

THE MOSAIC INSTITUTE

**ANTI-BLACK
RACISM &
WHITE
SUPREMACY**

**A NEXT GENERATION
RESOURCE PACKAGE FOR EDUCATORS**



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Anti-Black Racism & White Supremacy



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LESSON PLANS

The Next Generation

Anti-Black Racism & White Supremacy



Overview

Ideal Audience: **Gr. 11 - 12**

Learning Goals

-  Students will be able to identify anti-Black racism & white supremacy and explain how it works
-  Students will examine the difference between interpersonal racism and institutional racism
-  Students will examine how historical and current social movements are working together to confront racial injustice, white supremacy, and police violence
-  Students will use creative mediums to promote social change

Learning Skills

-  Inter-Cultural Understanding
-  Global Citizenship
-  Critical Thinking
-  Empathy
-  Inclusion & Pluralism
-  Openness



Important Note

Before we get started - This lesson was created for diverse classrooms. Teaching about white supremacy is not an easy task and will lead to uncomfortable conversations that could result in harm if we are not intentional and proactive about the ways in which these conversations and lessons take place. Prior to the lesson, please review our **Brave Spaces Toolkit** that will help you think through creating a space where these tough but important conversations can take place. We have also included a **Teacher Resource Sheet** to provide support as you unpack the big ideas in this lesson. *Please also note that the following lessons can be spread out throughout a unit or series of days to accommodate the amount of content covered.*

Materials / Equipment

- **Peace Journals - Access by PDF or via [Digital Learning Hub](#)**
- **Worksheets A,B,C,D,E** (all included)
- **Resource Sheets A, B** (all included)
- **Brave Spaces Toolkit - [Access by PDF](#)**

Anti-Black Racism & White Supremacy



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PART 1

The Next Generation



Minds On | Exploring Race (25mins)

Begin class with the Vox video, **The Myth of Race, Debunked**

Assessment for Learning:

Before you play the video, ask your students if they have heard of the terms: **white supremacy, shadeism** and **anti-Black racism** before? After watching the video, ask your students if they believe these are issues that still exist today in Canada.

Follow this discussion with the following CBC video, **What systemic racism looks like in Canada**

Link to Vox video: <https://www.youtube.com/watch?v=VnfKgffCZ7U>

Link to CBC video: <https://www.youtube.com/watch?v=7GmX5stT9rU>



Hands On | Part A Understanding White Supremacy (45mins)

Divide students into groups and provide them with two resources to support them in completing **Worksheet A** (30 mins):

Resource Sheet A (included):

- A** Next Generation resource sheet on white supremacy for students
Read through the 'Key Terms' section only, specifically white supremacy, anti-Black racism & shadeism

- B** **Resource Sheet B (link below):**
Heteropatriarchy and the Three Pillars of White Supremacy.
Read pages 1 - 4, before the heading "organizing implications"

Purpose: Help students understand that race was **socially and politically constructed**. Moreover, students should understand that white supremacy is a process that still operates today and is held up by what Andrea Smith refers to as the 3 pillars of white supremacy: slavery, colonialism and orientalism.



Hands On - Cont'd

After students spend 30 minutes completing the comprehension questions on **Worksheet A**, lead a 15 minute class discussion on the following prompts:

- What do you know now that you didn't know before?
- What are some examples of how white supremacy has been manifested and perpetuated?

Point out that **slavery, colonialism** and **orientalism** all involve *power, land* and *labour*. This connection would help students to notice patterns, deepen their thinking and understand root causes of systemic racism.

Part B Identifying White Supremacy (50+ mins)

Note: This section should be completed during the following day's lesson

In the same or different groups, provide students with two new resources to deepen their learning on this topic (25mins). These resources will help prepare students to complete **Worksheet B** (included):

- A Resource Sheet A (included):**
Next Generation resource sheet on white supremacy for students
Read through the 'Context & Critical Thinking Prompts' section only, specifically the Overt - Covert White Supremacy triangle
- C Resource Sheet C (link below):**
[The Characteristics of White Supremacist Culture](#)

Explain the *Overt- Covert White Supremacy Triangle* as an iceberg with the tip being the **OVERT** examples that we **easily see** and associate with white supremacy, whereas **under** the surface exists the **COVERT** examples that are harder to see and associate with white supremacy. For example, historical examples of hate crimes would be considered OVERT, while housing policies or laws around racial profiling would be considered COVERT.

After students review the resources, have groups discuss the 'Critical Thinking Prompts' section in **Resource Sheet A** to help them practise identifying white supremacy throughout history and into the present day (25mins).



Hands On - Cont'd

Further Learning

As a group or as an individual assessment, ask students to use research skills to find or expand on examples of both OVERT/COVERT white supremacy in one of the following institutions using **Worksheet B** (Additional time required - provide at least one work period for group work to be completed):

- a. The Education system
- b. The Prison system
- c. Public safety
- d. The Health care system
- e. Housing & land use
- f. The Environment
- g. The Economy & labor

Optional

Provide group work period(s) and schedule a class presentation period for each group to share their findings. During this period, have each group present their findings (5-10mins) while the rest of the class adds notes to the chart on **Worksheet B**. If this is not a group assessment, each student could also be responsible for filling out the entire chart individually (*only recommended for advanced/upper-level courses*).

