# Moderator Guide for leading an audience discussion following screening of *The Long Shadow*

April 2019

## **Before the movie.** Please review the sample slides, discussion points and questions and choose those most appropriate for you and your audience. If you have not yet seen the movie, please watch a trailer before you moderate: <http://thelongshadowfilm.com/#home>. You may want to include a link to this trailer when you encourage people to attend the screening.

## Accompanying this Guide is a PowerPoint slide deck that you can use before the movie and during the discussion. Suggested slides are listed in red. Feel free to use the slides most appropriate for your group. Also attached to the end of this guide is one page handout. Please print enough copies of this handout for attendees. Some of the ideas for this Moderator Guide are taken from a Study Guide the movie producers created and you can see at: <http://thelongshadowfilm.com/resources/> .

## If you want, consider setting the mood before or after the screening playing music or videos. A couple options: A 42 minute mixtape called Witch Hazel created for the movie: <http://thelongshadowfilm.com/resources/>. (Note, language which may bother some listeners.) Another option is to play an audio or video of *Strange Fruit*, selected by *Time* magazine as the most important song of the 20th century. Here’s a version by Nina Simone: <https://www.youtube.com/watch?v=ughAVo2ZAag>

Or select a video about the teacher Abel Meeropol who wrote the song and first published the lyrics in a union newsletter. You could also show this video during the discussion as an example of action a union teacher leader took to confront racism: <https://www.youtube.com/watch?v=EcnTzwA0s2c>

## **Pre-screening introduction** [Respect everyone’s time and the need to allow enough time for discussion. Make sure to start as close as possible to the scheduled start time.]

[Slide-IEA welcome]

The Illinois Education Association is pleased to sponsor this evening’s screening of *The Long Shadow.* The 87 minute documentary by journalist Frances Causey (“cause ee”) investigates some roots of our current racial conflicts. The movie recounts untold stories and hidden histories of how sins of yesterday feed today’s prejudices. Even as slavery ended, Jim Crow laws were banned, and Civil Rights laws were enacted, racism survives like “an infection.” You will learn about the history of free blacks in Canada, how slavery was a cause of our revolution from Britain, how economic reforms often explicitly helped only white Americans, how a workplace shooting followed an employer’s failure to confront an employee’s racist acts.

After the screening, I will lead a discussion for all to offer our reactions to the movie and to comment on how we as a community can confront on-going impacts of racism on our lives.

[Slide – Self reflection]

Near the beginning of the movie, Frances states, “I knew something was deeply wrong, but it was not OK to talk about it.” You have a handout that is for your own use to capture ideas and thoughts during the movie. Please take 1 minute right now to reflect on times or incidents when society or culture has influenced you not to talk about racism that you witnessed or experienced. During the movie you may want to jot down your thoughts, such as:

* What individuals or actions stand out to you and why?
* What forces cause us to avoid confronting racism?
* How can my community start acting differently?

This film addresses traumatic events and shows images that may affect you strongly. Please consider this a safe environment and feel free to leave the room, if you need to.

Start video

## **Post-screening introduction**

[Slide- *The Long Shadow* Screen shot]

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, [*name & title*], and moderator for this evening’s discussion. [Giv*e a short statement of your reaction to film.]*

I’m pleased we can further discuss the movie, your reactions and how we move forward to create more just communities and safer, more equitable schools for our students and overcome our country’s history of racism.

[Slide-IEA logo, mission statement]

IEA’s mission requires that all members and employees deeply grapple with the on-going effects of racism. We can’t significantly effect equity in education without understanding and confronting racism. We can’t effectively advocate for all our members without understanding the historical context of racism and the current impact on members’ wealth and health. We have been inspired by members, locals, school districts and communities across Illinois who are implementing ways to confront and overcome racism. Today’s discussion is one way to better understand both the history of racism and its effects on all of us.

We’ll take about \_\_\_ minutes for discussion, comments and questions. You’ve also been given a handout where you can capture some of your ideas on how you can deal with these issues. Please take that handout home with ideas you will implement.

## **Discussion**

[Slide titled: Institutional & Interpersonal racism]

Here are definitions of Institutional racism and Interpersonal racism.

Q.1. Do you agree with these definitions or have anything to add to the definitions?

**Institutional racism** – The ways in which institutional policies and practices create different outcomes for different racial groups.

**Interpersonal racism** – Occurs between individuals when private beliefs are expressed in the interactions with others.

[Slide titled: Systematic racism]

Q. 1. Do you agree with this definition of Systemic Racism or have anything to add?

**Systemic racism** – Occurs when political, economic, or social policies and practices favor one racial group over others. Systemic racism is different than interpersonal racism or prejudice in that it looks beyond individual interactions and instead focuses on the larger systems that govern citizens.

Q. 2. What were some examples of systemic racism shown in the film?

Q. 3. Do you agree that our history of slavery has made institutions today biased against African-Americans and other people of color?

Q. 4. Do you have any examples when you have witnessed racism, and either society or culture kept you from saying anything about it?

You can initiate further discussion with the following slides and questions. You can decide which of these questions may best for your group and depending on the time you have:

[slide: Slavery as a U.S. cornerstone]

This slide shows some early key dates in our country’s history:

* 1619 – Dutch traders bring African slaves and indentured servants to Jamestown
* 1772 -- *Sommerset* court decision outlaws slavery in England. 20% of colonial population are slaves. 40% in Virginia.
* 1776 – One-third of the signers of the Declaration of Independence were slave owners. They deleted sentences in the first draft that accused King George of “captivating and carrying . . . distant people who never offended him . . . into slavery in another hemisphere, or to incur miserable death in their transportation thither. . . [He] determined to keep open a market where men should be bought and sold.”
* 1789 – Constitution prohibited Congress from banning slavery until 1808, and prohibited states from protecting people who escaped slavery.

