

QUESTION BRIDGE

QUESTION BRIDGE CURRICULAR TOOLS FOR GRADES 9-12

MODULE 2- MENTORSHIP

“WHY DIDN’T YA’LL LEAVE US THE BLUEPRINT?”

THE TEACHER’S GUIDE

Question Bridge: Black Males was conceived by Chris Johnson. The project was *created by* Chris Johnson and Hank Willis Thomas, in collaboration with Bayete Ross-Smith and Kamal Sinclair. The Executive Producers are Delroy Lindo, Jesse Williams and Deborah Willis.

Question Bridge Curriculum written by Kamal Sinclair in consultation with Question Bridge Collaborators, Education Consultant Jinan Sumler, and scholarship advisors Dr. Joy Angela DeGruy, Dr. Deborah Willis.

The **Question Bridge Curricular Tools** were updated by Chris Johnson and James E. Ford.

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Note: If you encounter a broken link in our suggested readings you may still be able to find those resources by searching for the relevant titles with your internet browser.

Important: Your feedback on these materials is essential. Please forward comments and suggestions to the appropriate designated administrators of your school and directly to the Question Bridge Education Initiative at the following email address: feedback@questionbridge.com

MODULE 2: MENTORSHIP & ACTIVISM

ART PROJECT QUESTION: “WHY DIDN’T YA’LL LEAVE US THE BLUEPRINT?”

ESSENTIAL QUESTION

“How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?”

LEARNING GOALS

- Students will research historical race and ethnicity issues in the United States of America and analyze how these issues inform the Question Bridge.
- Students will explore the dynamics of estrangement and familiarity among members of a demographic group.
- Students will learn about the dynamics of social communications and how the Question Bridge model can be used to facilitate healing dialogue and resolve conflict.

LEARNING OBJECTIVES

- Engage in weekly dialogue with their peers.
- Write about complex issues related to race, gender, and class.
- Interview at least two people in their community.

REQUIRED MATERIALS

- Chart paper & markers
- Colored sticker dots or Post-its
- Composition notebook for journaling

- A Module 2 print out for each student
- Computer projector with the ability to: play video from a video file downloaded or played from the “Question Bridge Curricular Tools” Dropbox Folder : QBCT Module 2,

Use either of these links to access all of the Question Bridge Modules:

<https://showcase.dropbox.com/doc/Question-Bridge-Curricular-Modules-Y05lKDxi4ct9AchAmC9OL>

<https://showcase.dropbox.com/doc/Question-Bridge-Curricular-Modules-Y05lKDxi4ct9AchAmC9OL>

PRE-WORK FOR EDUCATORS

- Read recommended articles:
 - *Reader's Guide, THE EDUCATION OF KEVIN POWELL: A BOY'S JOURNEY INTO MANHOOD*, By Kevin Powell
<http://www.kevinpowell.net/images/KPMiddleSchoolGuide-3.pdf>
 - *Generational Conflict*, Dictionary of American History, Neil Howe, 2003.
<http://www.encyclopedia.com/doc/1G2-3401801674.html>
 - *Hip Hop Generation Agenda*, The Black Commentator.
http://www.blackcommentator.com/97/97_cover_hh_convention.html
 - The new racial generation gap, By WILLIAM H. FREY, DEC 29, 2015
 - <http://www.latimes.com/opinion/op-ed/la-oe-1229-frey-racial-generation-gap-20151229-story.html>
- View recommended videos:
 - Hip Hop and the Civil Rights Movement
<http://www.youtube.com/watch?v=LoWzQ7xo6o4&feature=related>
 - Who Are The Black Leaders Of Today?
<https://www.youtube.com/watch?v=ol3SKv844dk>

ACTIVITIES

Activity 1 (Observe) – Share Module 2 Video: Mentorship & Activism.

Activity 2 (Reflect/Discuss) - Engage in dialogue about video.

Discussion questions:

Please Note: space is for personal notes. The “Deep Dive” questions and “Activity Extra” instructions are **optional**.

