

Pollyanna Racial Literacy Curriculum

HIGH SCHOOL TECHNOLOGY

LESSONS IN THE TECHNOLOGY CURRICULUM:

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TECHNOLOGY LESSON 1 WHAT ARE IMPLICIT RACIAL BIASES AND HOW CAN WE OVERCOME THEM?

Suggested time: One or two 50-60 minute class periods

Overview

In this lesson, students are introduced to the concept of implicit bias. Students will take an online Implicit Association Test created at Harvard University and then reflect on what their aggregated data suggest about their own and others' racial biases. Additionally, students will have an opportunity to explore strategies for reducing racial bias and to present what they have learned to their peers.

Objectives

- Students will effectively communicate ideas and respond to the ideas of their classmates through an online discussion platform.
- Students will analyze survey data captured through an online survey tool.
- Students will recognize traits of the dominant culture, their home culture, and other cultures, and understand how they negotiate their own identities in multiple spaces.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Key Understandings

• Implicit bias is natural and all people are subject to such biases. These biases are shaped by outside forces beyond our control, and having biases does not make us bad people.

Possible misunderstanding: Only bad or bigoted people have biases.

• While implicit bias is natural, we do have the ability to curb our biases once we become aware of them. The more we know about our biases, the more we can do to prevent them from influencing our behavior.

Possible misunderstanding: There is nothing we can do to address our implicit biases.

Materials

- Computer and internet access for all students
- A projector and speakers for showing videos
- The Harvard Implicit Association Test [website], available at: implicit.harvard.edu.
- Sarcone, G., Smith, C. & Waeber, M.J. (2011). Mask of love [image]. Illusion of the Year. Accessed September 1, 2021 at: <u>http://illusionoftheyear.com/2011/05/mask-of-love/</u>.
- Sarcone, G. (2018). Illusive number [image]. Archimedes Lab Project. Accessed September 1, 2021 at: <u>https://www.archi-medes-lab.com/2018/12/20/illusive-number/</u>.
- Laeng, B., Kiambarua, K. G., Hagen, T., Bochynska, A., Lubell, J., Suzuki, H., & Okubo, M. (2018). The "face race lightness illusion": An effect of the eyes and pupils?. *Plos One*, 13(8). Accessed September 1, 2021 at: <u>https://journals.plos.org/plosone/</u>

article?id=10.1371/journal.pone.0201603.

- An online survey prepared by the teacher to collect results from students' IATs
- McCombs School of Business. (2018). Implicit bias | Concepts unwrapped [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=OoBvzI-YZf4</u>.
- Optional: An online discussion platform such as Padlet, Google Jamboard, Miro, or Parlay

Vocabulary

implicit bias (also referred to as implicit association and unconscious bias)

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.1** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- **ID.9-12.5** I recognize traits of the dominant culture, my home culture and other cultures and I am conscious of how express my identity as I move between those spaces.
- **DI.9-12.8** I respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Note to Teachers

In this lesson, students will take an implicit bias test that indicates how strongly they "prefer" Black or White people. Clearly, we have a more diverse society than this Black-White dichotomy sets up, and other people of color experience discrimination as well. It would be useful to make this point and to call attention to this limitation of the test or surface it through questions when debriefing the activity.

Additionally, surfacing the biases that exist within your classroom may have an emotional impact on students, something you will want to be ready to address. Many of us have beliefs and values that feel inconsistent with our implicit biases, and students may feel bad about themselves or about the activity if the test suggests they hold biases. If the test scores reveal that some or many of your students have an implicit racial preference for White people, and you have Black and/or other students of color in the class, be prepared for them to have a range of reactions. This information might validate the experience they have had while also triggering painful memories.

It is therefore important to help students understand: (1) that these biases are shaped by outside forces beyond our control, (2) that having biases does not make us bad people, and (3) that the more we know about our biases, the more we can do to prevent them from influencing our behavior. The <u>Frequently Asked Questions</u> section on the implicit bias testing website addresses many of these questions and concerns.

It is highly recommended that teachers take this test on their own before conducting the activity for students. We also recommend reviewing the extensive list of <u>Frequently Asked Questions</u> because they contain questions that students are likely to ask or wonder about.

LESSON PROCEDURE

1. Open by sharing the <u>Mask of Love</u> optical illusion with students. Project the image and ask students: What do you see in this image? Students will likely see just one face, although there are actually two faces.

Next, show students the <u>Illusive Number</u>, another optical illusion, and ask students: How many 8's do you see? While students may not see it at first, there is a hidden white 8 formed between the red diamonds.

Finally, share the image of the two faces from the article "<u>The face race lightness illusion: An effect of the eyes</u> <u>and pupils?</u>" and ask which person has darker skin. The actual answer is that neither face is darker; an explanation of this phenomenon is included on the website. You can download the image through the website.

- 2. Ask students to discuss what these three illusions have in common. One of the key takeaways is that these illusions demonstrate how our brains can be tricked into seeing things that are not necessarily true. This idea is connected to the next part of the lesson, which explores how we see the world through certain lenses created by our biases.
- 3. Explain to students that they will be taking the Implicit Association Test developed at Harvard University. According to the researchers:

"The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science."

The test contains seven mini-exercises, each of which should take about 30 seconds. For example, in one exercise students are shown either a Black face or a White face and have to click "E" for Black faces or "I" for White faces.

When the test is done, students will be given one of the following outcomes based on their responses:

- Strong preference for White people compared to Black people
- Moderate preference for White people compared to Black people
- Slight preference for White people compared to Black people
- Little to no preference between Black and White people
- Slight preference for Black people compared to White people
- Moderate preference for Black people compared to White people
- Strong preference for Black people compared to White people

Before students take the test, have students write down which of these seven outcomes they think they will get. Let them know that they will share their data with the class anonymously as part of a class-wide survey; emphasize that at no point will they be asked to share their data in association with their identity, not even with their teacher. Therefore, to get the most out of the lesson, they should be authentic when taking the test and sharing their results.

- 4. Provide students with the <u>link to the Implicit Association Test</u>, and have them select the "Race Task." Note that there are often background demographic and perception questions that are asked, which could show up before or after the seven mini-exercises. Most of these questions can be declined if students prefer not to answer.
- 5. In advance of the class, prepare an online survey, such as a Google Form, to collect input from students in the class. The survey should be anonymous. In this survey, consider including the questions below. The first two questions should be multiple choice, and the third should be open-ended.
 - Which of the following outcomes did you think you would get on the Implicit Association test?

- Which outcome did you get on the Implicit Association Test?
- Is the outcome you predicted on the Implicit Association Test similar to what you predicted, or is it different? If it is different, why do you think that is? How do you feel about the preference the test selected for you?
- 6. If using Google Forms, use the feature that allows you to visualize the results of the survey questions and show the class their collective responses. After students have had sufficient time to examine the survey results, ask them to reflect with a partner on the class data. Some questions you might want to pose include:
 - Do you see any trends in the class data? If so, what are these trends?
 - Why do you think these trends exist? If you see no trends among the responses, why do you think that is?
- 7. Project the chart below with the class, which is included in the personalized information each person receives after completing the test.



This distribution summarizes 3,314,277 IAT scores for the Race task completed between December 2002 and December 2015.

(Source: implicit.harvard.edu)

Pose additional questions for the student pairs to discuss:

- How did our class results compare to the three million responses received through 2015?
- Does comparing our responses to these responses impact how you feel about our classroom's results? Why?
- 8. Share some of the narrative responses that students answered in the survey by projecting the Google Form responses. These should be anonymous. You should read the responses aloud while students read along silently. This part of the lesson is intended to help make the ensuing debrief more personal and to encourage greater vulnerability.
- 9. Share with students the definition of Implicit Bias that comes from the National Equity Project:

"Implicit Bias is the process of associating stereotypes or attitudes towards categories of people without conscious awareness."

Then have students watch the video Implicit Bias | Concepts Unwrapped (8:09 minutes). After they watch the video, have students discuss with a partner how the concept of implicit bias is related to the Implicit Association Test they just took. From now on, you should use the term implicit bias or implicit racial bias.

10. Facilitate a whole-class discussion responding to the following prompt:

Sixty-eight percent of the people who took this test through 2015 had a preference for White people, whereas only 14% had a preference for Black people (with 18% neutral). If these percentages represent the broader U.S. population, they indicate that a majority of people hold implicit biases against Black people. Think of examples where this pervasive anti-Black bias could lead to Black people being harmed financially, psychologically, and physically.

In scaffolding this conversation, encourage students to think about how bias against Black people might impact the behavior of:

- Teachers
- Police
- Health care workers
- Loan officers at banks
- Potential employers
- Neighbors

You can conduct this discussion verbally or electronically. If you opt for the latter, be sure to give students enough time both to write some of their own reflections and also to comment on their peers' reflections. Some potential websites for an electronic discussion include Padlet, Google Jamboard, Miro, and Parlay (which is free for the first 12 discussions).

- 11. If you have time, have students conduct research on how implicit racial bias has harmed BIPOC, and Black people in particular, in areas of life such as education, health and healthcare, law enforcement and criminal justice, housing, and employment. These areas can be divided up among groups of students to research and present back to the class.
- 12. Ask students to hypothesize about the cumulative impact on people of color of navigating so many biases.
- 13. Provide students with time to conduct online research to learn more about how people and organizations can intentionally work to undo their implicit biases and safeguard against them. Some potential websites to use are listed in the Additional Resources section.

