

EDCP 333

Annotated Curriculum Resource Guide

Topic: Race, Racism, Anti-Racism, and Social Studies Curriculum

Overview

The topic I am creating resources for is race, racism, and anti-racism. I chose this topic because it is something that I believe I need to educate myself more about. It is also important to realize that race and racism are not just an issue in America, but it is also an ongoing issue in Canada. Racism is everywhere, and it needs to be discussed in schools and educating students and myself to be more anti-racist. Especially during this time, issues on police brutality against minorities, hate speeches against minorities, white privileges, and the Black Lives Matter movement are being discussed on the media sources. Therefore, it is a topic that is extremely important to learn about. Therefore, the resources that I have selected for this annotated bibliography are resources that I believe would help teach students more about racism and go against racism. Resources I chose range from videos, music, poetry, website, and films. I also included a couple of resources that teach about racism in Canada.

The majority of these resources revolve around music, poetry, and film. I believe that the messages shared through these resources are personal and do a great job in reaching the audience members' emotions. I have also included some pop culture resources that will help the material be engaging for the students. I chose these types of resources because I enjoy music and poetry, and I believe music and poetry are great tools to help the audience understand issues that the artists are trying to express. I also chose poetry because poetry is an excellent way for the audience to feel the author's emotions regarding their thoughts. Also, I was looking for resources

that I think would be a great way to incorporate in classes to teach students that there are many ways to express their thoughts. These are some reasons why I have selected these resources.

Annotated Bibliography

2Pac. (2011, July 5). *2Pac – Changes (Official Music Video) ft. Talent* [Video file]. Retrieved from <https://www.youtube.com/watch?v=eXvBjCO19QY>

2 Pac's song, *Changes* was released post-humorously in 1998, two years after 2 Pac's death. It is a song that expresses his thoughts on the life of an African American.

Throughout the rap, 2 Pac references racism, police brutality, and life living in the ghetto caused by systemic racism. What makes the message from this music powerful is that 2

Pac addresses how there are no changes in racism. As shown in this verse, "I see no changes, all I see is racist faces / Misplaced hate makes disgrace to races / We under, I wonder what it takes to make this / One better place, let's erase the wasted" (2 Pac, 1998, para. 8). Even though he wants changes, it will not happen because that is the way it is.

This resource is useful in that it provides things for students to think about seriously. For example, 2 Pac (1998) shares, "I'm tired of bein' poor, and even worse I'm black" (para. 1). The message that 2 Pac is expressing throughout his rap speaks on the systematic racism that is not going to change. From racial segregation issues to police treatment, this song has an important message that can teach students about racism.

Access To Media Education Society. (2020, October 27). <https://accesstomedia.org/>

Access to Media Education Society (AMES), is a site that shares people's stories through digital media. They have many different topics that young people contribute to share their

stories about those topics. As shared on the AMES website (2020), topics include Indigenous visions, challenging racism, climate justice, identity, challenging homophobia, inclusive visions, and various poetry. Young people would create videos regarding specific issues that are important to address. It is a great way to empower students to find a way to share their thoughts. Especially with challenging racism, for instance, the video *Sleeping With Lions* on the website is a good video that expresses racism as ignorance. The students provide humorous examples of immigrants' issues when dealing with white people and their lack of understanding of the world around them. This is just one video that addresses challenges that minorities face in a white-dominant culture.

Blum, J., Lee, S., Mansfield, R., McKittrick S., Peele, J. & Redick, S. (Producer), & Lee, S.

(Director). (2018). *BlacKkKlansman* [Motion picture]. United States: Focus Features

BlacKkKlansman is a film based on a book written by Ron Stallworth about his experience as an African American cop that infiltrates a local branch of the Ku Klux Klan in Colorado Springs. The story takes place in the year 1972, when racial tension between African Americans and White Americans was extremely violent. After the assassination of Malcolm X and Martin Luther King Jr. and the African Americans were fighting for their rights. Ron Stallworth was the first African American cop in Colorado Springs, but he was hired to do menial tasks at the precinct. He decided to ask for a position as an undercover cop, and they assigned him to infiltrate a local African American civil rights rally. Stallworth gets reassigned to the intelligence division, where he began investigating a local Ku Klux Klan division. He decides to call the local KKK division, and they set up a meeting with him. However, Stallworth pretended to be white on the phone, so he

recruited his Jewish coworker to pretend to be Stallworth whenever he had to meet the KKK in person. During his investigation, he prevented the KKK from bombing the African American civil rights movement and learned about several KKK members that were part of the FBI. The precinct congratulated Stallworth for his success, but they told him to end his investigation and destroy all investigation records. The film ends with actual footage of the 2017 Unite the Right Rally in Charlottesville, where former Grand Wizard David Duke spoke at. This film explores topics regarding the Black Power movement and systematic racism. I would use this film to explore topics such as civil rights movements and systematic racism. If the movie can be watched in schools, I think it would be useful to help educate students on the importance of fighting for human rights.

