

# IDENTITY

TIMOTHY GREENFIELD-SANDERS

THE LIST PORTRAITS



PITBULL  
THE LATINO LIST

MARGARET CHO  
THE WOMEN'S LIST

JANET MOCK  
THE TRANS LIST

NEIL PATRICK HARRIS  
THE OUT LIST

CHRIS ROCK  
THE BLACK LIST

## EDUCATOR RESOURCE GUIDE

ANNENBERG SPACE  
FOR PHOTOGRAPHY





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JUERGEN NOGAI

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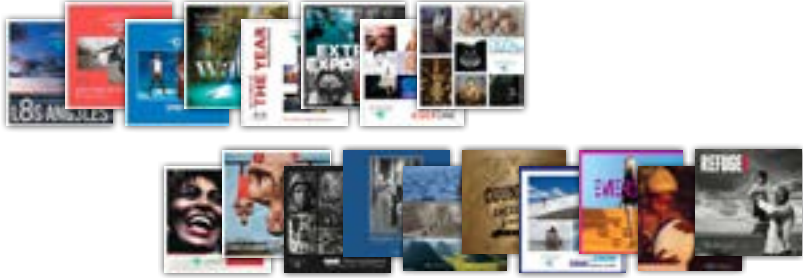
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## HISTORY • EXHIBITS • DESIGN

**HISTORY** The Annenberg Space for Photography opened to the public on March 27, 2009. It is the first solely photographic cultural destination in the Los Angeles area. The Photography Space is an initiative of the Annenberg Foundation and its board of directors. Its creation builds upon the Foundation's long history of supporting the visual arts.



**EXHIBITS** The Annenberg Space for Photography does not maintain a permanent collection of photographs; instead, exhibitions change every four to six months. The content of each show varies and appeals to a wide variety of audiences.

**DESIGN** The interior of the Space is influenced by the mechanics of a camera and its lens. The central, circular Digital Gallery is contained within the square building much as a convex lens is contained within a camera. The Digital Gallery's ceiling features an iris-like design reminiscent of the aperture of a lens. The aperture design also enhances the Gallery's acoustics.

The Print Gallery curves around the Digital Gallery, representing the way film winds within a camera. The curvature of the ceiling line in the Print Gallery mimics the design of a film canister.



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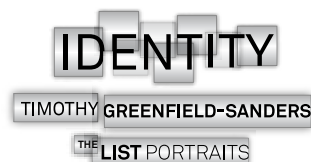
### THE DIGITAL GALLERY

Our custom 18' rear projection wall-sized screen is paired with the latest true 6K digital resolution to display photography and films with stunning clarity, brightness and contrast. The Digital Gallery allows for the display of thousands of images in a comparatively small location. In addition to showing images from the exhibiting photographers, the Digital Gallery screens short documentary films created to accompany the print exhibits.



THE CURRENT EXHIBIT

## AGE RECOMMENDATION • OVERVIEW



### AGE RECOMMENDATION

*IDENTITY: Timothy Greenfield-Sanders The List Portraits* is appropriate for all ages but recommended for ages 10 and older.

### OVERVIEW

*IDENTITY: Timothy Greenfield-Sanders The List Portraits*, a refreshing and deeply engaging study of race, gender, class, sexuality and ethnicity in America, is on display at the Annenberg Space for Photography through February 2017. This special exhibition brings together for the first time in one location all 111 photographs from Timothy Greenfield-Sanders' renowned portrait series "The Black List," "The Latino List," "The Women's List" and "The Out List," as well as the 40 never-before-seen portraits in "The Trans List," the series' latest installment. "The Trans List" is an intimate and revealing look at pioneers of the transgender community. A complementary HBO Documentary Film (also called *The Trans List*) debuts on December 5th, 2016.

The list project began over 10 years ago with Nobel laureate Toni Morrison. "I was shooting her portrait for *Margaret Garner*, an opera for which she had written the libretto," said Greenfield-Sanders. "During lunch we discussed the extraordinary number of black divas who auditioned for the production. 'Timothy,' she said, 'You should shoot portraits of black divas for a book. I'll write the text.'"

From there, the idea blossomed into multiple HBO Documentary Films and what is now a collection that spans 151 interviews and photography portraits, eight documentaries, four books, 13 solo museum exhibitions, two museum catalogs and an educational initiative reaching countless schools and universities. It is unlike any project in media today: riveting, entertaining, and educating people of all ages on multiple platforms, as it humanizes the world in which we live. The Annenberg Space for Photography is proud to become the host for many conversations about these globally relevant topics.

"A great portrait does so much more than merely capture its subject," said Wallis Annenberg, Chairman, President and CEO of the Annenberg Foundation. "It gives us a glimpse into the subject's humanity, sometimes even a window into the soul. That's what Timothy Greenfield-Sanders achieves through his extraordinary photographic eye, and I'm delighted that he has turned his lens and his wonderful talent toward the trans community with "The Trans List." These stirring and engaging portraits explore the very notion of what separates us and what unites us—how gender and sexuality shape us and define us as people. It's a highly compelling look at a long-ignored community, and it is truly great art at the same time. To engage and enlighten and astonish, as these photographs do, is the very purpose of the Annenberg Space, and I'm pleased that we're able to debut this new work."



THE CURRENT EXHIBIT  
**BIOGRAPHY OF  
THE FEATURED ARTIST**



**TIMOTHY GREENFIELD-SANDERS**

Photographer and filmmaker **Timothy Greenfield-Sanders** is known for his strikingly intimate portraits of world leaders and major cultural figures. From presidents to porn stars, artists to Oscar winners, Greenfield-Sanders' work defines a certain cultural photographic canon of our time.

His portraits can be found in numerous museum collections; both the Museum of Modern Art and the Museum of Fine Arts, Houston own limited editions sets of "Art World," his 1999 collection of 700 portraits of artists, dealers, collectors and critics. In 2012, the National Portrait Gallery in Washington, D.C. exhibited all 50 large-scale images from "The Black List" series. Greenfield-Sanders has produced and directed 11 documentary films to date. He won a Grammy Award for his 1998 film *Lou Reed: Rock and Roll Heart* and a NAACP Spirit Award in 2009 for *The Black List: Volume 1* (HBO). In 2015, he received the Pratt Legend Award. His recent films include the Sundance-premiered doc *About Face: Supermodels Then and Now* (HBO), *The Out List* (HBO) and *The Women's List* (PBS' American Masters). Books of Greenfield-Sanders' work have been published by Atria, Skira, Powerhouse, Bulfinch and Fotofolio.

