QUESTION BRIDGE

QUESTION BRIDGE CURRICULAR TOOLS FOR GRADES 9-12

MODULE 1- THE HUMAN CONDITION

"WHAT IS COMMON TO ALL OF US?"

STUDENT WORKBOOK

Question Bridge: Black Males was conceived by Chris Johnson. The project was *created by* Chris Johnson and Hank Willis Thomas, in collaboration with Bayete Ross-Smith and Kamal Sinclair. The Executive Producers are Delroy Lindo, Jesse Williams and Deborah Willis.

Question Bridge Curriculum written by Kamal Sinclair in consultation with Question Bridge Collaborators, Education Consultant Jinan Sumler, and scholarship advisors Dr. Joy Angela DeGruy, Dr. Deborah Willis.

The **Question Bridge Curricular Tools** were updated by Chris Johnson and James E. Ford.

Question Bridge: Black Males is a fiscally sponsored project of the Bay Area Video Coalition and supported in part by a grant from the Open Society Institute: Campaign for Black Male Achievement, the Tribeca Film Institute, the LEF Foundation, the Center for Cultural Innovation, and the California College of the Arts.

Note: If you encounter a broken link in our suggested readings you may still be able to find those resources by searching for the relevant titles with your internet browser.

MODULE 1: THE HUMAN CONDITION

ART PROJECT QUESTION: *"WHAT IS COMMON TO ALL OF US?"*

ESSENTIAL QUESTION
"How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?"

LEARNING GOALS

- Students will learn how to use a complex and dynamic framework for understanding identity.
- Students will learn how to consciously question assumptions about themselves and others based on one or limited identity tags.

LEARNING OBJECTIVE
- Create visual representation of their class identity.
- Engage in weekly dialogue with their peers.
- Apply critical thinking skills to daily routines.

ACTIVITIES

Activity 1 (Observe) – Share Module 1 Video: The Human Condition.

Activity 2 (Reflect/Discuss) - Engage in dialogue about the video.

Discussion questions:
Please Note: space is for personal notes and "Deep Dive" questions are **optional**.

1. Describe one answer in the video that resonated with you. Explain why._____
   _____
   _____
   _____
   _____

DEEP DIVE DIALOGUE
A. Is this an important dialogue to have among Black men in America? Why?_____
   _____
   _____
   _____
   _____
   _____

2. What do all human beings have in common? _____
_____
_____
_____
_____
_____

3. What frameworks were used to define commonality, when asked the above question (Both by the men in the module video and the students)? _____
_____
_____
_____
_____

4. Name one identity group you belong to (students in your school, cultural group, social group, sports group, etc.). Explain what is common to everyone in the group and where there are differences. _____
_____
_____
_____
_____
_____

DEEP DIVE DIALOGUE

B. What kind of pressure do you feel to conform to the social norms of your identity group?_____
_____
_____
_____
_____
_____

C. Analyze the healthy and unhealthy social pressures from your identity group?_____
_____
_____
_____
_____
_____

D. How do you signal to others that you belong to a specific social group? Why is that important to you? Do people make false assumptions about you because of this signal?_____
_____
_____
_____
_____

5.   What do all human beings have in common?_____

_____
_____
_____
_____

Activity 3 (Design) – Collaborate on creating a class-identity map that is based on individual fingerprint profile of all the identity tag words you feel describe who you are.

1.   In five minutes think of as many words as you can that define you.
2.   Create a word cloud (Wordle.net) online or paper; OR create a bubble map on a piece of paper, giving bigger circumferences to identity tag words that are more important to your identity.
3.   Repeat this activity with identity tag words you feel will define you in 15 years.

SAMPLE A:

.