British Columbia Teachers' Federation. (2012, March 27). *History of Racism in Canada* [Video file]. Retrieved from <https://www.youtube.com/watch?v=dvqXh83IJgM>

The BCTF released a video on racism in Canada to urge teachers and students to be change-makers in their schools. The video presents a timeline of racism in Canada beginning from 1749 to 2011. This video's strength is that it does not just share text information, but it includes images. For example, an image of Japanese Canadians being taken away on trucks. Also, they include a “stamp” describing the type of discrimination that is occurring on specific facts. For instance, the video labels residential schools as forced assimilation. However, the second part of the video focuses more on Canadian history's positive highlights, highlighting Canada's actions to provide minorities rights. For example, in 1960, the Indigenous people gained the right to vote, and in 2010, Canada signing the UN Declaration on the Rights of Indigenous people. However, I enjoyed this

video because it brings it back to the video's present day by stating that racism still exists in Canada. They provide stories of racism that occurs within our local communities and in school. Sharing the incident in 2003 where a student was beaten to death because of their race. What is good about using this video is that it provides a lot of information about racism in Canada. It helps teachers and students learn that racism exists in our communities as well. Also, the video encourages students to be active witnesses and to stand up against racism. However, the video is old and not very engaging to students. It is difficult for students to relate when the skit in the video shows students at a video rental shop. In my opinion, that scene in the skit would be more distracting than helpful to students because they would be more focused on how old the video is. I would use this resource to help myself understand the history of racism in Canada but provide the information to the students in a different way.

CBC Music. (2020, June 5). *Black Lives Matter: 30 powerful songs about police brutality, anti-Black racism and revolution*. CBCnews. <https://www.cbc.ca/music/black-lives-matter-30-powerful-songs-about-police-brutality-anti-black-racism-and-revolution-1.5598202>.

CBC published an article listing 30 songs that expresses police brutality and racism ever since the Black Lives Matter movement in 2013. The article begins by explaining how N.W.A. song *F—k tha Police* (1988), had a 272 percent increase in online streaming because of the death of George Floyd and other anti-Black racism (CBC Music, 2020, para. 2). Therefore, CBC Music decided to create a list of songs that music artists created to speak out against police brutality and racism. The list consists of many African American artists with a different background in music. These are great resources to have students

look at because they look at contemporary artists expressing their thoughts on police brutality and racism. Even though artists express their views on current issues, it can also negatively affect if these artists are not following through with their action. It could promote more performative activism rather than empowering the audience to stand up and take action. I would use these musics to have students analyze the lyrics and learn more about why they are speaking out. Through these musics, I hope that it would empower students to stand up against systematic racism and be an active witness against racism.

CBC News. (2020, June 23). *Tsuut'ina spoken word artist performs poem on racism and identity*.

CBCnews. <https://www.cbc.ca/news/canada/calgary/racism-forum-video-tsuut-ina-spoken-word-artist-poem-racism-identity-alanna-bluebird-onespot-1.5624066>.

Alanna Bluebird-Oneshot is performing her spoken word on racism for CBC News. The message she expresses in her spoken word is a powerful one. She begins by stating that as a human being, there is no error for being on earth. Expresses how she is Indigenous, but the world has stolen her identity, by those with “angelic eyes” and was forced to be assimilated into western culture. In her spoken word, she emphasizes the words dehumanize and westernize as she expresses her culture and identity becoming colonized. “There is no hoping, but straight doping, is how my people are coping” (Bluebird-Oneshot, 2020), is a powerful message about a consequence of residential schools that have affected her people. She transitions from her story to encourage people to erase racism. She ends her spoken word by stating that she was taught that everyone is the same. Alanna Bluebird-Oneshot’s spoken word is a great example of using poetry to express your feeling and your thoughts. Using this resource would be a great way to have

students learn more about ways to speak out. I would use this resource to help educate students creatively on how racism affected our Indigenous communities.