1. Describe one answer in the video that resonated with you. Explain why. _____

DEEP DIVE DIALOGUE

A. Is this an important dialogue to have among Black men in America? Why? _____

2. What were the social, political, economic, and environmental issues older generations faced in your identity group? In America? _____

DEEP DIVE DIALOGUE

B. Name three movements of Black activism in the history of the USA. What socio-economic or political issue did they address? Who were their leaders? Evaluate their outcomes. _____

TALKING POINTS

A very limited list of movements in Black activism*:

- **The Civil Rights Movement** (1954 to 1968). Some of the groups and leaders involved in this movement include: Dr. Martin Luther King Jr., Angela Davis, Lena Horne, Huey P. Newton, Shirley Chisholm, Malcom X, Student Non-Violent Coordinating Committee (SNCC), National Association for the Advancement of Colored People (NAACP), The Nation of Islam, Southern Christian Leadership Conference (SCLC), Black Panthers, Freedom Riders, National Urban League
- **Anti-Lynching Movement** (1882 to 1968). Some of the groups and leaders involved in this movement include: Ida B. Wells, Charles Waddell Chesnutt, Mary McLeod Bethune, Walter Francis White, National Association for the Advancement of Colored People (NAACP), National Association of Colored Women
- **Abolition of Slavery** (1688 to 1863). Some of the groups and leaders involved in this movement include: Fredrick Douglass, Harriet Tubman, William Lloyd Garrison, The American Anti-Slavery Society, John Greenleaf Whittier, Harriet Beecher Stowe, Charles Henry Langston, John Mercer Langston, Abby Kelley Foster, Susan B. Anthony, Ohio Anti-Slavery Society, Society of Friends, Society for the Relief of Free Negroes Unlawfully Held in Bondage, Pennsylvania Antislavery Society, New York Manumission Society

*Non-black people supported and were active in many of the movement mentioned in this limited list.

3. What are the social, political, economic, and environmental issues your generation will have to take leadership in to resolve? _____
- _____
- _____
- _____
- _____
- _____

TALKING POINTS

Some current the major movements in Black activism include:

- Achievement, discipline, and opportunity gap for black boys.
- Over-representation and over-selection of black men and women, boys and girls, in the criminal justice system.
- Healthcare in the Black community (AIDS epidemic in the Black community).
- Crisis of the African American family.
- Black on black crime.
- Financial literacy.
- Restorative Justice.

ACTIVITY EXTRA

Watch the bonus video, “Is Black activism focused on the wrong things?” (included in the curriculum package), where Question Bridge participants discuss the current needs for leadership and the areas of change needed for the current socio-political climate.

4. Can older generations leave you a blueprint for resolving these issues? Will it be effective? Will it be relevant? _____

DEEP DIVE DIALOGUE

C. Have any activist movements affected your community, positively or negatively? If so, what movement? How did it affect your community? _____

D. What values, principles, or resources are your parents and community leaders giving to you? How? Are you missing anything? Do you need more? _____

ACTIVITY EXTRA

Facilitate a brainstorming session with students in the class.

1. Create two sections on the board: Leaders and Characteristics
2. Ask students to call out names of leaders that have affected their community in a positive way and write the names under "Leaders."
3. Ask students to call out characteristics of leadership and write those words under "Characteristics."
4. Ask volunteers to come to the board and draw a line from the name of a leader to at least one of the characteristics they identify with the leader.

DEEP DIVE DIALOGUE

E. Why has inter-generational conflict been a consistent part of human history? _____

ACTIVITY EXTRA

Watch the bonus video, “Is the problem with young people really things like sagging pants, fashion, and other youth symbols? Or is the problem something greater that maybe started in your generation?” (included in the curriculum package), where Question Bridge participants discuss the intergenerational critique between black men in America.

TALKING POINTS

Black men are navigating a system that has barriers to access and achievement caused by the legacy of a discriminatory infrastructure and a community suffering from multi-generational traumas. Although there are Black men that have realized extremely high levels of success in this environment, the majority of Black men and boys are in crisis. The fact that some Black men have broken through these barriers allows for a commonly expressed critique that failing Black men and boys are failing due to their own behavior, apathy, or some inherent lack of capacity. Although self-determination, efficacy, and ethical conduct are critical to any individual’s ability to achieve, research shows that system infrastructure has a direct and debilitating effect on Black male achievement.

