

**RETRO REPORT PROTOTYPE**

**Mini Unit – Race, Inequity, Bias, and Representation in America**

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## INTRODUCTION

### **Retro Report in Classrooms**

Thank you for your interest in using Retro Report in the Classroom. Retro Report is an independent, objective, nonprofit media organization dedicated to exploring the history behind the headlines. With over 150 short documentaries that correct the record, expose myths, and provide historical context to today's fast-paced news cycle, Retro Report's unique value added in the classroom is in news literacy. As high school students quickly approach voting age and adult civic life, the need for fluency in critical thinking about the news and media narratives is a national imperative. The videos included in this guide will empower students with news literacy skills in the context of race, an omnipresent theme in American media and social life. Read more about Retro Report on page 73 of this document for further detail on their work.

### **How to Use This Guide**

This package was designed to facilitate the classroom use of five Retro Report documentaries, each of which addresses one aspect of racial inequality that plagues society today. There are six lessons, plus a bonus activity that can be integrated as part of a single lesson or as an entire lesson on its own. Each lesson takes anywhere between 45 minutes and 2 hours to complete, depending on the lesson, the classroom, and the pace at which the instructor approaches their material. The approximate time requirement is listed at the beginning of each lesson. While the package is called a "mini-unit," how it is ultimately implemented is truly up to the individual instructor.

- **Using the complete unit:** For educators who wish to teach a whole unit that explores race and representation through Retro Report's journalistic lens, they can begin at the beginning and teach straight through. By using the prototype in this way, an educator will take advantage of the way that inquiry builds over the course of the unit, and will be able to examine the interconnectedness of the various issues each lesson explores – from polarization and education to voting, housing, and more.
- **Using individual lessons:** For educators who have less time, or whose existing curriculum requires more modularity, each lesson can be pulled out and taught alone or one at a time: their efficacy is not contingent on teaching them in the context of the other lessons. In this way, the Retro Report unique content can be utilized in a variety of classrooms and concentrations, including media (news and

media literacy, investigative reporting, film and television, etc.), social studies (government, civics, human geography, psychology, sociology, economics, US History, etc.), or English/ Language Arts (creative writing, journalism, multicultural literature, AP English Language, nonfiction writing, etc.).

- **Using single videos or elements of lesson plans:** For educators who have even less flexibility in their curriculum but wish to integrate Retro Report’s material into their teaching, the lessons are written procedurally, so instructors can drill down further into each lesson to extract short activities that can fold into existing lessons. For example, for an AP US Government teacher who wishes to use THE BLACK ATHLETE in an existing lesson on dissent and politics, they can assign students a homework assignment where they watch the film at home, complete the “Thinking Log,” while they watch, and write a reflection essay on one of the quotes for homework. A teacher who wishes to incorporate WHERE DOES THE AMERICAN DREAM LIVE into their unit on A RAISIN IN THE SUN can have the students watch the film together and assign a compare/ contrast essay of the depiction of “home” in the film vs. the play for homework – all without departing from their existing plans.

### **Emphasis on News Literacy**

Because Retro Report’s unique “value added” resides in the medium itself, every lesson addresses standards in media and news literacy in addition to the sample Common Core, C3, and subject-area alignments that are listed. Throughout the prototype, activities and discussion prompts that specifically address news literacy are flagged with a newspaper icon for easy reference.

A teacher who wishes to explore the topic of informed consumption of media, or news literacy in the age of “fake news” can screen any one of the films we used, pull out just the discussion prompts that encourage students to analyze what they’ve seen through the lens of media literacy, and they have a 10-minute activity that gets kids thinking about how to evaluate the media they encounter thoughtfully and critically.

### **Additional Resources:**

We acknowledge that in order to access this complex content, some students might need more background instruction and context, and some instructors might desire additional guidance and supporting material. In order to do this sort of exploration any justice, there is a great deal of preparation that needs to be done on the part of the student – and the instructor – from looking at their own biases and perspectives, to establishing a common language to talk about tough issues, to understanding the very complex histories of race and representation in this country and the world. We want to ensure that teachers feel confident and prepared to examine these sensitive and potentially emotionally charged topics with their students.

To assist in this process, we have included a few additional resources:

- Lesson 1: Our first lesson is a pre-viewing activity designed to set the ground-rules for a safe space in the classroom about complex topics including race, inequity, bias, and representation in American social, political, and economic systems. We strongly recommend completing this activity before any of the subsequent lessons.
- External resources: Embedded throughout the lessons, you will see referrals to external resources that can help students gain further context or insight into the issues covered in the lesson.
- Social impact prompts: A pivotal component of Retro Report’s lessons is that they are directly connected to issues that still confront American society that students can and should engage with. The social impact prompts are designed to give students pathways to take action on these issues in their communities and empower them to deploy the skills developed through these lessons.
- Additional Resources: Building on the external resources included throughout the lessons, this collection of additional resources offers a host of information and links to organizations doing work on the issues covered in the lessons.

We understand that there’s no value in reinventing the wheel – and there are many well established organizations that have worked tirelessly for decades to create material that does real justice to the big topics of cross-cultural communication, conversations around bias, African American history and culture, the history and contemporary status of institutionalized racism in the US, and others.

**Final thought:**

We realize that “Race, Inequity, Bias, and Representation in America” is a big topic – too big to unpack in six lessons. Therefore, not as a disclaimer but more as an explanation, we emphasize that these lessons do not endeavor to teach these issues exhaustively – or even teach these issues at all – but rather they endeavor to help access these issues through the lens of Retro Report’s films, and to provide a scaffolding to facilitate the use of these films in the classroom, as part of a bigger journey towards understanding the issues at large.

We are so pleased that you’ve chosen to use this cutting edge material with your students. We can’t wait to hear how it went!

## THE DOCUMENTARIES IN THIS GUIDE

This package includes five Retro Report documentaries, each dealing with a different aspect of race in the context of media narratives and political responses to them. Below is an at-a-glance overview of the documentaries covered in this guide.

*Insert Video Thumbnail*

### **The Battle for Busing**

The landmark 1971 Supreme Court ruling on racial integration of Charlotte, NC's school mandated that federal courts could impose a host of remedies, including busing, to force school integration. This documentary is a story of America's school integration and what happened when the buses stopped rolling.

*Insert Video Thumbnail*

### **Gerrymandering's Surprising History and Uncertain Future**

Both political parties have always played the redistricting game. But some of today's battles have roots in a civil rights case decided by the Supreme Court 30 years ago. This documentary explores the surprisingly complex history of gerrymandering in the United States and questions surrounding its continued role in our republic.

*Insert Video Thumbnail*

### **Where Does the American Dream Live?**

In the 1970s, a landmark Supreme Court case named *Gauteaux* officially brought an end to segregated government housing in Chicago. But it also created a new challenge: how to undo decades of segregation. Forty years after the efforts to integrate housing, this documentary tells the story of *Gauteaux* and of today's researchers who are taking a second look at the initial results of housing integration programs.

*Insert Video Thumbnail*

### **Operation Ceasefire**

The story of cops, African-American pastors, gang members, and academics coming together to create positive change for Boston, while upending notions of traditional policing in a way that is especially pertinent today.

*Insert Video Thumbnail*

### **The Black Athlete in America**

In an N.F.L. season marked by President Trump’s attacks on football players who “took a knee” during the national anthem, this video explores the history and legacy of dissent expressed by African-American athletes.

## GUIDING QUESTIONS FOR THE MINI-UNIT

The following questions are answered in different ways throughout the mini-unit. Taken together, for teachers who choose to teach the entire unit from beginning to end, they serve as a conceptual road map. For teachers who plan to teach the lessons individually, they will find that every lesson addresses each of these questions in varying degrees of depth. Through the lens of these five Retro Report films, you will explore:

- How does FEAR create a culture of polarization?
- How does POLARIZATION create discriminatory policies?
- How do these POLICIES limit access to important societal influences such as political representation, criminal justice, housing, and schooling?
- How does limited ACCESS create a society that is unequal, unfair, and biased?
- How does the PERPETUATION of inequality create segregation and bias?
- How do SEGREGATION and BIAS shut out diverse voices in our national dialogue to foster RACISM IN AMERICA?
- How can we better understand the PROCESS OF CREATING MEDIA, so we can be more aware of the ways in which the media we consume SHAPES OUR UNDERSTANDING OF THE ISSUES it presents?



## SAMPLE STANDARDS ALIGNMENTS

The following are a sample list of standards that illustrate how these lessons align with the Common Core. These are not exhaustive, but are representative of how this content supports standards based instruction.

- CCSS.ELA-LITERACY.RI.9-10.4  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-LITERACY.W.11-12.2  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.RH.9-10.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.9-10.2  
Determine the central ideas or information of a primary or secondary source;

provide an accurate summary of how key events or ideas develop over the course of the text.

- CCSS.ELA-LITERACY.RH.11-12.7  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.9-10.4  
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- CCSS.ELA-LITERACY.SL.11-12.1.B  
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-LITERACY.SL.11-12.1.  
Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-LITERACY.W.11-12.2  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.RH.9-10.2  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- CCSS.ELA-LITERACY.RH.11-12.7  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

The following are sample Media Arts/ Media Literacy standards that illustrate how these lessons align with the Media and News Literacy standards-based instruction.

- MA:Re7.1.IIa  
Analyze and synthesize the qualities and relationships of the components in a variety of media artworks, and feedback on how they impact audience.

- MA:Re7.1.IIb  
Analyze how a broad range of media artworks manage audience experience, create intention and persuasion through multimodal perception.
- MA:Re8.1.II  
Analyze the intent, meanings, and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.
- MA:Re9.1.8  
Evaluate media art works and production processes with developed criteria, considering context and artistic goals.

## LESSON 1

### **Setting “Ground Rules” for Conversations in Class: Establishing a Shared Vocabulary**

#### Rationale

Due to the complex and potentially charged nature of the lessons that follow, the purpose of this activity is to provide an opportunity for students to consider what kind of environment is most productive for conversation and learning, and develop ways to create that sort of environment so they can approach the lessons that follow in the most constructive way. By starting with all or some of the activities in this lesson, instructors can establish a conducive context for positive class discussions and sharing in the subsequent issue-driven lessons.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, civics, conflict resolution and mediation, behavioral studies, thinking and reasoning, and working with others.

#### Student Objectives

- Students will consider which responses and reactions have positive and/or negative effects in conversation
- Students will consider the difficulties in sharing personal opinions with a larger group
- Students will brainstorm ways in which their behavior will make it more difficult or easier for people to share personal opinions with the larger group
- Students will brainstorm what actions they can take to facilitate productive dialogue among their peers
- Students will apply the results of their brainstorms to a code of conduct for future class discussions

#### Requirements

##### *Materials:*

- Whiteboard and marker, chalkboard and chalk, or chart paper and markers

##### *Time:*

- Up to 1 class period (45 minutes)
  - Writing/ discussing activity - 10 minutes
  - Small group debrief - 10 minutes
  - Small group reporting - 10 minutes
  - Developing list of ground rules - 10 minutes

### Techniques and Skills

Large group discussion, small group work, supporting ideas with examples, vocabulary building, analytical thinking.

### Procedures

1. Begin class with the following journal prompt written on the chalkboard or on chart paper. Allow 10 minutes for students to respond in writing in their journals or notebooks.

*Think of a time when you had a personal problem that you wanted to share with your best friend. How would you want your friend to respond when you told him/her? How would you want your friend to act after they knew? Make a list of as many things that you can think of that describe how you'd want your friend act once he/she heard what you had to say.*

*Note:* Possible answers might be: I'd want him/ her not to laugh at me; not to tell anyone else; not to criticize me; just to listen; to ask me more about it; to give me advice, to be honest, etc.

2. Conduct a short discussion with the class about their journal entries. Ask for volunteers to share one of the items from their lists. Record their responses for the group on the chalkboard or on chart paper. If there are relevant responses not offered by the class, suggest them and add them to the list on the board.
3. Ask the class to look at the list they created. Ask them to talk about what they see.
4. Explain that this is the beginning of a list of "rules" for how to have a productive and supportive dialogue with their peers. Point out to the class how much is already on the board. This shows that they already know a lot about what it means to have a respectful conversation.
5. Divide the class into groups of 3-4 students. Assign each group one of the items from the board.
6. Allow 10 minutes for each group to discuss their term/ phrase. Each group should prepare the following:
  - A definition of their term/ phrase
  - An example in conversation of their term/phrase
  - An explanation of why their term/phrase is important to a respectful conversation

7. Allow 5-10 minutes for each group to report back to the class. Record their responses.
8. Explain that these are good rules to follow during class discussions – especially discussions where students are sharing personal opinions.
9. Create a new list of “ground rules for discussion” from the small group work. Add any other “rules” that are not already listed. Post this list in the classroom for future reference.

*Note:* Examples of some important ground rules to include might be:

- Listen to – and HEAR your peers
- Be open to new ideas – your own, and others’
- Agree to disagree sometimes
- Keep it confidential
- Be willing to share your thoughts
- Be respectful
- Don’t interrupt
- Avoid using put-downs or making jokes

10. Explain that there will be future lessons where difficult and often emotionally charged topics are explored, and that these ground rules will form a basis for how they, as a class, explore these topics with respect and sensitivity.

## LESSON 2

### **Polarization and Racial Bias: The Power of Polarization**

*Insert Video Thumbnail*

#### ***Featured Documentary: Operation Ceasefire (first five minutes)***

The story of cops, African-American pastors, gang members, and academics coming together to create positive change for Boston, while upending notions of traditional policing in a way that is especially pertinent today. The first five minutes of this ~30 minute documentary focus on how racial and social polarization within a community led to a state-led backlash against an entire segment of the population, in this case, Black men in Boston.

