

RISE: Educators RISE for Equity



Beginning with the dream and introductions.....

- <https://www.youtube.com/watch?v=fR-PReWhMGM>
- Dr. Tina Curry
- Professor Felicia Shaviri
- Dr. David Bates
- By way of introduction, in the chat, please share your name, your school or organization, and one sentence that describes your personal dream for equity in your life and world.
- Complete the sentence, “I have a dream that one day.....”

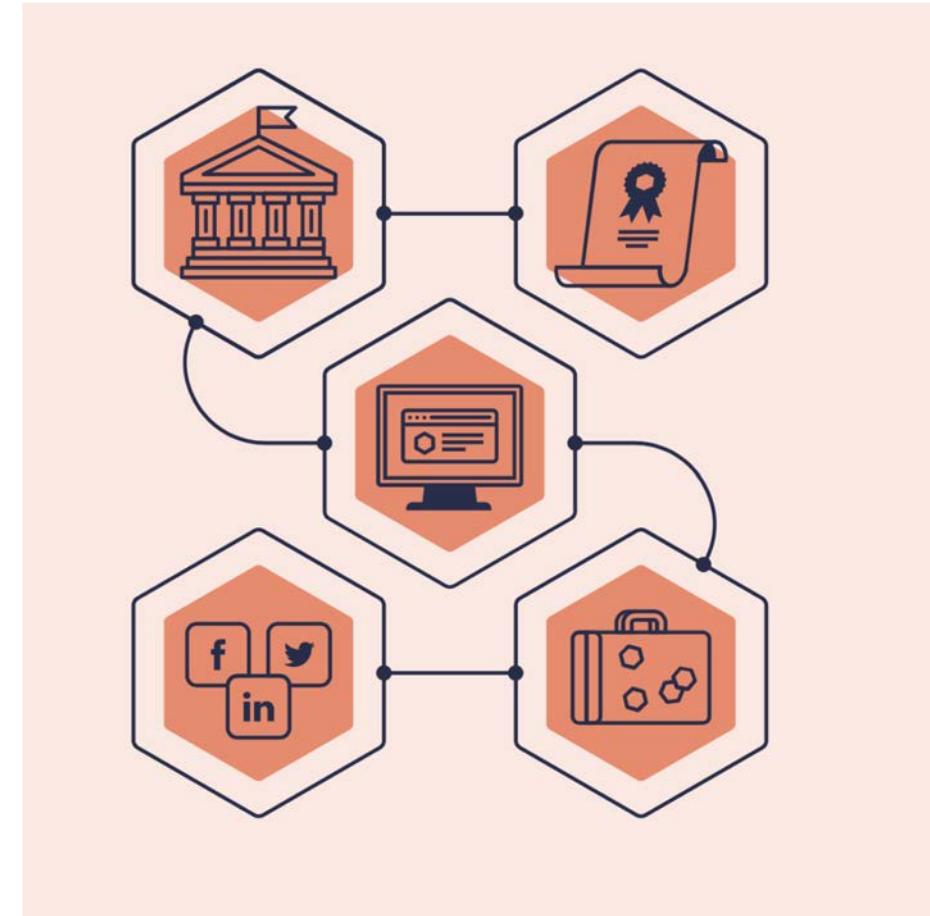


What is the RISE LOC TPS program?

1. REFLECT – Discover and acknowledge the historical social construct of systemic racism (Primary Source selections for teaching)
2. INQUIRE – Use inquiry to examine history using primary sources (LOC Primary Sources)
3. SELF-AWARENESS - Engage in vigilant self-awareness which analyzes beliefs
4. EMPATHY – Use empathy driven action to act against racism in teaching practices and in life.

How does RISE work?

- RISE consists of monthly synchronous webinars open to all K-12 teachers seeking equity and action as anti-racist allies.
- RISE is a micro-credential online asynchronous learning experience offering teachers skill and application of the tools offered in RISE.
- Educators earn 2 CPDU credits per webinar.
- Educators can earn a DePaul University micro-credential as well as 25 CPDU's for completion.



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Three Objectives

We will.....

1. Demonstrate first strategy RISE using inquiry and reflection with Library of Congress, Primary Sources as tools to dismantle racism
 2. Examine our personal experience of race.
 3. Define race and racism as a foundation to equity-driven teaching and leading



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Guideposts for our discussion today.....

