

# RISE: Educators Rise for Racial Equity

**ACTION: Inquiry and Civic Action for Equity**



# 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



<sup>1</sup> [https://www.loc.gov/rr/print/list/085\\_disc.html](https://www.loc.gov/rr/print/list/085_disc.html)



# A Pause and Commitment

---

- The RISE team continues our commitment to racial equity and justice
- We honor the name of Daunte Wright, Adam Toledo, George Floyd with all the countless others who have died.
- We call for unity and racial equity
- 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 can be the inspiration of civic action using inquiry that is grounded in reflection, inquiry, self-awareness, and empathy.

# Today's Goals

1. Grow the impact and use of the Library of Congress primary sources to dismantle racism
2. Examine how reflection, inquiry, self-awareness, and empathy can lead to civic action projects
3. Identify strategies to use primary sources to support students in passion projects that are civic action.



# Webinar Structure

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



# Our Welcome Activity



# What 3 words describe the impact you want to have on racial equity?

- <https://www.menti.com/kwfcej6nso>



# Research and Theory

---

RISE Framework and Action Civics



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/>.

# Student Civic Action

## Young People are the Now: Elizabeth Robbins



# RISE

## From Empathy to Civic Action

RISE guides students through 3 levels of empathy to Civic Action

- Cognitive Empathy
- Emotional Empathy
- Compassionate Empathy



REFLECTION			
EXAMINING SELF FORMING IDENTITY	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>
SELF-AWARENESS			
CONNECTING WITH THE OTHER EMOTIONAL EMPATHY	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>
EMPATHY			
UNITING WITH THE OTHER LEADING CHANGE COMPASSIONATE 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 and Civic Action

- Reflection on what impact you want your life to have.
- Inquiry into what needs to be changed
- Self-awareness to see what you can do
- Empathy to motivate solutions

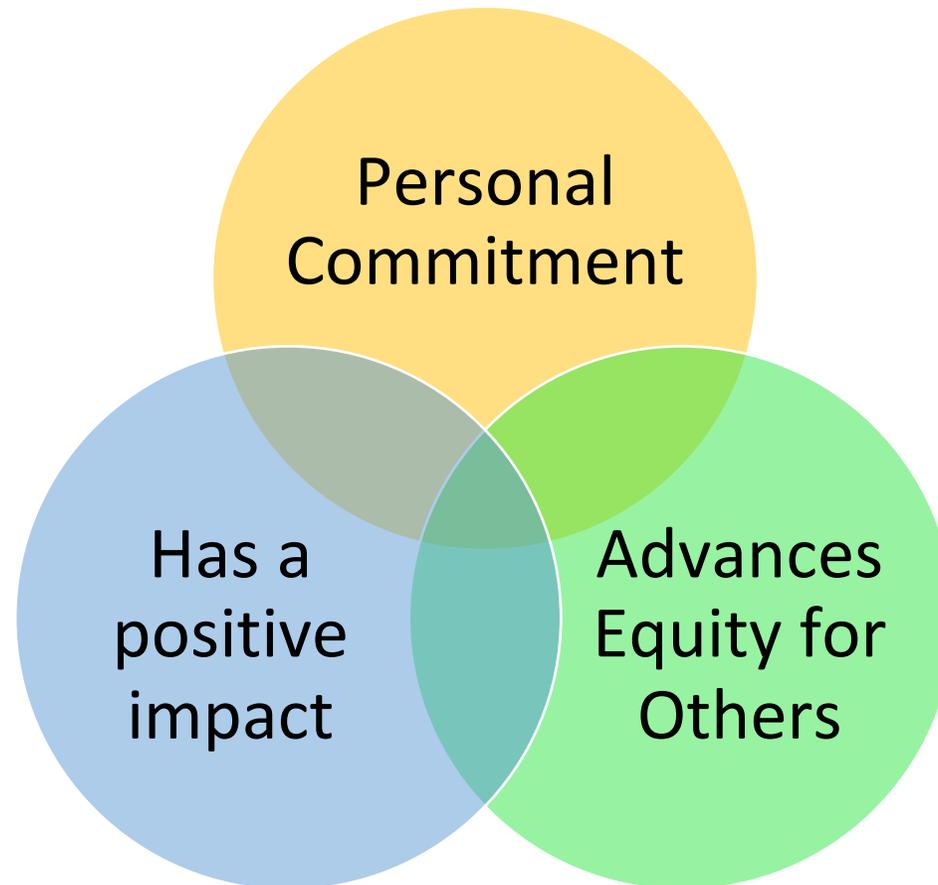
# Elements of Racial Equity Civic Action Project