After the presentations, think through the following as a class (10-15mins). Use the board as a tool to write out common themes, patterns and keywords that come up:

-  What were the common themes?
What is the difference between **interpersonal racism** (individual acts of bias or exclusion) and **institutional racism** (policies and practices that are supported by power and authority and that benefit some and disadvantage others)?
-  Ask students to write in their **Peace Journals**, their own stories about race and racism. I.e. experiences in their lives when race or racism played a role.

End of Part 1

Anti-Black Racism & White Supremacy



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PART 2

The Next Generation



Minds On | (70mins)

Exploring Social Movements: A Gallery Walk

In groups, have students look at various social movements throughout history that have fought for racial justice.

Using **Worksheet C** (included):

- 1 Have students research one organization or social movement fighting for racial justice. Have them think about the following in their research (20 mins):
 - What racial groups and tactics of resistance are praised? Which ones are not? Why do you think this is the case?
 - What policy changes and legislation have been requested to end oppression of Black people, specifically in a Canadian context?
- 2 Have students select various images that capture various moments of resistance against racial injustices, police violence and racial inequity. Students can print the images from the Internet if possible, use magazines/ articles or showcase them using a device. Alternatively, students could draw out the images to the best of their ability on chart paper. On this chart paper, they should include the information and context of the organization in focus (see **Worksheet C**) (20 mins).
- 3 After students have 40 minutes to prepare, host a **Gallery Walk**. Encourage your students to use their Gallery Walk to educate others about the movements, they learned about in their research (20 mins).

Some examples to help get started:

- Civic rights movement
- Black Lives Matter
- Showing Up for Racial Justice
- The Movement for Black Lives, a collective of more than 50 organizations, advances a platform covering six areas of domestic-policy reform, including economic justice and investment in equitable education and health care instead of criminalization and incarceration.
- Parents of Black Children
- Urban Alliance on Race Relations



Minds On - Cont'd



Guiding high schoolers to identify stories of resistance can help them make connections between the past and the present. It also can encourage them to see themselves as changemakers and equip them with the knowledge they need to take action.

After the Gallery Walk is complete, have students discuss the following reflection questions in groups or as a class (10 mins):



Which of these social movements had you heard of before this lesson? What patterns or trends did you notice as you moved through the Gallery Walk? What stood out to you?



Engage your students to talk about the racism they see in the world and what actions they might take to do something about it, which can include educating others or getting involved in organizing on a local or national level.



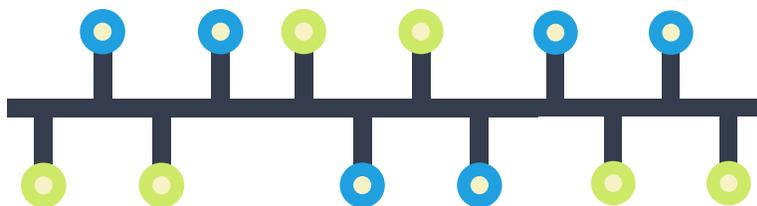
Hands On | Part A

Understanding Social Change (30 mins)

Note: This section should be completed during the following day's lesson

When we teach students about systemic injustice, we do not want to suggest that this history is inevitably going to continue, leaving students feeling hopeless. Instead, we can pivot to **supporting them with the tools and knowledge required to create change.**

One way we can do this is through a lesson that uses the *metaphor of the car trip*.





Hands On - Cont'd

Ask students to use their reflections from the Gallery Walk to think about what factors and strategies lead to social transformation. Ask them to pretend that social transformation is like a car trip. To illustrate this, they can use **Worksheet D** (included) to create a map, a living graph or another visual representation of what this trip looks including insights to the following:

- What are the factors that impact and continue to impact the direction, speed and nature of change in society?
- Which factors increase the speed of change?
- Which factors hinder the speed of change?
- Where are the highways in history and why did they allow for progress to speed up?
- Where are the speed bumps or barriers along the way? How and why did they slow down or stop progress?
- Which drivers accelerated social change? Which drivers slowed it down?
- Which road conditions accelerated social change? Which road conditions slowed it down?



The map or the living graph assessment allows students to think in non-linear ways about the different *factors, policies, laws, events, organizations, and individuals* that have helped or hinder social justice and social transformation throughout history and in the present day using skills of many different disciplines, including art, geography, math, english, law, and philosophy.

Part B

Taking Action through Art & Social Media (35 mins)

Have students think about how they would take action for racial justice using the ideas that came up for them in **Part A**. Have students use a creative medium of their choice (i.e. writing, spoken word, painting, singing, documenting or filming a message, etc.) to promote racial justice). Ask students to think about how they would share their work as a post on Twitter, TikTok, YouTube, or Instagram by using any of the hashtags **#raceequality, #fightracism, #Blacklivesmatter, #BLM, #justiceforall**.



Hands On - Cont'd



For students who want to actually post their work on social media, please tag **@Mosaicinstitute #MosaicNextGen** on Twitter, Instagram, Facebook, YouTube, and Pinterest. For students that would prefer to draw out their ideas, we have provided templates in **Worksheet E** (included).

