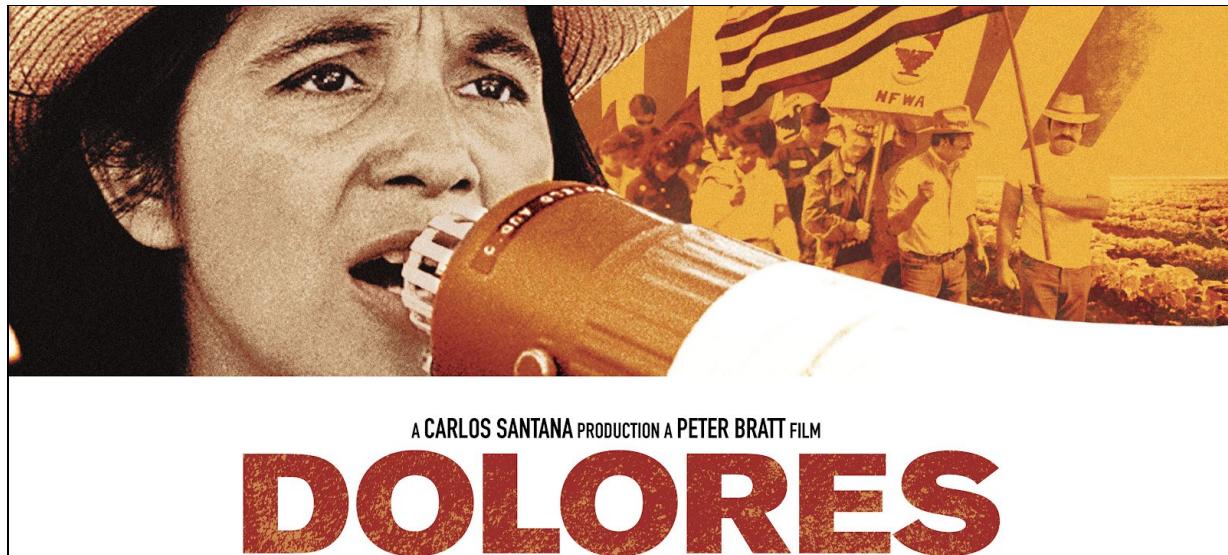


OVERARCHING THEME OF FIRST YEAR ORIENTATION:

Centering Racial Justice & Affirming Identity



ONLINE RESOURCES

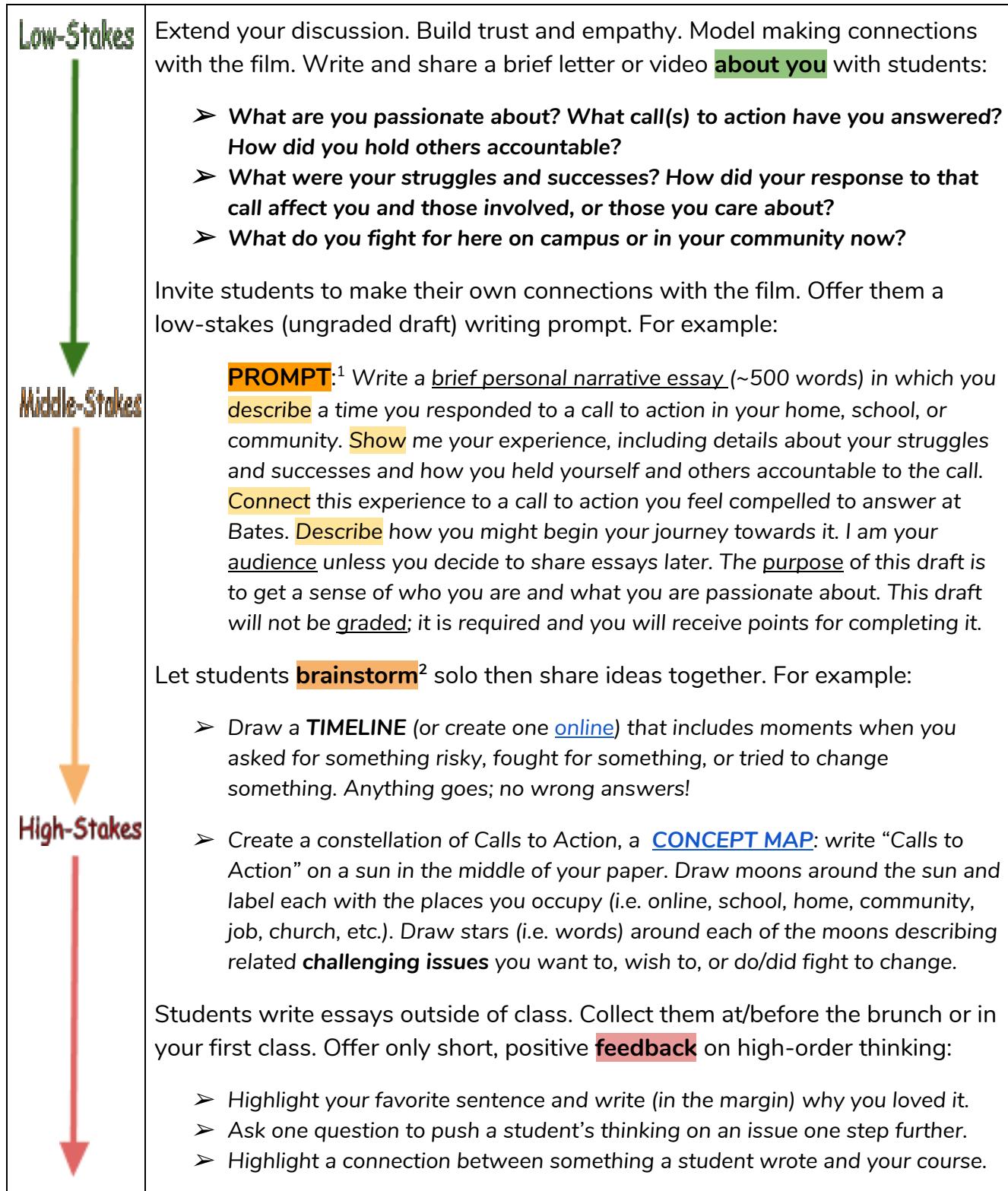
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| Bates Common Read Website | https://www.bates.edu/common-reading/about-the-author-2/ |
| Watch the film (free streaming!) | https://www.filmplatform.net/product/dolores/ |
| Bates Students (PWSAs) Respond to Dolores | https://www.bates.edu/writing/pwsas-respond-to-dolores/ |
| SFFS (San Francisco Film Society) Viewing Guide | http://filmed.sffs.org/film-ed/lesson-library/sffs-viewing-guides/dolores-sffilm-education-viewing-guide |
| ITVS (Independent Television Service) Discussion Guide | https://itvs-website.s3.amazonaws.com/films/dolores/DOLORES_DiscussionGuide.pdf |
| PBS Web Page | http://www.pbs.org/independentlens/films/dolores-huerta/ |
| Filmmaker Website | https://www.doloresthemovie.com/ |
| ITVS Website | https://itvs.org/films/dolores |
| Twitter | #DoloresHuerta or #SiSePuede |
| Facebook | https://www.facebook.com/DoloresClaraHuerta/ or https://www.facebook.com/doloreshuertafoundation/ |

DISCUSSION SCAFFOLDING

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|---|---|
| <p>Low-Stakes</p>  | <p>Start small and simple. Build trust and connections. Be you. For example,</p> <ul style="list-style-type: none">➤ Where are you from (town/city and/or state and/or country)?➤ What was your favorite part of your town or home ?➤ What are you going to miss most about being there? <p>Move to more film-preparatory questions:</p> <ul style="list-style-type: none">➤ Ask students about a family member or friend who has served as a role model. Ask them to describe some of the characteristics of that role model. <p>Then move gently to the film, Dolores, with a simple question, once you've established some rapport and trust.</p> <ul style="list-style-type: none">➤ What did you think of the film? Did you like it? Why or why not? <p>Finally, move to some more focused questions. Use the discussion resources from the list on the first page, or try the questions below (adapted from Student Affairs and the Racial Equity Program).</p> <p>Every one of us has a racial and gender identity. In order to be our authentic selves, we must acknowledge how our identities have been a strength and a challenge.</p> <ul style="list-style-type: none">➤ What racial identity did Dolores Huerta claim as her own? How did Dolores Huerta experience that racial identity in her life? In what ways was her racial identity a strength and a challenge?➤ What about her claimed gender identity? In what ways was gender identity a strength and a challenge?➤ Would you say Dolores Huerta lived an “authentic” life or was an “authentic” person? Why or why not? <p>All of us at some point in our lives will be asked to answer a call to action and be held accountable for it.</p> <ul style="list-style-type: none">➤ What was Dolores Huerta’s call to action?➤ How did she hold herself accountable, and the people close to her accountable, for creating a more racially just community?➤ How did her actions affect her, as well as her children and family? How did they affect the Latinx farmworkers and/or women? |
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WRITING @ BATES

