

## **Reading Discussion - Developing Anti Racist Teaching Understanding Elements of White Supremacy Culture**

**Framing/Introduction:** You will be further unpacking the Gorski reading as well as this week's other reading. We are continuing to consider how to be an anti-racist teacher. We are considering how we as teachers may be perpetuating racism in our teaching as people who participate in this society and have gone through a racist system. This is an opportunity to reflect and discuss our understandings of racism and white supremacy

### **Activity Produce a poster**

- 1. Groups discuss their topic clarifying their understanding**
- 2. Produce a poster responding to this prompt:**

**“How does this show up in schools and how to dismantle/disrupt”  
Be sure to include an explanation of your topic as well as a visual**

Group1 - Perfectionism

Group 2 - Sense of Urgency

Group 3 - Defensiveness

Group 4 - Quantity over Quality

Group 5 - Worship of the Written Word

Group 6 - Only one right way

Group 7 - Paternalism

Group 8 - Either/or Thinking

Group 9 - Power Hoarding

Group 10 - Fear of Open Conflict

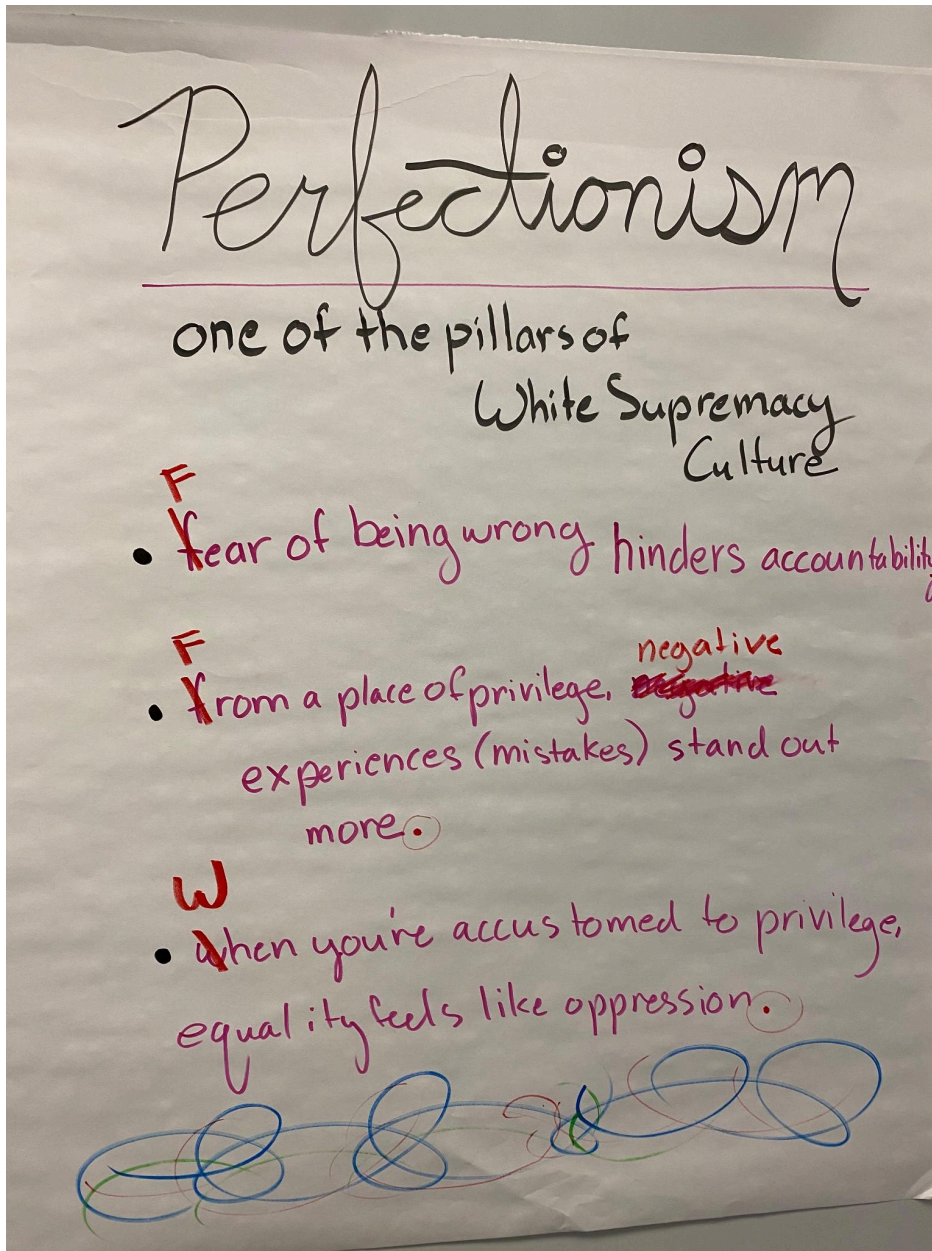
Group 11 - Individualism and I'm the Only One