Some prompt questions to help your students reflect on their post:

-  What can we do individually and collectively to make sure others are treated with respect and dignity, and not based on stereotypes and prejudice?
-  What can we do as a class or as a school to make sure our community is welcoming people from different backgrounds — different races, ethnicities, religions, disabilities, gender and sexual orientations?
-  What can we do to make a difference in promoting equality and understanding across divides and in the face of intolerance and police violence?



Reflection/ Debrief (10mins)



Ask participants to individually complete a **Peace Journal** entry and evaluate their feelings and mood: Do they feel a higher sense of wanting to address racial injustices? Do they feel encouraged or discouraged, why?

NEXT



Taking it Further

- Invite students to look into the policies and organizations that are currently dealing with racial injustice issues. What has been addressed? What are they doing? What are the limitations?
- Invite them to look into the various activists and leaders that have spoken about racial justice throughout history.
- Invite students to do research on the steps someone can take to contact a member of the parliament, as well as the steps to write a petition and advocate for specific local, provincial and federal laws.
- Invite students to educate others. This can include school assemblies, community forums, peer-to-peer programs and social media forums. Include opportunities to share the information in interesting ways (written, art, theatre, music).
- Invite students to work collaboratively to write and present a petition or letter to an elected official.
- Ask students to create their own annotated reading lists about race and racism, like this one: [Times Bestseller List for Young Adult Hardcover Fiction](#)
- Pick one of these [26 Mini Films for Exploring Race, Bias and Identity with Students](#) to watch as a class!
- Read [Mosaic's report](#) called [Dialogue on Race Relations in Ontario](#). Discuss what we can do to improve our anti-racist practice.

References

Carretero, M., Haste, H., & Bermúdez, A. (2016). Civic Education. In L. Corno & E. . Anderman (Eds.), *Handbook of Educational Psychology* (3rd ed., pp. 295–308). London: Routledge Publishers. doi:10.2753/RES1060-9393421034

Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal*, 41(2), 237–269. doi:10.3102/00028312041002237

Links

<http://catherinedonnellyfoundation.org/national/resource/heteropatriarchy-and-the-three-pillars-of-white-supremacy/>

<https://historicalthinking.ca/historical-thinking-concepts>

<https://mosaicinstitute.ca/dialogue/though-our-eyes-community-mobilization>

<https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

Anti-Black Racism & White Supremacy



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WORKSHEETS

The Next Generation

Understanding White Supremacy

Instructions: Use the Three Pillars of White Supremacy article by Andrea Smith to complete the chart.

Slavery/Capitalism	Genocide/Colonialism	Orientalism/War
<p>Who were the parties affected as described in the article?</p> <p>Who were the responsible parties for normalizing slavery?</p> <p>Why is slavery a pillar of white supremacy?</p>	<p>Who were the parties affected as described in the article?</p> <p>Who were the responsible parties for normalizing settler colonialism?</p> <p>Why is colonialism a pillar of white supremacy?</p>	<p>Who are the parties affected as described in the article? (based on your knowledge, who else has been affected?)</p> <p>Who were the responsible parties for normalizing Orientalism?</p> <p>Why is orientalism a pillar of white supremacy?</p>

Why is it important to know about the pillars of white supremacy?

Identifying White Supremacy

Instructions: Research one of the following institutions and complete the chart. Feel free to use news articles from reliable, credible sources to help generate examples.

Materials:

- [White Supremacy Resource Sheet](#)
- [The Dismantling Racism: A Workbook for Social Change Groups](#)

Institutions:

- [Education System](#)
- [Healthcare System](#)
- [Housing & Land Use](#)
- [Environment](#)
- [Prison System](#)
- [Public Safety](#)
- [Economy & Labour](#)

Example of white supremacy in this institution (i.e. policy, law, practise, norm)

Aspect of white supremacist culture (Use Jones & Okun resource)

How has this law, policy, norm, etc. changed or stayed the same over time?

Check one or both and explain why

- OVERT** Why?
- COVERT**

SOCIAL MOVEMENTS FOR RACIAL JUSTICE



Gallery Walk Notes & Reflections:

What is the social movement or campaign name?

Why is this social movement or campaign important for racial Justice?

What were some of the challenges and disagreements that this social movement faced?

How does this exercise help you better understand your own identity and/or the identities of others?

What is the context for the emergence of this social movement? (What was happening at the moment?)

What policy changes and legislations were or have been requested to end oppression?

What were/are some of the accomplishments of this social movement?