Demonstration of Learning

- Students could have friends or family members take the Implicit Bias Test outside of school, engage them in a conversation about implicit bias and their test results, and then write or record an audio memo reflecting on their discussion.
- Students could conduct research about strategies for individuals to use in overcoming implicit racial biases, as well as
 the policies and practices that organizations (schools, businesses, police departments) can implement knowing that their
 staff hold implicit biases.

Extension Opportunities

Several steps of this lesson could be expanded depending on time and interest. In particular, teachers might provide students with additional time to explore and present strategies for reducing racial biases and their harmful impacts. Students could conduct research on a given area (e.g., implicit racial bias and policing) and share what they learn through one of several communication tools (e.g., Google slides, Prezi, Canva).

Additional Resources

Dhaliwal, T. K., Chin, M. J., Lovison, V. S., & Quin, D. M. (2020). Educator bias is associated with racial disparities in student achievement and discipline. Brookings Institute (2020). Accessed September 1, 2021 at: <u>https://www.brookings.edu/blog/brown-center-chalkboard/2020/07/20/educator-bias-is-associated-with-racial-disparities-in-student-achievement-and-discipline/</u>.

This study describes how implicit bias among teachers harms Black students.

Eberhardt, J. (2020). How racial bias works – and how to disrupt it [video]. TEDTalk. Accessed September 1, 2021 at: <u>https://www.ted.com/talks/jennifer_l_eberhardt_how_racial_bias_works_and_how_to_disrupt_it?language=en</u>.

In this TED Talk, McArthur Genius Award winner and distinguished Professor Jennifer Eberhardt discusses strategies for disrupting racial bias.

Outsmarting Human Minds [website]. Accessed September 1, 2021 at: https://outsmartinghumanminds.org.

This site was developed by Professor Mahzarin Banaji, who helped develop the Implicit Association Tests at Harvard, and includes videos, interactive activities, visual puzzles, and more, to help people better understand and overcome their biases.

Perszyk, D. R., Lei, R. F., Bodenhausen, G. V., Richeson, J. A., & Waxman, S. R. (2019). Bias at the intersection of race and gender: Evidence from preschool-aged children. *Developmental science*, 22(3), e12788. Accessed September 1, 2021 at: <u>https://doi.org/10.1111/desc.12788</u>.

References

Harvard Implicit Bias Test [website], available at: <u>https://implicit.harvard.edu/</u> implicit/takeatest.html.

Laeng, B., Kiambarua, K. G., Hagen, T., Bochynska, A., Lubell, J., Suzuki, H., & Okubo, M. (2018). The "face race lightness illusion": An effect of the eyes and pupils? *Plos one*, 13(8). Accessed September 1, 2021 at: <u>https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0201603</u>.

McCombs School of Business. (2018). Implicit bias | Concepts unwrapped [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube. com/watch?v=OoBvzI-YZf4.</u>

Osta, K. & Vasquez, H. (2019) Don't talk about implicit bias without talking about structural racism. National Equity Project. Accessed September 1, 2021 at: <u>https://medium.com/national-equity-project/implicit-bias-structur-al-racism-6c52cf0f4a92</u>.

TECHNOLOGY LESSON 2 #NOTECHFORICE: STOPPING TECH COMPANIES FROM BUILDING DIGITAL BORDER WALLS

Suggested time: Two or more 50-60 minute class periods

Overview

In this lesson, students investigate how large technology companies profit from government contracts to build digital border walls, and how these agencies are utilizing technology to surveil, monitor, detain, and ultimately deport immigrants. Working on a team, students will conduct research and then share their findings with their peers and community members, highlighting opportunities to speak out about these harmful uses of technology.

Objectives

- Students will conduct online research and use a communication platform to creatively share what they have learned.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.

Key Understandings

- Seemingly neutral technologies can be used in ways that are harmful toward particular groups of people based on their race, immigration status, the communities they live in, and other aspects of their identities.
- Some companies producing technologies that can be used to cause harm attempt to abdicate themselves of
 responsibility for this harm by claiming that they only provide products and do not have a position about their
 products' use.

Possible misunderstanding: The intentions of those developing, profiting from, and/or using a technology justify these actions, even if that technology is negatively impacting other people's lives.

Materials

- Computer and internet access for all students
- A projector and speakers for showing videos
- Mobile Video Surveillance Systems (MVSS) [image]. Accessed September 1, 2021 at: <u>https://www.git-security.com/sites/</u> <u>default/files/styles/gallery/public/Puretech03_GSE0119.jpg?itok=YGH0X28F</u>.
- Optional: An interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet.
- Teledyne FLIR. (2015). FLIR for your mission: Border surveillance [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=9zRVnCKla04</u>.
- NBC News. (2019). How big tech is enabling america's immigration and detention crisis | Think | NBC News [video].
 YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=0xAqP6OlfFY.</u>
- No Tech for ICE [website]. Available at: <u>www.notechforice.com</u>.

Vocabulary

digital border wall immigrant migrant profiteer surveillance

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.1** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE.1.2** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE.1.3** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE.1.7** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- JU.9-12.12 | can recognize, describe and distinguish unfairness and injustice at different levels of society.
- **AC.9-12.20** I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

Background Information

A large number of companies and technology firms, many of which are household names, have reaped millions of dollars through contracts with government agencies that surveil, detain, monitor, and deport migrants and immigrants. The technology provided to these agencies is extensive and includes facial recognition cameras, cloud storage, license plate readers, autonomous video towers and mobile units, biometric scanners, social media data mining, and more. Three of the agencies that award these large contracts are Immigration and Customs Enforcement (ICE), the Customs and Border Protection (CBP), and the U.S. Coast Guard.

LESSON PROCEDURE

- 1. Open by showing students an image of trucks with <u>Mobile Video Surveillance Systems (MVSS</u>) installed. Have students respond to the following prompts using an interactive collaboration platform such as Google Docs, Google Form, Jamboard, or Padlet:
 - What do you see in this photo?
 - What questions do you have about this photo?
 - What do you think might be going on in this photo?
- After students have had time to respond and share some answers to each question, show them the video <u>FLIR For Your Mission: Border Surveillance</u> (1:11 minutes), made by the company that created surveillance technology similar to that shown in the photograph. This video uses anti-immigrant imagery and narratives

to promote their product; prepare students in advance to watch and listen for these narratives, which may be upsetting. As students watch the video, have them take a few notes on the message they think the company wants viewers to take away, and what they heard or saw that led them to this conclusion.

3. Have students watch the video <u>How Big Tech Is Enabling America's Immigration And Detention Crisis | Think | NBC News</u> (3:37 minutes). While watching the video, have students complete a 3-2-1 Protocol, in which they should write down three facts or data figures, two opinions, and one big idea represented in the video. Afterward, provide students with the opportunity to share what they believe is the big idea from the video.

Ask students how the issues explored in this video relate to racism, racial justice, and racial equity. Use this discussion to help students identify connections between anti-immigrant narratives, the policing of particular immigrant communities, and broader issues of racial injustice in the U.S. For example, the vast majority of immigrants who are detained and deported are people of color, and many of the same technological tools used to create digital border walls are also used to create "digital prisons" that disproportionately impact BIPOC communities. (The concept of digital prisons is explored in depth in Lesson 8 of the Technology Curriculum.)

- 4. Divide students into groups of 2-3. Each group will be assigned a large technology company. Their task is to conduct research and investigate:
 - The technological tools the company makes that help government agencies with surveillance, monitoring, and deportation of immigrants (e.g., specific apps, databases, sensors).
 - How their assigned company has profited from immigrant detention and deportation through government contracts.
 - How activists have brought attention to the ways that their assigned company has benefitted from the deportation of immigrants, and what impact these efforts have had.

Some companies students could choose from or be assigned to are below. See the list of sources at the end of this lesson for research on these and other private contractors.

Accenture	Amazon	Core
Google	IBM	L3 T
Palantir	Raytheon	Sale
Unisys		

CoreCivic L3 Technologies Salesforce

Students might need support coming up with a plan on how to collaborate on this assignment. For example, consider providing a time limit for the research phase; guidance about how to capture notes, images, and data in a central location; suggestions about how to assign tasks to individual group members; guidance about how to structure group presentations; and a list of possible communication tools students can utilize to share their findings.

- 5. After they have completed their research, have students present their work (see Demonstration of Learning). In addition, have students reflect on the following prompts individually or in their small groups, and then facilitate a discussion with the class:
 - How can technology be used to harm people and communities of color?
 - How can technology be harnessed to advance racial justice?

Demonstration of Learning

Have students prepare for and conduct a #NoTechForICE teach-in. They could either present their findings one group at a time to an audience or set up stations for guests to rotate through in the style of a science fair. Students should share what they learned from their research as well as 1-3 easy actions that individuals can use to express their concerns. Examples of actions might be signing a petition, tweeting a prewritten slogan, making different choices with their shopping or investments, or joining a particular social media group devoted to activism. The website <u>www.notechforice.com</u> contains toolkits for students to help them organize and take action.

Alternatively, you can have students use a presentation platform of their choice to share what they learned from this activity with their classmates.

Extension Opportunity

Students can create memes, infographics, and other visual collateral based on their research, and share these messages on social media under the hashtag #NoTechForIce.

Additional Resources

Gonzalez, D. How data is used in immigrant surveillance and management [video]. Facebook. Accessed September 1, 2021 at: <u>https://www.facebook.com/watch/live/?v=461648851813609</u>.

This is a recorded presentation conducted over Facebook Live by Daniel Gonzalez with the group #NoDigitalPrisons.

The Immigrant Defense Project, Surveillance, Tech, and Immigrant Policing [website], available at: <u>https://www.immigrantde-fenseproject.org/surveillance-tech-policing/</u>.

