

POWER IN THE PICTURE:

READING JERRY CRAFT'S

"CLASS ACT"

& UNPACKING RACIAL

PROFILING

NAMLE 2021



I am Diana Maliszewski

My last name is said Moll-uh-SHEV-skee.

My pronouns are she/her.

I am a cis-het, white, middle aged, English speaking woman who lives in Toronto, Canada.

(You'll see why I mention it in this presentation.)

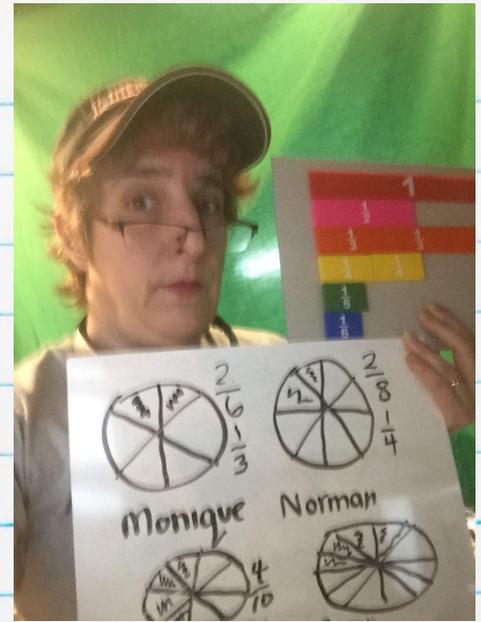
SESSION DESCRIPTION

Graphic novels tell their stories through a complex combination of words and images and are worthy texts to consume in class, including as read-alouds. Read aloud experiences are not just a matter of reciting phrases on a page; they involve careful consideration of probing questions and perfect timing - knowing when to pause at a particular moment in the text and when to push on. In this classroom demonstration, the graphic novel *Class Act* by Jerry Craft will be read aloud and interpreted through guided questions with Grade 5 and 6 students in attendance. This graphic novel is, to quote *School Library Journal's* review, "a funny and appealing, yet sensitive and nuanced middle grade tale of inequity and microaggressions".

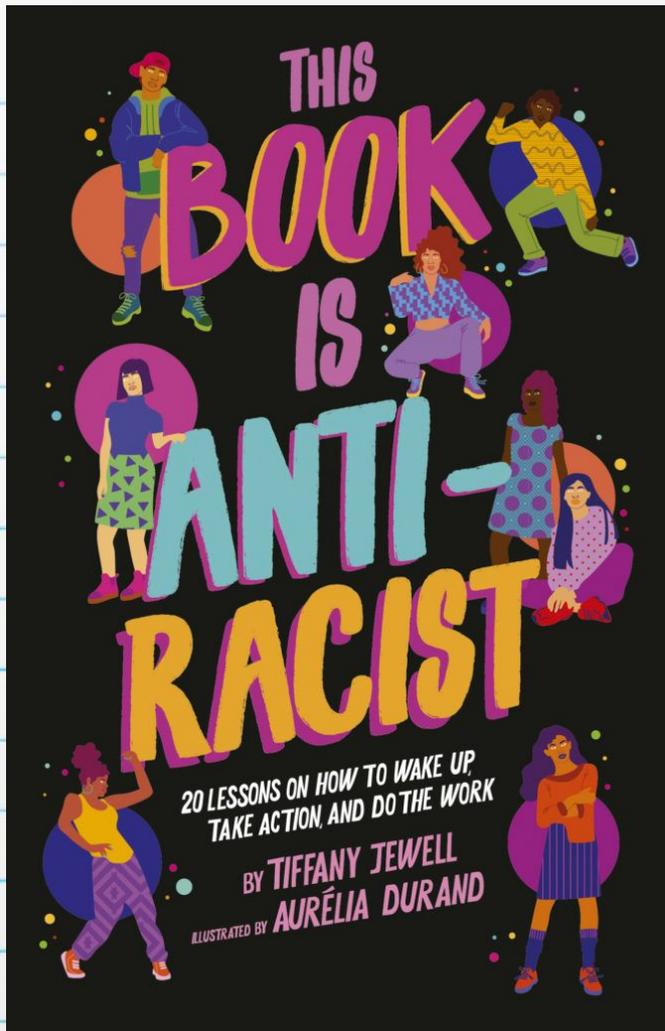
LEARNING OBJECTIVES

1. Read a wide variety of texts from diverse cultures and lived experiences
2. Demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
3. Extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience and insights, to other familiar texts, and to the world around them
4. Interpret media texts, using overt and implied messages, as evidence for their interpretations
5. Identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience

Beginning with an apology ...



