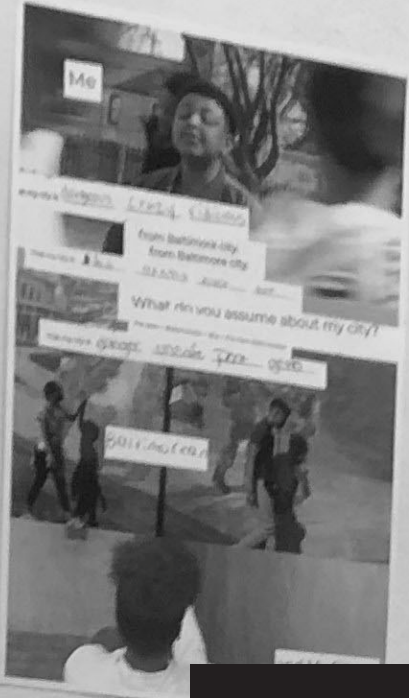
6. Have students present their 3-D prototype to their partner to use and test.

### **Reflect**

7. Debrief with the following questions:
  - *Whose partner designed something that they like?*
  - *What prototypes would you like to learn more about?*
  - *What made you uncomfortable?*
  - *How do you think we could apply the principles of design thinking we just learned to the problem of racism? How could we undesign racism?*



# UNIT 2: UNDERSTANDING RACE & IDENTITY



## LESSON 2

# EXPLORING RACE

Credit: Dena Robinson

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### ESSENTIAL QUESTIONS

- What is race?
- Is race biological?
- Why do we self-identify by race in the U.S.?
- What do stories and films teach us about identity?
- How does looking closely at ourselves help us understand others?
- What is MY identity and how did it form?

### LEARNING OBJECTIVES

- Students will self-generate definitions for “race” and racism.
- Students will understand how race has shaped their lived experiences up until this point.
- Students will explore how race manifests in systems and institutions.

### MATERIALS

- Powerpoint
- Chart Paper
- Videos: “Memories of Race” (Wide Angle Youth Produced Media) and “The Story of Race”

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### INSTRUCTION

#### **Build Empathy: Walk the Line**

*(adapted from the Storytelling Project Curriculum)*

1. Tell students that they’ll be participating in an activity called “Walk the Line.” Instruct that when you read one of the prompts, students will either walk to the “true for me” side, the “not true for me” side, or the “don’t know” side. After each prompt, have students in their groups, discuss why that prompt was true for them, not true for them, or why they don’t know (this can also be a whole group share out where students share randomly popcorn-style).
2. Read the following prompts:
  - *You feel connected to the country from where your ancestors came*
  - *You speak a language other than English at home*
  - *You have a very close friend(s) of a different race or ethnicity than you*
  - *You have had a racist or ethnically derogatory comment made to you*
  - *You have been around others who have made a racist or ethnically derogatory comment*
  - *You worry about discrimination in your community*
  - *You have studied people who look like you in history class*
  - *You have ever been told not to play with a someone because of their ethnicity*
  - *You have ever felt racial tension in a situation and were afraid to say something*
  - *You have ever felt guilty or powerless to do anything about racism*

3. As a wrap-up to this activity, ask students what they noticed about the group throughout the activity and how it felt.
4. Next, use the following traits (inherited and biological) and divide students into different groups):
  - Hair color
  - Blood type
  - Whether or not your tongue curls
  - Lactose tolerance/intolerance
  - Skin Color
  - Fingerprint type
  - Left-handedness or right-handedness
5. Use the following questions to debrief the activity:
  - *Do the groups remain the same as we change categories?*
  - *Is there a clear line between groups? Or is the line blurred?*
  - *What does this activity mean about race?*
6. Next, play “**Memories of Race**” for students.



**VIDEO**

[Memories of Race](#)

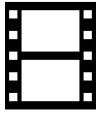
**Build Empathy: Identity Clouds**

7. Ask students to create “Identity Clouds”
8. Have students draw a cloud on a sheet of paper.
9. In the cloud students will right down the ten most important aspects of their identity. Say, “for example, I would write down that my identities are that I’m black, I’m a woman, I’m a first-generation American, and I am Jamaican.”
10. Have students share these aspects of their identity with the group.
11. Ask students what patterns have emerged as a result of this activity.

**Define: The Power of Language and the Language of Power**

12. Have students break up into groups to define the following terms:
  - Race
  - Racism
  - Ethnicity
  - Identity
13. After students have finished reviewing the terms, have them take a gallery walk to jot down thoughts/notes for others’ definitions of the terms.
14. Next, lead students in a whole-group debrief. Share definitions (that you, the teacher, have found) with the students and/or use the student-generated definitions for reference.





**VIDEO**

[The Story of Race](#)

15. Have students watch “**The Story of Race**” and then discuss the following:
- *What makes someone black? What does blackness mean?*
  - *What makes someone white? What does whiteness mean?*
  - *Why do we think about race in terms of black and white?*
  - *Why is race even a category?*
  - *How did we get here?*
  - *What are the impacts of race?*

**Ideate**

16. Explain that we’re moving into the ideation phase of design thinking. Ideation simply means that we are generating solutions to a problem and building off of everyone’s ideas to create new, exciting solutions.
17. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we end racism?”
18. Choose one of the “How Might We” questions and brainstorm ideas using post-it notes (have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
19. Have students either sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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**EXTEND THE LEARNING**

- Have students create intergenerational life maps. Students would interview family members (grandparents, parents, aunts, uncles) to learn their family’s history, especially as it pertains to race. (Questions might include: Can you begin by telling me the story of your life? What was it like living in America when you were my age?) These multi-generational life maps could later be shared out whole group, or with a partner.
- Activity: “In the Eyes of Youth” (Appendix)
- Invite students to create racial self portraits
- Ask students to create a piece of narrative writing This could be something a student has witnessed or experienced personally. (Note: If students are not comfortable writing, they could: record their story on video; create an illustration, comic, or storyboard that tells the story; illustrate the story with five or more selfies illustrating their thoughts or feelings; perform the story as a piece of spoken word or song.)



**VIDEO**

[\*Dear Me\*](#)

- Have students conduct informational interviews. Students could have a conversation, planned or impromptu, with a member of their family, a teacher at their school, or even a fellow student about how they feel their race has/has not impacted their lived experience.
- Have students watch “**Dear Me**” (Wide Angle Youth Produced Video) and write a letter to themselves about race.

## LESSON 3

# RACIAL IDENTITY DEVELOPMENT

Credit: Dena Robinson

### ESSENTIAL QUESTIONS

- How do we become aware of our race?
- How do black people and other people of color become aware of race?
- How do white people and other people of color become aware of race?

### LEARNING OBJECTIVE

- Students will be able to think about their own racial identity development to gain a deeper understanding of race.