- Come to this space with open hearts and minds
- Safe and welcoming space to do the complex work of examining diversity, equity, and inclusion in our schools, our teaching practices, and our lives.
- Share agreement to learn and grow realizing this is an ongoing process.
- Agree to transparent, authentic, and open mindedness

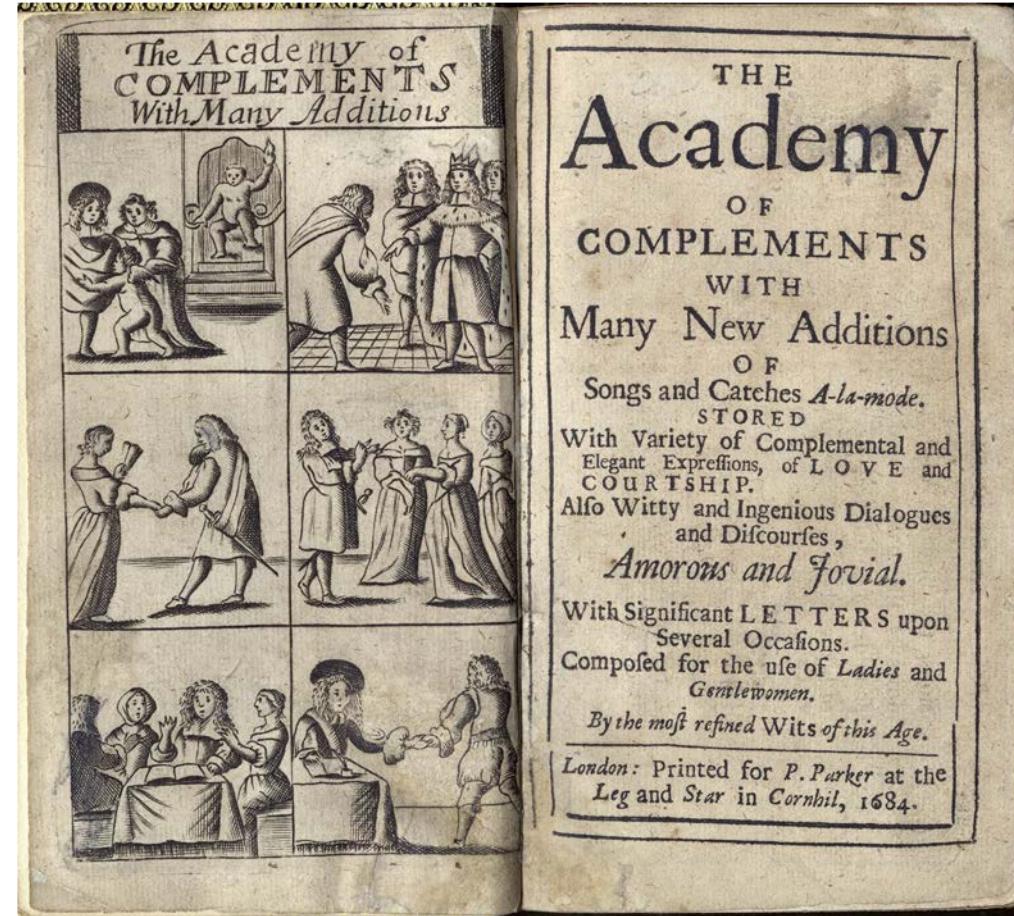


RISE: Equity, Racism, and Primary Sources

Using History for Change

What are primary sources from the Library of Congress and how can they transform racism?

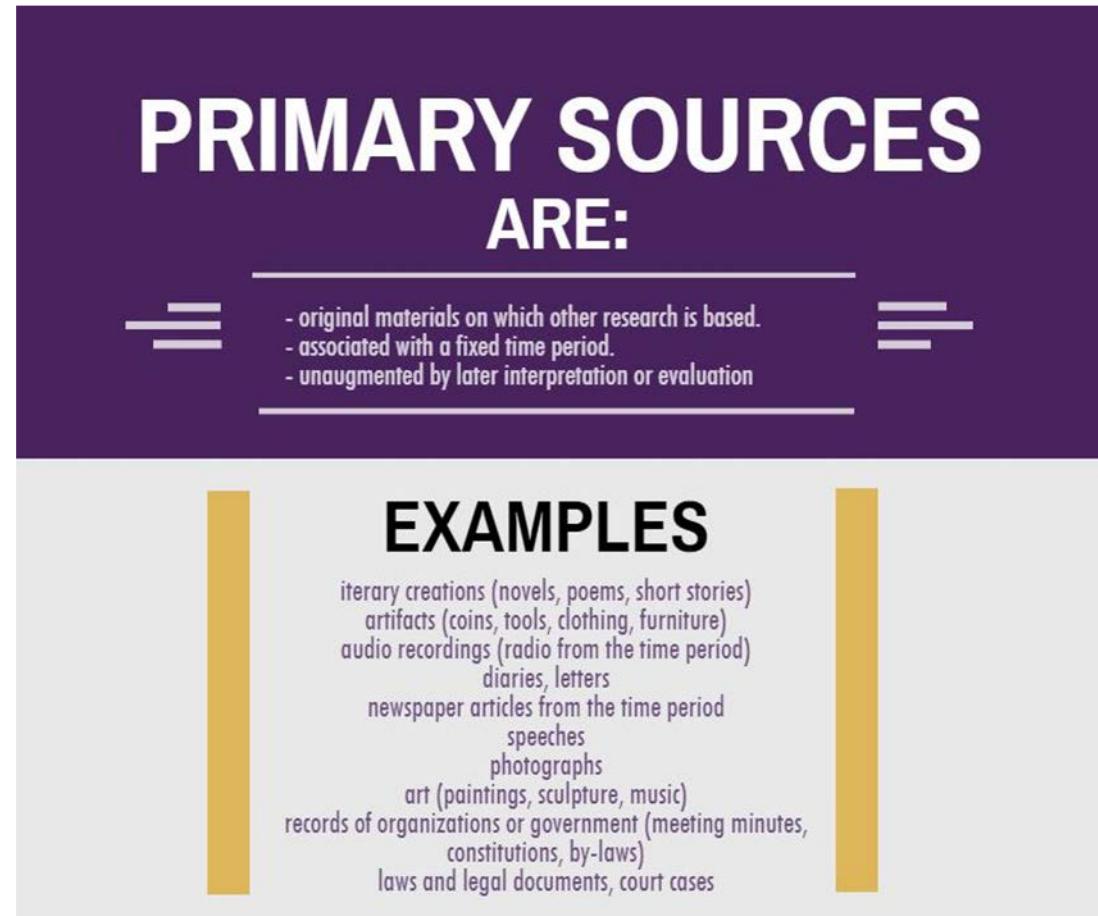
- Primary sources are the raw materials of history — original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events, usually at a distance of time or place.
- Bringing students primary sources can give them a sense of what it was like to be alive during a time in history.



