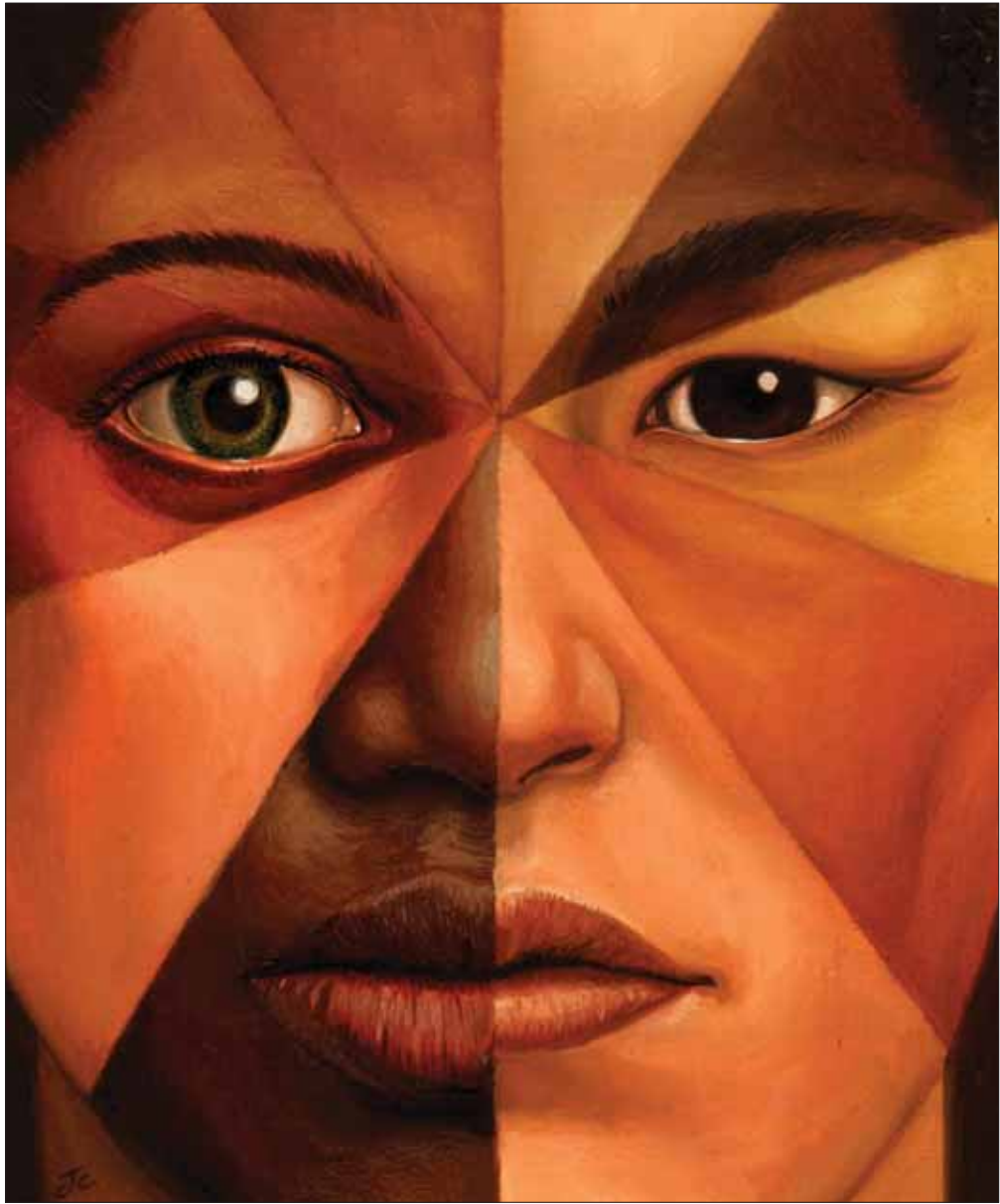


TO BE FREE

CURRICULUM GUIDE



afton press



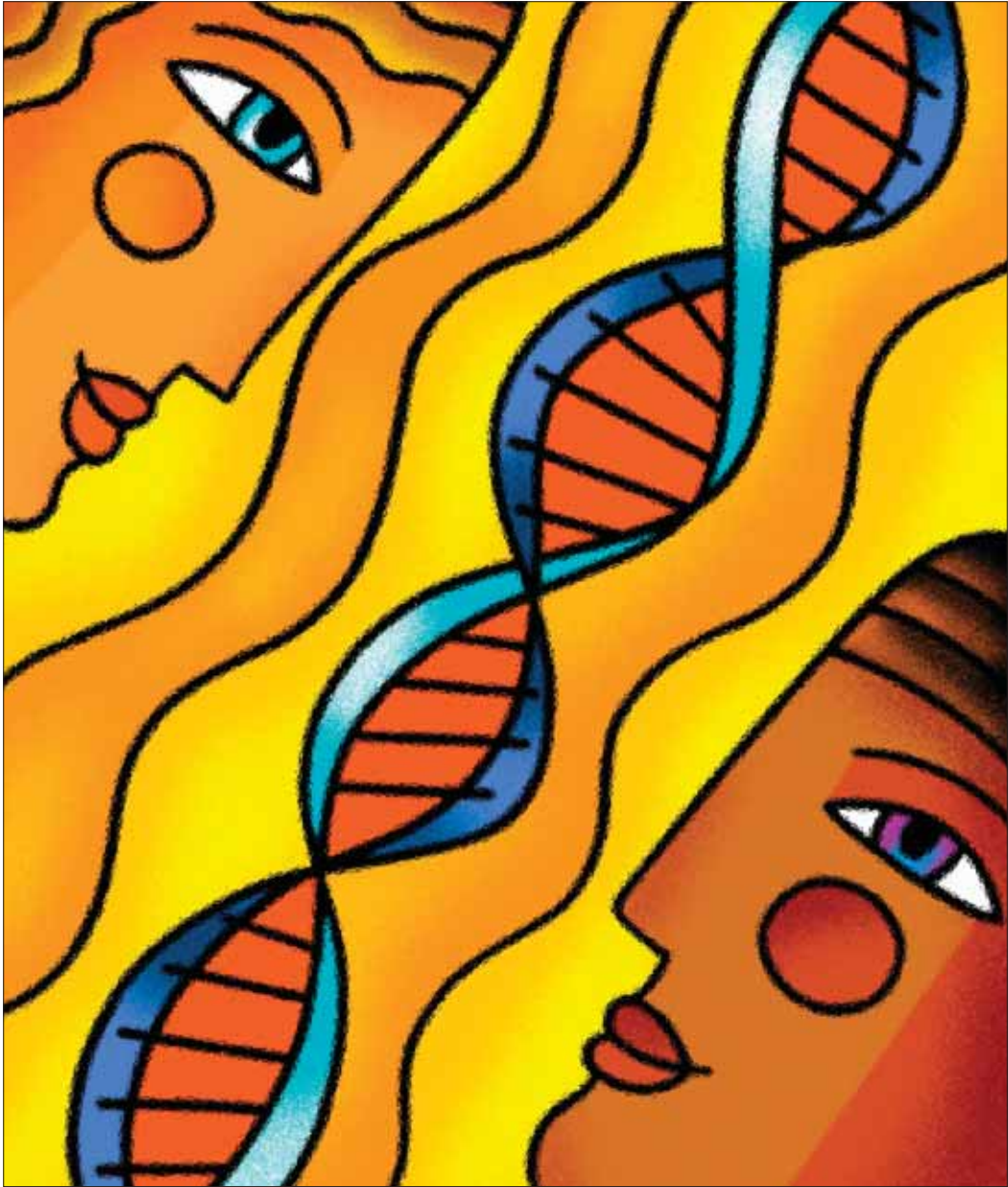
CONTENTS

I. INTRODUCTION page 5

II. LEARNING ACTIVITIES page 6

III. MINNESOTA STATE STANDARDS ALIGNMENT page 12

IV. ONLINE RESOURCES ON RACE OR RACISM page 15



I.

INTRODUCTION

WE ARE PLEASED to provide this curriculum guide as a resource to “To be Free” an informative and inspirational book.

These resources were developed to provide educators and students with a foundational approach to critical thinking about race and racism. Our goals in developing this guide are to support educators in their work with students, to gain knowledge and skills to comfortably engage in dialogue about concepts of race, biology and human variation. We also encourage sharing individual values and beliefs about ethnicity and culture to increase cultural understanding.