### MATERIALS

- Projector
- Wifi
- Printouts of the Summary of Stages of Racial ID Development (Appendix)

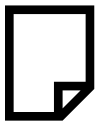
### INSTRUCTION

#### Build Empathy

1. Introduce students to the Summary of Stages of Racial Identity Development
2. Have students break up into affinity groups to discuss the charts (this is targeted more to high school students)
3. Watch the following videos from the NY Times:
  - [A Conversation With My Black Son \(5 min.\)](#)
  - [A Conversation About Growing Up Black \(5 min.\)](#)
  - [A Conversation With White People on Race \(5 min.\)](#)
  - [A Conversation With Police on Race \(7 min.\)](#)
  - [A Conversation With Black Women on Race \(6 min.\)](#)
  - [A Conversation With Latinos on Race \(7 min.\)](#)
  - [A Conversation With Asian-Americans on Race \(7 min.\)](#)

#### Define

4. In pieces of chart paper around the room, have students respond to the following prompts:
5. After they have finished responding, have students do another round where they respond to others' thoughts by writing on post-it notes:
  - *What resonated with you from the short videos?*
  - *When did you first realize your race?*
  - *Where are you at in terms of your racial ID development?*
  - *What questions do you have?*



#### HANDOUT

[Summary of Stages of Racial ID Development](#)

6. Lead students in a whole-group discussion about what patterns they saw between the experiences highlighted in the videos. Ask students if any of these patterns are present in their lives?

### **Ideate**

7. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we help our school to better understand racial ID development?”
8. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
9. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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### **EXTEND THE LEARNING**

- Invite students to write a journal entry about their own racial ID development and whether it matches up with or is different from the chart presented to them at the beginning of the lesson.



## LESSON 4

# THE HISTORY OF RACE, RACISM, AND WHITE SUPREMACY IN THE UNITED STATES

Credit: Dena Robinson

### ESSENTIAL QUESTIONS

- What is the history we were taught about race and racism in the U.S.?
- What are the narratives and/or stories that we were not taught about race and racism in the U.S.?
- What can we learn from the history we were not taught?
- How many races are there?
- What are some ways that race has been used to rationalize inequality?
- Why does the history that we tell about race matter?

### LEARNING OBJECTIVES

- Students will learn about the dominant version of history that they were taught in schools.
- Students will learn about the uncovered history that they were not taught in schools.
- Students will reflect on why these narratives were or were not taught to them.

### MATERIALS

- Powerpoint for History of Race and Racism Timeline (Credit: Dena Robinson)



http://

#### LINKS

[History of Race and Racism Timeline](#)

### INSTRUCTION

#### Build Empathy

1. Have students go through the History of Race and Racism Timeline.
  - Note: You will pause throughout the timeline to engage in dyads
  - Divide students into groups of between 4-6 people
  - Give students index cards labeled with different racial groups (i.e. white, black, Native/Indigenous, Latinx, Asian, Middle Eastern). Tell students that as we move through the timeline, they should identify which groups got which rights (*adapted from Storytelling Project Curriculum*).

#### Define

2. Have students respond to the following prompts in writing (in the form of a gallery walk) or in discussions (in pairs, dyads, or “family” groups):
  - *What did you learn that you didn't know before today?*
  - *Why do you think certain parts of history were left out?*
  - *What does the history you learned today that you did not know already teach you about WHY history is taught the way it is in schools?*
  - *How can we change history classes to make them more inclusive of this history?*

- *What are common threads you saw connecting different parts of the timeline?*
- *What parts of the timeline are still present today?*

### Ideate

3. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How Might We Make This History Come Alive?”
4. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
5. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)



#### VIDEOS

[The Unequal Opportunity Race](#)

[What is Systemic Racism? - Incarceration](#)

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### EXTEND THE LEARNING

- Have students do additional research about one of the pieces of history on the Powerpoint slide and write a narrative as a person living during that time.
- Have students research some of the cases presented in the timeline (i.e. *United States v. Bhagat Sing Thind* or *Ozawa v. United States*) and host a mock trial and/or mock moot court.
- Have students identify different “chunks” of the timeline and create a book of historical turning points for different racial groups. Students can extend this activity into a presentation about what the major historical turning points for each group were.
- Watch the videos included to the left.

## LESSON 5

# CREATING AND MAKING MULTIMEDIA ABOUT RACE

*Credit: Dena Robinson*

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### ESSENTIAL QUESTIONS

- How can we promote racial justice through media making?
- Why is media making a powerful vehicle for social justice?

### LEARNING OBJECTIVES

- Through discussion and observation of the class' images, students will be able to develop tools to interpret other people's stories and relate them to their own personal story.
- To enable students to explore ways to visually resist stock stories (dominant narratives about history) on a personal individual level through the medium of collage.

- To explore how contemporary artists use visual images to question and subvert stock stories through a revisionist or reconstructionist approach.

### MATERIALS

- Artist bios and examples of their artwork in a Powerpoint Presentation
- Materials for collages: Construction paper, magazines, glue, tape, scissors, markers.
- Projector
- "Black Stories Matter" (Wide Angle Youth Produced Media)

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### INSTRUCTION

#### Build Empathy

1. Have students explore the following artists (teacher can make into a Powerpoint):
  - **Artists**
    - Alexandra Bell
    - Henry Ossawa Tanner, *The Banjo Lesson*, 1893
    - William H. West's *Minstrel Show*, 1900, Lithograph
    - Lois Maillou Jones, *The Ascent of Ethiopia*, 1932
    - Romare Bearden, *Jammin' at the Savoy*, n.d.
    - Faith Ringgold, *Who's Afraid of Aunt Jemima*, 1983
    - Bruce Davidson, *Time of Change* (the Rev. Ralph Abernathy, Ralph Bunche, Martin Luther King Jr., Mrs. King and Rosa Parks during the Selma March), 1965
    - David Hammons, *The Door* (Admissions Office), 1969
    - Carrie Mae Weems, *Untitled from the Kitchen Table II*, 1980
    - Glenn Ligon, *Untitled*, 1992
    - Ruth Asawa, *The Bayou*, 1943 while interned at Rohwer Relocation Center in Arkansas

- Bruce and Norman Yonemoto, Framed, 1989, Installation
- Binh Danh, Dead #1 from the LIFE: One Week's Dead Series, 2006
- Dinh Q. Lê, Untitled (Tom Cruise & Willam Dafoe, Born on the 4th of July/ Highway 1), 2000
- Luis Jiménez, Man on Fire, 1969
- Frank Romero, Death of Rubén Salazar, 1986
- David Avalos
- Murray Depillars
- **Filmmakers**
  - Ava Duvernay
  - Spike Lee
  - Jordan Peele

### Define

2. After learning about these artists, lead students in a discussion using the following questions:
  - *Why do these artists make art about race, racism, and identity?*
  - *What does each artist's style reflect? What do we learn?*
  - *How do these artists use their art to promote and/or raise awareness about social justice?*
  - *What patterns did we notice emerging from artists who make art about race, racism, and/or identity?*
  - *Are these the artists that we learn about in school? Why or why not?*
  - *Have students develop a point of view: What is a problem that arises when we do not create or make media about race and identity?*

### Ideate

3. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we create media that fights back against racism or teaches people about our country’s history?”
4. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
5. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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### EXTEND THE LEARNING

- Invite students to select one of the artists they learned about in this lesson and create a piece of artwork in that artist’s style.



