
RISE: Educators Rise for Racial Equity

Self-awareness and History



RISE

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

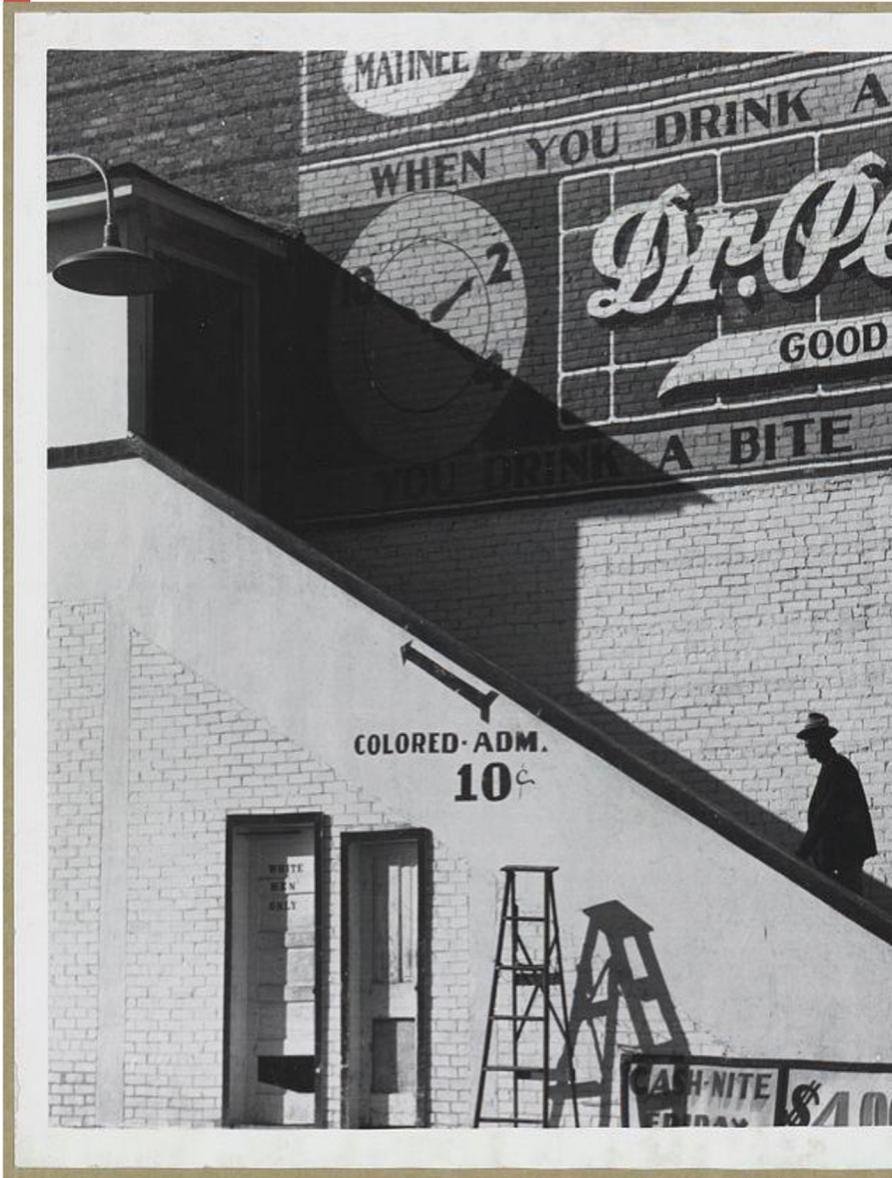


Introductions and Norms for our Work

- Share your name and one hope you have for today's webinar.

NORMS

- Create a brave space
- Engage with open heart and mind.
- Stay present and fully engaged and share the stage.
- Know that we are all learning
- Realize that there may be discomfort and allow that discomfort.
- Speak in "I" statements from direct experience.
- Assume positive intent; courageously name what is troublesome to you.
- Withhold judgement and own your intention



RISE and the Library of Congress

- Examining history is vital to creating positive change.
- Primary sources hold the key information of the context and culture of the past which has informed the present.
- Primary sources are a direct link to the past that promote inquiry, self-awareness, empathy, and critical thinking.

