



NOTE TO TEACHER:

LESSON DIRECTIONS

This lesson has student-facing activity guides for each "part" of this unit.

To access the student activity guides for the unit, click the links below.

- Part One: <u>Systems & Expressions of Power</u> (<u>Unit 2, Part 1</u>)
- Part Two: <u>Systems of Oppression (Unit 2, Part 2)</u>
- Part Three: White Supremacy (Unit 2, Part 3)





Navigation Page



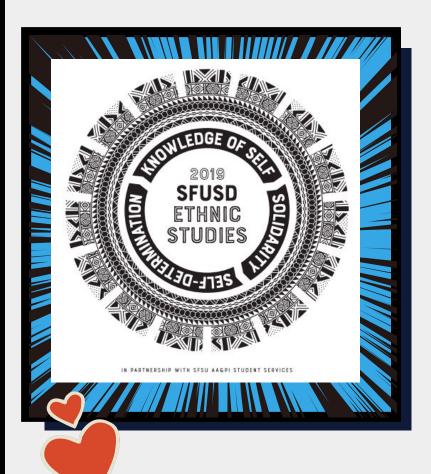




Take detailed notes wherever you see the pencil icon!



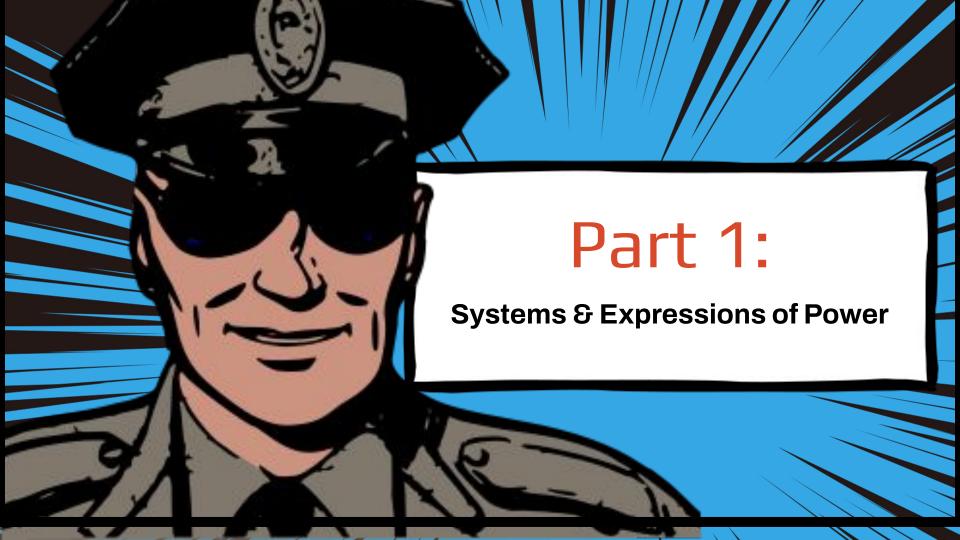
The home icon will take you back home!





SFUSD Ethnic Studies Guiding Principles

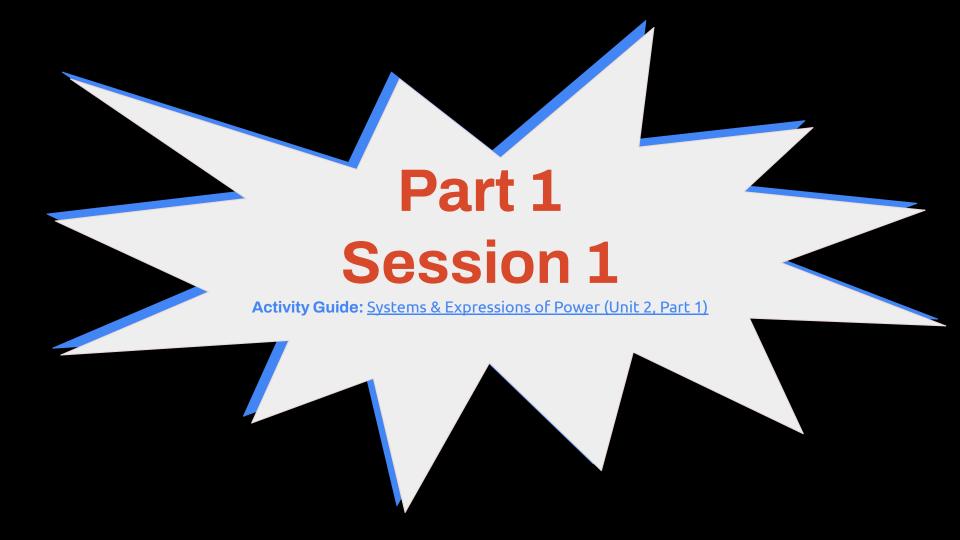
- 1. Knowledge (and love) of self: the process of learning one's own history
- 2. Solidarity: unity or agreement among individuals with a common interest
- 3. **Self-determination:** the process by which a person controls their own life



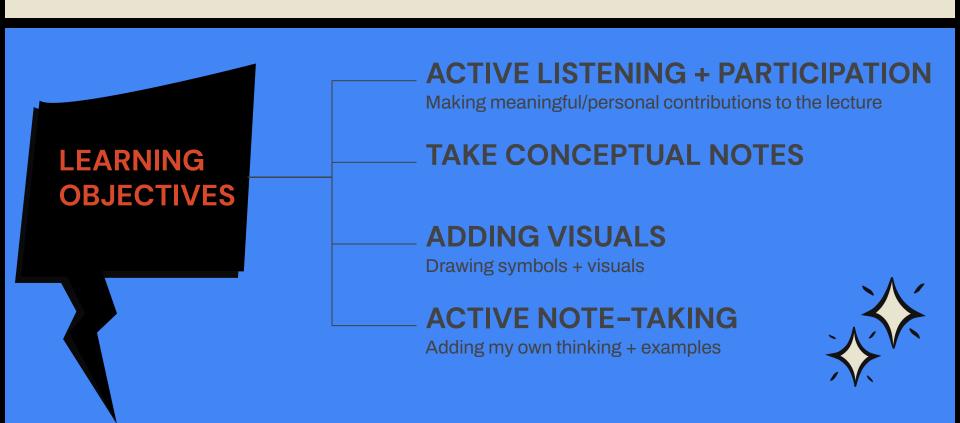








Systems & Expressions of Power



Warm-Up: Systems & Power

<u>Directions</u>: Read all questions. You may choose a few questions to answer or go more in depth with 1 question.

You are encouraged to <u>write</u>, make a <u>bulleted list</u>, <u>draw pictures/symbols</u>, etc.



What do you think of when you hear the word **power**?

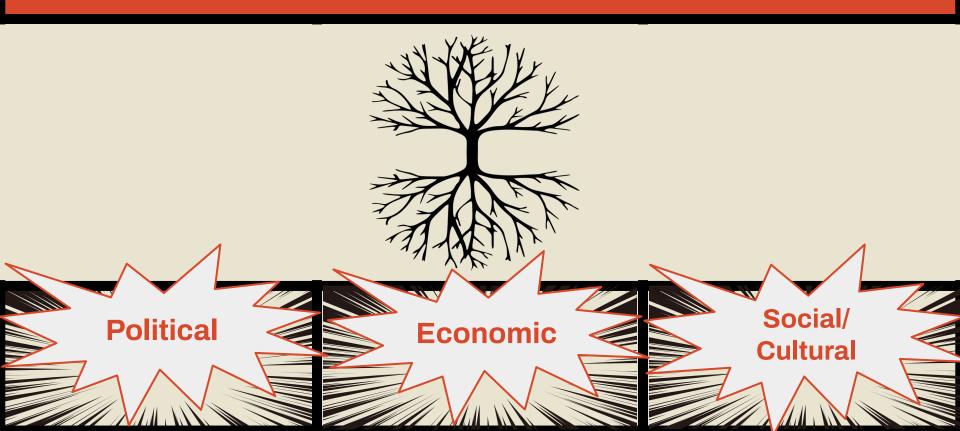
What is your own definition of **power**?

What part(s) of your life you do you NOT have control over?

*What are part(s) of your life YOU HAVE control over?

- Our rights \rightarrow how we use them
- Actions → words (written/verbal), behaviors (how we treat people), physical things we do (daily life activities, health, thoughts (beliefs), motivation/effort into education/class (grades)
- Relationships (social)

3 Systems





Political





What is political power?

An organized way groups of people make decisions

What does this look like?

- Forms of Government / Power Structures
- Laws & Policies

What are examples of this?

- Democracy (branches of gov't)
- School system (principal, superintendent, school board, student leaders)
- Monarchy (royals, heirs)
- Workplaces → CEO, management, employees, shareholders



In your note-taker answer: What are other examples of political power?

^{*}rooted in social + cultural systems (deep beliefs, ideas, principles)



Economic





What is economic power?

An organized way to fulfill people's needs and/or wants

What does this look like?

- What goods/services should be produced € for who?
- How should these goods/services be produced?
- Who profits off of these goods/services being provided?

What are examples of this?

- Socialism
- Communism
- Capitalism



In your note-taker answer: What are other examples of economic power?



Social Cultural





What is social cultural power?

An organized way groups of people make decisions

What does this look like?

- Forms of Government / Power Structures
- Laws & Policies

What are examples of this?