Timothy Greenfield-Sanders received his B.A. from Columbia University in New York and his M.F.A. from the American Film Institute in Los Angeles.

**Recommended for Grades 6-8**

**Title:** History on a Timeline

**Connection to the Exhibit:** The lists featured in this exhibition represent groups of people who have historically been marginalized. Each one of the groups represented by a list in this exhibition have a civil rights history that students should be familiar with and consider as they prepare for their visit to see the *IDENTITY* exhibition. This pre-visit activity asks students to begin thinking about the biographies of the exhibition's subjects in the context of their list's civil rights past.

**Common Core Standards for English Language Arts 6-8**

College and Career Readiness Anchor Standards for Reading (CCR)

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Read and comprehend complex literary and informational texts independently and proficiently.

**Common Core Standards for English Language Arts 6-8**

College and Career Readiness Anchor Standards for Writing (CCR)

- Write arguments to support claims with clear reasons and relevant evidence.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Historical and Social Sciences Standards 6-8**

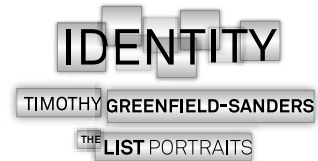
Analysis Skills (HSSS)

- **Chronological and Spatial Thinking**
  - Students explain how major events are related to one another in time.
  - Students construct various timelines of key events, people, and periods of the historical era they are studying.
- **Research, Evidence, and Point of View**
  - Students frame questions that can be answered by historical study and research.
  - Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.

Analysis Skills (HSSS) - cont'd.

• **Historical Interpretation**

- ▶ Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- ▶ Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.



**Glossary of Relevant Terms and Concepts:**

Timeline, civil rights, LGBT, transgender, legacy

**Materials Needed:**

- Internet and computer access (overhead projector/Smart Board access ideal)
- Enlargement of provided African American Civil Rights History timeline to use as example for students
- Copies of “African American Civil Rights History important events” cut into small square cards for students to use in creating their own timelines

**Large Group Activity:**

- Ask students to recall the definition of the term “civil rights.” What does it mean? Where have they heard it before? Help students create a definition of this term that they can refer to throughout this assignment.
- Review with students what a timeline is and what its purpose is. **A timeline is a graphic representation of the passage of time as a line with major events indicated along the line.**

**Small Group Activity:**

- Ask students to work in small groups to create a timeline of African American Civil Rights History. Each group will get a sheet of paper (see glossary) with a set of major historical events in the African American Civil Rights movement and the name and photograph of one person on Timothy Greenfield-Sanders’ “The Black List.” Students should take a large piece of paper and draw a line bilaterally across the page to create a timeline.
- Prompt students to work with the members of their team to put the major historical events on the timeline in the appropriate areas. Once they have placed their cards along the timeline, have students show their work and correct as needed.
- Once the timeline has been finalized, ask students to take a highlighter and highlight the lifespan of the notable person from “The Black List” assigned to their group and attach the photograph of the person to their timeline beneath that lifespan line.
- Prompt students to consider what major events this person has lived through and was affected by. Did they witness these events, or did they participate in these events? How do you think they were affected by these events taking place during their lifetime? Ask students to write a quick paragraph addressing those questions.



**Small Group Activity (cont'd.):**

- Finally, ask students to present their work to their classmates and nominate a member of their team to share their paragraph-long response about their notable person.

**Individual Work:**

- As part of a homework assignment and extension of the small-group work done in class, ask students to select one of the following people and civil rights movement pairs to research and create a timeline for:
  - ▶ **Dolores Huerta (b. 4/10/1930)**  
 “The Latino List” / Chicano Civil Rights Movement
  - ▶ **Nancy Pelosi (b. 3/26/1940)**  
 “The Women’s List” / Women’s Rights Movement
  - ▶ **Neil Patrick Harris (b. 6/15/1973)**  
 “The Out List” / LGBT Rights Movement
  - ▶ **Caitlyn Jenner (b. 10/28/1949)**  
 “The Trans List” / LGBT Rights Movement
- Just as they did in their small group work, students should create a timeline that represents the major events of the civil rights movement that corresponds to the person and list they selected. This time, students will need to conduct research on their own that identifies at least 10 major events for their select civil rights movement. After they plot these events on their timeline, they should write a brief, 1-2 sentence description of each of the events.
- Once the timeline has been created, students should conduct research into the biographies of the notable person they selected from the list above. Students should then indicate the lifespan of their person on the timeline.
- As the final part of the assignment, students should write a two-page report on the life of the person they selected. Students should include in their report the impact they think the civil rights movement had on their notable person and what the person may have contributed to that movement or its legacy.



EDUCATOR RESOURCE GUIDE  
PRE-VISIT ACTIVITY



**Recommended for Grades 9-12**

**Title:** Know Your Past, Know Your Present

**Connection to the Exhibit:** The lists featured in this exhibition represent groups of people that have historically been marginalized. Each one of the groups represented by a list in this exhibition have a civil rights history and remain in the news as they continue the struggle for equality. While previous generations may have seen the civil rights movement as something that happened decades ago, recent events in America have reopened conversations about inequality, oppression and prejudice relating to the lived experiences of the people who belong to the groups featured in Timothy Greenfield-Sanders' lists. The following activity asks students to integrate the history they have been studying in class with current events and use this as a lens to think about the portraits featured in *IDENTITY*.

**Common Core Standards for English Language Arts 9-12**

College and Career Readiness Anchor Standards for Reading (CCR)

- Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words.**

**Common Core Standards for English Language Arts 9-12**

College and Career Readiness Anchor Standards for Writing (CCR)

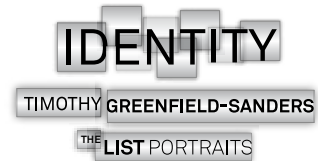
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- Draw evidence from literary and/or informational texts to support analysis, reflection, and research.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



## Historical and Social Sciences Standards 6-8

### Historical and Social Sciences Analysis Skills

- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century
  - 11.10 Students analyze the development of federal civil rights and voting rights
  - 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society



### Glossary of Relevant Terms and Concepts:

Civil rights, transgender, wage gap, incarceration, DREAM Act, bigotry

### Materials Needed:

Internet and computer access (overhead projector/Smart Board access ideal)

### Large Group Activity:

- Ask students to recall the definition of the term “civil rights.” What does it mean? Where have they heard it before? Have they heard it used recently in any news stories that they can recall? If so, what was the context? Have the students work together to come up with a list of at least five current news stories that they can recall hearing the term “civil rights” attached to. Ask students to use the Internet to do some brief research into this question, if needed.
- Ask students to read the following *Politico* article from 2014 called “The Birth of a New Civil Right Movement” (<http://www.politico.com/magazine/story/2014/12/ferguson-new-civil-rights-movement-113906>) individually and take notes on their reactions.
- After everyone has read the article, ask students to volunteer to share their responses to it.
- Ask students to consider the title of the article in terms of a question: are we living through a new civil rights movement? What makes them say “yes” or “no”?
- The central idea behind the *Politico* article is that civil rights is not something that only exists in the past, just as history is not something that only exists as a fixed point in time. Ask students to incorporate their thoughts on the central idea of the article while recalling the adage that “History repeats itself”; they should use this as a framing device for the small group work they are about to do.