SAMPLE B:
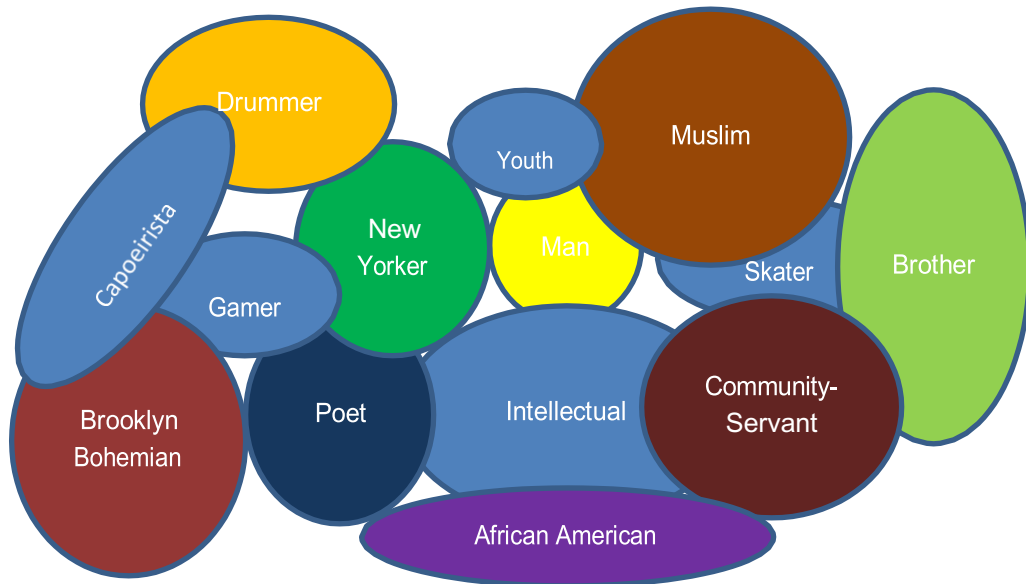
Your teacher will select one group of students to be the the **data collectors**. They will gather a list of all the social groups or identity groups represented in the class; and list the names of all the students that identify with each social/identity group.

Collect data by:
- o collecting all the fingerprint profiles done in class,
- o surveying the students individually or,
- o facilitating an open classroom discussion.

Input data by:
- o creating a data grid in an Excel spreadsheet,
- o creating a data collection worksheet on note paper or,
- o creating a grid or on the classroom board or wall paper.

Sample Grid:

	SOCIAL GROUP 1	SOCIAL GROUP 2	SOCIAL GROUP 3	SOCIAL GROUP 4	SOCIAL GROUP 5	SOCIAL GROUP 6	TOTAL
STUDENT 1	X		X			X	3
STUDENT 2	X	X		X			3
STUDENT 3	X		X	X	X		4
STUDENT 4	X					X	2
STUDENT 5	X	X	X				3
TOTAL	5	2	3	2	1	2	

Your teacher will select one group of students to be the **map designers**. They will take the data collected by the data gathering group and create a visualization of the data that represents the identity of the class. Map designers can chose from multiple formats or create their own.

Some possible formats include:

Word Cloud – where the social groups with the most people have the largest fonts. Use Wordle.net to generate the word cloud. Instruct them to input duplicate terms in order to allow the Wordle application to give more weight to identity groups that are represented by two or more individual students in class.

