

# EDUCATIONAL VIEWERS GUIDE



Howard Post Screening Panel Discussion





## ABOUT THE FILMS

Documentaries about Youth Development, Community, Equity and Cultural Acceptance during formative school years

*“What an honest and deeply moving exploration of the history, the costs and the benefits of one of our nation’s longest running voluntary desegregation programs., informed by the voices of people who lived the experience, these films carry important lessons about how best to break down the constructed barriers so that everyone can benefit.*

- Susan Eaton, Prof. Practice & Director, Brandeis University Silverman Center for Advancement of Philanthropy ,Heller School for Social Policy and Management

**Codeswitching: Race & Identity in the Suburban Schoolhouse** presents a rare opportunity for your students to unravel ( tackle ) ( navigate ) " Uncomfortable Conversations" around Cultural Differences.

CodeSwitching is a mashup of personal stories from African-American students, spanning two generations, who signed up for voluntary busing to attend better-resourced suburban schools. It explores shifting race relations in the suburban-urban axis, teen self-perception, and the role gender plays in fitting-in.

**On The Line: Where Sacrifice Begins On the Line** is an honest and deeply moving exploration of the history, the costs and the benefits of one of our nation's longest-running voluntary school desegregation programs.

On The Line takes a fresh examination of the impact of busing for school integration, the historical and social conditions that launched the METCO program, and the participants who continue to assess the benefits and hardships of crossing racial and class lines on their way to school.



*Thank you for screening ON THE LINE & CODESWITCHING! I’m so thrilled to be sharing these films with you and your community. I believe it’s important to watch films like these in a group setting because it takes a village to embrace a Culture of Community Acceptance.*

*These films were created to unify what is divided through dialogue. By expanding minds to the power of integration and its’ fruitful potential, our lives and contributions to society can be greatly enhanced for the better. It is more crucial than ever to develop and promote working models of educational institutions that approximate the larger society students will someday join.*

- Mike Mascoll, Director / Producer

## HOSTING A COMMUNITY SCREENING

To host a successful screening of CODESWITCHING OR ON THE LINE in your school, community center, church or organization, prepare yourself in these simple ways.



Viewing these films in a diverse group setting has the power to spark discussion about the opportunity for inclusion through education. Bridging communities together through dialogue designed to build empathy and deepen trust of one another.

## SCREENING CHECKLIST

- ✓ The Venue: What space are you planning to use to screen the film? Is it a large enough venue for the amount of audience members you plan on attending?
- ! The Audience: When are you planning to screen the film? Have you given yourself enough time to send out event invitations and reminders to those you wish to attend? Are you planning on using Facebook, Twitter or other online platforms to promote?
- ✓ Tech Check: What technology will you be using to play the film? Do you have access to an LDC projector, screen, bluray or DVD player? What about audio?
- ✓ Special Guests: Have you invited any special guests to the screening like community leaders, panelists or perhaps the filmmaker or participants in the films?

TIP: Remember, the best way to get your community talking about Cultural Acceptance is to get a room full of groups with diverse backgrounds. Multi-Cultural audiences can add so much to the discussion following the viewing of the films.

## DISCUSSION QUESTIONS

### On The Line: Where Sacrifice Begins

*After viewing On The line try the following discussion questions to reflect on your community's initial response as well as themes and bigger ideas evident through the film*

1. How did the films make you feel?
2. What do the film's characters or experiences make you think about?
3. What aspect of or characters in the film did you find most engaging?
4. What or who will stick with you when you leave today?
5. How would different people view this film differently, dependent on gender, age, ethnic background, and worldview.



7. For Mike, having grown up in a predominately white town, he struggled with the challenge to assimilate as a bi-racial student. Having early exposure to kids from different backgrounds as well as people who looked like him allowed him to get more in touch with his cultural background while respecting different cultures. "My parents had an open-door, welcoming kids from all ethnic backgrounds."

**How accepting is your inner-circle?**



6. In On The Line, Carl reflects on his experience as a suburban student who embraced inner-city students into his community. He stated, "I never saw color, I saw people as people."