Older generations within the black community often voice this critique when claiming that youth behavior like “sagging pants” is the primary cause for the failure of black men and boys, which creates a feeling of abandonment or anger in the younger generations most directly impeded by system failures (e.g. the over-representation and over selection of Black males in the criminal justice system).

Part of this inter-generation tension is about finding the balance between focusing on individual behavior and system change to overcome this crisis. Some in the African American community advocate for focusing on helping black men improve individually, others focus on creating a more just and equitable system, while others advocate for a hybrid of both strategies.

DEEP DIVE DIALOGUE

F. What are the characteristics of a good mentor or community elder? How do you choose a mentor or role model? What are signals of an unhealthy role model or mentor? _____

TALKING POINTS

Every person plays a role in his or her community, whether positive or negative; direct or indirect. Youth have the energy and fresh perspectives to serve the community in many ways (e.g., community services, developing innovative ideas and systems for advancement, etc.). Elders and mentors have a profound impact on how the youth fulfill their potential, through direct engagement or the absence of engagement. Elders who have impacted youth positively often share the ability to do one or more of the following:

- Build trust.
- Establish genuine and long-term relationships with the youth.
- Provide encouragement and constructive criticism, rather than pessimism and harsh judgment.
- Practice good listening skills that allow youth to feel heard and validated.
- Advocate for the protection and enrichment of youth.

Activity 3 (Reflect/Discuss) – Instruct students to break up into small groups and create a list of socio-economic issues in their community (10 minutes). Ask each group to present their issues to the class and list them on chart paper. After all groups have presented, give each student three colored sticker dots and ask them to place the dots next to the three issues they believe are most important.

As a class brainstorm possible individual and/or community strategies for improving the issue with the most dots. Select one student to write out the strategy on the board.

1. Identify one thing that needs to change to improve this issue.
2. Identify action steps that would create that change.
3. Create a timeline for change.
4. Identify key outcomes these actions will achieve.
5. Identify key people that need to be involved and the roles they play.

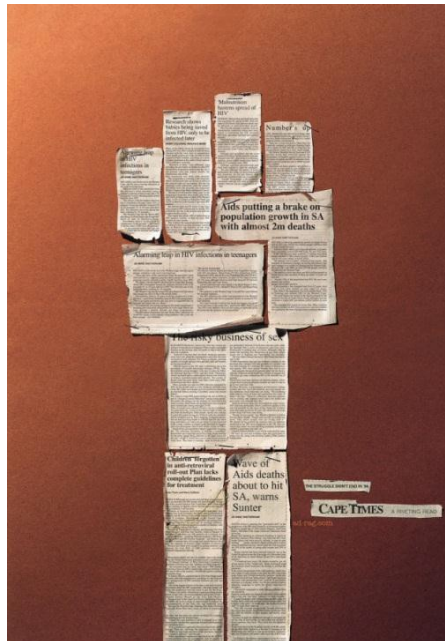
Activity 4 (Write) – Write a summary: *What did you learn today?*

- a. Return to the art project question when writing your summary: ***Why didn't ya'll leave us the blueprint?***
- b. Return to the essential question: ***“How do we create equitable environments of inclusion in a diverse society, both within and between identity groups?”***

TAKE HOME ASSIGNMENT

Choose at least one at-home assignment to complete over the next week:

1. DESIGN – Create a newspaper clipping collage of local socio-economic issues. Sample:



('A Riveting Read' - <http://adland.tv/ooh/lowe-bull-campaign-cape-times-newspaper-collage-style>)

2. DISCUSS/WRITE - Interview family, friends, and neighbors to identify local issues that would benefit from active community leadership, and write a classified advertisement seeking a local community leader.
3. DISCUSS/WRITE – Consult with an elder about your respective roles in your shared community:
 - How to be a good elder in your community (or mentor)
 - How to be a good youth in your community (or mentee).Based on your conversation, write a job description for an elder community member or mentor, and a job description for a youth community member or mentee (5 pages maximum).
4. READ/WRITE - chose an item from the module research resource list (e.g., book, article, film, song, or visual/performing art work) and write a report or make an oral presentation in class.