#### Rationale

This lesson provides an introduction to the ways that individuals, communities, and society at large can become polarized around events, beliefs, or social constructs, and how that kind of toxic polarization can perpetuate bias, institutionalized racism, and violence. Its purpose is for students to become more aware of the polarization in their own lives – in social media, at school, and in the news – and how this lack of cross-pollinating dialogue can perpetuate bigotry and violence, and potentially undermine the path to solving problems productively.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, social studies, civics, conflict resolution and mediation, behavioral studies, thinking and reasoning, media literacy, and working with others.

#### Student Objectives

- Students will learn about a period in the recent history of Boston when crime and segregation plagued the city.
- Students will use that historical period as a case study to explore the ways in which contemporary society is similar and different.
- Students will begin to identify issues, events, and forms of communication that can polarize society and which have the capacity to bring productive discourse to a halt.

- Students will begin to explore the interconnectivity of various forms of institutionalized bias in society, including access to housing, representation, quality education, and law enforcement.
- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

### Lesson Preparation

- Prepare a monitor, internet access to the short film OPERATION CEASEFIRE.
- Prepare copies of *Student Handouts* for distribution.

### Key Words and Phrases

Stop-and-frisk policing, gang violence, perpetrator, homicide, incarceration, probation officers, clergy

### Requirements

#### *Class Materials*

- Whiteboard and markers, overhead projector, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary films, OPERATION CEASEFIRE
- Student Handouts

#### *Time:*

- 1 class periods ( 45 minutes - 1 hour)
  - Writing / Sharing - 5 minutes
  - Active Debate - 15 minutes
  - Debrief - 5-10 minutes
  - Screen clip - 5 minutes
  - Discuss - 5-10 minutes

### Techniques and Skills

Creative, responsive, and expository writing, interpreting quotations, vocabulary building, small group work, large group work, organizing information, multimedia literacy, comparing and contrasting information sources, critical thinking, oral presentation, and research skills.

### Procedures

1. Before students arrive, write the following prompt in full view in the front of the room. Allow the first 5-10 minutes of class for students to respond to the prompt in writing.

Think of one big problem or issue that POLARIZES your community, family, or friend group. What are the



arguments or beliefs on each side of the issue? Why do you think this issue is so polarizing? What makes people feel so strongly about their perspective on this issue? What makes people's perspectives fall to such opposite extremes? What side of the issue are you on, and why?

2. While students are writing, or before they enter the classroom, hang two signs or pieces of paper on two opposite walls of the classroom. On one wall, hang a sign that indicates "in favor of." Options might be "PRO," "FOR," or "YES." On the wall opposite, hang another sign that indicates "in opposition to." Options might be "CON," "AGAINST," or "NO."
3. When students are done writing their responses to the prompt, allow time to share a few volunteered responses with the whole group, or divide them into pairs and allow a few minutes for them to share their responses with their partner.
4. Direct the class's attention to the signs that are hung on opposite sides of the room. Tell them that you will be reading some statements aloud. Once they've heard the statement, they should go and stand next to the sign that best represents their own, personal opinion on the issue. Tell the class that no one can choose "neutral" or "pass." Everyone MUST pick one side or the other.

*Note:* Depending on the level of discourse you've established with your class, choose the statements that feel most appropriate. Some of the following statements are much more serious, and potentially triggering, than others. Use your discretion and your knowledge of your students and your classroom as a guide.

5. Read one statement at a time and allow time between statements for students to choose a side:
  - Pizza should never have toppings.
  - Every student should be required to participate in a team sport.
  - 12 years of formal school should be legally mandated for every young person in the US.
  - Stealing is wrong.
  - Items that use animal products (meat, leather, dairy, etc) should be subjected to an extra tax because they impose upon, or take away, the life of an animal.
  - Genetically modified seeds should be widely available and used broadly.
  - Poverty promotes crime.
  - Owning a gun should be legal.

*Note:* Students may ask for parameters, qualifications, or additional information after statements are read. Do not offer any. Simply repeat the original statement and repeat the instructions: they must pick one side or the other.

6. Between statements, allow time for students to participate in informal debate. Encourage peer-to-peer discussion about why they chose the side that they chose, and why they disagree with the other side. For the purposes of lively debate, urge students to fully advocate for their side, even if they aren't sure they fully agree.
7. Reconvene and conduct a quick whole-group discussion using some or all of the following questions as a guide:
  - What did you observe during this activity? How did you and the people around you respond?
  - Why do you think these statements were particularly polarizing? Why are some issues more polarizing than others?
  - What happens to discourse and debate when the middle ground is eliminated?
  - Does this sort of polarization help or hinder critical and analytical thinking?
  - Does this sort of polarization encourage or discourage people to change their minds when new information is offered?
  - How does this play out in society? What are some of the most polarizing issues facing society today?
  - What are some issues that have been polarizing throughout our history? How do these issues affect today's society?
  - How does this dynamic – of polarization and the lack of critical thinking – relate to bias, access, and discrimination?
8. Tell the class that they are going to watch a 5-minute clip from a short documentary called OPERATION CEASEFIRE. This film portrays an event that took place in Boston, Massachusetts during the 1990's – an event that polarized the entire city.
9. Distribute *Student Handout: Viewing Guide* to the class. Instruct students to take notes on the sheet as they watch the clip – paying attention to times where the event that is portrayed intersects with the social issues that are listed in the bubbles. They should watch carefully, making particular note of when these intersections create more or less polarization.
10. Play the first 5 minutes of OPERATION CEASEFIRE, stopping at time code 5:17, right after Pastor Jeffrey Brown says, "The Stuart case put this on grand illustration."

*Note:* This clip tells the story of a violent and graphic murder that took place in Boston. Some students may need to be prepared for this subject matter prior to viewing.

11. After viewing the clip, conduct a short, whole group debrief, using some or all of the following questions as a guide:

#### News and Media Literacy

- What did you notice about this film clip and how it was made – think about the use of archival footage, music, title cards, narration. How do these choices on the part of the filmmaker influence how the viewer views the film, and receives the content?
- Whose voices do you hear in this clip? Whose voices are missing? How does this editorial choice – to include certain perspectives and not others – affect how the viewer perceives the content?
- Based on the way that the information is presented in this clip, what do you think happens next in the film? How does the presentation of information – and the choices that the filmmakers are making -- shape or inform your expectations?
- What was the role of the media in the aftermath of this crime? How did the media shape people's opinions?

### Viewing Comprehension

- How is Boston depicted in this clip? Based on this clip, what sort of place was Boston in the 1990s?
- What happened to Charles and Carol Stuart?
- What was the crime situation in Boston at that time? What made the Stuart case different?
- Why did the Stuart case make people suddenly think that Boston was unsafe?
- What was the public's emotional response to the Stuart crime?
- What did you learn about the manhunt in the weeks and months following the Stuart murder?
- Where did the manhunt focus? How is the manhunt described in this clip?
- Who was Willie Bennett?

### Polarization, Bias, and Institutionalized Discrimination

- How did the black clergy describe their experiences living in Boston?
- How did they describe their experience of the police?
- How did the police officer describe his experience of living in Boston?
- What were the two sides of this issue? Why was there no middle ground?
- What contributed to the polarization of the city around this event?
- What societal issues all came into play through the lens of this one event?
- How did issues of race relations, discrimination, and racism play out through the lens of the Stuart case?
- How did issues surrounding fair policing play out through the lens of the Stuart case?
- How did issues surrounding access to safe housing, gun control, community advocacy, and race relations play out through the lens of the Stuart case?

### Personal Reflection

- What, if anything, about this clip feels relevant to today?
- What do you recognize from this clip in your own life? In the news? What sort of connections can you make between this history and current events?

12. As a concluding assignment or for homework, ask students to think about an event that they've experienced, witnessed, or which they've seen documented in the news that illustrates how polarized our society has become around the problem of racial bias, human rights, and discrimination, particularly when it intersects with the issues of housing, schooling, political representation, and law enforcement. Instruct students to write a one-page personal reflection on this issue and how it relates to the discussions they had in class.

#### External Resources

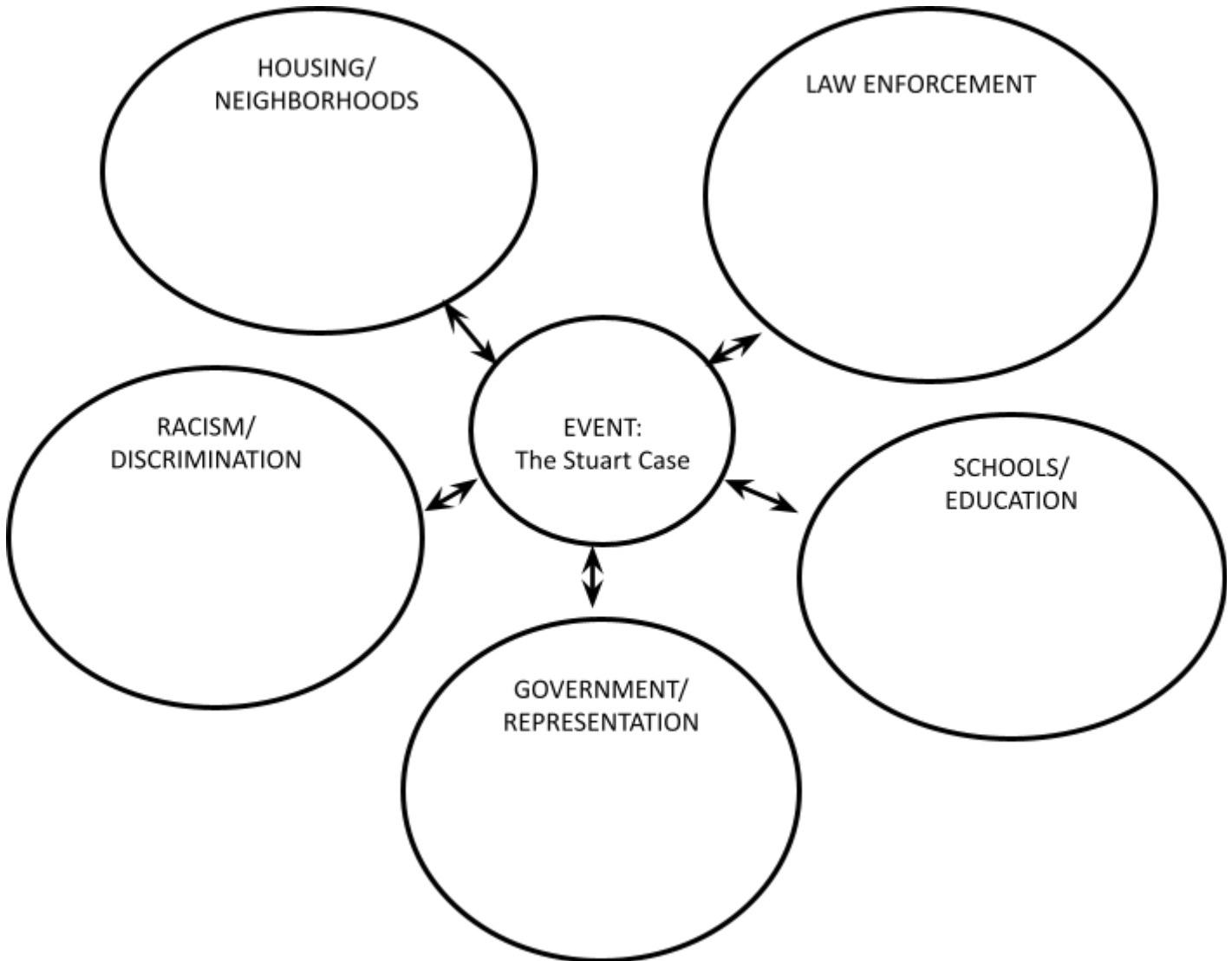
- **ACLU Campaign Against Racial Profiling** (<https://www.aclu.org/other/about-campaign-against-racial-profiling>) For nearly 100 years, the ACLU has been our nation's guardian of liberty, working in courts, legislatures, and communities to defend and preserve the individual rights and liberties that the Constitution and the laws of the United States guarantee everyone in this country. The Racial Justice Program's Campaign Against Racial Profiling fights law enforcement and private security practices that disproportionately target people of color and Muslims for investigation and enforcement.

#### *Viewing Guide - Note for the Teacher*

On the following page is a viewing guide designed to encourage active viewing - so the students stay engaged during the video itself. The added benefit of the viewing guide is that their notes are organized by theme and those themes play out in subsequent lessons.

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*Directions:* As you view the clip, pay close attention for mentions of the various issues that are listed below. When you note an instance where the Stuart case intersects with one of the issues, or when a connection can be drawn, make a note in the corresponding bubble, paying particular attention to when these connections are particularly polarizing. In the rectangular space, make note of places where you see an editorial choice, or a place where the film itself might have an impact on your perception of the content.



STORYTELLING / EDITORIAL CHOICES

## LESSON 3

### Why “Separate” Really is not “Equal” – Busing and Educational Equality:

#### The Power of Education

*Insert Video Thumbnail*

#### **Featured Documentary: *The Battle for Busing***

The landmark 1971 Supreme Court ruling on racial integration of Charlotte, NC’s school mandated that federal courts could impose a host of remedies, including busing, to force school integration. This documentary is a story of America’s school integration and what happened when the buses stopped rolling.

#### Rationale

This activity uses the Retro Report video THE BATTLE FOR BUSING, to provide an introduction to the history of school busing, and its relevance to today’s national dialogue about education. This activity also provides a starting point to explore the issue of school busing as part of a larger framework of race, inequity, access and bias in the United States – historically and today.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, socials studies, civics, government, conflict resolution and mediation, behavioral studies, thinking and reasoning, sociology, and media literacy.

