



RISE: Educators Rise for Racial Equity

Empathy: Transforming Connections



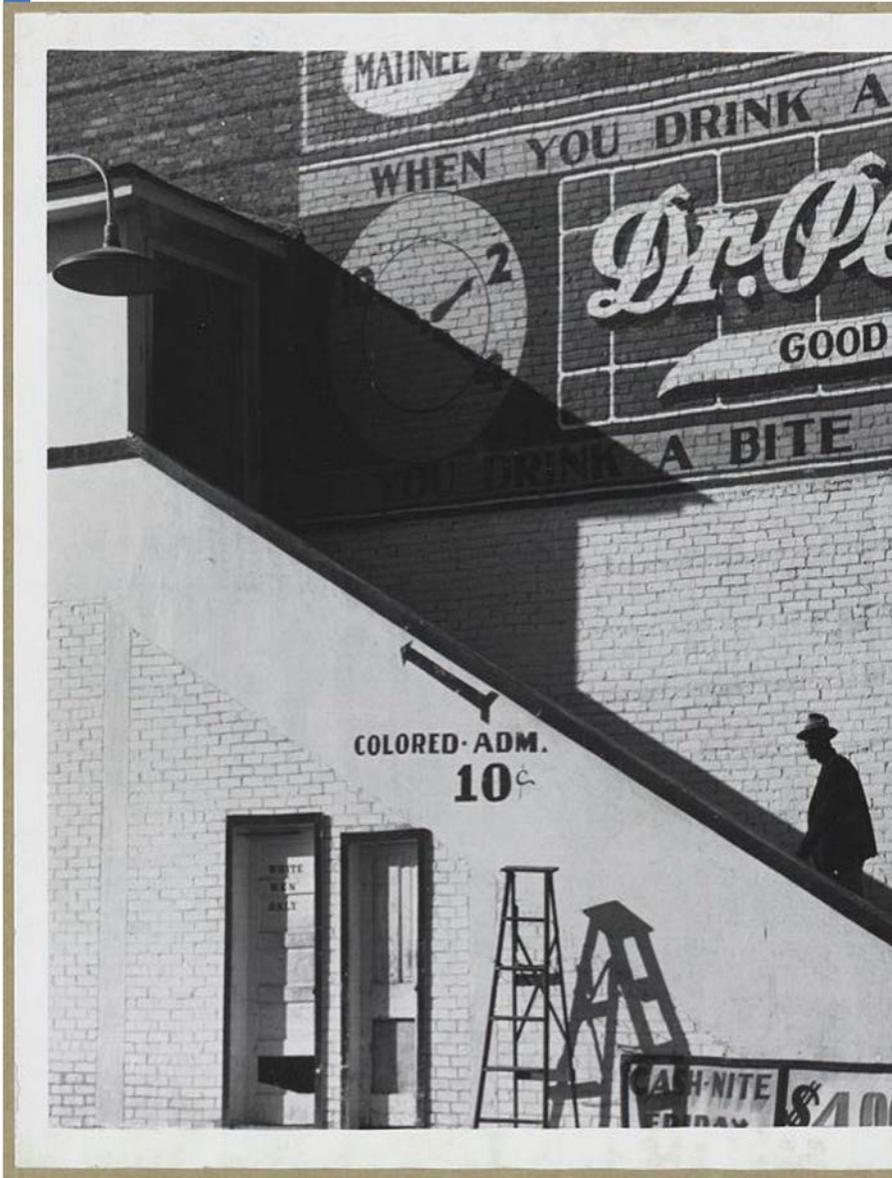
RISE

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



Norms for Today

- 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



A Pause and Commitment

- The RISE team values our diverse community.
- We stand up against anti-Asian hate and all hate for our BIPOC community.
- We call for solidarity.
- An attack on one of us is an attack on us all.
- We commit to working for equity in all we do.
- We will continue to live this commitment in our values and in our actions.



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 our **empathy** 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. Hot 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



Empathy Mirrors – Waterfall Chat

Wait until told to send...

- In the chat, please share one sentence about,
- One thing that worries you about your work or that causes you anxiety—something you feel like you can't share with many people.



A SKELETON IN HIS CLOSET.