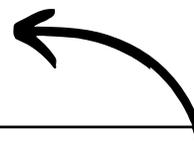
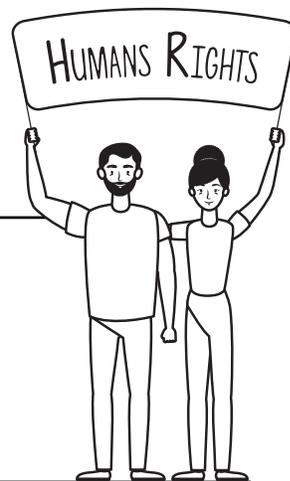
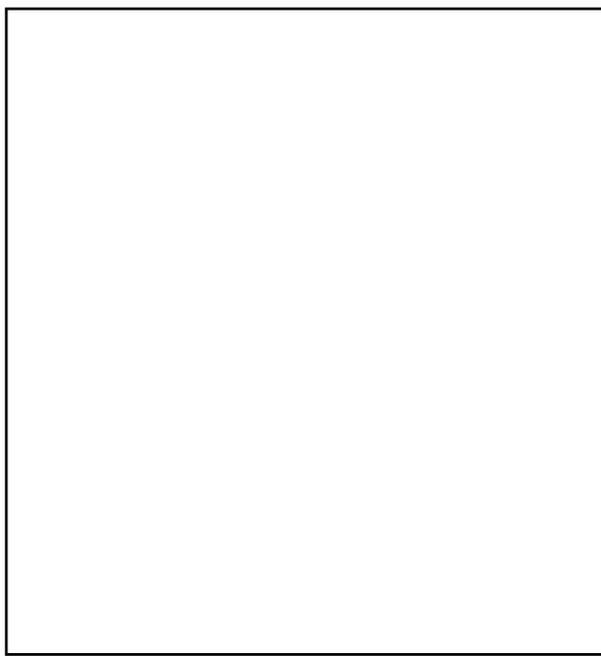
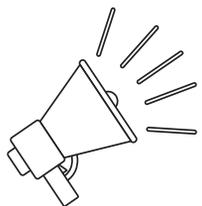
What does this movement teach you about the nature of social change and transformation?

SOCIAL MOVEMENTS FOR RACIAL JUSTICE

Gallery Walk Notes & Reflections:

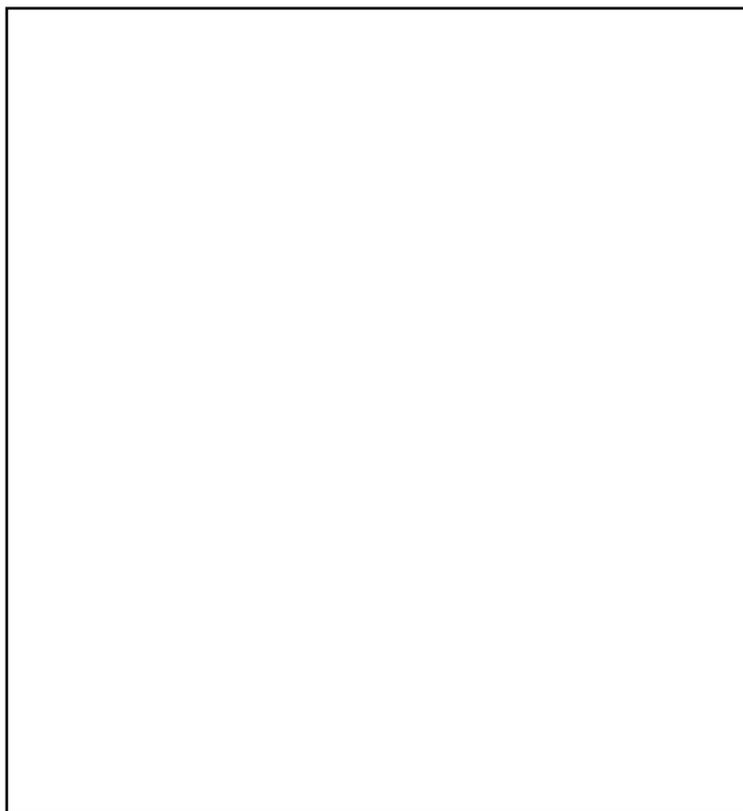
1

Select 2 images that could help your classmates understand the social movement you chose



2

include brief/clear descriptions on each image to educate your classmates



A Road to Social Transformation

Using your reflection from the Gallery Walk, think about what factors and strategies lead to social transformation. Social transformation can look like a car trip as there are many routes, obstacles and even shortcuts to change.



Which drivers accelerated social change?
Which drivers slowed it down?

Which road conditions accelerated social change? Which road conditions slowed it down?

Which factors increase the speed of change?

Where are the speed bumps or barriers along the way? How and why did they slow down or stop progress?

Where are the highways in history and why did they allow for progress to speed up?

Which factors hinder the speed of change?

Taking Action through Social Media

Instructions: Think about how you would take action for racial justice. You may use the template below to draft your ideas or your own devices.

What can we do individually and collectively to make sure others are treated with respect and dignity, and not based on stereotypes and prejudice?

What can we do as a class or as a school to make sure our community is welcoming people from different backgrounds — different races, ethnicities, religions, disabilities, gender and sexual orientations?

What can we do to make a difference in promoting equality and understanding across divides and in the face of intolerance and police violence?

If you'd like us to share your work please tag

[#MosaicNextGen](#)

or

[@mosaicinstitute](#)



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Anti-Black Racism & White Supremacy



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RESOURCE SHEETS

The Next Generation

WHITE SUPREMACY

Resource Sheet A - For Students



Taking it Further

Key Terms

White Supremacy: the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

While most people associate white supremacy with extremist groups like the Ku Klux Klan and the neo-Nazis, white supremacy is ever present in our institutional and cultural assumptions that assign value, morality, goodness, and humanity to the white group while casting people and communities of colour as worthless (worth less), immoral, bad, and inhuman and "undeserving."