#### Student Objectives

- Students will explore the issue of school busing and “forced integration.” In particular how it was received historically, how it was perceived (as successful or not), and what the actual outcomes of early efforts to integrate were.
- Students will learn about the history of busing through the lens of a case study in busing that took place in Charlotte, North Carolina.
- Students will use that historical period as a case study to explore the ways in which contemporary society is similar and different.
- Students will begin to explore the interconnectivity of various forms of institutionalized bias in society, including access to quality education, housing, governmental representation.
- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

#### Lesson Preparation

- Prepare a monitor, internet access to the short film THE BATTLE FOR BUSING.

- Prepare copies of *Student Handouts* for distribution.

### Key Words and Phrases

Homogeneous, diverse, mandatory school busing, racial integration/equality in schools, Brown v. Board of Education, Roberts Supreme Court

### Requirements

#### *Class Materials*

- Whiteboard and markers, overhead projector, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary film THE BATTLE FOR BUSING
- Student Handouts

#### *Time:*

- 1 class period (45 minutes – 1 hour)
  - Introductory freewrite - 10 minutes
  - Film + debrief - 20 minutes
  - Pair work - 20 minutes

### Techniques and Skills

Vocabulary building, opinion writing, small group work, large group work, organizing information, listening, multimedia literacy, comparing and contrasting information sources, critical thinking, responsive, and expository writing, oral presentation, and research skills.

### Procedures

1. Write the word “SCHOOL” on the white board, chalk board, or overhead projector. Allow 10 minutes for student to free write on the topic of SCHOOL. Ask them to consider: What does school mean to you? To your family? To your community? How does school affect culture, future success, and upward mobility?
2. When the class has had time to respond in writing to the prompt, conduct a short, whole group discussion using the following questions as a guide:
  - Why is access to a good education considered a basic civil right?
  - How is school related to the constitutional right to the “pursuit of happiness?”
  - How does good housing relate to a good education?
  - How do access to good housing and a good education affect one’s ability to move up the economic ladder?

*Note:* If you conducted Lesson 2 on polarization, ask the students to revisit it, particularly focusing on the social issues they noted on their viewing log (housing, law enforcement, racial discrimination, and political representation). As them, based on that film, why are segregated schools inherently unequal?

- Instruct the class to create a T-chart on a piece of paper or in their notebooks. At the top of their paper, they should write SCHOOL INTEGRATION. On the left hand side of the "T" they should write "PROS" and on the right, "CONS." Explain that they will use this T-chart as a graphic organizer to take notes as they watch a short film.

SCHOOL INTEGRATION

PROS      CONS



- Tell the class that they will now watch a film about school, education, integration and busing, and how limiting access to a quality education can have devastating effects on whole segments of the population. Have them take notes on what they see in the T-chart they just created.
- Screen the short film THE BATTLE FOR BUSING (total running time 10:17).
- Conduct a whole-group discussion about the film, encouraging students to use the notes from their T-charts to inform their responses, and using some or all of the following questions as a guide:
  - What is busing?
  - Why did the Supreme Court mandate busing?
  - What happened when white students were bused into West Charlotte High School?
  - What did you notice about the editorial choices the filmmakers made in making this film?
  - What voices/ perspectives were included in this film? What voices/ perspectives were missing? How might this have affected your understanding of the issue?
  - In the short term, was busing a success or a failure in Charlotte? What about in the long term? Why?
  - What are the benefits of being a student at a diverse school?
  - What outstanding questions do you still have about busing and school integration, after watching this film?
  - Who sued the Charlotte school district to end busing? Why did they want to end busing?
  - What are some of the benefits of busing kids to schools outside of their local neighborhoods?
  - What are the benefits to the alternative – eliminating busing, and keeping kids in their local neighborhood schools?
- Divide the class into pairs. Give each student a copy of *Student Handout: How Racially Diverse Schools Can Benefit All Students*. Allow students to read the



handout silently, and then complete the Questions for Further Discussion at the bottom of page 2 with their partner.

8. As a concluding assignment or for homework, assign students one of the following writing prompts:

#### News and Media Literacy

- Read the Atlantic article, [School Integration's Comeback](https://www.theatlantic.com/education/archive/2016/02/breaking-up-school-poverty/462066/),<sup>1</sup> which can be found online at: <https://www.theatlantic.com/education/archive/2016/02/breaking-up-school-poverty/462066/>. Write a 1-2 page analysis of this article as it relates to the film THE BATTLE FOR BUSING. Compare and contrast the representations of integration and diversity as they are presented in the film and the article. How do the different media – written and visual - affect the consumers understanding or reaction to the data? Analyze the data and the methods of delivery, and present your own conclusion on the value of busing.
- Reflect on your own, personal school experiences. Is your school diverse or homogenous? How has the demographics of your school affected your experience? After exploring this issue, do you think you'd benefit from more or less diversity at your school? Why do you think this? How could the diversity at your school be changed? Do a little research into the demographics/ history of your own school and/or school system and relate it to what you've learned about busing.
- Conduct some preliminary research<sup>2</sup> on school districting and voter districting. How are they related? How do communities'/ neighborhoods' voting patterns relate to their school's districting and demographics – and how are they both related to access to funding and political representation?
- Conduct some preliminary research on how busing, school integration and educational redistricting has been covered by the media over the years. Consider narrative and documentary film, television, and fiction as well as news media coverage such as television news, newspaper and magazine reporting. How has the representation of this issue affected how communities, schools,

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<sup>1</sup> Key takeaways for the teacher to explore: 1) School integration policy is shedding the taboo its held since parental and community backlash flared in the 1970s; 2) New attempts at integration focus on incentivizing districts to integrate socioeconomic groups via their own strategies instead of mandated programs like busing; 3) Research on decades of policies focused on socioeconomic integration indicate that these programs benefit not only lower-income students and communities of color but also middle class and white students.

<sup>2</sup> Preliminary research is limited in scope to what a student can discover through a maximum of 1-2 days of internet and scholarly resource review. This activity does not expect students to complete a comprehensive or exhaustive review of information on this topic.

parents, and policy makers have responded to it? How has the representation of this issue affected its success or failure?

#### External Resources

- **EdChange** (<http://www.edchange.org/who.html>) EdChange is a team of passionate, experienced educators dedicated to educational equity and justice. With this shared vision, we have joined in collaboration to develop resources, workshops, and projects that contribute to progressive change in ourselves, our schools, and our society. We offer a variety of projects and resources, workshops and consulting services, and scholarship grounded in equity and social justice in schools and communities.
- **National Equity Project** (<https://nationalequityproject.org/>) Our mission is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts. We work to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities.

*Directions:* The following text is an excerpt from the introduction to a scholarly research publication entitled HOW RACIALLY DIVERSE SCHOOLS AND CLASSROOMS CAN BENEFIT ALL STUDENTS<sup>3</sup> The introduction analyzes the findings of the report, and was written by Richard D. Kahlenberg, the director of K–12 equity at The Century Foundation. As you read and discuss this excerpt, compare and contrast the analysis, data, and commentary in this scholarly article with the presentation of the issue and the facts as they appear in the film THE BATTLE FOR BUSING.

After decades in the political wilderness, school integration seems poised to make a serious comeback as an education reform strategy.

Sixty-two years ago, *Brown v. Board of Education* held that separate schools for black and white students are inherently unequal. Fifty years ago, the evidence in the congressionally authorized Coleman Report put a twist on *Brown*, suggesting that socioeconomic school integration could increase academic achievement more than any other school strategy. But when racial school desegregation began to be seriously pursued in the early 1970s, the implementation was often clumsy. Federal judges ordered school children to travel across town to attend schools to achieve racial balance, giving parents no say in the matter. Families rebelled.

And so for years, we have been stuck with a tragic paradox: building on Coleman’s findings, a growing body of research produced a social science consensus that school integration—by race and by socioeconomic status—is good for children. Simultaneously, an equally durable political consensus developed holding that nothing can be done to achieve it.

Layered on top of political concerns was a new legal challenge. The Supreme Court, once a strong supporter of school desegregation, grew increasingly skeptical of government programs that use race in decision-making. In a 2007 ruling, the Roberts Court struck down voluntary school desegregation efforts in Louisville and Seattle. To some, the decision seemed to spell the end to school desegregation. Today, however, school integration—using new, more legally and politically palatable approaches—is getting a second look as an educational reform strategy.

For one thing, policymakers and scholars across the political spectrum are beginning to realize that ignoring the social science research on the negative effects of concentrated school poverty is not working to close

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<sup>3</sup> Excerpted from Richard D. Kahlenberg’s foreword to the Century Foundation’s report, HOW RACIALLY DIVERSE SCHOOLS AND CLASSROOMS CAN BENEFIT ALL STUDENTS, by Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo. This foreword, and the entire report, can be found online at: <http://apps.tcf.org/how-racially-diverse-schools-and-classrooms-can-benefit-all-students>.

large achievement gaps between races and economic groups. Diane Ravitch and Michelle Rhee—who represent opposite ends of our polarized debates over education reform—have both recently advocated new measures to promote school integration to raise the achievement of disadvantaged students. What can give integration real political momentum, however, are not the documented benefits to low-income students, but the emerging recognition that middle- and upper-class students benefit in diverse classrooms.

As Amy Stuart Wells, Lauren Fox, and Diana Cordova-Cobo of Teachers College Columbia vividly demonstrate in this important new report, “the benefits of school diversity run in all directions.” There is increasing evidence that “diversity makes us smarter,” a finding that selective colleges long ago embraced and increasing numbers of young parents are coming to appreciate at the K–12 level.

The authors write: “researchers have documented that students’ exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving.”

Apart from the cognitive benefits, there are additional reasons increasing numbers of middle-class families now want to send their children to diverse schools. Middle-class and white Millennials realize that their children are growing up in a very different country, demographically, than previous generations. For the first time since the founding of the republic, a majority of public school K–12 pupils in the United States are students of color.

Students can learn better how to navigate adulthood in an increasingly diverse society—a skill that employers value—if they attend diverse schools. Ninety-six percent of major employers, Wells, Fox, and Cordova-Cobo note, say it is “important” that employees be “comfortable working with colleagues, customers, and/or clients from diverse cultural backgrounds.”

### Questions for Further Discussion

1. Why do you think busing is “making a comeback?”
2. Are schools more or less diverse today? What are some of the causes of this?
3. What happens when school is segregated? What happens when it’s diverse?
4. How does segregation affect all learning outcomes and success rates for both majority and minority students?

5. What are some of the benefits to poor and / or minority students when they are enrolled at diverse, integrated schools? What are the benefits to white, middle class students when they're enrolled in diverse, integrated schools?
6. Discuss the differences and/or the relationship between socio-economic segregation and racial segregation.

## LESSON 4

### Representation, Voting, and Access -- The Power of the Vote

*Insert Video Thumbnail*

#### **Featured Documentary: *Gerrymandering's Surprising History and Uncertain Future***

Both political parties have always played the redistricting game. But some of today's battles have roots in a civil rights case decided by the Supreme Court 30 years ago. This documentary explores the surprisingly complex history of gerrymandering in the United States and questions surrounding its continued role in our republic.

#### Rationale

This activity uses the Retro Report video GERRYMANDERING'S SURPRISING HISTORY AND UNCERTAIN FUTURE to look at the pros and cons and history of gerrymandering, and how redistricting impacts the results of elections, as well as how the issue of political representation fits into a larger discussion of institutionalized bias. The purpose of this lesson is for students to examine how gerrymandering and redistricting affects the outcome of elections, and in turn, how the outcome of elections can affect a citizen's access to the basic tenets of civic equality – including equal housing, equal education, fair and equitable criminal justice, and more.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, social studies, civics, government, conflict resolution and mediation, behavioral studies, thinking and reasoning, sociology, and media literacy.

#### Student Objectives

- Students will learn about gerrymandering, begin to explore the issue of redistricting, and make connections to voter suppression and equality in political representation.
- Students will make connections between redistricting and the lack of access to services that plague underserved communities.
- Students will learn about the intended and unintended outcomes of gerrymandering in various districts.
- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

#### Lesson Preparation

- Prepare a monitor, internet access to the short film GERRYMANDERING'S SURPRISING HISTORY AND UNCERTAIN FUTURE.
- Duplicate and cut *Student Handout: Voter Profiles*
- Prepare a long length (or spool) of twine or yarn

- Prepare copies of *Student Handouts* for distribution.

### Key Words and Phrases

Congressional districts, Gerrymandering, redistricting process, majority-minority districts

### Requirements

#### *Class Materials*

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary, GERRYMANDERING'S SURPRISING HISTORY AND UNCERTAIN FUTURE
- Roll of twine, yarn, or string and scissors
- Index cards
- *Student Handouts*

#### *Time:*

- 2 class periods (1- ½ - 2 hours)
  - Introductory brainstorm/ discussion - 10 minutes
  - Gerrymandering activity - 30 minutes
  - Debrief from Gerrymandering activity - 15 minutes
  - Film and debrief - 20 minutes

### Techniques and Skills

Vocabulary building, reading comprehension, public speaking, large group discussion, comparing and contrasting information sources, critical and analytical thinking, responsive and creative writing, listening and thinking, analysis, research skills, multimedia literacy, kinesthetic learning, peer to peer learning, and supporting ideas with examples.

### Procedures

1. Before students arrive, write the word "VOTE" on the white board, chalk board, overhead, or on chart paper
2. At the start of class, conduct a whole-group discussion and brainstorm on the word "VOTE." Create a word-map as they brainstorm, charting responses on the board for the class to see. Allow time for students to make connections and free-associate.
3. Conduct a short discussion using the following questions as prompts:
  - What are some of the most important issues that affect civil rights in this country?
  - How might voting relate to these issues?
  - What do you know about voting? How do we vote for our representatives?
  - How does representation affect access - funding – good schools, housing, safe neighborhoods?