GOING DEEPER: SCAFFOLDING A WRITING ACTIVITY



¹ Adapted from Dr. Leslie Hill's FYS "Success Story" writing assignment. Thank you, Leslie!

² Adapted from Dr. Stephanie Wade's creative suggestions for last year's Common Read. Thanks, Steph!

WRITING @ BATES

EXTENDING THE EXPERIENCE & MAKING WRITING SOCIAL

Students' responses to the Writing Prompt can eventually be crafted into final, more polished narrative essays. With some coaching, they could also be revised into other **genres**, like argument, analysis, public presentation, and/or proposal; research can be included. Such a project could be graded after opportunities for brainstorming, drafting, getting feedback, and revising have been given. (Your **PWSA** can help!) Here are a few other prompts related to the film that you could use for getting to know your students and their writing:³

Every one of us has a racial and gender identity. In order to be our authentic selves, we must acknowledge how those identities have been a strength and a challenge.

- What racial and gender identities do you claim? How do you experience these identities in your life? How would you describe these identities as strengths? How are they challenges? How will you seek to engage these identities at Bates?
- Would you say you are living an “authentic” life or are an “authentic” person? In what ways might you strive to be more authentic in your life at Bates College?

EMPATHY & INCLUSION TIPS

TIP 1: Build trust so your FYS students [feel comfortable approaching](#) and talking to you.

Offer your own responses to personal questions and prompts before you ask them of students. Honor that these are high-stakes moments of sharing for them.

TIP 2: Ask broad questions about students' backgrounds. Be aware of the socioeconomic markers evoked by certain questions. For example, instead of asking what particular high school they went to, ask what country, state, and (maybe?) town they are from.

TIP 3: Offer accessible and relatable examples from your own life. For example, role models might be “my eighth grade English teacher” or “my high school basketball coach” instead of “my senior thesis advisor at Harvard” or “my personal S.A.T. tutor.”

TIP 4: Give students a chance to “pass” on any question or activity, but also go around the circle or room intentionally to assure everyone has a chance to talk. You might even suggest students be brief or give a time limit, so as to avoid a few students dominating a discussion.

TIP 5: Ask students to jot down some ideas/responses to your questions before they share aloud. This gives introverted students, or those who process ideas more slowly, time to get their bearings. They can also share responses with each other, then aloud (think-pair-share).

TIP 6: Prepare them for success. Distribute questions and concepts online and ahead of time.

→ REMIND STUDENTS THEY ALL BELONG HERE AND YOU'VE GOT THEIR BACKS! ←

³ Adapted from Bates' Student Affairs First Year Orientation theme and the Racial Equity Program.

WRITING @ BATES

MORE RESOURCES ON INCLUSIVITY AND DIVERSITY

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| Bates' Office of Intercultural Education (OIE) Guide for Faculty on Inclusive Classrooms | https://www.bates.edu/oie/files/2017/08/Guide-for-the-Faculty-SPARQ.pdf |
| Bates' Accessibility Office Resources for Accessible Education | https://www.bates.edu/accessible-education/faculty/resources/ |
| On Creating Inclusive College Classrooms: | http://www.crlt.umich.edu/gsis/p3_1 |
| On Making “Inclusive Moves” in Your Course: | https://bokcenter.harvard.edu/inclusive-moves |
| On Teaching Diversity in Your Classroom: | https://ctl.yale.edu/teaching/ideas-teaching/diversity-classroom |
| On Engaging in Difficult Dialogues in Higher Education: | http://www.difficultdialoguesuaa.org/handbook/landing |
| Managing Hot Moments in the Classroom: | https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/InstructionalStrategies/HotMomentsClassroom.pdf |
| Guidelines for Discussing Incidents of Hate, Bias and Discrimination: | http://www.crlt.umich.edu/publinks/respondingtobias |