Goals

1. Grow the impact and use of the Library of Congress primary sources to dismantle racism
2. Increase **self-awareness** and understanding of historic causes of racism
3. Increase empathy to dismantle racism



(1963) Young boys harassing the Horace Baker family, the first African American family to move into the all white Delmar Village neighborhood of Folcroft, Pennsylvania. Folcroft Pennsylvania, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/99402534/>.

Webinar Structure

1. Racial equity welcome activity – **5 minutes**
2. Research and Information – **10 minutes**
3. Engage you by modeling an RISE exercise that can be used for K-12 students or faculty– **30 minutes**



D.C. riot aftermath -- food distributing center. 1968 April 8.

Library of Congress Prints and Photographs Division Washington, D.C. 20540

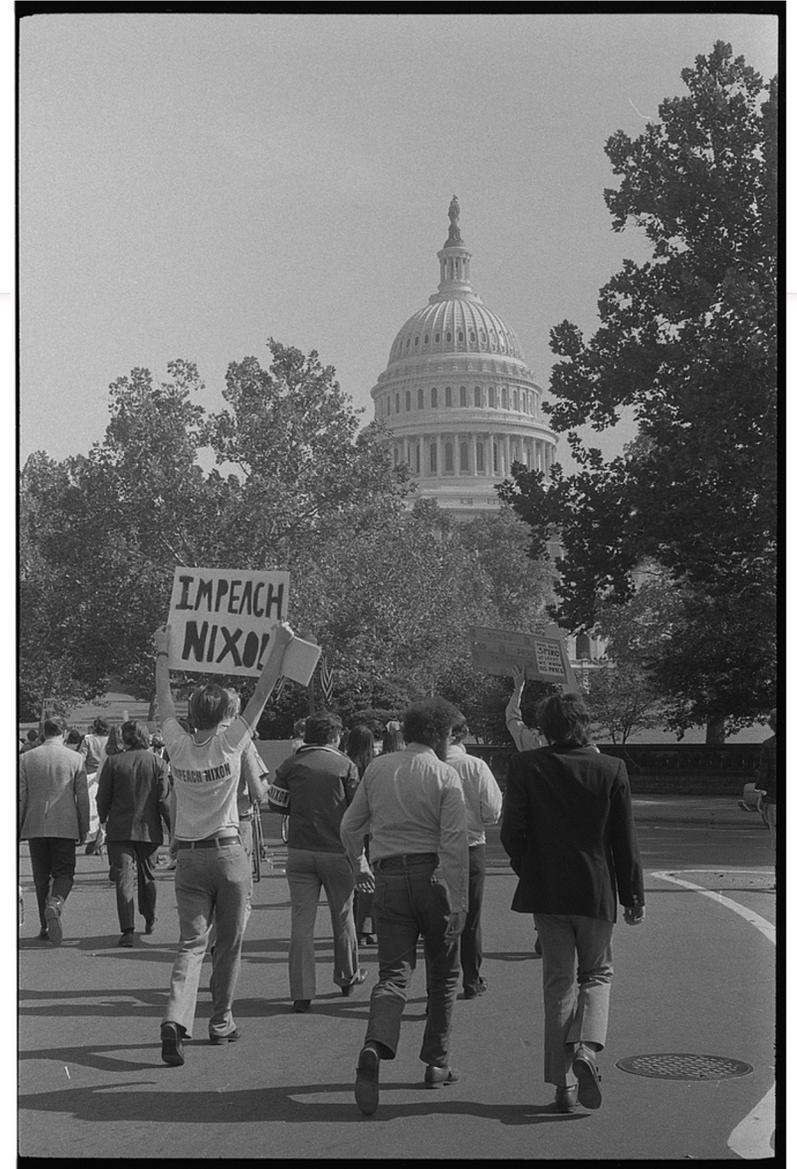
USA <http://hdl.loc.gov/loc.pnp/pp.print>

Our Welcome Activity



Waterfall Chat

- What adjective would you use right now (just one) to describe our nation in February of 2021?



Research and Theory

RISE Framework and Self awareness



Leffler, W. K., photographer. (1963) *Civil rights leaders talk with reporters after meeting with President John F. Kennedy after the March on Washington, D.C.* Washington D.C., 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2013649722/>.

RISE and Self-Awareness

- Being **self-aware** of our feelings and beliefs is key to **understanding** our **biases** — only then can we move toward honest social progress. This allows us to make more just, informed decisions and avoid decisions based on emotion that results from blindly following implicit **biases**.