MODULE 2 RESEARCH RESOURCE LIST

VIDEO LECTURES AND DISCUSSION

- *Hip Hop and the Civil Rights Movement.*
<http://www.youtube.com/watch?v=LoWzQ7xo6o4&feature=related>
- TED Talks– Majora Carter: *Greening the Ghetto*. In an emotionally charged talk, MacArthur-winning activist Majora Carter details her fight for environmental justice in the South Bronx --and shows how minority neighborhoods suffer most from flawed urban policy.
http://www.ted.com/talks/majora_carter_s_tale_of_urban_renewal.html
- The Vine: Harvard's Linda Hill Shatters Myths About Leadership.
<https://www.youtube.com/watch?v=Crkv5Z8yAUc>
- THE ROOT : Black Power and Creative Expression, Danielle Young 2/16/17
- <https://www.theroot.com/watch-black-power-and-creative-expression-1792451475>
- Hip-Hop Generation vs. Civil Rights Generation. Public Enemy's Professor Griff and DC Councilmember Kwame Brown join group of panelist to discuss how the Hip Hop Generation has been influenced by the Civil Rights Generation during the celebration of DC's Emancipation day.
Link: Part 1 - https://www.youtube.com/watch?v=DOUfE0aq_n0&feature=relmfu
- Part 2 - <https://www.youtube.com/watch?v=v80s-aqTIGU>
- Part 3 - <https://www.youtube.com/watch?v=6YwYSCiD9cI>
- Part 4 - <https://www.youtube.com/watch?v=1ONx3oIJ1nQ>
- Part 5 - <https://www.youtube.com/watch?v=kzKcJOIat7Y>
- Part 6 - <https://www.youtube.com/watch?v=zn8DiOEzI-c>
- Part 7 - <http://www.youtube.com/watch?v=JO6ycUDuHeI&feature=relmfu>
- Part 8 - <http://www.youtube.com/watch?v=pkIfUwAmVkl&feature=relmfu>
- Part 9 - <http://www.youtube.com/watch?v=trleM1rF4gM&feature=relmfu>
- TED Talks– Ory Okolloh on becoming an activist. Ory Okolloh tells the story of her life and her family--and how she came to do her heroic work reporting on the doings of Kenya's parliament.
http://www.ted.com/talks/ory_okolloh_on_becoming_an_activist.html
- Chuck D on the Music of Civil Rights and Childhood Inspiration.
<http://www.youtube.com/watch?v=SqecNeNYDyY&feature=relmfu>
- Chuck D on the Music of Civil Rights and Public Enemy.
<http://www.youtube.com/watch?v=jE1pz6bwMtw&feature=relmfu>

- Chuck D on Artists of the Civil Rights Movement: <http://www.youtube.com/watch?v=l0RvHNugBl0&feature=relmfu>
- ChuckDontheMusicofCivilRightsandWomeninHipHop.Link: http://www.youtube.com/watch?v=kcPV5_iuLCo&feature=related

THEATRE PERFORMANCES

- *Checkmates: A Play*, Ron Milner. (1998) Review: <http://www.nytimes.com/1988/08/05/theater/review-theater-milner-s-checkmates-story-of-2-households.html>
- *TEDxYouthOttawa*, Aliai Lual: <http://www.youtube.com/watch?v=BmcvqRz1vI0&feature=relmfu>
- Theatre of the Oppressed, Augusto Boal, Video Lecture <http://www.youtube.com/watch?v=z9ssVq1HM78>