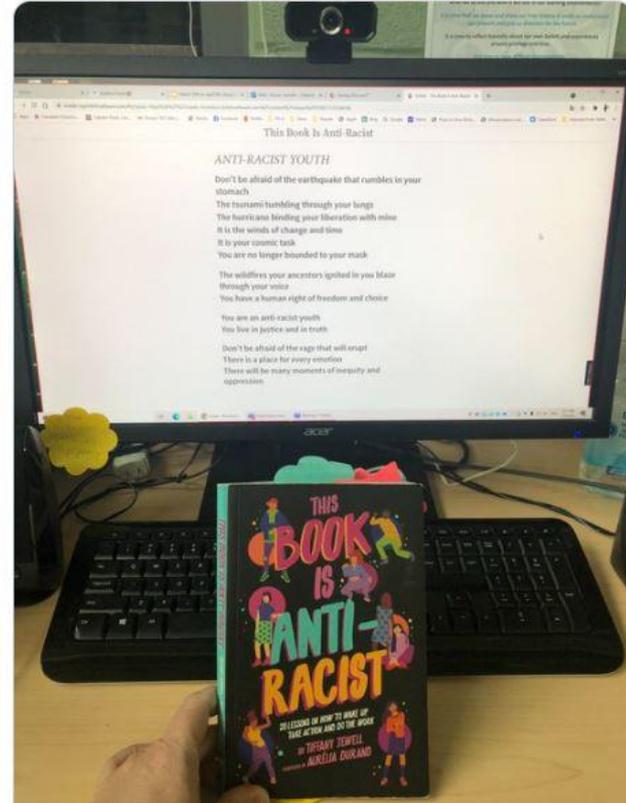
September 2020 = in-person learning
October 2020 = in-person learning "reorg"
January 2021 = online learning
February 2021 = in-person learning
April 2021 = online learning

