

RISE: Educators Rise for Racial Equity

Webinar 3 – EMPATHY FOR RACIAL
EQUITY



RISE program is brought to you by.....

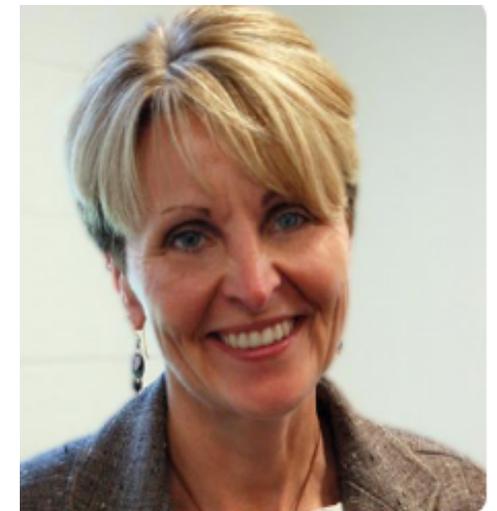
- ❖ Barat Education Foundation and Citizen U in partnership with the Library of Congress Teaching with Primary Sources program
- ❖ DePaul University



Racial Equity Facilitators

Today's Focus: Empathy

- In the chat, please share what feelings bring you to join this webinar today?
- What words describe how you feel right now?
- (Opening for your students)



Identity-Empathy-Equity

- “No one ever talks about the moment you found that you were white. Or the moment you found out you were black. That’s a profound revelation. The minute you find that out, something happens. You have to renegotiate everything.” – Toni Morrison



BIOGRAPHY

Toni Morrison

2011 Library of Congress Creative Achievement Award

The work of Toni Morrison has gained worldwide acclaim. The 1993 Nobel Prize in literature was awarded to Morrison, “who in novels characterized by visionary force and poetic import, gives life to an essential aspect of American reality.” Her novel “Beloved” won the Pulitzer Prize for fiction in 1988. In 2006, The New York Times [...]

Today we will.....

- Bring together the reflection, inquiry, and self-awareness of RISE with the final session of empathy
- Examine the power of empathy in our lives, our teaching, and our work as racial equity allies.
- **Offer 4 practical strategies to teach empathy** as a skill essential to racial equity by using inquiry and the Library of Congress primary sources.
- **Share 5 elements** of creating a developmental relationship with students



Demarsico, D., photographer. (1965) *African American children on way to PS204, 82nd Street and 15th Avenue, pass mothers protesting the busing of children to achieve integration.* New York, 1965. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004670162/>.

Why empathy is essential for equity our classrooms?

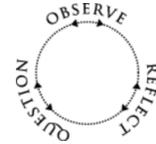
- Kenneth B. Clark, years of research had shown exactly how destructive racially charged, often unconscious, attitudes were. Beginning in 1939, he and his wife, Mamie Phipps Clark, documented in a series of studies that black children preferred to play with white dolls rather than black ones.
- In 1954, Clark compiled social scientific data that implicated segregated schools in black students' psychological distress, crucial evidence cited in the *Brown v. Board of Education* decision to desegregate schools.
- Clark concluded what is missing in the quest for equity is empathy.



Primary Sources – Empathy - Equity

PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.
If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.



Select format of your primary source

Photographs and Prints

OBSERVE	REFLECT	QUESTION
What do you see?	What do you think?	What or who do you wonder about?

FURTHER INVESTIGATION

Record responses here



1946) *Group of African-Americans, marching near the Capitol building in Washington, D.C., to protest the lynching of four African-Americans in Georgia.* Georgia Washington D.C, 1946. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/97519566/>.

What really is empathy?

- In the chat, share the last time you recall feeling empathy for a student? What was it like?



Equity and Empathy

- In the research of Kenneth Clark, he held empathy to be something quite different from sentimentality or pity, which were delivered from a position of superiority.
- Empathy acknowledges the underlying similarity of the human condition and, thus, creates a foundation of mutual respect that could reach across racial lines.



Demarsico, D., photographer. (1963) *African American woman being carried to police patrol wagon during demonstration in Brooklyn, New York / World Telegram & Sun photo by Dick DeMarsico*. New York, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2004676670/>.

Why educators need empathy to be racial equity champions.

- Children of color continue to be suspended at exponential rates compared to their white peers
- Poor children are more likely to attend schools with fewer resources
- The narrative of black and brown children needs to change with how teachers perceive them
- Using primary sources can deepen the skill of empathy within the context of racial equity.

Leffler, W. K., photographer. (1965) *African American demonstrators outside the White House, with signs "We demand the right to vote, everywhere" and signs protesting police brutality against civil rights demonstrators in Selma, Alabama* / WKL. Alabama Selma Washington Washington D.C, 1965. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2014645538/>.