**What's your take? Is it ok to recognize commonality and differences amongst cultural groups?**



8. Teachers and Counselors discuss the long-term social advantages of embracing communities different from your own, viewed as a mutually beneficial experience. One example comes from former METCO student, Martone. She speaks openly of her experience and long-term relationships built with her suburban host family & friends. Inviting them to equally spend time with her and her family in their urban home environment. Allowing both students and families at large to genuinely get to know one-another.

In contrast, we heard from Gerry whose experience was a bit more constricted. His parents would not allow him to travel into the city for a sleep-over with his host family friend. Their perception of urban neighborhoods was based on the harsh depiction from the nightly news media, making it that much more difficult to form organic bonds.

**What kind of restrictions or constructed boundaries prohibit you from access to diverse communities?**

## DISCUSSION QUESTIONS

### CodeSwitching: Race & Identity in the Suburban Schoolhouse

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5. How would different people view this film differently, dependent on gender, age, ethnic background, and worldview.

5. Students in the film find themselves swapping elements of culture, language, and behavior. For some, "code-switching" has brought social and professional mobility. For others, the nature of code-switching has been harder to handle.

What's your take? How are boundaries of cultural identity shaping your social and educational intersections of race and gender in your community?



6. School integration programs seek to alleviate educational inequalities, and as a derivative function, to address social, economic, and racial injustices. Students like Fatima speak out about their struggles with belonging and gender discrimination. A few of her ideas to improve her circumstance include a greater focus on robust cultural studies, self-representation of faculty, and more support for students like her struggling with self-identity.

What would you propose to improve outcomes within your community?

7. In an increasingly interconnected and hyper-competitive world, Ricky confronts age-old barriers as he breaks down stereotypes and expectations of him being a good rapper and excellent basketball player. Instead, his ambitions lay elsewhere, focused on his love for amine which in some circles was viewed with disappointment.



How do you address cultural stereotypes in your community?



8. Kandice facilitates defining status and stigmas in the digital age. For urban teen girls, the pressure to fit in is even more pronounced. Grappling with isolation, cultural disassociation and ostracization in her own neighborhood, she too defaults to CodeSwitching as a coping mechanism. At a time when social engagement is an always-on medium, **how will future students continue to navigate such intense social contracts while remaining connected to their authentic selves? How do you seek refuge in an era where your every action is viewed under a microscope?**

## CODESWITCH OR ON THE LINE in the classroom

Bring CODESWITCHING & ON THE LINE to your classroom! You can use these films as a teaching & discussion tool in a variety of educational settings, like in a high school sociology class, a Cultural Club on campus or in your Race & Gender Studies lecture hall at the University level.

## EDUCATION CHECKLIST

**Parental Consent:** When showing any film with racial content (whether explicit or not) in a high school classroom it's very important to give parents of your students a heads up. A quick letter or email home stating the film you'll be showing, a brief synopsis and it's objective as it aligns to your curriculum will not only show parents you respect them but will also include them in the curriculum their children are exploring. Always check with your school to be sure film content is acceptable before you show students. Again, a solid connection between the film & your class' learning objectives is key in getting support for showing a film in your classroom. See "Learning Goals & Objectives" to get a good idea of ways you can tie these films into your classroom's curriculum goals.

- ✓ **Content Check:** Don't forget to preview the film before showing your students. This is especially important if your classroom includes viewers under the age of 18.
- ✓ **The Day Before:** the best way to get your students thinking about new and/or different ideas, like the large, but often-overlooked community of Race & Culture , is to provide a sneak peek into the next class' goals and objectives. Letting students know ahead of time what to expect when they enter your classroom next will give them opportunity to think on what they already know or don't know about the topic soon to be discussed. See the "Before showing the film" section for good examples on giving your students a sneak-peek at the next class's lesson.

*! Tech Check: A frequent mistake many educators make the day they teach with a film is they forget to test the DVD or Bluray. Save yourself minutes and hassle by checking the picture and sound well before your students arrive. A prepared classroom sends a positive message to your students about the importance of the day's lesson.*

## LEARNING GOALS & OBJECTIVES

After watching these films and participating in various class discussions and/or activities, students will be able to...