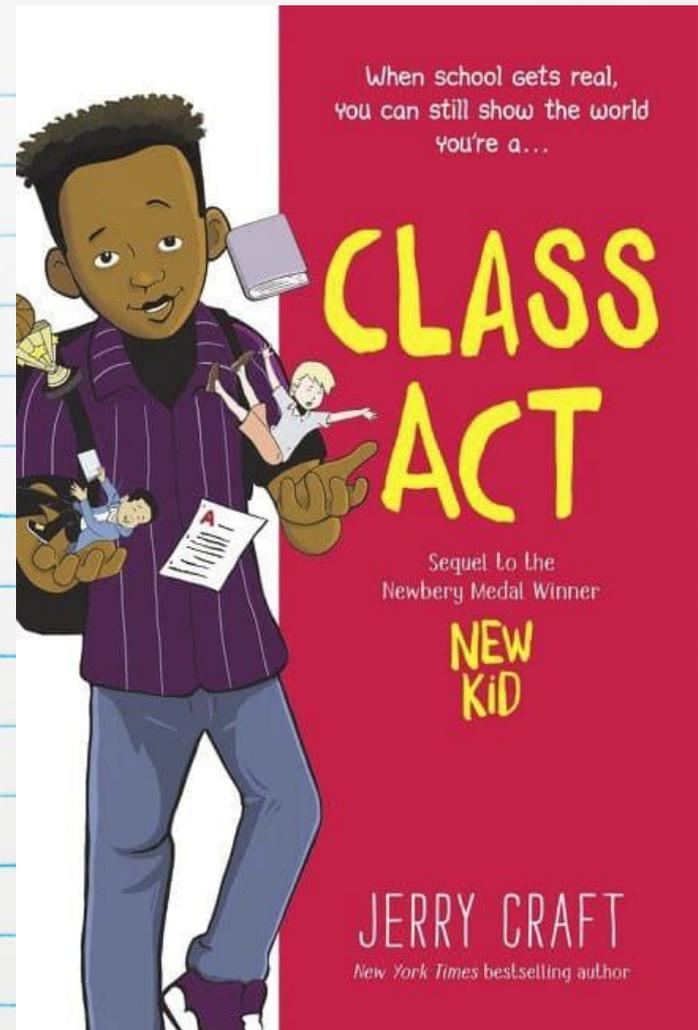
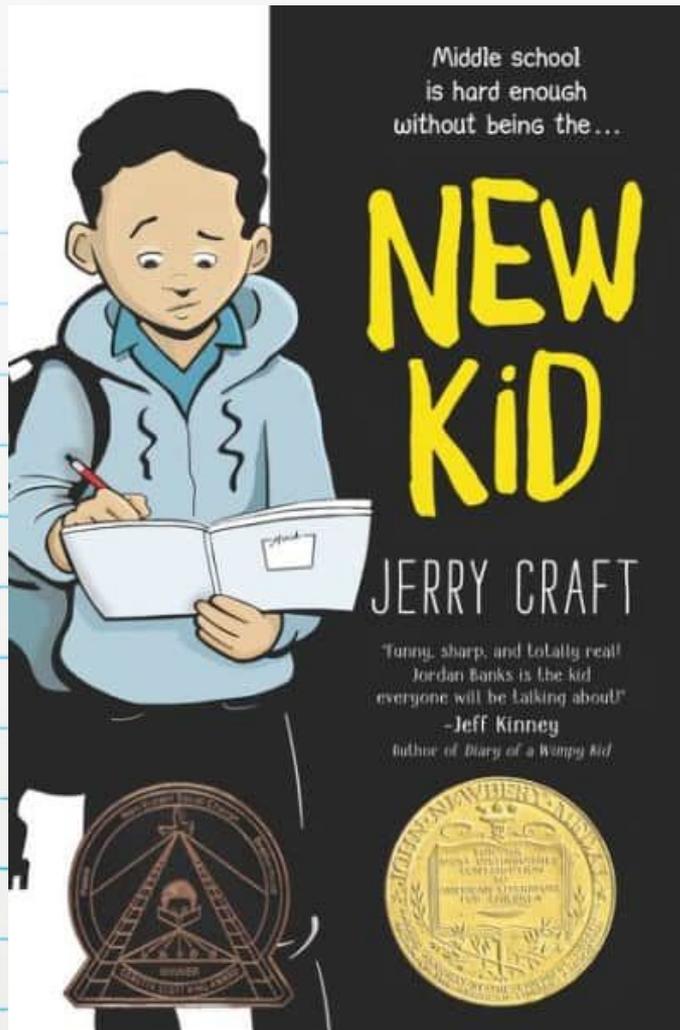


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After months of thoughtful learning & dialogue, we are proud to share our summary of student reflections from our work with #ThisBookIsAntiRacist by @tiffanymjewell bit.ly/StudentReflect...





AND THAT'S WHY YOU KIDS TODAY ARE, AS YOU SAY, "EXTRA."



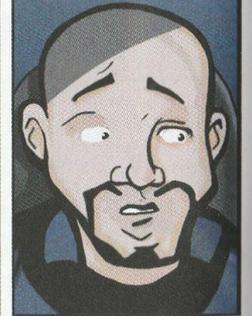
HA HA HA

WHOOOP



...HUH?!

WHOOOP



PHONES DOWN, NOTHING IN YOUR HANDS.

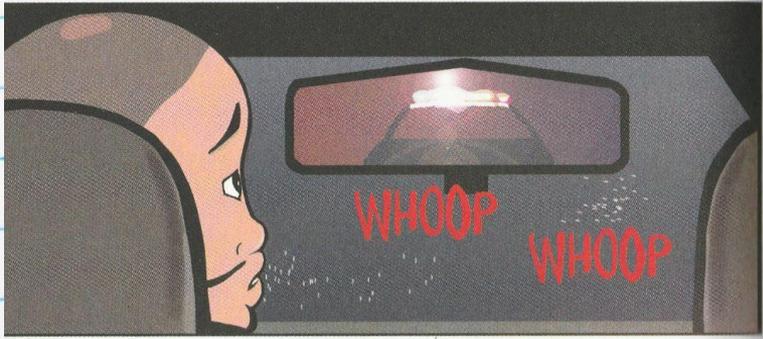


KEEP THEM WHERE HE CAN SEE THEM.