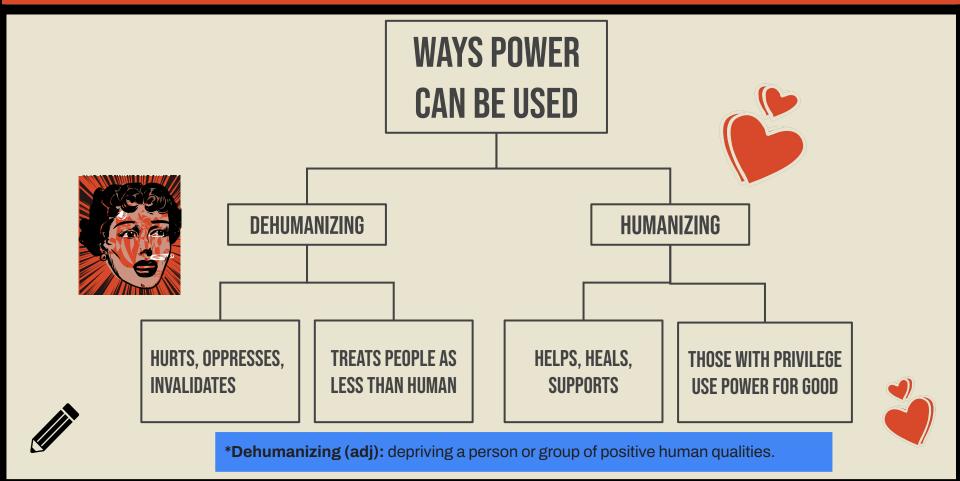
- Democracy (branches of gov't)
- School system (principal, superintendent, school board, student leaders)
- Monarchy (royals, heirs)
- Workplaces → CEO, management, employees, shareholders



In your note-taker answer: What are other examples of social cultural power?

^{*}rooted in social + cultural systems (deep beliefs, ideas, principles)

Humanizing Power vs. Dehumanizing Power



Activity no. 1



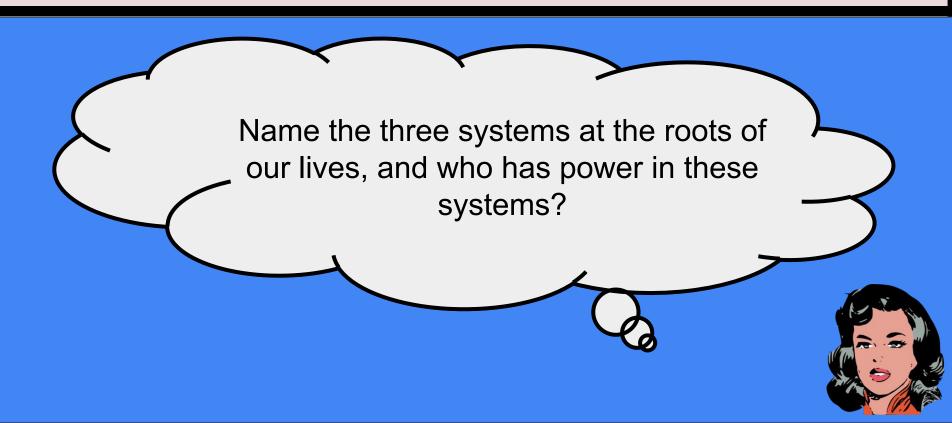
In groups:

Complete activity no. 1 on your activity sheet by...

- Sorting the humanizing from the dehumanizing examples of power.
- Choosing 3 examples to qualify your answers for, with your group members.



Warm-up: Expressions of Power





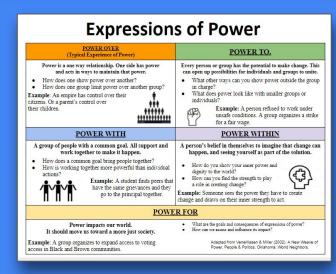
Explore how power operates

How do those with power maintain their power and exert their influence?

How do those interested in change find and exert their power?

This lens examines **5 ways** that power is expressed beyond the typical binary thinking that is limited to 'those who have power control those who don't.'

Exploring a wider range of the expressions of power provides us a more **nuanced** ability to conceptualize & talk about power.



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Adapted from VeneKlasen & Miller (2002). A New Weave of Power, People & Politics. Oklahoma: World Neighbors.

happen.

POWER OVER (Systems of Oppression) **POWER TO (Agency)** Power is a one way relationship. One side has power Every person or group has the potential to make change. This can open up possibilities and acts in ways to maintain that power. for individuals and groups to unite. • What other ways can power show outside the group in charge? How does one show power over another? • How does one group limit power over another group? • What does power look like with smaller groups or individuals? **Example:** An empire has control over their **Example:** A person refused to work under unsafe conditions. They begin to express this to others in hopes to make a change. citizens. Or a parent's control over their children. POWER WITH (Solidarity) POWER WITHIN (Internalized Power) A group of people with a common goal. All support and work together to make it A person's belief in themselves to imagine that change can happen, and seeing

• How does a common goal bring people together?

• How is working together more powerful than individual actions?

Example: A group organizes a strike for a fair wage.



- yourself as part of the solution for resisting systems of oppression. • How do you show your inner power and dignity to the world?
- How can you find the strength to play a role in creating change?

Example: Someone sees the power they have to create change and draws on their inner strength to act.



POWER FOR (Aspirational)

Power impacts our world. Community members have aspirations for justice and social change.

Example: A group organizes to expand access to voting access in Black and Brown communities.

- What are the goals and consequences of expressions of power?
- What are the communities aspirations for change?
- What are the community's dreams for justice?
 - How can we assess the impact of expressions of power?





POWER OVER (SYSTEMS OF OPPRESSION)

Power is a one way relationship. One side has power & acts in ways to maintain that power and dominate others.

- How does one show power over another?
- How does one group limit power over another group?

Example: An empire has control over their citizens. Or a parent's control over their children.

My Example:



POWER TO (*AGENCY)

Every person or group has the <u>potential</u> and <u>ability</u> to make change and exert influence. This can open up possibilities for individuals and groups to unite.

- What other ways can power show outside the group in charge?
- What does power look like with smaller groups or individuals?



Example: A person working under unsafe conditions has the power to boycott and speak up against the employer

My Example:

Agency (n). sense of agency refers to the feeling of control over actions and their consequences.

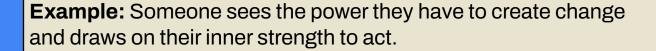


POWER WITHIN (INTERNALIZED POWER)

A person's <u>belief in themselves</u> to imagine that change can happen, and seeing themselves as part of the solution for systems of oppression.

The capacity to imagine, have hope, and persevere.

- How do you show your inner power and dignity to the world?
- How can you find the strength to play a role in creating change?





My Example:

*Internalize (v): make (attitudes or behavior) part of one's nature by learning or unconscious assimilation.



POWER WITH (SOLIDARITY)

A group of people with a common goal that support each other and work together to make it happen. Strength based on mutual support & solidarity.

- How does a common goal bring people together?
- How is working together more powerful than individual actions?

Example: A group organizes a strike for a fair wage.



My Example:

*Solidarity: (n) unity or agreement of feeling or action, especially among individuals with a common interest; mutual support within a group.



POWER FOR (ASPIRATIONAL)

Power impacts our world.

Community members have <u>aspirations</u> for justice and social change through the goals + impact of our actions.

- What are the goals and consequences of expressions of power?
- What are the communities aspirations for change?
- What are the community's dreams for justice?
- How can we assess the impact of expressions of power?



Example: A group organizes to expand voting access in Black and Brown communities.

My Example:

Power

- Watch the video of the San Francisco youth-led George Floyd Protests of 2020
- While you are watching the video, think about:
 - Power over...
 - □ Power to...
 - Power with...
 - Power within...
 - Power for...



DIRECTIONS: ADD TO YOUR NOTEBOOK. WORK IN PARTNERS.

<u>USE VOCABULARY:</u> indoctrinate, oppress, marginalized, system, privilege, agency, solidarity, humanize / dehumanize, internalize, empower

EXAMPLES	Power Over	Power To	Power Within	Power With	Power For
2020 Mission High School George Floyd Protests	•				•

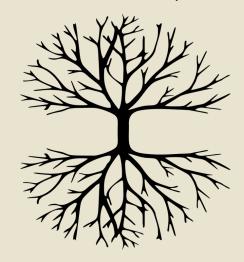
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Warm-up

Look at the image to the right and describe what you see.
What do you think is the meaning of the symbol to the right? How do you know? Explain.

Systems
(Political, Economic,
Social/Cultural)



Society

DIRECTIONS: ADD TO YOUR NOTEBOOK. WORK IN PARTNERS.

<u>USE VOCABULARY:</u> indoctrinate, oppress, marginalized, system, privilege, agency, solidarity, humanize / dehumanize, internalize, empower

EXAMPLES	Power Over	Power To	Power Within	Power With	Power For
	•	•	•	•	•
Your School					

ACTIVITY DIRECTIONS

- Partners will group up (Partner group = 2 students)
- 2. Partners will read and discuss an SFUSD document or article from the next two slides.
- 3. Then, partners will fill in the chart examining expressions of power. Including:
 - · Power Over (dominating other),
 - Power To (ability of all people and groups to exert influence),
 - Power With (strength based on mutual support and solidarity)
 - Power Within (the capacity to imagine, have hope, and persevere)
 - Power For (the big picture goal and impact of our actions)



SOURCE A: SFUSD + SCHOOL DOCUMENTS



Student + Family

- SFUSD Student's Right to Protest
- SFUSD Student Behavior Policies

Board of Education

- SFUSD Board of Education Members
- What is the Board of Education?