**VIDEO**

[Black Stories Matter](#)

- Watch “**Black Stories Matter**” and then lead students in a discussion using the following questions:
  - *How does this youth-produced video relate to the artwork you viewed earlier in the lesson?*
  - *What are problematic stereotypes of other race and minority groups? How does creating media with dynamic, nuanced characters of different racial and ethnic backgrounds challenge underlying stereotypes in society? What is that impact now and over time?*



**UNIT 3: INDIVIDUAL  
IDENTITY**



## LESSON 6

# BALTIMORE SPEAKS OUT: PERSONAL REFLECTIONS ON RACE

Credit: Dena Robinson

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### ESSENTIAL QUESTIONS

- What is Baltimore’s racialized history?
- How has race shaped the experiences of young people in Baltimore?

### MATERIALS

- Sheets of plain white paper folded to create six squares
- Projector and screen
- “Black Lives Matter: My Life Matters” (Wide Angle Youth Produced Media)

### LEARNING OBJECTIVES

- Students will understand different experiences with race in Baltimore from historical and contemporary perspectives.
- Students will reflect on their experiences living in Baltimore and how that has intersected with race.

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### INSTRUCTION

#### Build Empathy: Unfolding Baltimore History

1. Watch “Black Lives Matter: My Life Matters.”
2. Have students reflect on the Baltimore Uprising and the death of Freddie Gray.
3. Have each student grab a piece of paper and fold it so that there are six (6) boxes. Ask students to write down “Baltimore Uprising” and/or “Freddie Gray” in the middle of the sheet of paper.
4. In each of the six boxes, have students write the following questions:
  - *How was the event portrayed? By whom?*
  - *What do people think about this event?*
  - *How was I affected by this event?*
  - *How were others affected by this event?*
5. Have students answer the questions individually for 5-10 minutes.
6. Share out responses with whole group and have the following discussion:
  - *How are the responses similar? How are they different?*
  - *What power do we have, individually or collectively, to shape history?*
  - *How might you use the power you have to (re)shape history?*



#### VIDEO

[Black Lives Matter: My Life Matters](#)

7. Note: Consider photographing students' responses and adding to Instagram with the hashtag #unfoldingmorehistory

**Define**

8. Have students develop their own personal point of view: Race is a problem in Baltimore because \_\_\_\_\_.

**Ideate**

9. Have students brainstorm 5-10 "How Might We . . ." questions having to do with this topic. For example: "How might we create media that fights back against racism or teaches people about our country's history?"
10. Choose one of the "How Might We" questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin "clustering" the post-it notes into groups.
11. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

## LESSON 7

# INTERSECTIONALITY, AN INTRODUCTION

Credit: Dena Robinson

### ESSENTIAL QUESTIONS

- What is intersectionality?
- How do other social identities intersect with our race?
- How do our intersecting identities interact with systems and institutions?
- What are the unique concerns that different social groups face?

### LEARNING OBJECTIVES

- Students will identify facets of their personal identities.
- Students will observe and analyze how race, religion, family, ability, and other factors influence their identities.

- Students will create self-portraits made up of objects, symbols and/or imagery that represent key elements of their identity.
- Students will explain what objects they included in their self-portraits and how they relate to their personal identities.

### MATERIALS

- Chart paper and markers
- Identity Clouds
- Projector
- Intersectionality Infographic
- I Am Poem



http://

#### LINKS

[Intersectionality Infographic](#)

[I Am Poem](#)

### INSTRUCTION

#### Build Empathy

1. Open class by having students respond to the writing prompt “I am . . .” The teacher can create one or use the template linked to the side.
2. Ask students to share the parts of their identities that seem most important.
3. Revisit Identity Clouds AND revisit the identity worksheet
4. On pieces of chart paper, students will identify different types of oppression and map those onto the different types of social groups. Then, students will brainstorm using mindmapping the different ways that they *think* these different types of oppression may impact different groups.

#### Define: Create A Self-Portrait

5. Ask each student to create a self-portrait made up of objects, symbols and/or imagery that represent key elements of his or her identity. Students can create these self-portraits using whatever medium they choose, including graphic software on the computer, magazine cut-outs, drawing, 3-D sculpture, modeling clay and so forth. For inspiration, students may look at the following self-portraits:

- <https://bit.ly/2S5qQH9>
- <https://bit.ly/2S5Ec6b>

6. After creating and sharing their self-portraits, have a restorative circle about the following questions:
  - *Why do primary and secondary identities matter?*
  - *How do you feel your identity has impacted your experience moving through the world?*

### **Ideate**

7. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we bring an intersectional lens into our classroom?”
8. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
9. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)



### **VIDEO**

[\*This is Me and My City\*](#)

### **EXTEND THE LEARNING**

- View “This Is Me and My City,” see lesson, discussion questions and worksheets in Appendix

## LESSON 8

# INTERSECTIONALITY, LGBTQ IDENTITY, AND GENDER IDENTITY

Credit: [The Safezone Project](#)

### ESSENTIAL QUESTIONS

- What is LGBTQ Identity?
- What is gender identity?
- What are the different types of prejudice and oppression these groups face?
- What do people of color, specifically black people, in these groups face?

### LEARNING OBJECTIVES

- Students will define different aspects of LGBTQ identity.
- Students will reflect on LGBTQ identity and on their own personal power/privileges.

- Students will reflect on the intersection between LGBTQ identity and racial identity and how that dynamic shows up in Baltimore City.