This site contains resources on the ways that partnerships between tech firms and government agencies are harmful to immigrants and how immigrant-rights organizations are working to stop them.

No Tech for ICE [website]. Available at: www.notechforice.com

This site contains resources, research, and great toolkits for students to organize on their campuses.

References

Empower LLC. (2019). Who's behind ICE? The tech and data companies fueling deportation. Mijente. Accessed September 1, 2021 at: <u>https://mijente.net/wp-content/uploads/2018/10/WHO'S-BEHIND-ICE_-The-Tech-and-Da-ta-Companies-Fueling-Deportations-_v1.pdf</u>.

Miller, T. (2019). More than a wall: Corporate profiteering and the militarization of U.S. borders. Transnational Institute. Accessed September 1, 2021 at: <u>https://www.tni.org/files/publication-downloads/more-than-a-wall-report.pdf</u>.

TECHNOLOGY LESSON 3 HOW RACIALLY BIASED ALGORITHMS USED IN PREDICTIVE POLICING HARM COMMUNITIES

Suggested time: One or two 50-60 minute class periods

Overview

In this lesson, students explore how algorithms are being used by police departments to predict where crime is likely to occur and who is likely to commit it. Students will watch a short documentary about how the Los Angeles Police Department is using this approach, and why Black community members feel it is harmful and unfairly targets people who have not committed crimes.

Objectives

- Students will explain what an algorithm is and create their own algorithms.
- Students will communicate ideas and respond to ideas shared by their peers through online discussion platforms.
- Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Key Understandings

- Anything created by people, even those things that are inanimate, abstract, or virtual, reflects and/or perpetuates biases. The manifestation of these biases has real-world effects on people based on their race or other aspects of their identities.
- The algorithms used in predictive policing constitute one such example of an inanimate, virtual technology that is built by people and perpetuates racial biases and behaviors.

Materials

- · Computer and internet access for all students
- How to explain algorithms to kids [blog post]. (2022). Tinker: Coding for Kids. Accessed September 1, 2021 at: <u>www.tynker.</u> <u>com/blog/articles/ideas-and-tips/how-to-explain-algorithms-to-kids/</u>.
- Optional: An interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet.
- Mooney, T. & Baek, G. (2020). Is artificial intelligence making racial profiling worse? [video]. CBS News. Accessed September 1, 2021 at: <u>https://www.cbsnews.com/news/artificial-intelligence-racial-profiling-2-0-cbsn-originals-documentary/</u>.
- A Jamboard or Padlet file with five quoted statements (see appendix) placed individually on their own pages for students to respond to
- Appendix: Statements About Racially-Biased Algorithms and Predictive Policing

Vocabulary

algorithm bias predictive

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

• **ISTE.1.2** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- **JU.9-12.13** I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- JU.9-12.12 | can recognize, describe and distinguish unfairness and injustice at different levels of society.

Background Information

In this lesson, students explore algorithms that consider different data sets related to crime and policing to make predictions about where future crimes may occur—a practice known as predictive policing. Algorithms like these can often be biased because of the biases held by those who choose what data to use as inputs and the processes they build for these data to be analyzed. In the matter of predictive policing, racial bias built into the algorithm can lead to further racial discrimination, but this is often obscured by the faulty argument that the algorithms themselves are not racially biased and therefore cannot drive racially biased behavior.

LESSON PROCEDURE

- 1. Before exploring how algorithms can be racially biased, students need to better understand what an algorithm is. Have students read <u>How to Explain Algorithms to Kids</u> from the online platform Tynker and have them explore the algorithm behind an animation that can determine if a given number is a prime number. In the middle of the article is a simple interactive animation where the student chooses a number and a Math Ninja determines whether or not the number is prime. After playing a few rounds, ask students to click the "See How This Algorithm Works" button below the animation, which shows them the algorithm behind this animation using a kid-friendly coding platform called Tynker. Students should explore the tutorial and change some of the code to see how doing so impacts the animation.
- 2. After they have spent some time experimenting with the Tynker site, ask students to paraphrase what an algorithm is. The site offers this definition:

"An algorithm is a detailed step-by-step instruction set or formula for solving a problem or completing a task. In computing, programmers write algorithms that instruct the computer how to perform a task."

3. Explain to students that many police departments attempt to predict where crime is more likely to occur and who is more likely to commit crimes by using artificial intelligence software, built with algorithms, to make predictions. These predictions are made based on existing data about arrests, crimes committed, crimes reported, people accused of committing crimes, and other related data.

Ask students: Where might bias exist in the process of predicting where crime is most likely to occur or who is most likely to commit it? Students can do a Think-Pair-Share routine, in which they should reflect on the questions privately, share their thoughts with a partner, and then share their thoughts with the class. Students can share with the class verbally or through an interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet.

Add ideas to this brainstorm if students need support. For example, Black, Latinx, and other people of color are more likely to get arrested due to the prevalence of stop-and-frisk policing in their communities, and because implicit bias leads more people to suspect people of color of suspicious behavior and call the police.

- 4. Have students watch some or all of the short documentary called "Racial Profiling 2.0" (23:22 minutes) from the article <u>Is artificial intelligence making racial profiling worse?</u> While watching the video, have students complete a 3-2-1 Protocol, in which they should type or write down three facts or data figures, two opinions, and one big idea represented in the video. Then have students share their responses verbally or through an interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet.
- 5. Five quoted statements about racially-biased algorithms and predictive policing are included in the Appendix of this lesson. Put each statement onto a different page of a Google Jamboard or Padlet and provide students with the link. Then give students 5-10 minutes to read each statement and place a comment or note in response to at least two. Some prompts they could respond to include:
 - Do you agree or disagree? Why?
 - What does this make you think about?
 - What question do you have about this statement?
 - Paraphrase this statement and put it in your own words.
 - How does this statement connect with the Racial Profiling 2.0 video we watched?

Students should also add comments in response to at least two ideas shared by their peers.

Extension Opportunities

• The MIT Technology Review created a series of interactive tools (sliders) that allow readers to experiment with how adjusting algorithm thresholds impacts a group of Black and White defendants who are being assessed for their likelihood of committing a crime while awaiting trial. Students can adjust the sliders and reflect on how to make predictive pretrial release fairer and racially unbiased. The first three articles on this site are free to read.

This activity uses the following resource:

Hao, K. & Stray. J. (2019). Can you make AI fairer than a judge? Play our courtroom algorithm game. *MIT Technology Review*. Accessed August 1, 2022 at: <u>https://www.technologyreview.com/2019/10/17/75285/ai-fair-er-than-judge-criminal-risk-assessment-algorithm/</u>.

- Some fun ways for students to explore the concept of algorithms include:
 - Partner A folds a paper airplane while explaining each step (the "algorithm") to Partner B who has their back turned. Afterward compare the airplanes.
 - Students create decision trees for their morning routines (e.g., check weather for the day; if it's raining, grab umbrella, if it's sunny, grab hat).
 - Students write step-by-step instructions for making a peanut butter and jelly sandwich. Other students follow their exact procedure (even if it is missing details or unclear) so they can understand how flaws in the algorithm (the instructions) can produce flaws in the product (the sandwich).
 - Students use Tynker or another free introductory coding platform to create a simple animation.
 - Students type a written description of how they would sort five books into alphabetical order. If they had to tell someone who did not understand the process of sorting the books, what steps would they write out? A visualization of this algorithm can be found <u>on the Tynker website</u>.

References

Aougab, T., Ardila, F., Athreya, J., Goins, E., Hoffman, C., Kent, A., Khadjavi, L., O'Neil, C., Patel, P., & Wehrheim, K. (2020). Letter to American Mathematical Society from 1,400 mathematicians: Boycott collaboration with police. Notices of the American Mathematical Society. Accessed September 1, 2021 at: <u>https://www.math-boycotts-police.net</u>.

Doyle, C. (2021). The feature is the bug. *Inquest*. Accessed September 1, 2021 at: <u>https://inquest.org/the-feature-is-the-bug</u>/.

Haskins, C. (2019). Academics confirm major predictive policing algorithm is fundamentally flawed. *Vice Magazine*. Accessed September 1, 2021 at: https://www.vice.com/en/article/xwbag4/academics-confirm-major-predictive-policing-algorithm-is-fundamentally-flawed.

Haskins, C. (2019). Dozens of cities have secretly experimented with predictive policing software. *Vice Magazine*. Accessed September 1, 2021 at: <u>https://www.vice.com/en/article/d3m7jq/dozens-of-cities-have-secret-ly-experimented-with-predictive-policing-software</u>. ||

Hao, K. & Stray, J. (2019). Can you make Al fairer than a judge? Play our courtroom algorithm game. *MIT Technology Review*. Accessed September 1, 2021 at: <u>https://www.technologyreview.com/2019/10/17/75285/ai-fairer-than-judge-criminal-risk-assessment-algorithm/</u>.

Lum, K. and Isaac, W. (2016). To predict and serve? *Significance*, 13, 14-19. Accessed September 1, 2021 at: <u>https://rss.onlinelibrary.wiley.com/</u> <u>doi/10.1111/j.1740-9713.2016.00960.x</u>.

Appendix: Statements About Racially-Biased Algorithms and Predictive Policing

Place some or all of these quoted statements into Google Jamboards or Padlets. Students should be given time to read the statements and place a note in response to at least two. Some prompts they could respond to include:

- Do you agree or disagree? Why?
- What does this make you think about?
- What question do you have about this quote?
- Paraphrase this quote and put it in your own words.
- How does this quote connect with the Racial Profiling 2.0 video we watched?

Students should also add comments in response to at least two ideas shared by their peers.