### Identify...

- What makes us who we are?
- Explain how a person's identity can consist of various personal and social identities.
- Determine what identity characteristics strangers might attribute to you if they saw you in public.
- What personal identity characteristics would you consider for yourself? Include, traits, beliefs & values.
- Think about identity characteristics we assume that may not be correct.

**Takeaway – Identity discovery can be sensitive because it can influence how people interact with you and how you interact with others**

### Communicate...

- Think about ways a community can play an influential role in the life of a developing student during formative years.
- What observations can be made about the film's exploration of identity, stereotypes, belonging and acceptance?
- Break into 1:1 pairs to exchange findings, exploring commonality & differences of personal identity characteristics. Be sure to take notes.

### Write...

From your discovery, write down 1 similar characteristic you uncovered during your 1:1 exchange.

If possible, include a value or belief different from your own. Any surprising observation(s) worth sharing with the group?

### Illustrate...

The meaning of community; what one looks like, feels like.

The meaning of acceptance; who has the right to be accepted by their society? Why do people want or need acceptance from their peers & neighbors?

Open for Discussion

## KEYS TO CULTURAL DISCOVERY

Below are some key terms and definitions related to Cultural Diversity studies, including several that are utilized in the films. Educators should note that language is constantly evolving.

- **Culture** - The values, beliefs, attitudes, languages, symbols, rituals, behaviors and customs shared by a particular group of people and passed from one generation to the next.
- **Ethnicity** - A classification of people based on national origin and/or culture
- **Race** - Classification of people based on physical & biological characteristics such as color of skin, hair & eyes.
- **Cultural Diversity** - Individual differences based on cultural, ethnic, and racial factors.
- **Cultural Assimilation** - changes made by a group to adopt the ways of the dominant culture (larger group)
- **Acculturation** - process of learning the beliefs & behaviors of the larger cultural group & taking on some of the characteristics of that group.
- **Sensitivity** - the ability to recognize and appreciate the personal characteristics of others.
- **Bias** - preference that prevents impartial or objective judgement.
- **Ethnocentric** - people who believe that the values of their ethnic group is better than that of other groups.
- **Prejudice** - Pre-judging; a strong belief or feeling about a person or subject that is formed without getting the facts or information.
- **Stereotyping** - Assuming that everyone in a particular group is the same.
- **Unconscious Bias** - are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.
- **Segregation** - the policy or practice of compelling racial groups to live apart from each other, go to separate schools, use separate social facilities, etc.
- **Supremacist** - a person who believes in or promotes the supremacy of a particular group, race, etc.
- **Discrimination**: the act of discriminating or distinguishing differences; the ability to make or perceive distinctions, perception, and discernment; a showing of partiality or prejudice in treatment; specific action or policies directed against the welfare of minority groups.


**Sociologist Dr. Caleb Rosado, who specializes in diversity and multiculturalism, described seven important actions involved in the definition of multiculturalism:**

- **recognition** of the abundant diversity of cultures;
- **respect** for the differences;
- **acknowledging** the validity of different cultural expressions and contributions;
- **valuing** what other cultures offer;
- **encouraging** the contribution of diverse groups;
- **empowering** people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases.
- **celebrating** rather than just tolerating the differences in order to bring about unity through diversity.



# PRE-SCREENING ACTIVITY

Encourage your students to engage early in the lesson before the films begin. A pre-screening activity will also help your students listen and look for key ideas and themes, which will eventually add more to your post-screening activities and /or discussion.