Group 12 - Progress is Bigger, More

Group 13 - Objectivity

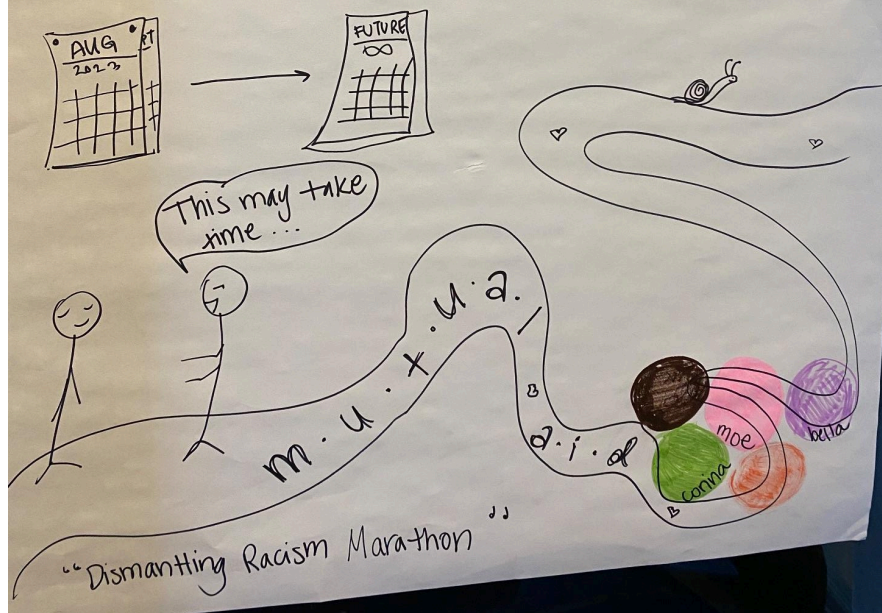
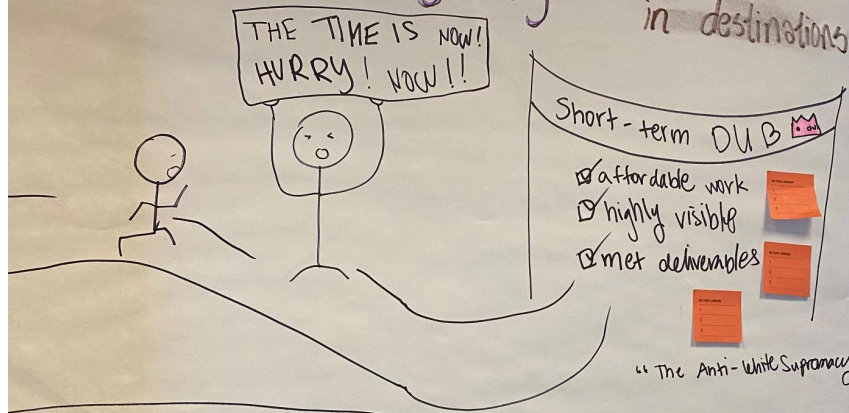
Group 14 - Right to Comfort