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What are primary sources from the Library of Congress and how can they transform racism?

- Helping students analyze primary sources can also prompt curiosity and improve critical thinking and analysis skills.
- Primary sources from the LOC spark vital conversations about race, equity, inclusion, and our civic responsibilities.



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What do you see? What are you thinking? What are you wondering about?

Primary Source Analysis Tool

PRIMARY SOURCE ANALYSIS TOOL

NAME:



OBSERVE

REFLECT

QUESTION

FURTHER INVESTIGATION:



What do you believe? What do you feel? What actions happened?

RISE Reflection

RISE ANALYSIS TOOL

BELIEVE

FEEL

ACT



How easily wicked and treasonable organizations may gain the control over the peaceable and the industrious members of society has always been signally apparent at the South. A

Tennessee, venture even to denounce the murderers or the violators of the laws; or if any Northern journal, roused to a proper indignation by the wrongs inflicted upon peaceable settlers

The Union As It Was, 1874

This cartoon from famed cartoonist Thomas Nast dramatizes the violent "redemption" of the South for white supremacy.

How do educators begin to become anti-racist practitioners?

- Commit to a personal journey of awareness
- Clearly define racism
- Identifying personal goals and priorities for being an anti-racism and equity driven educator.



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In order to know me.....

- Break out rooms
- Each person answers the questions on the “In order to know me” document
- This is an exercise you can do with faculty or students as the introduction to racial equity work.



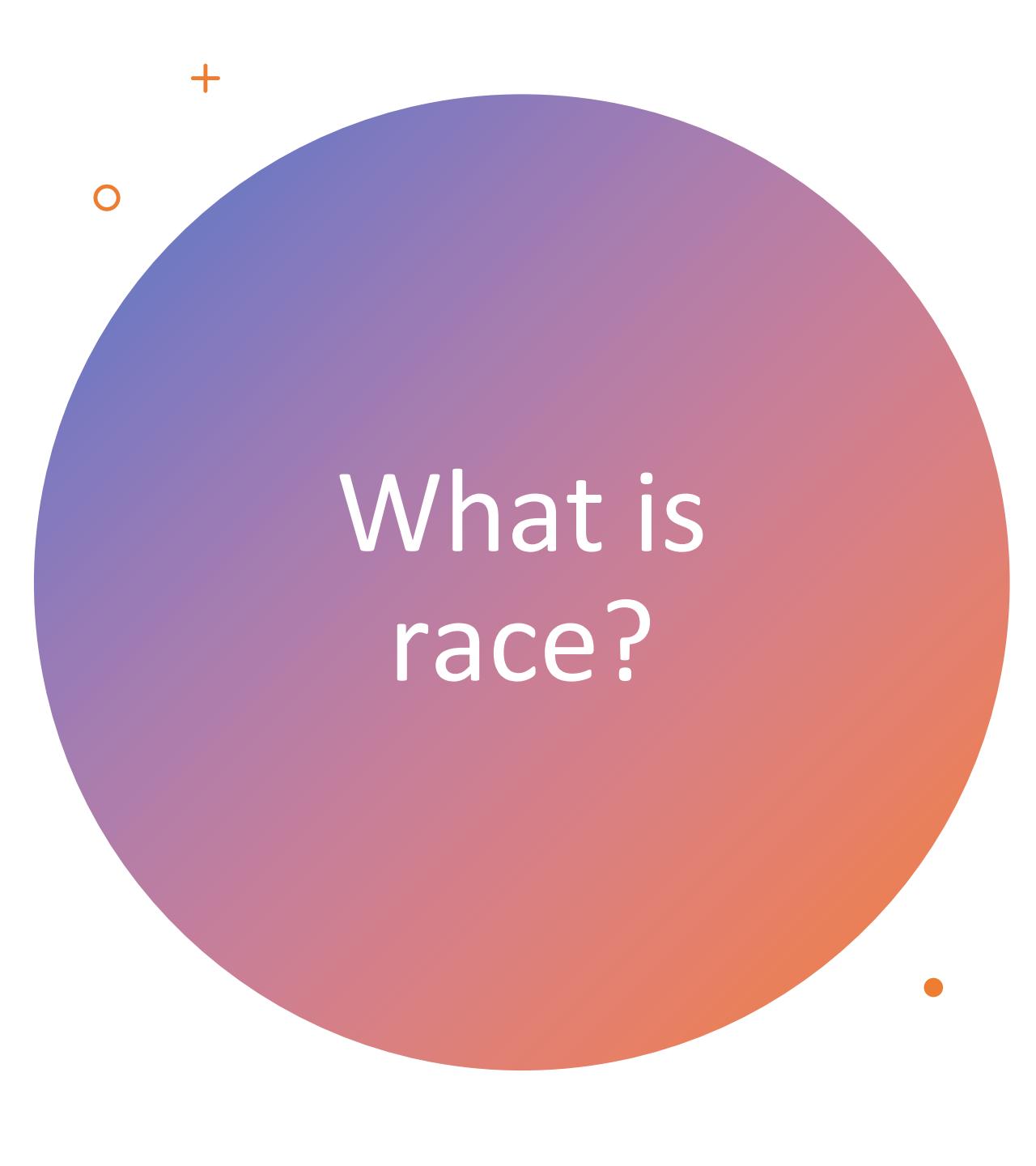
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Breakout room reflections