It is our hope that through inquiry and reflection students will have the tools needed to recognize race and racism within their own lives and understand that being anti-racist is essential to a just and equitable society.

Jennifer Eisele
Coordinator
Multicultural Resource Center
Saint Paul Public Schools
Saint Paul, Minnesota

James Robertson
Education Director
Diversity Council
Rochester, Minnesota

Chuck Johnston
Director of Operations
Afton Press
Afton, Minnesota

Joanne Rizzi
Exhibition and Program
Science Museum of Minnesota
Saint Paul, Minnesota

II.

Learning Activities

CHAPTER I

THEMES:

1. All humankind is related, one species, and one race—the human race.
2. “Ethnicity,” a combination of physical and cultural characteristics, better explains the great diversity of humankind.
3. Groups often feel their own group is superior to other groups in one way or another.
4. Modern racism has its roots in Europe.
5. Racism is expressed in many ways.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. Do a library or a Web search on the Ice Ages or global warming. What kinds of physical changes might humans make to adapt to the new conditions? Cultural changes? Write or tell a story about what life would be like under these conditions.
2. Interview a family member about your ethnicity, the combination of physical and cultural characteristics, including languages, beliefs, ways of being and doing that make up your back-

ground. Some questions to ask include: What are my family’s countries of origins? How might my physical characteristics be a result of my ancestor’s origins? What cultural characteristics have been passed down from generation to generation in my family?

3. Think of things you can do that you feel you can do better than most others. For example, maybe you’re a star athlete. Or maybe you easily “get” math and this is reflected in A grades. Think about things you feel your school does better than other schools. Maybe it’s newer or bigger or friendlier or has a winning basketball team. Make a list of these things about yourself or your school. In what ways is this sense of personal or group superiority similar to ethnocentrism? In what ways is it different? Is the need to feel superior natural or is it learned?

4. Choose an ethnic minority that was targeted for racism by seventeenth- to nineteenth-century Europeans—blacks, Native Americans, or Asians. Use resources in the library or on the Web to help explain how the racism directed toward the group manifested itself. How was racism directed against the group expressed similarly to or differently than the racism directed against other groups? What common

threads of racism link all the groups?

5. Imagine you are a different ethnicity. Now, imagine you are the only one of your ethnicity in a large crowd—the only white person, the only black, the only female, the only male. What kinds of apprehension (uneasiness, nervousness, concern) might the crowd be feeling? What kinds of apprehension might you be feeling? Where do these concerns come from, and what can we do to reduce or eliminate them?

CHAPTER 2

THEMES:

1. Each of us has multiple identities, including racial identity, that make up who we are.
2. Racial identity is strongly influenced by our experiences with others.
3. Society places more or less value on certain things, including people's racial background. People with mixed racial backgrounds sometimes confront issues; those with a single racial identity do not.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. Do the exercise “Who am I” on page 29. Give each item you list a value (highly valued, valued, not valued) as you see it. Then, put stars next to the three things you value most about yourself. Share the list with your peers.
2. Do a library or Web search for life informa-

tion (childhood, family, career, etc.) about actress Halle Berry, singer Mariah Carey, or golfer Tiger Woods. Then, develop a list of the things that may make up the identity of the person you've chosen, including his or her racial identity. What things do you think they value highly in themselves? Are there any things that you think they might not value? Why?

3. Working with a partner, take the role of a parent or young person while your partner takes the role you haven't chosen. Using the techniques social workers Ruth G. McRoy and Edith M. Freeman developed to help young people who are mixed cultivate positive racial identities, develop a dialogue between a mixed race young person and a parent.

CHAPTER 3

THEME:

Racism has had significant influence on the development of American society throughout history.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. Do a library or Web search on a significant racial event in American or Minnesota history. Write or give an oral report to your peers on your findings. Make connections between the event and other events of the same historical period. For example, in what ways did many whites view people of color during the historical period you've chosen? What other racial events were occurring during that period? How were other communities of color (blacks, Native

Americans, Asian Americans, Latinos) treated during the historical period you've chosen? Give examples or illustrations. How might history have been different if this event had not occurred?

2. Write a story or narrative from the perspective of an African slave aboard a slave ship to America, a young Japanese American internee during World War II, or a Native American being removed from his or her traditional homelands and forced onto a reservation by the government. Put yourself in their shoes. Include as much as you know from history in order to tell the story as accurately as possible. Finally, think of questions you still have about why the event occurred. What else do you need to know in order to accurately tell the story? Where might you look for additional information?