4. Ask students if they know what the word GERRYMANDERING means. If not, provide a working definition, or use this one:

**Gerrymandering:** the manipulation of political boundaries so as to give one political party a majority in many districts while concentrating the voting strength of the other party into as few districts as possible. Gerrymandering is named after Governor Elbridge Gerry of Massachusetts, who approved a redistricting scheme that included a State Senate district that resembled a salamander.

5. Distribute *Student Handout: Windy Falls City – A Case Study in Gerrymandering*. Ask for volunteers to take turns reading the handout aloud. As the handout is read, all students should annotate their handout, focusing specifically on how geographic areas, and incomes seem to relate to voting patterns. Explain that Windy Falls City is a fictional place, but that we'll be using it to explore issues around voting redistricting and gerrymandering.
6. Distribute previously copied and cut *Voter Profile Cards*, giving one card to each student. Distribute the cards according to the following breakdown:
  - **Urban** voters should equal 50% of class. Of those students, approximately 80% should vote Democrat, and 20% should vote Republican (In a class of 35 students, this would be 16 students, with 13 voting Democrat, and 3 voting Republican).
  - **Working class** voters should equal 20% of the class. Of those students, half should vote Democrat, and half should Republican (In a class of 35 students, this would be 8 students, with 4 voting Democrat, and 4 voting Republican).
  - **Suburban** voters should equal 20% of the class. Of those students, approximately 70% should vote Republican, and 30% should vote Democrat (In a class of 35 students, this would be 7 students, with 5 voting Republican, and 2 voting Democrat).
  - **Rural** voters should equal 10% of the class. Of those students, approximately 70% should vote Republican, and 30% should vote Democrat (In a class of 35 students, this would be 3 students, with 2 voting Republican, and 1 voting Democrat).

*Optional Procedure:* Allow time for students to personalize their voter card with details. They can give themselves a name, age, gender, and background, as long as they are consistent with their voter profile.

7. Once each student has had a chance to read and familiarize themselves with their voter cards, ask them to get up and arrange themselves according to their voting districts. For example, the urban voters might be grouped in the center of the room, or even by neighborhoods within their area. Then the factory town voters, then suburban, with rural voters farthest away from the city center. Make sure you



arrange students so that you can shuffle them easily for the purposes of this activity (for example, not too closely clustered).

8. Explain that there will be an election. Two districts are up for reelection – District I and District II. In each District there is one Democrat and one Republican running for office. On the white board, chalkboard, overhead, or chart paper, make 2 T-charts to log tallies for the candidates. T-charts should look like this:

DISTRICT I		DISTRICT II	
D	R	D	R
Vote 1		Vote 1	
Vote 2		Vote 2	
Vote 3		Vote 3	

9. Take a roll of twine or yarn and walk through the class in a straight line, unspooling it as you walk, and asking students to hold onto it as you pass them. In this way, divide the class into 2 districts. Students on one side are in District I, students on the other are in District II. Take a vote.
10. Once the vote is tallied, collect the length of twine or yarn. Then, walk through the class again, making more twists and turns, dividing students in a new way, again, asking students to hold the yarn or twine as you walk by. This time, the district line is twisted and more convoluted. Take another vote and tally that vote.
11. Repeat this process a few times, making efforts to divide students in complicated and non-intuitive ways (a few Democratic city voters districted with the Working class towns, the line dividing the suburbs, twisting and turning. Manipulate the districting line (yarn) so that the outcome of each election is different.

*Note:* At this point there is a natural break and therefore it would be a good place to conclude day one of this lesson, if applicable.

12. After a few votes have been taken and tallied, instruct students to return to their seats and conduct a short, whole-group discussion to debrief from the activity. Use some or all of the following questions as a guide:
  - How did the different district lines affect the outcomes of the elections?
  - What did you notice about how the district lines were drawn and redrawn each time? Did they seem to make sense to you? Why or why not?
  - What did you notice about how the communities, as they were described in your handout, were affected by the redistricting. Were they kept in tact or divided? Why is this important?
  - How could gerrymandering be used by the party in power to manipulate the outcomes of elections?

- How did you feel when you saw that the yarn (twine) was dividing you from your community, causing you to vote for a different district?

13. Tell the class that they will now be viewing a film about gerrymandering. Tell them that it is a very short film (only 10 minutes) and that there is a great deal of information, so they should take notes in their notebooks, or on the back of their Student Handout, to help them participate in a discussion after the film.

14. Write the following questions on the white board, chalkboard, overhead or chart paper, and tell students to keep them in mind as they watch, as guiding questions for their note taking:

- How does gerrymandering affect access to services for underserved communities (think, local schools, housing, law enforcement, etc)?
- What were the original intentions of gerrymandering?
- What are some of the unintended outcomes?

15. Screen the Retro Report short film, GERRYMANDERING'S SURPRISING HISTORY AND UNCERTAIN FUTURE (total running time: 11:41).

16. Conduct a whole-group discussion about the film they just watched, using some or all of the following questions as a guide:

#### Viewer Comprehension

- What is gerrymandering? What is the history of gerrymandering?
- What were the original civil-rights era intentions of redistricting? Did they succeed?
- How did the redistricting in favor of the Democrats open the way for Republicans to take over more seats?
- What is the “unholy alliance?”
- How does gerrymandering create an “echo chamber” of similar ideas at town halls and other public discussions?
- How does gerrymandering help to make the more extreme candidates more likely to win?
- How did the desire to get more African Americans in congress actually undermine the goals that representation set out to achieve?

#### News Literacy

- What are both sides of the redistricting debate?
- What do you imagine some of the results might be, when next-door neighbors have different congressional representatives and are voting in different districts?
- What do you notice about the different experts featured in the film? Do they have different opinions? Are their opinions affecting the way they present information?
- As a viewer, how can you analyze the experts’ statements in terms of opinion vs fact? Why is this an important skill?

- What do you notice about which voices / opinions are highlighted in this film? What do you notice about which voices/ opinions are missing?
- How does gerrymandering relate conceptually (as citizens experience them) to busing? How are these affecting the definition of community?

#### Bias/ Discrimination/ Racial Inequality

- What were the unintended outcomes? How are these outcomes having a negative effect on representation? How can these negative effects be undone?
- How does gerrymandering contribute to polarization?
- Angela Bryant, a legislator in North Carolina, explains that in the “micro” sense, gerrymandering helped her get elected – but in the “macro” sense, it perpetuated racial segregation and powerlessness. Why does she say this, and how did this happen?
- How did gerrymandering ultimately cost Bryant her seat?
- Jeffrey Toobin states that because of gerrymandering, African Americans (who are mostly Democrat) need to choose between having Democrats in Congress, or blacks in Congress. Why is this a choice that black voters have to make?
- Why does voting – and winning – have to do with “where Americans live?”
- Eva Clayton says “In a democracy, what we have as our final tool, are our votes. That’s how people express themselves.” How does gerrymandering work for – and against – individuals being able to express themselves with their votes?

17. As a concluding activity or for homework, students should complete one of the following assignments as a 2-5 page research and reflection paper:

Research your own voting district, and compare it to your understanding of your “community.” Do these two things align? Who are your elected officials? What are their (basic) stands on issues? Do these represent your opinions, the opinions of your family? What issues did they run on? Are these issues that you feel are of utmost concern to your community? Relate your findings to the film and explain whether you agree with Eva Clayton’s statement that in our democracy, we have voting as our way to express ourselves.” When you look at your community, your legislators, and your voting district, do you believe that the voices of your family and neighbors are being heard and represented?

Research how gerrymandering has been covered by the media over the years. Consider narrative and documentary film, television, and fiction as well as news media coverage such as television news, newspaper and magazine reporting. How has the representation of this issue affected its success, failure, and implementation? How has the representation of this issue affected its impact on representation, and its impact on policy around the country?

#### External Resources

- **Rock the Vote** (<https://www.rockthevote.org/>) Rock the Vote is a nonpartisan nonprofit dedicated to building the political power of young people. For over 25 years, Rock the Vote has revolutionized the way we use pop culture, music, art, and technology to engage young people in politics and build our collective power.
- **Open States** (<https://openstates.org/>) Open States strives to improve civic engagement at the state level by providing data and tools regarding state legislatures. We aim to serve members of the public, activist groups, journalists, and researchers with better data on what is happening in their state capital, and to provide tools to reduce barriers to participation and increase engagement.
- **Fair Fight** (<https://fairfight.com/>) This year, Fair Fight is working to expand democracy and ensure all voters have access to the polls. We promote fair elections in Georgia and around the country, encourage voter participation in elections, and educate voters about elections and their voting rights. Fair Fight brings awareness to the public on election reform, advocates for election reform at all levels, and engages in targeted voter registration and other voter outreach programs and communications. (Stacey Abrams)

Welcome to Windy Falls City, USA!

Windy Falls City is a mid-sized city in a “purple” state - a state that has historically gone both Democrat and Republican in past Presidential elections. The inner city has a mix of established, working class and poorer neighborhoods, as well as neighborhoods that are shifting and gentrifying, populated with more affluent, young, urban, up and coming residents. On the outskirts of the city there are small towns mainly inhabited by working class families who are employed in local factories. Just past the factory towns are wealthier suburbs – most of the folks who live there are commuters, who work in the financial, banking, and real estate industries. Beyond the suburbs are the less populated rural and farming areas, which are largely agricultural.

In the city proper, there are areas with working class and poorer neighborhoods. Some of the residents in these neighborhoods are helped along by food stamps, welfare, Medicaid, and other governmental support programs. There are also some gentrified, shifting neighborhoods, many of which attract younger, single people from other cities and states. These neighborhoods often have many cafes, art galleries, restaurants, bars, and theaters. The residents of the city overwhelmingly vote Democrat.

Just outside the city are small communities of working class families. These folks traditionally work in service jobs, and in the factories that lie on the outskirts of the city proper. Members of these communities are often divided in their politics, some voting Democrat with others traditionally voting Republican.

Beyond the small neighborhoods on the outskirts of the city are the sleepy suburbs. Here, residents are mainly white-collar commuters. They tend to be wealthy, and come from generations of wealth. They historically and overwhelmingly vote Republican.

Past the suburbs are farms and fields, these are Windy Falls City’s rural and farming areas. These are less densely populated than the areas closer to the city. In these areas, most of the residents vote Republican.

***Instructions to Designer: Can you create a mock map so there is a visual to accompany this?***

*Directions for the instructor:* Duplicate this page and cut along the lines to create cards. Distribute the cards to students, roughly adhering to the guidelines listed in Procedure #6 of this lesson plan.

<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Low                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Mid                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Mid                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Mid                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Mid                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Working                      Votes: Republican                      Details (optional):</p>

*Directions for the instructor:* Duplicate this page and cut along the lines to create cards. Distribute the cards to students, roughly adhering to the guidelines listed in Procedure #6 of this lesson plan.

<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Republican                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburb                      Income Level: Upper                      Votes: Democrat                      Details (optional):</p>

Directions for the instructor: Duplicate this page and cut along the lines to create cards. Distribute the cards to students, roughly adhering to the guidelines listed in Procedure #6 of this lesson plan.

<p><b>Voter Profile</b>                      Resident of: City                      Income Level: Mid                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Factory Town                      Income Level: Working                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>
<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Republican                      Votes: Democrat                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Upper                      Votes: Republican                      Details (optional):</p>	<p><b>Voter Profile</b>                      Resident of: Suburbs                      Income Level: Upper                      Votes: Democrat                      Details (optional):</p>



*Directions for the instructor:* Duplicate this page and cut along the lines to create cards. Distribute the cards to students, roughly adhering to the guidelines listed in Procedure #4 of this lesson plan.

<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Suburbs Income Level: Upper Votes: Democrat Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Farm Income Level: Working Votes: Republican Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Farm Income Level: Working Votes: Republican Details (optional):</p>
<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Farm Income Level: Working Votes: Democrat Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>
<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>
<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>
<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>	<p style="text-align: center;"><b>Voter Profile</b></p> <p>Resident of: Income Level: Votes: Details (optional):</p>

## LESSON 5

### Housing Discrimination -- The Power of Home

*Insert Video Thumbnail*

#### **Featured Documentary: *Where Does the American Dream Live?***

In the 1970s, a landmark Supreme Court case named *Gauteaux* officially brought an end to segregated government housing in Chicago. But it also created a new challenge: how to undo decades of segregation. Forty years after the efforts to integrate housing, this documentary tells the story of *Gauteaux* and of today's researchers who are taking a second look at the initial results of housing integration programs.

#### Rationale

This activity uses the Retro Report video WHERE DOES THE AMERICAN DREAM LIVE? to look at how segregated housing has a ripple effect on racial and economic inequality throughout society. The purpose of this lesson is for students to learn about the history of housing discrimination in the United States, the origins and outcomes of some of the efforts to integrate housing in cities around the country, and to examine how housing discrimination and segregation affects access in many areas of society, such as education, employment, economic mobility, and more.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, social studies, civics, government, conflict resolution and mediation, thinking and reasoning, sociology, and media literacy.

#### Student Objectives

- Students will learn about the origins of public housing projects
- Students will learn about some of the early and ongoing efforts to counter housing segregation.
- Students will make connections between housing segregation and the lack of access to other services that perpetuate economic inequality along racial lines.
- Students will begin to identify the differences and similarities between economic and racial housing segregation.
- Students will learn about benefits of integrated neighborhoods, the challenges that get in the way of integration, and the solutions that have been implemented – and continue to be developed – in order to overcome those challenges.
- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

### Lesson Preparation

- Prepare a monitor, internet access to the short film WHERE DOES THE AMERICAN DREAM LIVE?
- Prepare copies of *Student Handouts* for distribution.