How as an educator do you show your own empathy?
Who and what do you say students are?

“I have never encountered any children in any group who are not geniuses. There is no mystery on how to teach them. The first thing you do is treat them like human beings and the second thing you do is love them.”-Asa G. Hilliard



Harris & Ewing, photographer. *African American children*. United States United States, None. [Between 1915 and 1923] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2016885265/>.

Three types of empathy – Cognitive Empathy

- **Cognitive empathy** is about thought as much as emotion.
- It is defined by knowing, understanding, or comprehending on an intellectual level.
- As most of us know, to understand sadness is not the same thing as feeling sad.
- We can understand the feelings of others as a first step.
- Cognitive empathy is safe.



Leffler, W. K., photographer. (1963) *Civil rights march on Washington, D.C.* / WKL. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003654393/>.

Cognitive Empathy and Equity

- Cognitive Empathy means you know and understand another's problem on an **intellectual level** without taking on their emotions as your own.
- Cognitive empathy allows you to respond to another person's emotions in terms of logic more than feelings.
- It's a form of Emotional Intelligence (EQ), which is the ability to identify and manage one's own emotions, as well as the emotions of others.



Leffler, W. K., photographer. (1963) *Civil rights march on Washington, D.C.* / WKL. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003654393/>.

Strategy #1 - Perspective Making

- Cognitive empathy is a skill we can teach our students
- Perspective making is a strategy that uses cognitive empathy.
- Perspective making is guiding students to imagine herself in the situation of another and to “think” about what it might be like.



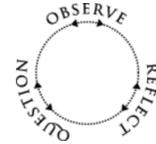
Johnston, F. B., photographer. (1899) *Eight African American children, in kindergarten, learning washing and ironing at Whittier Primary School, Hampton, Virginia*. Hampton Virginia, 1899. [or 1900] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/98514248/>.

Perspective Making

Step 1 – Use the Primary Source Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.
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Step 2- Perspective Making Example

- Describe what feelings you would have if you were one of the children learning to iron and wash clothes.
- What would you feel?
- What would you believe about you?
- What would you want?



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Second type of Empathy - Emotional Empathy

- Emotional empathy is directly feeling the emotions of another.
- Emotional empathy is the ability to feel what another person is feeling and to walk in their shoes figuratively to go beyond thinking to actually feeling exactly what they are feeling.
- Emotional empathy is actually deeply rooted in a human's [mirror neurons](#).



Leffler, W. K., photographer. (1963) *Civil rights march on Washington, D.C.* / WKL. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003654393/>.

Strategy #2 – Empathy Building Exercise

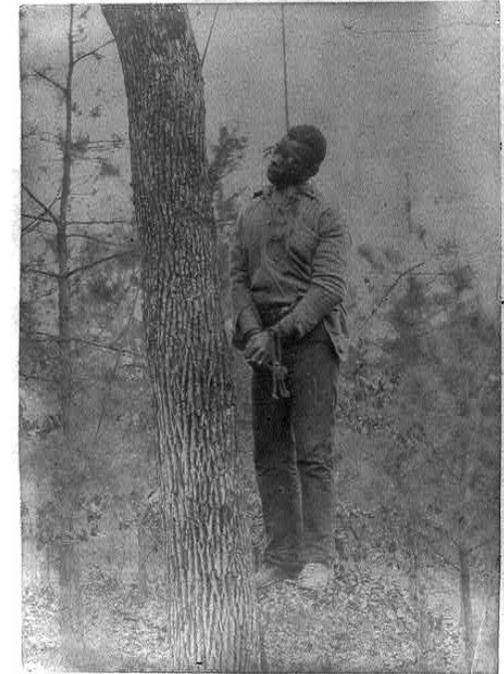
- Use inquiry to have students use a primary source.
- First, go through the primary source analysis of a primary source focused on racial equity issues.
- Secondly, share the guidelines of the empathy building.



Horgan, L., photographer. (ca. 1889) *George Meadows, murderer & rapist, lynched on scene of his last crime*. Alabama Birmingham, ca. 1889.
[Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012646363/>.