AND DON'T SAY A WORD.

BUT, DAD ...



GOOD EVENING.

LICENCE AND REGISTRATION, PLEASE.



DAD, WHY ARE THE POLICE STOPPING US?

I DON'T KNOW, JORDAN.



DO I HAVE YOUR PERMISSION TO REACH INTO MY GLOVE COMPARTMENT, OFFICER?

WELL, SURE, I'M THE ONE WHO ASKED YOU TO DO IT IN THE FIRST PLACE.



NOW DO I HAVE YOUR PERMISSION TO REACH INTO MY POCKET?

PERMISSION GRANTED.



HOLD TIGHT, BACK IN A JIFFY.



OKAY, ALL CLEAR.

BUT MAKE SURE YOU FIX THE LIGHTS OVER YOUR LICENSE PLATE.

NO TICKET, JUST A WARNING.

AND I ... UH-OH ...



WE *DO* HAVE A PROBLEM, SIR ...

I'M AFRAID I'M GONNA HAFTA ASK YOU TO GET RID OF THAT!



STUDENT THOUGHTS ON STICKY NOTES

Mar 2

(in 6)

- Despise Me (book?)
- Do they feel like they're losing Drew?
- Oui/Yes (French)
- Old people are driving in the sign.
- People do everything the dad does but using more modern technology.
- Does it have something to do with Drew in the car?
- I don't think there was a problem with the car.

- Hands up because the police might expect some sort of weapon.
- last time he was sad he couldn't stay and pick him up!
- Liam has so much anger his mom doesn't work.
- Liam's mom thinks black people only like pizza??
- Sies like the principal

"hands up because the police might suspect some sort of weapon"

STUDENT THOUGHTS ON STICKY NOTES

03/02/21 ch 5

Andy is upset
The principle is not with the current generation
The principle said "not that I assumed you play sports cause..."
because they were black.
Drew felt invisible because everyone he walked by was white
but then when he saw a group of black people he
felt better

ch 6

Jorden mistaked "oui" with "we" and it was quite funny
predict the police pulled them over because they were
black, and because he was going into a rich neighbor-
hood. (I was right)

Drew did not eat the "white pizza"

the reference for next chapter: New Kid - New Kid
by Jerry Craft (HeHe!)

"I predict the
police pulled them
over because they
were black and
because he was
going into a rich
neighbourhood.
(I was right)"