Before and after pictures of "Southern women hounding their men on to rebellion" and "...feeling the effects of rebellion and creating bread riots".

What happens without Self-awareness?

- Without **self-awareness** and the ability to manage our emotions, we often unknowingly lead from hurt, not heart.
- Without self-awareness we can create distrust, disengagement, and an eggshell culture of inauthenticity.

-Brene Brown



This Photo by Unknown Author is licensed under [CC BY-SA](#)

How do we grow self-awareness using primary sources?

- Developing self-awareness requires higher-level cognitive processing.
- Growing self-awareness requires an information-gathering perspective.

CONNECTING WITH THE OTHER EMOTIONAL EMPATHY	SELF-AWARENESS		
	SIMILARITIES	INTENTIONS	GOALS
	How are you similar to the other? What feelings do you share with them?	What do you think others hoped would have happened? Why do you think that this was their intention?	What do you wish would have been different? How has this historical event changed us? What can we do differently?

How does this self-awareness through primary sources lead to greater racial equity?

- Self-awareness also improves our ability to empathize with others.



Lee, R., photographer. (1939) *Negro and white man sitting on curb talking, Muskogee, Oklahoma*. United States Muskogee Oklahoma Muskogee, 1939. July. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2017740577/>.

How to build self-awareness in addition to using primary sources

- **Write down your key plans and priorities.**
- **Ask trusted friends.**
- **Get regular feedback at work.**
- What am I trying to achieve?
- What am I doing that is working?
- What am I doing that is slowing me down?
- What can I do to change?



Modeling

Lesson Plan/Experience:

Empowering Equity – Self-awareness and History



Overview of lesson/experience

The purpose of this experience is to:

1. Identify how history impacts our bias and view of racial equity.
2. Explore our own bias using Library of Congress primary sources.
3. Build skills of self-awareness to deepen anti-racism skills.

Welcome Activity (Bell Ringer)

Our Poems - "I Am" Poem:

I am from church on Sundays followed by gossiping about the neighbors.

I am from cigarettes on the kitchen counter and Schlitz in the fridge

I am from Brady Bunch, Mary Tyler Moore and Romper Room

I am from white neighborhoods and whispers of "those people."

I am from rage at inequity, commitment to growing as an anti-racist, and working on it every day.

In the chat, share one or two lines of your own "I am" poem.

- Write your own "I am From Poem"

Norms

- Establishing norms with your class or group.
- What is acceptable?
- What is not acceptable?
- Why we are creating norms.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

