

Activity 4:

Intersectionality + Intro to Python:

Lesson (~5 hours)

Resources:

- [Slides](#) for the “Intersectionality” portion of the lesson. The file name for the slides is titled, “Intersectionality_Description_slides.pdf”. The slides can be utilized to assist students with following along with the instructor.
- [Slides](#) for the “Intro to Python Basics” portion of the lesson. The file name for the slides is titled, “Intro_to_Python_Basics.pdf”. The slides can be utilized to assist students with following along with the instructor.
- Students can complete the Python Basics activity online via a website called Deepnote(Just click on this [link](#) and make sure that you click on “notebook.ipynb” under the Deepnote files section). Otherwise, the instructor can follow these steps to open the file with Visual Studio Code (Click on “Python_Basics” folder, which is in the “Assignment4_Interseccionalidad_Intro_to_Python_Basics”. Then click on “notebook.ipynb” file.)
- Here is the [link](#) to complete the Deepnote activity about creating a data set about your identity. Also, people can use the downloaded version by clicking on the “Individual_Dataset” folder. Then click on “notebook.ipynb” to open the file on Visual Studio Code.
- Here is the [link](#) to the Deepnote where students will have to combine their datasets together in small groups. Also, people can use the downloaded version by clicking on the “Combine_Datasets” folder. Then click on “notebook.ipynb” to open the file on Visual Studio Code.

Objectives:

- Students will understand the importance of intersectionality.
- Students will learn how to use Google Sheets to create their own dataset
- Students will learn how to create a data set.
- Introduce students to the concept of intersectionality to help them gain a new framework for better examining themselves and how they fit into the world around them. Learning from and with one another is the first step to making justice real and becoming data activists.

Vocabulary:

- **Intersectionality:** Intersectionality is recognizing that one's life is often shaped by different aspects of their identity, such as their race, class, gender, etc.

Preparation:

Material	Description
Padlet	This is a discussion website, which allows the students to share their ideas anonymously.
Video titled " The urgency of intersectionality "	Here is the video description: "Now more than ever, it's important to look boldly at the reality of race and gender bias -- and understand how the two can combine to create even more harm. Kimberlé Crenshaw uses the term "intersectionality" to describe this phenomenon; as she says, if you're standing in the path of multiple forms of exclusion, you're likely to get hit by both. In this moving talk, she calls on us to bear witness to this reality and speak up for victims of prejudice." (TED)
Pyramid of White Supremacy File	This file contains the definitions of all the terms that appear on the pyramid of white supremacy.
Slides	The file names for the slides are titled, "Intersectionality_Description_slides.pdf" and "Intro_to_Python_Basics.pdf".
Video titled " How to understand Power " :	Here is the video description: "Every day, we move and operate within systems of power that other people have constructed. But we're often uncomfortable talking about power. Why? Eric Liu describes the six sources of power and explains how understanding them is key to being an effective citizen."

Data Science “ipynb” files.	In order for the students to edit the data science notebooks, the teacher will have to download the data science notebooks and either have the students upload them to Deepnote or use software on their laptop.
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Introduction:

Intersectionality is recognizing that one’s life is often shaped by different aspects of their identity, such as their race, class, gender, etc. “Employing an Intersectional Framework acknowledges that there are social systems in place that create barriers and challenges for some individuals, while simultaneously providing privilege and power for others. While the idea originated from the scholarship of Black women, an intersectional lens is an important tool in advancing social justice for all groups in today’s society” (Intersectionality in Tech 101) [1].

We all have our own struggles and challenges, and some of them are small, huge, unfair and beyond our control. It can be challenging to understand someone else’s trials because no one has the same background. You might be a person of color, have a disability or a different religion. I don't know what it's like to be you, and you don't know what it's like to be me. As a result, it is essential to try to understand what other people are going through, so we can help each other overcome those obstacles. Sometimes you will be the person with the most privilege and sometimes you will be the person with the least privilege in a group.

As a result, in this activity we will all work together to make a Data Table in Google Sheets that combines all of our identities. Next, students will be tasked with getting to know one person in the dataset that seems to have a different background, and will find aspects of their lives that they have in common. The instructions correspond with each slide in the presentation.