### Key Words and Phrases

Public housing “projects”, racial segregation, redlining, Hills v. Gautreaux Supreme Court Ruling, Fifth Amendment to the U.S. Constitution, Civil Rights Act

### Requirements

#### *Class Materials*

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary, WHERE DOES THE AMERICAN DREAM LIVE?
- *Student Handouts*

#### *Time:*

- 2 class periods (1- ½ – 2 hours)
  - Intro to, and viewing of film - 25 minutes
  - Initial small group work (prep)- 15 minutes
  - Continued small groups (discussion, presentation, jigsaw) - 20 minutes
  - Debrief - 15 minutes

### Techniques and Skills

Vocabulary building, reading comprehension, large group discussion, comparing and contrasting information sources, critical and analytical thinking, responsive and creative writing, listening and thinking, analysis, research skills, multimedia literacy, literary analysis, peer to peer learning, and supporting ideas with examples.

### Procedures

1. On the chalkboard, white board, or overhead, write the following question: “What is the American Dream, and where does it live?”
2. When students are seated, allow 10 minutes for a quick discussion.
3. Distribute a copy of the *Student Handout: Viewing Guide + Graphic Organizer – Where Does the American Dream Live?* to each student.
4. Tell the class that they will be watching a short film about the history of housing segregation and discrimination in the United States. Tell them that this film deals

particularly with the way in which neighborhoods and communities have been, and continue to be, segregated along economic and racial lines, and how - by allowing this sort of housing segregation and discrimination to persist - we have perpetuated systemic inequality for generations.

5. Walk the class through the instructions at the top of the *Student Handout*. Explain that, as they watch, students should take notes in the graphic organizer according to the topics listed. Tell them that they should take comprehensive notes, as they will be using them in a small group activity after the film.
6. Screen the film *WHERE DOES THE AMERICAN DREAM LIVE?* (total running time: 14:41).
7. After the film concludes, instruct students to count off in 4's. Assign each number one topic from the graphic organizer (Problems, Benefits, Challenges, Solutions).
8. Tell the class to break into their groups, according to topic.
9. Allow 15-20 minutes for students to discuss their topic in their small groups, using the discussion prompts on Page 2 of their handout as a guide.
10. Instruct students to take notes on their handouts as they discuss, as they will be asked to share/ present their group's findings afterwards.

*Note:* At this point there is a natural break and therefore it would be a good place to conclude day one of this lesson, if applicable.

11. After groups have had ample time to discuss their topic, jigsaw the class into new groups by having students count off in 4's again, and then regroup by number. Students should now be in new groups that are comprised of "experts" in each of the 4 topics.
12. Allow 5-10 minutes for new groups to share and compare notes. Experts should each have a few minutes to present the highlights from their original groups' discussions.
13. After the new, jigsawed groups have had ample time to share, teach, and learn, reconvene as a class for a whole-group discussion and debrief. Use some or all of the following questions as a guide:

#### Viewer Comprehension

- How are housing projects depicted in this film? What are the main issues with housing projects, according to this film?

- Why is property value linked to upward mobility? How does this play out in society today?
- How does housing segregation undercut equal access to the American Dream?
- How was the initial data surrounding the success of the voucher Move to Opportunity program misleading?
- What did Dr. Katz see in the long term data about how housing integration played out in terms of earning power and education for the children of families who integrated? How did this long term data contradict the shorter term data? Why was there this sort of contradiction?
- What are vouchers? How do they work?
- Who was Valencia Morris? What did you learn about her and her daughters?
- Why did Valencia Morris want to move out of her inner city neighborhood? Why did she want to move back into the city once her daughters were older?
- Professor Katz says that we could have a much more vibrant and innovative society if we had less concentration of poverty and social problems. Why is it a problem that poverty and social problems are concentrated in certain areas?

#### News Literacy

- What is the American Dream?
- What do you think of the title of this film? What was the filmmaker trying to convey by using this title?
- What did you think/ feel when you saw the woman interviewed who claimed that integrating her neighborhood would bring property values down? What did you notice about her behavior in that interview?
- Explore the societal implications of “home.” How does where you live affect your experiences in life?
- Where do you think the American Dream lives?
- Henry Cisneros states in this film “All of the other forms of segregation that exist in our society begin with where do you live, where do you stay? And the effects of that segregation may be harsher than ever.” What do you think about this statement?
- What did you notice about the experts that were featured in this film? What other experts or perspectives do you wish had been featured in the film, that weren’t featured?

#### Bias/ Discrimination/ Racial Inequality

- How is access to quality housing linked to access to quality education? Access to fair law enforcement? Access to other “benefits” in society? Access to the “American Dream” and the right to the “pursuit of happiness?”
- In what other ways besides housing have African Americans been denied equal access?
- How is economic segregation/ inequality related to racial segregation/ inequality in this film?

- Discuss Jamillah Gilbert’s statement: “Nobody picks where they’re born or chooses where they’re raised as a child. You play the cards that you’re dealt. I just think that it’s unfortunate that the cards in our hands are, after 30 years, still unequal.”

14. As a concluding activity, or for homework, students should complete one of the following assignments.

- A. Write a reflection piece that answers the following questions: How does equal access to housing opportunities, quality schools, and political representation impact generational upward mobility wealth, and success? How does this relate to the inequalities you see every day in the news and/ or in your community? Choose one example of inequality that is occurring today – in your school community, home community, or in the news, and reflect on this question as it relates to that example. Use the viewing notes from your graphic organizer and the notes you took during your small group work, to inform your thinking.
- B. (For students who have read and are familiar with Lorraine Hansberry’s play, *A RAISIN IN THE SUN*) Read the *Student Handout: An Excerpt from A RAISIN IN THE SUN*. Think about this excerpt, and the entire play, as it relates to the film *WHERE DOES THE AMERICAN DREAM LIVE?* How is Walter Younger’s struggle still happening to African American families today? After watching and discussing this film, why do you think Walter’s dream of owning a home is tied into a fantasy of having a better job, a new car, and sending his son to college? Compare and contrast these two “texts,” – fiction and nonfiction, written and visual. Consider the choices that the filmmaker and author made in presenting their stories. Consider the histories – both social and personal – that are presented in these texts, and write a reflection piece that presents your own answer to the question, “Where does the American Dream “live”?”
- C. Research how housing discrimination, access to integrated housing, public housing initiatives, and residential redistricting have been covered by the media over the years. Consider narrative and documentary film, television (fiction and nonfiction, episodic and sitcoms, etc.), and fiction/ novels, memoirs, as well as news media coverage such as television news, newspaper and magazine reporting. How has the representation of this issue affected how communities relate to it, as well as to its success, failure, and implementation?

#### External Resources

- **National Fair Housing Alliance** (<https://nationalfairhousing.org/>) Founded in 1988 and headquartered in Washington DC, the National Fair Housing Alliance (NFHA) is the only national organization dedicated solely to ending discrimination in housing. NFHA works to eliminate housing discrimination and to ensure equal

housing opportunity for all people through leadership, education and outreach, membership services, public policy initiatives, community development, advocacy and enforcement.

- **HUD Department of Fair Housing & Equal Opportunity**

([https://www.hud.gov/program\\_offices/fair\\_housing\\_equal\\_opp](https://www.hud.gov/program_offices/fair_housing_equal_opp)) The mission of the Office of Fair Housing and Equal Opportunity (FHEO) is to eliminate housing discrimination, promote economic opportunity, and achieve diverse, inclusive communities by leading the nation in the enforcement, administration

Student Handout: Viewing Guide + Graphic Organizer – Where Does the American Dream Live?

*Directions:* As you watch the film, take notes in the chart below as follows:

- Note the PROBLEMS when housing is segregated in the first box.
- Note the BENEFITS when housing is integrated in the second box.
- Note the CHALLENGES to the integration process in the third box.
- Note the SOLUTIONS to end housing segregation in the fourth box.

<p style="text-align: center;"><b>PROBLEMS</b></p>	<p style="text-align: center;"><b>BENEFITS</b></p>
<p style="text-align: center;"><b>CHALLENGES</b></p>	<p style="text-align: center;"><b>SOLUTIONS</b></p>



*Directions:* Use the following prompts to guide your post-viewing discussion.

1. Who were the people in the film who were most affected by your topic?
2. Who were the people in the film who were most influential, for better or worse, in relation to your topic?
3. What are some of the larger, economic and/or social or issues that relate to your topic?
4. What was something new that you learned about your topic from watching this film?
5. What was something you already knew about your topic, that you saw represented in this film?
6. How does your topic relate to your own life?
7. What did you notice about how the filmmakers presented your topic (Which experts, which characters were highlighted? What information was highlighted, what information was missing?)? How did this presentation affect your thinking on the topic? How might their presentation have been different?
8. What remaining questions do you have about your topic, that you would like answered?
9. What aspect of your topic would you like to discuss further or debate with the rest of the class?

Student Handout: An Excerpt from Lorraine Hansberry's A RAISIN IN THE SUN<sup>4</sup>

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*Directions:* Use the following prompts to guide your post-viewing discussion.

WALTER (Gathering TRAVIS up in his arms) You know what, Travis? In seven years you going to be seventeen years old. And things is going to be very different with us in seven years, Travis. ... One day when you are seventeen I'll come home—home from my office downtown somewhere—

TRAVIS You don't work in no office, Daddy.

WALTER No—but after tonight. After what your daddy gonna do tonight, there's going to be offices—a whole lot of offices....

TRAVIS What you gonna do tonight, Daddy?

WALTER You wouldn't understand yet, son, but your daddy's gonna make a transaction ... a business transaction that's going to change our lives. ... That's how come one day when you 'bout seventeen years old I'll come home and I'll be pretty tired, you know what I mean, after a day of conferences and secretaries getting things wrong the way they do ... 'cause an executive's life is hell, man—(The more he talks the farther away he gets) And I'll pull the car up on the driveway ... just a plain black Chrysler, I think, with white walls—no—black tires. More elegant. Rich people don't have to be flashy ... though I'll have to get something a little sportier for [your mother]—maybe a Cadillac convertible to do her shopping in. ... And I'll come up the steps to the house and the gardener will be clipping away at the hedges and he'll say, "Good evening, Mr. Younger." And I'll say, "Hello, Jefferson, how are you this evening?" And I'll go inside and Ruth will come downstairs and meet me at the door and we'll kiss each other and she'll take my arm and we'll go up to your room to see you sitting on the floor with the catalogues of all the great schools in America around you. ... All the great schools in the world! And—and I'll say, all right son—it's your seventeenth birthday, what is it you've decided? ... Just tell me where you want to go to school and you'll go. Just tell me, what it is you want to be—and you'll be it. ... Whatever you want to be—Yessir! (He holds his arms open for TRAVIS)

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<sup>4</sup> Hansberry, Lorraine, 1930-1965. *A Raisin in the Sun*, and *The Sign in Sidney Brustein's Window*, New York: Vintage Books, 1995.

YOU just name it, son ... (TRAVIS leaps into them) and I hand you the world!"

## LESSON 6

### Overcoming Division -- The Power of Community

*Insert Video Thumbnail*

#### **Featured Documentary: Operation Ceasefire (full film)**

The story of cops, African-American pastors, gang members, and academics coming together to create positive change for Boston, while upending notions of traditional policing in a way that is especially pertinent today. The full ~30 minute documentary focuses on how collaboration between polarized segments and institutions within a community can yield powerful results for justice, public safety, and human dignity, while the success of such efforts comes with challenges of its own for the media, community stakeholders, and attempts to replicate the project elsewhere.

#### Rationale

The purpose of this lesson is for students to identify the social issues that polarize a community; how this polarization can be either solidified or mitigated by various stakeholders in a community, and then learn about the ways in which various stakeholders in a community can pool resources and expertise to overcome polarization to the benefit of all the members of that community. Students will learn how issues of housing segregation, bias in law enforcement, educational inequity, lack of representation, racism, and lack of access to services are all inter-related in a community. Students will learn how community leaders can come together to heal and overcome division through the lens of a case study in Boston's Mission Hill community during the 1990's.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, social studies, civics, government, conflict resolution and mediation, behavioral studies, thinking and reasoning, sociology, and media literacy.

#### Student Objectives

- Students will learn about the Charles and Carol Stuart case and the impact it had on Boston in the 1990's.
- Students will learn about Operation Ceasefire, a case study in community programming in Boston that was implemented in reaction to the Stuart case.
- Students will look at historical issues and one historical event in particular, and analyze it in the context of current events.

- Students will explore how various issues come together to create institutionalized bias in a society – including housing, policing, representation, and others
- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

### Lesson Preparation

- Prepare a monitor, internet access to the short film OPERATION CEASEFIRE.
- Prepare copies of *Student Handouts* for distribution.
- Duplicate and cut *Student Handout: Voter Profiles* according to instructions on the handout

### Key Words and Phrases

Stop-and-frisk policing, gang violence, perpetrator, homicide, incarceration, probation officers, clergy

### Requirements

#### *Class Materials*

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary, OPERATION CEASEFIRE
- Masking tape
- Chart paper (optional)
- Post-its (optional)
- Class set of red (or another bright color) pens (optional)
- *Student Handouts*

#### *Time:*

- 2 class periods (1- ½ - 2 hours)
  - Introduction, viewing clip, first round of posts - 15 minutes
  - Viewing remainder of film, debrief - 30 minutes
  - Second round of posts - 10 minutes
  - Whole - group debrief - 15 minutes
  - Third round of posts with debrief - 10-15 minutes

### Techniques and Skills

Large group discussion, small group work, supporting ideas with examples, vocabulary building, analytical thinking, organizing information, responsive and creative writing, listening and thinking, multimedia literacy, comparing and contrasting ideas, research skills, and oral presentation.