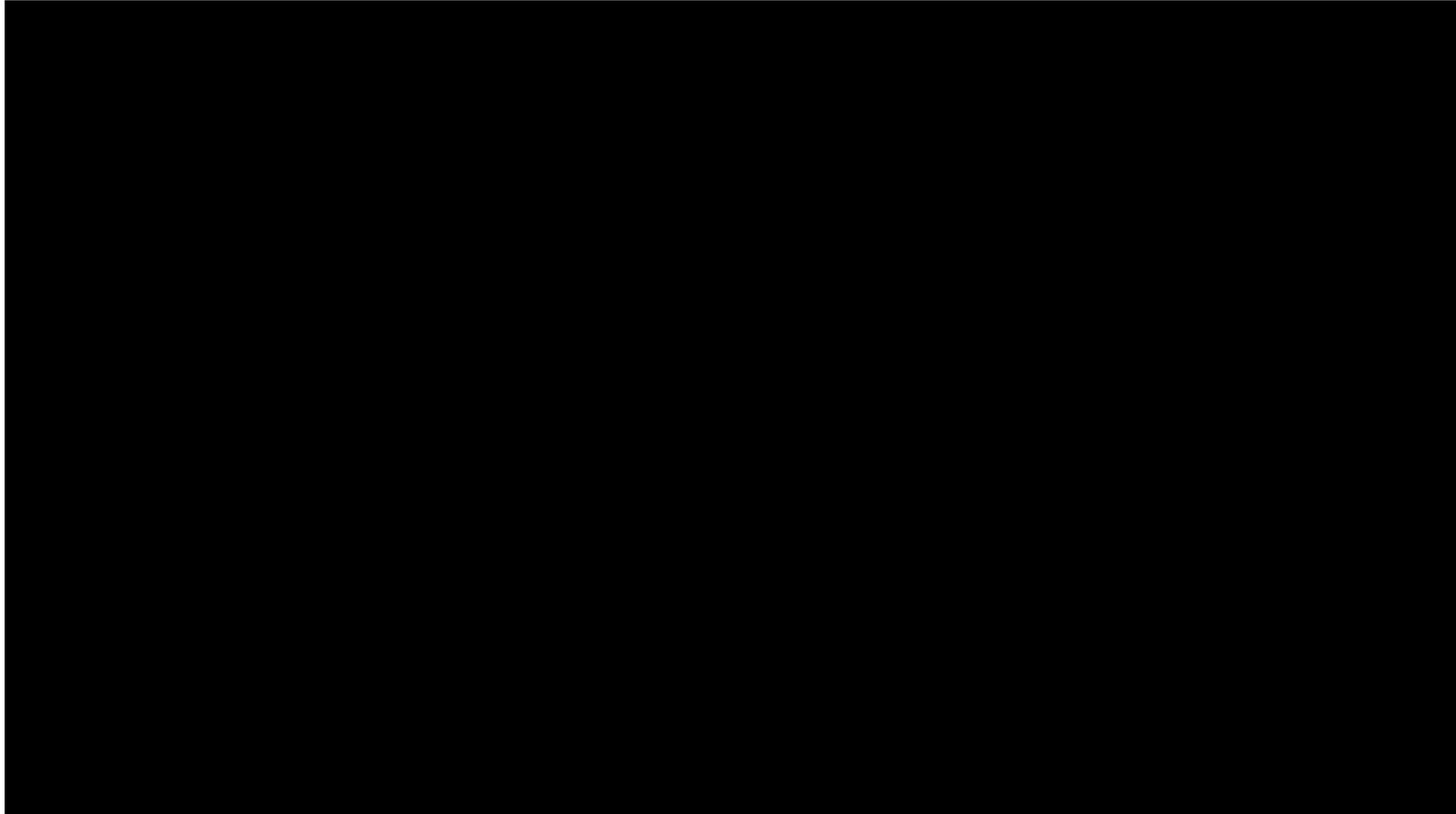
Primary Sources - TPS Inquiry Process



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



Implicit Bias informing what we see, think, and wonder about



REFLECTION			
EXAMINING SELF FORMING IDENTITY	BELIEVE	FEEL	DO
	What do I believe about what I see? What beliefs or preconceptions (about the source or the time period in general) did you bring with you when analyzing this source? Did the source change those beliefs, or reinforce them? How so?	How did this source make you feel? Why did you react this way to the source? What elements of the source made you feel this way? Are your feelings tied to personal experience? Did your feelings change as you analyzed and discussed the source? How do you think people at the time—perhaps the people portrayed in the source itself—would have felt about this event?	What actions led to the injustices presented by this source? What actions did people at the time take to address those injustices? What actions could you (or others) take today to address similar injustices?
	INQUIRY		
EXAMINING THE OTHER COGNITIVE EMPATHY	BELIEFS (OTHERS)	LABELS	JUDGMENTS
	What do I think others believed? What experiences in your life have helped you to determine what you think they believed?	How would you describe the other with three adjectives? What labels would you use to describe the others (be as truthful as you can)?	What opinions do you have about the people or the situation you are examining? What life experiences have contributed to your opinions?
SELF-AWARENESS			
CONNECTING WITH THE OTHER EMOTIONAL EMPATHY	SIMILARITIES	INTENTIONS	GOALS
	How are you similar to the other? What feelings do you share with them?	What do you think others hoped would have happened? Why do you think that this was their intention?	What do you wish would have been different? How has this historical event changed us? What can we do differently?
EMPATHY			
UNITING WITH THE OTHER LEADING CHANGE COMPASSIONATE EMPATHY	IMAGINE	NARRATE	ACTION PLAN
	Imagine you are with the person in the moment of history, what would you do? How could you have influenced this historic event if you were there?	Create a short story of what it was like for the person or people in the picture or artifact. How do you wish the story turned out?	How can you help change the impact of the historical event? What cause means a great deal to you? What change would you like to see in our country?

RISE Analysis Guide

- Reflection is key to exploring identity
- Inquiry into feelings and beliefs leads to understanding
- Self-awareness is crucial to civic action
- Empathy is needed to create equity

**EXAMINING SELF
FORMING IDENTITY**

REFLECTION

BELIEVE

What do I believe about what I see? What beliefs or preconceptions (about the source or the time period in general) did you bring with you when analyzing this source?