Teachers

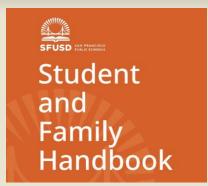
- <u>Teacher Contract</u>
- Teacher Union: <u>United Educators of San Francisco (UESF)</u>

Ethnic Studies

- SFUSD Ethnic Studies
- Ethnic Studies Course Syllabus

OUR SCHOOL SITE DEPARTMENTS, CLUBS, COMMUNITY GROUPS

ADD HERE







SOURCE B: SFUSD ARTICLES

Admissions Process (Lowell & SOTA)

• SF Chronicle: "Lowell admissions could change again, sparking new controversy for SFUSD"

School Board / Teacher Working Conditions

- NPR Article: "San Francisco Voters Recall 3 School Board Members"
- KTVU: "SF Teachers Union Says Walkout is Possible if Safe Working Conditions Not Met"

Students against Climate Change

SF Examiner: "Climate Strike Organizers say SFUSD Blocked Student Participation"

Students Against Sexual Assault

- Mission Local: "Students Demand Justice, Accountability on Sexual Assault"
- SF Chronicle: <u>"They Have Failed to Protect Us: S.F. Students Walk Out Over Sexual</u>
 Assault Concerns"

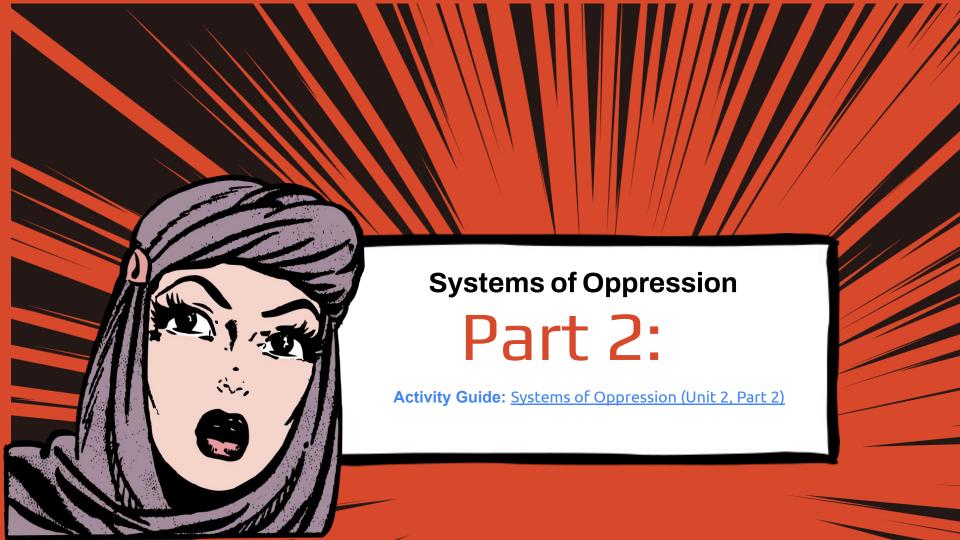


DIRECTIONS: ADD TO YOUR NOTEBOOK. WORK IN PARTNERS.

<u>USE VOCABULARY:</u> indoctrinate, oppress, marginalized, system, privilege, agency, solidarity, humanize / dehumanize, internalize, empower

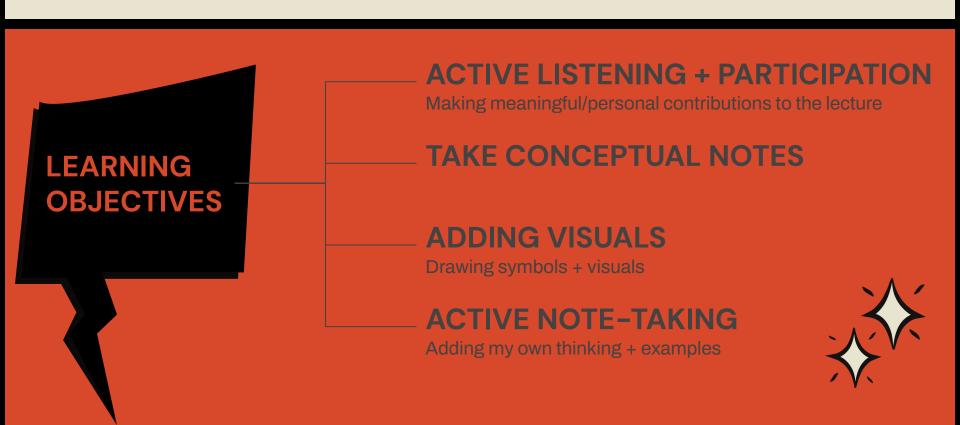
EXAMPLES	Power Over	Power To	Power Within	Power With	Power For
	•	•	•	•	•
SFUSD &					
Related					
Issues					

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PRIVILEGE, ALLYSHIP, SOLIDARITY



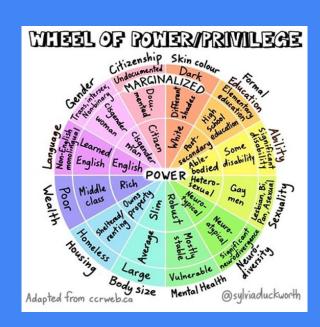
Warm-Up: Privilege, Allyship, Solidarity

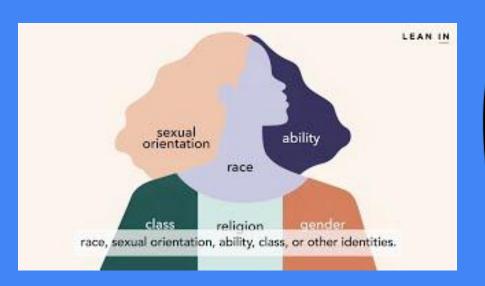


WARM UP

- Looking at this Wheel of Privilege, what is one privileges that you might share with another person in the room?
- 2. How does having privilege(s) give you power / control?

Privilege (noun): a right or immunity granted as a peculiar benefit, advantage, or favor





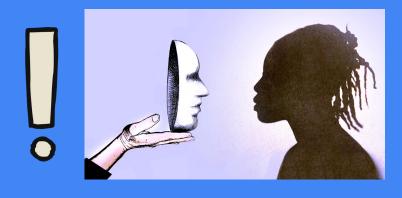
Based on this video about privilege, what do you understand privilege to mean in the context of Ethnic Studies?







- Merriam-Webster (2016) defines privilege as the following:
 - a right or immunity <u>granted</u> as a peculiar benefit, advantage, or favor
- Ethnic Studies states that privilege is...
 - unearned access to social power (economic, political, cultural advantages) based on membership in dominant social group at the expense of marginalized groups





Based on 2 concepts:

- An individual is given unearned advantages that are highly valued but restricted to certain groups
- A group is given control &
 power, and this group may use their privileges to exert even more power & influence

EXAMPLES OF PRIVILEGE



Cisgender: a description for a person whose gender identity & gender expression and biological sex all align



- It's important to recognize...
 - Privilege is a part of the reality that helps some while it impedes others' experiences
 - Being a part of a certain group may not necessarily directly guarantee or determine a specific social outcome..



- → intersectionality may still play a part in how people are viewed/treated
 - → these identity characteristics hold **influence** due to stereotypes, bias, discrimination, etc.

Intersecting Privilege



Draw a line & copy down 5+ "axis" points that apply to you.



Privilege Activity





Complete the Privilege Auction activity as a class!

- What did you notice?
- How did it feel to do this activity?



Privilege Auction

Decide as a group which privilege you would like to bid for with your given your budget.

Dollar Amount:

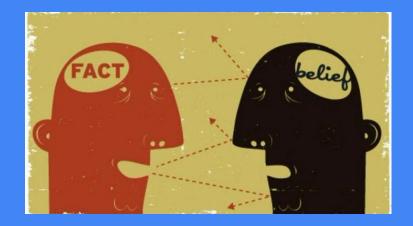
- Using public restrooms and restrooms at work without fear of verbal abuse, physical intimidation, or arrest.
- 2. Being able to receive medical care, including emergency medical care, without worrying that your identities affect the quality of care that you receive.
- 3. Traveling out of the country without fear of coming back into the country.
- 4. Having multiple positive role models (celebrities, social media influencers, musicians, writers, artists, etc).
- Being able to buy clothes without hesitation or fear of being mocked, questions, or made uncomfortable.
- Feeling unthreatened and safe in your interactions with authority figures and police officers.
- 7. Having health insurance.
- Kissing/hugging/being affectionate in public without discomfort, threat, or punishment.
- 9. Applying for a job/promotion without worrying about your name or identities will hold you back.
- 10. Being able to pay for college.
- 11. Being able to walk around at night by yourself without fear of being attacked because of your gender/sexuality.
- 12. Being able to study/learn about your ethnicity in school.
- 13. Being able to live with your parents.
- 14. Being able to walk upstairs without help or support.
- 15. Living in a neighborhood without crime, violence, and drugs.



Bias & Isms



- **Bias:** conscious or unconscious prejudice against an individual or group based on their identity
 - Racial bias = belief
 - When the bias/belief translates into action \rightarrow racism
- Racism = individual & group-level processes/structures that are implicated in the reproduction of racial inequality
 - Systemic Racism = happens when these structures or processes are carried out by groups with power (gov't, businesses, schools, etc.)



Additional Resources



WHAT IS WHITE PRIVILEGE, REALLY?

Recognizing white privilege begins with truly understanding the term itself

BY CORY COLLINS



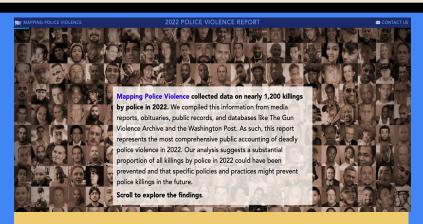




Preview of the Article:

"White privilege is *not* the suggestion that white people have never struggled. Many white people do not enjoy the privileges that come with relative affluence, such as food security. Many do not experience the privileges that come with access, such as nearby hospitals."

"And white privilege is *not* the assumption that everything a white person has accomplished is unearned; most white people who have reached a high level of success worked extremely hard to get there. Instead, **white privilege should be viewed as a built-in advantage**, separate from one's level of income or effort."



Preview of Website:

Mapping Police Violence visually shows us the comprehensive public accounting of deadly police violence.

We cannot deny that **bias**, **discrimination**, **racism**, **prejudice** are interwoven into many incidents involving police (social system)



DIRECTIONS: You must copy down the bolded words/phrases at minimum.