### MATERIALS

- Talking piece for restorative circle
- Chart paper with community agreements
- Projector
- Safezone Project Activity Worksheets
- Videos: “Black Butterfly”, “The Black Experience”, “Void” (Wide Angle Youth Produced Media)

### INSTRUCTION

#### Build Empathy

1. Lead a restorative circle using one of the following prompts:
  - *Why is it important to learn about LGBTQ people?*
  - *When’s the first time you remember learning that some people are LGBTQ?*
  - *Where did most of your initial impressions of LGBTQ people come from?*
  - *When’s the first time you remember learning about transgender people?*
2. Guide students in defining the following terms: Asexual, Biological sex, gender identity, biphobia, homophobia, cisgender, queer, etc.
3. Watch the following Wide Angle Youth Produced Films:
  - “Black Butterfly”
  - “The Black Experience”
  - “Void”
4. Have students reflect on their first impressions about LGBTQ people and fill out the Safezone Project Activity Worksheets (Appendix)
5. LGBTQ Umbrella and Genderbread Person (Appendix)
6. Privilege for Sale & Coming Out Activity (Appendix)
7. Scenarios (Appendix)



#### VIDEOS

[Black Butterfly](#)

[The Black Experience](#)

[Void](#)

8. Lead students through the following activities:

- Track Shot/Role Reversal (Appendix)
- What Gets Projected Onto You? (Appendix)

### **Define**


9. Have students think through a problem we could solve that would help members of the LGBTQ Community:

- *This community has a problem with \_\_\_\_\_.*  
*However, in their experience \_\_\_\_\_.*
- *How might we?*
- *I wonder . . .*
- *I wish . . .*

### **Ideate**

10. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we create a safer world for LGBTQ people?”
11. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
12. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)



A black and white photograph showing a group of students in a classroom. In the foreground, a young man with glasses and a floral shirt is looking down at a document. Behind him, another student with glasses is also looking at the document. The background shows other students, slightly out of focus. A dark rectangular box is overlaid on the center of the image, containing the text "UNIT 4: THINKING IN SYSTEMS" in white, bold, uppercase letters.

**UNIT 4: THINKING  
IN SYSTEMS**

## LESSON 9

# #BLACKWEALTHMATTERS

Credit: Dena Robinson, adapted from [Teaching Tolerance](#)



http://

### LINKS

[Teaching Tolerance Lessons](#)

[Racial Wealth Gap Activity](#)

### ESSENTIAL QUESTIONS

- Why are people poor?
- Why do we predominantly see representations in the media of black people being poor?
- Why does Baltimore look the way it does?

### MATERIALS

- Teaching Tolerance Lessons
- Racial Wealth Gap Activity
- Cards for the racial wealth gap activity (the prompts can also be projected onto a whiteboard/screen)
- Projector and screen

### LEARNING OBJECTIVES

- Students will understand how tables and graphs represent patterns.
- Working in groups, students will re-interpret the data in artistic form.

### INSTRUCTION

#### Build Empathy

1. Lead a restorative circle using the following questions:
  - *What do you think people think about when they here the word Baltimore? Do they think about drugs, violence, poverty?*
  - *What do you think of when you hear the word “poverty” or “poor”?*
2. Guide students in defining the following terms: Wealth, Racial Wealth Gap, The American Dream, Meritocracy, Assets
3. Lead students in the Racial Wealth Gap Learning Simulation (approximately 1 hour)

#### Define

4. Have students synthesize their learning by discussing what problems they see coming from the racial wealth gap.
5. Have students think through some of the patterns they have noticed throughout the lesson, including how it connects to previous lessons.
6. Ask students to develop a POV: What is the problem and who is impacted?

#### Ideate

7. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we fix the racial wealth gap in Baltimore?”

8. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
9. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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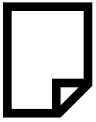
### **EXTEND THE LEARNING**

- Have students create their own game to display the economic inequality Americans face today.
- Ask students to write a reflection of the long-term impact of the racial wealth gap on people of color.
- Invite students to create a service learning project to give back to a black-owned or people of color-owned business or community organization that serves their community to address the racial wealth gap.

## LESSON 10

# #BLACKHEALTHMATTERS

Credit: Dena Robinson, adapted from *Teaching Tolerance*



### HANDOUTS

[Handout 1: Health for All: School Assessment](#)

[Handout 2: Health for All?](#)

[Handout 3: Performance Task](#)

### ESSENTIAL QUESTIONS

- Do you think you deserve everything you have?
- Are you entitled to live in safe community?
- What would happen if you couldn't go to a doctor when you were sick?
- Is "all men are created equal" a reality in the United States?
- Have you ever felt like you were at an unfair disadvantage?

### LEARNING OBJECTIVES

- Conduct an assessment related to health-disparity issues and consider why some kids might be at a disadvantage
- Consider the causes and impact of several national health disparities

- Investigate the causes and impact of health disparities in their own community
- Design solutions for positively impacting a health disparity in their own community

### MATERIALS

- Handout 1: Health for All: School Assessment
- Handout 2: Health for All?
- Handout 3: Performance Task
- Small slips of paper (one per student)
- Wifi
- Videos: "Racial Health", "Baltimore Speaks" (Wide Angle Youth Produced Media)

### INSTRUCTION

#### Build Empathy

1. Lead a restorative circle using the following questions:
  - *What are some health issues that you see show up in your racial community?*
  - *What about in Baltimore?*
2. Watch "**Racial Health**" and "**Baltimore Speaks.**"
3. After watching the video, lead students in a discussion using the following questions:
  - *In what ways do racial health disparities show up in communities?*
  - *Are racial health disparities linked to other issues?*



### VIDEOS

[Racial Health](#)

[Baltimore Speaks](#)

#### Define

4. Have students journal about what patterns they observed in terms of health disparities and WHY these health disparities might exist.

5. Have students think through what their Point of View is: What is the problem or a problem that they could fix (or test) given the content they learned in this lesson?

### **Ideate**

6. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we improve health outcomes for people of color in Baltimore?”
7. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
8. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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### **EXTEND THE LEARNING**

- It is believed that lesbian, gay, bisexual and transgender (LGBT) Americans of different racial and ethnic groups suffer the health disparities of both the LGBT community and the health disparities for their ethnic or racial minority. Very few surveys ask for a person’s sexual orientation in addition to their race and ethnicity so information is hard to find. Research the support systems for the LGBT population in your own school and community. If appropriate, suggest additional resources that could help this underserved community.

## LESSON 11

# SEGREGATION AND DESEGREGATION IN PUBLIC SCHOOLS

Credit: Moira Fratantuono

### ESSENTIAL QUESTIONS

- Why were U.S. schools segregated?
- When did U.S. schools become desegregated?
- How does the history of school segregation relate to Baltimore City Public Schools?

### LEARNING OBJECTIVES

- Learn about the history of school desegregation in the United States.
- Identify key events in the desegregation of Maryland Schools.
- Reflect on the present day school system, their personal experiences in school, and how public school systems relate to Why Black Lives Matter.

- Connect concepts by creating a wish list for how to improve their school system/advocacy.