Bubble Map – where the size of the social group bubble correlates to the size of the shape, the social group bubble with one or more students in common overlap, and a line for each student connects their social group bubbles.
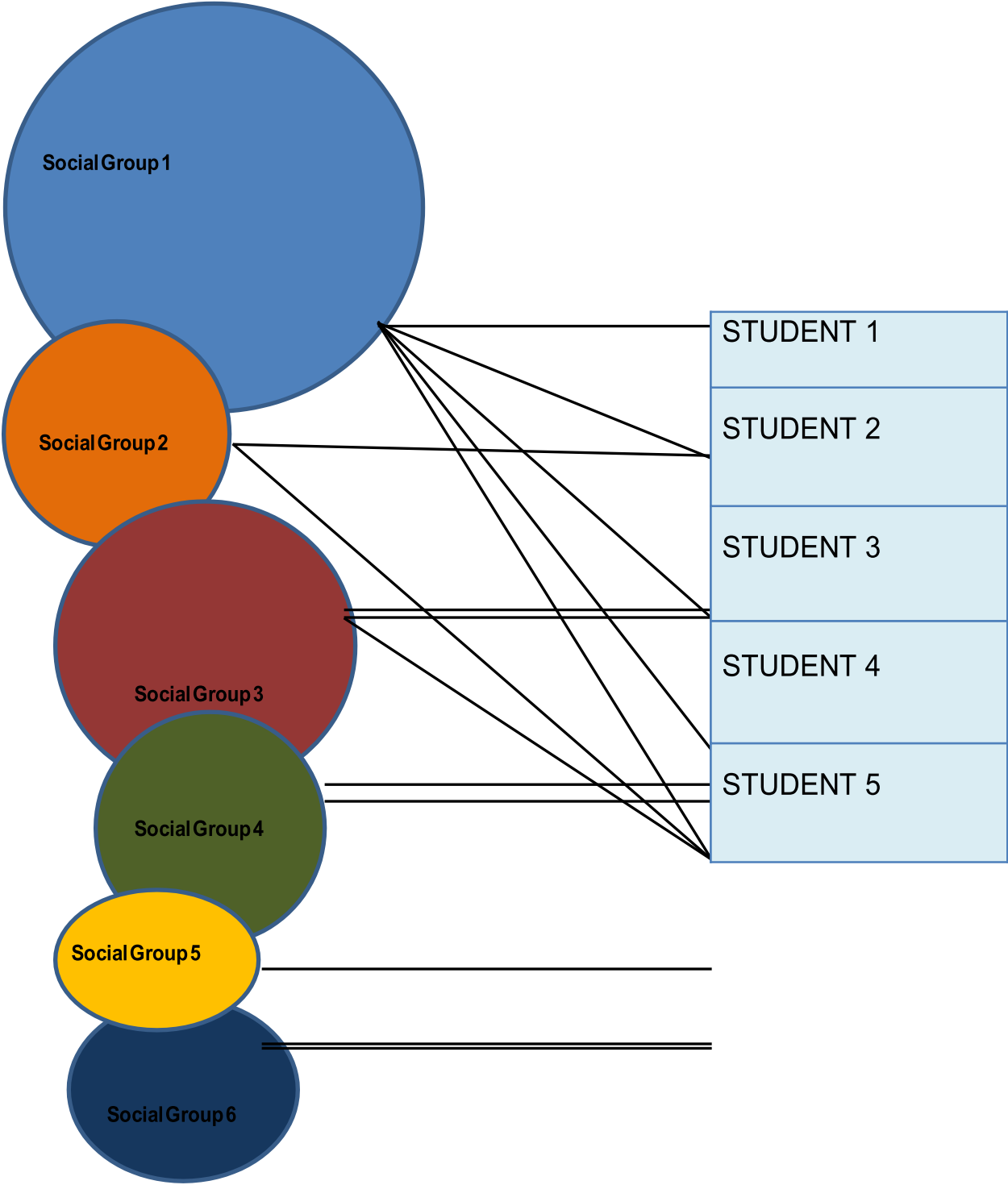
SAMPLE A:
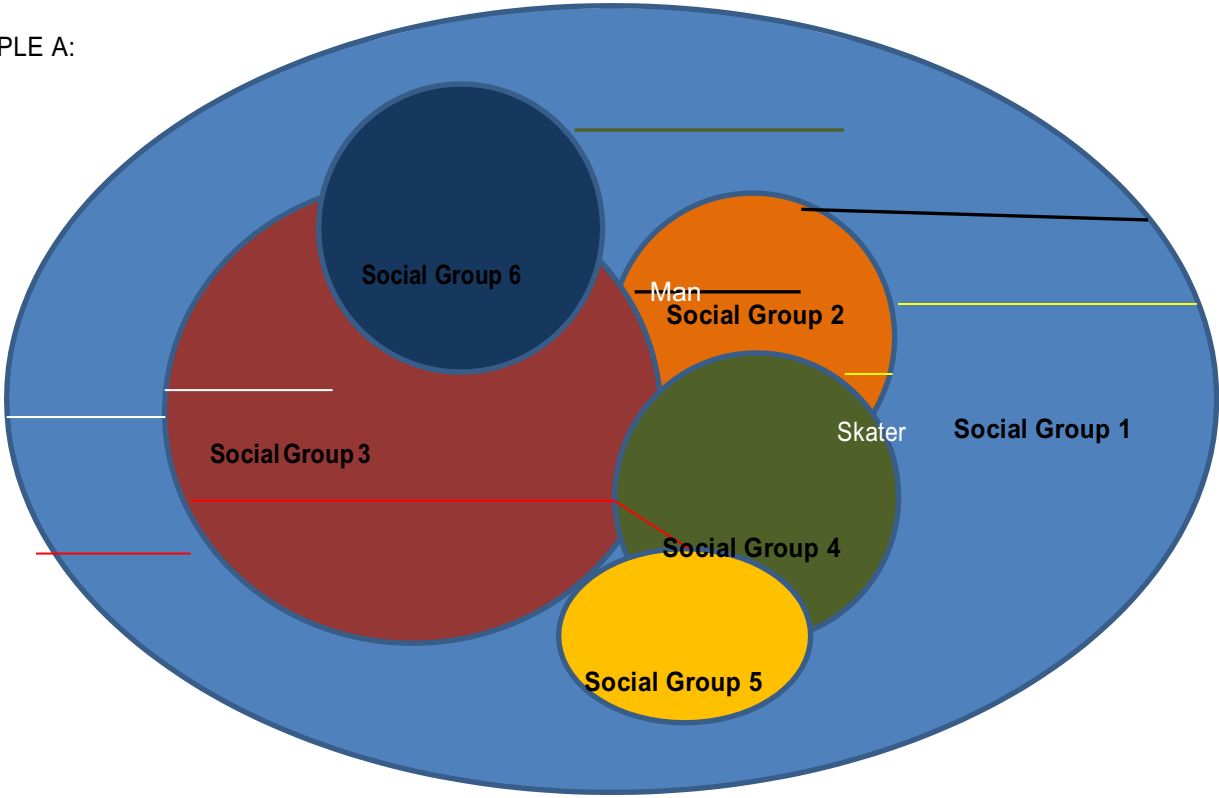
Icon Map – where each identity group selects a symbol or image to represent their group. They each draw or computer-generate their version of all the icons that represent their identity groups. Then they each get to place their icons on the group paper or board.