Strategy #2 – Empathy Building Exercise

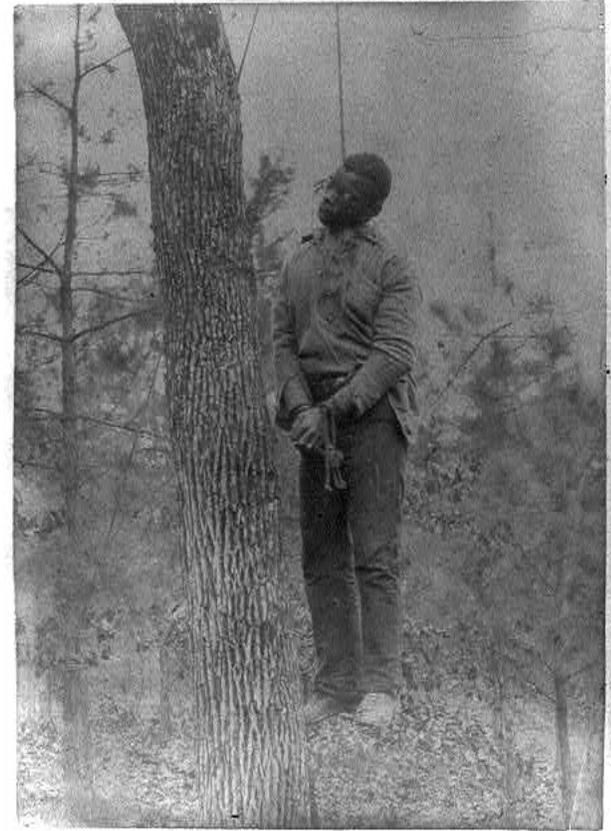
- Using a series of empathy directed questions students practice building empathy using a memory, an imagined scenario, and a person to build empathy.
- **Memory** - Look and Feel. When is a time in your life when you have felt the way you feel now looking at this image?



Horgan, L., photographer. (ca. 1889) *George Meadows, murderer & rapist, lynched on scene of his last crime*. Alabama Birmingham, ca. 1889. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012646363/>.

Strategy #2 – Empathy Building

- **Imagine** – Look and Feel. Imagine being there. What would you feel?
- **Who is** – Look and Feel. Who do you know who may have felt the feelings like the person?



Horgan, L., photographer. (ca. 1889) *George Meadows, murderer & rapist, lynched on scene of his last crime*. Alabama Birmingham, ca. 1889. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2012646363/>.

Third type of Empathy Compassionate Empathy

Compassionate Empathy

- “With this kind of empathy we not only understand a person’s predicament and feel with them, but are spontaneously moved to help, if needed.” ~Daniel Goleman



Trikosko, M. S., photographer. (1963) *Civil rights march on Washington, D.C. / MST*. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003673961/>.

Strategy #3 – Civic Action Genius Hour

- Compassionate empathy calls students and teachers to civic action.
- After using the Primary Source Analysis tool to examine a primary source, guide students in a civic action genius hour
- Begin by asking students what problem exists today that feels the same as the one in the primary source. What do they want to research and solve?



Trikosko, M. S., photographer. (1963) *Civil rights march on Washington, D.C. / MST.* Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003673961/>.

Strategy #3 – Civic Action Genius Hour

- After students identify the problem they feel deeply about have them research potential solutions
- Students present ideas for solutions to teachers for feedback.
- Final solutions are presented to the class