Shahid Buttar, the Director of Grassroots Advocacy for the Electronic Frontier Foundation (EFF), told Vice that it is impossible to expect unbiased results from predictive policing technology, because the data it analyzes is structurally biased. Predictive policing is "driven by what seems to be objective historical data that itself reflects longstanding and pervasive bias," Buttar said. "If you overpolice certain communities, and only detect crime within those communities, and then try to provide a heat map of predictions, any AI will predict that crimes will occur in the places that they've happened before."

Source: "Dozens of Cities Have Secretly Experimented With Predictive Policing Software" by Caroline Haskins.

Kristian Lum, who co-wrote a 2016 paper that tested the algorithmic mechanisms of PredPol with real crime data, told Vice that although PredPol is powered by complicated-looking mathematical formulas, its actual function can be summarized as a moving average—or an average of subsets within a data set.

$$\lambda(t, x, y) = \nu(t)\mu(x, y) + \sum_{\{k: t_k < t\}} g(t - t_k, x - x_k, y - y_k).$$

"The level of simplicity there is buried in all the talk about using these fancy seismographic models with aftershocks," Lum said. "In practice, at least for the data that I as a researcher have looked at, it reduced to, for the most part, not anything that was really significantly different than just a moving average." Basically, PredPol takes an average of where arrests have already happened, and tells police to go back there.

Source: "Dozens of Cities Have Secretly Experimented With Predictive Policing Software" by Caroline Haskins.

"If you build predictive policing, you are essentially sending police to certain neighborhoods based on what they told you—but that also means you're not sending police to other neighborhoods because the system didn't tell you to go there," [Suresh] Venkatasubramanian, [a Professor of Computing at the University of Utah,] said. "If you assume that the data collection for your system is generated by police whom you sent to certain neighborhoods, then essentially your model is controlling the next round of data you get."

Source: "Academics Confirm Major Predictive Policing Algorithm is Fundamentally Flawed" by Caroline Haskins

"We find that rather than correcting for the apparent biases in the police data, the PredPol model reinforces these biases. The locations that are flagged for targeted policing are those that were, by our estimates, already over-represented in the historical police data.... Using PredPol in Oakland, CA, black people would be targeted by predictive policing at roughly twice the rate of whites."

Source: "To Predict and Serve?" by Kristian Lum and William Isaac

"To end mass incarceration, our society must stop prematurely incarcerating people for what they might do in the future. Algorithms can reveal how prediction fails as a limiting or neutral principle for preventive incarceration. Machine learning and artificial intelligence are already reshaping law and society. When used to optimize existing practices, legal algorithms consolidate and preserve systemic inequality. But this is not the only way that algorithms can be used. In a political environment in which legal reforms must be evidence-based — and in which most evidence-based reforms are only minor tweaks to current practices — algorithms have an overlooked potential to expose inequality and to provide empirical support for more radical, decarceral change."

Source: "The Feature is the Bug" by Colin Doyle

TECHNOLOGY LESSON 4 CREATING A DIGITAL ARCHIVE FOR RACIAL JUSTICE MOVEMENTS OF COLOR

Suggested time: Two to five 50-60 minute class periods

Overview

This lesson provides students with the opportunity to create digital archives about topics related to racial justice. To populate their archives, students will have the option to curate existing materials through research from other websites or to produce original content related to an issue impacting their lives, school, or community. Students will develop both technical skills and a deeper understanding of the topic they choose for their archives.

Objectives

- Students will conduct online research into a historical topic related to racial justice.
- Students will create an online archive.
- Students will express their ideas using video, audio, animation, and/or other media.
- Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- Students will respond to diversity by building empathy, respect, understanding, and connection.

Key Understandings

- Digital archives are important because they allow people to share important experiences through their own words, art, and stories, rather than having their experiences inaccurately retold by others or forgotten.
- Digital archives help us learn about important topics, times, movements, and events from the people who experienced them, and offer lessons we can apply to our own lives and communities.

Materials

- Computer and internet access for all students
- Johnson, D. D. Lynching in America [interview]. Equal Justice Initiative. Accessed September 1, 2021 at: <u>https://lynchingina-merica.eji.org/listen/doria-dee-johnson</u>.
- These or other digital archives:
 - Kids in Birmingham 1963, available at: <u>https://kidsinbirmingham1963.org</u>
 - Preserve the Baltimore Uprising, available at: <u>http://www.baltimoreuprising2015.org/home</u>
 - Documenting Ferguson, available at: <u>http://digital.wustl.edu/ferguson/</u>
 - A People's Archive of Police Violence in Cleveland, available at: https://www.archivingpoliceviolence.org
 - Boston's Latinx Community History, available at: <u>https://latinxhistory.library.northeastern.edu/home/about</u>
 - Boston School Desegregation Archives, available at: <u>https://bpsdesegregation.library.northeastern.edu</u>

- Violence Against LGBTQ People of Color in Boston, available at: <u>https://mediakron.bc.edu/lgbtqboston</u>
- National Native Boarding School Healing Coalition, available at: https://boardingschoolhealing.org/
- Optional: An interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet
- Any of the following, depending on how the teacher and students decide to collect materials for the digital archives:
 - Voice recording device
 - Video recording device
 - Camera or other image-capturing device
- Appendix: Options and Considerations for Students' Digital Archives
- For additional materials that may be useful for this lesson, see "Tools to Gather and Organize Artifacts" in the Appendix

Vocabulary

archive oral history

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National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.3** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

This lesson also aligns with the following Social Justice Standards learning outcomes:

• **DI.9-12.8** I respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Note to Teachers

The audio recording used in the opening of this lesson features a woman telling the story of an ancestor who was lynched. The content is heavy and painful and may be triggering for students, especially Black students. You should prepare students for what is going to be in the recording and provide them with ideas about how to take care of themselves and one another. For example, students should know it is OK to leave the classroom, put their heads down, or come to you for support. While students may not show that they are upset or traumatized by viewing this content, watch for signs of distress and check in regularly with your students both during and after class.

LESSON PROCEDURE

- Have students listen, collectively or individually, to the oral history provided by Doria Dee Johnson in this <u>Lynching in America</u> recording (5:30 minutes). In the recording, Ms. Johnson tells the story of her great-great-grandfather who was lynched in 1916. After students listen, have them write reflections on the following questions, which they could share afterward with a peer, group, or class:
 - How did you feel listening to Doria Dee Johnson's story?
 - Why is it important to have a record of stories like this one?
- 2. Have students work in small groups to explore the following digital archives, each of which documents the images, stories, and experiences related to a particular racial justice issue or movement. You can assign each

group to a different archive or let students choose their own.

- Kids in Birmingham 1963
- Preserve the Baltimore Uprising
- Documenting Ferguson
- <u>A People's Archive of Police Violence in Cleveland</u>
- Boston's Latinx Community History
- Boston School Desegregation Archives
- <u>Violence Against LGBTQ People of Color in Boston</u>
- <u>National Native Boarding School Healing Coalition</u>
- 3. Have students identify the types of materials included in the archives they explored. Using an interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet, have groups generate a list of different archival media.

Possible student responses:

- Photos
- Artwork
- Newspaper articles
- Flyers, posters, and other print materials
- Timelines
- Video footage
- Video interviews

- Written interviews
- Written first-person narratives
- Audio recordings from events
- Audio interviews
- Social media posts
- Creative writing
- Maps
- 4. In their small groups, have students create digital archives for an issue, movement, or event related to racial justice. You can have each group create their own archive, or the whole class can decide and work on one archive together, assigning different types of media to each group. For options and considerations regarding students' digital archives, see the Appendix.
- 5. Once they have completed their digital archives, have students present their work to one another and potentially to the broader community (see Demonstration of Learning). In addition, facilitate a dialogue among the students either before or after they make their presentations, in which they should consider the following questions, adapted from Project Zero's <u>Values</u>, <u>Identities</u>, <u>Actions</u> thinking routine:
 - As you created your digital archives, what values did the process invite you to think about? Did the experience affirm, challenge, and/or raise questions about these values?
 - Who is your digital archive speaking about? Whom is it trying to speak to? Was anyone left out of the story who should be in it? In what ways, if any, do you fit into the story told in your archive?

Demonstration of Learning

When students have completed their digital archives, have them share their work with peers from other groups, other students or staff at the school, family, and/or community members. Provide your audience with a list of questions they should choose from after exploring the archives, which might include:

- Tell me about how you ______(e.g., created this audio interview)?
- What is something you learned from this experience that you will take with you?
- Why do you think this issue is important for people to know about?

Extension Opportunity

Have your students contact a local organization involved in racial and/or other social justice issues in the community (a community law clinic, a climate justice student group at a local university, a housing rights group) and offer to help build a digital archive for them. They would likely have materials that could be used as artifacts, as well as staff and/or community members who could be interviewed and have their stories included on the archive website.

Additional Resources

Oral History Association [website], available at: www.oralhistory.org.

A comprehensive website with resources for conducting oral history projects, suggestions for best practices, ideas for conducting remote interviews, samples, and more.

Record and Remember, Baltimore Uprising 2015 [webpage], available at: <u>http://baltimoreuprising2015.org/oralhistorytrain-ing/</u>.

This webpage includes lesson plans on how to support students specifically with conducting oral history projects.

Appendix: Options and Considerations for Students' Digital Archives

Thematic Content

To help scaffold students' thinking about how to focus their digital archives, consider discussing potential topics as a class. Two broad areas for consideration are:

- A historical topic where all the materials are already available online. In this scenario, students are curating an archive in one location from pre-existing materials. For example, such topics might include protesting the murder of George Floyd, the Mississippi bus boycotts, solidarity between Latinx and Filipinx farm workers, or the Black Panther Party.
- A contemporary issue impacting your students, school, or local community that can be documented by capturing and creating new archival materials. For example, have there been efforts at your school in recent years to address systemic racism on campus? Is there a student organization at the school supporting students of color? Have there been issues of racially-biased police misconduct in the community?