Line Map – where each person's name is on the map with lines to each social group they belong to.

SAMPLE:

Social Group 1

Social Group 2

Social Group 3

Social Group 4

Social Group 5

Social Group 6

STUDENT 1

STUDENT 2

STUDENT 3

STUDENT 4

STUDENT 5

Activity 4 (Write) – Write a summary: *What did you learn today?*

a. Return to the art project question when writing your summary: ***What is common to all of us?***

b. Return to the essential question: ***"How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?"***

TAKE HOME ASSIGNMENT

Choose at least one at-home assignment to complete over the next week:

1. DESIGN - Create a collage that represents the class identity map
2. WRITE – Write a fictional story, set in one of your social groups, and share it with the class.
3. READ/DESIGN - Research the ethnic origins of a classmate and present on the culture to the class. Discussing how your ethnic group and your classmate's ethnic group differ and how they are the same.
4. READ/WRITE - chose an item from the module research resource list (e.g. book, article, film, song, or visual/performing art work) and write a report or make an oral presentation in class.

MODULE 2 RESEARCH RESOURCE LIST

VIDEO LECTURES, DISCUSSIONS & DEMOSTRATIONS

- *What Would You Do?* (Hidden camera show demonstrates unconscious racial bias). Links:
  - http://www.worldstarhiphop.com/videos/video.php?v=wshhA5yGj42eclUn99k6

- The Root Interview: *Claude Steele on How Racial Stereotypes Harm Performance*: https://www.theroot.com/the-root-interview-claude-steele-on-how-racial-stereot-1790873918

- TED Talks - Elif Shafak: *The Politics of Fiction*. Listening to stories widens the imagination; telling them lets us leap over cultural walls, embrace different experiences, feel what others feel. Elif Shafak builds on this simple idea to argue that fiction can overcome identity politics. https://www.ted.com/talks/elif_shafak_the_politics_of_fiction?language=en

- TED Talks – Seth Godin: *The Tribes We Lead*. Seth Godin argues the Internet has ended mass marketing and revived a human social unit from the distant past: tribes. Founded on shared ideas and values, tribes give ordinary people the power to lead and make big change. He urges us to do so. http://www.ted.com/talks/seth_godin_on_the_tribes_we_lead.html

THEATRE PERFORMANCES

- Improv Everywhere
    1. http://www.youtube.com/watch?v=jwMj3PJDxuo&feature=relmfu
    2. http://www.youtube.com/watch?v=9MBBr-a2KnM&feature=fvwrel
    3. http://www.youtube.com/user/ImprovEverywhere#p/u/11/Abt8aAB-Dr0
    4. http://www.youtube.com/user/ImprovEverywhere#p/u/8/dkYZ6rbPU2M

MUSIC
- *Revolution,* The Beatles. Lyrics:
- Music:
  https://www.youtube.com/watch?v=QomJQDgY6Eo

FILMS
- *Race: The Power of an Illusion* (3 Part Series PBS). http://www.pbs.org/race/000_About/002_04-about-01.htm
- *Breaking Through Stereotypes.* An Educational Video Center Production (1994)
- The Human Condition, by Masaki Kobayashi. http://www.criterion.com/current/posts/1226-the-human-condition-the-prisoner