Research and Theory

RISE Framework and Empathy

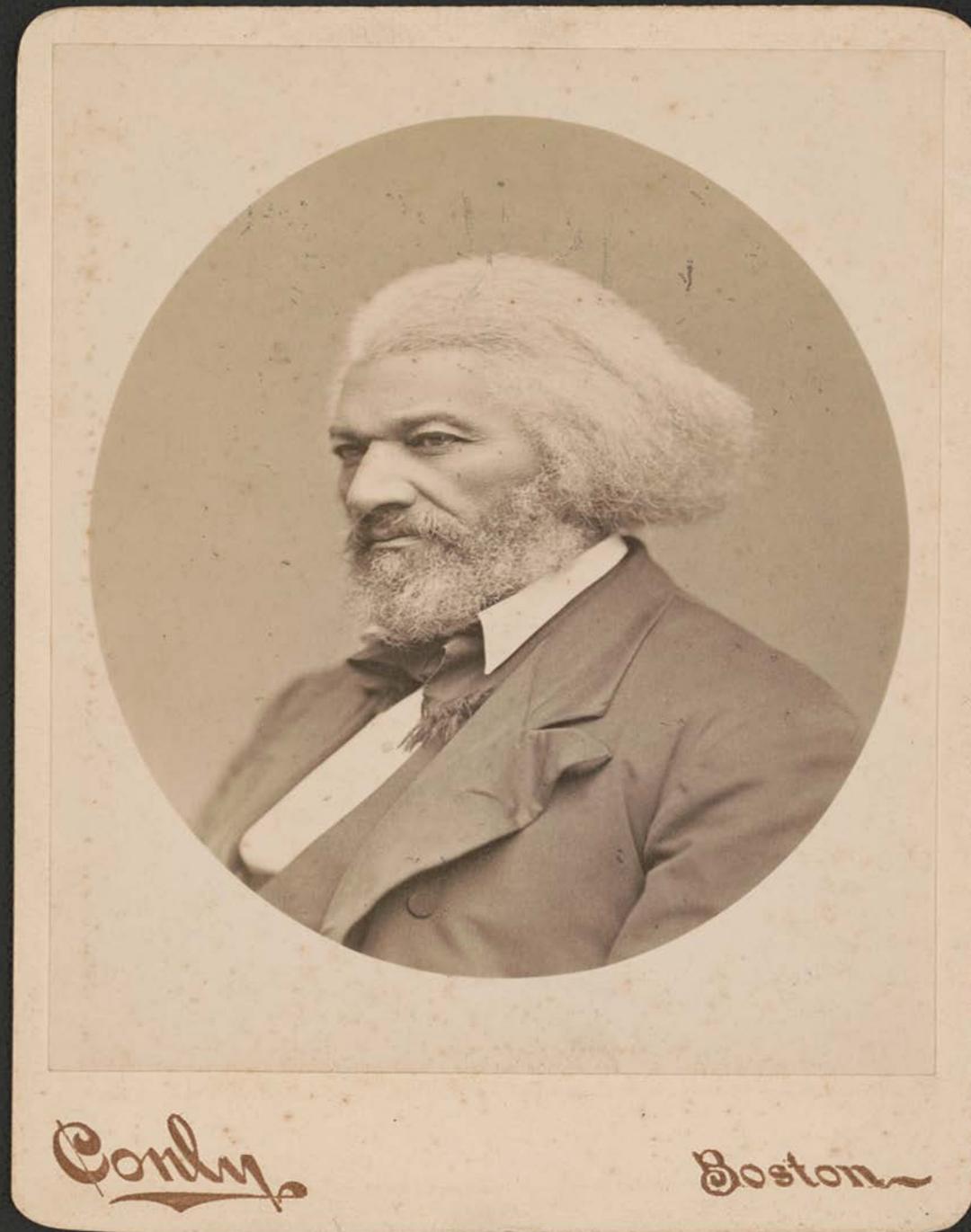


Leffler, W. K., photographer. (1963) *Civil rights leaders talk with reporters after meeting with President John F. Kennedy after the March on Washington, D.C.* Washington D.C, 1963. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/2013649722/>.

How is empathy different from sympathy?



Historical
Empathy
Example





Waterfall Chat – Empathy Testing

Conly

Boston



MR. T. RICE
OR
THE ORIGINAL JIM CROW

New York Pub. by E. RILEY, N. 29 Chatham St.

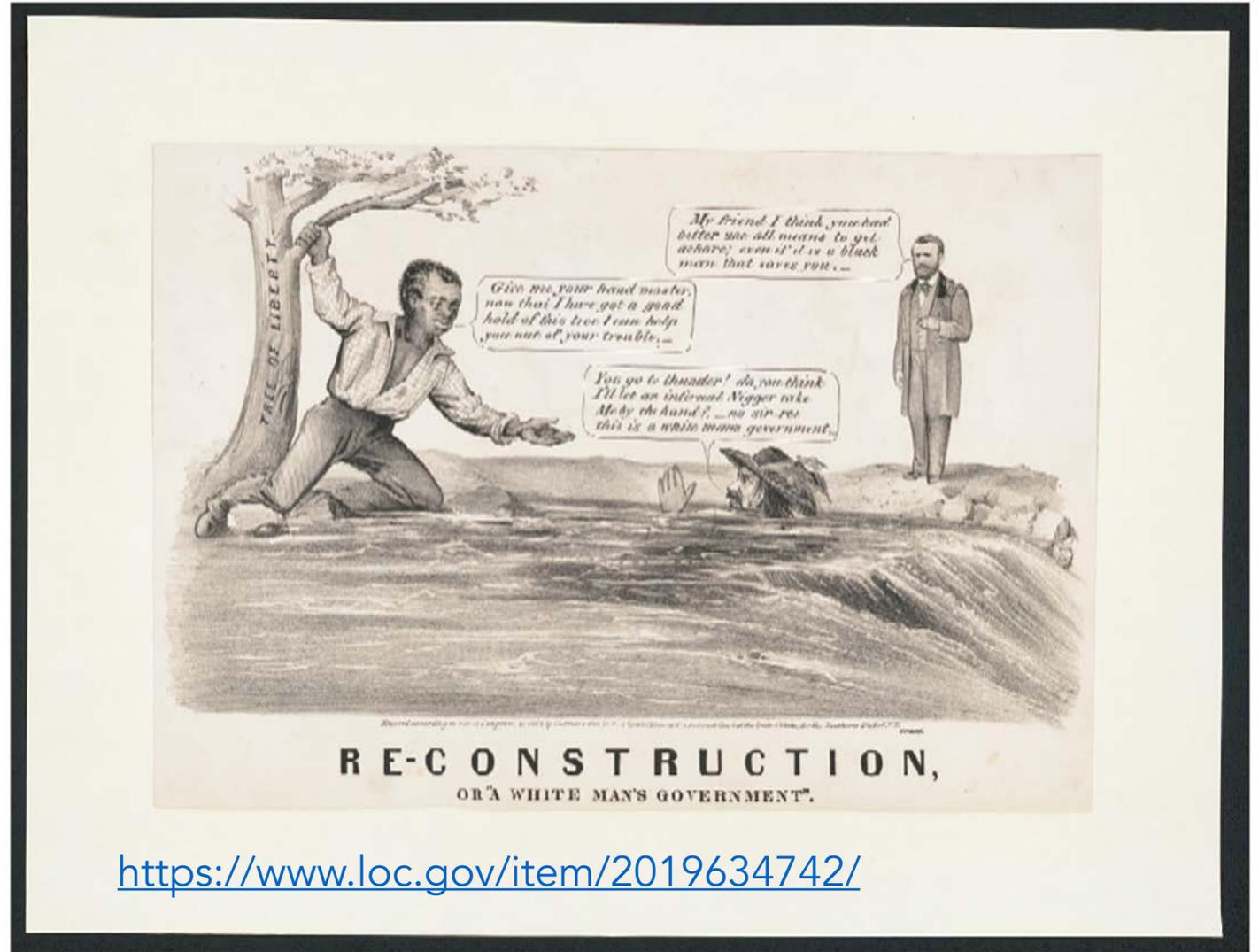
Why is empathy vital for racial equity?