# IDENTITY

TIMOTHY GREENFIELD-SANDERS

THE LIST PORTRAITS

## Small Group Activity:

- Ask students to work in their small groups to research one of the following civil rights issues that have made headlines recently. Student groups should be large enough that there is one person researching each of the following bullet points:
  - ▷ Racial and gender wage gap
  - ▷ South Carolina bathroom bill
  - ▷ Incarceration of black men in America
  - ▷ Ban on LGBT blood donation
  - ▷ DREAM Act debate
- ▶ Students should conduct their research using the Internet and incorporate and reference the following articles that discuss the history of each of the above issues:
  - ▷ “Racial and Gender Wage Gaps Persist in US Despite Some Progress,” by Eileen Patten, Pew Research Center, July 2016 (<http://www.pewresearch.org/fact-tank/2016/07/01/racial-gender-wage-gaps-persist-in-u-s-despite-some-progress/>)
  - ▷ “Backlash Builds Against N.C. Law on Transgender Bathroom Use,” by Sandhya Somashekhar, The Washington Post, March 2016 ([https://www.washingtonpost.com/news/post-nation/wp/2016/03/23/north-carolina-passes-bill-blocking-lgbt-protections/?utm\\_term=.dd379cf29528](https://www.washingtonpost.com/news/post-nation/wp/2016/03/23/north-carolina-passes-bill-blocking-lgbt-protections/?utm_term=.dd379cf29528))
  - ▷ Criminal Justice Fact Sheet, The National Association for the Advancement of Colored People (NAACP) (<http://www.naacp.org/pages/criminal-justice-fact-sheet>)
  - ▷ “The Bigotry of Gay-Blood-Donation Bans,” by Vann R. Newkirk II, The Atlantic, June 2016 (<http://www.theatlantic.com/politics/archive/2016/06/homophobia-hiv-blood-ban-orlando-shooting/486818/>)
  - ▷ DREAM Act: Summary, National Immigration Law Center (NILC) (<https://www.nilc.org/issues/immigration-reform-and-executive-actions/dreamact/dreamsummary/>)
- After students have conducted their research on their selected civil rights issue, ask them to share their findings with their teammates. They should make sure to take notes because they will need to reference them for their individual homework assignment later on.



# IDENTITY

TIMOTHY GREENFIELD-SANDERS

THE LIST PORTRAITS

## Individual Work:

- As a homework assignment, ask students to select two of the following people whose portraits are included in one of “The List Series”:

► **Christine Quinn, 2012 “The Out List”**

Christine Quinn is a Democratic politician and the first female and first openly gay Speaker of the New York City Council. She began her career in politics as the campaign manager and chief of staff for Thomas Duane, the first openly gay city council member in New York and first HIV-positive person elected to office.

► **Shane Ortega, 2015 “The Trans List”**

Shane Ortega is an openly transgender United States Army Sergeant serving as a helicopter crew chief with the Army’s 25th Infantry Division. Ortega has served three combat tours: two in Iraq and one in Afghanistan.

► **Nancy Pelosi, 2011 “The Women’s List”**

Nancy Pelosi is the Minority Leader of the United States House of Representatives and served as the 52nd Speaker of the United States House of Representatives from 2007 to 2011. She is the only woman to have served as the House Speaker and to date is the highest-ranking female politician in American history.

► **Eddie “Piolín” Sotelo, 2011 “The Latino List”**

Eddie “Piolín” Sotelo currently hosts the nationally syndicated El Show de Piolín after many years on Piolín por la Mañana, one of the most popular talk radio shows in Los Angeles. His strong support of immigration reform stems from living as an illegal alien in his youth.

► **RZA, 2008 “The Black List”**

Robert F. Diggs (better known as RZA) is a Grammy-winning music producer, rapper, filmmaker and occasional actor. A prominent figure in hip hop, he is the de facto leader of the seminal group Wu-Tang Clan. RZA subsequently gained attention for his work scoring and acting in films.

- After selecting two of these notable people, students should conduct some research into the biographies of their selections. In particular, students should look out for moments in the lives of their subjects when they may have been affected or influenced by factors involved in the civil rights issues discussed previously in class (racial and gender wage gap, South Carolina bathroom bill, incarceration of black men in America, ban on LGBT blood donation, DREAM Act debate).
- Students should write an eight-page paper with one page dedicated to the biographies of each of the notable people they selected, two pages explaining the civil rights issue that corresponds with the lists the two people they selected are found on, and finally a one-page analysis per subject of the way that this person’s life, beliefs, contributions to society and legacy have been influenced by these issues.



CHRISTINE QUINN



SHANE ORTEGA



NANCY PELOSI



EDDIE “PIOLÍN” SOTELO



RZA



# EXHIBITION ACTIVITY #1



## Recommended for Grades 6-8

This exhibit features individuals who offer their own stories, personal histories and insights pertaining to the challenges, triumphs and joys of the female, LGBT, African American and Latino experience in the United States. Read the descriptions below and try to find the portrait of each person in our gallery. As you find them, write down their names on the line below each description.

1. This person was the first woman to serve as the United States' Secretary of State.

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2. This person was the first Hispanic to become an Associate Justice of the U.S. Supreme Court.

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3. This person is a stand-up comedian, actress, host of a very popular television talk show, and the winner of 13 Emmy Awards.

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4. This person was a member of the Tuskegee Airmen, the legendary group of African American pilots who flew with distinction during World War II.

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5. This person is an athlete, coach and educator who, in 2015, became the first openly transgender athlete to join a U.S. national team.

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# EXHIBITION ACTIVITY #2



## Recommended for Grades 9-12

Take a few minutes to explore the gallery of portraits on your own. While you look, choose three different people whose biographies you find to be inspirational, then fill in responses to the prompts below.