### Procedures

1. Before class, post the following signs in various places in the classroom:
  - PEOPLE

- PLACES
- HISTORY
- CURRENT EVENTS
- MEDIA LITERACY/ FILMMAKER'S CHOICES
- REMAINING QUESTIONS/ ISSUES TO DISCUSS

*Note:* There are many ways these signs can be posted: for example, they can be pieces of notebook paper taped onto empty desks. They can be pieces of chart paper taped to walls, or they can be pieces of notepaper taped to walls.

2. Distribute a copy of *Student Handout: Viewing Guide* to each student.
3. Review the instructions aloud. Discuss/ define each topic on the viewing guide as is necessary – for example, some students might need an explanation of what “media literacy/ filmmaker’s choices” means.
4. Once the instructions and categories are clear, tell the class that they will be watching a film in class, and that they should take notes on the film using the viewing guide to organize their notes by topic. If there’s something they notice that does not fall into one of the 6 topic categories on the handout, they can make note of it on the reverse side of their paper.
5. Screen the first 5 minutes of OPERATION CEASEFIRE, stopping at timecode 5:17. Conduct a short, whole group discussion, using some or all of the following questions as a guide:
  - What did you notice about this film clip and how it was made – think about the use of archival footage, music, title cards, narration. How do these choices on the part of the filmmaker influence how the viewer views the film, and receives the content?
  - How is Boston depicted in this clip? Based on this clip, what sort of place was Boston in the 1990s?
  - Whose voices do you hear in this clip? Whose voices are missing? How does this editorial choice – to include certain perspectives and not others – affect how the viewer perceives the content?
  - According to this film, what was the public’s emotional response to the Stuart crime?
  - Based on the way that the information is presented in this clip, what do you think happens next in the film? How does the presentation of information – and the choices that the filmmakers are making -- shape or inform your expectations?
  - Based on this short clip, how is policing in Boston in the 1990’s similar to policing in inner cities around the country today?
15. Direct the students’ attention to the signs posted around the room. Tell students that they should pick one or two notes from their papers to share on these signs.

Allow a few minutes for students to copy one or two of their observations from their viewing guides to the signs that are posted in the classroom.

*Note:* If the signs are on chart paper, students can write their contributions directly on the chart paper. If they are notebook paper, students should write their contributions on post-its, and place their post-it's around the piece of notebook paper.

16. Now tell the class you'll be screening the remainder of the film (remaining running time 26:42). Instruct students to continue taking notes on their viewing guide.
17. When the film has concluded, ask the class: What surprised you about the outcome of the Stuart case, and the rest of the film? Allow a few minutes for a class discussion about the outcome of the Stuart case and the response from the community, clergy, police force, and other stakeholders, as well as student responses to the film.
18. Tell students to take a few minutes to review their viewing logs and highlight or circle particular notes, questions, or ideas that they think are compelling or important.

*Note:* At this point there is a natural break and therefore it would be a good place to conclude day one of this lesson, if applicable.

19. Tell students that they will now have some time to add to the signs posted around the room. They should add the notes that they just circled or highlighted, but can add others as well, as time allows. Tell them to read through the other posts as they circulate, to get an idea of what their classmates are thinking.
20. Allow time for students to circulate around the room independently to add their thoughts and ideas to the signs, and to read some of the other posts.
21. Reconvene as a whole group to discuss the film, using some or all of the following questions as a guide:

#### Viewer Comprehension

- How did the community come together to turn around the impact of policing, housing, and representation to find solutions?
- How did the Stuart case feed into the racism and segregation in Boston?
- How did Operation Ceasefire come about – who were the major players?
- What role did clergy play in the community?
- How did the police and the parole systems succeed/ fail to work together?
- Who were the perpetrators of the violence in Boston?
- Why did the violence become so bad in Boston?
- What happened when the “authorities” went into the communities and got to know their constituents?
- How did the plan succeed?

- What challenges did they face? What were the keys to their success?

#### News Literacy

- What is one interesting note you saw posted around the room? Why did this note catch your attention?
- What questions did this film raise for you that are still not answered?
- What, if anything, about this film feels relevant to today?
- What do you recognize from this clip in your own life? In the news? What sort of connections can you make between this history and current events?
- How does this story relate to your life, your community, or your experience of current events?

#### Bias/ Discrimination/ Racial Inequality

- How does this story relate to the contemporary Black Lives Matter movement?
- How do the issues of housing, education, and voting rights relate to policing, safety, and crime?
- How did the black clergy describe their experiences living in Boston?
- How did they describe their experience of the police?
- How did the police officer describe his experience of living in Boston?
- How did the Stuart case affect the black community's self image? Sense of safety?
- How did the police view the black community?
- What was the relationship between the segregated black communities in Boston (ie Mission Hill) and the violence?

22. Once the class has had a chance to debrief together, give each student a red pen. Allow time for them to re-circulate around the room, this time commenting on the original posts using the red pen so it's clear which is the original post and which is the response.

*Note:* Students should be briefed on the appropriate ways to respond to each other's reflections: including focusing on the constructive, using I-statements, providing add-ons or continuing thoughts, providing positive reinforcement, appreciation.

23. If there is time, regroup as a whole class to debrief on this experience. What did students learn from their own reflections? What did they learn from each other?

24. As a concluding assignment or for homework, students should choose one of the following writing/ research prompts:

Reflect on the term "Activism." What is the definition of the word? Why is it important? How does one become an "activist?" When have you been an activist? How does the term "activism" relate to the conversations we had in class today? Choose one activist from the film you watched in class and write a reflection about that person. What did



you learn about them from this film? What more did you learn from conducting additional research? What questions do you still have about this person? What issue did they advocate for and why would you call this person an activist? Include a description of the issue they are advocates for, and how they work in support of that issue.

One of the most powerful “takeaways” from the film OPERATION CEASEFIRE is how so many different stakeholders came together to fix a problem: police, clergy, academics, politicians, parole officers, parents, victims, even prior offenders. Think deeply about the solutions and successes that were presented in the film. How did the stakeholders come together to fix their problem? What caused them to be able to rise above the issue to find a common solution? Now think of a big issue that divides your community, or a community you’ve seen or read about. Who are the stakeholders in that community? How might they come together to pool their resources, influence, and expertise to work together towards a common solution, and what might that solution look like?

#### External Resources

- **Grounded Solutions Network** (<https://groundedsolutions.org/>, <https://groundedsolutions.org/tools-for-success/resource-library>) Grounded Solutions Network supports strong communities from the ground up. We work nationally, connecting local experts with the networks, knowledge, and support they need. We help promote housing solutions that will stay affordable for generations.
- **Color of Change** (<https://colorofchange.org/>) Color Of Change is the nation’s largest online racial justice organization. We help people respond effectively to injustice in the world around us. As a national online force driven by more than 1.4 million members, we move decision-makers in corporations and government to create a more human and less hostile world for Black people in America.

Student Handout: Operation Ceasefire Viewing Log

*Directions:* As you watch the film, take notes about each topic or category in the corresponding boxes of the viewing log below.

<b>PEOPLE</b>	<b>PLACES</b>	<b>HISTORY</b>
<b>CURRENT EVENTS</b>	<b>NEWS/ MEDIA LITERACY/ FILMAKER'S CHOICES</b>	<b>REMAINING QUESTIONS/ ISSUES TO DISCUSS</b>

Teacher Version Student Handout: Operation Ceasefire Viewing Log

*Directions:* Use the sample notes here to guide your students in completing the viewing log.

<p style="text-align: center;"><b>PEOPLE</b></p> <ul style="list-style-type: none"> <li>● Robert Merner – Boston Police Department</li> <li>● Raymond Flynn – Mayor of Boston</li> <li>● Eugene Rivers – Pastor</li> <li>● Jeffrey Brown – Pastor</li> <li>● Ray Hammond – Pastor</li> <li>● William Stewart – Probation Officer</li> <li>● Romero Holliday – Former Gang Member</li> <li>● David Kennedy – Criminal Justice Researcher at Harvard</li> <li>● David Boysen – Kalamazoo Public Safety</li> <li>● Michael Wilder – Kalamazoo Street Outreach Worker</li> </ul>	<p style="text-align: center;"><b>PLACES</b></p> <ul style="list-style-type: none"> <li>● City of Boston</li> <li>● District B</li> <li>● Humboldt</li> <li>● Intervale</li> <li>● Castlegate</li> <li>● Kalamazoo Michigan</li> <li>●</li> </ul>	<p style="text-align: center;"><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>● A pregnant woman was murdered at one of the top Boston hospitals and her husband blamed it on a black man</li> <li>● The City of Boston launched a city-wide stop-and-frisk search of every black man</li> <li>● The truth was that the murdered woman’s husband was the true murderer</li> <li>● Several districts of Boston were dominated by gang violence</li> <li>● Police and clergy collaborated to engage gang members</li> </ul>
<p style="text-align: center;"><b>CURRENT EVENTS</b></p> <ul style="list-style-type: none"> <li>● High profile cases of police use of force and homicide of black men are all over social media and the news (Michael Brown, Eric Garner, etc.)</li> <li>● Lots of cities are trying to replicate the “Boston Miracle”</li> </ul>	<p style="text-align: center;"><b>NEWS/ MEDIA LITERACY/ FILMAKER’S CHOICES</b></p> <ul style="list-style-type: none"> <li>● Archival video of news reports on the murder of the pregnant woman at the hospital</li> <li>● Interviews with key leaders from the police, clergy, and gangs at the time of Operation Ceasefire</li> <li>● Highlights of how the fame from Operation Ceasefire changed/influenced the leading players in the effort</li> <li>● Comparison of Boston’s efforts with those in Kalamazoo today</li> </ul>	<p style="text-align: center;"><b>REMAINING QUESTIONS/ ISSUES TO DISCUSS</b></p> <ul style="list-style-type: none"> <li>● What would an Operation Ceasefire look like in my community?</li> <li>● What neighborhoods have the similar reputations as Humboldt, Intervale, and Castlegate in our city, and how are community leaders involved?</li> <li>● What were the pitfalls of the media coverage of the Boston Miracle?</li> </ul>

## LESSON 7

### **Activism and the Black Athlete -- The Power of Voice**

*Insert Video Thumbnail*

#### ***Featured Documentary: The Black Athlete in America***

In an N.F.L. season marked by President Trump's attacks on football players who "took a knee" during the national anthem, this video explores the history and legacy of dissent expressed by African-American athletes.

#### Rationale

This activity uses the Retro Report video THE BLACK ATHLETE to explore why there is an intersection of sport and politics, to discuss what sorts of opportunities there are for activism at that intersection, and to examine the role of high profile African American athletes in the fight for equal rights. The purpose of this lesson is for students to conduct a deep dive into the current controversy surrounding high profile professional athletes who use their platform to advocate for civil rights, including the historical through-line of black athletes who are also activists, the politicization of professional sport, and the dichotomy between the way African American athletes are demeaned in society vs. the way they are feted on the playing field.

#### Curriculum Connections

This activity addresses curriculum standards in language arts, social studies, civics, government, conflict resolution and mediation, behavioral studies, thinking and reasoning, sociology, and media literacy.

#### Student Objectives

- Students will learn about history of professional sports and politics, and how they evolved together.
- Students will discuss the context for the current controversy surrounding black athletes "taking a knee" and why the controversy is so charged.
- Students will learn about a number of black athletes throughout history who have used their platform to speak out against oppression.
- Students will examine the hypocrisy of celebrating African American athletes for their work ethic on the field while simultaneously vilifying them for the same ethic off the field.
- Students will look at historical events, and analyze them in the context of current events.

- Students will consider the various ways that media – and the presentation of content, information, and ideas – shapes our understanding of the world around us.

### Lesson Preparation

- Prepare a monitor, internet access to the short film THE BLACK ATHLETE.
- Prepare copies of *Student Handouts* for distribution.
- Prepare pieces of chart paper with quotes.

### Key Words and Phrases

Activism, political protest, segregation, lethal use of force, blackballed

### Requirements

#### *Class Materials*

- Whiteboard and markers, chalkboard and chalk, or chart paper and markers
- Monitor/ projector, computer with internet access, or downloaded file of the short documentary, THE BLACK ATHLETE
- Masking tape, chart paper and markers
- Post-its
- *Student Handouts*

#### *Time:*

- 2 class periods (1- ½ - 2 hours)
  - Discussion of activism, first gallery walk - 25 minutes
  - Initial small group work

### Techniques and Skills

Vocabulary building, reading comprehension, public speaking, large group discussion, comparing and contrasting information sources, critical and analytical thinking, responsive and creative writing, listening and thinking, analysis, research skills, multimedia literacy, kinesthetic learning, peer to peer learning, and supporting ideas with examples.

### Procedures

1. Before class begins, prepare pieces of chart paper for a “gallery walk” activity, each with one of the following quotes written in sharpie or bold marker at the top:

“The NFL has decided that it will not force players to stand for the playing of our National Anthem. Total disrespect for our great country.”

– Donald Trump

“The real enemies of my people are right here, not in Vietnam.”

– Muhammad Ali

“In 1968... our churches were being bombed, our leaders being shot down, while they had black athletes going [to the Olympics] as goodwill ambassadors.”

-Harry Edwards, Professor Emeritus,  
University of California, Berkeley

“I am not a role model.”

– Charles Barkley, retired NBA Forward, MVP

“Everybody can’t be Martin Luther King.”

– OJ Simpson

“Let’s be clear. They’re arrogant young millionaires.”

– Newt Gingrich

“We’re all patriotic in the locker room, we love our troops. This is about something bigger than that.”

– Aaron Rodgers, NFL Quarterback for the Green Bay Packers

“Michael Jordan.... achieved a level of global stardom [while] being among the least political, least outspoken African-American athletes.”

– Jelani Cobb, Columnist, The New Yorker

“This country stands for freedom, liberty, and justice for all – and it’s not happening for all right now.”