ALIGNS WITH PURPOSE

ADVANCES LEARNING

PERSONAL GROWTH  
(EMAPTHY)

GROWS CIVIC ACTIVISM





5 Strategies  
to use  
Primary  
Sources  
and RISE to  
engage  
students in  
Civic Action

# Step 1 – Use Primary Sources

Inspire students to identify racial equity issues important in their lives and community and help them decide on one to address.

Use Primary Source and the RISE questions to help guide students to finding that which they find important to them.

- What do you feel?
- What do you believe?
- What do you want to do?



# Step 2 – Use Inquiry with Primary Sources

- Research the chosen racial equity issue and decide how to change or improve the situation.
- What did they believe?
- What did they feel?
- What actions have already happened?



## Step 3 – Self –awareness and connection

Teachers guide students to plan civic action project, including determining a goal for change; identifying who or what body in the community has power to make the change; and deciding how to approach that person or those people.



# Step 4 – Empathy into Action

---

- Support students in implementation of civic action through activities, actions, etc. depending on the specific goals of the project.



## Step 5 – Reflection (Go back to RISE and Primary Source)

---

- Reflect on the effort when it is over in order to understand their successes, challenges, and ways to continue learning in the future.



# Racial Equity Civic Action Projects

Main components of Racial Equity Civic Action Projects:

1. Student Choice
2. Authentic Audience
3. Intrinsic Reward

Racial Equity civic action projects engage students (student engagement is “high attention” and “high commitment” throughout the learning process).

# CIVIC ACTION PASSION PROJECT STRATEGIES AND QUESTIONS

How do you want your life to impact racial equity?

Who do you want to help?

What areas of racism or inequity do you want to change in the world?

What do you want to do to change it? (Primary Source Example)

How can you change it?

# Modeling

Lesson Plan/Experience: **ACTION : Inquiry and Civic Action for Equity**

# Overview of lesson/experience

The purpose of this experience is to:

1. Identify what we believe about racial equity. What is important to us.
2. Examine our own civic action passion project ideas.
3. Launch a racial equity civic action passion project.

# Welcome Activity (Bell Ringer)

In three words, how you want others to describe you as a racial equity activist?

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.



# What is a Racial Equity Civic Action Project?

- Something that matters to YOU.
- Focuses on an area of racial equity important to you.
- Targets a group of people and/or neighborhood, community, etc.
- Is about challenges and solutions that you uncover.
- Is all yours to create!
- You'll use primary sources for inspiration.



# Igniting our Civic Action Passion with a Primary Source



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



# Discovering the content of Civic Action with a Primary Source - Reflection



- What do you believe?
- What do you feel?
- What do you want to do?

## Researching the Civic Action Project with a Primary Source - Inquiry



- What beliefs caused this problem?
- Why did the problem happen?
- Who do I need to engage to change the problem?

# Researching the Civic Action Passion with a Primary Source – Self-awareness



- How can I change this situation?
- How do I want my life to impact this situation?
- What solutions do I want to put into action?

## Researching the Civic Action Passion with a Primary Source – Empathy



- How will your project impact the people you are targeting?
- What do you want others to feel?
- How will you know you have helped others to feel this way?

# Racial Equity Civic Action Passion Project Showcase

- Students present their problems to solve and why it is important to them
- Feedback from teacher and classmates
- Students present solutions with strategies
- Feedback from teacher
- Students demonstrate and put into action their project
- Showcase event at the end.
- Inquiry and research guide the way.



# Closing

What Civic Action  
do you want to do?



# Thank you.....

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