## Group1 - Perfectionism



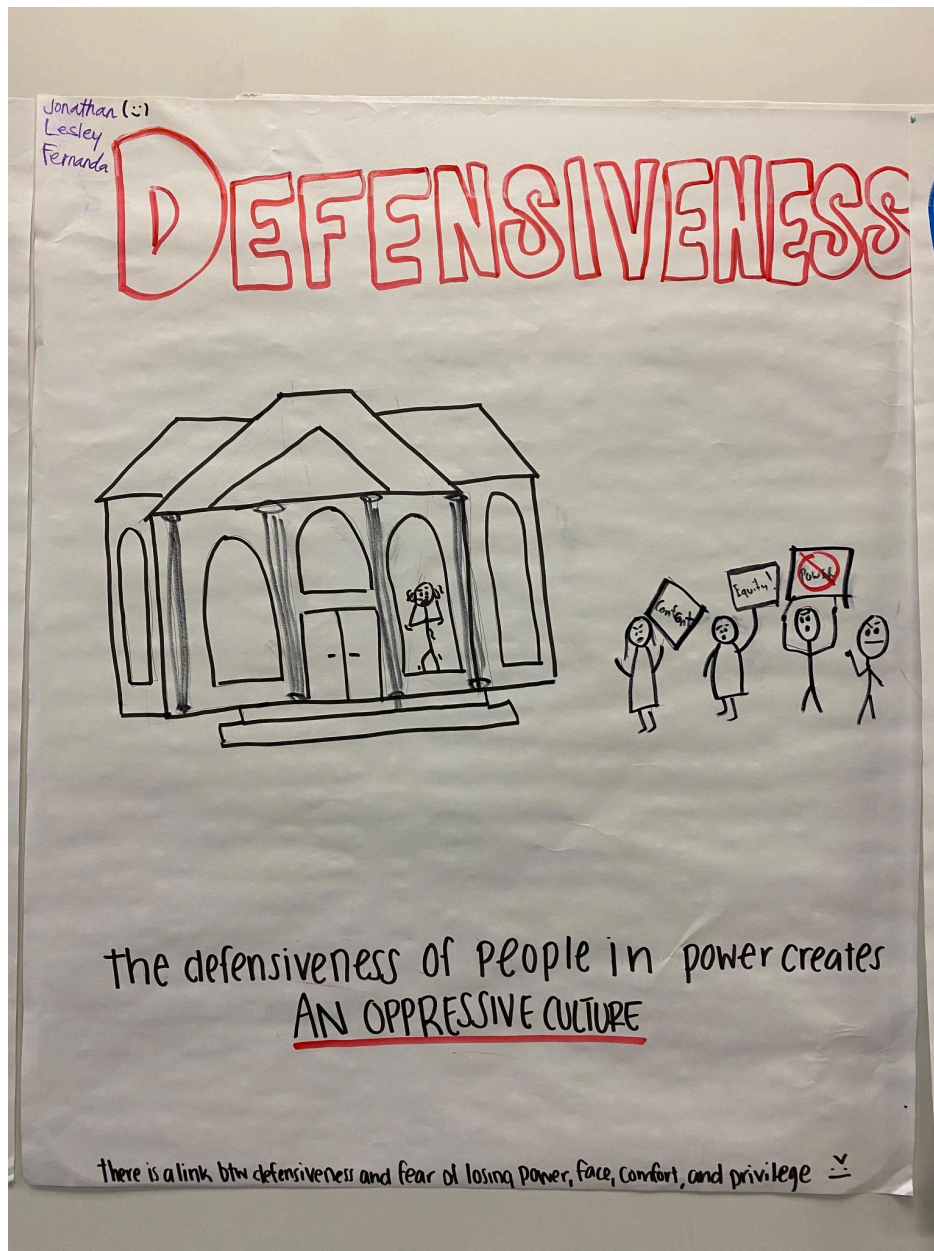
## Group 2 - Sense of Urgency

# Sense of urgency in destinations





### Group 3 - Defensiveness



### Group 4 - Quantity over Quality

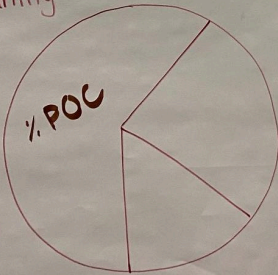
**QUANTITY**

**over**


**QUALITY**

Definition: The tendency of people in power to measure success using numeric metrics rather than social, emotional, and community-centered ideas

Quantity:



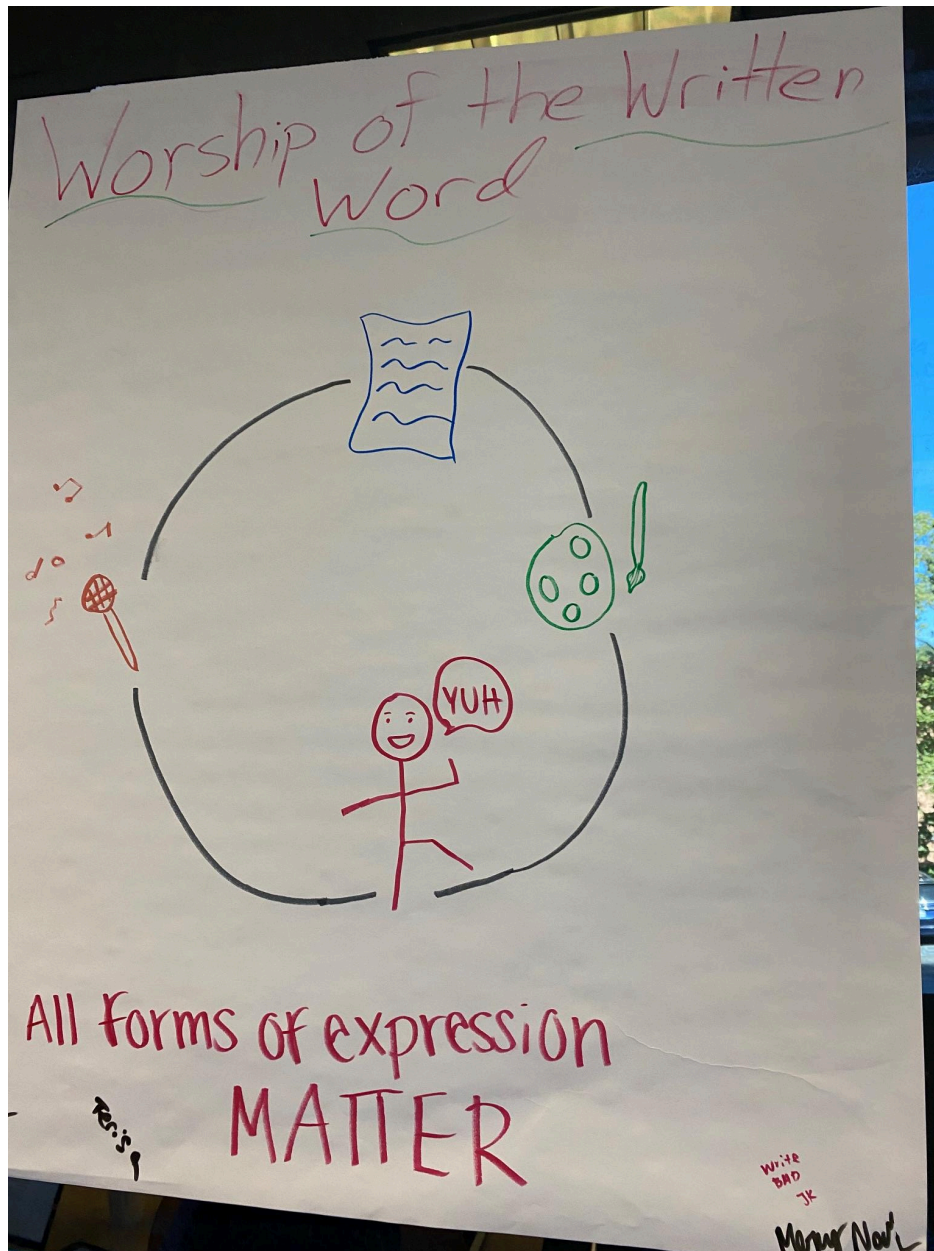
Quality:



The image shows a handwritten poster on a piece of paper. At the top, the word "QUANTITY" is written in large blue letters with small green star-like decorations. Below it, the word "over" is written in orange, flanked by two horizontal orange lines. Underneath, the word "QUALITY" is written in large blue letters, also with small green star-like decorations. Below the words is a definition: "Definition: The tendency of people in power to measure success using numeric metrics rather than social, emotional, and community-centered ideas". To the left of the definition is a small stick figure. Below the definition, there are two sections. The left section is labeled "Quantity:" and contains a pie chart with one slice shaded and labeled "%POC". The right section is labeled "Quality:" and contains a cartoon character wearing a party hat standing next to a sign that says "welcome to ETHNIC STUDIES". Below the sign are several speech bubbles containing symbols like a heart, exclamation marks, question marks, and a smiley face.