- Research of Kenneth Clark
- Racist actions surfaced when a lack of empathy
- Empathy requires work – self-examination and reflection, self-awareness
- Pure empathy is raceless and accepts and understands the frailties, anxieties, and weaknesses all people share. The common predicament of person kind.



What is historical empathy and how does it impact equity

- Historical empathy involves understanding how people from the past thought, felt, made decisions, acted, and faced consequences within a specific historical and social context.

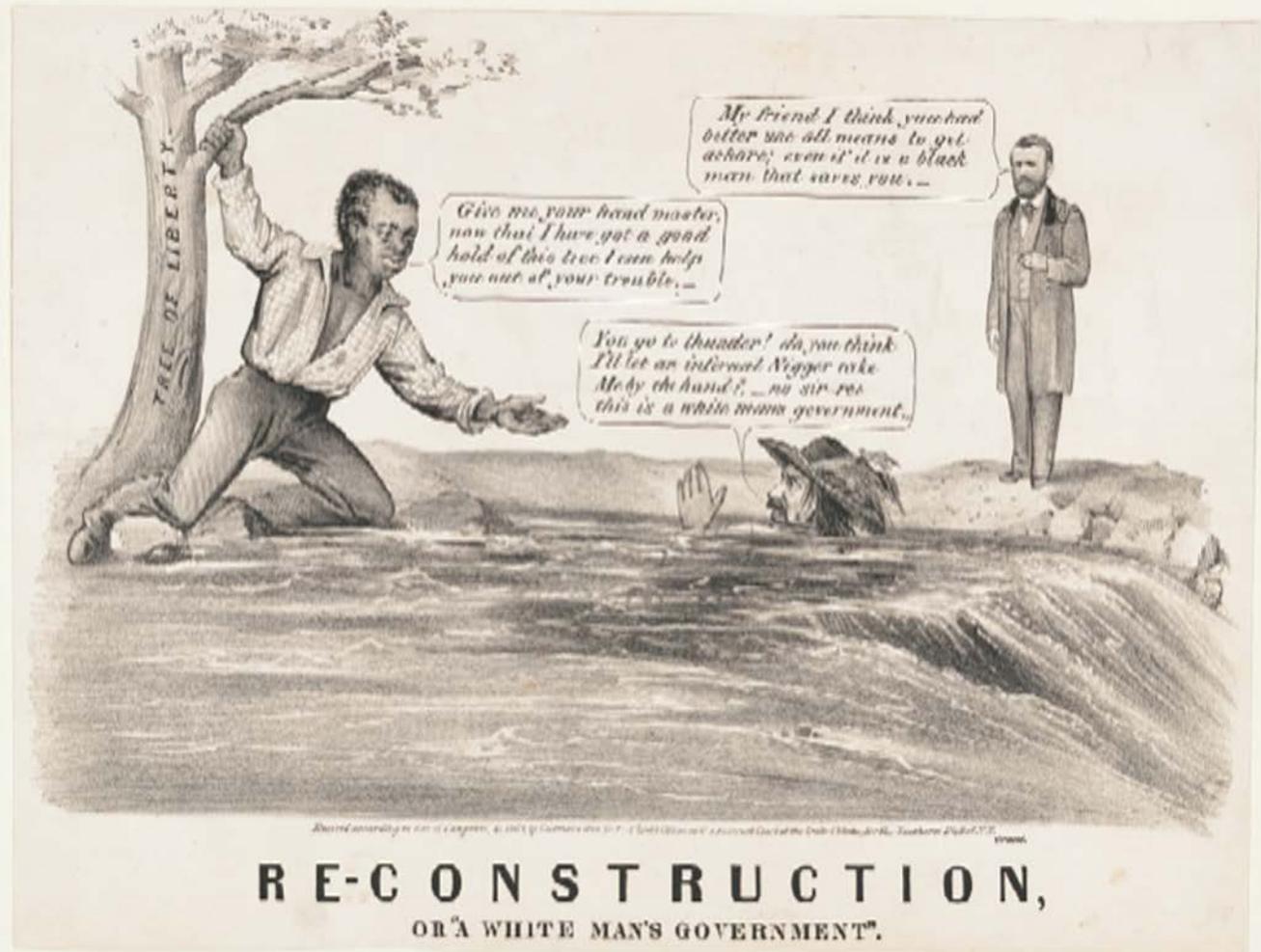


<https://www.loc.gov/item/2019634742/>

How can we build equity using empathy?

How can primary sources help?