### MATERIALS

- Computer
- Wifi
- Projector
- Timeline: Desegregation of Maryland Schools (Wide Angle Youth Produced Media)
- Simulation Activity (paper, pencils, markers, pens)
- Video: “Save My School” (Wide Angle Youth Produced Media)
- School Funding Postcard (Appendix)

### INSTRUCTION

#### Build Empathy

1. Ask students to share what they know about school segregation and desegregation?
2. Explore **Teaching Tolerance’s Timeline of School Integration**
  - Ask students to define key words after passage is read. Were students familiar with this event? How does it affect their lives today? What surprises them from the timeline?
3. Explore the **School Desegregation and Segregation in Maryland Timeline**
  - One student chooses a date from the line time then reads it aloud; accompanying video, photo, or song is observed.
  - Ask students to define key words after passage is read and/or media is viewed. Were students familiar with this event? How does it affect their lives today? What surprises them from the timeline?



http://

#### LINKS

[Teaching Tolerance Timeline of School Integration](#)

[School Desegregation and Segregation in Maryland Timeline](#)





**VIDEO**

[Save My School](#)

**Define**

4. Have students watch “**Save My School**”
5. Lead students in a discussion with the following questions:
  - *How is your school funded?*
  - *What’s missing in your school?*
  - *How is adequate school funding linked to “Why Black Lives Matter”?*
  - *Why is access to quality education an important part of a healthy society?*
  - *What could a more equitable funding stream be?*
  - *What would that look like?*
  - *How would that impact society?*

**Ideate**

6. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we continue desegregating public schools?”
7. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
8. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

## LESSON 12

# THE SCHOOL-TO-PRISON PIPELINE (“STPP”)

Credit: Dena Robinson

### ESSENTIAL QUESTIONS

- What is the STPP?
- How did the STPP begin?
- How has the STPP impacted Baltimore City Schools?
- Which groups are disproportionately represented in the STPP?
- Who gets left out, historically, in narratives about the STPP?

### LEARNING OBJECTIVES

- Students will be able to identify which groups are disproportionately represented in the STPP.
- Students will define what the STPP is, and what it looks like in their respective schools.
- Students will connect the STPP to the history they learned in earlier units.

### MATERIALS

- Videos: Anna Deavare Smith’s Notes from the Field (available at HBO), American Kids and the STPP, and Second Chances: Part 1 (Wide Angle Youth Produced Media)
- ACLU’s School to Prison Pipeline Game
- OSI’s Restorative Practices Lesson Plan

### INSTRUCTION

#### Build Empathy

1. Tell students that today they’re going to learn about the school-to-prison pipeline. Tell students that they’ll spend time defining the school to prison pipeline is, and reflecting on how it shows up in Baltimore schools.
2. First, have students mindmap what they think the school to prison pipeline is. Have students draw the word “STPP” in the middle of their paper, and draw connecting lines to words or phrases that come to mind when they hear “school to prison pipeline”
3. Next, have students watch:
  - Second Chances (Part 1)
  - Anna Deavere Smith’s “Notes from the Field”
  - American Kids and the STPP



#### VIDEOS

[Second Chances: Part 1](#)

[Notes from the Field](#)  
[American Kids and the STPP](#)



http://

#### LINKS

[GLSEN: LGBTQ Students Face Harsher Punishments, Enter Juvenile Justice System](#)

[Vice: Biased Discipline Policies Put Black Girls on the School-to-Prison Pipeline](#)

[Teen Vogue: How the School to Prison Pipeline Works](#)

[ACLU's School to Prison Pipeline Game](#)

[OSI's Restorative Practices Lesson Plan](#)

4. Then have students read and explore:
  - GLSEN: LGBTQ Students Face Harsher Punishments, Enter Juvenile Justice System
  - Vice: Biased Discipline Policies Put Black Girls on the School-to-Prison Pipeline
  - Teen Vogue: How the School to Prison Pipeline Works
  - ACLU: School to Prison Pipeline Game
5. Have students explore restorative practices
  - Explore the OSI restorative practices lesson plan

#### Define

6. To synthesize their learning, have students break into groups to “define” what exactly makes the school to prison pipeline so bad.
7. What is the primary problem that people impacted by the school to prison pipeline are facing? (Developing your point of view)
8. Which narratives do we hear about and which narratives are left out?
9. Students could spend some time in this lesson (and perhaps during a week) observing what they notice about the school to prison pipeline in their school:
  - *Do they notice black girls/black boys being policed in schools?*
  - *Do they notice anything unusual about disciplinary practices in their school?*

#### Ideate

10. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we end the school to prison pipeline at our school?”
11. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
12. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)



## UNIT 5: MAKING CHANGE

## LESSON 13

# RESISTANCE AND THE ROLE OF ALLIES AND COCONSPIRATORS

Credit: Dena Robinson

### ESSENTIAL QUESTIONS

- What does it mean to be an ally/coconspirator?
- Why is an ally different from a bystander?
- Who have historical allies/coconspirators been in the fight for racial justice?
- What does it mean to resist racial injustice?

### LEARNING OBJECTIVES

- Students learn different roles that they can play in perpetuating or challenging injustice and apply their learning to their own past and future actions.

- Students discuss what goes into making a good ally for racial justice, including what that can look like, what issues might come up, and what are the potential successes this could produce

### MATERIALS

- James Farmer Interview (Appendix)
- Chart Paper and Markers
- Optional Materials
  - Brother Outsider: The Life of Bayard Rustin (film, 83 mins)
  - Anne Braden: Southern Patriot (film, 75 mins)

### INSTRUCTION

#### Build Empathy

1. In a restorative circle, ask students what they know about the civil rights movement.
2. Intro the following terms: Ally/Coconspirator, Bystander, Target, Perpetrator
3. Have students work in groups to define the terms and then tell students to engage in a gallery walk.
4. Ask students to read an interview with James Farmer (Appendix)
5. Have students work in pairs to characterize who in the story was the ally, the bystander, the target, and the perpetrator.
6. Have students think about how these roles have operate in their lives, related to racial injustice. Students will do this through mindmapping.

#### Define

7. In individual writing time, have students write their story of injustice that includes a description of where the story took place, who was involved, and what was said during the incident.



#### HANDOUT

[James Farmer Interview](#)



8. Divide students into small groups to share their story and respond to the following questions. Students could also ask more questions like “Why” or “I wonder” to dive deeper into these stories.
  - *Who had the power in this situation?*
  - *What can you learn?*
9. Students will work together to define what happened in the scenario and what aspect of the history they learned in Unit 1 is impacting either the ally or the perpetrator’s behavior.
10. Tell students that they will stage the story in the form of improv, to act it out. Have students self-assign character roles. They don’t have to write a script, but should practice enough so that they are ready to act. They can add details, characters, and props. One person “in character” should play the role of an ally or coconspirator.
11. Invite students to perform. While they are performing have other students should be taking notes of what they see.
12. Whole Group-Debrief
  - *The group can ask the actors about how they felt.*
  - *Ask the ally about how they felt witnessing the scene and how they felt intervening.*
  - *Where was the power?*
13. Have students develop a point-of-view: What is a problem or what are problems that we could solve?