- is an **active**, **consistent**, **and arduous practice** of unlearning and re-evaluating, in which a person in a position of privilege/power seeks to operate in solidarity with a marginalized group
- is **not an identity**—it is a **lifelong process** of building relationships based on trust, consistency, and accountability with marginalized* individuals and/or groups of people
- is not self-defined—our work and our efforts must be recognized by the people we seek to ally ourselves with
 - it is important to be intentional in how we frame the work we do:
 i.e. we are showing support for..., we are showing our commitment
 to ending [α system of oppression] by..., we are using our privilege to
 help by...

Responsibilities Allyship (1)



DIRECTIONS: Paraphrase the bolded phrases

- we actively acknowledge our privilege and power and openly discuss them: we recognize that as recipients of privilege we will always be capable of perpetuating systems of oppression from which our privilege came
- we listen more & speak less: we hold back on our ideas, opinions, and ideologies, and resist the urge to "save" the people we seek to work with as, with adequate resources and support, they will figure out their own solutions that meet their needs
- we do our work with integrity and direct communication: we take guidance and direction from the people we seek to work with (not the other way around), and we keep our word
- we do not expect to be educated by others: we continuously do our own research on the oppressions experienced by the people we seek to work with, including herstory/history, current news, and what realities created by systems of oppression look/feel like.



Responsibilities Allyship (2) 🧳

DIRECTIONS: Paraphrase the bolded phrases

- we build our capacity to receive criticism, to be honest and accountable with our
 mistakes, and recognize that being called out for making a mistake is a gift—that it is an
 honour of trust to receive a chance to be a better person, to learn, to grow, and to do things
 differently
- we embrace the emotions that come out of the process of allyship, understanding that we will feel uncomfortable, challenged, hurt
- our needs are secondary to the people we seek to work with: we are responsible for our self-care and recognize that part of the privilege of our identity is that we have a choice about whether or not to resist oppression; we do not expect the people we seek to work with to provide emotional support (and we're grateful if they do)
- we do not expect awards or special recognition for confronting issues that people have to live with every day and redirect attention to the groups we are supporting, and the issues they face, when we do
- we are not acting out of guilt, but rather out of responsibility



Roles and Opportunities for Allyship



DIRECTIONS: Give concrete example of what the phrases in bold will look like.

ROLES OF AN ALLY

we act out of a genuine interest in challenging larger oppressive power structures

- we are here to support and make use of our privilege and power for the people we seek to work with
- we turn the spotlight we are given away from ourselves and towards the voices of those who are continuously marginalized, silenced, and ignored; we give credit where credit is due
- we use opportunities to engage people with whom we share identity and privilege in conversations and learning opportunities about oppression experienced by those we seek to work with



Marginalized (adj) (of a person, group) treated as insignificant; excluded. Social disadvantage and relegation to the fringe of society.

Roles and Opportunities for Allyship

DIRECTIONS: Write three bullet points that you would like to consider more.

OPPORTUNITIES TO PRACTICE ALLYSHIP

we act with intention to hold awareness and consistently reflect

- how much space are we taking up in conversations? in rooms? in organizing?
- how do we actively improve access to our meetings? our actions?
- how are our identities taking up space? physically? verbally?
- how much do we know about the people we seek to work with? what are our assumptions and from wher
- who are we leaving behind? who is left out?



Solidarity

DIRECTIONS: Write a one sentence summary about what solidarity means.

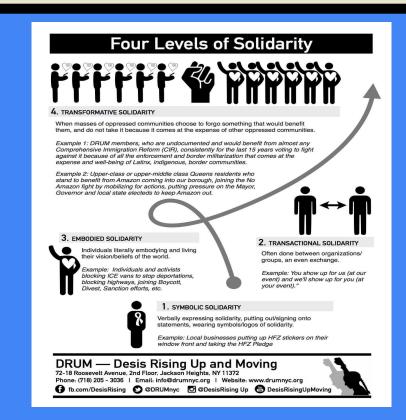
- <u>Deep</u> unity or agreement of feeling or action, especially among individuals with a common interest (*in contrast to "allyship" which can be performative*)
 - Through solidarity, we have the full recognition of the destructiveness of oppression to all of humanity
 - Acknowledgement that our collective well-being is interwoven.
 - True solidarity may require us to give up power and/or to risk our safety, our jobs, our secure place in any social hierarchy, our friendships & family relationships in service to a larger movement



Solidarity 🧳

NOT ALL SOLIDARITY IS THE SAME





More context:

DRUM (Desis Rising Up & Moving), an organization founded in 2000 to build the **power** off South Asian and Indo-Caribbean low wage immigrant workers, youth, and families in New York City to win economic and educational justice, and civil and immigrant rights

Solidarity



SYMBOLIC SOLIDARITY

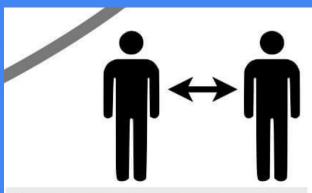
Verbally expressing solidarity, putting out/signing onto statements, wearing symbols/logos of solidarity.

Example: Local businesses putting up HFZ stickers on their window front and taking the HFZ Pledge

More context: In New York, local businesses fought against luxury real-estate developers → HFZ Article

Your Example: _____

Solidarity /



2. TRANSACTIONAL SOLIDARITY

Often done between organizations/ groups, an even exchange.

Example: You show up for us (at our event) and we'll show up for you (at your event)."

More context: <u>History of Solidarity</u> between Asian and Black Americans

Your Example: _____

Solidarity **

3. EMBODIED SOLIDARITY



Individuals literally embodying and living their vision/beliefs of the world.

Example: Individuals and activists blocking ICE vans to stop deportations, blocking highways, joining Boycott, Divest, Sanction efforts, etc.

More context: ICE protests

Your Example	<u> </u>
--------------	----------

Solidarity /



4. TRANSFORMATIVE SOLIDARITY

When masses of oppressed communities choose to forgo something that would benefit them, and do not take it because it comes at the expense of other oppressed communities.

Example 1: DRUM members, who are undocumented and would benefit from almost any Comprehensive Immigration Reform (CIR), consistently for the last 15 years voting to fight against it because of all the enforcement and border militarization that comes at the expense and well-being of Latinx, indigenous, border communities.

Example 2: Upper-class or upper-middle class Queens residents who stand to benefit from Amazon coming into our borough, joining the No Amazon fight by mobilizing for actions, putting pressure on the Mayor, Governor and local state electeds to keep Amazon out.

More context:
DRUM NYC

No Amazon in Queens

Your Example: _____

Exit Ticket

Read the quote and explain what you think it means...

"The pursuit of full humanity, however, cannot be carried out in isolation or individualism, but only in fellowship and solidarity; therefore it cannot unfold in the antagonistic relations between oppressors and oppressed. No one can be authentically human while he prevents others from being so."

- Paulo Freire, Brazilian educator & philosopher



Warm-Up: C.R.A.A.S.H.



CRAASH

Classism, Racism, Ageism, Ableism, Sexism, and Heterosexism



We will look at infographics about "isms"

These infographics look like the infographics we will be making later at the end of the unit.



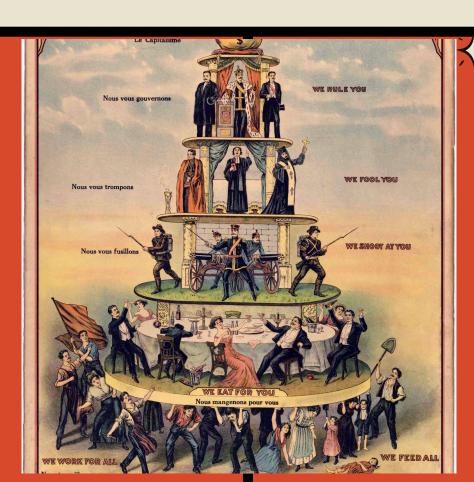
CRAASH- Classism

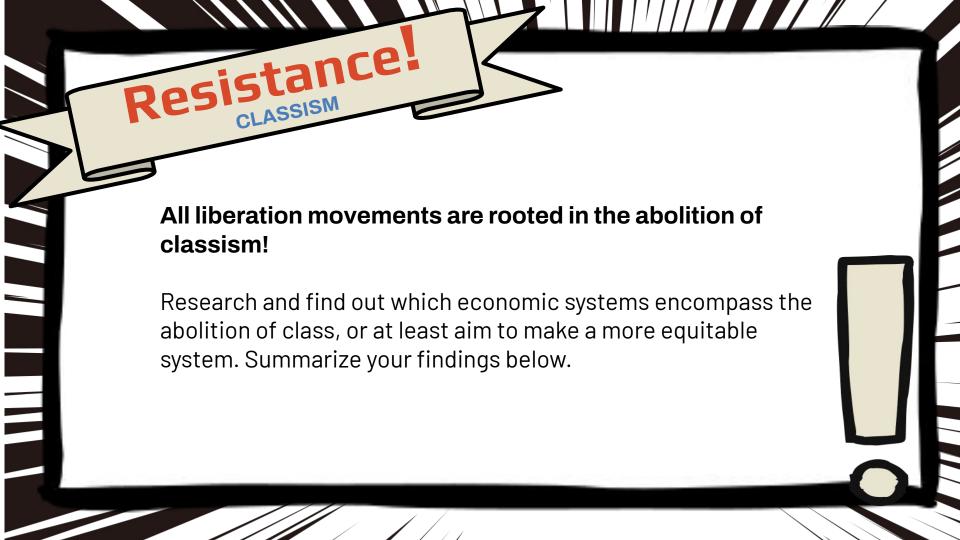
Classism:

Looking at this representation of classism, who has ruling power?

Who has the people power to overturn the system?

How does this reflect our reality today?