Artifact Requirements

You will have to determine with or for students the type and number of artifacts that their digital archives must contain. For example, will you require that everyone include a timeline? Is there a minimum or maximum number of artifacts to include? Does each group need to conduct and include an interview and, if so, in what format (e.g., audio, video, or written transcription)? Do students need to take original photos, or can they use ones they find online?

Tools to Gather and Organize Artifacts

Archive Element	Tools
Websites to host digital archives	Google Sites is a free and user-friendly website design tool.
Video clips	Students with smartphones can record and upload videos onto YouTube or Google Drive and link to them. FlipGrid is also a great (and free) tool for creating videos which can be embedded into an archive.
Audio clips	<u>StoryCorps.org</u> provides free online tools for students to record and save audio, which can then be linked to their websites. Google Docs has an audio recording tool.
Timelines	Prezi, Sutori, TimeToast
Maps	Google Maps can be used to create location-specific content and references

The tools that students use will depend on the parameters of the assignment. Some recommended tools include:

TECHNOLOGY LESSON 5 HASHTAG ACTIVISM: CONFRONTING RACIAL INJUSTICE ONE TWEET AT A TIME

Suggested time: One or two 50-60 minute class periods

Overview

This lesson explores how young people of color, and Black activists and students in particular, have used hashtags both to raise awareness of racial injustices and also to mobilize people to act. Students will research racial justice hashtags, share what they learn using a communication platform of their choice, and develop their own hashtags in response to racial justice issues that have impacted their lives and communities.

Objectives

- Students will conduct online research on the history and impact of viral hashtags used to advance racial justice.
- Students will share key ideas from their research through the creation of websites or electronic presentations.
- Students will recognize traits of the dominant culture, their home culture, and other cultures, and explore how they negotiate their own identities in multiple spaces.
- Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.

Key Understandings

- While posting on social media alone is not a solution to racial injustice, social media can be used to help call attention to and organize action against injustice.
- Organizing is central to racial and other social justice activism. Because it brings together the voices and resources of many individuals, social justice organizing is an important tool for challenging injustices that are perpetuated by powerful individuals, groups, and structures.

Materials

- Student access to a social media platform such as Twitter, Facebook, or Instagram
- America's Got Talent. (2020). Brandon Leake Performs Heart-Wrenching Spoken Word to His Mother America's Got Talent 2020 [video]. YouTube. Accessed September 1, 2020 at: <u>https://www.youtube.com/watch?v=vaM-OrZi6IA</u>.
- Handout: Hashtag Activism (included at the end of this lesson)
- · Presentation platforms such as Prezi, Google Slides, Powerpoint, or Canva

Vocabulary

hashtag hastag flooding/hijacking

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.1** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE.1.2** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE.1.3** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- **ID.9-12.5** I recognize traits of the dominant culture, my home culture and other cultures and I am conscious of how I express my identity as I move between those spaces.
- AC.9-12.17 I take responsibility for standing up to exclusion, prejudice and injustice.

Note to Teachers

During this lesson, students will explore viral social media hashtags related to racial injustice. They should be prepared to see racist language and imagery, and understand that internet trolls, white supremacists, and members of racist hate groups will sometimes co-opt hashtags that were meant to address racism and harm. For example, while #BlackLivesMatter postings have a preponderance of pro-Black imagery and reference, there is unfortunately plenty of anti-Black language and imagery associated with this hashtag. Understanding and critiquing this practice could become part of the group assignment.

This lesson requires students to have access to a social media platform such as Twitter, Facebook, or Instagram. Some school computers may block these sites, so you may need to explore how to get around social media blockers or consider having students complete the project using their personal devices.

LESSON PROCEDURE

- Have students watch <u>Brandon Leake Performs Heart-Wrenching Spoken Word to His Mother</u> (3:30 minutes) from the TV show America's Got Talent. Leake addresses his mother's fear that he, a Black man, will be killed by police and become another name memorialized in a hashtag. As students watch, they should be encouraged to think about other victims of police violence whose names have become well known through hashtags, or simply reflect on how the poem is making them feel.
- 2. In small groups, have students explore viral hashtags that have helped expose and bring attention to racial injustices, share what they have learned with their peers, and propose their own social media hashtag campaigns. Distribute an electronic or printed copy of the handout "Hashtag Activism" to guide students through this project, or develop your own guidelines. You will need to assign each group 1-3 hashtags to research or give students guidance on choosing which hashtags to explore. In their groups, students will develop presentations based on their research and also invent hashtag campaigns of their own based on issues of racial justice that resonate with them. Their hashtag campaigns could be included in their research presentations or presented separately.
- 3. Once they have completed their research, have students present their work to one another and potentially to the broader community (see Demonstration of Learning). In addition, facilitate a dialogue among the students either before or after they make their presentations, in which they should consider the following questions, adapted from Project Zero's <u>Values</u>, <u>Identities</u>, <u>Actions</u> thinking routine:

- As you researched hashtag activism, what values did the process invite you to think about? Does hashtag activism affirm, challenge, and/or raise questions about these values?
- Reflect on the specific hashtag campaigns your group researched. Who are they speaking about? Whom are they trying to speak to? Was anyone left out of these stories who should be in them? In what ways, if any, do you fit into the stories told by these initiatives?
- Thinking about the hashtag campaign your group proposed, what actions might this campaign encourage? Who might be moved to action, and why?

Demonstration of Learning

When students have completed the assignment, they can share their work in a number of ways, including:

- Presenting their work to the class.
- Providing their peers with links to their presentations so that students can spend time viewing one another's work simultaneously.
- Inviting guests to your classroom and having them rotate around the classroom to meet with each group in the form of mini-presentations.
- Sharing their groups' work with family, friends, or other staff members, and writing reflections about the conversation that ensued.

When students are viewing one another's work, provide a graphic organizer with questions for them to answer to ensure the experience is interactive rather than passive. Questions might include:

- What is the hashtag you are learning about?
- What is inspiring to you about this hashtag?
- What questions do you still have about this hashtag?
- How might you have incorporated aspects of this presentation into your own group's presentation if you had time to revise it?

Extension Opportunities

- Have students explore how hashtags are used by white supremacists and other extremist/hate groups (such as the Proud Boys, QAnon, and others). There are also many examples of how people have "hijacked" or "flooded" these hashtags to troll white supremacists and dilute the power of these hashtags.
- Have students conduct research on racial justice activism on additional social media platforms, such as TikTok.

Additional Resources

Cohen, N. (2014). Grand jury decision leads to Twitter confessions of "criming while white." *The New York Times*. Accessed September 1, 2021 at: <u>https://www.nytimes.com/2014/12/05/business/media/grand-jury-decision-leads-to-confessions-of-crimingwhilewhite.html</u>.

Gallucci, N. (2020). 2020 was the year activists mastered hashtag flooding. *Mashable*. Accessed September 1, 2021 at: <u>https://mashable.com/article/hashtag-flooding-activism</u>.

Jackson, S. J., & Welles, B. F. (2015). Hijacking# myNYPD: Social media dissent and networked counterpublics. *Journal of Communication*, 65(6), 932-952. Accessed September 1, 2021 at: <u>https://criticalracedigitalstudies.com/wp-content/up-loads/2017/07/jacksonwelles10-1111-jcom-12185.pdf</u>.

Kendall, M. (2013). #SolidarityIsForWhiteWomen: Women of color's issue with digital feminism. *The Guardian*, 14. Accessed September 1, 2021 at: <u>https://www.theguardian.com/commentisfree/2013/aug/14/solidarityisforwhitewomen-hashtag-feminism</u>.

Kuo, R. (2018). Racial justice activist hashtags: Counterpublics and discourse circulation. *New Media & Society*, 20(2), 495–514. Accessed September 1, 2021 at: <u>https://criticalracedigitalstudies.com/wp-content/uploads/2017/07/nms_kuo_racialjusticeac-tivisthashtags.pdf</u>.



Hashtag Activism

Millions of people have successfully used hashtags to raise awareness about racial injustices and to inspire action, change, protests, new laws, and more.

Below are some hashtags related to racial justice that have gone viral over the past decade:

- #BlackLivesMatter • #SayHerName
- #NotYourAsianSidekick
- #ICantBreathe

- #OscarsSoWhite #CrimingWhileWhite
- #SolidarityIsForWhiteWomen

#RaceFail

- #IfTheyGunnedMeDown
- #WhitePrivilege
 - #MyAsianAmericanStory
 - **#NoDAPL**

In 2020, another series of hashtags were used by BIPOC students, and Black students in particular, at high schools and colleges around the country. Students used these hashtags on social media platforms to expose racist comments, policies, practices, and behaviors at their schools. These hashtags start with #BlackAt_ with the school name filling in the blank. You can explore local schools, high schools around the country, and/or colleges and universities you know of to see which ones have such accounts.

Another category of hashtag activism is sometimes referred to as "hijacking" or "flooding;" this is when people use a hashtag being promoted by a company or organization to call attention to its problematic practices. For example, search for the hashtag #MyNYPD to see how activists brought attention to harmful behaviors practiced by the New York Police Department.