Drawing from critical race theory, the term "white supremacy" also refers to a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level. **1**

White Supremacy Culture: refers to the dominant, unquestioned standards of behaviour and ways of functioning embodied by the vast majority of institutions. These standards may be seen as mainstream, dominant cultural practices.

Because it is so normalized, it can be hard to see, which only adds to its powerful hold. In many ways, it is indistinguishable from what we might call cultural norms – a focus on individuals over groups, for example, or an emphasis on the written word as a form of professional communication.

But it operates in even more subtle ways, by actually defining what "normal" is – and likewise, what "professional," "effective," or even "good" is. In turn, white culture also defines what is not good, "at risk," or "unsustainable."

White culture values some ways – ways that are more familiar and come more naturally to those from a white, western tradition – of thinking, behaving, deciding, and knowing, while devaluing or rendering invisible other ways. And it does this without ever having to explicitly say so. **2**

Key Terms (cont'd)

Whiteness: the term white, referring to people, was created by Virginia slave owners and colonial rules in the 17th century. It replaced terms like Christian and Englishman to distinguish European colonists from Africans and Indigenous peoples.

European colonial powers established whiteness as a legal concept after Bacon's Rebellion in 1676, during which indentured servants of European and African descent had united against the colonial elite. The legal distinction of white separated the servant class on the basis of skin colour and continental origin. The creation of 'whiteness' meant giving privileges to some, while denying them to others with the justification of biological and social inferiority.

Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of colour.³

Three Pillars of White Supremacy: as Andrea Smith explains, the three pillars of white supremacy are slavery, colonialism and Orientalism. These three pillars all involve different logics that are used to uphold white supremacy. Slavery requires Black people to be seen as property and therefore, slave-able. Colonialism requires the disappearance of Indigenous peoples in order to claim land. Orientalism marks certain people as inferior or as a threat, justifying the need for war.⁴

Orientalism: the process of the West defining itself as a superior civilization by constructing itself in opposition to an "exotic" but inferior "Orient", as articulated by Edward Said.⁵

Shadeism: is prejudice based on skin tone, usually with a marked preference for lighter-skinned people. The lighter skin preference is anti-Black racism rooted in white supremacy and seen in many countries across Africa, Asia and South America.⁶

Heteropatriarchy: can be defined as the colonial construct and concept that understands both masculinity and femininity in narrow and limiting ways in order to maintain a binary distinction between male and female as dominant (male) and subordinate (female).⁷

Anti-Black Racism: is racism perpetrated on Black people by all non-Black people, as explained by Dr. Akua Benjamin. This concept is rooted in the unique history and experience of enslavement and colonization for people of Black-African descent in Canada. Anti-Black racism is deeply embedded in institutions, policies and practices in Canada and around the world. As a result, Black people are disproportionately impacted within these institutions, for example, Black students are four times more likely to be expelled from a Toronto high school than White students.⁸

Overt - Covert White Supremacy Triangle (Some Examples)

Some Examples of Overt White Supremacy (Socially Unacceptable)



Some Examples of Covert White Supremacy (Socially Acceptable)

Adapted from: "White Supremacy (Overt & Covert)." Radical Discipleship. Accessed October 19, 2020. <https://radicaldiscipleship.net/2017/07/05/white-supremacy-overt-covert/>



Critical Thinking Prompts

1. Do some research and use the resources provided to find three **(3)** additional examples of **COVERT** white supremacy. Use the triangle in this resource sheet for support.
2. How does white supremacy operate in schools and within the education system? Give an example.
3. When we learn more about the ways in which white supremacy quietly operates in **COVERT** ways, it can feel overwhelming and too big to tackle. Based on your answers above, what is one **(1)** tangible idea you have for addressing white supremacy in schools or other institutions? Explain why.



If You Want To Know More...

[Seeing White - Scene on Radio](https://www.sceneonradio.org/seeing-white/) | <https://www.sceneonradio.org/seeing-white/>

[White Supremacists in Canada Emboldened](https://www.youtube.com/watch?v=pJHTF5W25mw) | <https://www.youtube.com/watch?v=pJHTF5W25mw>

[Fighting Hate in Canada: A panel discussion](https://toronto.citynews.ca/video/2019/06/24/fighting-hate-in-canada-a-panel-discussion/) | <https://toronto.citynews.ca/video/2019/06/24/fighting-hate-in-canada-a-panel-discussion/>

[No, I Won't Stop Saying "White Supremacy"](https://www.yesmagazine.org/democracy/2017/06/30/no-i-wont-stop-saying-white-supremacy/) | <https://www.yesmagazine.org/democracy/2017/06/30/no-i-wont-stop-saying-white-supremacy/>

[Resisting the Power Structures That Keep Colonialism Alive](https://www.yesmagazine.org/issue/affordable-housing/2018/07/17/resisting-the-power-structures-that-keep-colonialism-alive/) | <https://www.yesmagazine.org/issue/affordable-housing/2018/07/17/resisting-the-power-structures-that-keep-colonialism-alive/>

