

# Chapters 1 and 2: “We Who Are Dark” and Educational Survival

Discuss Intersectionality vs Diversity.

Intersectionality “is understanding community power or lack thereof and insuring inclusivity in social justice movements” pg. 3

What does the author mean by abolitionist teaching? How is it different from reforming schools?

When students are entering the classroom in survival mode, how do we teach them? Recognizing the “legacy of pain” pg. 13

How can we navigate current events into the classroom and workplace?

In *Brown vs Education*, the author says that instead of concentrating on the separation in education, we should have focused on the equal. Discuss how this shapes your understanding of the law.

How do we normalize change and positive struggling?

## Chapter 3: Mattering

How do we “refuse” WSC in our teaching? What will this mean for us in practice? In our professional decision-making and our relationship with our own institution?

How can we build spaces that infuse Davis’ “participatory democracy” into our teaching? Also, consensus building and resisting oppression through collective power?

How do we reconcile, negotiate, deal with the failure of school desegregation? What does acknowledging that this program supported WSC mean for the abolitionist teacher?

How can we create/support “homeplaces” at a community college?

## Chapter 4: Grit, Zest, and Racism (The Hunger Games)

Discuss “loss of childhood” and how it effects the safety and livelihoods of Black children and young adults.

How does the Character Growth Chart cause harm?

<https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/CharacterGrowthCard.pdf>

In what other ways does “grit” show up in our society? How does it present itself when someone can’t show the “grit” to survive?

Did you learn Civics in school? What did they teach you? How would you teach Civics today?

## **Chapter 5: Abolitionist Teaching Freedom Dreaming and Black Joy**

The author says, “An ahistorical understanding of oppression leads folx to believe that quick fixes to the system, such as more surveillance, more testing, and more punishment, will solve the issues of injustice and inequality.”-pg. 92 What systems does the college, or the classroom have that perpetuate this idea? How do we move outside of transactional relationships?

How does our understanding of inclusion change over time? How does it affect your work in the classroom or office?

How do you weigh harm vs. hard conversations? In what ways do you include trauma-informed practices into your work?

Discuss “teaching while white” or teaching outside of your identity. What have you learned from mistakes or successes?

## **Chapter 6: Theory Over Gimmicks: Finding Your North Star**

How do we create culturally relevant teaching (CRT) that goes beyond stereotyping culture?

Discuss “Community Cultural Wealth” how can you bring this into the college community, and classroom while still leaving the community its autonomy and strength?

Do trainings do any good? What problems do you see at the college from either folx being ingeniously or performatively involved in PPI trainings or completely avoiding it?

What does the author mean by “theory over gimmicks”? How does theory change over time? How does finding a new theory shine a brighter light for you?

The author illustrates many examples of White culture trying and failing from Brown vs. The Board of Education, Starbucks, and “It Gets Better.” What can we learn from these examples?

## **Chapter 7: We Gon’ Be Alright, but That Ain’t Alright**

In what ways does the author outline the barriers to good physical and mental health care for Black folx, and how does the experiences of living as a Black person affect their health?

How does Whiteness affect Black wellness?

The author makes the case that education cannot change the realities of racism. How do you as an educator or someone working in education see abolitionist teaching happening while still working in the system that is still built to support Whiteness?

*Side note: Don’t miss the Acknowledgments!*