CHAPTER 4

THEMES

1. There are inherent (built-in) privileges of being white (white privilege) in America.
2. Unconscious, unintentional racism results from misinformation and stereotypes about people of color.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. There are other privileges besides white privilege—being slender, smart, athletic, articulate (a good speaker), more social (maybe you make friends easily) than most, to name but a few. Think of all the privileges you can and list them.

Now, think of areas where you might have privilege where others do not. What are they? Share them with your peers.

2. Create a dialogue between two people about an incident regarding white privilege. Use one of the examples given in the chapter or come up with one on your own.

3. Do research about the English-only debate going on in our country. In what ways is the debate related to the issue of illegal immigration? Are certain groups being targeted in our efforts to stem the tide of illegal immigration?

4. Ethnic jokes were discussed as an example of unconscious, unintentional racism because they can seem such an imbedded (common) part of American culture. What are your views about telling ethnic jokes? When, if ever, is it appropriate to tell ethnic jokes? How do you react to ethnic jokes? Is there any difference between ethnic jokes and jokes about the blind, mentally handicapped, overweight, blond, or others? Why is it that people of color sometimes tell (and some professional comedians in fact make their living) telling ethnic jokes about people of their own ethnic group?

CHAPTER 5

THEMES

1. Racism sometimes exists in the ways that institutions like schools, governments, hospitals, and museums function.
2. The stories of people of color are sometimes

missing, only partially told, or told inaccurately in many schools.

3. Cultural conflict can occur when there is incongruence (disagreements, differences) between institutional culture and an individual's culture.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. Select an ethnic group for study—black, Latino, Native, Asian American, or any other ethnic group. In small groups, do research (library and/or Web searches) on one thing that could be taught in schools to acknowledge the group's history, culture, language, art, philosophy, or literature. Prepare a short presentation to teach your peers about it.

2. Here are some ideas. Select one and focus on it: Imagine if young people ruled in schools and adults were the students. What subjects would young people teach? How would they teach these subjects? What would the school culture—its values, beliefs, and ways of being—look like? Or imagine if young people and adults shared power in how schools were run, what was taught, and how it was taught. What might schools look like? Or, imagine even further if schools were designed around Ojibwe, Hmong, Dakota, or Somali cultures.

3. Imagine you just moved from Earth to a different planet. It is your first day of school on this new planet and you notice differences from your culture and the school's culture. What

kinds of culture conflict might you experience? Will you change to better fit in, or will the school change so you feel more at home?

4. From your own perspective, why is race and racism sometimes so hard to talk about? Are there ways of making it an easier topic for discussion? What might be the consequences of talking openly about it? Or not talking about it? What topic in racism makes you most uncomfortable?

CHAPTER 6

THEME

Racism is sometimes overt, in your face. Overt racism is present in stereotyping, team mascots, racial profiling, sometimes in schools, ethnic jokes, and in the beliefs of white supremacists.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. On your own, write down as many stereotypes as you can think of about other people. Then go to the board and write them down. You might be surprised how many stereotypes your class comes up with. Listing them is a good jumping-off point for a discussion on stereotypes.

2. Do a Web search of "Indian mascots" for information on the opposing views regarding the use of Indian mascots in sports teams. Divide the class into small groups, each taking a position of either opposing or favoring the use of Indian mascots. Have each group present its findings to the class.

3. Imagine you work at a local airport for the TSA (Transportation Security Administration), the governmental organization in charge of our country's airport security. What kinds of people do you think might be targeted for closer security scrutiny? Why? Who do you think decides what kinds of people will be subject to closer scrutiny?

4. If you could change one thing about schools to make them less prone to overt, in-your-face acts of racism, what would it be?

5. In small groups, discuss how you might approach a loved one who is always telling ethnic jokes to try to get them to stop. Role play possible scenarios.

CHAPTER 7

THEMES

1. Internalized oppression (a form of self-hate) sometimes results from being subjected to racism.

2. Internalized oppression shows itself in many ways, including: the idea that white is right; the fear of freedom; denying a part of oneself; the crab bucket; and self-oppression.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. There are many, many cool things about our various ethnic heritages, and about all the blending of cultures that make up American society. Think of some of the really neat things that

make up your ethnic heritage. For example, if you are Hmong, what are some really cool things about being Hmong? Or if you are Dakota, what are the really cool things about being Dakota?