**Name:** \_\_\_\_\_

The list where their portrait is found: \_\_\_\_\_

Challenges they faced/or may have faced based on their group: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

Find a portrait of another person from a different list in the gallery who shares something in common with this person. Write down the second person's name and explain the similarities between these two people: \_\_\_\_\_

**Name:** \_\_\_\_\_

The list where their portrait is found: \_\_\_\_\_

Challenges they faced/or may have faced based on their group: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

Find a portrait of another person from a different list in the gallery who shares something in common with this person. Write down the second person's name and explain the similarities between these two people: \_\_\_\_\_

**Name:** \_\_\_\_\_

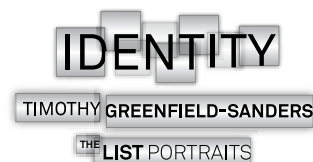
The list where their portrait is found: \_\_\_\_\_

Challenges they faced/or may have faced based on their group: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

Find a portrait of another person from a different list in the gallery who shares something in common with this person. Write down the second person's name and explain the similarities between these two people: \_\_\_\_\_

EDUCATOR RESOURCE GUIDE  
**POST-VISIT ACTIVITY**



**Recommended for Grades 6-8**

**Title:** ... Will Only Make You Stronger

**Connection to the Exhibit:** The portraits taken by Timothy Greenfield-Sanders for the “Black,” “Out,” “Latino,” “Women’s” and “Trans” lists are of notable people who have contributed to our society through some ability, dream or skill that they possess. Many of them had to overcome obstacles in order to become the remarkable people they are today. Overcoming obstacles is often an uncomfortable and unpleasant part of life, but it is something everyone has to go through and it makes us who we are. In this post-visit assignment, students will have an opportunity to discuss the lives and challenges of some of the people featured in *IDENTITY* and hone their research skills with a homework project.

**Common Core Standards for English Language Arts 6-12**

College and Career Readiness Anchor Standards for Speaking and Listening (CCR)  
Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**Common Core Standards for English Language Arts 6-12**

College and Career Readiness Anchor Standards for Writing (CCR)

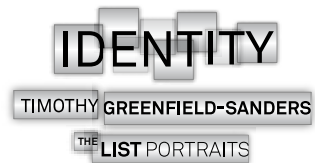
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- Conduct short as well as more sustained research projects to answer a question or solve a problem.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Glossary of Relevant Terms and Concepts:**

Adversity, resilience, obstacle, advocate, notable, plagiarism, cite, scope, authority.

**Materials Needed:**

- Internet and computer access (overhead projector/Smart Board access ideal to show any visual aids useful to either debate team)
- Copy of the four selected researching skills taken from the Scholastic.com article
- Printed copies of the three portraits for the large group activity (one portrait for each student)



### Large/Small Group Activity:

- Use an overhead projector/Smart Board or a large mounted piece of paper to post the following list of five qualities:
  - A. Staying focused on the positives instead of the negatives
  - B. Set goals and keep challenging yourself
  - C. Never give up
  - D. Don't compare yourself to others
  - E. Think of new, creative solutions to overcome problems
- Ask students to read the five qualities above. You can have them consider what attitude someone who strives to develop these qualities would have. The answer is that these qualities have been identified by researchers as qualities embodied by resilient people.
- Ask students to define "resilience." What does it mean to be resilient? When they think of someone who embodies that term, who comes to mind? Can they recall a specific person whose portrait they saw in the *IDENTITY* exhibition who embodies that quality?
- Invite students to apply the five qualities to themselves. Can they recall a time recently when they were faced with a difficult or challenging situation and managed to handle it by using some or all of the strategies listed above? If students have a difficult time coming up with an example, they can also choose a situation from someone else's life (a friend or relative) or something they saw in the media.
- Inform students that they are about to begin a brief research project on one of the three people whose portrait they saw in the *IDENTITY* exhibition and answered questions about. Before they begin researching their selected subject, read and review together as a class these four researching skills for students, which appeared in an article on Scholastic.com: "The 6 Online Research Skills Your Students Need," by Hannah Trierweiler Hudson. (<http://www.scholastic.com/teachers/article/6-online-research-skills-your-students-need>).
  - A. Check Your Sources

Is this information current (up to date), secure (does the site ask for too much personal information?), appropriate in scope (is the information general, or in-depth?), and on good authority (the source is a trusted expert)?
  - B. Ask Good Questions

When conducting research, choose alternative search terms to narrow your results and find only what you need (e.g., "American Presidents" can be refined to "American Presidents born in log cabins")
  - C. Go Beneath the Surface

The first search result might not be the best. By pursuing information beneath the surface, you can often find your best results.
  - D. Respect Ownership

Plagiarism is when you take someone else's work and claim that it is your own. In school and in adulthood, this is always unacceptable. If you want to use someone else's work in a report you are writing, you must always cite the original work and author to give them credit.





### Large/Small Group Activity (cont'd):

- Ask students to conduct a brief research project on one of the three people on the left photographed by Timothy Greenfield-Sanders. They should use the Internet to conduct this research and take notes. Ask students to make sure that they use the four research skills you read and reviewed together as a class.
- Prompt students to answer these four questions:
  - A. What was the problem or obstacle faced by this person?
  - B. What did she do to overcome these challenges?
  - C. What do you think about her story now that you've learned more about her resilience?
  - D. Do you see her portrait differently now that you know more about the person?
- Students should write down their responses and be prepared to turn and share their answers with a neighbor.



# IDENTITY

TIMOTHY GREENFIELD-SANDERS

THE LIST PORTRAITS



## Individual Work:

For a homework assignment, ask students to write a three-page report on the biography of one of the three notable people whose portraits are shown to the left. These people represent a new generation of “out,” Latino and transgender people who are working in their communities to make them stronger from the inside out. Ask students to spend one page writing about the biography of the person they selected, one page on the challenges or obstacles that person has faced in their life because of how they identify (transgender, Latino, gay), and one page to discuss the work that this person is doing to advocate on behalf of young people within their communities. Research on these notable people should be conducted on the Internet, with particular attention paid to news sites.

- **Wade Davis, 2012 (age 39)**

Wade Davis is a former professional football player and NFL Europe champion. He formerly worked at the Hetrick-Martin Institute in New York as the Assistant Director of Job Readiness, where he helped at-promise LGBT youth learn life skills.

- **Eva Longoria, 2010 (age 41)**

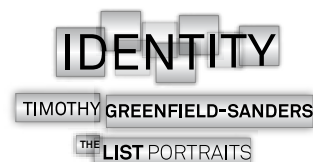
Eva Longoria is best known for her Golden Globe-nominated role on the television series *Desperate Housewives*. In 2006 she was honored with the American Latino Media Arts (ALMA) Award for Person of the Year. Longoria earned her master’s degree in Chicano studies.