CRAASH- Racism

Anti-AAPI hate has led to increased fear.

A 2021 nationwide survey of AAPIs found that:

ONLY HALF (49%)

of AAPIs felt safe going out.

TWO IN THREE (65%)

worried about the safety of family members and elders.

ONE IN THREE (32%)

parents were concerned about their child being a victim of anti-AAPI hate or discrimination in unsupervised spaces and on the way to school.¹⁴ Among Asian Americans who experienced a hate incident reported to Stop AAPI Hate, almost all **(95%)** viewed the U.S. as more dangerous for them. ¹⁵

Elders ages 60 and older are especially vulnerable to fear. Nearly all **(98%)** of Asian elders who experienced hate incidents believed the United States has become more physically dangerous for Asian Americans.¹⁶

Hate has had a devastating impact on mental health. Among Asian American individuals who experienced a hate incident reported to Stop AAPI Hate,

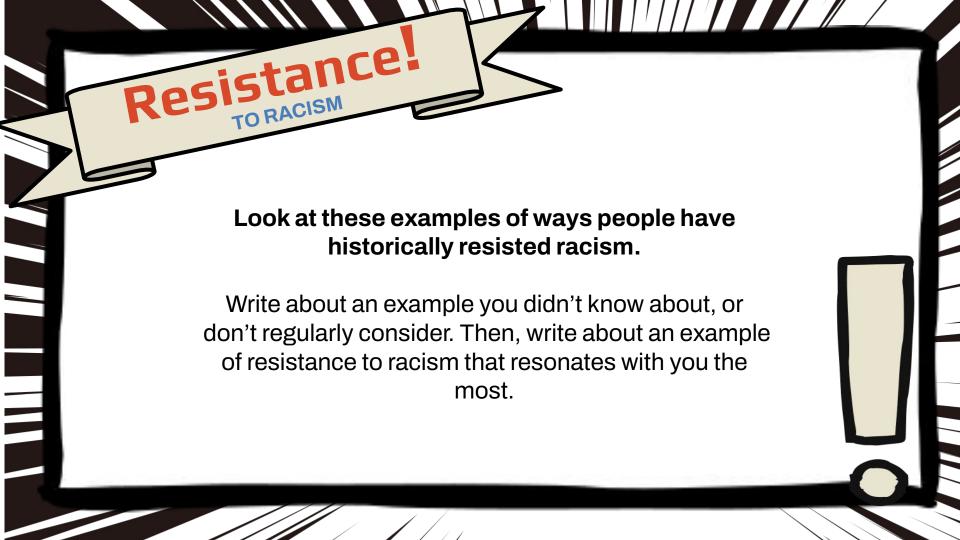
ALMOST HALF (49%) reported depression or anxiety

ALMOST THREE-QUARTERS (72%)

named discrimination against them as their greatest source of stress, even ahead of their health concerns during the pandemic.¹⁷

Racism:

What are other examples of racism that you're already familiar with?





CRAASH- Ageism

Ageism:

In a white supremacist, capitalist system, a human is only worth as much as their contribution to the workforce, and their ability to create wealth for already wealthy corporation owners and stakeholders.

According to this thinking, why would elders in the workforce experience discrimination?

Older Workers and Age Discrimination

The Age Discrimination in Employment Act (ADEA), signed into law in 1967, forbids discrimination in the workplace against anyone 40 or older. A recent survey shows that many workers still believe there are signs of age discrimination on the job today.

1 in 5 workers in the U.S. is

or older



of workers say they have seen or experienced of workers say they have seen of earling age discrimination in the workplace.

of adults believe age discrimination begins among workers in their 50s.

Staying Ahead of the Curve 2013: AARP Multicultural Work and Career Study Perceptions of Age Discrimination in the Workplace - Ages 45-74





HOW YOU CAN STAND UP AGAINST AGEISM:



ADVOCATE for fair treatment



PUSH for age diversity in your community



SOCIALISE with people of different ages



STAND UP against ageism when you see it

Which of these will you do in your everyday life?

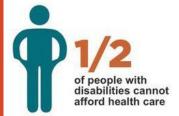
How will you implement this?



CRAASH- Ableism

Better health for people with disabilities





They are: 50%

more likely to suffer catastrophic health expenditure



These out-of-pocket health care payments can push a family into poverty

Rehabilitation and assistive devices can enable people with disabilities to be independent





360 MIL

people globally have moderate to profound hearing loss.

Production of hearing aids only meets:

10% of globa

3% of developing countries' need

Ableism:

These are examples of how ableism shows up for individuals financially, and materially.

What do you imagine the psychological or social toll of ableism might be?





Watch this trailer for the documentary, Crip Camp answer the following question:

What was the impact of this group's resistance to ableism in policy.

Then, be ready to discuss.





CRAASH- Sexism



Sexism:

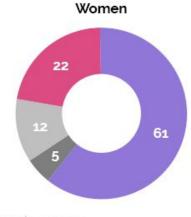
We see that sexism negatively affects the safety of women.

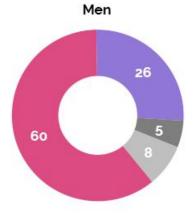
How does sexism negatively affect women in the workplace, sports, in the media, etc?

Six in ten women regularly take precautions to avoid sexual assault

In general, do you or do you not take precautions on a regular basis to protect yourself from being sexually assaulted? (%)

- I do take precautions on a regular basis to protect myself from being sexually assaulted
- I do not take precautions on a regular basis to protect myself from being sexually assaulted
- Don't know
- Prefer not to say





YouGov yougov.com

March 19 - 20, 2019



Starring women actors get paid, on average, 25% less than starring male actors.

Colman Domingo's new film, Sing Sing, has a cast and crew where everyone is paid the same despite their sex, or even their role in the cast and crew!

Watch <u>his speech</u> detailing why he chose to do this.

Now, come up with another area where we can ensure men and women receive fair and equitable treatment, or payment.



CRAASH- Heterosexism

Heterosexism:

Where else does heterosexism appear in our lives?



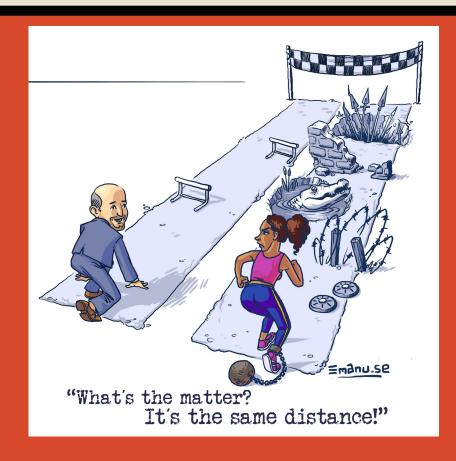




How does drag queen story hour disrupt the cycle of heterosexism for young minds?

White Male Privilege

Come up with a definition for white male privilege based on this image.



White Male Privilege



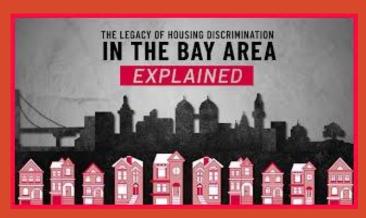
Read this <u>article</u> on White Male Privilege.

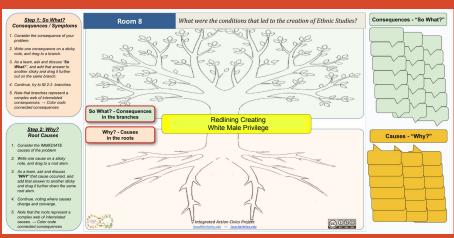
Following that, think of some other analogies to illustrate the way "white male privilege" works and write them down.

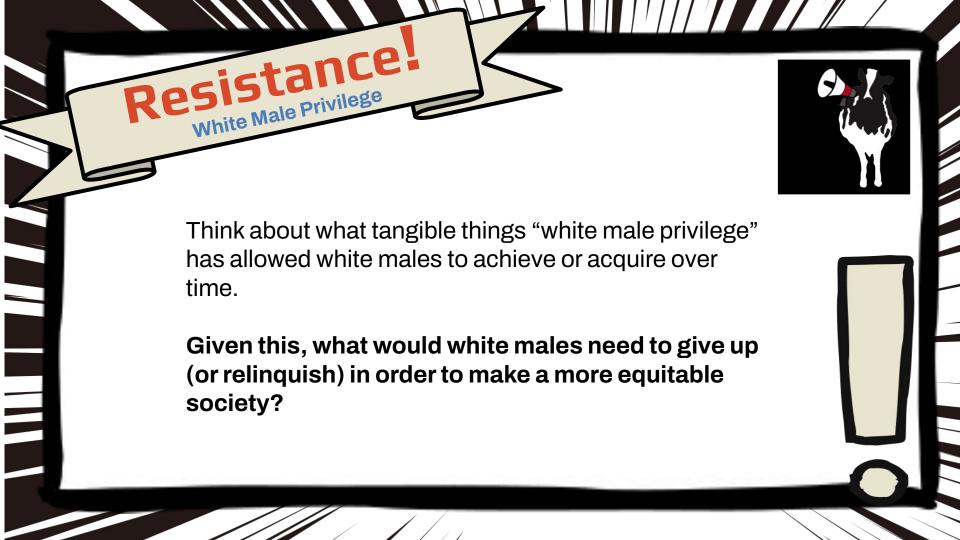
White Male Privilege

White male privilege isn't a matter of perception or opinion- it has been created over many years through government policy.