2. Paulo Freire, a Brazilian educator, says the first thing people who have the "fear of freedom" must do in order to free themselves of their own oppression is to confront themselves. Here is an activity you can do on your own: Pretend you are looking at yourself in a mirror. You see your physical self, of course, but inside is the real you, an individual with beliefs and values and experiences that make up who you really are. Are there some things about the inside you (beliefs, values, experiences that have shaped who you are) you would like to change? Pick one. What might be some ways to change that one thing? List ways you might begin the journey of changing.

3. Sometimes we aren't completely happy about our physical self. Maybe we have zits or maybe our nose looks like it belongs on someone else, or maybe our hair has a mind of its own. Or maybe we think we have short legs or big feet or thick ankles. Thinking things like this is completely normal. We all have parts of our physical selves we aren't completely satisfied with. That's part of being human. Pick one part of your physical self to focus on. Imagine the other parts of your body could talk to it, and convince it that it really is okay, and that they are glad it is around, and part of you. An example: "Hey, fingers, this is arm, you know, the guy right above you. You might think you look funny, but I'm glad

you are around. You are the only one of us who can pick stuff up. Me, all I'm good for is hanging off shoulders. You do the important stuff."

4. Get into small groups of three to four people and work on the following scenario: Your group has been out exploring and somehow all of you have fallen into a deep well. The well is dry and no one was hurt falling in, but you're all eventually going to have to come up with a way to get out before you run out of food and water. Brainstorm ways you can work as a group to get everyone out of the well.

Choose one of the parts of the Circle of Courage: a sense of belonging and acceptance; mastery (to fill our human need to be competent, to feel good about what we do); independence (to control one's behavior and gain the respect of others); and generosity (to give back to others). If you were to focus on just this one thing and use it to change your school, family, or self, what changes would you make? In what ways might you make things better?

CHAPTER 8

THEME

Preventing and alleviating racism in all its forms must involve the combined efforts of everyone: individuals, schools, communities, and nations.

ACTIVITIES TO PROMOTE UNDERSTANDING

1. Change begins with us. Do the self-assessment activity recommended early in the chapter, "My Personal Beliefs about Racism." Write down your beliefs, why you think the way you think, and the things you need to change or action you need to take.

2. Do a Web search or order some of the free video and written materials on racism from the Southern Poverty Law Center (www.teachingtolerance.org) to help begin talking about racism with others and about what can be done in your school, community, and the nation. Remember, however, that talk can only get us so far. Taking action requires courage. Be courageous.

III.

Minnesota State Standards Alignment

TO BE FREE aligns its chapters with the goals of the local school district. This document outlines areas of overlap between Minnesota Public Schools' curriculum and "To Be Free"

- o Chapter 1, We are all Related
- o Chapter 2, Who am I?
- o Chapter 3, Racism throughout History
- o Chapter 4, Unconscious and Unintentional Racism
- o Chapter 5, The Missing Stories
- o Chapter 6, In-Your-Face Racism
- o Chapter 7, The Best Scouts in the Calvary
- o Chapter 8, To Be Free

SOCIAL STUDIES

All Chapters meet the following K-12 Curriculum Standards

- o Develop an understanding of the interrelatedness and dynamic nature of social, political, and economic systems within a culture.
- o Develop an understanding that every society is based on learned beliefs and values about life which are shared and which influence behavior.
- o Demonstrate a pluralistic perspective and respect for the contributions of groups within a society.
- o Develop the historical perspective and critical thinking skills necessary to find meaning in current human experience.
- o Demonstrate the knowledge, values, and decision-making skills essential to participate as a rational, caring citizen in local, state, national,

and global communities.

Chapter 2 meets K-12 Curriculum Standards

- o Demonstrate an understanding and application of, and commitment to, democratic principles, behaviors, and institutions which recognize individual rights, freedoms, and responsibilities.