Q. 1. What surprised you about the history of slavery?

Q. 2. If you were John Adams or Alexander Hamilton who vigorously opposed slavery, how could you agree to help form a government that protected slavery?

Q. 3. What compromises occur today that maintain systemic racism because of the potential harm to the economy or other institutions?

[Slide: Racial discrimination in labor and employment laws]

The National Labor Relations Act and Fair Labor Standards Act passed in 1937 and 1938. In debate for the FLSA, Florida Representative Wilcox stated:

*Then there is another matter of great importance in the South . . . There has always been a difference in the wage scale of white and colored labor . . . The Federal Government . . . will prescribe the same wage for the Negro that it prescribes for the white man. . . You cannot put the Negro and white man on the same basis and get away with it.*

As a result of pressure such as this, agriculture and domestic workers were excluded from most of the New Deal reforms. In 1937, 60% of African-Americans were employed in these two fields.

Q.1. In the movie, the Frances Causey stated: “Southern politicians tarnished the creation of President Franklin Roosevelt’s New Deal. . . [They] made sure the new federal job benefits programs: social security, the minimum wage, unemployment insurance, and union organizing did not apply to the two primary black vocations of the era, agricultural and domestic service.” These exclusions continue today, more than 80 years later, in the National Labor Relations Act and in some provisions of the Fair Labor Standards Act. Today, Latinos constitute over 80% of farm workers and a high percentage of domestic labor. Is it important that today we remove vestiges of racist laws that were enacted generations ago?

Q.2. Do you think experiences with systemic racism affect the way people perceive themselves? How does bias shape one’s identity?

[Slide: Horne quotes]

Dr. Gerald Horne stated: “We’re still suffering the after effects of those two powerful regimes: . . . Slavery and Jim Crow. You see it in terms of the population of our prisons, . . . in health care outcomes, . . . in terms of per capita income. You see it where you don’t even want to see it in terms of black preschoolers being suspended at higher rates than other preschoolers. . . . There is no attempt to connect the dots between slavery, Jim Crow and the present.”

[Slide: Powell quotes]

Professor John Powell states: “I would argue, we are still fighting the Civil War and the South is winning.”

Q1. Are the Civil War and the Jim Crow era too far in our past to hold current Americans accountable for their effects today?

[Slide: Illinois Student Discipline statistics]

1 in 4 African-American students were suspended in Illinois in 2009-2010, the highest rate of any state. In 2014-15, 1 in 5 African-American students were suspended while 1 in 25 white students were suspended. In 2016, Illinois passed a law to limit student suspensions, and to apply discipline decisions on a case-by-case basis. The law required professional development for all school staff on the adverse consequences of school exclusion and on culturally responsive discipline. Most of our members stated they have not received the professional development or it has been unsatisfactory. Many of our members believe the legislation was harmful.

Q1: What professional development is necessary in your school to understand the role of race and student discipline?

Q2: Do you believe there is a connection between historical trauma or witnessing trauma and toxic stress and effects on student learning?

Q3: What might school employees do to promote racial justice in schools?

Other Questions

Q1: What is something in your personal experience that you would like a person of a different cultural background to know about your experience?

Q2: What happens when people are silent about racism?

Q3: What could executives at Lockheed Martin have done differently to prevent the factory shooting?

## **Closing**

[Slide - email address and website address for more resources]

We have sign-in sheets at the back of the room. If you haven’t signed in yet, please do so. We will keep you informed as to other events and actions around the state. Educators will receive one hour of Professional Development Credit.

If you did not have a chance to comment or would like to offer more reactions, or have other questions, please write or call IEA Connect. The numbers and address are on the screen.

You can also find more information on student discipline reform and a plan for how local associations can positively affect that effort on the IEA website and at Partnership4Resilience.

The IEA Online Learning Portal provides courses for IEA members, and you can receive Professional Development credit for courses such as: An Introduction to Culturally Responsive Teaching; Re-Thinking World History for the 21st Century; Black Chicago: History, Race & Renaissance.

Thank you for attending tonight and we hope you will continue to be involved in these efforts.



*Before the movie:*

Write down times I saw racism occurring, and society or culture kept me from saying or doing anything about it?

*During the movie,* write down responses or reflect on:

* What individual(s) stand out and why?
* The movie shows past societal or economic forces that resulted in perpetuating racism or in avoiding confronting racism. How are societal or economic forces today causing us to avoid confronting racism?
* How can my community act differently today?

*Throughout the session:* What can I do in my classroom, office or community after seeing *The Long Shadow* and attending this discussion?

1. This week:
2. This month:
3. Within a year:

Who else should I encourage to see *The Long Shadow?*

Go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for more resources.

Contact your local IEA office to arrange a screening and discussion of *The Long Shadow.* Information and locations at [www.ieanea.org](http://www.ieanea.org) or call IEA Connect from 7 a.m. to 7 p.m. M-F at 1-844-432-1800 or write to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Resources: Juan Perea, *The Echoes of Slavery: Recognizing the Racist Origins of the Agricultural and Domestic Worker Exclusion from the National Labor Relations Act,* 72 Ohio St. Law J. 195 (2011)

IEA Online Learning Portal courses: *Re-Thinking World History for the 21st Century; Black Chicago: History, Race & Renaissance; An Introduction to Culturally Responsive Teaching*