Your team will be assigned 1-3 hashtags. Your tasks are as follows:

- 1. Research these hashtags (and social media accounts if they exist) across Twitter, Instagram, Facebook, and/or other platforms you have access to. You will want to examine both "top" and "latest" posts to get a feel for current and past usage of these hashtags.
- 2. Using a communication medium of your choice (such as Prezi, Google Slides, Powerpoint, or Canva), share what you have learned in response to the following questions:
 - When and why was this hashtag started?
 - Who started it?
 - What were the main messages this hashtag and the people behind it were trying to communicate?
 - What are examples of how this hashtag was used effectively? (Embed social media or include screenshots.)
 - What was the impact of this hashtag going viral? Did it result in any new policies or practices, new organizations, and/or new movements?
- 3. Invent your own racial justice hashtag! Identify an issue your group is concerned about, perhaps in response to something that has happened in your school, in your community, or in the country. What is the hashtag that you would use to draw attention to this issue, and what are some sample memes, tweets, videos, and other media that you would use to accompany your hashtag?

TECHNOLOGY LESSON 6 HARMFUL POLICE SURVEILLANCE IN BIPOC COMMUNITIES

Suggested time: Two to three 50-60 minute class periods

Overview

This lesson explores different ways police departments use technology to surveil people. First, students will watch short videos that provide a historical context for modern surveillance of BIPOC communities and activists. Then students will research surveillance technologies and use creative media to communicate key concepts and information with peers.

Objectives

- Students will conduct online research.
- Students will create websites, presentations, or other media to creatively communicate ideas and information.
- Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Key Understandings

- Technology deployed to maintain order and keep some members of the public safe has also been harnessed to cause disproportionate harm to communities of color.
- Deeper exploration is often necessary to understand the full impact and unintended consequences of common technologies on individuals and their communities.

Materials

- · Computer and internet access for all students
- A projector for showing images
- Benjamin, R. (2021). If You See Something, Say Something [image]. Ida B. Wells Just Data Lab. Accessed September 1, 2021 at: <u>https://www.thejustdatalab.com/tools-1/smart-cities-5hdnl</u>.
- NowThis News. (2018). COINTELPRO: Why Did the FBI Target Black Activists Fighting for Equality? [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=cmuqmP50mRc</u>.
- Freedom Archives. (2011). Cointelpro's Attacks Against The Chicano Movement [video]. Vimeo. Accessed September 1, 2021 at: <u>https://vimeo.com/27096201</u>.
- An electronic note-taking tool such as Google Docs, Google Forms, Jamboard, or Padlet
- Street-level Surveillance, Electronic Frontier Foundation [webpage], available at: <u>https://www.eff.org/issues/street-lev-el-surveillance</u>.

- Optional: An interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet
- Presentation platforms such as Prezi, Google Slides, Powerpoint, Canva, or other communication tools of students' choosing

Vocabulary

COINTELPRO surveillance

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.3** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- **JU.9-12.15** I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- **AC.9-12.16** I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.

LESSON PROCEDURE

- Open by projecting this image called "<u>If You See Something</u>, <u>Say Something</u>" by Ruha Benjamin, which depicts a
 person walking down a city block. There are eight pink circles in the drawing, each placed on a different object.
 Have students talk to a partner or post their ideas on an interactive collaboration platform such as a Google
 Docs, Google Forms, Jamboard, or Padlet about what they think these dots are meant to represent.
- 2. Give students the link to the image and have them explore each of the pink dots by hovering over them. Text will pop up that provides more information about each one. Once they have had time to explore the interactive image, provide students with an opportunity to share something they learned or were surprised about from this activity in writing, on an interactive platform, or through a turn-and-talk.

Possible student response: Many of the objects that we encounter daily in public can be used as tools for surveillance. This surveillance happens quietly and most of us are not aware of all the ways that others are collecting and using our data. I wonder how I have been surveilled without realizing it, and I also worry how secret surveillance has been used to harm – not just protect – members of my community.

- 3. Assign students one or both of the following videos to watch:
 - <u>COINTELPRO: Why Did the FBI Target Black Activists Fighting for Equality? | NowThis</u> (4:34 minutes)
 - <u>Cointelpro's Attacks Against The Chicano Movement</u>, (6:12 minutes)

While they watch, students should answer the following questions in an electronic note-taking tool such as Google Docs, Google Forms, Jamboard, or Padlet:

- What does the term COINTELPRO mean?
- What was COINTELPRO?
- Who were some of the people and organizations targeted by the FBI through COINTELPRO?

- What were some of the tactics used by the FBI through COINTELPRO to harm Black, Latinx, and Indigenous activists?
- 4. The website <u>Street Level Surveillance</u> was created by the Electronic Frontier Foundation and contains information about ten ways that law enforcement uses technology. Divide the class into teams and assign each of the ten topics to different teams to explore. By clicking on the image of their topic on this website, students will be taken to a new page containing more information about their topic. They should read the content and conduct additional research if time permits or if more information is needed.

Note that the topics included on the Electronic Frontier Foundation website do not all explicitly address racism or the use of these technologies in communities of color. Students may need to conduct additional research on other websites to understand how these technologies are used to surveil communities of color, aid police in targeting activists of color, and criminalize BIPOC in their neighborhoods.

- 5. After they have completed their research, have students present their work (see Demonstration of Learning). In addition, have students reflect on the following prompts individually or with their small groups, and then facilitate a discussion about these topics with the class:
 - How can surveillance technology harm individuals generally, and harm people and communities of color in particular?
 - Can surveillance technology be used to protect the safety of all people, uphold human rights, and advance racial justice?

Demonstration of Learning

Have each group of students use a communication tool to summarize and share what they have learned about their assigned topic. They may want to create a website, write and record a mock interview between two people related to their topic, use a comic strip generator to educate others about the topic, make an infographic on Canva, or something else.

When students have completed the assignment, they can share their work in a number of ways, including:

- Presenting their work to the class.
- Providing their peers with links to their presentations so that students can spend time viewing one another's work simultaneously.
- Inviting guests to your classroom and having them rotate around the classroom to meet with each group in the form of mini-presentations.
- Sharing their groups' work with family, friends, or other staff members, and writing reflections about the conversation that ensued.

When students are viewing one another's work, provide a graphic organizer with questions for them to answer to ensure the experience is interactive rather than passive. Questions might include:

- What is the surveillance technology you are learning about?
- How has this technology been used to target and harm communities of color in particular?
- What questions do you still have about this topic that the group has not yet addressed?

TECHNOLOGY LESSON 7 CODED BIAS: FACIAL RECOGNITION AND THE POLICING OF BLACK BODIES

Suggested time: One or two 50-60 class periods

Overview

In this lesson, students are introduced to the growing use of facial recognition technology and learn about how "coded biases" in algorithms often lead to the misidentification of Black and darker-skinned individuals. Additionally, students will explore how facial recognition technology is used by police in Detroit, Michigan through a citywide initiative called Project Green Light that has been heavily criticized for misidentifying innocent people as criminals and targeting Black Lives Matter demonstrators, immigrants, and students. The lesson uses real data from Project Green Light to teach students how to make an original Google Map.

Objectives

- · Students will recognize relationships between race, inequality, and technology.
- Students will make their own Google Maps to map a given dataset.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

Key Understandings

- Facial recognition technology has been shown to misidentify darker-skinned people at higher rates. As the use of this technology (especially by law enforcement) increases, people of color and Black people in particular are likely to be disproportionately harmed by misidentification.
- While some communities claim that facial recognition technology protects public safety, its presence in communities of color actually leads many people in those communities to feel less safe.

Materials

- Computer and internet access for all students
- Optional: A projector and speakers for playing a video
- Buolamwini, J. (2016). How I'm fighting racial bias in algorithms [video]. TEDTalk. Accessed September 1, 2021 at: <u>www.</u> ted.com/talks/joy buolamwini how i m fighting bias in algorithms.
- Optional: An electronic note-taking tool such as Google Docs, Google Forms, Jamboard, or Padlet
- Williams, R. (2020). "Opinion: I was wrongfully arrested because of facial recognition. Why are police allowed to use it?" *The Washington Post*. Accessed September 1, 2021 at: <u>https://www.washingtonpost.com/opin-</u> <u>ions/2020/06/24/i-was-wrongfully-arrested-because-facial-recognition-why-are-police-allowed-use-this-technology/</u>.

- ACLU. (2020). Wrongfully arrested because of flawed face recognition technology [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=Tfgi9A9PfLU</u>.
- Poll Everywhere [website], available at: https://www.polleverywhere.com/word-cloud.
- WXYZ-TV Detroit | Channel 7. (2020). Future of facial recognition technology by WXYZ TV in Detroit [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=h-3_cTPqKI4</u>.
- Google Maps [website], available at: <u>https://www.google.com/maps.</u>
- Handout: Mapping Project Green Light (included at the end of this lesson)
- Project Green Light Dataset. (2021). City of Detroit Open Data Portal. Accessed September 1, 2021 at: <u>https://data.detroit-mi.gov/datasets/project-green-light-locations/explore?location=42.362368%2C-83.100770%2C10.43</u>.
- Optional: An online discussion platform such as Padlet, Google Jamboard, Miro, or Parlay

Vocabulary

algorithm bias facial recognition surveillance

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.2** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE.1.5** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

This lesson also aligns with the following <u>Social Justice Standards</u> learning outcomes:

- JU.9-12.12 | can recognize, describe and distinguish unfairness and injustice at different levels of society.
- **JU.9-12.15** I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Note to Teachers

The central activity in this lesson is based on a surveillance initiative in Detroit, Michigan called Project Green Light. Many local residents have expressed concern about this surveillance initiative, and resistance efforts have been led by social justice organizer Tawanna Petty at the Detroit Community Technology Project.