- In the chat, please share...
- Key takeaways from the breakout room

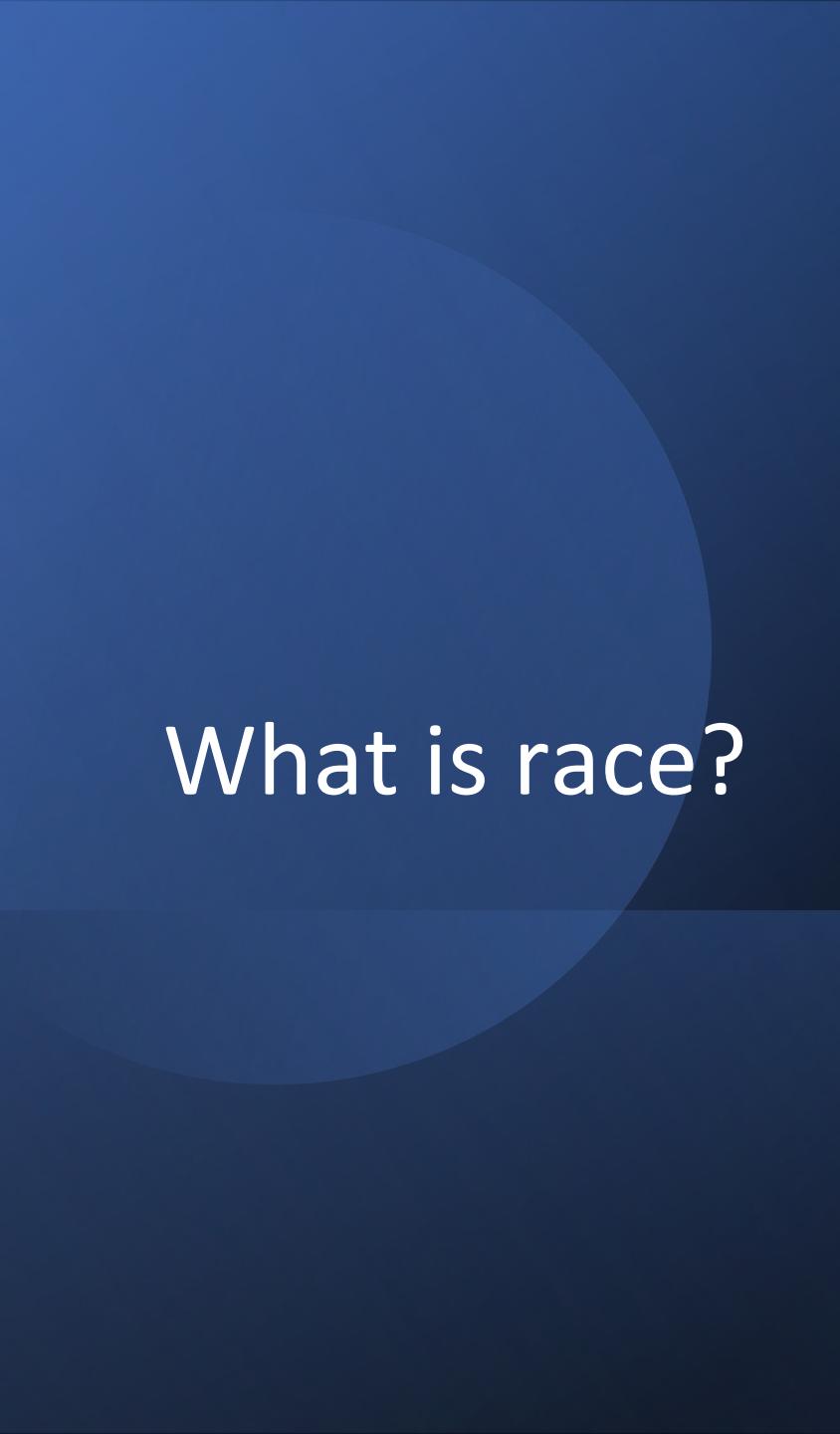


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What is
race?

- In the chat, share your definition of race.



What is race?

- Race is a social category, based on real or perceived biological differences between groups of people.

Race as a Social Construct

Race IS

- Socially constructed/defined

Race is NOT

- Genetic/biological/scientific