[Under the Blacklight: COVID & Disaster White Supremacy](https://soundcloud.com/intersectionality-matters/13pt-4-under-the-blacklight) | <https://soundcloud.com/intersectionality-matters/13pt-4-under-the-blacklight>

[James Baldwin Discusses Racism | The Dick Cavett Show](https://www.youtube.com/watch?v=WWwOi17WHpE) | <https://www.youtube.com/watch?v=WWwOi17WHpE>

[The White Supremacy of Being Asked Where I'm From](https://www.youtube.com/watch?v=v9MLZXoQRr0) | <https://www.youtube.com/watch?v=v9MLZXoQRr0>

GUIDING CONVERSATIONS - UNPACKING FREQUENTLY ASKED QUESTIONS

Resource Sheet B - For Teachers

Please read the **Resource Sheet A - For Students** before reviewing these questions.

How is anti-Black racism distinct from racism?

Anti-Black racism can be defined as racism perpetuated on Black people by all non-Black people, as explained by Dr. Akua Benjamin ([Black Health Alliance](#)). This concept is rooted in the unique history and experience of enslavement and colonization for people of Black-African descent in Canada and around the world.

Anti-Black racism is embedded in institutions, policies and practices globally. As a result, Black people are disproportionately impacted within these institutions. For example, Black students are four times more likely to be expelled from a Toronto high school than White students ([DusGupta, et. al., 2020](#)).

Read more from the sources:

<https://blackhealthalliance.ca/home/antiblack-racism/>

<https://www.bcg.com/en-ca/publications/2020/reality-of-anti-black-racism-in-canada>

How is white supremacy connected to anti-Black racism? How are these terms similar and how are they different?

White supremacy is an ideology that believes the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

When we think of white supremacy, most people think about extremist beliefs and groups like the KKK and Neo-Nazis. However, white supremacy is deeply embedded in our institutions and culture. Therefore, white supremacy also refers to “a political or socio-economic system where white people enjoy structural advantage and rights that other racial and ethnic groups do not, both at a collective and an individual level” ([Dismantling Racism](#)).

Continued on the next page...

GUIDING CONVERSATIONS CONT'D - UNPACKING FREQUENTLY ASKED QUESTIONS

Resource Sheet B - For Teachers

Anti-Black racism, like white supremacy, is embedded in Canadian institutions, policies and practices. They have become a part of our systems. The first pillar of white supremacy, as explained by Andrea Smith, is slavery. Enslavement, rooted in anti-Black racism, was rationalized using white supremacist logic ([Smith, 2016](#)).

Read more from the sources:

<https://www.racialequitytools.org/glossary>

<http://catherinedonnellyfoundation.org/national/resource/heteropatriarchy-and-the-three-pillars-of-white-supremacy/>

How is heteropatriarchy connected to white supremacy?

Heteropatriarchy can be defined as the colonial construct and concept that understands both masculinity and femininity in narrow and limiting ways in order to maintain a binary distinction between male and female as dominant (male) and subordinate (female). Heteropatriarchy is connected to white supremacy because it naturalizes all other social hierarchies, including white supremacy and settler colonialism. For example, it establishes the white Christian male at the top of the hierarchy ([Anti-Violence Project](#)).

Read more from the sources:

<https://www.antiviolenceproject.org/glossary/#heteropatriarchy>

<http://catherinedonnellyfoundation.org/national/resource/heteropatriarchy-and-the-three-pillars-of-white-supremacy/>

GUIDING CONVERSATIONS CONT'D - UNPACKING FREQUENTLY ASKED QUESTIONS

Resource Sheet B - For Teachers

The characteristics of white supremacist culture includes characteristics of cultures that exist all around the world (morals, values, etc.). Why the focus on the West and whiteness?

These characteristics may be seen as mainstream and dominant practices around the world. This is because white supremacy is a global system. White supremacist culture “is the glue that binds together white-controlled institutions into systems and white-controlled systems into the global white supremacy system” ([Racial Equity Tools](#)).

White Western culture values some ways of thinking, behaving, deciding, and knowing – ways that are more familiar and come more naturally to those from a white, Western tradition – while devaluing or rendering invisible other ways. For example, emphasis on the written word as more valuable than other forms of communication / information sharing shapes our understanding of history and how we teach about it in the education system.

[Read more from the sources:](#)

<https://www.racialequitytools.org/glossary>

This lesson's focus on whiteness and white supremacy makes me feel attacked and guilty as a white person.

Even though we commonly associate white supremacy with the extremism of the KKK, hate crimes and Neo-Nazis, white supremacy is deeply embedded in our institutions and systems in ways that we might not realize. This reality can allow white people to benefit from white supremacy and racism within these institutions, even if they do not personally agree that white people are superior to people of colour.

Continued on the next page...

GUIDING CONVERSATIONS CONT'D - UNPACKING FREQUENTLY ASKED QUESTIONS

Resource Sheet B - For Teachers

When we begin to see white supremacy and racism as not about 'good' vs. 'bad', but about a system of power and dominance, we can see that these issues are not just about the individual and the interpersonal, but the systemic as well. All of us have been shaped by these institutions and need to unpack that reality, instead of getting stuck in feelings of guilt and shame, which can lead us to shut down. When we have a better understanding of how to identify white supremacy, we can work to interrogate and challenge it.