One way, white wealth, and therein, white male privilege has been intentionally created is through a process called "redlining." Watch this video on redlining, and complete the cause/effect tree on the ways

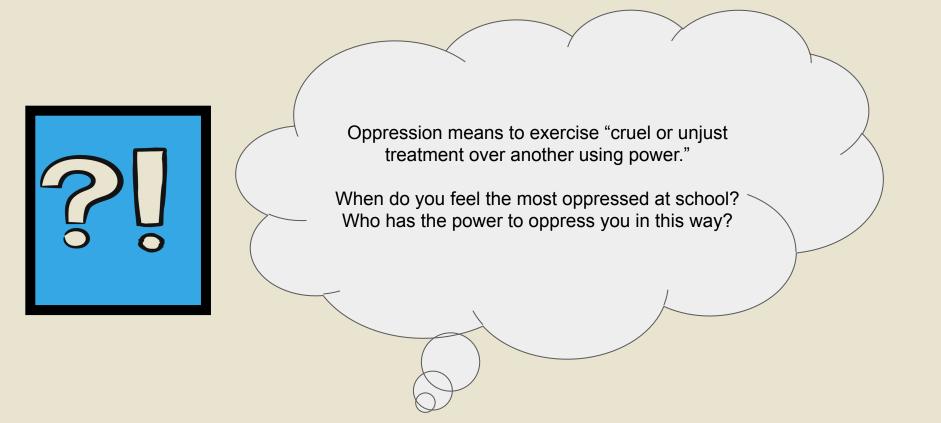








Warm-Up: 4 I's of Oppression





4 I's of Oppression



Directions:

Make a T-Chart that includes (4) four things you notice and (4) four things you wonder about.

4 I's of Oppression



In groups, read the definition for one of the 4 I's of Oppression, and create your own definition to share with the class.







4 I's of Oppression

How do forms of oppression cause other forms of oppression?

Give examples based on this Key & Peele sketch.



CRAASH & 4 I's of Oppression





Watch "Mean Girls" as a class and complete the corresponding activity sheet.







Ideological Resistance



The **BELIEF** that all people are deserving of rights, justice, and humanity.

The **BELIEF** that the oppressed are worthy of love.



Example of Ideological Resistance: Black Lives Matter





<u>From Black Lives Matter</u>: "We affirm our humanity, our contributions to this society, and our resilience in the face of deadly oppression. The call for Black lives to matter is a rallying cry for ALL Black lives striving for liberation."

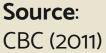
BLM is a decentralized political and social movement that seeks to highlight racism, discrimination, and racial inequality experienced by black people. Its primary concerns are incidents of police brutality and racially motivated violence against black people.

Important: Stating that Black Lives Matter does not mean that other lives don't. Saying Black Lives Matter asks us (as individuals & members of institutions) to address white supremacy culture and systemic racism.

Example of Ideological Resistance:

Angela Davis & Prison Abolition





Abolish
prisons, says
Angela Davis,
who questions
the efficacy,
morality of
incarceration.

I DON'T HATE WHITE PEOPLE

HATE THE SYSTEM OF WHITE SUPREMACY THAT GIVES THEM ASYMMETRICAL POWER & UNMERITED PRIVILEGE.

I DON'T HATE COPS

I HATE THE **PATTERN OF POLICE BRUTALITY** THAT SYSTEMATICALLY **HARASSES** & **KILLS BLACK PEOPLE** & OTHER PEOPLE OF COLOR **WITH IMPUNITY**.

I DON'T HATE SOLDIERS

I HATE THE HORROR OF WAR THAT TERRORIZES THE MOST POLITICALLY & ECONOMICALLY VULNERABLE AMONG US.

I DON'T HATE RICH PEOPLE

I HATE THE **SYSTEM OF CAPITALISM** THAT CREATES AN **ELITE 1%** AT THE EXPENSE OF THE REST OF US.

IT IS PRECISELY BECAUSE OF MY LOVE FOR HUMANITY THAT I GET ENRAGED AT SYSTEMS THAT PREVENT PEOPLE FROM FLOURISHING & BEING FREE.

IT'S FRUSTRATING TO SEE MY RIGHTEOUS ANGER AT UNJUST SYSTEMS INTERPRETED AS HATRED FOR INDIVIDUALS, BUT IT'S MORE FRUSTRATING TO SEE THE OPPRESSED SUFFER WHILE THOSE MALADJUSTED TO INJUSTICE REMAIN SILENT.

I WON'T BE SILENT. SILENCE IS VIOLENCE.



COPY THIS DOWN



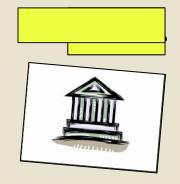
Ideological resistance centers love and humanity.

Ideological resistance prioritizes challenging & going against systems, not individuals.

@NyleFort



Institutional Resistance



2 approaches to institutional resistance:

- 1. **Changing** an institution from within (working in congress, public education)
- Creating a new institution that is built on equity and justice



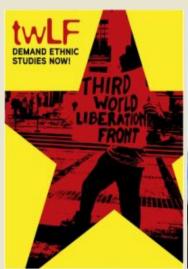


Congress must pass \$2,000 in direct payments and Trump must sign the COVID-relief bill. If not, tens of millions of Americans will lose their unemployment benefits, go hungry and face eviction. This would be a level of governmental cruelty not seen in our lifetimes.

10:33 AM · Dec 24, 2020 · Twitter for iPhone

Examples of Institutional Resistance

1. Changing an institution from within





Fight For ES - SFSU Student Strike

In 1968, a coalition known as the Third World Liberation Front (TWLF) was formed between the Black Student Union and other student groups at San Francisco State University to lead a five month strike on campus to demand a **radical shift in admissions practices** that mostly excluded nonwhite students and in the **curriculum** regarded as irrelevant to the lives of students of color.

2. Creating a new institution built on equity/justice



Abundant Beginnings

"We are a **collectively run, black-led** community education and empowerment initiative that is re-imagining how communities can grow learners **who think critically, live responsibly, and create meaningful change** through curriculum development, community education, Forest Freedom School and Summer camps. We center the needs of those who are currently marginalized from meaningful educational experiences, with an emphasis on Black students, gender expansive and queer students, learners with disabilities, students holding trauma and all the intersections."



Interpersonal Resistance

 Individuals influence others through interactions to rethink the oppressor's actions/ideas
 Actively fighting back through human interactions in words/actions

Class Example(s):

A student is an **upstander*** for her non-binary friend at a party.

Ms. Park addresses microaggressions that occur in the classroom.

Rather than calling students *out*, she calls students *in* to reflect on the harm they may have caused unintentionally and learn from the experience.

*Upstander (n): a person who speaks or acts in support of an individual or cause, particularly someone who <u>intervenes</u> on behalf of a person being attacked or <u>bullied</u>.

Internalized Resistance

- Exercising power within
- Finding strength in yourself
- Using your voice
- Self-love & Self-care

^ Believing & truly internalizing the above

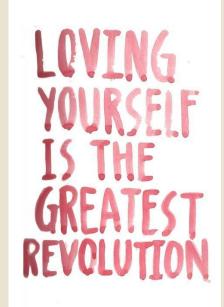


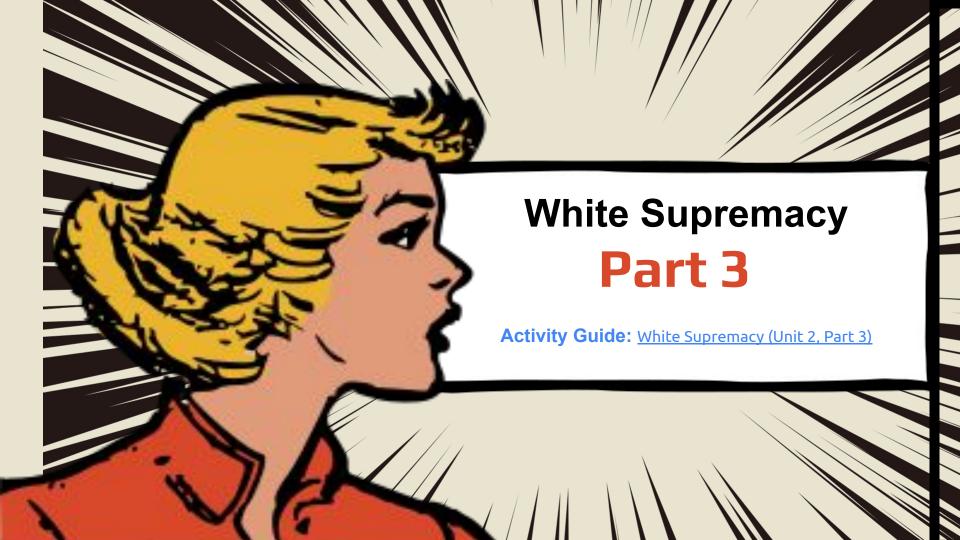
Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare.

— Audre Lorde —

AZ QUOTES







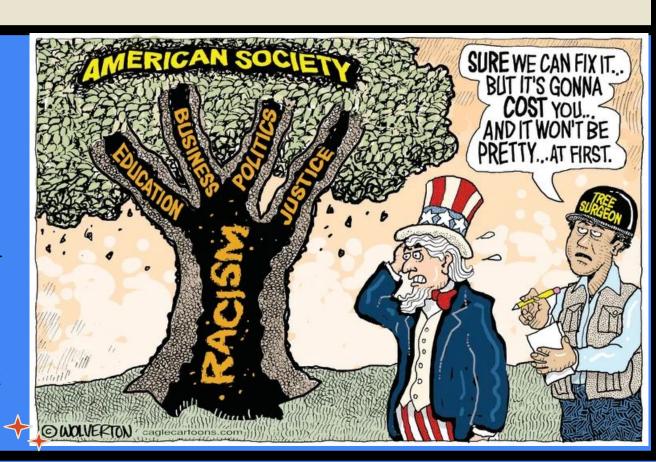




Warm-Up: White Supremacy

Evaluate the political cartoon and answer the following questions.