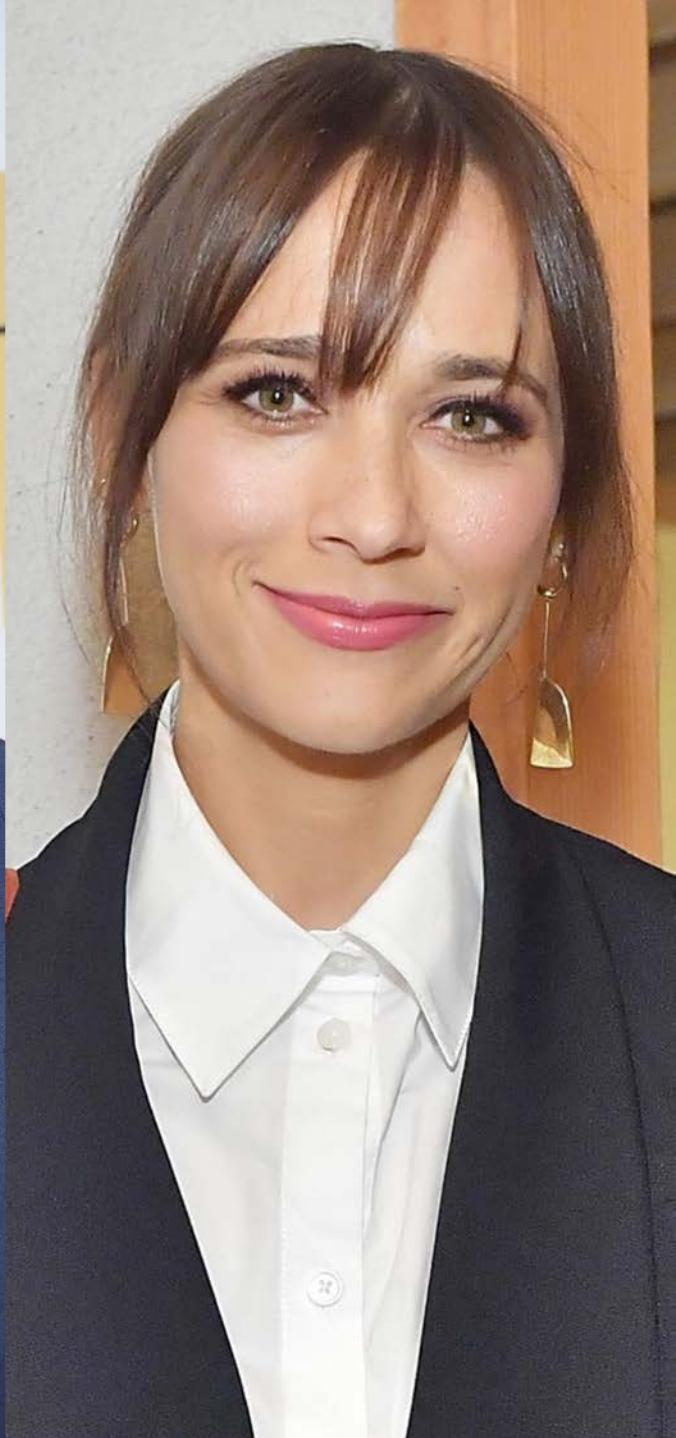
Race as a Social Construct

Race IS

- Socially constructed/defined
- Expansively defined

Race is NOT

- Genetic/biological/scientific
- Skin color





Race as a Social Construct

Race IS

- Socially constructed/defined
- Expansively defined
- Malleable/changing

Race is NOT

- Genetic/biological/scientific
- Skin color
- Fixed and permanent

HELP WANTED
NO IRISH NEED APPLY

BOSTON SIGN CO.