**What do you know?** - (Use Keys to Cultural Discovery & History of Cultural Diversity)

Before screening the films, have your students assess their own ideas about Cultural Diversity. They can review key terms on the Cultural Discovery page and reference the History of Cultural Diversity page

## WHY CULTURAL DIVERSITY MATTERS?

- Cultural diversity is important because our country, workplaces, and schools increasingly consist of various cultural, racial, and ethnic groups. We can learn from one another, but first, we must have a level of understanding about each other. Learning about other cultures helps us understand different perspectives within the world in which we live. It helps dispel negative stereotypes and personal biases about different groups.
- In addition, cultural diversity helps us recognize and respect “ways of being” that are not necessarily our own. So that as we interact with others we can build bridges to trust, respect, and understanding across cultures. Furthermore, this diversity makes our country a more interesting place to live in. As people from diverse cultures contribute language skills, new ways of thinking, new knowledge, and different experiences.

# POST-SCREENING ACTIVITIES

## Journal Writing

Before engaging in a classroom discussion, have students write about their initial response to the film. Writing prompts include:

- How did the film make you feel?
- Which character stuck out to you most? Why?
- Did you identify with any of the characters or events that took place in the film?
- What moment in the film sticks out most to you, that you'll take home with you?

## Discussion Activity Suggestions

There are many ways to lead classroom discussions. Below are some suggestions in order to include as many students as possible in the conversation. Remember, a classroom discussion is different than a lecture or direct instruction.

- ✓ Start by pairing students up to answer questions about the film (see Discussion Questions to select questions pertaining to your goals for screening the film). Set the timer for 8 minutes. Have students go back and forth with partner.
- ✓ After 8 minutes, use equity cards (name drawn out of a hat method) to ask individual students for their or their partner's response to a discussion question. Add, "Does anyone else have anything to add to that response? Does anyone agree/disagree?" to continue a conversation surrounding that question. Throw in a recorder to record the different ideas shared throughout the room. You can have a student do this on large poster board or butcher paper or simply on the white board.

## Group share to whole class discussion

*NOTE: to include as many students as possible in the conversation, avoid asking for hands only throughout the review process. You'll discover your bolder students will answer most or all of your questions, leaving little chance for your quieter or shyer students to participate in how they feel. Using equity cards is a good way to reach everyone.*

- ✓ Before class begins, divide your class into groups of 4 that you feel are evenly distributed. This could mean having 4 students of 4 different learning styles, achievement levels, personality types or backgrounds. . Ask the group to go over the list of questions in their group and record at least one member's response on a sheet of paper. Take it to the next level by adding big sheets of butcher paper or poster board for students to record their groups / individual group member's ideas on the subject.

By having someone record you increase your chances of everyone listening to each other & getting a chance to talk.

- ✓ Have your group select a reporter to share out to the whole class once the time comes. Remind them that they'll be sharing their group's ideas (as illustrated in poster board), not just that individual's ideas.

Have each group present their ideas to the class. You can ask "Does anyone else agree/disagree?" or "Does anyone have anything to add to that?"

# POST-SCREENING ACTIVITIES



## Panel Discussion

(Ideally for university & college settings) Invite 3-4 panelists to participate in a discussion following the film. Your students will not only be able to watch a film in your class, but they'll also get to hear professionals and/or artists' take on the film.

- ✓ Great panelists for these films are leaders from non-profit organizations, sponsors of campus Cultural Alliance clubs and other leaders in the community (artists, professionals, educators, etc.).
- ✓ Invite your ideal panelists well in advance of your screening. Sometimes the presence of panelist can increase the attendance of your class's screening. Use the Discussion Questions list to select appropriate questions for your classroom that the panelists can answer and discuss in length. Your job as the classroom teacher & panel host is to navigate and guide the panel discussion.
- ✓ Remember to include your students at the end of the discussion by asking if they have any questions for the panel members. You can also have your students participate in a written activity following the panel; what was their take on the film & how did it compare/contrast with that of the panelists? What comments from the panel stood out to you?

# History of Cultural Diversity in the United States

Below is a brief timeline of significant Cultural moments in U.S. history from the last century. For more resources, please visit: <https://study.com/academy/lesson/history-of-cultural-diversity-in-the-united-states.html>

## Jan 1620-Anglo Saxon's come to America

- This was the first integration of the Anglo-Saxon people to the "new world." This integration was the first of many the snowballed into the United States coming one of the most diverse countries in the world.