Did the source change those beliefs, or reinforce them? How so?

FEEL

How did this source make you feel?

Why did you react this way to the source? What elements of the source made you feel this way? Are your feelings tied to personal experience?

Did your feelings change as you analyzed and discussed the source?

How do you think people at the time—perhaps the people portrayed in the source itself—would have felt about this event?

DO

What actions led to the injustices presented by this source?

What actions did people at the time take to address those injustices?

What actions could you (or others) take today to address similar injustices?

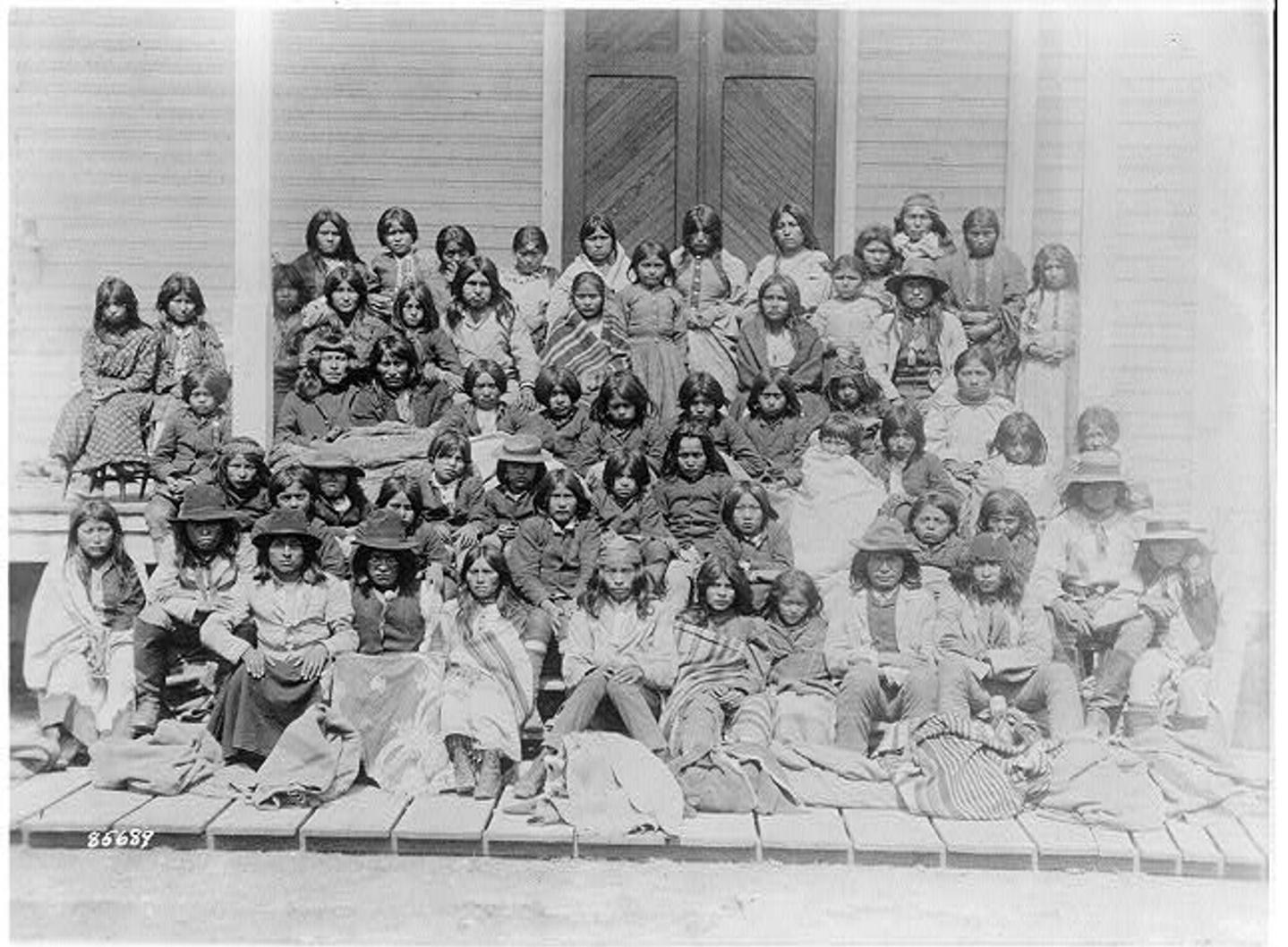
Reflection to Uncover Your Bias



- What do you believe about what you see?
- What do you feel as you look at this?
- What actions led to the injustice

Reflection to uncover bias

- How could bias be surfaced by looking at this moment in history?
- Were you familiar with this history?