SEPT. 11, 1915

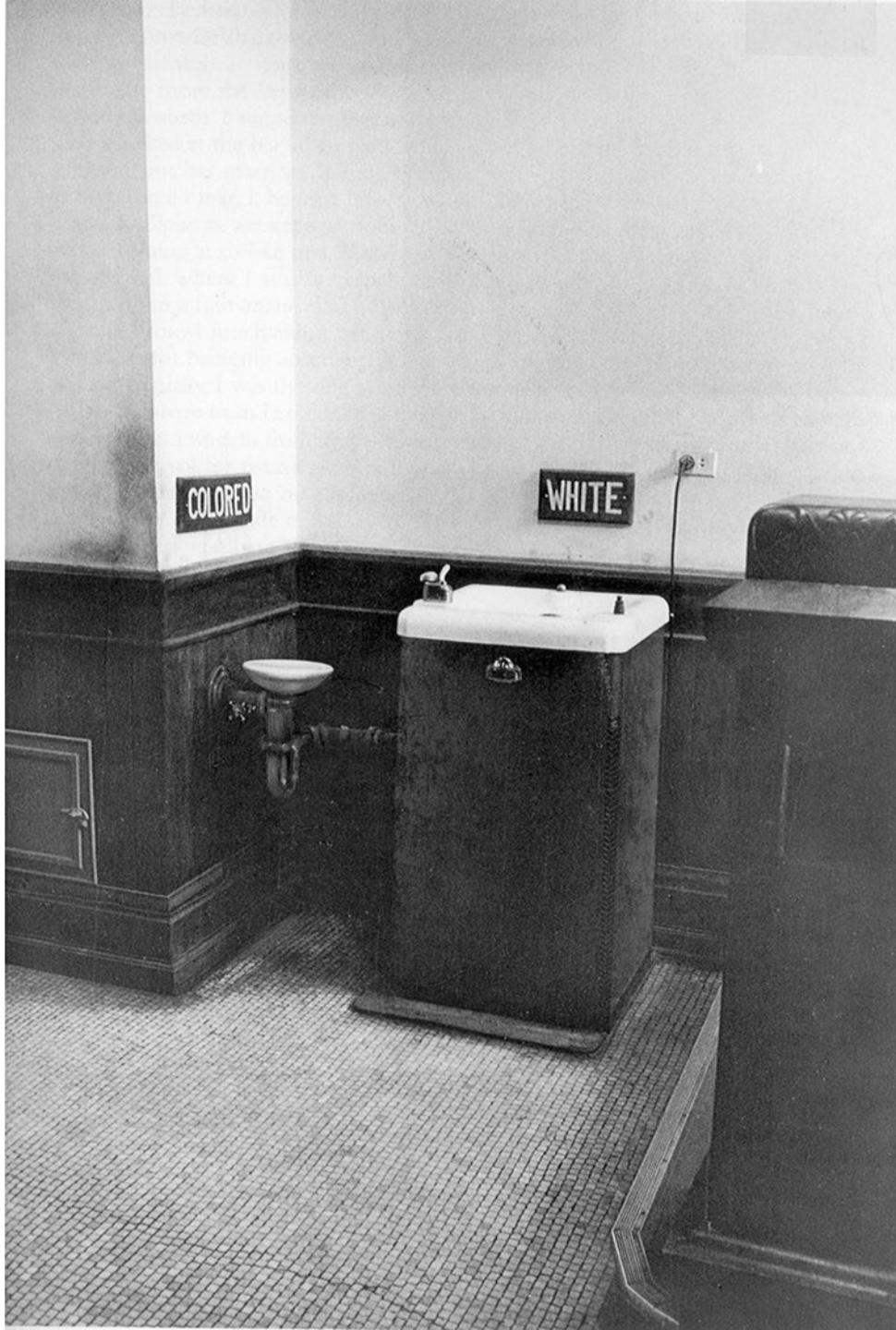
Race as a Social Construct

Race IS

- Socially constructed/defined
- Expansively defined
- Malleable/changing
- Significant and real (just not scientifically)

Race is NOT

- Genetic/biological/scientific
- Skin color
- Fixed and permanent
- “Fake”





What is racism?

In the chat share your ideas of key characteristics of racism

What is racism?

- Prejudice or discrimination against individuals or groups based on beliefs about one's own racial superiority or the belief that race reflects inherent differences in attributes and capabilities.
- Generally understood as a **systemic** issue (education, employment, criminal justice, finance, housing, environment, etc.)