ARTICLES
- *Unconscious Racial Bias Shapes Whom We Trust, Especially With Money*. Courtney Hutchison. ABC News Medical Unit April 25, 2011
  http://abcnews.go.com/Health/MindMoodNews/unconscious-racial-bias-shapes-trust-money/story?id=13437350
- Hofstede's *Cultural Dimensions* - Understanding workplace values around the world
  http://www.mindtools.com/pages/article/newLDR_66.htm
- *Conformity: Ten Timeless Influencers*. PsyBlog – Understand your mind. Jeremy Dean, February 2010. http://www.spring.org.uk/2010/02/conformity-ten-timeless-influencers.php
- *Where To Draw the Line When Defending Cultural Norms*. Emily Hansen. April 1, 2009. Matdornetwork.com http://matadornetwork.com/bnt/where-to-draw-the-line-when-defending-cultural-norms/
- *CHIPPING AWAY AT IMPLICIT BIAS, By Jillian Olinger and Kelly Capatosto, published on Shelterforce*
  http://kirwaninstitute.osu.edu/chipping-away-at-implicit-bias/
- *Learning Racial Inferiority*. Charlton McIlwain. May 23, 2011
  http://www.kidsoncolor.com/2011/05/learning-racial-inferiority/
- The Ball Curve: Calculated Stereotypes of African American Men., Ronald E. Hall, Journal of Black Studies 32.1 (September, 2001), 104-119.

WEBSITES
- Maslow's Heirarchy of Needs. http://changingminds.org/explanations/needs/maslow.htm
- Social Group. http://en.wikipedia.org/wiki/Social_group
- Social Group. https://www.cliffsnotes.com/study-guides/sociology/social-groups-and-organizations/social-groups
- Social Group. http://www.sociologyguide.com/basic-concepts/Social-Groups.php

PODCASTS

- *Mob Mentality*. This American Life with Ira Glass. originally aired May 5, 2000.
  http://www.thisamericanlife.org/radio-archives/episode/158/mob-mentality

BOOKS

- *Selling The Race-Culture, Community, and Black, 1940-1955*, Adam Green "Selling The Race" pp 129-177
- *Handbook of Prejudice, Stereotyping, and Discrimination*, Todd D. Nelson (Editor)
- *Images That Injure: Pictorial Stereotypes in the Media*, Paul Martin Lester (Editor) Stereotypes and Prejudice: Key Readings (Key Readings in Social Psychology) Charles Stangor (Editor)
- *Masculinity Studies Reader, American Men*, Adams and Savran. American Anthropologists, 19.1 (March 1997), 99-111.
- *Ain't I a Beauty Queen?.*, Maxine L. Craig, New York: Oxford University Press, 2002.
- *Time of Change*, Bruce Davidson. New York: St. Ann's Press, 2002.
- *Outlaw Culture: Resisting Representations*, bell hooks. New York: Routledge, 1994.
- *Yo Mama's Disfunktional: Fighting the Culture Wars in Urban America*, "Looking to Get Paid: How some black youth put culture to work", Robin D.G. Kelley. Boston: Beacon Press, 1997.
- *Dilution Anxiety and the Black Phallus*, Margo Crawford, Ohio State, 2008
- *On Dangers Seen and UnSeen: Identity Politics and the Burden of Black Male Specularity*. pp 19-50, Maurice O. Wallace, Constructing the Black Masculine: Identity and Ideality in African American Men's Literature and Culture, 1775-1995, Duke University Press, 2002 *Race Men*. The W.E.B. Du Bois Lectures. Harvard University Press, 1998.
- *Once You Go Black: Choice, Desire, and the Black American Intellectual*, Robert Reid-Pharr, New York University Press, 2007.
- *Black Macho and the Myth of the Superwoman*, Michele Wallace
- *Teaching for Diversity and Social Justice, Vol 2*, Maurianne Adams, Lee Anne Bell, and Pat Griffin.
- Why Are All the Black Kids Sitting Together in the Cafeteria?, Beverly Daniel Tatum. "Basic Books, 1997
- *The Grammar of Society: The Nature and Dynamics of Social Norms*, Cristina Bicchieri. Cambridge Press 2006.
- *Transgression and Conformity: Cuban Writers and Artists after the Revolution*, Linda S. Howe April 2004
- *African American Children: Socialization and Development in Families*, Shirley Ann Hill. Thousand Oaks, CA, US: Sage Publications, Inc., 1999
- *The Managing Diversity Survival Guide: A Complete Collection of Checklists, Activities, and Tips/Book and Disk*, Lee Gardenswartz, Anita Rowe
- *The Invention of Race: Black Culture and the Politics of Representation*, Tommy L. Lott. Oxford: Blackwell Publishers, 1999.
- *Philosophers on Race: Critical Essays*, Julie K. Ward and Tommy L. Lott, Editors Blackwell Publishers, 2002