### **Ideate**

14. Have students brainstorm 5-10 “How Might We . . .” questions having to do with this topic. For example: “How might we become better allies or coconspirators?”
15. Choose one of the “How Might We” questions and brainstorm using post-it notes. Have every student write a solution on a post-it note, then have students place the post-it notes on the wall, and begin “clustering” the post-it notes into groups.
16. Have students sketch out a solution to the problem they defined above or create role play scenarios. (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)

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### **EXTEND THE LEARNING**

- Have students write a monologue from the perspective of being the ally, perpetrator, target, or bystander, from one of the group improv scenes.
- Invite students to research other times where people have collaborated cross-race and cross-class to create change.



## LESSON 14

# MAKING MEANING

Credit: Dena Robinson

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### ESSENTIAL QUESTIONS

- What new wonderings and/or learnings do you have?
- What can we do with this new information?
- I wonder . . . ?
- I will . . .

- Students begin to identify racial justice issues in their own communities and imagine alternatives.

### MATERIALS

- Identity self-reflection worksheets

### LEARNING OBJECTIVES

- Students summarize and synthesize information they have learned and take an additional step to relate this to their own lives.
- 

### INSTRUCTION

#### Build Empathy

1. Pass out the identity self-reflection worksheet students completed at the beginning of the unit. (See *Lesson 4*)
2. Have students reflect through writing about how each aspect of their identities coupled with their learnings throughout the unit, have impacted their lived experience.

#### Define

3. Have students discuss the impact of this history they've learned on their own lives in dyads. They can think through how they see this history show up in their lives, communities, and even nationally. (*For Information about dyads, see Lesson 5*)

#### Ideate

4. Have students do 6-3-5 brainwriting and mindmapping to ideate ways to address some of the issues they've learned about in Unit 1.
  - Pair students into groups of six.
  - Give the students each a sheet of paper.
  - For 5 minutes, each student will quickly write down 3 ideas on their paper, and will hand their paper to the person next to them. Repeat until the 5 minutes are over. Do this for 6 rounds.
  - By the time the activity is completed there will be 108 ideas! (Note: Document this ideation—you will come back to it in the next phase of the curriculum.)



**APPENDIX**

# YOUTH PRODUCED MEDIA CONTENT

## Videos

- A Glitch In The System: <http://bit.ly/2Cut2CL>
- Baltimore Speaks: <http://bit.ly/2PdtV9B>
- Black Butterfly: <http://bit.ly/videoBlackButterfly>
- Black Lives Matter: My Life Matters: <http://bit.ly/videoMyLifeMatters>
- Black Stories Matter: <http://bit.ly/BlackStoriesMatter>
- Black Rainbow: <http://bit.ly/videoBlackRainbow>
- Dear Me: <http://bit.ly/videoDearMe>
- In the Eyes of the Youth: Memories of Race: <http://bit.ly/videoMemoriesOfRace>
- In the Eyes of the Youth: Realities of Race: <http://bit.ly/videoRealitiesOfRace>
- Mirror of a Black Man: <http://bit.ly/videoMirrorOfABlackMan>
- Racial Health: <http://bit.ly/videoRacialHealth>
- Save My School: <https://vimeo.com/207470364>
- Second Chances (first segment): <https://vimeo.com/125476730>
- The Black Experience: <http://bit.ly/videoBlackExperience>
- The Unspoken Truth: <http://bit.ly/videoUnspokenTruth>
- This is Me and My City: <http://bit.ly/videoMeAndMyCity>
- Void: <http://bit.ly/videoVoid>

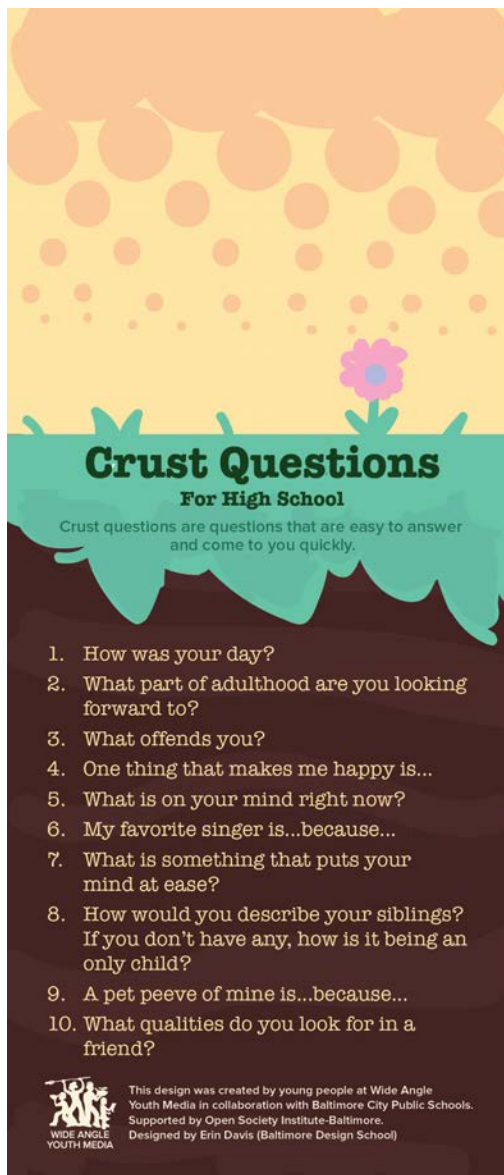
## Publications & Online

- The Skin We're In (zine): <http://bit.ly/BSOzine>
- School Segregation and Desegregation in Maryland Timeline: <https://www.wideanglemedia.org/desegregation-timeline/>



## RESTORATIVE PRACTICES CRUST AND CORE QUESTIONS

Students developed questions that teachers can use to build stronger relationships with their students over the course of the school year. Trusting, connected relationships between youth and educators is a key component to a safe, constructive learning environment, and helps build a strong foundation to implement other forms of restorative practices in the classroom.

A poster titled "Crust Questions For High School". The top half has a yellow background with orange circles of varying sizes, and a small pink flower with a green stem. The bottom half has a dark brown background with a green, jagged-edged border. The text is in white and green.