Bias/Stereotype → Idea

Prejudice → Emotion

Discrimination → Action

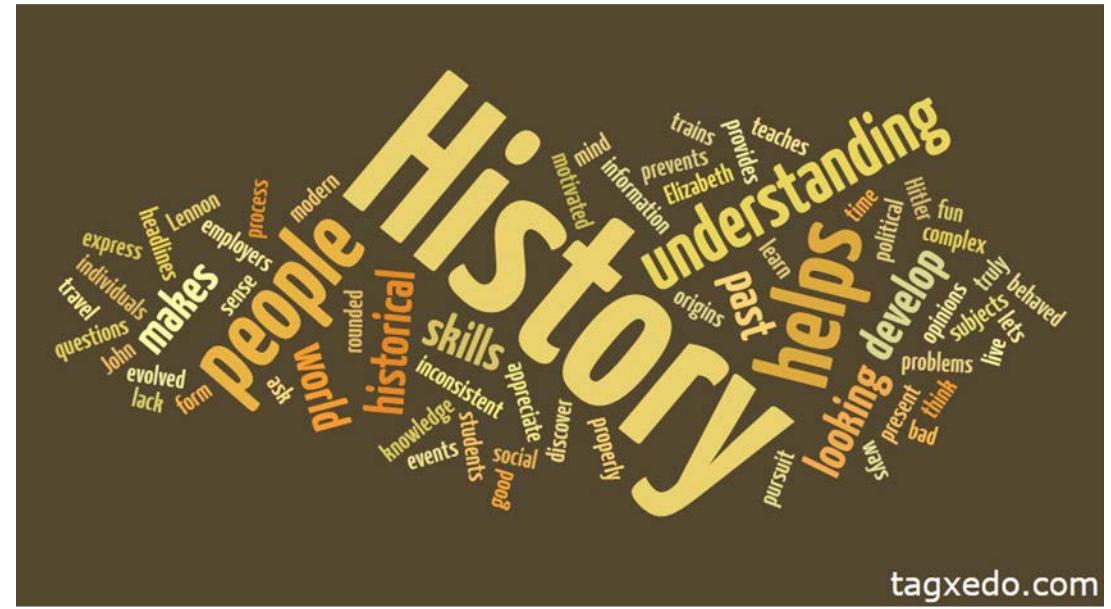
Racism → System

Why study race and racism in a historical context using primary sources?

- To **explain** how definitions of race have changed over time
- To **explain** how systems of racial oppression have developed over time
- To **recognize** the historical roots of contemporary struggles over race and racism
- To **empower** us to combat racism today

How to begin teaching that is anti-racist. History and Racism

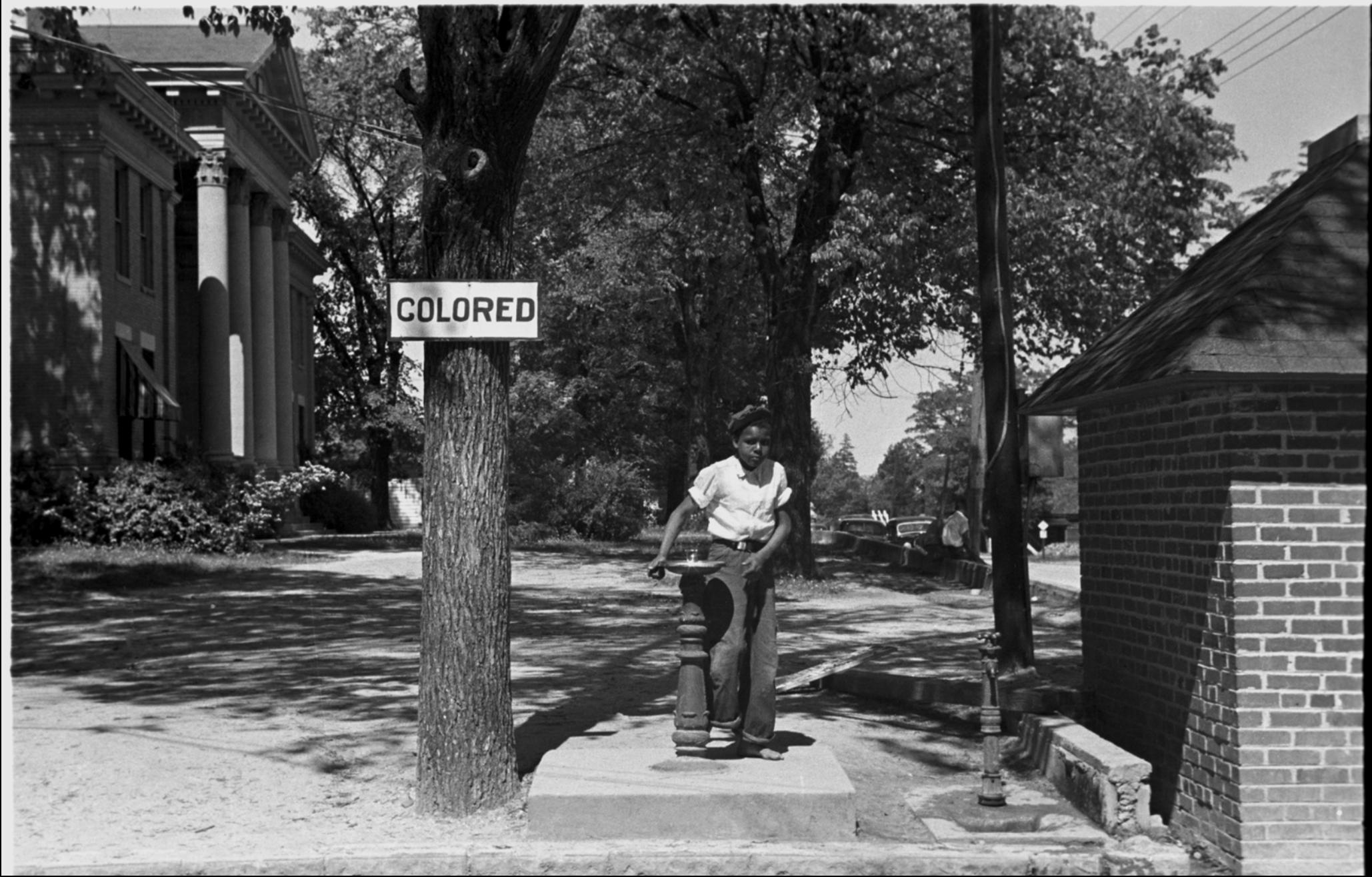
- Start the conversation with students after doing "In order to know me..."
 - Select primary sources aligned with your objectives (African American, LatinX, Asian, Indigenous Peoples experience)
 - Begin with analyzing the source and gaining reflection.