Group 5 - Worship of the Written Word





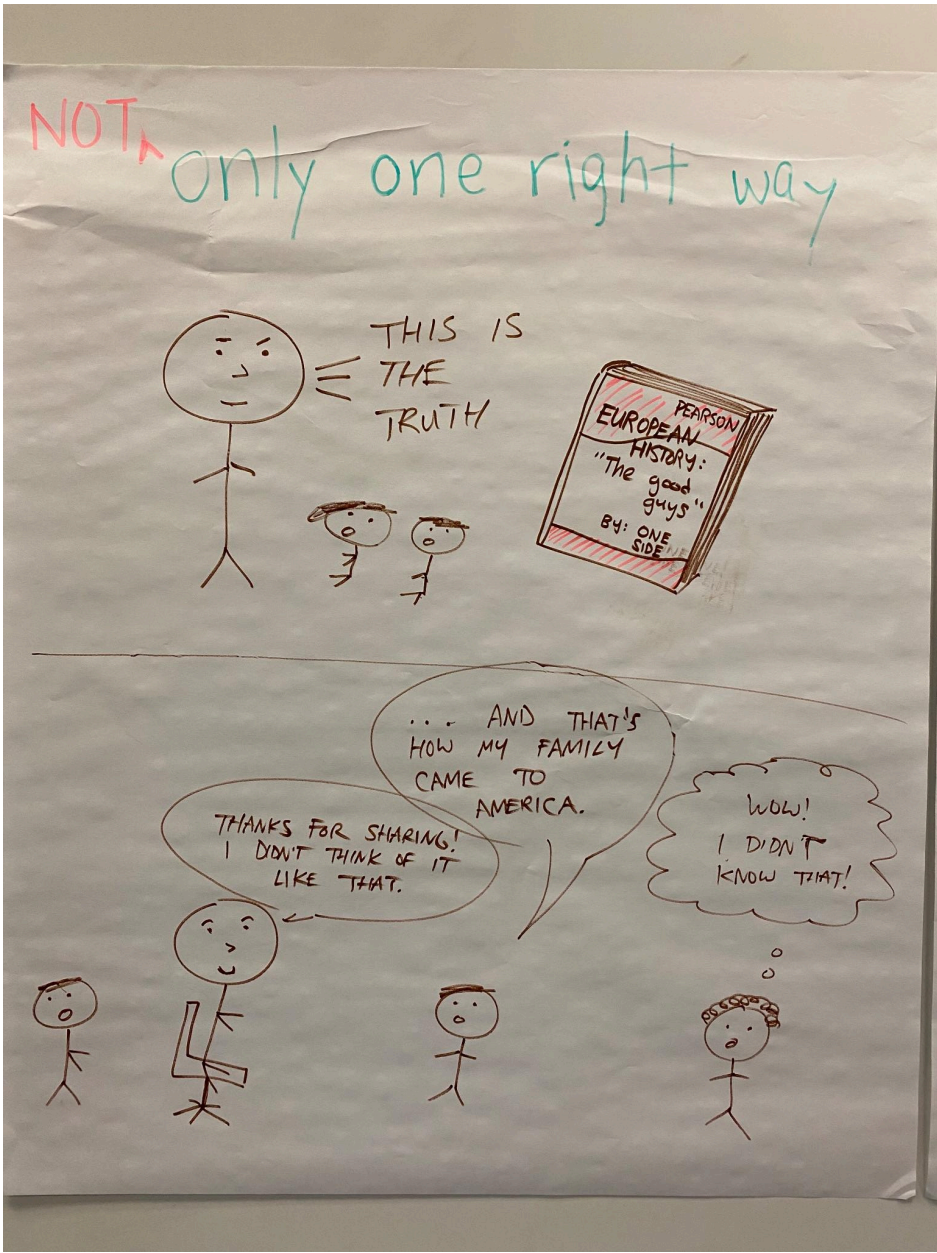
From the "Dismantling Racism Handbook":

- if it's not in a memo, it doesn't exist
- the organization does not take into account or value other ways in which information gets shared
- those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission

To clarify the intent behind the poster, our group discussed:

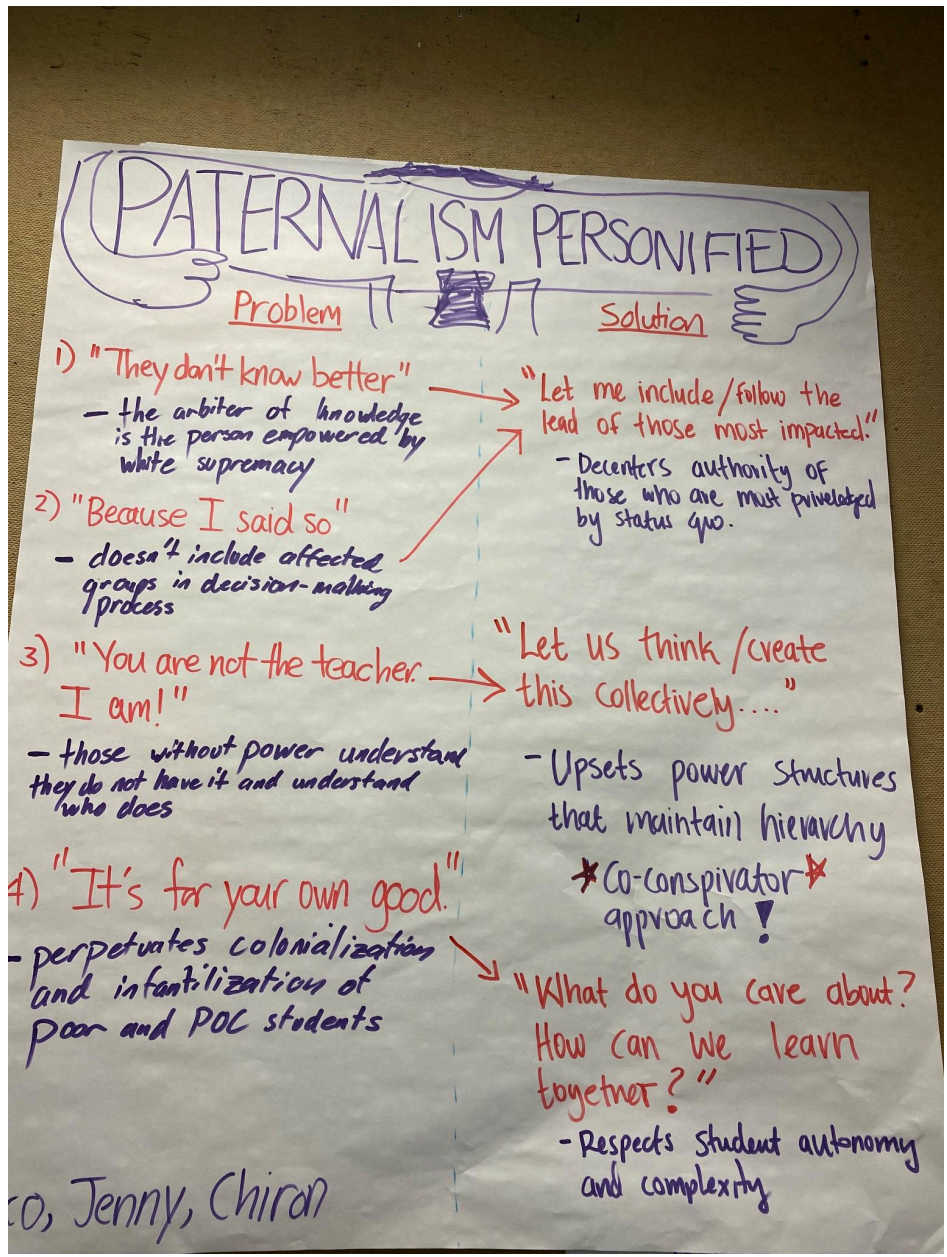
- The importance of providing students with assignments and assessments beyond just written assignments, including options such as visual art, music, dance, voice memos, etc.
- We spoke about the power of understanding the historical use of art as resistance, which further elucidates how and why the overemphasis on written word has been used as a tool of oppression.
- Given how often school arts programs are underfunded, it could be incredibly impactful if we as teachers made efforts to support those students who are passionate about artistic expression through grants, offering students help with logistics and resources, or at the very least demonstrating interest in students' artistic endeavors.