– Colin Kaepernick

2. Tape or hang the pieces of chart paper, with the quotes written at the top, around the room, creating a “gallery” in the classroom.
3. On the whiteboard, write the following key:
  - K = KNOW
  - W = WONDER or WANT TO LEARN
  - L = LEARN
  - C = CONNECT
4. Once students are seated, take a moment to discuss the concept of activism using some or all of the following questions as a guide:
  - What is your definition of an activist?
  - Why is activism important? What impact does activism have on society?
  - What makes an activist successful?
  - How does a person become an activist?

- Give an example of a time when a policy or situation changed because activists made a difference.
  - When have you been an activist?
  - Name an activist from history or current events. What issue(s) are they involved with? How do they advocate for their issue?
5. Direct the students' attention to the quotes that are posted around the room on chart paper. Explain that the quotes are all from a film called THE BLACK ATHLETE, a short documentary that explores the history and contemporary debate around professional black athletes who use their platform for social activism. Tell the class that they'll be watching this film and talking about the issues it raises later in the lesson.
  6. Then direct their attention to the whiteboard, chalkboard or overhead. Walk the class through each category, explaining what each letter stands for.
  7. Give each student a small stack of post-it notes. Tell the students that they will have a few minutes to circulate around the room, reading each quote that is posted on chart paper.
  8. Then tell them that once they've read and reflected on the quote, they should think of a response that falls into one of the 4 categories that are listed on the board: something they KNOW that relates to the quote, something they're WONDERING (or WANT TO LEARN) about the quote, something they've LEARNED from the quote, or a CONNECTION between the quote and something else – their own experience, another quote, a piece of literature, something they've learned in this or another class, or a current event.
- Note:* Students might already be familiar with the k/w/l chart. This activity will add a "C" category - for connections.
9. Tell them to use their post-its to share their reflections. At the top of their post-it, they should write one of the 4 letters, to indicate what sort of comment it is (K, W, L, or C) and then they should write their thought, and stick the post-it on the chart paper. Their comments can be anonymous or they can sign their name.
  10. Give the class 15 minutes to circulate and read and reflect on each quote, leaving post-its on each piece of chart paper. Provide additional post-its if needed.
  11. After the class has had an opportunity to read and reflect on all the quotes, ask them about the experience. What sort of message do all the quotes, taken together, communicate about activism and sport? About the role of prominent African Americans in contemporary society?

12. Break the class into small groups. Give each group one of the pieces of chart paper, with all the post-its still attached.
13. Instruct each group to remove the post-its and create a k/w/l/c chart on their piece of chart paper, under their quote.

*Note:* To illustrate, a group's chart paper might look like this:

"I am not a role model." Charles Barkley, retired NBA Forward, MVP			
K	W	L	C

14. Students should work together in their small group to read, discuss, and analyze their assigned quote, reach consensus on an interpretation of the quote, and then read through all the post-its that are attached, discussing the reflections from their classmate and identifying the ones they find the most helpful or compelling.

#### NOTE BREAK

15. Once the students have worked together to analyze the quote and read and discuss the post-its, they should copy the ones they decided were the most helpful or compelling into their shared chart, and arrange them according to category by listing them in the corresponding column.
16. After the small groups have had time to discuss and build out their chart, tell the class that they will now be watching the film from where these quotes were excerpted.
17. As they watch, students should take notes individually on their *Student Handout: Thinking Log*, making note of important moments in the film that make them THINK. Let students know that they will use these notes to inform additional group discussions after they watch the film.
18. Screen THE BLACK ATHLETE (total running time: 14:14).
19. When the film is over, allow time for small groups to reconvene to discuss the notes they took individually during the film, and to decide if there are any that they want to add to their group k/w/l/c chart.



20. Then, conduct a short, whole group discussion about the film, using some or all of the following questions as a guide:

### Viewing Comprehension

- How are race and sport related in American contemporary society?
- How are race, sport, and dissent interrelated?
- What do you think white America's responsibility is to live up to the perceived messaging of the national anthem? Is the US living up to it now? How are we falling short?
- After watching the film, how do you see professional sports intersecting with issues around equal access to education, representation, housing, and other basic constitutional and civil rights?
- What is the dichotomy between the way athletes are treated as professional athletes vs the way they're treated as 'regular' citizens in US society?

### News Literacy

- How do sports influence political media narratives?
- What did you learn about the popular mythology/media narratives of the Star Spangled Banner and the history of the song presented in this film?
- How do popular media narratives about Francis Scott Key and the Star Spangled Banner differ from the lyricist's personal history with racism and slavery as shown in this film?
- How did media narratives after 9/11 help to blend patriotism and military culture with professional sports?
- One expert in the film points out the problem that young black men are being killed by police while other young black men are "performing" on the field. How do you see this issue being resolved?
- How do media narratives around black athletes perpetuate or challenge their use of popular sports platforms for activism?
- What are the benefits and problems with blending sports and politics in this way in the media?
- Discuss the difference between the archival footage and media narratives of black athletes in the 40s, 50s, 60s, 70s, 80s. How did the athletes in each generation view their social responsibility? How might you compare Muhammed Ali to OJ Simpson to Michael Jordan to Colin Kaepernick? Do you agree with their choices? Why or why not?

### Activism and Protest

- Analyze this quote from the film: "We can't get to the United Nations but we can get to the [Olympic] podium." What does this mean? What does this mean in terms of access, advocacy, and activism?
- Why is dissent interpreted as disloyalty? Why are black athletes expected to be grateful when they earn elevation?

- One expert points out that white team owners who penalize their players for speaking out are using “overseer language.” What does this mean?
- What responsibilities come with fame? Why?
- What makes an athlete successful? How do these strengths lend themselves to activism?
- How does the black athlete in our society have a unique and challenging role?

21. After the discussion concludes, instruct students to return to their small groups and choose one comment from each category (K, W, L, and C) that they want to share with the class.
22. Go around the room and allow time for each small group to present to the whole group, sharing the 4 reflections / questions/ observations that they selected, and explaining why they chose that particular comment.
23. Once every group has had an opportunity to share, and the class has had an opportunity to respond, have them re-hang their chart paper on the walls of the classroom.
24. Allow time for students to circulate again, reading the quotes and the reflections in context of the film.
25. If time allows, students can conduct another round of reflection, using post-its to add to the chart paper.
26. For homework or as a concluding assignment, students should choose one quote from the film – either one that was on chart paper, or one they identified while watching – and write a response to it. Their response should include research on the person who was quoted, an analysis of the quote itself, and an opinion on the statement and its validity, based on the conversations they had in class.

#### External Resources

- **The Undefeated:** (<https://theundefeated.com/>) The Undefeated is the premier platform for exploring the intersections of race, sports and culture. We enlighten and entertain with innovative storytelling, original reporting and provocative commentary.
- **ROSS Initiative in Sports for Equality (RISE)** (<https://www.risetowin.org/>) A national nonprofit that educates and empowers the sports community to eliminate racial discrimination, champion social justice and improve race relations.

*Student Handout: Gallery Walk Quotations*

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*Directions for the Instructor:* copy each of these quotations at the top of a piece of chart paper. Hang the pieces of chart paper around your classroom so students can read and respond.

“The NFL has decided that it will not force players to stand for the playing of our National Anthem. Total disrespect for our great country.”

– Donald Trump

“The real enemies of my people are right here, not in Vietnam.”

– Muhammad Ali

“In 1968... our churches were being bombed, our leaders being shot down, while they had black athletes going [to the Olympics] as goodwill ambassadors.”

-Harry Edwards, Professor Emeritus,  
University of California, Berkeley

“I am not a role model.”

– Charles Barkley, retired NBA Forward, MVP

“Everybody can’t be Martin Luther King.”

– OJ Simpson

“Let’s be clear. They’re arrogant young millionaires.”

– Newt Gingrich

“We’re all patriotic in the locker room, we love our troops. This is about something bigger than that.”

– Aaron Rodgers, NFL Quarterback for the Green Bay Packers

“Michael Jordan.... achieved a level of global stardom [while] being among the least political, least outspoken African-American athletes.”

– Jelani Cobb, Columnist, The New Yorker

“This country stands for freedom, liberty, and justice for all – and it’s not happening for all right now.”

– Colin Kaepernick

Student Handout: Thinking Log

*Directions:* As you watch the film, take notes on moments, quotes, or scenes that make you THINK. Write these scenes down in the one of the columns below. Does this moment remind you of something you already KNOW? Does it make you WONDER about something, or make you want to know more? Did you LEARN something from this scene? Or, is there a CONNECTION you can make between the scene in the film and something else you've learned or experienced?

KNOW	WONDER	LEARN	CONNECT



## Extension Activities / Culminating Project Prompts

1. Retro Report's mission is to arm the public with a more complete picture of today's most important stories by correcting the record, exposing myths, and providing historical context. In a small group, create your own Retro Report video. Together, think about the people and places you come into contact with every day – at school, at home, at the grocery store, on the bus, in your neighborhood. What stories do they have to tell? Think about a local, newsworthy story that feels important, that affects you and your family and your community. Then, set out to create your own "Retro Report" to communicate the story. Some elements to include should be:
  - a. A well-thought out story that includes:
    - i. A long historical through line. What is the history behind the story? How does history inform or shape how this story plays out?
    - ii. Personal narratives. Who are the people involved, and what stories do they have to tell? Why should we care about these people? How can their narratives build empathy?
    - iii. Current relevance. How does this story relate to today's news cycle? How do today's headlines tie into the story you're telling?
    - iv. A surprise twist. What is something about this story that might surprise people? What did you learn in the researching of this story that surprised you? What did you uncover that you did not expect?
  - b. Careful treatment of the medium. Retro Report communicates through video – so your story should be carefully translated into a video that you can share. Think about music, graphics, editing, interviews, archival footage. Will you use your smartphone? A video camera? What video editing programs do you have access to? How can you use the medium of video to not just communicate your story - but **add** to it?
  - c. Careful and fastidious fact-checking. Responsible investigative journalists don't mess with facts. You need to make sure everything you say is accurate. This requires research, and careful reading of everything that goes into your Retro Report.
2. This unit looks at what happens in society when fear and polarization take hold and inform public policy. And it also looks at what happens when individuals care enough to disrupt that cycle and work to make a difference. Look closely at the diagram below and develop your own response or reflection to it. Your response could be a video, a poem, a research paper, a personal essay, a piece of art, a collage, a letter to the editor, or a business plan for your own non-profit. Be creative!

Fear   Polarization   Policy   Inequality   Segregation   Bias   Racism   Activism   **Healing**

3. All of the lessons in this unit explore unique and important stories told through the medium of journalistic video – documentary film. As an informed consumer of

information, it is important to evaluate how the medium – how the delivery of a story affects its message. So, choose one Retro Report video and think about how that story would be different if it was told differently. Consider the aspects of Retro Report’s videos: historical context, personal narratives, impact on today’s news, a surprising aspect to the story. How can you unpack and re-define each of these aspects to retell the story from a whole new perspective? What voices, what perspectives are missing? Is there a different historical context that is just as relevant? What other current events could be informed by this story? What if you used different music, different experts? What if you used a different medium other than video? How can you deconstruct the story while still retaining the facts? Will you end up telling the same story? Or have you found an entirely new one?

4. You’ve thought long and hard about issues of societal polarization, unequal housing, education, law enforcement and representation, and how fear affects public policy. So what? Why is this important, and why should people care? Write your own editorial that answers this question. Your expository essay should be at least 2 pages, and should include some of the same elements that Retro Report includes in their videos – fastidious research, personal reflection, a historical through-line, and proof of relevance to public policy as well as to everyday life.
5. Choose one issue that was explored in this unit and dig in deeper. Why did this issue resonate with you? What sort of strides have been made in solving the problems, and what major problems still exist? How does this issue impact society today, and how does it impact you personally? Create a social impact campaign to raise awareness about this issue and to work towards solving the problems that still exist. Your social impact campaign should include the following:
  - A tagline
  - A logo
  - 5 goals for the campaign – what specific objectives would you want to accomplish (raise money to donate to an organization? Organize a march? Collect signatures? Create a boycott?)
  - An idea for a celebrity spokesperson
  - At least 2 programming ideas (an event, a fundraiser, an informational evening)



## SOCIAL IMPACT PROMPTS

### Things to Do Now That You've Seen Retro Report's Videos

Retro Report's videos explore the complex ways that race, inequity, bias, and representation are interrelated in American society. Each of the stories explore topics – criminal justice, busing, voting, housing, and activism – in which the pivotal players are individual Americans working together in their communities and institutions to respond to America's legacy of racism. For those students who wish to learn more and get involved on these issues after viewing the films, consider the following:

- **Stay active and involved on the latest racial justice issues:** Color of Change is a nonprofit organization with a mission to help you do something real about injustice. They develop campaigns powerful enough to end practices that unfairly hold Black people back, and champion solutions that move all of us forward. [Join Color of Change's email list](#) to get regular updates on petitions, demonstrations, and legislator letter-writing campaigns, and other activities to promote racial justice.
- **Take action on alternative voting policies:** Fair Vote is a nonpartisan champion of electoral reforms that give voters greater choice, a stronger voice, and a representative democracy that works for all Americans. As Retro Report's documentary on gerrymandering showed, ensuring fair representation of minorities in American politics is complicated and difficult. Explore [Fair Vote's Activist Toolkit](#) to learn how you can get involved in changing electoral policy.
- **Learn about the legislative priorities for Fair Housing and contact your legislators.** The battle for equitable access to quality housing continues today. The National Fair Housing Alliance is a nonprofit organization dedicated to advocating for policies that promote equitable access to housing regardless of identity or credit score. [Learn about the Alliance's policy agenda here](#) and contact your legislators to support these important bills.
- **Join the fight to reduce state violence against people of color.** Campaign Zero is an organization started by activists focused on building a country where police violence does not kill people by limiting police interventions, improving community interactions, and ensuring accountability. Learn more about Campaign Zero's legislative priorities and [join their campaign here](#).
- **Explore campaigns promoted by black athletes taking a stand for racial justice.** The [Colin Kaepernick Foundation](#) offers social media campaigns, a Know Your Rights Camp, and other resources to support efforts to reduce state violence against people of color.
- **Start a civil rights group in your community:** Learn and teach about the importance of human and civil rights, and how to protect them. Youth for Human Rights is a nonprofit organization that [offers multiple ways](#) to promote human and civil rights in your community, from petitioning your government to joining a local team.