RISE: Lesson Prompt Demonstration

Using History for Change





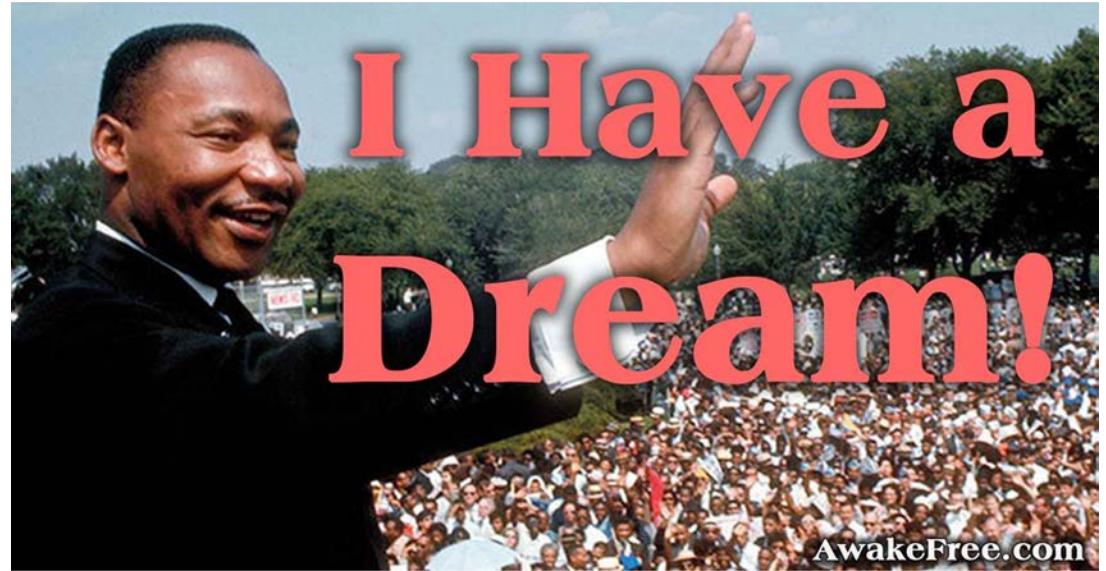
What do you see? What do you think? What do you wonder about?



What do you believe? What do you feel? How can you act?

One small act to be an antiracist

- What is one small thing or large thing that you can do to make your vision of racial equity become a reality?
- What are you willing to commit to doing today?



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Next steps

- Register for the RISE: LOC TPS Racial Equity Micro-credential
 - <https://forms.gle/yNa9T3E6nj8fk2AY8>
 - Attend the January webinar
- | | |
|---|---|
| Inquiry: Dismantling racism | Thursday, January 21, 2021– 5:00 p.m. to 6:00 p.m. |
| Self-Awareness: Healing History | Thursday, February 18, 2021– 5:00 p.m. to 6:00 p.m. |
| Empathy: Transforming Connections | Thursday, March 18, 2021– 5:00 p.m. to 6:00 p.m. |
| Action: Inquiry and Civic Action for Equity | Thursday, April 22, 2021– 5:00 p.m. to 6:00 p.m |
| Action: Shifting to Civic Mindedness | Thursday, May 20, 2021– 5:00 p.m. to 6:00 p.m |
| Action: From Equity Dream to Reality | Thursday, June 17, 2021– 5:00 p.m. to 6:00 p.m. |