

Using *The Tradition* by Jericho Brown to Facilitate Intersectional Antiracism Conversations

One Book, One Philadelphia
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March 13 and 18, 2021

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Agenda

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| <ul style="list-style-type: none">● "Riddle" & Reflection (10)● Introduction (25)<ul style="list-style-type: none">○ Land Acknowledgement○ Overview○ Norms○ Key Terms● Contextualization (25)<ul style="list-style-type: none">○ Small Groups○ Share out | <ul style="list-style-type: none">● Discuss Poems from <i>The Tradition</i> (40 mins)<ul style="list-style-type: none">○ "Entertainment Industry"○ "Bullet Points"● Questions & Wrap Up (15) |
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[Link to Poems for Today's Session](#)

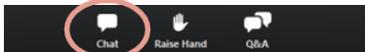
“Riddle” & Reflection

As we enter, read “Riddle” by Jericho Brown and reflect on this question (from the Free Library discussion guide):

- “We do not know the history of this nation in ourselves” (“Riddle,” p. 28). After reading “Riddle”, who do you think is the “we” here? What is the difference between knowing history and knowing history “in ourselves”? In what ways do you know the history of our nation in yourself? In what ways could you better understand history within yourself?

Zoom Norms

Zoom Practices • How to Participate



Use the **Chat** function to report technical issues to the moderator, contribute to the presentation, and ask questions. Click on the Chat button to open the chat box.



Use the **Raise Hand** function to indicate that you have a question or want to speak. This makes it easier for facilitators and for everyone to have their voices heard.

- Add your pronouns to your name (Click Participants & Rename)
- While speaking or working in small groups, we encourage you to have your camera on.
- Private message Keziah / Charlie with concerns or questions.
- Take short breaks as you need.

Discussion Norms

1. Please approach these sessions as a learner. Make space and take space.
2. We encourage folks to offer each other support, feedback, and corrections. We invite you to meet potential discomfort with curiosity and openness rather than defensiveness.
3. This session is designed to encourage the ongoing reflection on race in our teaching and in our school.
4. Think about your position
 - If you are a white person: it is important to maintain humility around the topic of race when in dialogue with colleagues of color. White people are learning how to be productive co-conspirators in the work towards racial justice in education and society.
 - If you are Black, Indigenous or Person of Color (BIPOC), there is often additional stress that discussing racism can place on folks when it is so much a part of a daily reality. Please take care of yourselves however you need to.
5. Please expect and accept non-closure. It is OK to “hang in uncertainty” and not rush to quick solutions

Key Terms

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| Racism | <p>Racism is the belief which assigns innate thoughts, actions, and characteristics to a group of people based on their race or ethnicity that affirms the perceived “superiority” of another race or ethnicity.</p> <p>The “superior” race or ethnicity also wields unyielding political, economic, and social power over the perceived “inferior” race or ethnicity.</p> <p>Simply: Prejudice + Power + white Supremacy = Racism</p> |
| Racism can be... | <ul style="list-style-type: none"> ★ Interpersonal - Between Persons, Individual ★ Institutionalized/Systemic - Within Societal Systems ★ Internalized - Self/Internal Visualization Through Lens of White Supremacy & Anti-Blackness ★ Ideological - Manifestation of White Supremacy & Anti-Blackness Within Societal Beliefs, Practices, Skills etc ★ Iconographic - Manifestation of White Supremacy & Anti-Blackness in Symbols ★ Invisible - Coded Implicit Expressions of Racism |
| Antiracism video | <p>Strategies, theories, actions, and practices that challenge and counter racism, white supremacy, inequalities, prejudices, and discrimination based on race.</p> <p>Theories + Practices + Actions = Anti-Racism</p> |
| Intersectionality video | <p>Defined as “prejudice stemming from the intersections of racists ideas and other forms of bigotry , such as sexism, classism, ethnocentrism, and homophobia.” (Kimberlé Crenshaw, a critical race theorist)</p> |

Breakout Room 1: Contextualizing the Poetry

- [Breakout Rooms Directions](#)
- [Breakout Rooms Jamboard](#)

Breakout Room 2 & 3: *The Tradition* Poem Discussion

In your breakout room (same as earlier in the session), you will have time to focus on each poem. For each poem:

- 5 minutes: Read the poem and reflect individually. Feel free to have someone read the poem aloud, or read individually. Write your thoughts, quotes, or questions in the Padlet.
- 5 minutes: Open discussion in your group about the poem, and how it relates back to the terms defined earlier and our Contextualizing the Poetry activity.
- Return to the whole group for 10 minutes to discuss the poem and share thoughts in a large-group.

As you reflect and discuss, add responses to these Padlets:

- [“Entertainment Industry” Padlet](#)
- [“Bullet Points” Padlet](#)

Resources

- [Indigenous Organizations to Support](#)
- [Philly Black Students Alliance](#)
- [Philly Youth Vote](#)
- [Melanated Educators Collective](#)
- [Racial Justice Organizing Committee](#)
- [Building Anti-Racist White Educators](#)
- [Free Library One Book Discussion Guide - *The Tradition*](#)
- [Free Library One Book Unit Guide - *The Tradition*](#)
- [One Book Discussion Guide - *The Poet X*](#)
- [One Book Unit Guide - *The Poet X*](#)

Presenter Information

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