VISUAL ART

- The Black Arts Movement in the Broader Legacy of the Civil Rights Movement <http://www.youtube.com/watch?v=iybcCWdabDE&feature=relmfu>, <http://www.youtube.com/watch?v=rVrRRE245zc&feature=relmfu>, <http://www.youtube.com/watch?v=nNPAUysWpw&feature=relmfu>, <http://www.youtube.com/watch?v=BMesy7JLemk&feature=relmfu>, <http://www.youtube.com/watch?v=1BQN1SE8tcw&feature=relmfu>, <http://www.youtube.com/watch?v=XGbnalh-fGs&feature=relmfu>, <http://www.youtube.com/watch?v=XEWHSQVZYWI&feature=related>,
- The Guerilla Girls. <http://www.guerrillagirls.com/videos/videos.shtml>

MUSIC

- *The Blueprint*, Boogie Down Productions - <http://www.stlyrics.com/songs/b/boogiedownproductions619/theblueprint29150.html>. Video: <http://www.youtube.com/watch?v=zfDTMQRYthY>
- *Fight the Power*, Public Enemy. 1989.
Lyrics: <http://www.lyrics.com/fight-the-power-lyrics-public-enemy.html>
Video: <https://www.youtube.com/watch?v=8PaoLy7PHwk>
- *It's Bigger Than Hip Hop*, Dead Prez. 1999.
Lyrics: http://www.lyricsfreak.com/d/dead+prez/its+bigger+than+hip+hop_20038333.html
Video: <http://www.youtube.com/watch?v=IAD4FKNpvsK>
- *The Beautiful Struggle*, Talib Kweli.
Lyrics: <http://www.sing365.com/music/lyric.nsf/Beautiful-Struggle-lyrics-Talib-Kweli/183DC57F053E815D48256F1E0004D19A>

Video: <https://www.youtube.com/watch?v=KkUoI0n4NmI>

- Edutainment, BDP 1990_
Lyrics: http://www.lyricsmania.com/edutainment_lyrics_bdp_boogie_down_productions.html
Video: <http://www.youtube.com/watch?v=Z7ImJg9AXsQ>
- Stop The Violence, KRS One_
Video: <https://www.youtube.com/watch?v=3yo0B3kn1YI>
Lyrics: <http://www.metrolyrics.com/stop-the-violence-lyrics-krs-one.html>
- You Must Learn, Boogie Down Productions
Lyrics:
http://www.lyricsfreak.com/b/boogie+down+productions/you+must+learn_10046479.html
Video: <https://www.youtube.com/watch?v=u5h1qINjB0g>
- My Philosophy, Boogie Down Productions
Lyrics:
http://www.lyricsfreak.com/b/boogie+down+productions/my+philosophy_20022949.html
Video: <https://www.youtube.com/watch?v=h1vKOchATXs>

FILMS

- *Freedom Riders*, Stanley Nelson (Director) PBS broadcast, 2011
- *Eyes on the Prize Box Set: America's Civil Rights Years, 1954-1965*, Henry Hampton (Director)
- *What Black Men Think*, Dr. Alvin F. Poussaint (Actor), Dr. Shelby Steele (Actor), Janks Morton (Director), 2007
- *Hip Hop: Beyond Beats and Rhymes*, Byron Hurt (Director) PBS broadcast, 2006
<http://www.pbs.org/independentlens/hiphop/>

POETRY

- Nikki Giovanni. *The American Vision of Abraham Lincoln AT THIS MOMENT*. <http://nikki-giovanni.com/americanvision.shtml> (2009)
- Audre Lorde. *Cables to Rage*. (1970)

ARTICLES

- Cornel West: The Fire of a New Generation
- <https://opinionator.blogs.nytimes.com/2015/08/19/cornel-west-the-fire-of-a-new-generation/>
- We Founded Black Lives Matter 5 Years Ago Today. We're Still Going
- https://www.huffingtonpost.com/entry/opinion-cullors-black-lives-matter_us_5b48abe7e4b022fdcc58ab38
- Ella Taught Me: Shattering the Myth of the Leaderless Movement
- <https://www.colorlines.com/articles/ella-taught-me-shattering-myth-leaderless-movement>