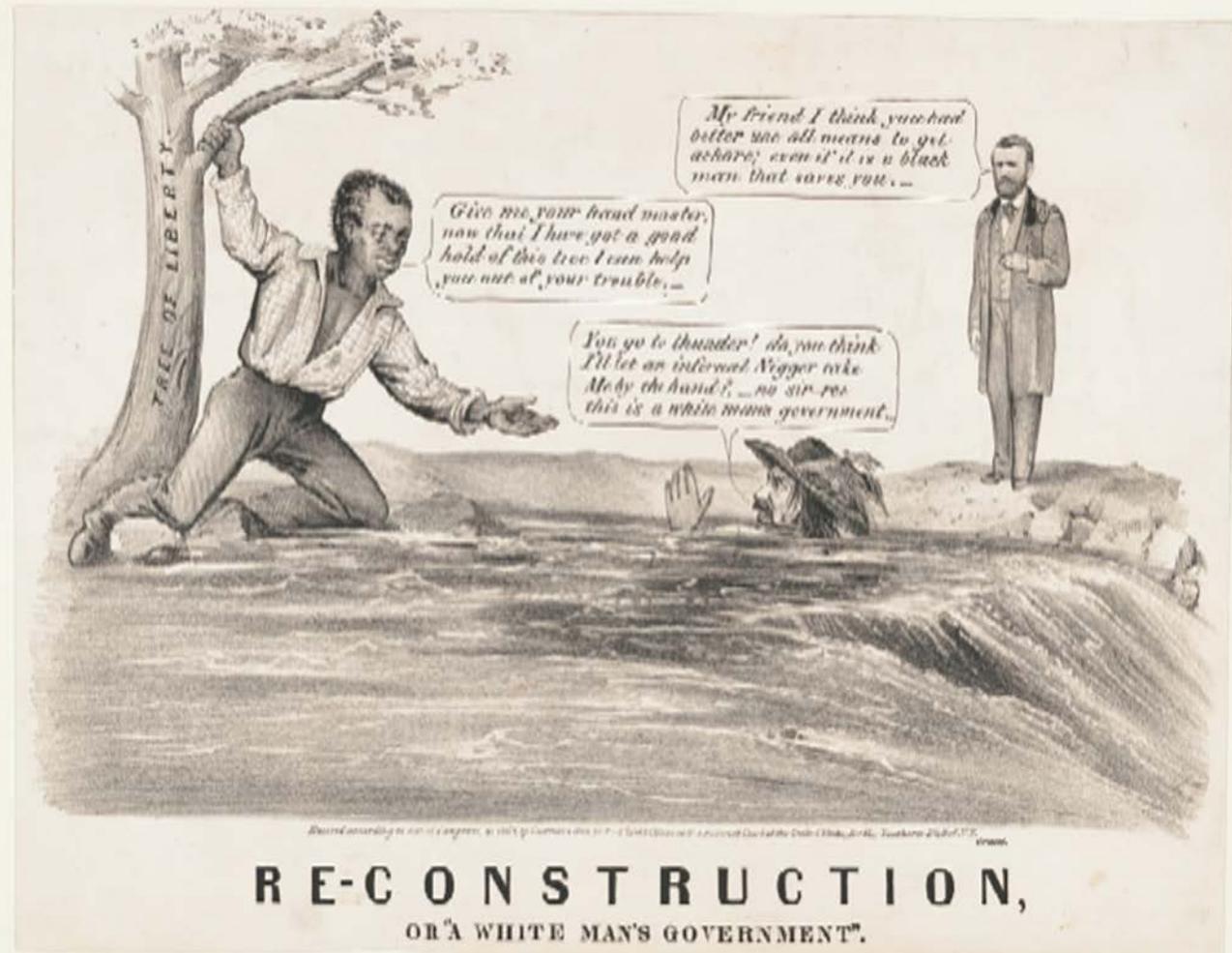
- What does equity look like for your students?
- What shift do you want to make in your work to ensure equity?



What are the
3 keys to
empathy?

What do you need to feel
empathy for another?

- Experience
- Engagement
- Self-compassion



Modeling

Lesson Plan/Experience: Using Empathy to Transform Connections

Overview of lesson/experience

The purpose of this experience is to:

1. Identify how our view of history can grow our empathy.
2. Develop historical empathy of others using Library of Congress primary sources.
3. Create empathy to deepen anti-racism skills.

Welcome Activity (Bell Ringer)

Empathy Card Activity

Share one thing that worries you or that causes you anxiety—something you feel like you can't share with many people.

Use mentimeter or other word cloud programs.