- 1. What's the message? What point is the cartoonist trying to make?
- 2. What techniques are used?
 How does the cartoonist use symbols, exaggeration, irony, or other techniques to convey their message?
- 3. What's the cartoonist's perspective? What do you think the cartoonist's opinion is on the issue?





White Supremacy

What is Ontological Expansiveness?

When white people believe, act, and think as if all spacesgeographic, bodily, linguistic, economic, spiritualshould be available to them to move in and out of as they please.

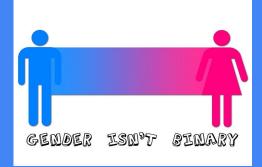




White Supremacy









What boundaries are imposed by white supremacy in our daily lives?







White Supremacy 🏈





In short, white supremacy culture is the widespread ideology baked into the beliefs, values, norms, and standards of our groups, our communities, our towns, our states, our nation... teaching us both overtly and covertly that whiteness holds value, whiteness is value.



White Supremacy



Where does it com?



This mindset stems from a feudal European history of imperialist violence. During the Crusades, European leaders constructed contrasting identities of "virtuous" white European and "savage" Muslim or Jewish Moor to legitimize themselves as rightful rulers.



White Supremacy

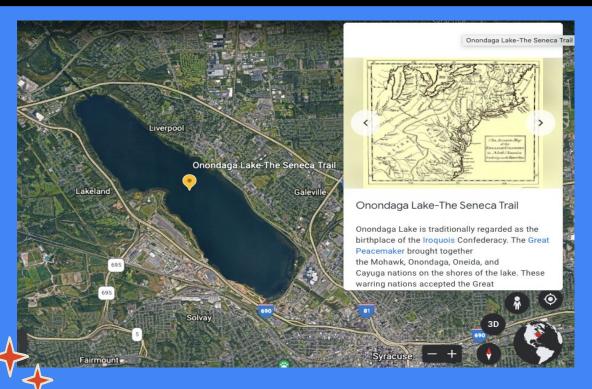


How is it harmful?

In the colonial era, figures like <u>Bartolomé de las Casas</u> pushed this idea further by advocating for enslavement of Indigenous and African peoples. Europeans claimed their rights as the "civilized" to utilize the land, bodies, and labor of the "uncivilized" (aka, the non-white).



White Supremacy & Geography



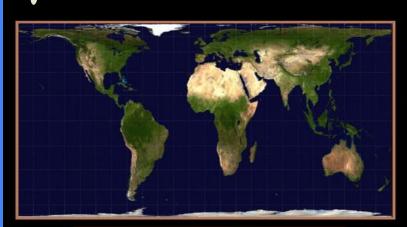
As you explore:

- Notice territory <u>borders</u>, past and present.
- 2. What does the existence of borders suggest about the relationship between nations?
- 3. How has history changed the physical landscape?
- 4. What do you notice about the relationship between Indigenous people and the land?

Virtual Field Trip: The Seneca Trail



White Supremacy & Geography



Peters Projection

The true representaion of land area (the "size" of continents and countries)



Mercator Projection

Incorrect/false repesentation of land area

Check out "The True Size of..." map to see Eurocentrism in action!







The Republic of New Afrika had/has a plan to redraw white supremacist borders within the so-called United States.

These new borders would accommodate a nation for formerly enslaved African (new Afrikan people) on U.S. soil, in states where their ancestors were formerly enslaved.

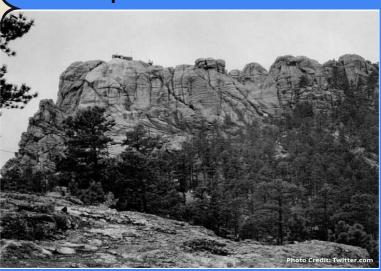
What are your thoughts on this plan for resistance against white supremacist borders?



White Supremacy & Spirituality

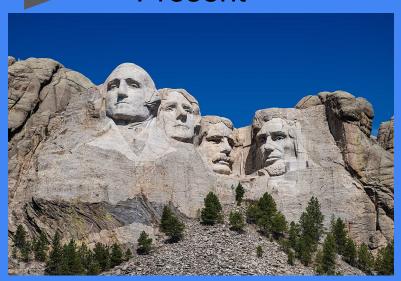
/ → → →

Compare Past



6 Grandfathers (Thuŋkášila Šákpe). This sacred site of the Lakota was desecrated in 1927 to build "Mount Rushmore".

Present



White Supremacy & Spirituality

Compare Past



Present



1000+ year old Sacred Saguaro of the Tohono O'odham Nation cut down for Trump's border wall in AZ (circa 2020)

White Supremacy & Spirituality





What are examples of the modern colonization of BIPOC spirituality?

"Slave Bibles" were given to enslaved people on plantations in the early 1800s.

Enslavers used religion as a tool to control the enslaved.

They removed portions of Scripture, including the Exodus story, because they feared the story would offer those experiencing human bondage hope that their suffering would end in freedom.

Still, enslaved people resisted and formed their own religions which merged African spirituality and Christianity.



Kill the Indian



Save the Man

MISSION SCHOOLS

- Forbidden to speak native language
- Seperated from families
- Had to give up meaningful native american names for english ones

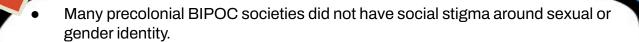


In recent years, many ethnic groups have been reclaiming the non-Judeo-Christian practices of their ancestors.

One Black American spiritual practice that has gained popularity in recent years is Hoodoo. With origins in The South, Hoodoo is now the focus of its own month. Hoodoo Heritage Month is celebrated in October of every year.

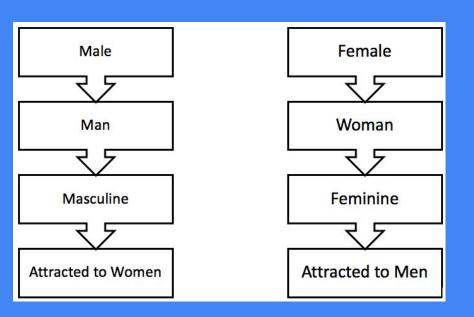
How does celebrating Hoodoo Heritage Month and practicing Hoodoo work as an act of resistance against white supremacy?



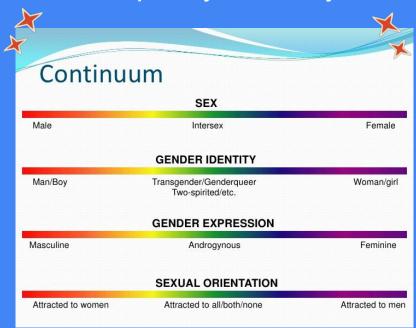


- Indigenous people of the Americas and Asia include/d people of Two Spirit, Muxe, and third gender experiences who are valued highly.
- LGBTQIA+ rights slowly being restored, but power is invested in gender binary/heteronormativity.
- Click <u>here</u> to view an interactive map of gender-diverse communities around the world.

Gender Expression Under White Supremacy



Gender Expression Prior to White Supremacy... AND Today



In the Black community, especially, there is a myth that gender inclusivity and queerness, in general, are not "African" practices. It is said that these are idea that were imparted on Black people during slavery and colonization. It is important to understand that this is the furthest from the truth.

Click <u>here</u> for a full look at pre-colonial queerness in Africa and it's ties to Black queerness in The Bay!

Click the link to read an article about (<u>Six LGBTQ+</u> <u>figures from African history</u>)



Did you know that San Francisco is the home of the first Transgender Cultural District. Three Black trans women founded the neighborhood, located within the Tenderloin, to honor the queer folks who resisted police brutality during the historic Compton Cafeteria riots. While the police were being used to enforce a white supremacist gender binary, brave people fought back, and are remembered today for their valiance.



Warm-Up



Make a <u>word cloud</u>/poster infographic with a partner including examples of "improper" language. This might include phrases you would commonly speak at home/with friends, slang, incorrect grammar, etc.

- Why are these words/phrases not considered as professional as others?
- → What makes a word "proper"?
- → Who determines what is "correct" English?
- → How is language tied to power?
- → How is the English language tied to white supremacy based on what you know about white supremacy?

White Supremacy & Language



Jamila Lyiscott: "3 Ways to Speak English"

As you watch the clip answer the guided viewing questions on your unit note catcher.



Resistance: White Supremacy & Language

White supremacist Indian boarding schools robbed generations of Indigenous Americans of their native languages. Many Indigenous people have chosen to reclaim their language as an act of resistance.

Watch here!





White Supremacy & Economics

Emancipation did not bring economic freedom to former slaves. families.

The nation paid reparations to slave holders -not to slaves.

40 ACRES AND A MULE

President Andrew Johnson overturned Gen. Sherman's famous promise, which would have redistributed roughly 400,000 acres to newly freed black

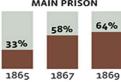
\$300 PER FREED SLAVE

On April 16, 1862, President Abraham Lincoln signed a bill ending slavery in the District of Columbia, providing for compensation to former owners.

Vagrancy laws allowed police to sweep up black men and then rent them out as convict labor.

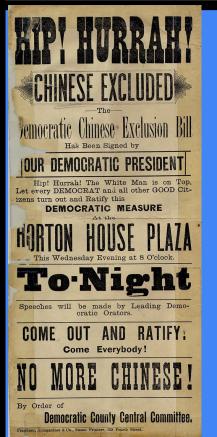
Following the war, convict leasing programs shifted the Southern prison populations to predominantly black.





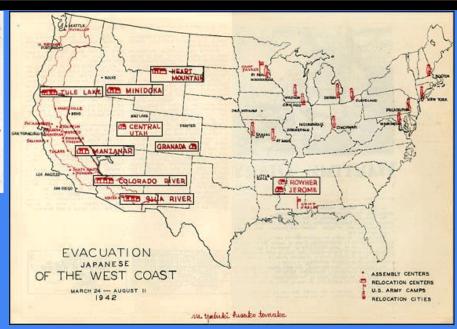
White Supremacy & Economics







The first official US immigration policyThe Chinese
Exclusion Act (1882).
Criminalized Chinese
Americans for their successes in the labor market and established illegal identity tied to China.