STUDENT THOUGHTS ON STICKY NOTES

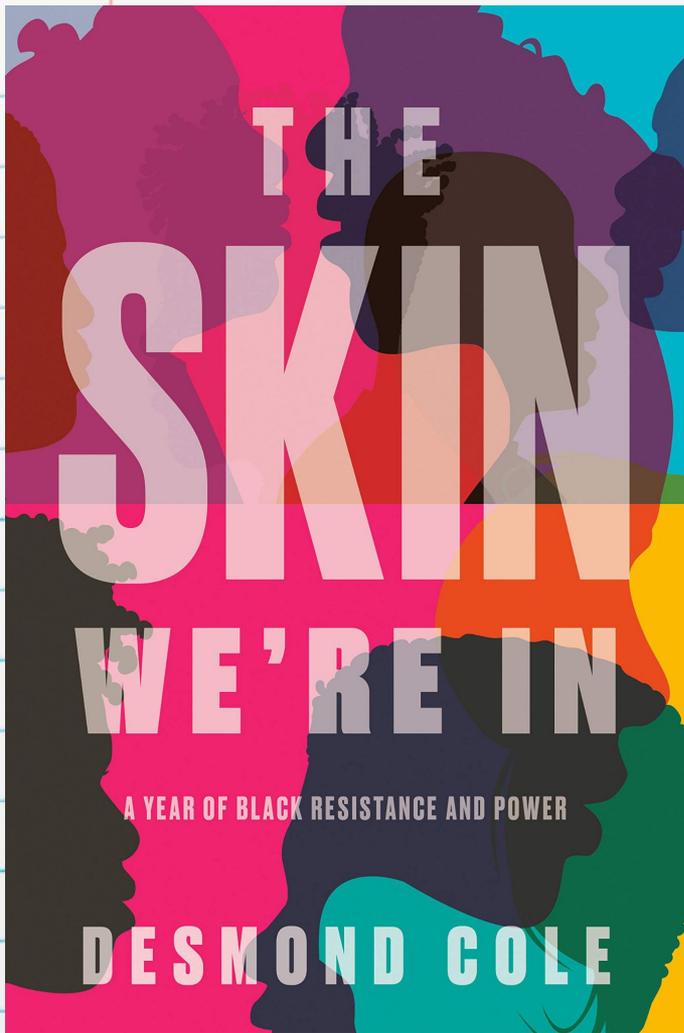
Mar 2nd 2021

- It said chirp chirp because no one was talking and it was quiet.
- Drew was feeling lonely then he walked in that room and saw other student and teachers the same colour as him so he felt better.
- Pg 106 is a reference to fast and furious
- The police is stopping them because they are black.
- I watched a show where they happened
- The officer can make (FLIP PAGE)

a joke but Mr. Banks can't do that

- Mr. Banks was really worried and scared of what could have happened so he was sort of relieved (B117)
- Micro aggression on page 118 or 119 when Liam's sister said that's the white pizza
- Reference to New Kid.

"The police is stopping them because they are black. I watched a show where that happened. The officer can make a joke but Mr. Banks can't do that. Mr. Banks was really worried and scared of what could have happened so he was kind of relieved."



Montreal

Black, Indigenous people 4 to 5 times more likely than whites to be stopped by Montreal police



Police chief, mayor 'shocked' by findings, while civil rights advocates say it's time to talk openly of racism

Jennifer Yoon, Jaela Bernstein · CBC News · Posted: Oct 07, 2019 2:42 PM ET | Last Updated: October 7, 2019

ccla.org/a-recent-history-of-racial-profiling-and-policing/

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POLICE
ACCOUNTABILITY

A RECENT HISTORY OF RACIAL PROFILING AND POLICING

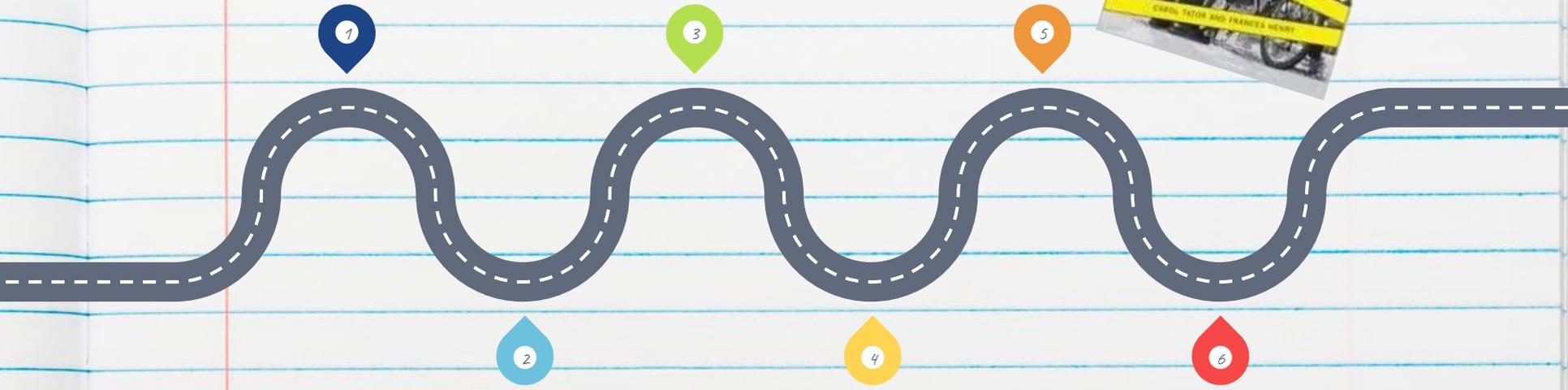
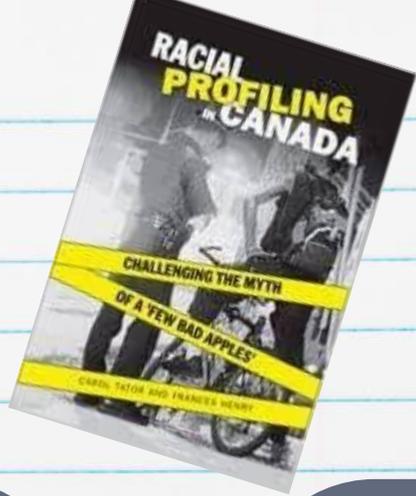
May 18, 2015