- **Chase Strangio, 2016 (age 34)**

Chase Strangio is a Staff Attorney for the American Civil Liberties Union (ACLU), focusing on litigation and advocacy for transgender people. Strangio is currently representing Chelsea Manning in her lawsuit against the U.S. Department of Defense for denial of treatment related to her gender transition. He is also a co-counsel on a challenge to North Carolina’s anti-trans law, HB2.



EDUCATOR RESOURCE GUIDE  
POST-VISIT ACTIVITY



**Recommended for Grades 9-12**

**Title:** The Power of Words

**Connection to the Exhibit:** The notable people whose portraits make up the *IDENTITY* exhibition have personal stories and biographies that they are frequently asked to share with the public. Their speeches are often biographical and many times tell the story not just of the individual, but of the culture or subgroup they identify with. As public figures, many of them are invited to give speeches at awards ceremonies, commencements, government hearings, etc. Several of the people in *IDENTITY* are known to be excellent public speakers and their speeches have been widely circulated. The following activity gives students an opportunity to develop their knowledge of the mechanics behind crafting a speech as well as a chance to practice public speaking on their own.

**Common Core Standards for English Language Arts 6-12**

College and Career Readiness Anchor Standards for Speaking and Listening (CCR)  
Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Common Core Standards for English Language Arts 6-12**

College and Career Readiness Anchor Standards for Reading (CCR)

- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point-of-view or purpose shapes the content and style of a text.

**Glossary of Relevant Terms and Concepts:**

Rhetoric, *logos*, *pathos*, *ethos*, persuasive

**Materials Needed:**

- Internet and computer access (overhead projector/Smart Board access ideal)
- Enlarged diagram of the Rhetorical Triangle
- Colored markers or highlighters (three different colors for each student)
- Copies of the transcripts of the three speeches found in the appendix of this guide

**Large Group Activity:**

- Begin by asking students to recall an important speech that they heard, read about, or saw recently. Ask them if they can identify the three necessary things required in order for a speech to occur. The answer is: a speaker, a message or point, and an audience.
- As a point of reference, ask students to take a few minutes to read on their own Serena Williams' acceptance speech for the 2015 *Sports Illustrated* Sportsperson of the Year Award. Her portrait is featured in Timothy Greenfield-Sanders' "The Black List."
  - Once they have finished reading the speech, ask students to answer the following questions on a sheet of paper and be prepared to share their responses with the class:
    1. Who was the orator of this speech? Where was this speech delivered and what is the significance of its location? What is the central message of this speech? Who is the audience for this speech?
    2. Using the Rhetorical Triangle, students should try to identify the three persuasive strategies: *logos* (fact, truth, or logic), *pathos* (an appeal to emotions), and *ethos* (speaker's credibility, character, or authority). With three different colored markers or highlighters, students should use one color for each of these points on the Rhetorical Triangle and underline or highlight where they identify each element of the triangle in Serena Williams' speech.
    3. Once they have done this, ask students to reflect on the quality of her speech with regard to the elements of the Rhetorical Triangle and how they are used in her speech. Did she effectively use all three persuasive strategies? Which, if any, did she rely on the most?
    4. Ask students to divide themselves into two camps: one that thinks that this speech used all three rhetorical strategies effectively, and one that does not. Ask students to engage in a casual debate with their peers as to why or why not this was an effective speech.

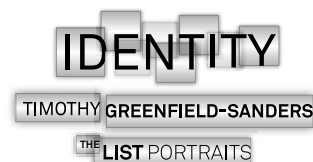
**Small Group Activity:**

- Divide students into groups of 3-4 students each. Pass out the transcripts of the three speeches you will find in the appendix section of this Educator Resource Guide.
- Instruct students to work in these small groups to analyze the speech they have been assigned and to work together to identify where and when the three strategies of the Rhetorical Triangle are used. Just as they did in the previous exercise, students should indicate usages of each strategy with a highlighter or marker.
- Next, ask students to answer the following questions: Who was the orator of this speech? Where was this speech delivered, and what is the significance of its location? What is the central message of this speech? Who is the audience for this speech?
- Students should then reflect on the quality of the speech with regard to the elements of the Rhetorical Triangle and how they are used in the speech. Did the speaker effectively use all three persuasive strategies? Which, if any, did they rely on the most?
- Finally, ask the group to elect a student to deliver a passage of the speech to the class. The passage they choose is up to them, but it must be a minimum of one paragraph in length and a maximum of two.
  - ▶ Before they deliver their speech, they should practice a minimum of two times in front of their teammates.
  - ▶ Teammates should be instructed to provide constructive feedback on the delivery of the speech, based on what they have learned about the Rhetorical Triangle.
  - ▶ If possible, students should find a video of the original speech and watch it a few times before they attempt to deliver the speech themselves. This does not, however, mean that students are required to deliver the speech verbatim and in the same manner the original speaker did.
- Once students are ready, they should stand in front of the class with the members of their group and present their findings based on researching their assigned speech. One student will recite their selected passage to the class.
- When the group has finished presenting, ask their audience to give constructive feedback on both the oration of the passage and the findings of the group.

# IDENTITY EXHIBIT

## RESOURCE CONNECTIONS

### FROM ANNENBERG LEARNER

**Title:** Resilience and Overcoming Obstacles

Explore the story of human resilience and perseverance. In the *Essential Lens* video “Lives” (<http://www.learner.org/courses/lens/video/lives/>), meet five people who illuminate the lives of others through photography.

**“Teaching *The Children of Willesden Lane*”**

(<https://holdontoyourmusic.org/education.html>) offers resources to help middle and high school students better comprehend survivor Lisa Jura’s story of loss, resilience, and ultimate triumph. Mona Golabek, Jura’s daughter, wrote the book *The Children of Willesden Lane* to honor her mother, who was spared the cruelty of the death camps thanks to the *Kindertransport* (children’s transport).

**Title:** Civil Rights History and Its Lasting Impact

In this lesson, students are asked the following question: What role can an individual play in creating a just society? The teacher sets up a dilemma – a fictional nation on the verge of racial and ethnic strife – and students must ponder solutions using the viewpoints of different philosophers they have studied. See the *Social Studies in Action* class “The Individual in Society.”

(<https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/the-individual-in-society/>).