WORLD HISTORY: GRADES 9 – 12

All Chapters meet the following Curriculum Standards

- o The concept of human rights principles and how they have been supported or violated in the 20th century
- Chapters 4 and 6 meets Curriculum Standards*
- o The process of globalization and analysis of the inequalities of the world's regions
 - o The impact of terrorism worldwide

UNITED STATES HISTORY: GRADE 10

All Chapters meet the following

Curriculum Standard(s)

- o Gathering and interaction of the nation's people
- o Changes in the American concept of civil liberties

- o Influence of diverse ideals and beliefs

Chapters 3-8 meet the following

Curriculum Standard(s)

- o Regional perspectives and tensions in the U.S.

Chapters 2 and 3 meet the following

Curriculum Standard(s)

- o Influence of economic issues and interests affecting society

UNITED STATES GOVERNMENT: GRADE 12

All Chapters meet the following

Curriculum Standard(s)

- o Political philosophy

Chapters 3-5 meet the following

Curriculum Standard(s)

- o U.S. Constitution
- o Civil rights

ANTHROPOLOGY: GRADES 11 – 12

All Chapters meet the following

Curriculum Standard(s)

- o Anthropological process

GREAT DECISIONS HONORS:

GRADES 11 – 12

All Chapters meet the following

Curriculum Standard(s)

- o Demonstrate the interaction between social, economic, technological, and/or environmental factors in world events
- o Analyze the significance of events and themes across cultures and time.

PSYCHOLOGY: GRADES 11 – 12

All Chapters meet the following

Curriculum Standard(s)

- o Social psychology
- o Personality
- o Intelligence and thinking
- o Learning
- o Emotion

Chapter(s) 8 meet the following

Curriculum Standard(s)

- o Motivation

SOCIOLOGY: GRADES 11 – 12

All Chapters meet the following

Curriculum Standard(s)

- o Human relationships
- o Subcultures
- o Racism

Chapter(s) 2; 4-6 meet the following

Curriculum Standard(s)

- o Economic stratification

WORLD AFFAIRS: GRADES 11 – 12

Chapters 3-5 meet the following

Curriculum Standard(s)

- o Global poverty

Chapters 7 and 8 meet the following

Curriculum Standard(s)

- o Immigrant and refugee populations

Chapters 3-5 meet the following

Curriculum Standard(s)

- o Terrorism

ENGLISH LANGUAGE ARTS

ENGLISH II: AMERICAN LITERATURE/ COMPOSITION: GRADE 10

Chapters 5-8 meet the following

Curriculum Standard(s)

- o Analyze the culture of a period as expressed through major writings, publications, art, architecture, technology, music, daily life, or customs.

**ENGLISH II: AMERICAN STUDIES
HONORS: GRADE 10**

*All Chapters meet the following
Curriculum Standard(s)*

**ENGLISH IV: HUMANITIES—
SEARCH HONORS: GRADES 11 – 12**

*All Chapters meet the following
Curriculum Standard(s)*

- o Identify how race, culture, gender, and disability may influence beliefs, actions, and worldview.
- o Identify how information and experiences may be interpreted differently.
- o Understand the origin of differing religious viewpoints and the effect of omitted viewpoints.

**ENGLISH IV: HUMANITIES—
VALUES HONORS: GRADES 11 – 12**

*All Chapters meet the following
Curriculum Standard(s)*

- o Understand the evolution of thought by examining central philosophical figures and historical eras.
- o Investigate and apply personal values.

**ENGLISH IV: THEMATIC LITERATURE—
ADVENTURE! GRADES 11 – 12**

*Chapters 4-8 meet the following
Curriculum Standard(s)*

- o Analyze issues, topics, or concepts around which disagreement or ambiguity exists.

*Chapters 4-8 meet the following
Curriculum Standard(s)*

- o Evaluate alternate and omitted viewpoints.

*All Chapters meet the following
Curriculum Standard(s)*

- o Evaluate diverse perspectives on an issue, topic, or concept.

HEALTH

*All Chapters meet the following
Curriculum Standard(s)*

- o Understand relationships that occur throughout the life cycle as they relate to physical, social, emotional, mental, and spiritual health.
- o Instill responsibility for making choices that will move individuals toward quality social, emotional wellness for self, others, and the surrounding world.
- o Understand that the above goals reflect the fundamental characteristic of inclusive education, i.e., respect for diversity and cultural pluralism.