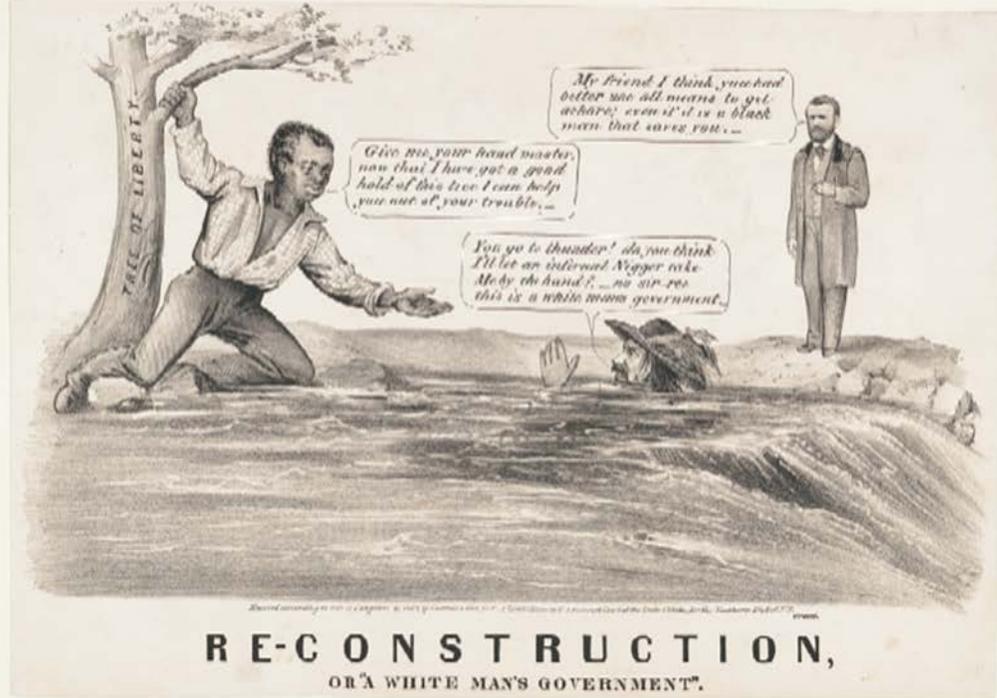
Norms

- 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?

EXAMINING SELF FORMING IDENTITY	REFLECTION		
	BELIEVE	FEEL	DO
	<p>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?</p> <p>Did the source change those beliefs, or reinforce them? How so?</p>	<p>How did this source make you feel?</p> <p>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?</p> <p>Did your feelings change as you analyzed and discussed the source?</p> <p>How do you think people at the time—perhaps the people portrayed in the source itself—would have felt about this event?</p>	<p>What actions led to the injustices presented by this source?</p> <p>What actions did people at the time take to address those injustices?</p> <p>What actions could you (or others) take today to address similar injustices?</p>
	INQUIRY		
EXAMINING THE OTHER COGNITIVE EMPATHY	BELIEFS (OTHERS)	LABELS	JUDGMENTS
<p>What do I think others believed?</p> <p>What experiences in your life have helped you to determine what you think they believed?</p>	<p>How would you describe the other with three adjectives?</p> <p>What labels would you use to describe the others (be as truthful as you can)?</p>	<p>What opinions do you have about the people or the situation you are examining?</p> <p>What life experiences have contributed to your opinions?</p>	
CONNECTING WITH THE OTHER EMOTIONAL EMPATHY	SELF-AWARENESS		
	SIMILARITIES	INTENTIONS	GOALS
	<p>How are you similar to the other?</p> <p>What feelings do you share with them?</p>	<p>What do you think others hoped would have happened?</p> <p>Why do you think that this was their intention?</p>	<p>What do you wish would have been different?</p> <p>How has this historical event changed us?</p> <p>What can we do differently?</p>
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 do?</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>