## Jan 1634 – Baltimore is founded -

Maryland was made for a refuge for the Catholics to escape the wrath of the Protestant English government. This allowed a wide variety of people a safe-haven and in doing so create a more diverse nation

## Jan 1793- Fugitive Slave Act -This act

severely limited that privileges of slaves and denied them the basic rights that made the United States stand out. Due to this act the diversity of the United States was seriously affected.

## Jan 1821 – Second Great Awakening -

The United States was becoming a more culturally diverse nation in the early-to-mid-19th century, and the growing differences within American Protestantism reflected and contributed to this diversity. The Awakening influenced numerous reform movements, especially abolitionists

## Jan 1838 – Cherokee Removal “ Trail of Tears -

The removal of thousands of Indians to reservations in Oklahoma had a drastic impact on diversity throughout the United States as thousands of Native Americans died during the movement.

## Jan 1852 – Chinese Immigration for Railroads -

The immigration of Chinese immigrants that began in 1852 included massive amounts of these Chinese workers. Many of whom looked for work on the railroads. The mass influx of these Chinese brought about a large change in Diversity within the United States.

## Jan 1852 – Uncle Tom’s Cabin Published -

The publishing of this book allowed millions of Americans to see the true horrors of slavery and in doing so sparked the movement of many reforms and an impact on diversity

## Jan. 1890- Movement of Italians – New Immigrants -

These immigrants came from South and East Europe (Italians, Croats, etc.) and weren't used to democracy in any form. This movement of these immigrants had a large effect on diversity within the United States.-

# Social Science Concepts: Culture, Class & Gender

Below is a brief timeline of significant Cultural moments in U.S. history from the last century. For more resources, please visit <https://study.com/academy/lesson/social-science-concepts-culture-class-gender.html>

**Jan 1902 – Super Wealthy Classes (Carnegie Steel)** - Beginning in the early 20th century the development of this super wealthy class further divided the American social classes as these extremely wealthy individuals emerged.

**Jan 1921 – Emerging of the Middle Class** - As people such as Henry Ford began to make items such as automobiles more affordable to the common man the emerging of a middle class became much more prevalent in the United States.

**Jan 1924 – Immigration Quota Act** - This act limited the number of immigrants that could immigrate to the United States based on the population of the immigrant's home country. This act severely limited the number of individuals that could migrate to America thus having a large effect on the diversity of the nation.

**Jan 1942 - Hispanics Movement ( Braceros ) due to WWII** - This program was developed by the United States during WWII in order to bring more laborers to America to manufacture war time goods. The large influx of Hispanic people brought with it a large change in diversity

**Jan 1943 – Jewish Migration due to WWII** - The migration of thousands of Jewish people to the United States during WWII due to the harsh treatment of their culture brought with it many changes in diversity.

**August 1963 – MLK Speech** – Martin Luther King Jr's famous speech stirred up many controversial reforms within the nation. Shortly after the speech the Civil Rights Act was passed which forever changed diversity and how individuals were treated in the States

**July 1964 – Civil Rights Act of 1964** – The Civil Rights Act of 1964 brought with it a momentous change that millions had been lobbying for decades. The act forever changed diversity in the United States

# Connections & Commonalities Between World Societies

More Info: <https://study.com/academy/lesson/connections-commonalities-between-world-societies.html>

**This blank timeline page presents an opportunity for students to conduct their own, independent exercise.**

Have them produce a list of events in U.S. History between 1964 and present, that have had significant impact on Cultural Diversity in America. This exercise opens opportunity to discuss current events, policy and the many ways society is adapting to change.



## Additional Resources

<https://metcoinc.org/school-integration/>

<https://diversity.ucdavis.edu/organizations>

<https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>

<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/06/25/executive-order-on-diversity-equity-inclusion-and-accessibility-in-the-federal-workforce/>

<https://www.insightintodiversity.com/k-12-school-districts-work-to-improve-inclusion-through-teacher-training/>

## The Future Looks Bright