- Hashtag Activism Isn't a Cop-Out - The Atlantic
- https://www.theatlantic.com/cdn.ampproject.org/v/s/www.theatlantic.com/amp/article/384215/?amp_js_v=0.1&usqp=mq331AQGCAEoATgB#origin=https%3A%2F%2Fwww.google.com&prerenderSize=1&visibilityState=visible&paddingTop=54&p2r=0&horizontalScrolling=0&csi=1&aoh=15308933358204&viewerUrl=https%3A%2F%2Fwww.google.com%2Famp%2Fs%2Fwww.theatlantic.com%2Famp%2Farticle%2F384215%2F&history=1&storage=1&cid=1&cap=swipe%2CnavigateTo%2Ccid%2Cfragment%2CreplaceUrl
- Alicia Garza: Black Lives Matter Proves that ‘New Leaders Are Possible’
- <https://caseygrants.org/who-we-are/inside-mcf/alicia-garza-black-lives-matter-proves-that-new-leaders-are-possible/>
- Generational Conflict. Dictionary of American History, Neil Howe, 2003. <http://www.encyclopedia.com/doc/1G2-3401801674.html>
- Hip Hop Generation Agenda. The Black Commentator: http://www.blackcommentator.com/97/97_cover_hh_convention.html
- Youth-Obsessed Industry Seems to Ignore Young Voices: In Diversity Argument, It Seems We're Best Seen and Not Heard, Julius Dunn February 17, 2009. AdAge Blogs. <http://adage.com/article/the-big-tent/generational-conflict-advertising-s-diversity-debate/134668/>
- Black Leadership Succession: Diane Watson Did It Right, Anthony Asadullah Samad, February 17, 2010. <https://www.laprogressive.com/black-leadership-succession-diane-watson/>
- The Hip-Hop Generation, Raising Up Its Sons, Natalie Hopkinson Washington Post, October 18, 2006. <http://www.washingtonpost.com/wp-dyn/content/article/2006/10/17/AR2006101701087.html>
- We are the post hip-hop generation?
- https://www.buzzfeed.com/zentronix/kendrick-lamar-and-the-post-hip-hop-generation?utm_term=.nr64nGeMR#.qck3ogWOy
- *Cultural Identification and Academic Achievement Among African American Males*, Mes Anthony Irving and Cynthia Hudley, Journal of Advanced Academics, Volume 19, Issue 4, Summer 2008, Pg. 676-698, Prufrock Press Inc.
- Standards and Promising Practices for Schools Educating Boys of Color: A Self-Assessment Tool - Coalition of Schools Educating Boys of Color, http://www.coseboc.org/pdfs/COSEBOC_Standards.pdf
- Yes We Can: the Schott 50 State Report on Public Education and Black Males 2010
- **Prophets of the Hood: Politics and Poetics in Hip Hop**, B-Boys, Players, and Preachers: Reading Masculinity pp. 117-154, Imani Perry, Duke University Press, 2004
- *The Achievement Gap and the Discipline Gap: Two Sides of the Same Coin?* Anne Gregory,
- Russell J. Skiba, and Pedro A. Noguera
- <https://nyuscholars.nyu.edu/en/publications/the-achievement-gap-and-the-discipline-gap-two-sides-of-the-same->
- *Making Noise: Marcus Garvey in Procession*, Robert Hill, August 1922, In *Picturing Us: African Americans and Photographs*, edited by Deborah Willis, New York: New Press, 1994
- *The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II*, Robin D.G. Kelley in *Race and the Subject of Masculinities*, eds. Harry Stecopoulos and Michael Uebel,

1997

- *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement*, “We Love Hip Hop, But Does Hip Hop Love Us?” S. Craig Watkins, , Beacon 2005

BOOKS

- *The Black Male Handbook: A Blueprint for Life*, Ed. Kevin Powell, Atria, 2008.
- *The Hip Hop Generation: Young Blacks and the Crisis in African American Culture*, Bakari Kitwana New York: Basic Civitas Books, 2002.
- *The End of Anger: A New Generation's Take on Race and Rage*, Ellis Cose, Ecco (May 31, 2011)
- Ellis Cose *The Envy of the World: On Being a Black Man in America*, Ellis Cose, Washington Square Press, 2003.
- *Being a Black Man: At the Corner of Progress and Peril*, Kevin Merida, Public Affairs, 2007
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander, The New Press, 2010