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

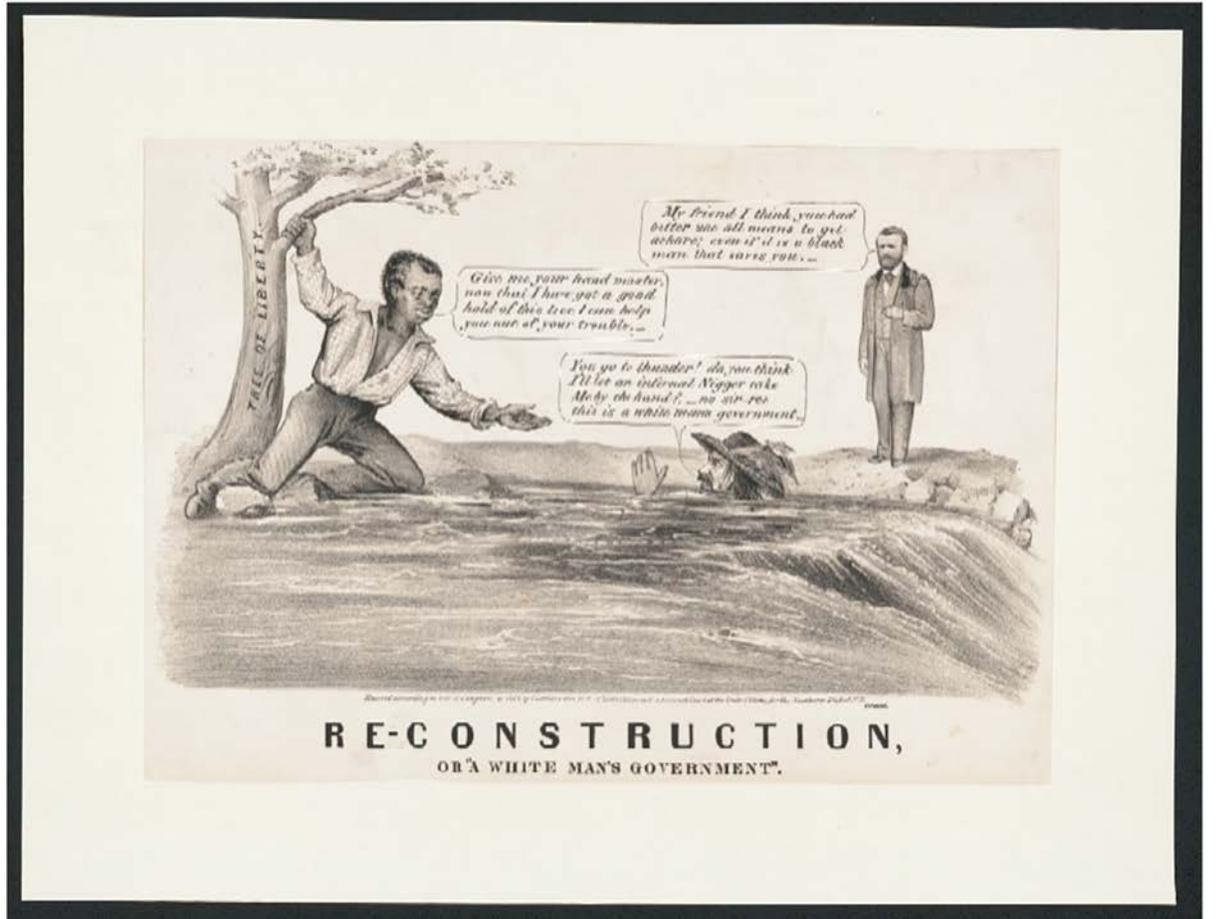
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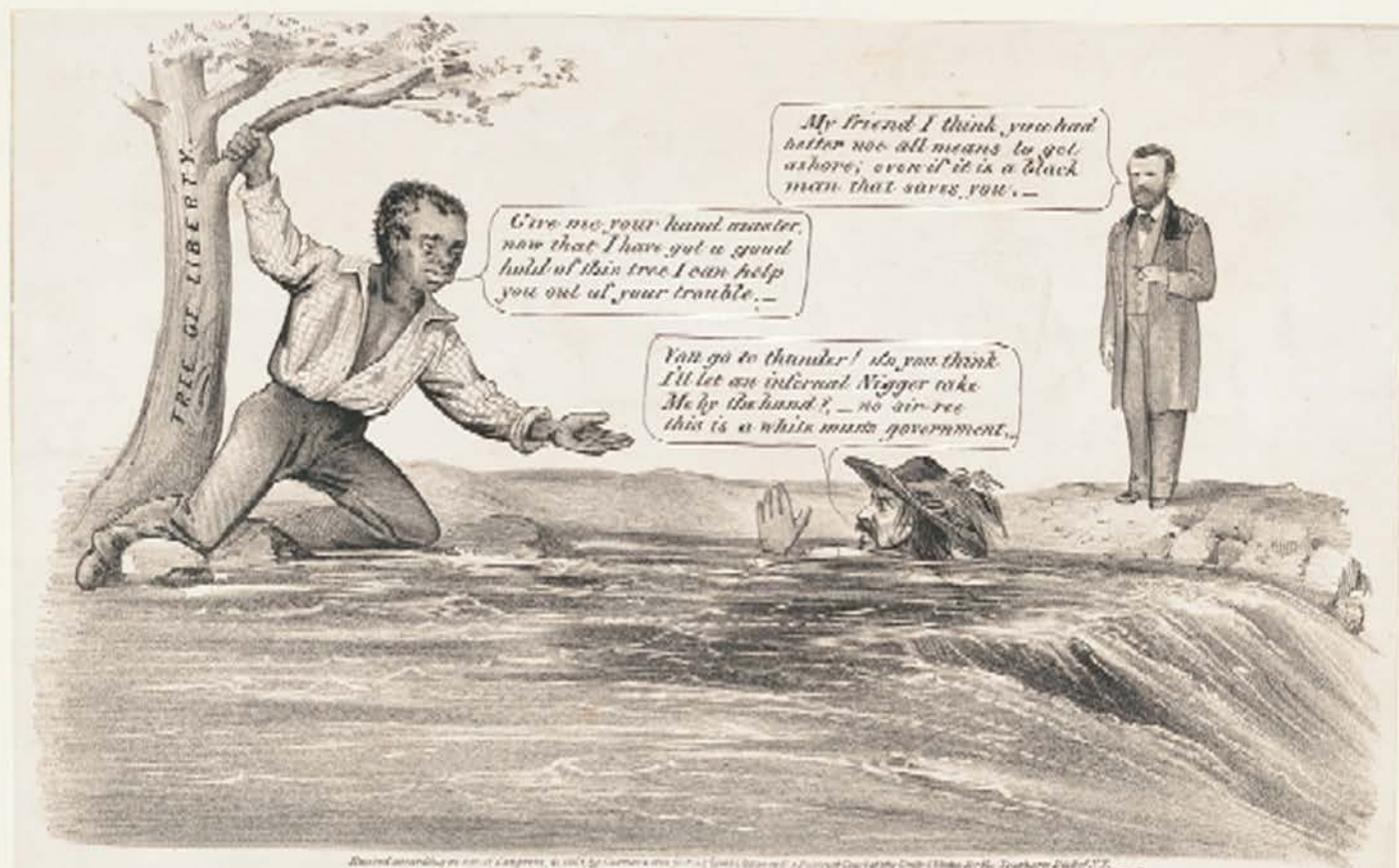
What actions did people at the time take to address those injustices?

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

Reflection

- What do I believe
- How did the source make you feel?





RE-CONSTRUCTION,
OR "A WHITE MAN'S GOVERNMENT".