Comedy Central UK. (2015, May 27). *Chappelle's Show | Clayton Bigsby: The Black White Supremacist Part 2* [Video file]. Retrieved from <https://www.youtube.com/watch?v=XFJAAMS8U5Y>

In this Dave Chappelle's skit, Chappelle created a character named Clayton Bigsby, a blind African American who mistakenly thinks he is white. Bigsby is a white supremacist that is famous with the all the white supremacist in his area because of his hate towards minorities. The skit begins with a bunch of white supremist yelling at Bigsby because he is Black. Bigsby not understanding, starts joining in with the yelling, thinking that they are yelling at another African American. In the next scene, Bigsby is shown yelling at white people thinking that they are African American because of the music they are listening. The last scene, Bigsby is dressed in a KKK uniform and is promoting his book at a white supremacist event. Even though this skit is using humour as a way to show the audience about racism it still shares a deep message of the hate racism brings to the world. The skit addresses the ironic portrayal of explicit racism and the intolerance of African Americans. It also presents the audience with a harsh reality and the absurdity racism has in America. I am not too sure how effective this resource would be in a classroom. The language may be too explicit and maybe the humour might just get in the way of students understanding the topic. However, I think Dave Chappelle does a great job in providing insights to controversial issues in the world.

Giovanni, N. *The Great Pax Whitie* by Nikki Giovanni. Poetry Foundation.

<https://www.poetryfoundation.org/poems/48221/the-great-pax-whitie>.

Nikki Giovanni is an African American Poet and *The Great Pax Whitie* is a poem in her anthology *Black Feeling Black Talk* that was released in 1968. In this poem, Giovanni expresses a powerful message about African American suffering and subjugation with her words. She incorporates biblical references in this poem to express Christianity's connection with racism at the time. Giovanni references the Roman Catholic church and how they killed the Moors in the name of Jesus. I am assuming she is comparing it to America as they kill African Americans. The poem itself is a difficult read because it is full of Giovanni's emotion and passion. The audience can get a sense of it as they read or hear her poem. The strength of this resource is that Giovanni's word choice allows the readers to feel her emotion and passion. The things that she expresses are issues that people need to understand if they want to become anti-racist. Giovanni concludes her poem with a rhetorical question that challenges the African American community, "Ahh Black people / ain't we got no pride?" (Giovanni, 1968, para. 15). Giovanni is trying to empower her people to stand up against and fight against the system. This poem is an excellent source for students to analyze and think about why Giovanni is expressing her feelings in this way. To help challenge the narrative that is being taught to them regarding the Eurocentric history.

Netflix Is A Joke. (2020, June 11). 8:46 – *Dave Chappelle* [Video file]. Retrieved from

<https://www.youtube.com/watch?v=3tR6mKcBbT4>

8:46 was a show that Dave Chappelle did during the pandemic. This was not a typical Chappelle stand up routine. He used his platform to share his heart on the matter of police brutality. He expresses his thoughts on police brutality against African Americans, especially regarding how the police murdered George Floyd. He begins by sharing a story about a time when he felt a 35 seconds earthquake and how he thought he was about to die. He uses this illustration to relate it to how George Floyd died where the police knelt on him for 8 minutes and 46 seconds. Chappelle shares his story to emphasize that 8 minutes and 46 seconds is a long time when someone is about to die. A strength Chappelle has is how he can paint a picture using his storytelling skills. Chappelle explains a story about Chris Dorner, an African American LAPD officer who reported a White female officer for excessive violence during an arrest. The LAPD fired Dorner, and he tried everything he could to get reinstated. Eventually, the LAPD did not reinstate Dorner, and he ended up writing a manifesto about what happened and decided to go against the LAPD. Dorner went and started attacking the LAPD, and he killed an officer that was in his manifesto. When Dorner got caught, 400 police officers showed up. The point here that Chappelle was trying to make is how 400 police officers showed up because one of their own was murdered. Therefore, stating how they should understand why African Americans are protesting. This is only one of Chappelle's stories that he shared during the show. I liked this resource because Chappelle was able to break down issues on a more personal level for the audience to relate to. By hearing stories, the audience learned more about the atrocities racism has in this world. Even

though Chappelle uses vulgar language, behind the words is a powerful message that can empower people to fight for human rights. This is important for students to learn if we want to go against racism.

Wilson, K. S. *Black Matters* by Keith S. Wilson. Poetry Foundation.

<https://www.poetryfoundation.org/poems/152736/black-matters>

In this poem, Keith Wilson is expressing how the colour black is being ignored. That it is invisible that cannot be seen, Wilson is sharing a message of how Black lives are being ignored, and that should not be the case. Even though people are sharing what is going on, people do not see. Wilson is sharing how passive people are regarding the issues about Black Lives Matter. The poem uses a lot of imagery that may be difficult for younger students to understand. However, if appropriately explained, the message of it can be impactful. That is one thing I think would make this resource challenging to use. Unless the teacher has a good understanding of the poem's context and how the imagery are being used, it would be difficult to have the students understand. That is one weakness poetry has when trying to teach students with it. However, it provides a great example of how students can use poetry to express their feelings about dear to them.