- *Race Men: The W.E.B. Du Bois Lectures*. Harvard University Press, 1998.
- *Where Do We Go from Here: Chaos or Community?*, Martin Luther King, Jr
- *Betrayal: How Black Intellectuals Have Abandoned the Ideals of the Civil Right Era*, Houston A. Baker , 2009
- *It's Bigger Than Hip Hop*, M.K. Asante , St. Martin's Press, 2008
- *Beyond Black Rage. Ending Racism, Killing Rage. Militant Resistance*", pp 8-30, bell hooks.
- *Black Popular Culture*, Angela Davis. "Black Nationalism: The Sixties and the Nineties"
- *Framing the Black Panthers: The Spectacular Rise of Black Power Icon*, Jane Rhodes, New York: The New Press, 2007.
- *Time of Change*, Davidson, Bruce New York: St. Ann's Press, 2002.
- *Obama Historic Campaign in Photographs*, Deborah Willis Kevin Merida essay, Amistad, 2008

MODULE 2 GLOSSARY

Activism (noun): the doctrine or practice of vigorous action or involvement as a means of achieving political or other goals, sometimes by demonstrations, protests, etc.

Blueprint (noun): a detailed outline or plan of action.

Characteristic (noun): a distinguishing feature or quality.

Civil Rights (plural noun): rights to personal liberty established by the 13th and 14th Amendments to the U.S. constitution and certain Congressional acts, especially as applied to an individual or a minority group; the rights to full legal, social, and economic equality extended to blacks.

Economic (adjective): pertaining to the production, distribution, and use of income, wealth, and commodities.

Environment (noun): the aggregate of surrounding things, conditions, or influences; surroundings; milieu; ecology. the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time; the social and cultural forces that shape the life of a person or a population.

Generation (noun): the entire body of individuals born and living at about the same time, in terms of years, roughly 30 among human beings is accepted as the average period between the birth of parents and the birth of their offspring; a group of individuals, most of whom are the same approximate age, having similar ideas, problems, attitudes, etc.

Identity (noun): the state or fact of remaining the same one or ones, as under varying aspects or conditions; the condition of being oneself or itself, and not another; condition or character as to who a

person or what a thing is.

Inter-generational (adjective): of, pertaining to, or for individuals in different generations or age categories.

Issue (noun): a topic of interest or discussion; an important subject requiring a decision; an outcome or consequence; result.

Justice (noun): righteousness, equitableness, or moral rightness; rightfulness or lawfulness; the moral principle determining just conduct.

Leadership (noun): the position or function of a leader; ability to lead; an actor instance of leading; guidance; direction.

Movement (noun): a group of people with a common ideology, especially a political or religious one; the organized action of such a group; a trend or tendency in a particular sphere

Outcome (noun): a final product or end result; consequence; issue; a conclusion reached through a process of logical thinking.

Political (adjective): exercising or seeking power in the governmental or public affairs of a state, municipality, etc.

Principle (noun): an accepted or professed rule of action or conduct; a fundamental, primary, or general law or truth from which others are derived; a fundamental doctrine or tenet; a distinctive ruling opinion.

Represent (verb): to serve to express, designate, stand for, or denote, as a word, symbol, or the like does; symbolize; to stand or act in the place of, as a substitute, proxy, or agent does.

Resolve (verb): to come to a definite or earnest decision about; determine (to do something) (noun): firmness of purpose or intent; determination.

Restorative (adjective): capable of renewing health or strength; a means of restoring a person to consciousness.

Selection (noun): Choice; a thing or a number of things selected; an aggregate of things displayed for choice, purchase, use, etc.; a group from which a choice may be made.

Socio-Economic (adjective): of, pertaining to, or signifying the combination or interaction of social and economic factors.

Social (adjective): pertaining to, devoted to, or characterized by friendly companionship or relations; seeking or enjoying the companionship of others; friendly; sociable; gregarious; of, pertaining to, connected with, or suited to polite or fashionable society.

Values (plural noun): standards, principles.

Source: dictionary.com, Wikipedia.com

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