Assumption (noun): something taken for granted; a supposition: a correct assumption; the act of taking for granted or supposing

Belief (noun): something believed; an opinion or conviction; confidence in the truth or existence of something not immediately susceptible to rigorous proof; confidence; faith; trust.

Bias (noun): a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question; prejudice.

Commonality (noun): a sharing of features or characteristics in common; possession or manifestation of common attributes.

Cross-Race Effect (noun): the tendency for people of one race to have difficulty recognizing and processing faces and facial expressions of members of a race or ethnic group other than their own.

Diversity (noun): difference; unlikeness; variety; multiformity; a point of difference.

Dynamic (adjective): of or concerned with energy or forces that produce motion, as opposed to static.

Emotional Intelligence (noun): an ability or skill to identify, assess, and control the emotions of oneself, of others, and of groups.

Empathy (noun): the intellectual identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

Ethics (plural noun): (used with a singular or plural verb) a system of moral principles: the ethics of a culture; the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.: medical ethics; Christian ethics; moral principles, as of an individual.

Ethnic (adjective): relating to or characteristic of a human group having racial, religious, linguistic, and certain other traits in common.

Ethnicity (noun): ethnic traits, background, allegiance, or association.

Family (noun): a basic social unit consisting of parents and their children, considered as a group, whether dwelling together or not: the traditional family; a social unit consisting of one or more adults together with the children they care for: a single-parent family.

Framework (noun): a structural plan or basis of a project.

Genocide (noun): the deliberate and systematic extermination of a national, racial, political, or cultural group.

Ideology (noun): a doctrine, myth, belief, etc., that guides an individual, social movement, institution, class, or large group.

Identity (noun): the condition of being oneself or itself, and not another; condition or character as to who a person or what a thing is.

Inferiority (noun): a condition or state of being or having a sense of being inferior or inadequate especially with respect to one's apparent equals or to the world at large.

Marginalize (verb, used with object) - to place in a position of insignificant importance, influence, or power.

Multi-faceted (adjective): having many aspects or phases.

Nation (noun): a large body of people, associated with a particular territory, that is sufficiently conscious of its unity to seek or to possess a government peculiarly its own; the territory or country itself: the nations of Central America.

Parameter (noun): any constant or limiting factor.

Race (noun): a group of persons related by common descent or heredity; a population so related; *Anthropology* . an arbitrary classification of modern humans, sometimes, especially formerly, based on any or a combination of various physical characteristics, as skin color, facial form, or eye shape, and now frequently based on such genetic markers as blood groups.

Religion (noun): a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs; a specific fundamental set of beliefs and practices generally agreed upon by a number of persons or sects: the Christian religion; the Buddhist religion; the body of persons adhering to a particular set of beliefs and practices

Social Norm (noun): an established standard of behavior shared by members of a social group to which each member is expected to conform.

Socialization (noun): a continuing process whereby an individual acquires a personal identity and learns

the norms, values, behavior, and social skills appropriate to his or her social position.

Society (noun): an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic, or other purposes; a body of individuals living as members of a community; community; the body of human beings generally, associated or viewed as members of a community.

Subconscious (adjective): existing or operating in the mind beneath or beyond consciousness.

Superiority (noun): the quality or condition of being superior, that is, of higher quality or value.

State (noun): a sovereign political power or community; the condition of a person or thing, as with respect to circumstances or attributes: a state of health; status, rank, or position in life; station: "He dresses in a manner befitting his state."

Stereotype (noun): a set of inaccurate, simplistic generalizations about a group that allows others to categorize them and treat them accordingly.

Tribe (noun): any aggregate of people united by ties of descent from a common ancestor, community of customs and traditions, adherence to the same leaders, etc.; a local division of an aboriginal people; a division of some other people.

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