### Crust Questions

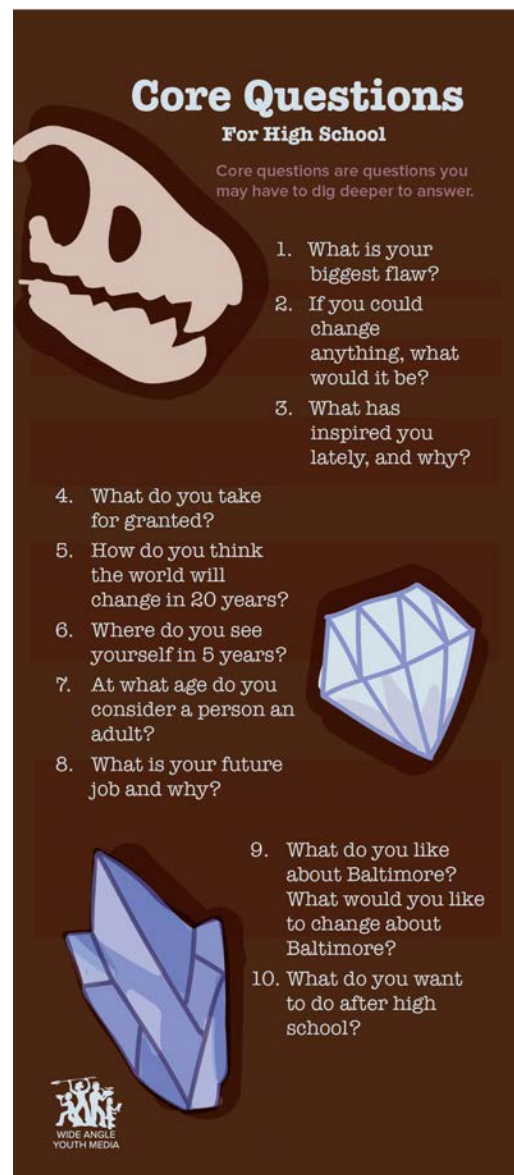
**For High School**

Crust questions are questions that are easy to answer and come to you quickly.

1. How was your day?
2. What part of adulthood are you looking forward to?
3. What offends you?
4. One thing that makes me happy is...
5. What is on your mind right now?
6. My favorite singer is...because...
7. What is something that puts your mind at ease?
8. How would you describe your siblings? If you don't have any, how is it being an only child?
9. A pet peeve of mine is...because...
10. What qualities do you look for in a friend?

WIDE ANGLE YOUTH MEDIA

This design was created by young people at Wide Angle Youth Media in collaboration with Baltimore City Public Schools. Supported by Open Society Institute-Baltimore. Designed by Erin Davis (Baltimore Design School)

A poster titled "Core Questions For High School". The background is dark brown. On the left, there is a white skull with a jagged, toothy mouth. On the right, there is a blue, faceted gemstone. The text is in white.

### Core Questions

**For High School**

Core questions are questions you may have to dig deeper to answer.

1. What is your biggest flaw?
2. If you could change anything, what would it be?
3. What has inspired you lately, and why?
4. What do you take for granted?
5. How do you think the world will change in 20 years?
6. Where do you see yourself in 5 years?
7. At what age do you consider a person an adult?
8. What is your future job and why?
9. What do you like about Baltimore? What would you like to change about Baltimore?
10. What do you want to do after high school?

WIDE ANGLE YOUTH MEDIA

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## Crust Questions

For Elementary/  
Middle School

Crust questions are questions  
that are easy to answer  
and come to you quickly.

1. Which do you prefer, beach or pool?
2. Who is your favorite superhero?
3. What is your middle name?
4. What is your favorite season, winter or summer? Why?
5. If you could be any animal what would you be? Why?
6. If you had an endless supply of one food, what would it be?
7. What is your favorite number?
8. One thing that made me happy today was...
9. I'm good at...
10. Someone I look up to is... because...
11. The last thing I ate was...



This design was created by young people at Wide Angle Youth Media in collaboration with Baltimore City Public Schools. Supported by Open Society Institute-Baltimore. Designed by Kyla-Marie James (Mergenthaler Vo-Tech)



## Core Questions

For Elementary/  
Middle School

Core questions are questions  
you have to dig deeper  
to answer.

1. What scares you the most? Why?
2. What was the greatest day of your life? What made that day so great?
3. What is one thing you can't live without? Why?
4. What makes you feel powerful and confident?
5. What do you think will be different in the future?
6. What is your favorite thing about yourself? Why?
7. What is something that bothers you?
8. I love me because...
9. What is the hardest thing about being a kid?
10. If you were a teacher and the students would not listen to you, what would you do?

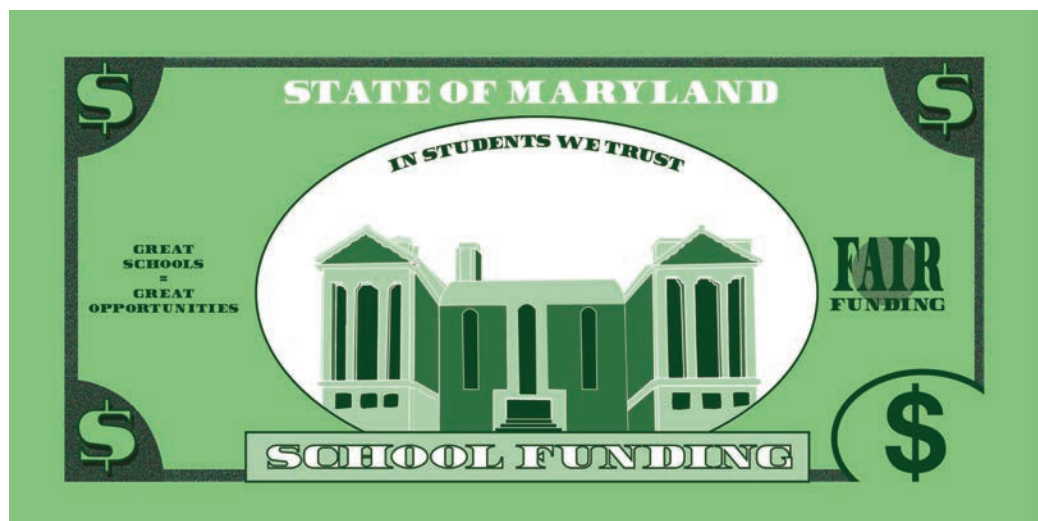


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## SCHOOL FUNDING

Design Team high school students used graphic design to create a printed infographic addressing school funding in Baltimore City, in partnership with the ACLU of Maryland, to support the work of the Kirwan Commission. What is happening in your school district? What initiatives are taking place to positively impact your school? What changes would you like to see happen in your school?

**Extending the Learning** - Have students use the design below as a template to and update it to reflect what's happening in their schools/districts. What audience would they share them with/how would they use their project to make change?



### **SOLUTIONS FOR FAIR & EQUITABLE SCHOOL FUNDING IN MARYLAND**

#### **Comprehensive School Funding Needs**

- The Kirwan Commission's work is ongoing. Act NOW because basic student needs include strong teachers, working computers, counselors and after-school activities for all.
- The State must pass a new law for full, equitable and adequate funding to ALL school systems, to close the \$2.9 billion in unmet needs.