***Democracy in America* program 5, “Civil Rights: Demanding Equality”**

(<https://www.learner.org/series/democracy-in-america/civil-rights-demanding-equality/>) looks at guarantees of political and social equality, and the roles that individuals and government have played in expanding these guarantees to less-protected segments of society, such as African Americans, women, and the disabled.



**Title:** Speech and Rhetorical Analysis

IDENTITY

TIMOTHY GREENFIELD-SANDERS

THE LIST PORTRAITS

In the Interactive “Historical and Cultural Contexts: Speeches” (<https://www.learner.org/series/teaching-multicultural-literature-a-workshop-for-the-middle-grades/historical-and-cultural-context-christopher-paul-curtis/>) students read three speeches about events of historical significance, identify the region and era particular to each speech, and answer additional questions about the information it contains.

*Teaching Multicultural Literature* workshop 7, “Social Justice Action”

(<https://www.learner.org/series/teaching-multicultural-literature-a-workshop-for-the-middle-grades/social-justice-and-action-alma-flor-ada-pam-munoz-ryan-and-paul-yeo/>), asks students to read immigration stories and participate in a discussion with the author about social justice and taking action for change. Students then develop a sense of agency as they write and revise persuasive letters to raise public awareness about the issues they’ve examined.

The *Reading & Writing in the Disciplines* video “English in the Real World: A Sports Journalist” (<https://www.learner.org/series/reading-writing-in-the-disciplines/reading-in-english/english-in-the-real-world-a-sports-journalist/>) demonstrates the interactive relationship between content knowledge, literacy practices, and social justice action in the workplace. Students often wonder how the work they do at school relates to their own lives and ask questions such as “How is this relevant to my life?” or “How can English be used to change the world?” These videos can help students answer these questions and consider the types of careers that will inspire them and perhaps have a positive impact on the world and their community.

In *Making Meaning in Literature: A Video Library, Grades 6-8*, program 6, “Dramatic Tableaux” (<https://www.learner.org/series/making-meaning-in-literature-a-video-library-grades-6-8/6-dramatic-tableaux/>), watch 7th graders envision how they might respond in the situations that the characters of *The Watsons Go to Birmingham 1963* find themselves in. “Helping them to look at characters as people and try to personalize and make connections is something that I have found is really helpful and an important thing to do.” -Dr. Jan Currence, *Stephen Decatur Middle School, Berlin, Maryland*





**Title:** Exploring Identity

In the *Essential Lens* video “Place, Culture, and Representation” (<https://www.learner.org/series/essential-lens-analyzing-photographs-across-the-curriculum/place-culture-and-representation-the-art-and-politics-of-the-harlem-renaissance/>), students use activities and photographs to examine the factors that contributed to the Harlem Renaissance. They investigate the role of the arts at this time, and see how white Americans perceived African Americans through African Americans’ artistic representation. Also, students explore how African Americans used photography to explore and create a distinctly black identity.

Contemporary prose writers began creating a new American tradition comprised of many strands, many voices, and many myths about the past. *American Passages*, unit 16, “Search for Identity” (<https://www.learner.org/series/american-passages-a-literary-survey/search-for-identity/>) considers the questions of self-identification raised by three American writers: Maxine Hong Kingston, Sandra Cisneros, and Leslie Feinberg.

Watch a middle-school class explore the theme of identity as they read and respond to the cultural and social experiences of characters in a variety of texts in *Teaching Multicultural Literature*, workshop 1, “Engagement and Dialogue” (<https://www.learner.org/series/teaching-multicultural-literature-a-workshop-for-the-middle-grades/engagement-and-dialogue-judith-ortiz-cofer-and-nikki-grimes/>). Students learn to define their own identity and share their personal stories as well.

Another way to discuss identity is to explore how people define themselves through their possessions. In the *Essential Lens* collection “Disaster and Government Response: The Great Depression, the Dust Bowl and the New Deal” (<https://www.learner.org/series/essential-lens-analyzing-photographs-across-the-curriculum/disaster-and-government-response-the-great-depression-the-dust-bowl-and-the-new-deal/>), see the “Belongings from Home” activity. Students use the activity to analyze photographs of relocated farmers during the Great Depression. For example, some of the encamped people have musical instruments because this is a core part of their identity.

**Title:** Developing Empathy

In preparation for reading *The Children of Willesden Lane*, a memoir about a young pianist’s journey on the Kindertransport, history teacher Sheila Huntley engages her students in a discussion about what it means to be an outsider or outcast, and how the students’ actions and words can affect people. Students posit reasons why we don’t always act when we see wrong being done and what it takes for us to act. Watch and read about the lesson in the series “Teaching *The Children of Willesden Lane*: Introducing the Universe of Obligation” (<https://www.learner.org/series/essential-lens-analyzing-photographs-across-the-curriculum/disaster-and-government-response-the-great-depression-the-dust-bowl-and-the-new-deal/>).



### Major Moments of the African American Civil Rights Movement

- Passing of the 14th Amendment
- Plessy v. Ferguson / Jim Crow
- Establishment of the NAACP
- Brown v. Board of Education of Topeka
- Montgomery Bus Boycott, Freedom Riders, March on Washington, Selma to Montgomery March
- Murder of Medgar Evers, Martin Luther King Jr. and Malcolm X
- Civil Rights Act of 1964 and the Voting Rights Act of 1965
- 1965 Watts Riots and 1992 Los Angeles Riots
- Barack Obama is elected as the first African American President of the United States of America
- #BlackLivesMatter movement

#### Rev. Al Sharpton, 2007 (b. October 3, 1954 - )

Rev. Al Sharpton is a minister, talk show host and noted political and civil rights activist. In 2004, he ran for the Democratic nomination for President of the United States.

#### Toni Morrison, 2007 (b. February 18, 1931 - )

Toni Morrison is a best-selling author, essayist, critic, and Professor Emeritus at Princeton University. She has been honored with a number of awards including the Nobel Prize for Literature, the Pulitzer Prize, and a Grammy.

#### Suzan-Lori Parks, 2007 (b. May 10, 1963 - )

Suzan-Lori Parks is a playwright and screenwriter whose 2001 play *Topdog/Underdog* won the Pulitzer Prize for Drama, making her the first African American woman to achieve this honor. She is also a recipient of a MacArthur Foundation "Genius Grant" and a Guggenheim Fellowship.