Although anti-Black racism is rooted in white supremacy, there is a global dimension of white supremacy. As a result, anti-Black racism is a problem in communities of colour as well.

Read more from the sources:

<https://www.yesmagazine.org/democracy/2017/06/30/no-i-wont-stop-saying-white-supremacy/>

<https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

<https://www.forbes.com/sites/janicegassam/2020/07/19/how-communities-of-color-perpetuate-anti-blackness/?sh=7746d1e016db>

<https://www.yesmagazine.org/opinion/2020/07/06/non-black-poc-anti-blackness/>

Why can't we say All Lives Matter?

On the surface level, the expressions "Black Lives Matter" and "All Lives Matter" are both positive social statements about the importance of human life. However, context is important to understand the implicit meaning behind each of these terms.

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The phrase “All Lives Matter” emerged as a response to “Black Lives Matter”. The original intent of “Black Lives Matter” was to draw attention to a societal issue (systemic racism against Black people resulting in death/violence). On the other hand, “All Lives Matter” is much more generic and does not refer to any particular social problem. As a response to “Black Lives Matter,” “All Lives Matter” emerged to draw attention away from the Black Lives Matter movement.

Remember that implicit bias can cause us to behave in contradiction to our values. Society is complex, and so are social issues. In order to really understand social issues, it is helpful to be specific, so that specific solutions can be found. Without careful consideration and targeted responsive action, we can believe one thing and do another.

The reason why we need to say Black Lives Matter and not All Lives Matter can also be explained using the metaphor below.

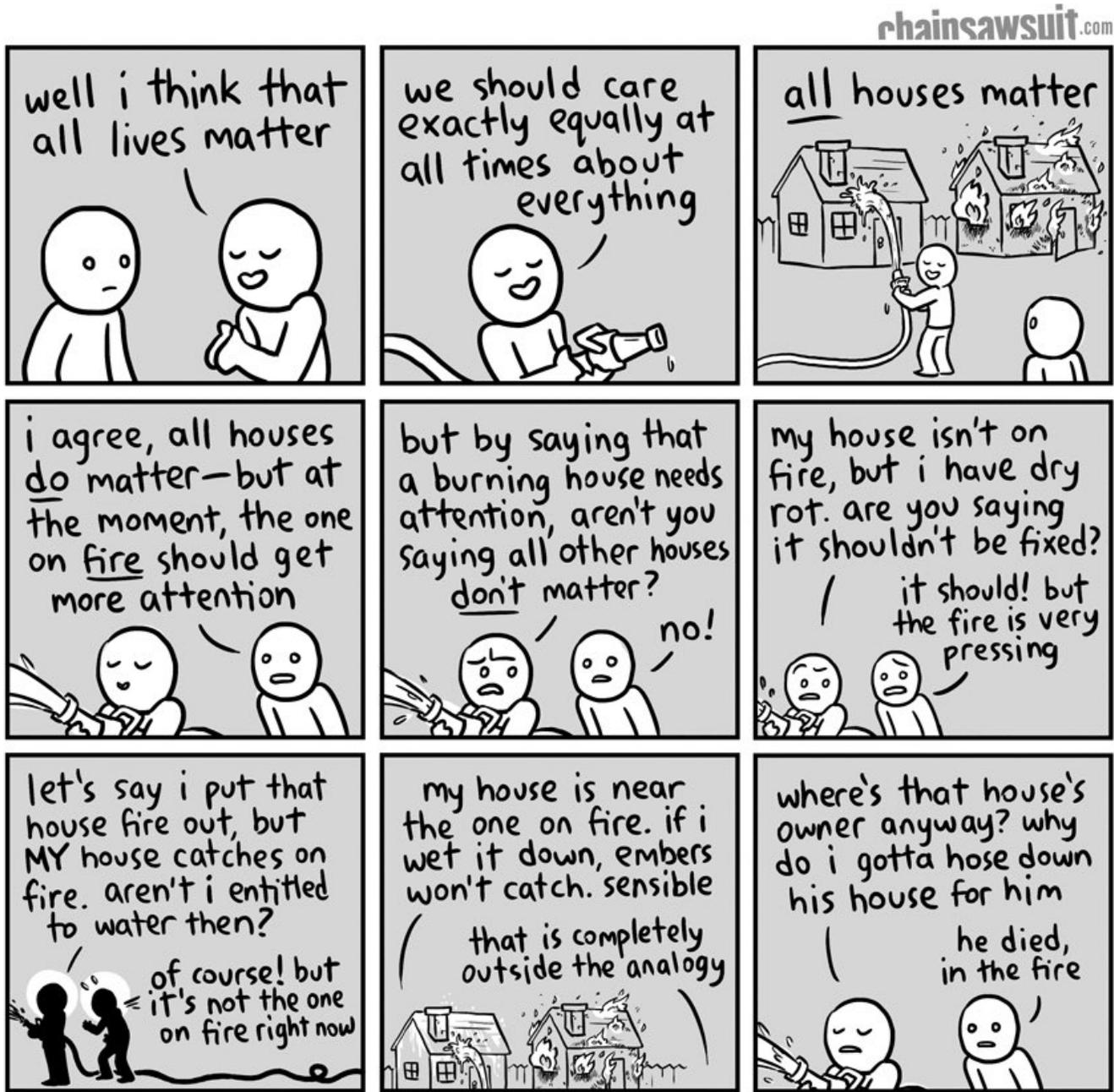
[Read more from the sources:](#)