## ADDITIONAL RESOURCES

The following is a listing of some organizations working in the areas of race, inequity, bias, and representation in America, focused around the issues of law enforcement, housing, schooling, voting, and activism and sport.

### **Center for Racial & Gender Equality**

<https://www.racialandgenderequity.org/>

<https://www.racialandgenderequity.org/rjoac>

The Racial Justice Online Action Center offers critical analysis on key policy issues and accessible opportunities to promote equity and justice in our communities. By inviting constituents to help spark big change through small, one-click actions, our online action center serves as a low threshold entry point into the broader movement for Black Liberation.

### **Racial Equity Tools**

<https://www.racialequitytools.org/home>

Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. This site offers tools, research, tips, curricula and ideas for people who want to increase their own understanding and to help those working toward justice at every level – in systems, organizations, communities and the culture at large.

### **Racial Equity Resource Guide – WK Kellogg Foundation**

<http://www.racialequityresourceguide.org/profile/about-this-guide>

The directory of materials found on this site have been prepared as a shared tool for building a community of connected, informed and engaged practitioners. With the ability to generate a Resource Guide tailored to their own goals, these materials are practical resources that will assist organizations working within the racial healing and racial equity field.

### **Teaching Tolerance**

<https://www.tolerance.org/>

Our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy. Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.

### **Teaching for Change**

<https://www.teachingforchange.org/>

Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write, and change the world. By drawing direct connections to real world issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.

### **The Civil Rights Project**

<https://civilrightsproject.ucla.edu/>

The Civil Rights Project/Proyecto Derechos Civiles (CRP) is co-directed by Gary Orfield and Patricia Gándara, professors at UCLA, and housed in the Graduate School of Education & Information Studies. Founded in 1996 at Harvard University by Orfield and Christopher Edley, the CRP's mission is to create a new generation of research in social science and law on the critical issues of civil rights and equal opportunity for racial and ethnic groups in the United States.

### **NAACP**

<https://www.naACP.org/>

The mission of the National Association for the Advancement of Colored People (NAACP) is to secure the political, educational, social, and economic equality of rights in order to eliminate race-based discrimination and ensure the health and well-being of all persons.

### **Everyday Democracy**

<https://www.everyday-democracy.org/resources/police-community-relations>

Everyday Democracy works to strengthen democracy by making authentic engagement and public participation a permanent part of the way we work as a country. Since our founding in 1989, we have worked with hundreds of communities throughout the US, first by offering small, structured dialogues that led to positive and lasting change, and now offering an array of flexible resources and discussion guides, technical assistance and coaching, and information about our Dialogue to Change process. Our process uses solid engagement principles with a racial equity lens, and leads from personal connection to sustained action.

### **ACLU Campaign Against Racial Profiling**

<https://www.aclu.org/other/about-campaign-against-racial-profiling>

For nearly 100 years, the ACLU has been our nation's guardian of liberty, working in courts, legislatures, and communities to defend and preserve the individual rights and liberties that the Constitution and the laws of the United States guarantee everyone in this country. The Racial Justice Program's Campaign Against Racial Profiling fights law enforcement and private security practices that disproportionately target people of color and Muslims for investigation and enforcement.

### **National Fair Housing Alliance**

<https://nationalfairhousing.org/>

Founded in 1988 and headquartered in Washington DC, the National Fair Housing Alliance (NFHA) is the only national organization dedicated solely to ending discrimination in housing. NFHA works to eliminate housing discrimination and to ensure equal housing opportunity for all people through leadership, education and outreach, membership services, public policy initiatives, community development, advocacy and enforcement.

### **HUD Department of Fair Housing & Equal Opportunity**

[https://www.hud.gov/program\\_offices/fair\\_housing\\_equal\\_opp](https://www.hud.gov/program_offices/fair_housing_equal_opp)

The mission of the Office of Fair Housing and Equal Opportunity (FHEO) is to eliminate housing discrimination, promote economic opportunity, and achieve diverse, inclusive communities by leading the nation in the enforcement, administration, development, and public understanding of federal fair housing policies and laws.

### **Grounded Solutions Network**

<https://groundedsolutions.org/>

<https://groundedsolutions.org/tools-for-success/resource-library>

Grounded Solutions Network supports strong communities from the ground up. We work nationally, connecting local experts with the networks, knowledge, and support they need. We help promote housing solutions that will stay affordable for generations.

### **ROSS Initiative in Sports for Equality (RISE)**

<https://www.risetowin.org/>

A national nonprofit that educates and empowers the sports community to eliminate racial discrimination, champion social justice and improve race relations.

### **The Institute for Diversity and Ethics in Sport (TIDES)**

<https://www.tidesport.org/>

The Institute for Diversity and Ethics in Sport (TIDES) serves as a comprehensive resource for issues related to gender and race in amateur, collegiate and professional sports. The Institute researches and publishes a variety of studies, including annual studies of student-athlete graduation rates and racial attitudes in sports, as well as the internationally recognized Racial and Gender Report Card, an assessment of hiring practices in coaching and sport management in professional and college sport.

### **The Undefeated**

<https://theundefeated.com/>

The Undefeated is the premier platform for exploring the intersections of race, sports and culture. We enlighten and entertain with innovative storytelling, original reporting and provocative commentary.

### **EdChange**

<http://www.edchange.org/who.html>

EdChange is a team of passionate, experienced educators dedicated to educational equity and justice. With this shared vision, we have joined in collaboration to develop resources, workshops, and projects that contribute to progressive change in ourselves, our schools, and our society. We offer a variety of projects and resources, workshops and consulting services, and scholarship grounded in equity and social justice in schools and communities.

### **National Equity Project**

<https://nationalequityproject.org/>

Our mission is to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts.

We work to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities.

### **STAND for Children**

<http://stand.org/>

Stand for Children is a non-profit education advocacy organization focused on ensuring all students receive a high quality, relevant education, especially those whose boundless potential is overlooked and under-tapped because of their skin color, zip code, first language, or disability.

### **USA.gov**

USA.gov is an interagency product administered by USA.gov (formerly the Federal Citizen Information Center), a division of the U.S. General Services Administration's Technology Transformation Service. We create and organize useful government information and services and make them accessible to the public anytime, anywhere, via their channel of choice.

### **The Voting Information Project**

<https://www.votinginfoproject.org/>

The Voting Information Project helps voters find information about their elections with collaborative, open-source tools.

### **Vote411**

<https://www.vote411.org/>

Launched by the League of Women Voters Education Fund (LWVEF) in October of 2006, VOTE411.org is a "one-stop-shop" for election related information. It provides nonpartisan information to the public with both general and state-specific information on the election process.

### **Common Cause**

<https://www.commoncause.org/>

Common Cause is a nonpartisan, grassroots organization dedicated to upholding the core values of American democracy. We work to create open, honest, and accountable government that serves the public interest; promote equal rights, opportunity, and representation for all; and empower all people to make their voices heard in the political process.

### **Rock the Vote**

<https://www.rockthevote.org/>

Rock the Vote is a nonpartisan nonprofit dedicated to building the political power of young people. For over 25 years, Rock the Vote has revolutionized the way we use pop culture, music, art, and technology to engage young people in politics and build our collective power.

### **Open States**

<https://openstates.org/>

Open States strives to improve civic engagement at the state level by providing data and tools regarding state legislatures. We aim to serve members of the public, activist groups, journalists, and researchers with better data on what is happening in their state capital, and to provide tools to reduce barriers to participation and increase engagement.

### **Ballotpedia**

[https://ballotpedia.org/Main\\_Page](https://ballotpedia.org/Main_Page)

Ballotpedia is the digital encyclopedia of American politics and elections. Our goal is to inform people about politics by providing accurate and objective information about politics at all levels of government. We are firmly committed to neutrality in our content

### **Fair Fight**

<https://fairfight.com/>

This year, Fair Fight is working to expand democracy and ensure all voters have access to the polls. We promote fair elections in Georgia and around the country, encourage voter participation in elections, and educate voters about elections and their voting rights. Fair Fight brings awareness to the public on election reform, advocates for election reform at all levels, and engages in targeted voter registration and other voter outreach programs and communications. (Stacey Abrams)

### **League of Women Voters – Take Action**

<https://www.lwv.org/take-action>

The League of Women Voters of the United States encourages informed and active participation in government, works to increase understanding of major public policy issues, and influences public policy through education and advocacy.

## ABOUT RETRO REPORT IN CLASSROOMS

### Overview & Mission

Retro Report is an independent, objective, nonprofit news organization dedicated to uncovering how news of the past continues to resonate today. Our mission is to arm the public with a more complete picture of today's most important stories. We correct the record, expose myths and provide historical context to the fast-paced news of our world today using investigative journalism and narrative storytelling. We are driven to help people change their often times deeply ingrained perceptions about a story or historical narrative through compelling portrayal of the facts in a fair way.

We publish short-form documentaries that provide meaningful context to today's headlines in a new and exciting way. We strive to counter the confusion that has been created by a frenzied media landscape by presenting the deep historical context needed to understand the issues that impact our lives. That perspective better serves the public and is often missing in commercial journalism today. Through fresh, investigative reporting and compelling storytelling, Retro Report offers new insights into events that are all too often reported today but forgotten tomorrow. And, since the stories we report on continue to evolve, we are committed to providing a permanent, living library where each story is tracked and updated so that viewers can gain new insights as events develop and history unfolds.

Retro Report was created by **Christopher Buck**, who first began drawing up the blueprints for this living news library *more than a decade ago*. An entrepreneur and a philanthropist, Buck is a reformed news junkie who spent 15 years working as a television editor. The project was launched by Buck, his partner **Larry Chollet** and Executive Producer **Kyra Darnton** and their team of producers, reporters and editors.

Today, their team is made up of editors, reporters and producers with a minimum of 10 to 20 years of journalism experience.

### **The Retro Report Process and Library**

We are incredibly curious, and driven by that curiosity. As such, our process often starts with the question “*why do we think what we think about a particular story?*” From there, we follow a three-part process to create each of our videos:

– *Part 1: Ideation*

We begin by looking at today’s headlines and doing some initial research to see if there is something from history that explains a current news story’s misconceptions, or vice versa. We look for twists and misconceptions that the story will reveal to viewers to help shift their own perspective. Our team works together to decide on a story to pursue.

– *Part 2: Production*

Once that story is approved, we kick into production mode. This starts with a much deeper round of general research – identifying what the full-picture story behind the current event is, how it was historically characterized in the news, how it’s been misunderstood, the cause of this misunderstanding, how to correct it, and what the story is that will help shift viewers’ perceptions. With this knowledge under our belt, we build out the script for our video including references for archival footage needed and interviews to be taken, as well as citations for every single fact and claim made in our video. Then, we assemble it all together.

– *Part 3: Fact-Checking and Updates*

Finally, we build out a detailed fact-checking document to back up every claim and statement in the video with legitimate sources. We ensure that every single word is correct (names, times, dates, locations, terminology), we check quotes to verify each one in the film and verify that the claims of the quotes are presented properly, and verify that all of the archival footage is true and accurate (e.g. a video about 1980s Chicago isn’t using archival footage from 1972 Chicago) and that the broad claims of our video are fair. You can see an example of these documents here [link to place to find FC documents cleaned up]. As the story continues to evolve or update, we add appropriate updates to each of the stories (e.g. a major character goes to jail, or a character does a major interview setting the record straight, etc.). The producer for the video is responsible for keeping track of these changes – every video/story is a living product.

Today, Retro report has produced more than 150 short documentaries and video series, covering a wide range of topics including: Civil Rights, Criminal Justice, Education,



Environment, Immigration, Law & Policy, Media Criticism, Medicine, Military, Politics, Popular Culture, Science & Technology, Sex & Gender, and Sports. Videos range from mini-docs of less than 5 minutes, to documentaries of around 10 minutes. The Retro Report [Youtube channel](#) curates playlists of videos that follow specific themes, such as “Guns in America,” “Reproductive Rights at Stake,” and “Race in America.”

### **Why We’re Expanding into Classrooms**

Retro Report sees its movement toward educational programming as a natural progression of its work to inform citizens about the historical context of the current issues we face in society, and to promote news and media literacy more broadly during this period of rapid change in the media landscape. Over the years more and more teachers have approached Retro Report eager to bring our video content into the classroom, especially as media literacy becomes a major concern for educators across the country. We are excited to take our first step into offering robust educational products that provide teachers with modular opportunities to incorporate critical social themes and media & communications skills building into their classrooms by offering this initial guide on Race & Society.

### **Retro Report’s Accolades**

Retro Report videos have been nominated for a number of prestigious awards, including 13 Webby Awards, 3 Emmys, 14 Edward R Murrow Awards, among others. In 2018 Retro Report won the Webby Award for Overall News & Politics Series. In 2019, *The Black Athlete in America* won Winner for Best Sports video at the Webby Awards, was nominated for Outstanding Arts, Culture & Entertainment Report by the National Academy of Television Arts & Sciences, and the 2018 Edwards R. Murrow Award in Sports. *Operation Ceasefire* was nominated for an Emmy in 2019, *Where Does the American Dream Live* was nominated for the 2017 Webby Award for News & Politics: Individual Episode.