REV. AL SHARPTON



TONI MORRISON



SUZAN-LORI PARKS

**Transcription of Serena Williams' Acceptance  
Speech, Sports Illustrated Sportsperson of the Year Awards**

When I first learned that I would be Sportsperson—yes, Sportsperson—of the year, I could not believe it. It had been over thirty years since the last time SI had recognized a woman for being Sportsperson of the Year; I think that was Mary Decker, to be exact. So, for all the ladies out there: yes, we can do it. When I first started playing tennis, women weren't really encouraged to play sports, let alone excel in sports, so my hope is that by winning this award I can inspire many, many, many more women—in less than thirty years, of course—to stand right here on this podium and accept another Sportsperson of the year, so yes ladies, it can be done.

In 1984 in Compton is where I began my journey of becoming a tennis player on beaten-down courts with my family by my side...

I have to tell each and every one of you how old you are, how young you are, your age—you can achieve anything that you set your mind to. I always say if I can do it, anyone can do it—and the reason that I always say that is because I didn't grow up with things being handed to me. I had to work hard, I had to dedicate myself and I had to be determined and I was, even outside of sports. It could be education, it could be business, it could be anything, but it requires discipline, hard work and determination, and most importantly, it requires self-belief because—like me—some people might not believe in you but you have to believe in you and sometimes you're going to be your own cheerleader and you have to be your biggest and your best cheerleader.

So to all you young athletes: take that to heart and never stop believing in yourself and really always support who you are. The ride for me was not and has not been easy, and maybe your ride won't be easy either, but I'm not standing here because I just kind of cruised on but I've had my share of ups and downs. I've had many struggles, I've had blood clots in both my lungs at the same time and I lived through tragedies and controversies... basically I've been through it all. I've had people put me down because I didn't look like them; I look stronger. I've had people look past me because of the color of my skin. I've had people overlook me because I am a woman. I've had critics say I will never win another Grand Slam when I was only at number seven and now here I stand today with twenty-one Grand Slam titles and I'm still going.

I cannot help but think of my favorite poet, Maya Angelou, and she has this poem called "And Still I Rise"—it's a long poem but I just want to quote a bit of it, so here it goes: "You may write me down in history with your bitter twisted lies, you may trod me with the very dirt, but still, like dust, I rise. Just like moon and suns with the certainty of tides, just like hopes and springing high, still I rise. Did you want to see me broken? Bowed head and lowered eyes, shoulders falling like teardrops weakened by my soulful cries? Out of the huts of history's shame I rise. From a past that's rooted in pain, I rise. I'm a black ocean leaping wide, welling and swelling I bear in the tide, leaving behind nights of terror and fear, I rise. Into the daybreak that's wonderfully clear, I rise. Bringing the gifts my ancestors gave, I rise. I am the dream and the hope of a slave, I rise. I rise. I rise.



**Transcript of Ellen Page's Speech, Human Rights Campaign's 2014 Time to THRIVE Conference**

It is such an honor to be here at the inaugural Time to THRIVE Conference. But it's a little weird, too. Here I am in this room because of an organization whose work I deeply, deeply admire, and I'm surrounded by people who make it their life's work to make other people's lives better—profoundly better. Some of you teach young people. Some of you help young people to heal and find their voice. Some of you listen. Some of you take action. Some of you are young people yourselves, in which case it's even weirder for a young person like me to be speaking to you.

It's weird because here I am, an actress, representing at least in some sense an industry that places crushing standards on all of us—and not just young people, everyone. Standards of beauty, of a good life, of success; standards that I hate to admit have affected me. You have ideas planted in your head—thoughts you never had before—that tell you how you have to act, how you have to dress, and who you have to be. And I've been trying to push back to be authentic and follow my heart, but it can be hard. But that's why I'm here, in this room. All of you, all of us, can do so much more together than any one person can do alone. And I hope that that thought bolsters you as much as it does me. I hope that the workshops you go to over the next few days give you strength, because I can only imagine that there are days when you've worked longer hours than your boss realizes or cares about just to help a kid who you know can make it. Days where you feel completely alone, undermined, or hopeless.

And I know that there are people in this room who go to school every day and get treated like shit for no reason. Or you go home and you feel like you can't tell your parents the whole truth about yourself. And beyond putting yourself in one box or another, you worry about the future, about college, or work, or even your physical safety. And trying to create that mental picture of your life, of what on earth is going to happen to you, can crush you a little bit every day. And it is toxic, and painful, and deeply unfair. And sometimes it's the little, insignificant stuff that can tear you down.

Now, I try not to read gossip as a rule. But the other day, a website ran an article with a picture of me wearing sweatpants on the way to the gym. And the writer asked, "Why does this petite beauty insist on dressing like a massive man?" Because I like to be comfortable. There are pervasive stereotypes about masculinity and femininity that define how we're all supposed to act, dress, and speak, and they serve no one. Anyone who defies these so-called "norms" becomes worthy of comment and scrutiny, and the LGBT community knows this all too well. Yet there is courage all around us. The football hero Michael Sam; the actress Laverne Cox; the musicians Tegan and Sara Quinn; the family that supports their daughter or son who has come out. And there is courage in this room. All of you.

And I'm inspired to be in this room because every single one of you is here for the same reason: you're here because you've adopted, as a core motivation, the simple fact that this world would be a whole lot better if we just made an effort to be less horrible to one another.

If we took just five minutes to recognize each other's beauty instead of attacking each other for our differences—that's not hard, it's really an easier and better way to live. And ultimately, it saves lives. Then again, it can be the hardest thing—because loving other people starts with loving ourselves and accepting ourselves. And I know many of you have struggled with this, and I draw upon your strength and your support in ways that you will never know.

And I am here today because I am gay. And because maybe I can make a difference to help others have an easier and more hopeful time. Regardless, for me, I feel a personal obligation and a social responsibility. I also do it selfishly, because I'm tired of hiding. And I'm tired of lying by omission. I suffered for years because I was scared to be out. My spirit suffered, my mental health suffered, and my relationships suffered. And I'm standing here today, with all of you, on the other side of that pain. And I am young, yes. But what I have learned is that love—the beauty of it, the joy of it, and yes, even the pain of it—is the most incredible gift to give and to receive as a human being. And we deserve to experience love fully, equally, without shame, and without compromise. There are too many kids out there suffering from bullying, rejection, or simply being mistreated because of who they are. Too many dropouts. Too much abuse. Too many homeless. Too many suicides. You can change that, and you are changing it. But you never needed me to tell you that, and that's why this was a little bit weird.

The only thing that I can really say is what I have been building up to for the past five minutes: thank you. Thank you for inspiring me. Thank you for giving me hope. And please keep changing the world for people like me. Happy Valentine's Day, I love you all.

**Transcript (Excerpt) of Hillary Rodham Clinton's  
Presidential Nomination Acceptance Speech,  
2016 Democratic National Convention**

My friends, we've come to Philadelphia—the birthplace of our nation—because what happened in this city 240 years ago still has something to teach us today.