<https://christiansforsocialaction.org/resource/blacklivesmatter-debunking-10-myths/>

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Taken from: <http://chainsawsuit.com/comic/2016/07/07/all-houses-matter-the-extended-cut/>

GUIDING CONVERSATIONS CONT'D - UNPACKING FREQUENTLY ASKED QUESTIONS

Resource Sheet B - For Teachers

What is shadeism? How is this concept connected to anti-Black racism and white supremacy?

Shadeism is prejudice based on skin tone, usually with a marked preference for lighter-skinned people. The lighter skin preference is anti-Black racism rooted in white supremacy and seen in many countries across Europe, Africa, Asia and South America (Estrada 2019).

Shadeism is internalized white supremacy present in communities of colour.

Read more from the sources:

<https://globalnews.ca/news/5302019/shadeism-colourism-racism-canada/>

<https://www.cbc.ca/news/shadeism-filmmaker-looks-at-discrimination-among-people-of-colour-1.2690132>

What do you mean race was constructed? Does that mean it isn't real?

The Human Genome Project shows us that human beings are genetically 99.9% the same. The reason why we have different skin tones is because, as we spread across the world, people lost their melanin due to colder temperatures and less sun, turning different shades depending on where they were in the world. However, this does not mean that race isn't real. We know it's real because it has real impacts on our lives. But it isn't a biological fact. Instead, it was socially and politically constructed.

So - why was race constructed?

The construction of race and racist logic allowed for Black people to be understood as property - and therefore exploitable and slaveable.

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GUIDING CONVERSATIONS CONT'D - UNPACKING FREQUENTLY ASKED QUESTIONS

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As Suzanne Plihcik from the Racial Equity Institute explains, "The story of race is the story of labor". Racist laws were used to divide different races in order to prevent worker uprisings and keep a consistent and reliable labor force. These laws privileged certain people through providing land ownership and citizenship - people who were later called white (Scene on Radio, 2017).

Read more from the sources:

<https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>

<https://www.vox.com/2015/1/13/7536655/race-myth-debunked>

White supremacy and anti-Black racism are an issue in the United States. Canada is not racist.

White supremacist culture is deeply embedded in our institutions in Canada. In Canada, we pride ourselves on being inclusive, welcoming and accepting to all. Sometimes that pride distracts us from addressing the issues that exist at home.

Canada and the US are distinct countries with separate histories but there are many historical links between the two countries' evolutions. For example, their common relationship to slavery, or their relationship to Indigenous peoples (whose traditional lands often cross the Canada-US border). Mosaic's latest report called Dialogue on Race Relations explains, "This perception of Canada as being 'better' only further entrenches systemic racism, as it allows Canada to avoid critical conversations about race" (The Mosaic Institute, 2021).

Read more from the sources:

<https://mosaicinstitute.ca/research/final-report-dialogue-on-race-relations-2021>

<https://www.theguardian.com/commentisfree/2019/nov/06/canada-overdue-reckoning-anti-black-racism>

[CMP=share_btn_fb&fbclid=IwAR1Fc611pzjSOesgYJI8Ego7kCfjpVoqDT7g4tg8cmwQ_m3AU4Q6hx5yd8l](https://www.theguardian.com/commentisfree/2019/nov/06/canada-overdue-reckoning-anti-black-racism)

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Resource Sheet B - For Teachers

My grandparents came here as immigrants and experienced racism too. They worked hard to fit in and contribute to society.

As Suzanne Plihcik from the Racial Equity Institute explains, "The story of race is the story of labor". Racist laws were used to divide different races in order to prevent worker uprisings and keep a consistent and reliable labor force. These laws privileged certain people through providing land ownership and citizenship - people who were later called white ([Scene on Radio, 2017](#)).

For example, immigrants from Southern Italy experienced both colonial subjugation (as the people of Southern Italy were constructed as the "Other" by the Northern ruling class) and experienced discrimination as "undesirable" immigrants upon arrival to Canada and the US.

However, Italians also participated in and benefited from white supremacy through laws that allowed for Italians to own property and receive citizenship status because they were considered 'white'.

Collective memory is so important for immigrant communities who were accepted into the project of whiteness. Derailing conversations about racism with stories of hard work and "pulling yourself up by the bootstraps" ignores the system of white supremacy hard at work to further divide us through these narratives.

[Read more from the sources:](#)

<https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>

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Teacher Resource Sheet



Additional Resources

Debunking The Most Common Myths White People Tell About Race

<https://www.youtube.com/watch/wjHg65JORi8>

We Must Tackle and Dismantle Systemic Racism and White Supremacy.

<https://www.ideas-idees.ca/blog/we-must-tackle-and-dismantle-systemic-racism-and-white-supremacy>

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