HEALTH: GRADES 10 – 12

*Chapters 2;3; 4-8 meet the following
Curriculum Standard(s)*

- o Interpersonal relations

LIFE AND RELATIONSHIPS: GRADES 9 – 12

*Chapters 2-8 meet the following
Curriculum Standard(s)*

- o Demonstrating effective communication skills in personal, family, and community situations

*All Chapters meet the following
Curriculum Standard(s)*

- o Understanding oneself and others
- o Realistic adjustment in relationships
- o Resolving individual and family challenges

IV.

Online Resources on Race and Racism

<http://accesstomedia.org/change/resources/archives/000199.html>

Racism for Reel study guide. This guide accompanies the film of the same title. Equipped with cameras, a diverse group of British Columbia youth set out to expose the realities of internalized and systemic racism and find ways to help dismantle and overcome it. Featuring vignettes both comical and disturbing, Racism for Reel is a fast-paced and candid examination of racial biases expressed through the media and in everyday life

<http://www.alliance.brown.edu/tdl/diversitykitpdfs/diversitykit.pdf>

The Diversity Kit from the Lab at Brown University provides activities and background on culturally responsive teaching

<http://www.alternet.org/blogs/video/47853/>

Online video of “A Girl Like Me” recreates the experiment in which African American children prefer white dolls over black dolls

<http://www.census.gov>

U.S. Census data online. Useful for gathering statistics for information about income, health, and other disparities that exist among races in the United States

<http://www.diversitycouncil.org/elActivities.shtml>

Multicultural activities and lesson plans for elementary school students

<http://www.edchange.org>

This website has a number of activities online to get students talking

<http://www.FacingRace.org/page25144.cfm>

The St. Paul Foundation's resource list to supplementing the Facing Race: New Conversations workshop, focusing on local organizations and information specific to the Twin Cities Metro Area

http://irisfilms.org/SD/study_guides.html

Extensive guide for talking about race in the classroom at a high school or college level, using Skin Deep and other videos produced by Iris Films

http://www.nea.org/nea_today/0611/coverstory1.html

NEA article about teaching race in the classroom

<http://www.newhorizons.org/strategies/multicultural/helling.htm>

New Horizons article on the importance of "allowing" race in the classroom

<http://www.nsd.org/library/publications/jsd/tatum254.cfm>

Interview with Beverly Daniel Tatum in which she lays out the steps teachers need to take to discuss race in the classroom

http://www.pbs.org/race/000_General/000_00-Home.htm

The PBS companion website to Race, The Power of an Illusion (video series from PBS and California Newsreel) with great resources on the social construction of race and white privilege

<http://www.pbs.org/wgbh/pages/frontline/teach/divided/>

The PBS companion website of A Class Divided (encore presentation of the classic documentary on third-grade teacher Jane Elliott's "blue eyes/brown eyes" exercise) with lots of great resources on the social construction of race and white privilege

<http://www.reading.ccsu.edu/TheDragonLode/DLVol182Sp2000/DLVol182Sp2000%2008-16.pdf> - Article on discussing race in the classroom

<http://www.rethinkingkingschools.org>

Rethinking Schools has articles and lesson plans to support teaching about race in the classroom

<http://www.springboardschools.org/research/documents/LitReview.pdf>

Collection of case studies that demonstrate the direct link between discussing race in the classroom to closing the achievement gap

<http://www.teachingforchange.org/index.html>

Teaching for Change “provides teachers and parents with the tools to transform schools into centers of justice” and has an extensive list of antiracism resources for teachers

<http://toleranceminnesota.org>

Tolerance Minnesota is an award-winning diversity education program that utilizes popular culture to help teachers and students understand the importance and impact of all cultures on our society

<http://www.tolerance.org/teach/>

Southern Poverty Law Center’s Teaching Tolerance site, has many anti-oppression materials

<http://www.understandingprejudice.org/>

Understanding Prejudice has links to articles, online quizzes, and tips for teachers in talking about prejudice in schools

<http://www.understandingrace.org/home.html>

American Anthropological Society’s companion site to the Race: Are We So Different? museum exhibit

<http://www.uua.org/YRUU/resources/online/armovieg.htm>

List of videos that can be used as antiracist teaching tools, including discussion questions and points to think about for each recommendation

<http://www.whatsrace.org>

Sequel to Skin Deep, What’s Race Got To Do With It? also has a useful facilitator’s guide

<http://zinnedproject.org/>

Noted educator and author, Howard Zinn’s education site. Includes free downloads and lesson plans, as well as recommended resources.