

Week 3: Chapter 4 (Biology) & Chapter 5 (Ethnicity)
Pre-ABC Reflection, Discussion Prompts, Actions & Resources

Welcome to Week 3 of the Action Book Club (ABC) Community! This week our book clubs will be reading two chapters, Chapter 4: Biology and Chapter 5: Ethnicity. In Chapter 4, Kendi defines biological racist and anti-racist and expands on segregationist and assimilationist approaches. In Chapter 5, Kendi defines ethnic racism and ethnic anti-racism and discusses how “to be antiracist is to challenge the racist policies” (p. 64).

Some of our book clubs may still be discussing last week’s content (Chapter 2, Dueling Consciousness & Chapter 3, Power). Please do not worry if you are late to start each week, or if your group discussions span over more than one week or meeting – lean into your process.

Starting this week, we will be including a weekly “highlight” that calls out systemic racism and how it is currently being addressed.

Week 3 Highlight: Colorado House Bill 19-1194 concerns the disciplining of students from Pre-K to 2nd grade enrolled in publicly funded education programs. You can read the bill content here (<https://leg.colorado.gov/bills/hb19-1194>) and learn about how students are disproportionately affected by removal and suspension in a one-pager prepared by Colorado Kids here (<https://www.coloradokids.org/wp-content/uploads/2019/03/HB-19-1194-EC-School-Removal-One-Pager-v6-1.pdf>).

Activity	Suggested Time*	Reflection, Dialogue, Action	Process Suggestions
Self-Reflection Prior to ABC meeting	5-10 minutes* Prior to meeting	Consider historical examples of biological racial hierarchy such as Hitler and the Aryan nation. Kendi writes the ethnic racism behind the question, “Where are you from?” How have you experienced this question? Perhaps you have asked this question or maybe you have been asked. How does your experience compare to Kendi’s? What do you make of the similarities or differences?	Read and think about these questions before and after reading the chapter. Read the chapters before the ABC meeting. If you cannot read the chapter(s) before the meeting, come to the ABC meeting anyway. Participate humbly knowing that you have not read the chapter.
Discussion ABC meeting	Greeting and Settling in 10* minutes	<ol style="list-style-type: none"> 1. Check in with each other (How are you?) 2. Welcome and Agenda 3. Review and check on Participation Norms (very brief) 	Arrive early to the meeting so you can catch up

		<ul style="list-style-type: none"> • How is the group doing? Any changes to norms needed? <ol style="list-style-type: none"> 4. Review chapter to identify a key passage or two (to warm-up get back into the chapter after a busy day) 5. Take turns sharing a passage. 	<p>Facilitator welcomes everyone and shares the agenda (made at the previous meeting.)</p> <p>Facilitator asks the group to reflect briefly on participation norms. Ideas for how to reflect:</p> <ul style="list-style-type: none"> ➤ Review individual participation and norms silently. Facilitator asks each individual to reflect on one norm the individual has done well and one they need to work on. End. ➤ Review group process while silently reflecting on norms. Facilitator asks for feedback: What is one norm we are doing well? One we need to improve on? ➤ Review norms by reading them aloud followed by individual reflection or by group discussion: On which one norm should we focus today? ➤ Review norms. Facilitator asks: How are the norms working? What do we need to change, if anything?
	<p>Discussion 50 minutes*</p>	<p>Several Options for This Week!</p> <p>How does Kendi’s shift from the term “microaggression” to abuse shift the narrative of impact upon victims?</p> <p>What examples of the racist idea of biological racial difference can you give from current society?</p> <p>How do segregationists and assimilationists differ and how are they similar regarding their views on race?</p> <p>What is ethnic racism? How does ethnic racism divert attention away from policies and towards group behavior? How were the</p>	<p>Everyone has a voice. Ideas for making sure all voices are heard:</p> <ol style="list-style-type: none"> 1. Each person chooses a passage. The discussion begins with each person sharing the passage and why. 2. Round robin, each person talks building on previous speaker—in order, around the room. 3. Each one asks one. After making a comment, the speaker calls on the next person to comment. 4. Pairs. First pairs share their thinking in response to the question. Then each person responds.

		<p>jokes that Kendi made about his childhood peer Kwame examples of ethnic racism?</p> <p>Anyone who values immigrants from European countries and devalues immigrants from Latin America is guilty of racism. Have you ever been guilty of this type of racism?</p> <p>Discuss the unique resilience and resourcefulness people possess if they leave everything in their native country behind and immigrate to another, as Kendi examines in the chapter on Ethnicity.</p>	<p>Return to the chapter/text frequently during the discussion. Remember one purpose is to understand the chapter/book/ideas.</p> <p>Facilitator keeps track of participation and asks questions to ensure that all participants get a chance to talk. In addition, active participants ask questions of their colleagues.</p>
	Reflection and Action 5 minutes*	Reflect individually: Based on the discussion, what personal action will I take this week?	
	Next Steps 5 minutes*	<p>Plan for the next book club meeting.</p> <ul style="list-style-type: none"> • What chapters are next? • What actions have we committed to for next week's meeting? Restate the plan. 	Facilitator takes notes and reads/restates the plan for the next meeting after the discussion. "We have agreed to..."
	Closing 5 minutes*	Thank each other and say good-bye!	
Action	Will vary**	<ol style="list-style-type: none"> 1. Unpack Kendi's quote from p. 54, "<i>If we cannot challenge racist policies, then racist power's final solution will be achieved: a world of inequity none of us can see, let alone resist</i>". Name steps to resisting racist policies at the local, state and national level. 2. In your usual media and social media, look for and identify examples of "resilience and resourcefulness" in portrayals of or discussions of or by/and or discussions of immigrants (and descendants of immigrants). What pattern(s) do you notice? Are these portrayals different when the authors/speakers are immigrants themselves? 3. Craft and share "where I am from" poem activity with a partner https://www.sausd.us/cms/lib/CA01000471/Centricity/Domain/3043/1%20Am%20From%20Poem.pdf 	Never underestimate the power and importance of everyday actions you yourself can take.

<p>Learn More</p>	<p>Will vary**</p>	<p>The Immigration History Research Center at the University of Minnesota archives digital stories made by immigrants about their experiences.</p> <p>Find the Center here (https://cla.umn.edu/ihrc/immigrant-stories). Choose several stories—listen/watch and reflect. How do the stories resonate with or diverge from your own experiences? What did you learn?</p>	
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*These are suggested times. Different groups might spend time differently. The main guideline is to spend time intentionally.

** It is expected that more time might be dedicated to action and learning more as the group progresses through the book.