#### **Safe, Healthy, and Modern School Buildings for All**

- The state must have an equitable school construction program — prioritize the buildings with the most needs.
- State and local governments must fully rebuild school facilities where needed, instead of using a "band-aid" approach — patching old roofs, fixing outdated boilers.

This design was created by young people at Wide Angle Youth Media in collaboration with the ACLU of Maryland. Supported by the Open Society Institute - Baltimore.

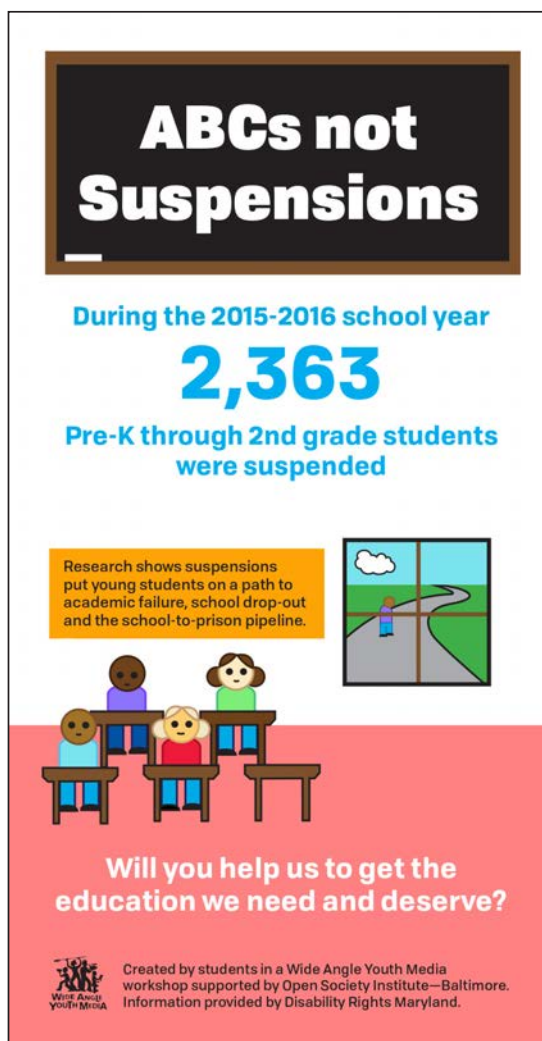


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## ADVOCACY EXAMPLE

Design Team students used their design skills to advocate for change in Annapolis in support of House and Senate bills that would decrease suspensions of young students, Pre-K-grade 2. They researched the impact of suspension on future educational and life outcomes, then decided which facts to highlight through their door hanger project. Their final projects were printed and distributed in Annapolis on the even of legislative votes, and had a statewide impact on Maryland's educational system.

Use this project as a template for students to conduct their own research and design a campaign to help dismantle the school to prison pipeline, or another subject addressed through the exploration of Why Black Lives Matter.



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# GLOSSARY OF TERMS

**Ally:** Someone who makes the commitment and effort to recognize their privilege (based on gender, class, race, sexual identity, etc.) and work in solidarity with oppressed groups in the struggle for justice. Allies understand that it is in their own interest to end all forms of oppression, even those from which they may benefit in concrete ways.

**Coconspirator:** Being a coconspirator doesn't just mean working in solidarity with oppressed groups, it means putting your body, safety, and privilege on the line. It's being on the "hook" for dismantling different forms of oppression, even if you don't know what comes next.

**Internalized Racial Oppression:** Internalized Racial Oppression is the process by which people of color and white people internalize the impacts of racism.

- Racism does not only impact us personally, culturally, and institutionally, but impacts us mentally, emotionally, physically, and spiritually.
- When racism targets us, we internalize that targeting; when racism benefits us, we internalize that privileging.

**Intersectionality:**

- An approach largely advanced by women of color (see Kimberle Crenshaw, the creator of the term), arguing that classifications such as gender, race, class, and others cannot be examined in isolation from one another; they interact and intersect in individuals' lives, in society, in social systems, and are mutually constitutive.
- Exposing [one's] multiple identities can help clarify the ways in which a person can simultaneously experience privilege and oppression. For example, a Black woman in America does not experience gender inequalities in exactly the same way as a white woman, nor racial oppression identical to that experienced by a Black man. Each race and gender intersection produces a qualitatively distinct life.

**Marginalized :** An identity that is burdened by systems of oppression and/or is not a dominant identity that is proximate to power (i.e. being a person of color, being LGBTQ+, etc).

**Oppression:** The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. (oppression = power + prejudice)

- the oppressor group has the power to define reality for themselves and others,
- the target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them),
- genocide, harassment, and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and,

- members of both the oppressor and target groups are socialized to play their roles as normal and correct.

**Prejudice:** An attitude based on limited information, often on stereotypes. Prejudice is usually, but not always, negative. Positive and negative prejudices alike, especially when directed toward oppressed people, are damaging because they deny the individuality of the person. Prejudice is something that everyone has.

### **Race**

- A social and political concept, not a scientific one.
- A powerful political, social, and economic force.
- Was and is constructed for social and political purposes, in large part to divide and conquer poor and working white people from poor and working People and Communities of Color.
- The term “white” was constructed to unite certain European groups living in the U.S. who were fighting each other and at the same time were a numerical minority in comparison to the numbers of African slaves and Native peoples.
- In order to justify the idea of a white race, every institution in this country was and is used to prove that race exists and to promote the idea that the white race is at the top of the racial hierarchy and all other races are below, with the Black race on the bottom. All institutions were and are used to promote the idea of white supremacy.
- All European immigrants did not and do not become white at the same time (Irish, Italians, Jews). Becoming white involves giving up parts of your original culture in order to get the advantages and privileges of belonging to the white group.
- This process continues today.

**Racism:** Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

- Racism = race prejudice + social and institutional power
- Racism = a system of advantage based on race
- Racism = a system of oppression based on race
- Racism = a white supremacy system

### **Social and Institutional Power:**

- access to resources
- the ability to influence others
- access to decision-makers to get what you want done
- the ability to define reality for yourself and others

**White Supremacy:** The idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions. While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white

supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of color as worthless (worth less), immoral, bad, and inhuman and “undeserving.” Drawing from critical race theory, the term “white supremacy” also refers to a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level.

# CREDITS

**This project is supported by:**

Adobe Project 1324  
Joan Allan Aleshire  
Baltimore City Foundation  
The Henry and Ruth Blaustein Rosenberg Foundation  
The Charles Crane Family Foundation  
Betty Lee & Dudley P. Digges Memorial Fund  
Enoch Pratt Free Library  
Kaiser Permanente  
The Zanvyl and Isabelle Krieger Fund  
Open Society Institute-Baltimore  
The Harry and Jeanette Weinberg Foundation  
Wells Fargo Foundation

**Additional support provided in part by:**



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