**Group 6 - Only one right way**



Group 7 - Paternalism

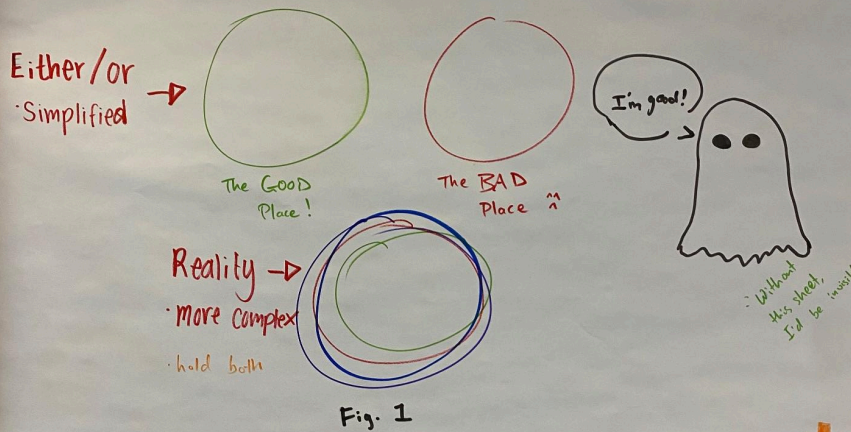




Group 8 - Either/or Thinking

# Either White or Supremacy

... why not both?  
¿... porqué no los dos?



## Either/Or thinking

- things are either/or (not both)
- difficult to learn from mistakes
- Simplifies complex things
- increases sense of urgency  
↳ quick 'fixes'

Amy Bradshaw  
Jackie Sanchez  
Karin Go

## Antidotes

- push more than two alternatives
- notice simplification of complex issues
- Slow down for a deeper analysis
- recognize the effects of extreme pressure/urgency when making decisions

Group 9 - Power Hoarding



BAV JK  
Mary Noel

# G9 - POWER HOARDING

Miranda  
Shane  
Mary

- power viewed as a limited resource that only a few deserve

↳ knowledge as a way of power hoarding? (ex. prestige, financial inaccessibility)

↳ but who decides this?

↳ privatization of schooling & access to technologies

↓

collectives are not seen as valid since power is something they don't want to share

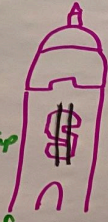
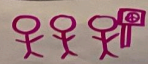
↳ ex. iPads or other softwares

↳ ex. breaking/discouraging teacher unions & student-led affinity groups & social protests

- antides provided only describe basic leadership skills

- collective leadership dismantling the concept of leadership itself

math is fun

Group 10 - Fear of Open Conflict

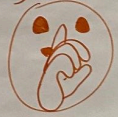


# Fear of Open Conflict

- trying to ignore or run from (social) issues due to discomfort

Examples:

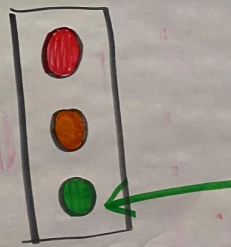
SHHHH...



- silencing of student voices  
↳ "we don't talk about that in this classroom"
- teachers & admin trying to justify inequitable and racist policies
- students not holding each other accountable

How to Disrupt:

- making space in the classroom to raise awareness of these issues and encouraging student voices
- openly challenging inequitable & racist policies



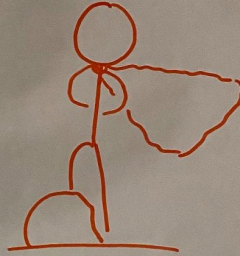
Gerson  
Kayley  
Hilary

Group 11 - Individualism and I'm the Only One

# Individualism

How does it show up in school?

- students want to work solo
- burden on self for success in task



How can we disrupt it?

- assign roles!
- encourage activities that requires inevitable groupwork (e.g. jigsaw)

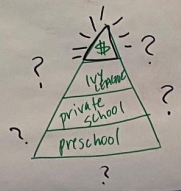
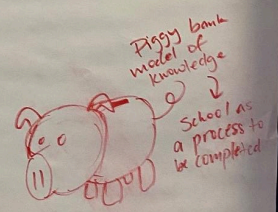
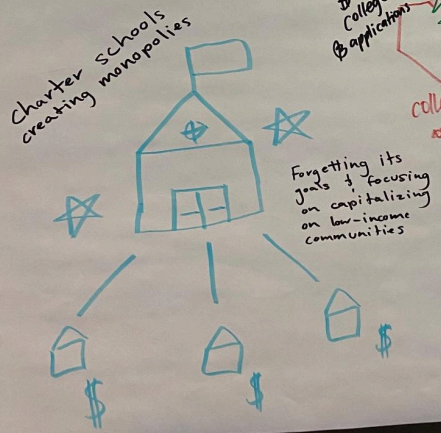
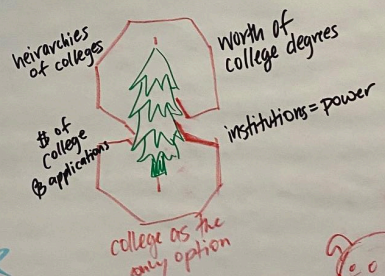
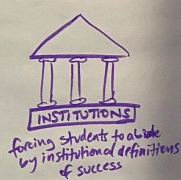
Group 12 - Progress is Bigger, More