This lesson does not provide a large amount of context on Project Greenlight, but there is a lot of information about this issue available online. A Google image search of "Project Green Light" also provides useful visuals that could be incorporated into the lesson and shared with students. In addition, this <u>35-minute interview with Ms. Petty</u> provides helpful context.

LESSON PROCEDURE

- Show students (or have them watch at a computer) this TED Talk by MIT Media Lab scholar and Founder of the Algorithmic Justice League, Joy Buolamwini, called <u>How I'm Fighting Bias in Algorithms</u> (8:35 minutes). In this talk, Dr. Buolamwini frames how facial recognition software can fail to accurately identify people with darker skin. While students watch, they should complete a graphic organizer or add notes to an electronic note-taking tool such as Google Docs, Google Forms, Jamboard, or Padlet, answering questions such as:
 - What did you find surprising from this presentation?
 - What is a question you would ask Dr. Buolamwini if she were a guest in our class today?
- 2. Have students read "<u>I was wrongfully arrested because of facial recognition. Why are police allowed to use it?</u>" by Robert Williams, a Black man from Michigan who was wrongfully arrested after facial recognition software mistakenly identified him as having committed a crime. Alternatively or in addition, you can show students the video about Mr. William's case called <u>Wrongfully Arrested Because of Flawed Face Recognition Technology</u> (8:00 minutes). After they learn about Mr. Williams, have students enter three words that capture how they are feeling into a word cloud generator such as <u>Poll Everywhere</u>.
- 3. Show students this news report from a local TV station in Detroit, Michigan called "<u>Future of Facial Recognition</u> <u>Technology</u>" (3:27 minutes). While they watch, have students complete a 3-2-1 Protocol, writing down three facts they hear, two opinions that are shared, and one big idea or key takeaway from the video.
- 4. Distribute the handout called "Mapping Project Green Light" or provide it as an electronic document. During this activity, students will create a map in Google Maps that shows the location of the 600+ surveillance cameras that are part of Project Green Light.
- 5. After they complete the activity, engage students in a reflective discussion about the topics they have explored. This could be done verbally or electronically through an online discussion platform such as Padlet, Google Jamboard, Miro, or Parlay. Questions to consider include:
 - What are the potential downsides to the use of facial recognition technology, especially when used by police?
 - What are some different perspectives that residents of Detroit might have on Project Green Light?
 - What additional information might be useful to include in a map to understand more about the community and its residents?
 - How can mapping be a useful tool for community organizers like Tawanna Petty?

Demonstration of Learning

Students should write a reflection responding to these questions:

- What is the potential for technology to be used in ways that are harmful to BIPOC communities?
- How can people harness technology to help advance racial justice?

Their reflections should include what they have learned in this lesson about facial recognition, algorithms, policing, and Project Green Light.

Extension Opportunities

- You can find additional data about Detroit and add that as another layer to students' Project Green Light map. For
 example, students can identify the predominant racial group or median household income in each census tract. Note
 that data representing an area with a boundary as opposed to a single location might likely be a ".KML" file type. A lot of
 data is available from <u>Detroit's Open Data Portal</u>. Another great website you can use for this purpose is <u>Social Explorer</u>,
 which provides relatively easy-to-use map-making features drawing from a wide range of data sources. (Social Explorer
 is free to use on a limited basis but then requires a paid subscription.)
- Because this lesson explores the harm of facial recognition technology, the following websites were not included in the central activity. However, depending on your comfort, there are interesting (and free) tools where students can take or upload selfies and the algorithm will attempt to determine phenotypic features, find online images of that person, and match them with celebrity look-a-likes. Exploring these sites could give students an understanding of how accurately or inaccurately these facial recognition tools work, perhaps demonstrating differences in efficacy based on the person's skin color:
 - Betaface API [website], available at: <u>https://www.betafaceapi.com/wpa/</u>.
 - Pictriev [website], available at: <u>http://www.pictriev.com</u>.
 - Skybiometry [website], available at: <u>http://www.skybiometry.com</u>.
 - PimEyes [website], available at: <u>http://www.pimeyes.com</u>.
- Have students conduct research on how facial recognition is being used in public housing, and why tenants (along with scientists and other experts) find this so concerning. Students might start with the following article:

Durkin, E. (2019). Tenants fight as landlords turn to facial recognition software. *The Guardian*. Accessed March 1, 2022 at: <u>https://www.theguardian.com/cities/2019/may/29/new-york-facial-recognition-cameras-apartment-complex</u>.

Students can conduct research on cities that have expanded the use of facial recognition software for policing purposes. Los Angeles, for example, has invested heavily in this practice. Some cities have also moved away from this practice. After the Electronic Frontier Foundation produced maps showing more than 4,000 surveillance cameras that police had access to in San Francisco, that city approved a ban on using facial recognition. For more information on the ban in San Francisco, see the following articles:

Maass, D. (2019). The San Francisco district attorney's 10 most surveilled neighborhoods. *Electronic Frontier Foundation*. Accessed March 1, 2022 at: <u>https://www.eff.org/deeplinks/2019/02/san-francisco-district-attorneys-10-most-surveilled-places</u>.

Van Sant, S., & Gonzales, R. (2019). San Francisco approves ban on government's use of facial recognition technology. NPR. Accessed March 1, 2022 at: <u>https://www.npr.org/2019/05/14/723193785/san-francisco-considers-ban-on-gov-ernments-use-of-facial-recognition-technology</u>.

• Have students explore the use of facial recognition technology as a tool for anti-immigrant surveillance by officials seeking to identify and deport undocumented immigrants.

Additional Resources

Algorithmic Justice League [website], available at: www.ajl.org.

Boutin, C. (2019). NIST study evaluates effects of race, age, sex on face recognition software [news release]. National Institute of Standards and Technology. Accessed September 1, 2021 at: <u>https://www.nist.gov/news-events/news/2019/12/nist-study-evaluates-effects-race-age-sex-face-recognition-software</u>.

This report describes the results of a study of nearly 200 facial recognition algorithms, which showed high rates of false positives for African Americans.

City of Detroit Open Data Portal [website], available at: <u>https://data.detroitmi.gov/</u>.

CNBC. (2020). The fight over police use of facial recognition technology [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=oCwEYi_JjEQ</u>.

This short documentary (19:20 minutes) explores concerns with racially-biased algorithms and the use of facial recognition technology.

ESC: Ethics, Society, and Computing. (2020). Race, policing, and Detroit's Project Greenlight [video]. YouTube. Accessed September 1, 2021 at: <u>https://www.youtube.com/watch?v=HibMcRY7bXs&t=1788s</u>.

Harmon, A. (2019). As cameras track Detroit's residents, a debate ensues over racial bias. *The New York Times*. Accessed September 1, 2021 at: <u>https://www.nytimes.com/2019/07/08/us/detroit-facial-recognition-cameras.html</u>.

Kantayya, S. (Producer & Director). (2020) *Coded bias* [film]. 7th Empire Media. Accessed September 1, 2021 at: <u>www.netflix.</u> <u>com</u>.

This excellent documentary by Shalini Kantayya explores racial bias in facial recognition algorithms and how such technology has the potential to cause harm, especially to people of color.

Petty, T. (2020). Safe or just surveilled?: Tawana Petty on the fight against facial recognition surveillance. *Logic Magazine*. Accessed September 1, 2021 at: <u>https://logicmag.io/security/safe-or-just-surveilled-tawana-petty-on-facial-recognition/</u>.

Ryan, J. (2019). Map reveals more than 2,700 surveillance cameras in San Francisco. *StateScoop*. Accessed September 1, 2021 at: <u>https://statescoop.com/map-reveals-more-than-2700-surveillance-cameras-in-san-francisco</u>/.

Social Explorer [website], available at: <u>http://www.socialexplorer.com.</u>



Mapping Project Green Light

The city of Detroit, Michigan is almost 80% Black. In 2016 the city launched Project Green Light. They stated that the goal of Project Green Light was to "improve neighborhood safety, promote the revitalization and growth of local businesses, and strengthen the Detroit Police Department's efforts to deter, identify, and solve crime." Surveillance cameras with blinking green lights were installed at gas stations, laundromats, corner stores, and even schools, and their video feeds were monitored by police 24 hours a day. What the local residents were not aware of was that the police department was also using facial recognition software.

A community organization called the Detroit Digital Justice Coalition, led by a woman named Tawanna Petty, got access to a file with data about the location of the surveillance cameras. Your task is to help her organization visualize these data on a map so the community can be more informed about how they are being monitored by police.

Step 1: Download the data file from the <u>City of Detroit Open Data Portal</u>.

Step 2: Open <u>Google Maps</u> in your web browser. Just to the left of where you would enter an address is an icon with three horizontal bars that says "menu" when you hover over it. Open the menu and click "your places." Click on the tab that says "maps" and then, at the bottom of the menu, click "create new map." This will open a new tab where you can build your map.

Step 3: Your map is currently called "Untitled Map," so give it a new name. There is also an "Untitled Layer" which you can rename; this layer will contain the data you will add on the Project Green Light cameras.

Step 4: Below the name of the layer, you will see the word "import" with an arrow next to it. After you click "import," you can drag-and-drop the Project Green Light data file you downloaded into the upload box.

Step 5: Select the data to map. The file that you uploaded contains a lot of data, and Google Maps needs to know which data to use to make the map. Click "x" and select "longitude," then click "y" and select "latitude." Click "continue."

Step 6: Select the title for your markers. The markers are the little pins that will appear on your map wherever a surveillance camera is installed. Select "business type" and press "continue" to generate your map.

Now that you have made your map, you can adjust features, explore the map, and read more information about the places where the Project Green Light cameras are installed.