Check out this short summary to better understand the issue of racial profiling in Canada and its recent history.

<https://www.pbs.org/show/driving-while-black/>



"DANGEROUS" DRIVING



SO WHAT DO WE DO?

<http://www.ohrc.on.ca/en/paying-price-human-cost-racial-profiling/recommendations-future-action>

Action:

5. Organizations or institutions that have, or are alleged to have a problem with racial profiling, should **accept and acknowledge the existence of racial profiling** as well as the need to address the concerns of the communities they serve.
6. Persons in positions of leadership in Ontario, including government officials, should accept and acknowledge the existence of profiling and demonstrate a willingness to undertake action to combat it.
7. All organizations serving the Ontario public should adopt a zero tolerance policy regarding racial profiling and should communicate it clearly to all staff.
8. Economic analysts, business, private and public sector leaders should consider the effect of racial profiling when analyzing economic costs and productivity issues.

What is also clear from the Commission's inquiry is that many persons who are affected by profiling are eager to engage in a constructive process to work with key organizations and leaders to identify their concerns and strategies for addressing profiling. In a few areas where this is already happening, there have been some positive gains made in terms of both building relationships and concrete measures to begin to tackle local issues of profiling. Therefore, the Commission would emphasize the importance of this type of dialogue between institutions and communities.

Action:

9. Organizations or institutions that have, or are alleged to have a problem with racial profiling should meet with concerned communities on an ongoing basis to discuss concerns and work with these communities to facilitate solutions.

A recurrent theme in the racial profiling inquiry and the Commission's consultation on disability and **education regarding zero tolerance policies and the *Safe Schools Act*** emphasized the **need to monitor whether there is a disproportionate impact on certain groups**. In other words, where there is a concern expressed that policies or practices are having a particular effect on certain groups, organizations should take steps to assess whether this is in fact the case. This will normally involve the **collection of data and production of statistics**.

It is to be emphasized that the collection of data identifying individuals by *Code* grounds must be done with great care. Such data must only be used for the purposes of furthering the objects of the *Code*, such as to monitor and evaluate discrimination, identify and remove systemic barriers, ameliorate disadvantage and promote substantive equality. It should never be used to further marginalize or stigmatize a group. And, where the public interest is involved, organizations collecting the data should consult with affected communities and the Commission regarding the method of collection and the use of the data.

<http://www.ohrc.on.ca/en/paying-price-human-cost-racial-profiling/recommendations-future-action>

Action:

12. Organizations or institutions that have, or are alleged to have a problem with racial profiling should engage in ongoing effective training initiatives on racism, race relations and racial profiling.

13. The Ministry of Education should incorporate anti-discrimination and diversity training in the elementary and secondary school curriculum. This should also be the case for private schools operating in Ontario.

Another recurrent theme that came through in the inquiry is the need to ensure diversity in key societal institutions. This is achieved through recruitment, promotion and retention of racialized persons.