**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
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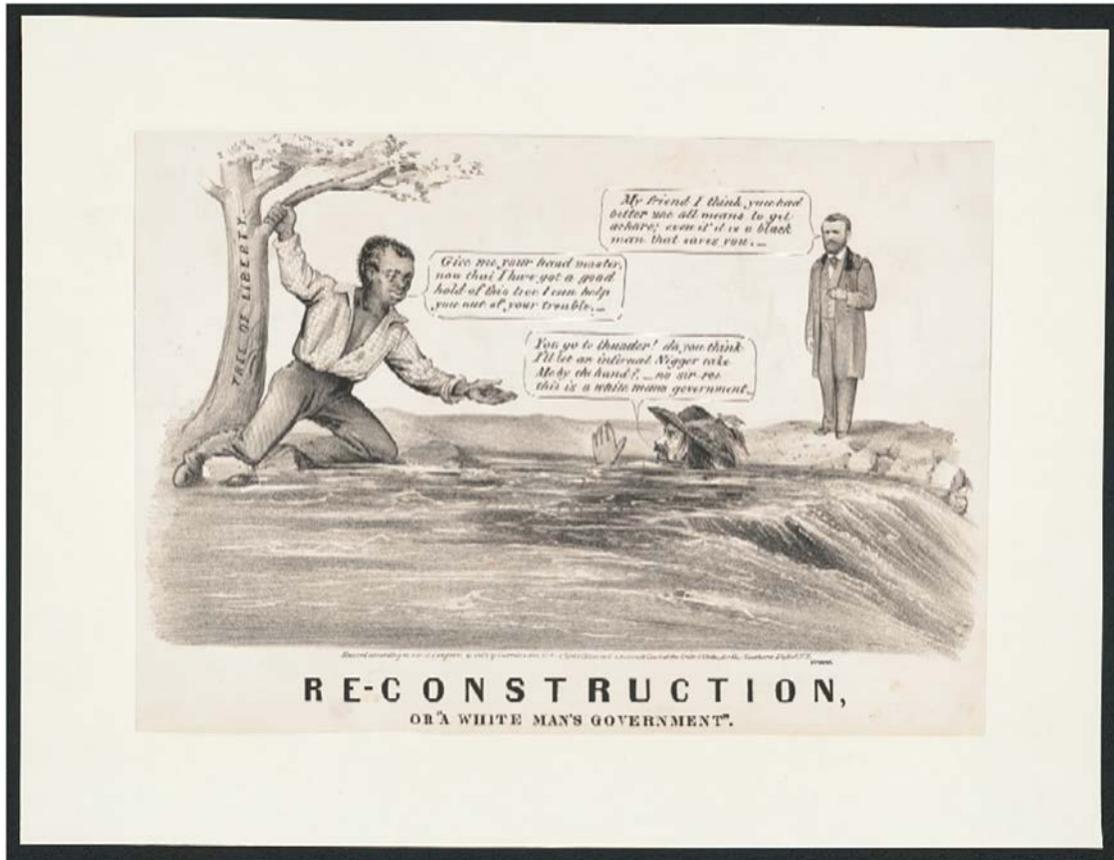
JUDGMENTS

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

What life experiences
have contributed to your
opinions?

Historical Empathy through Inquiry

- What do I think they 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

How are you similar to the other?

What feelings do you share with them?

INTENTIONS

What do you think others hoped would have happened?

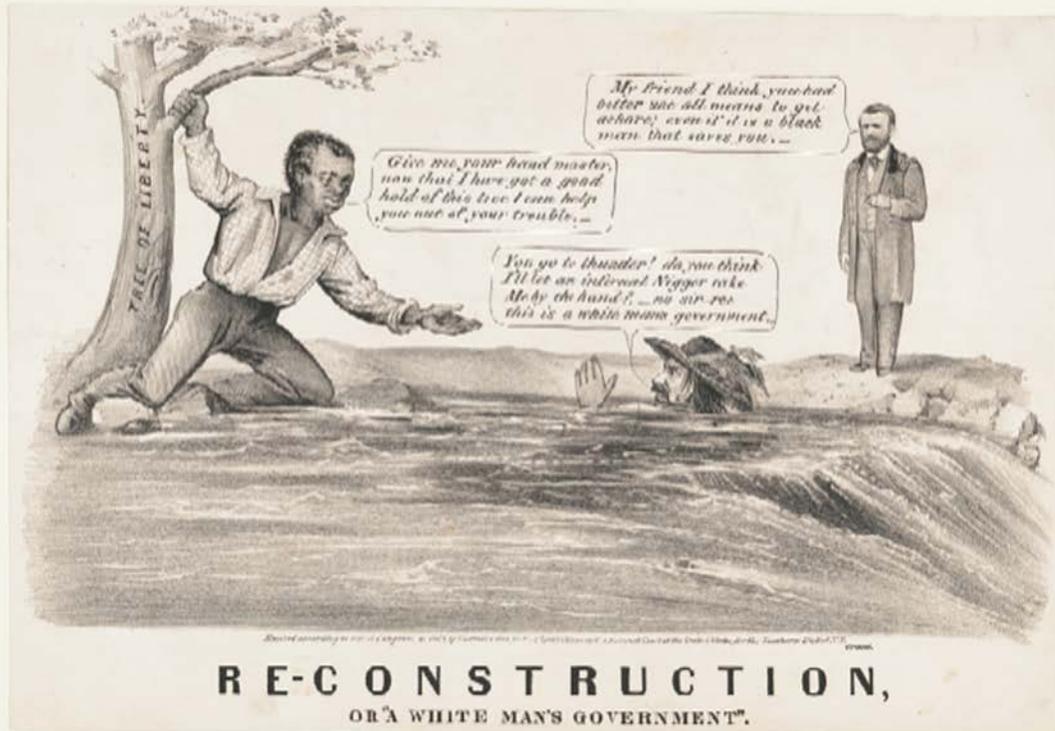
Why do you think that this was their intention?

GOALS

What do you wish would have been different?
How has this historical event changed us?

What can we do differently?