Insights and Stories

Implicit bias is when we have attitudes towards people or associate stereotypes with them without our conscious knowledge.

What new insight did you gain about your own bias?

Have you ever been the target of implicit bias?

Have you ever been aware of your own implicit bias?



Discussion

Check our Bias to Wreck our Bias



**EXAMINING THE
OTHER**

**COGNITIVE
EMPATHY**

INQUIRY

**BELIEFS
(OTHERS)**

What do I think others
believed?

What experiences in
your life have helped
you to determine what
you think they
believed?

LABELS

How would you describe
the other with three
adjectives?

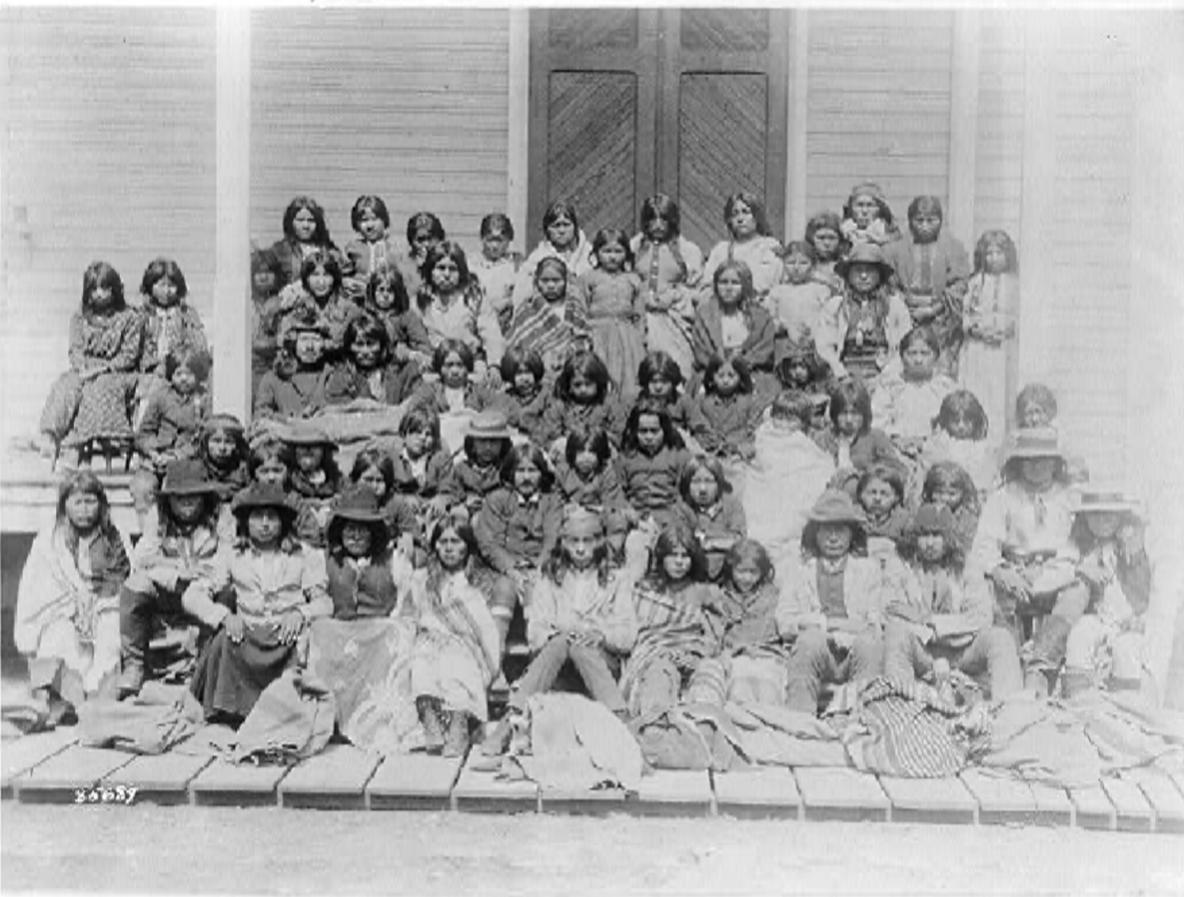
What labels would you
use to describe the others
(be as truthful as you
can)?