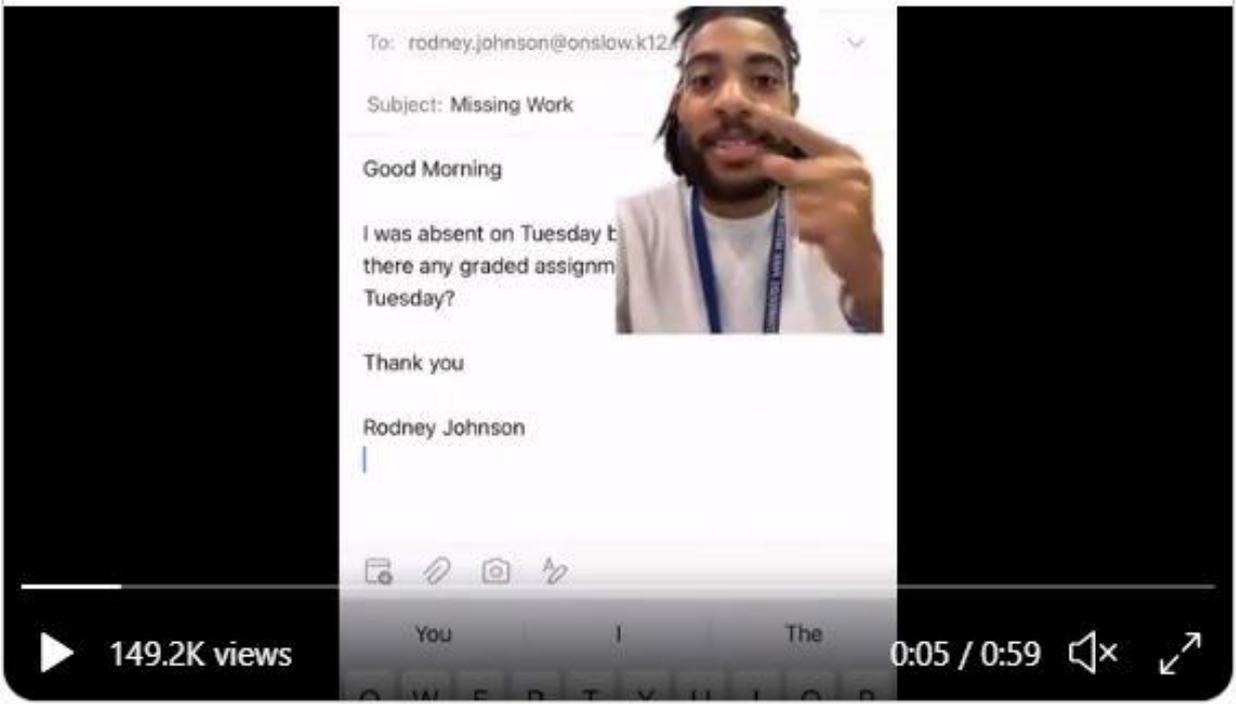
Action:

14. Organizations or institutions that have, or are alleged to have a problem with racial profiling should undertake measures to improve recruitment, retention and promotion of employees who are members of racialized groups.

A number of other suggestions and best practices to tackle profiling have been identified to the Commission. While many of these are covered in more detail in the many reports and studies that already exist and are therefore addressed by recommendation 1 and 2, they are also worth repeating on their own:

 **Rodney Johnson Jr** @_yngvisionary · Sep 23, 2020

Had to teach students the proper structure of a email, especially when reaching out to your teacher .



The image shows a video player displaying a screenshot of an email. The email content is as follows:

To: rodney.johnson@onslow.k12

Subject: Missing Work

Good Morning

I was absent on Tuesday b
there any graded assignm
Tuesday?