TECHNOLOGY LESSON 8 DIGITAL PRISONS AND ALTERNATIVES TO ECARCERATION

Suggested time: Three to five 50-60 minute class periods

Overview

In this lesson, students learn about how technology is used to create digital prisons. Known as eCarceration, enforcing digital prisons involves the use of electronic monitoring and surveillance technologies (such as ankle bracelets) that are increasingly common as alternatives to physical detention. First, students will learn about the technology that is being used for these purposes. Then students will hear and read first-person stories from people who have been in digital prisons and learn why their experiences were so harmful. Next, students will investigate alternatives to eCarceration. Finally, students will develop a digital comic strip, an animation, or a podcast in order to creatively share the story of someone who has experienced electronic monitoring.

Objectives

- Students will conduct online research and creatively communicate what they have learned by building websites, recording podcasts, or creating online graphic novels.
- Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Key Understandings

- Some consider electronic monitoring to be a good thing, as it provides an alternative to physical incarceration. However, the freedom of a person subject to electronic monitoring is greatly limited, and, as a result, they continue to experience harmful impacts on their physical, financial, and psychological wellbeing.
- Because people of color are disproportionately impacted by the criminal justice system and immigration enforcement, the growth of digital prisons is particularly harmful to BIPOC communities.
- More humane alternatives to physical incarceration and digital prisons include revolving bond funds and communitybased residential homes.

Materials

- Computer and internet access for all students
- Wilson, H. (2018). It's like a rope around my neck [image]. *The Guardian*. Accessed September 1, 2021 at: <u>https://i.guim.co.uk/img/media/0a8dff0e00a2cbc3b55f3863b990f059669b8a52/0_249_6310_3786/master/6310.jp-g?width=1020&quality=45&auto=format&fit=max&dpr=2&s=1a8600895de6f16b8adc4fea84a8bd34.
 </u>
- Solon, O. (2018). "Digital shackles": the unexpected cruelty of ankle monitors. *The Guardian*. Accessed September 1, 2021 at: <u>https://www.theguardian.com/technology/2018/aug/28/digital-shackles-the-unexpected-cruelty-of-ankle-monitors</u>.

- Electronic Monitoring Hotspot Map [website], available at: https://mediajustice.org/electronic-monitoring-hotspots/.
- Freedom for immigrants' national immigration detention bond fund. (2018). Freedom for Immigrants. Accessed September 1, 2021 at: <u>https://www.freedomforimmigrants.org/national-bond-fund</u>.
- Migrant freedom home. (2018). Freedom for Immigrants. Accessed September 1, 2021 at: <u>https://www.freedomforimmi-grants.org/migrant-freedom-home</u>.
- Post release accompaniment project. (2018). Freedom for Immigrants. Accessed September 1, 2021 at: https://www.freedomforimmigrants.org/post-release-accompaniment-project.
- The Revolving Fund. (No date). Chicago Community Bond Fund. Accessed September 1, 2021 at: https://chicagobond.org/
 https://chicagobond.org/
 https://chicagobond.org/
- Secor, D., Altman, H., & Cullen, T. T. (2019). A better way: Community-based programming as an alternative to immigrant incarceration. National Immigrant Justice Center. Accessed September 1, 2021 at: <u>https://immigrantjustice.org/sites/de-fault/files/uploaded-files/no-content-type/2019-04/A-Better-Way-report-April2019-FINAL-full.pdf</u>.
- An interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet
- An online content creation tool such as Canva, Soundtrap, or Pixton
- Handout: Electronic Monitoring Hotspots: Datasheet (Included at the end of this lesson)

Vocabulary

ankle bracelet digital prison eCarceration electronic monitoring

National Standards

This lesson aligns with the following International Society for Technology in Education Standards:

- **ISTE.1.1** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE.1.3** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE.1.6** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

This lesson also aligns with the following Social Justice Standards learning outcomes:

- JU.9-12.12 | can recognize, describe and distinguish unfairness and injustice at different levels of society.
- **AC.9-12.20** I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.

LESSON PROCEDURE

- Project the image "<u>It's like a rope around my neck</u>" for students to see. The photo is of a Black man named Willard Birts who has become homeless after the daily cost of his ankle monitor became more than he could afford. Before giving the students any information about the story behind the photo, have them respond in writing to the following prompts:
 - Describe what you see in this photo.
 - What questions do you have about this photo?

• What do you think might be going on here? What's the story?

After students have had time to reflect and write, you can share more information from <u>this article</u> about Mr. Birts.

- 2. Next, students will hear from people who have been put on electronic monitoring (EM) in order to gain deeper insight into the physical, emotional, and personal challenges they face as a result. As a class or in small groups, have students explore the website <u>Electronic Monitoring Hotspots</u> produced by Media Justice. Give students about 15 minutes to watch some of the video clips that appear in different states on the map. Distribute the handout entitled "Electronic Monitoring Hotspots: Datasheet" for students to capture their observations and ideas about the videos.
- 3. Facilitate a class discussion in which students can share their key takeaways from the videos they watched. You may ask students to draw connections between the story of Mr. Birts and the stories they heard in some of the videos. Ask students why and how digital prisons, eCarceration, and electronic monitoring disproportionately harm people of color.

Possible student responses:

- Communities of color are overpoliced and Black and Latinx people in particular are disproportionately targeted by the criminal justice system.
- Immigrants and migrants on electronic monitoring are almost all people of color.
- Being on electronic monitoring can be expensive for the person wearing the monitor. Furthermore, EM can prevent people from traveling to pursue new job opportunities if those opportunities are located too far from their homes. Wearing an ankle monitor can be a stigma that makes getting work harder. For these reasons and others, being on EM causes ongoing financial hardship that disproportionately impacts BIPOC communities.
- 4. Now that students understand why being sentenced to home release on electronic monitoring can be so harmful, they will be exploring the question: What are humane alternatives to eCarceration? Assign the following resources to different groups of students:
 - Freedom for Immigrants National Immigration Detention Bond Fund
 - Freedom for Immigrants, Migrant Freedom Home
 - Post-Release Accompaniment Project
 - <u>Chicago Community Bond Fund</u>
 - Interfaith Community for Detained Immigrants (see pp. 5-7)

Students' task is to explore their assigned resources and address the following prompts in an interactive collaboration platform such as Google Docs, Google Forms, Jamboard, or Padlet:

- Briefly describe the alternative to eCarceration you were assigned. What is this alternative and how does it work?
- Why is this a better option than eCarceration?
- How can this alternative specifically benefit BIPOC people and communities?
- 5. Once they have completed their research, have students present their work to one another and potentially to the broader community (see Demonstration of Learning). In addition, facilitate a dialogue among the students either before or after they make their presentations, in which they should consider the following questions, adapted from Project Zero's <u>Circles of Action</u> thinking routine:

Based on what we have learned and discussed over the course of this lesson, what can each of us do to make a difference:

- ...in our inner circles (friends, family, the people we know)?
- ...in our community (our school, our neighborhood)?
- ...in the world?

Demonstration of Learning

The final task for students is to creatively share the story of a real or imaginary person who has been impacted by electronic monitoring. Students can use people from the Media Justice videos, news stories from the Additional Resources section, or stories from their own research. It will likely be helpful for students to write a script or otherwise organize their ideas to clarify who their characters are, the settings they are in, and the messages they are trying to communicate. As a reference, <u>here is a great example of how students in Miami created a short comic book</u> to creatively raise awareness about the school-to-prison pipeline.

Some options for creative projects, as well as free online tools students can use for these projects, include:

- Comic strips: Students can create their own original comic strip using Canva's comic strips templates (<u>https://www.canva.com/create/comic-strips/</u>). This site provides tools, instructions, and examples to create original comics. Students can create comics using Google Slides as well. Another option is Pixton (<u>www.pixton.com</u>), which offers free and paid comic-strip making tools. There are also easy to use animation programs, including some that are free, and students could make a short animated cartoon telling their story.
- Podcasts: Students can create a podcast episode or mock interview. After writing a script, students can record a
 conversation using Soundtrap for storytellers (<u>www.soundtrap.com/storytellers</u>), which is free for 30 days. They could
 write in first-person as if they were one of the people from the videos or articles they viewed, or two students could
 record themselves having a conversation (for example, between someone on EM and a family member). Another useful
 resource is StoryCorps (<u>www.storycorps.com</u>), which offers free services for recording an audio interview or conversation.
- Designs for EM alternatives: Students can use a resource such as Tinkercad (<u>www.tinkercad.com</u>) to design three dimensional spaces that could be an alternatives to incarceration, such as the <u>Interfaith Community for Detained</u> <u>Immigrants</u>. Their spaces should include the types of resources community members would need, such as "a community room to hold English classes and know-your-rights trainings."

Additional Resources

Alexander, M. (2018). The newest Jim Crow. *The New York Times*. Accessed September 1, 2021 at: <u>https://www.nytimes</u>. <u>com/2018/11/08/opinion/sunday/criminal-justice-reforms-race-technology.html</u>.

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Yaffe-Belaney, D. (2018). It's humiliating: Released immigrants describe life with ankle monitors. Houston Public Media. Accessed September 1, 2021 at: <u>https://www.houstonpublicmedia.org/articles/news/2018/08/10/299581/its-humiliating-re-leased-immigrants-describe-life-with-ankle-monitors/</u>.

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Electronic Monitoring Hotspots: Datasheet

As you explore the Electronic Monitoring Hotspots map, use the table below to capture your observations and ideas about the videos you watch.

Who is the person speaking?	Where do they live?	How has living with electronic monitoring impacted their life?