We all know the story. But we usually focus on how it turned out—and not enough on how close that story came to never being written at all. When representatives from 13 unruly colonies met just down the road from here, some wanted to stick with the king.

Some wanted to stick it to the king, and go their own way. The revolution hung in the balance.

Then somehow they began listening to each other ... compromising ... finding common purpose. And by the time they left Philadelphia, they had begun to see themselves as one nation. That's what made it possible to stand up to a king.

That took courage. They had courage. Our founders embraced the enduring truth that we are stronger together.

America is once again at a moment of reckoning. Powerful forces are threatening to pull us apart. Bonds of trust and respect are fraying. And just as with our founders, there are no guarantees.

It truly is up to us. We have to decide whether we all will work together so we all can rise together.

Our country's motto is *e pluribus unum*: out of many, we are one.

Will we stay true to that motto?

There's a lot of work to do. Too many people haven't had a pay raise since the crash.

There's too much inequality. Too little social mobility. Too much paralysis in Washington.

Too many threats at home and abroad. But just look at the strengths we bring to meet these challenges.

We have the most dynamic and diverse people in the world. We have the most tolerant and generous young people we've ever had. We have the most powerful military. The most innovative entrepreneurs. The most enduring values. Freedom and equality, justice and opportunity. We should be so proud that these words are associated with us. That when people hear them—they hear... America.

So don't let anyone tell you that our country is weak. We're not. Don't let anyone tell you we don't have what it takes. We do. America needs every one of us to lend our energy, our talents, our ambition to making our nation better and stronger. I believe that with all my heart. That's why "Stronger Together" is not just a lesson from our history. It's not just a slogan for our campaign. It's a guiding principle for the country we've always been and the future we're going to build. A country where the economy works for everyone, not just those at the top. Where you can get a good job and send your kids to a good school, no matter what zip code you live in. A country where all our children can dream, and those dreams are within reach. Where families are strong... communities are safe... And yes, love trumps hate.

That's the country we're fighting for. That's the future we're working toward...

And so it is with humility, determination, and boundless confidence in America's promise, that I accept your nomination for President of the United States!

Now, sometimes the people at this podium are new to the national stage. As you know, I'm not one of those people. I've been your First Lady. Served 8 years as a Senator from the great state of New York. I ran for President and lost. Then I represented all of you as Secretary of State. But my job titles only tell you what I've done. They don't tell you why.

The truth is, through all these years of public service, the "service" part has always come easier to me than the "public" part...

In this campaign, I've met so many people who motivate me to keep fighting for change. And, with your help, I will carry all of your voices and stories with me to the White House. I will be a President for Democrats, Republicans, and Independents. For the struggling, the striving and the successful. For those who vote for me and those who don't. For all Americans.

Tonight, we've reached a milestone in our nation's march toward a more perfect union: the first time that a major party has nominated a woman for President. Standing here as my mother's daughter, and my daughter's mother, I'm so happy this day has come. Happy for grandmothers and little girls and everyone in between. Happy for boys and men, too—because when any barrier falls in America, for anyone, it clears the way for everyone. When there are no ceilings, the sky's the limit.

So let's keep going, until every one of the 161 million women and girls across America has the opportunity she deserves. Because even more important than the history we make tonight is the history we will write together in the years ahead. Every generation of Americans has come together to make our country freer, fairer, and stronger. None of us can do it alone.

I know that at a time when so much seems to be pulling us apart, it can be hard to imagine how we'll ever pull together again. But I'm here to tell you tonight—progress is possible. I know because I've seen it in the lives of people across America who get knocked down and get right back up. And I know it from my own life. More than a few times, I've had to pick myself up and get back in the game...

So let's be stronger together. Looking to the future with courage and confidence. Building a better tomorrow for our beloved children and our beloved country. When we do, America will be greater than ever. Thank you, and may God bless the United States of America!"

EDUCATOR RESOURCE GUIDE

## APPENDIX V

### **Transcript (Excerpt) of Jesse Williams' Humanitarian of the Year Acceptance Speech, 2016 BET Awards**

Now, this award—this is not for me. This is for the real organizers all over the country—the activists, the civil rights attorneys, the struggling parents, the families, the teachers, the students that are realizing that a system built to divide and impoverish and destroy us cannot stand if we do. It's kind of basic mathematics—the more we learn about who we are and how we got here, the more we will mobilize.

Now, this is also in particular for the black women who have spent their lifetimes dedicated to nurturing everyone before themselves. We can and will do better for you.

Now, what we've been doing is looking at the data and we know that police somehow manage to de-escalate, disarm and not kill white people every day. So what's going to happen is we are going to have equal rights and justice in our own country or we will restructure their function and ours.

Yesterday would have been young Tamir Rice's 14th birthday, so I don't want to hear any more about how far we've come when paid public servants can pull a drive-by on a 12-year-old playing alone in the park in broad daylight, killing him on television and then going home to make a sandwich. Tell Rekia Boyd how it's so much better to live in 2012 than it is to live in 1612 or 1712. Tell that to Eric Garner. Tell that to Sandra Bland. Tell that to Dorian Hunt.

Now the thing is, though, all of us in here getting money—that alone isn't gonna stop this. Alright now, dedicating our lives, dedicating our lives to getting money just to give it right back for someone's brand on our body when we spent centuries praying with brands on our bodies, and now we pray to get paid for brands on our bodies.

There has been no war that we have not fought and died on the front lines of. There has been no job we haven't done. There is no tax they haven't levied against us—and we've paid all of them. But freedom is somehow always conditional here. "You're free," they keep telling us. But she would have been alive if she hadn't acted so... free. Freedom is always coming in the hereafter, but you know what, though, the hereafter is a hustle. We want it now.



And let's get a couple things straight, just a little side-note—the burden of the brutalized is not to comfort the bystander. That's not our job, alright—stop with all that. If you have a critique for the resistance, for our resistance, then you better have an established record of critique of our oppression. If you have no interest, if you have no interest in equal rights for black people, then do not make suggestions to those who do. Sit down.

We've been floating this country on credit for centuries, yo, and we're done watching and waiting while this invention called whiteness uses and abuses us, burying black people out of sight and out of mind while extracting our culture, our dollars, our entertainment like oil—black gold, ghettoizing and demeaning our creations, then stealing them, gentrifying our genius and then trying us on like costumes before discarding our bodies like rinds of strange fruit. The thing is though... the thing is that just because we're magic doesn't mean we're not real.

Thank you.