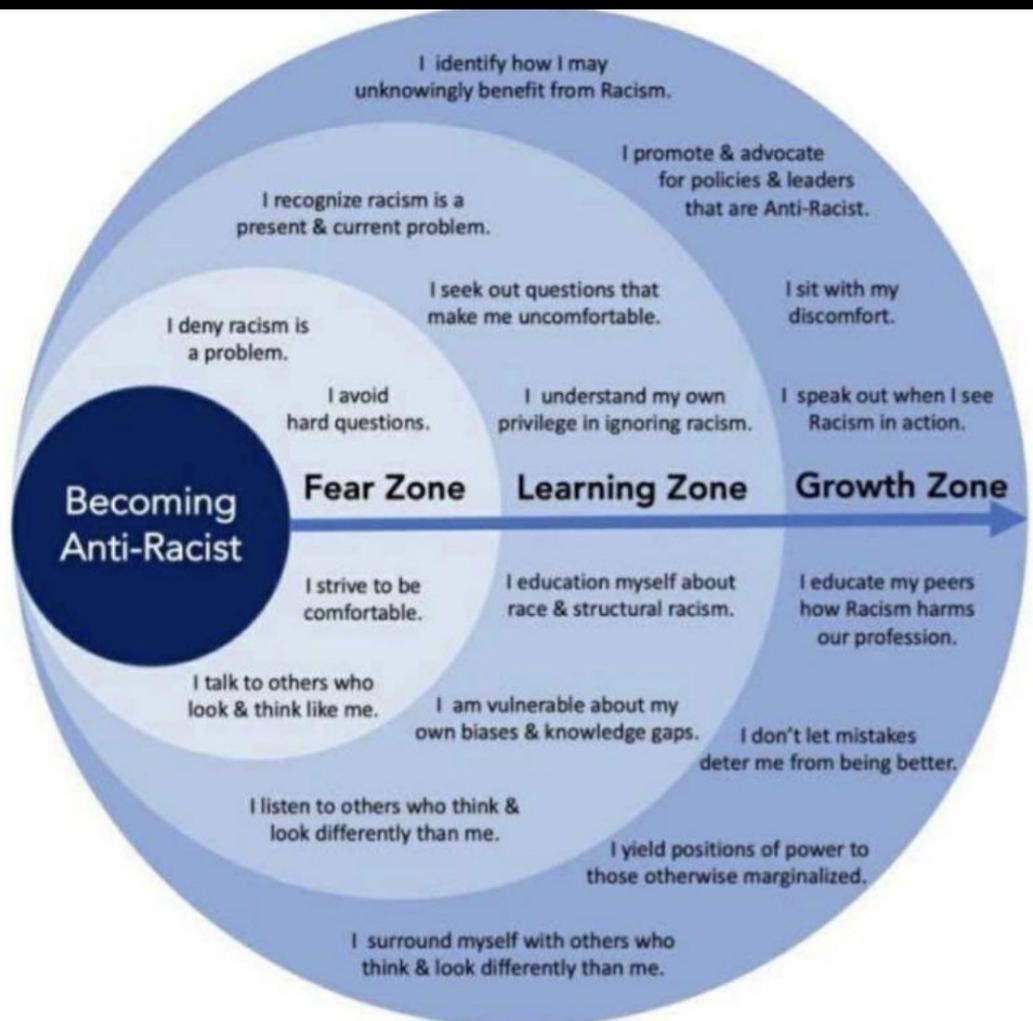
Thank you

Rodney Johnson

The video player interface includes a play button, a view count of 149.2K views, a progress bar, a timestamp of 0:05 / 0:59, a volume icon, and a share icon. A keyboard is visible at the bottom of the video player.

7:58 AM · Sep 24, 2020 · Twitter for Android

Credit to @AndrewMIbrahim on Twitter



Teralyn Phipps

@TeralynP

Apr 22

As a white educator, how can I engage in ABR work: -check bias/be reflective -don't impose own values on Ss -accept feedback when called out, apologize, learn -grow networks with diverse comm. -use privilege as an advocate -know your Ss/families

[@a_kalaitzis](#) [#DawsTownhall](#)

RACISM INTERRUPTERS



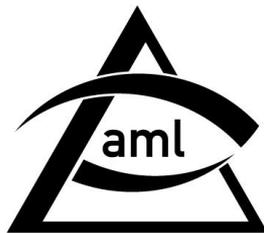
Credit to @sylvia duckworth & @privtoprog on Twitter

4

Core Principles to #DISRUPTTEXTS

1. Continuously **interrogate** our own biases and how they inform our thinking.
2. **Center** Black, Indigenous, and voices of color in literature.
3. Apply a **critical literacy lens** to our teaching practices.
4. **Work in community** with other antiracist educators, especially Black, Indigenous, and other educators of color.

*Credit to @DisruptTexts
on Twitter*



Any questions?

You can find me at @MzMollyTL on Twitter

Or dianapmaliszewski@gmail.com

Or <http://mondaymollymusings.blogspot.com>

Or www.aml.ca

CREDITS

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