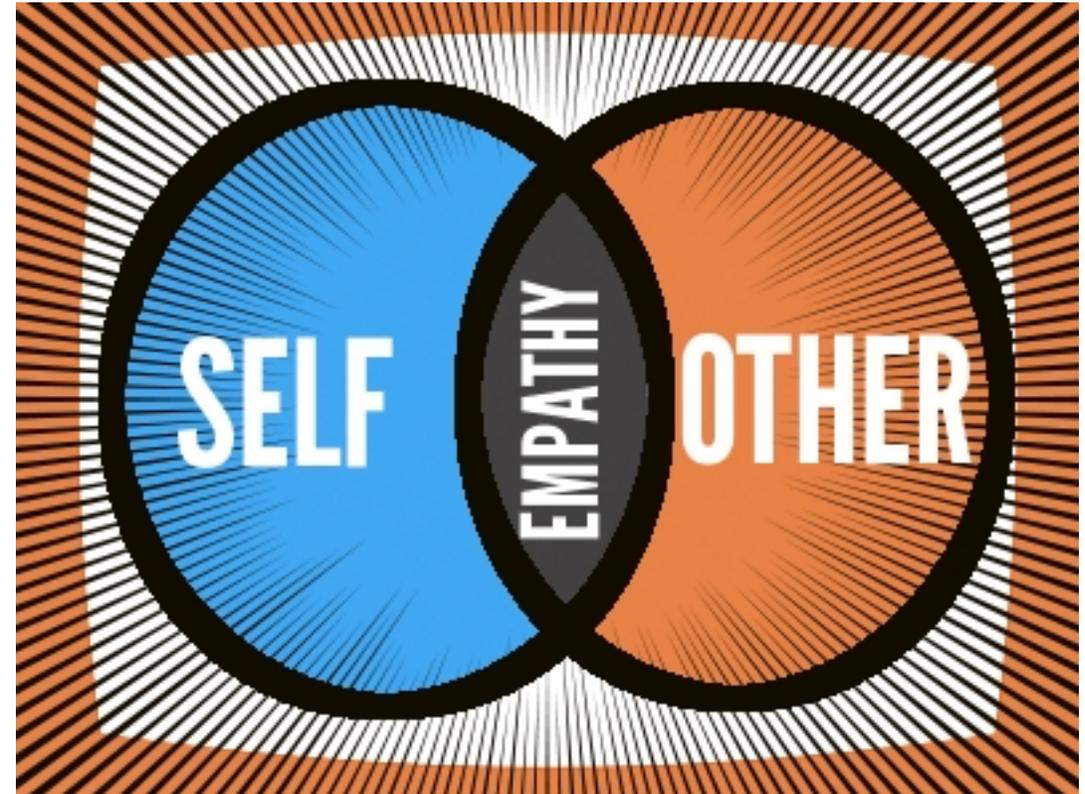


Trikosko, M. S., photographer. (1963) *Civil rights march on Washington, D.C. / MST*. Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2003673961/>.

Strategy #4 – HEAR for Daily Empathy and Equity

LISTENING ACTIVELY TO OTHERS

- Empathy requires effective listening HEAR strategy to help students recognize and block out that noise as they devote their attention to listening to one another. The HEAR strategy consists of these steps:
- **Halt:** Stop whatever else you are doing, end your internal dialogue on other thoughts, and free your mind to give the speaker your attention.
- **Engage:** Focus on the speaker. We suggest a physical component, such as turning your head slightly so that your right ear is toward the speaker as a reminder to be engaged solely in listening.
- **Anticipate:** By looking forward to what the speaker has to say, you are acknowledging that you will likely learn something new and interesting, which will enhance your motivation to listen.
- **Replay:** Think about what the speaker is saying. Analyze and paraphrase it in your mind or in discussion with the speaker and other classmates. Replaying and dialoguing the information you have heard will aid in understanding what the speaker is attempting to convey.



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The Educator and Empathy

Racial Equity Requires Relationship

5 elements of the developmental relationship with students

Why 3 types of empathy are vital?

Search Institute: The Developmental Relationship Framework

Young people are more likely to grow up successfully when they experience developmental relationships with important people in their lives.

Developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

Search Institute has identified five elements-expressed in 20 specific actions-that make relationships powerful in young people's lives.

(Search Institute, 2018)

Search Institute Developmental Relationship Element 2: Challenge Growth

- Push me to keep going:
- Expect my best: Expect me to live up to my potential
- Stretch: Push me to go further
- Hold me accountable: Insist I take responsibility for my actions
- Reflect on failures: Help me learn from my mistakes and setbacks

Johnston, F. B., photographer. (1899) *African American school children and teacher, studying leaves out of doors*. Washington D.C, 1899. [?]

[Photograph] Retrieved from the Library of Congress,
<https://www.loc.gov/item/2001699120/>.



Search Institute Developmental Relationship Element 3: Provide Support:

Help me complete tasks and
achieve goals:

- Navigate: Guide me through hard situations and systems
- Empower: Build my confidence to take charge of my life
- Advocate: Stand up for me when I need it
- Set boundaries: Put limits in place that keep me on track



African American school children posed with their teacher outside a school, possibly in South Carolina. Southern States, None. [Detroit: detroit publishing company, between 1900 and 1910] [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2007676239/>.

Search Institute Developmental Relationship Element 4: Share Power

Trust me with respect and give me a say:

- Respect me: Take me seriously and treat me fairly
- Include me: Involve me in decisions that affect me
- Collaborate: Work with me to solve problems and reach goals
- Let me lead: Create opportunities for me to take action and lead



Search Institute Developmental Relationship Element 5: Expand Possibilities:

- Connect me with people and places that broaden my world
- Inspire: Inspire me to see possibilities for my future
- Broaden horizons: Expose me to new ideas, experience and places
- Connect: Introduce me to people who can help me grow.

Leffler, W. K., photographer. (1973) *African American and white school children on a school bus, riding from the suburbs to an inner city school, Charlotte, North Carolina*. Charlotte North Carolina, 1973. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2011648709/>.



Listening to their voices

- <https://www.youtube.com/watch?v=-Ke3TURO2Q8>

Gratitude and Next Steps

- Keep the dialogue going
- RISE Continues! – Open zoom session to share ideas of RISE, once a month – bring a friend, send a topic, we will always share methods.