# progress is bigger + MORE

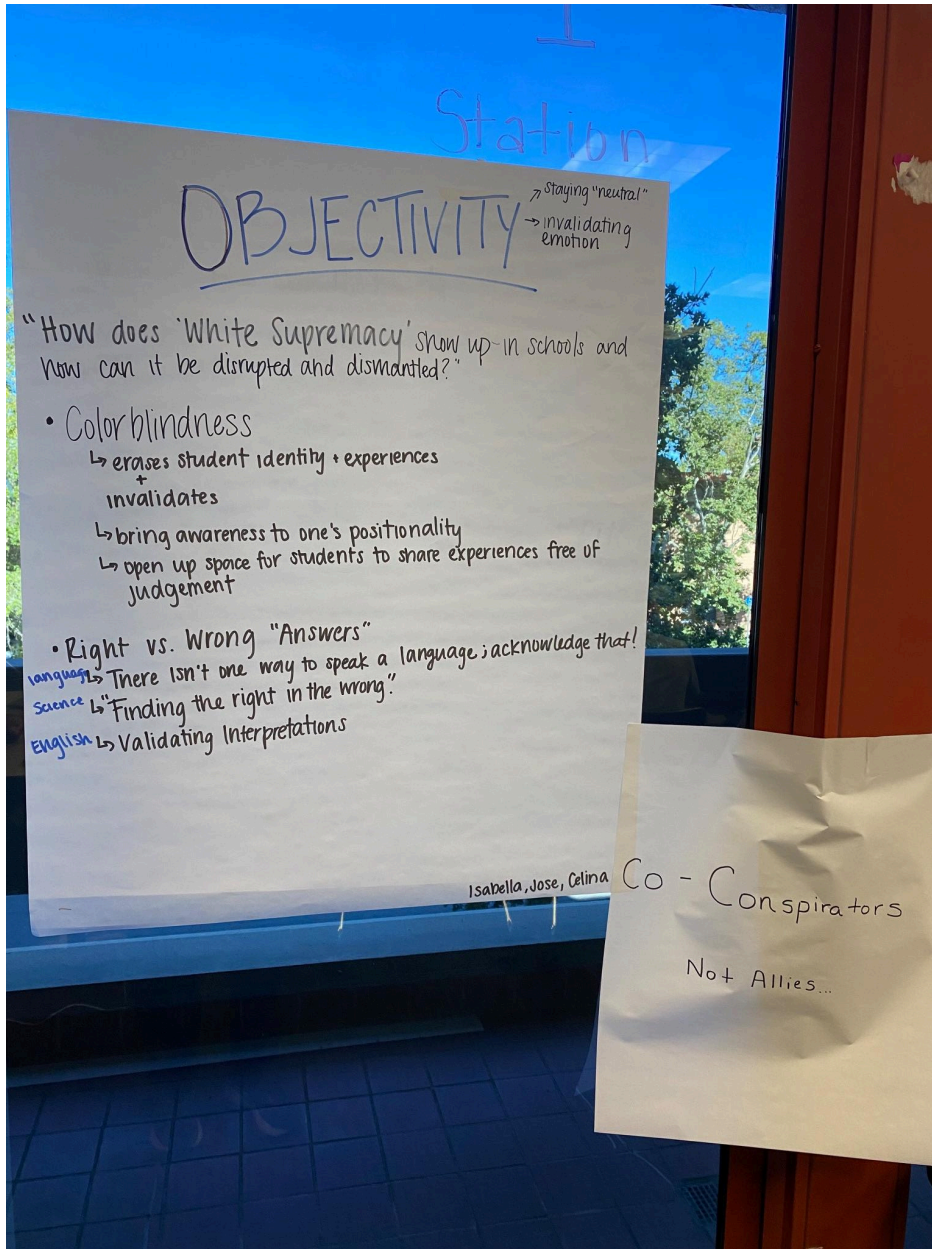
SAT. GPA  
# IB  
grades A.C.T.  
\$\$

Personal cost of "success"



Group 13 - Objectivity





Group 14 - Right to Comfort

BRANDAN F. & VICTOR S

# RIGHT TO COMFORT