During WWII 60 years later, Japanese American citizens were also criminalized by the US state and forced into incarceration in "internment camps". Executive order 9066 established an illegal identity tied to Japan.



EXAMPLES OF MUTUAL AID

- Child Care Collectives
- Legal and Court Support
- Sharing access to food
- Pet care
- Doula programs
- Community kitchens
- · Community libraries
- Community-led crisis response

*And includes many collectives working for systemic changes such as the Black Panthers Party, Food Not Bombs, Sylvia Rivera Project, Mutual Aid collectives that have started up due to impacts of COVID19 and many more! There are an endless amount of examples because there are so many ways that the current system isn't working for folks!

Mutual aid also includes the community sharing monetary (\$\$\$) resources with each other.

Follow the mini-lesson on mutual aid to come up with your own examples!



Do Now

Using the <u>sheet provided</u>, write down what goods and services you can get for FREE in your neighborhood in the left column. (examples: free back to school backpacks, free haircuts on Thursdays, free school lunch, etc.)

In the right column, write down what goods and services you would like to receive in your neighborhood. (Free fashionable clothes, free gas, free food,

etc.)



Before we learn about a solution to food insecurity, and the need for community refrigerators and food-centered mutual aid- it is important to understand how low access to healthy food is a topic of Black Studies.





Community refrigerators/free fridges as a possible solution:

A community refrigerator, or free fridge, is a refrigerator that is located in a public space and maintained by people in the community.

Community members stock it with delicious food, being mindful to add fresh produce, and other desirable items.

Community members also



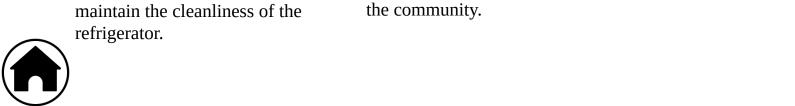
Most importantly though, A COMMUNITY FRIDGE IS A PLACE FOR ANYONE TO GET FOOD WHEN THEY NEED IT!

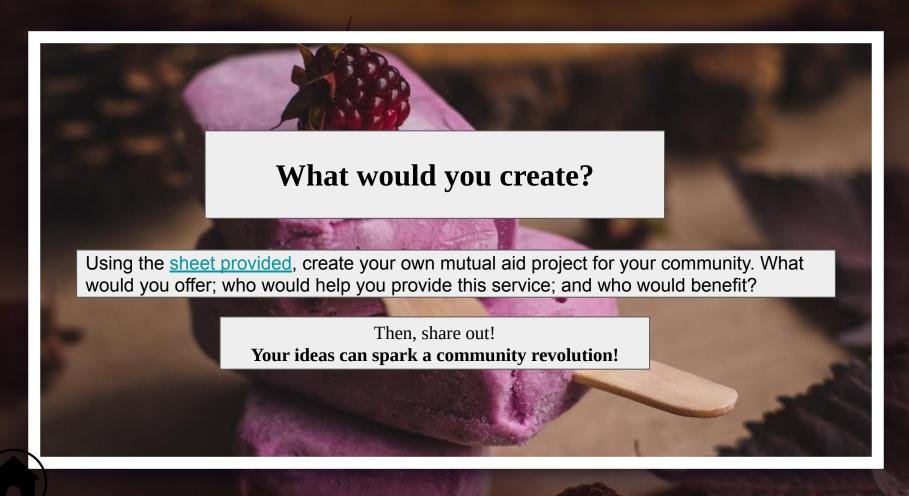
And it is for the community, by

Other food based community initiatives include free pantries and free tiny farm stands.

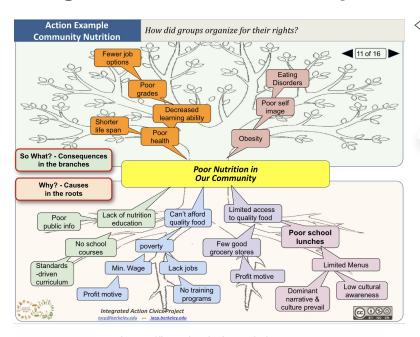
There are free fridges in most major cities. They have them in San Francisco, Oakland, and all around the world. Find one near you!

Click here for free fridge locations!

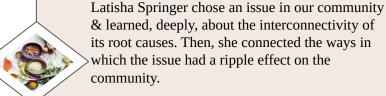




Integrated Action Civics Projects



https://iacp.berkeley.edu/



Understanding an issue is essential to eradicating it.

With this IACP "root cause tree" activity, you will have an opportunity to make these same connections regarding an issue important to you.

For every cause (root) and consequence (branch) that you identify, ask yourself, "and then what" to think about how that cause/consequence is linked to other causes and consequences.



- **■** Root Causes Tree Printable
- Root Cause Tree (Virtual)
- Root Causes Tree IACP Teacher's
 Guide/Lesson/Virtual Root Cause Tree

Instagram Follows

- @sfcommunityfridge
- @mission.meals
- @townfridge

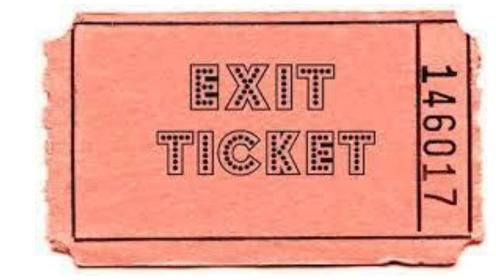
#communityfridge #freefridge #communityrefrigerators



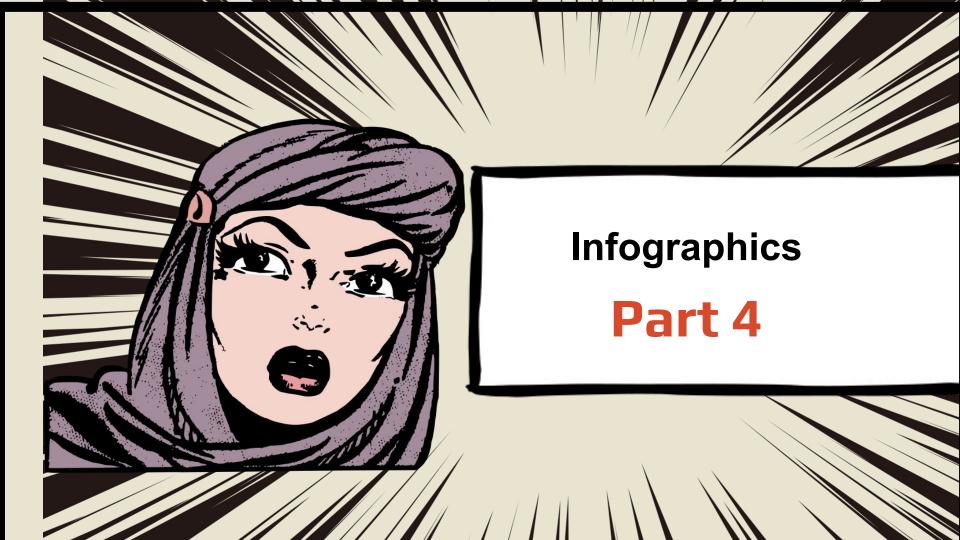


Exit Ticket:

- What is a mutual aid/community project proposed by one of your classmates that you would like to contribute to? Why is this project important?









This lesson is a three period lesson or block period lesson, due to the length of the activities.

- Students will become familiar with the Adobe Express platform, so they can complete their summative assessments.
 - Educators have the option of using the step by step slide deck <u>HERE</u> or using <u>THIS VIDEO</u> along with a guided viewing activity <u>HERE</u>.
- 2. Students will find their credible sources and complete the student activity <u>HERE</u>.
- 3. Students will review the infographic rubric <u>HERE</u> and begin independent work time on their infographics.
- Students will present their infographics in groups and observers will give their peers feedback on the form HERE.









ES INDEPENDENT WORK TIME (DAY 1)

- USE THIS TIME TO FIND A MINIMUM OF (3) THREE DIFFERENT CREDIBLE SOURCES.
- COMPLETE THE INFOGRAPHIC PROJECT "RESEARCH" TABLE

NOTE: credible sources are free from bias and backed up with evidence. It is written by a trustworthy author or organization.



Use technology mindfully and for its intended purpose.



NOTE:

ES INDEPENDENT WORK TIME (DAY 2)

- USE THIS TIME TO COMPLETE YOUR INFOGRAPHIC.
- PLEASE BE MINDFUL OF THE EXPECTATIONS AND REQUIREMENTS
 OF THE PROJECT.

35:00

Use technology mindfully and for its intended purpose (music).



NOTE:

ES INDEPENDENT WORK TIME (DAY 3)

- USE THIS TIME TO COMPLETE YOUR INFOGRAPHIC.
- PLEASE BE MINDFUL OF THE EXPECTATIONS AND REQUIREMENTS
 OF THE PROJECT.

35:00

Use technology mindfully and for its intended purpose (music).

Poster Project Presentations



Presenters

- 1. Present your poster to the class (or group)
 - Do not read directly off the poster (use note cards as needed)
 - Please project your voice

Audience

- 1. Practice active listening and write down feedback on your presenter feedback forms.
- Respect each presentation group → do not get up & move around during a presentation
- 3. Ask 1 follow up question today

Exit Ticket/ Reflection



1. Reviewing your notes: Which fact or statistic stood out the most?

The fact / statistic that stood out the most is...

2. Why do you feel it is important to stay informed about news stories? In your opinion, which type of system of oppression is the most important to stay informed about – think locally, nationally, global/internationally? Why? Explain.

It's important to stay informed about news stories because..

In my opinion, ____ is the most important to stay informed about because