Self-awareness

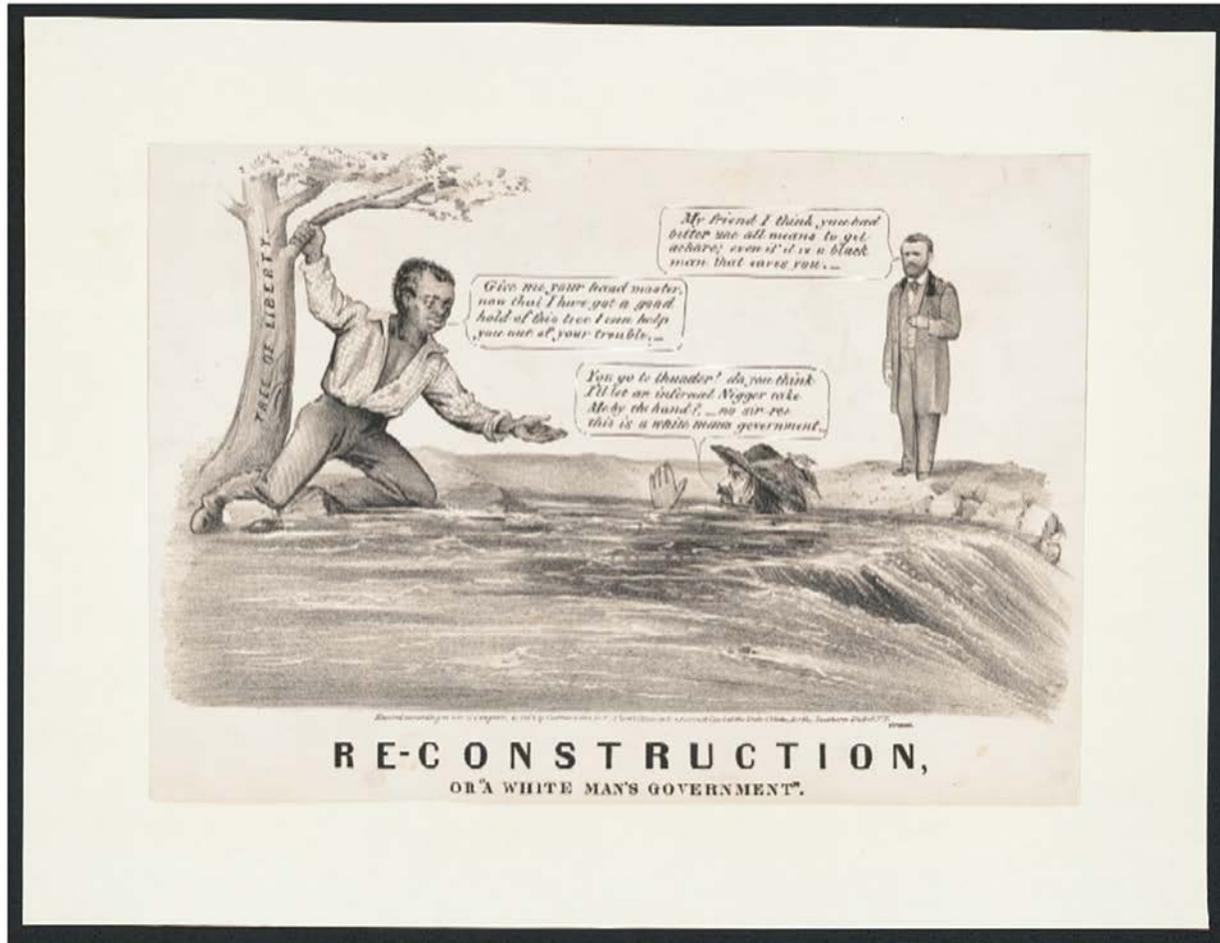


- How are your beliefs similar or different to the others in this picture?
- Have you ever experienced the same feelings as those in the picture?
- What do you wish would have been different about the events in the picture?

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>

Empathy in Action

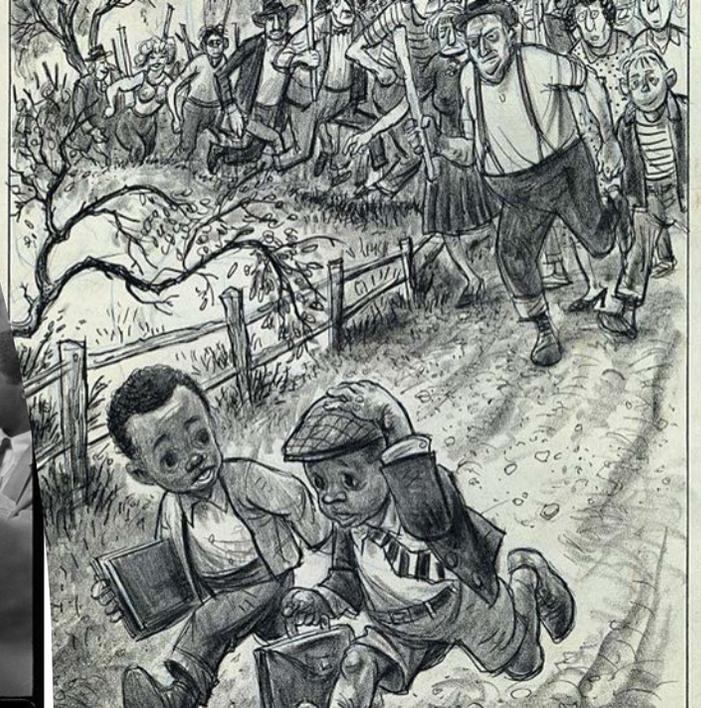


- What do you believe in? How does the primary source confirm or change what you believe?
- What suffering or feelings of others would you want to change?
- How can you help change the impact of the historical event?



What can you do?

Commit to doing something to increasing diversity in your life.



What primary source can you bring to your students to prompt a discussion of equity?

What do you want to do to increase equity.

What is one thing you can do tomorrow?



Thank you.....

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