JUDGMENTS

What opinions do you
have about the people or
the situation you are
examining?

What life experiences
have contributed to your
opinions?

Inquiry



- What do I think those in the picture believed?
- What do I think they were feeling?
- What life experiences have contributed to your opinions?

CONNECTING WITH THE OTHER EMOTIONAL EMPATHY	SELF-AWARENESS		
	SIMILARITIES	INTENTIONS	GOALS
	How are you similar to the other? What feelings do you share with them?	What do you think others hoped would have happened? Why do you think that this was their intention?	What do you wish would have been different? How has this historical event changed us? What can we do differently?

Self-awareness



- How are your beliefs similar or different to the others in this picture?
- Have you ever experienced the same feelings as those in the picture?
- What do you wish would have been different about the events in the picture?

Empathy

UNITING WITH THE OTHER LEADING CHANGE COMPASSIONATE EMPATHY	EMPATHY		
	IMAGINE	NARRATE	ACTION PLAN
	<p>Imagine you are with the person in the moment of history, what would you <u>do</u>?</p> <p>How could you have influenced this historic event if you were there?</p>	<p>Create a short story of what it was like for the person or people in the picture or artifact.</p> <p>How do you wish the story turned out?</p>	<p>How can you help change the impact of the historical event?</p> <p>What cause means a great deal to you?</p> <p>What change would you like to see in our country?</p>

Building Empathy to Empower Yourself and Equity

- Equity is dependent upon empathy
- What is empathy?
- How do you know you are empathic?
- Why is empathy important to racial equity?
- Cognitive Empathy
- Emotional Empathy
- Compassionate Empathy



Empathy in Action



- What do you believe in? How does the primary source confirm or change what you believe?
- What suffering or feelings of others would you want to change?
- How can you help change the impact of the historical event?



This Photo by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/)

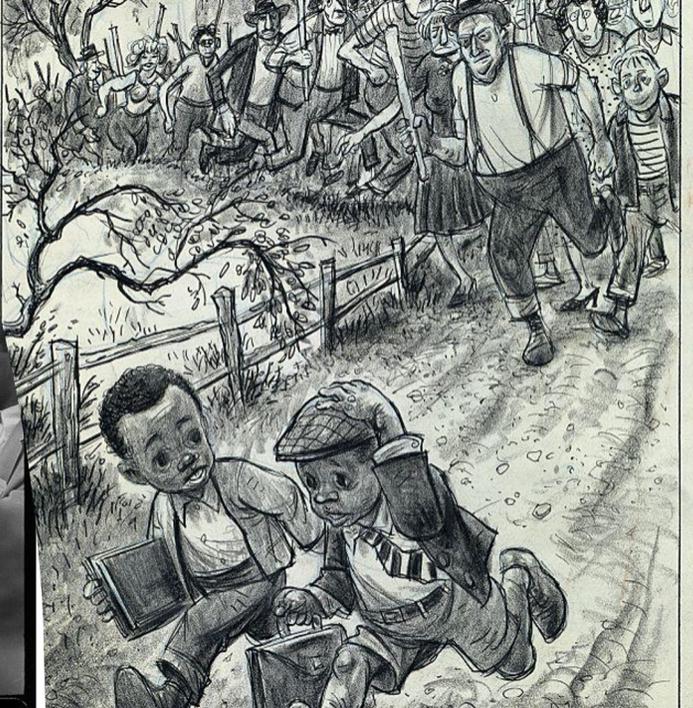
Dismantling Bias with Civic Action - RISE Action Plan

- Where can you dismantle bias in your own life ?
- What history can you learn or unlearn?

What can you do?

Commit to doing something to increasing diversity in your life.

Make note of your own reactions to tonight.



AP053006-8/30/63-FOLCROFT, Pa.: Youngsters jeer as moving the Horace Baker family up the steps of their new hill-white Delmar Village development here 8/30. The Negroes moved to their new home after two days of desecration. UNITED PRESS INTERNATIONAL TELEPHOTO

Thank you.....

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