Instructions:

Activity 1: Review the Intersectionality slides: Understand the basics of intersectionality [45 minutes]	
Instructions	
Watch video & reflect [30 minutes]	<p>Show the video titled “The urgency of intersectionality”. While they are watching the video, have students take notes using the 3,2,1 framework on Padlet:</p> <p>The 3,2,1 Framework</p>

	<ul style="list-style-type: none"> • <i>three facts from the video</i> • <i>two facts they never knew</i> • <i>one question they have after watching the video</i> <p>After students finish typing their 3,2,1 on Padlet, instruct the students to discuss their answers in small groups for 5 minutes. Then, the instructor should lead a large group discussion for another 5 minutes.</p>
Discussion [15 minutes]	<ul style="list-style-type: none"> • Pick a feeling that describes how the video made you feel based on the <u>Feelings Wheel</u>.

Activity 2: Review the Intersectionality slides: Understand the basics of intersectionality [45 minutes]	
Instructions : do the daisy model again. In video tutorials, talk about my own experience. The daisy model is meant to show the diversity in the model.	
Watch video & reflect [25 minutes]	<ul style="list-style-type: none"> • Discuss the different forms of white supremacy that you have heard before by reviewing the Pyramid of white supremacy. The diagram that we will utilize in

this activity is titled, “Pyramid of White Supremacy”.

Pyramid of White Supremacy

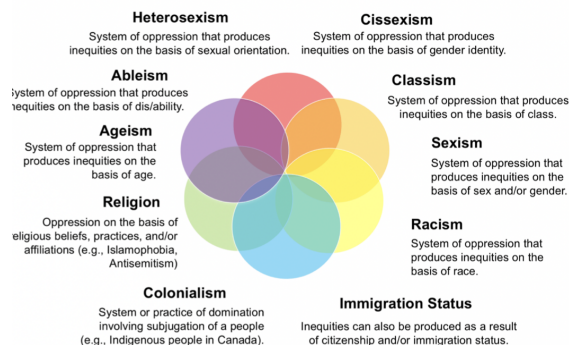
Adapted by the National Equity Project from Ellen Tuzzolo & Safehouse Progressive Alliance for Nonviolence



Instructions:

1. First, we will review the meaning of some of the terms/statements on each chart. A short definition of each statement is in the file titled, “Pyramid of White Supremacy Dictionary”.
2. TO DO: Read every statement on the “Pyramid of White Supremacy” in your small group. Which one of these sentences/terms have negatively affected you or a person you know? Please circle the statement.
3. TO DO: If you feel comfortable, please share which statements you circled with the class.
4. TO DO: What are the interlocking systems of oppression that you deal with on a daily basis?

Intersecting Forms of Oppression



- a. The term "systems of oppression" helps us better identify injustice by calling attention to

	<p>the historical and organized patterns of mistreatment. In the United States, systems of oppression (like systemic racism) are part of every aspect of American culture, society, and laws. Other examples of systems of oppression are sexism, heterosexism, ableism, classism, ageism, and anti-Semitism. Society's institutions, such as government, education, and culture, all contribute or reinforce the oppression of marginalized social groups while elevating dominant social groups.</p>
Watch video & reflect [20 minutes]	<p>Watch “How to understand Power” (7 minutes). While they are watching the video, have students take notes using the 3,2,1 framework on Padlet. Refer to the first cell for the 3,2,1 framework instructions.</p>

Activity 3: Intro to Python Part 1 [45 minutes]	
Instructions	
Review Slides[5 minutes]	Review the Intro to Python <u>slides</u>
Coding Activity [40 minutes]	<p>Complete Part 1 of the Intro to Python activity: https://deepnote.com/workspace/random_name-3467efb7-1083-4442-ae55-95ed4d24ef8e/project/Python-Basics-for-EAAI-5d22d384-bf56-4f39-8910-7710644fed32/%2Fnotebook.ipynb</p>

Activity 4: Intro to Python Part 2 [45 minutes]

Instructions	
Coding Activity [45 minutes]	<p>Complete Part 2 of the Intro to Python activity. Scroll to Part 2 section of the Deepnote notebook.:</p> <p>https://deepnote.com/workspace/random_name-3467efb7-1083-4442-ae55-95ed4d24ef8e/project/Python-Basics-for-EAAI-5d22d384-bf56-4f39-8910-7710644fed32/%2Fnotebook.ipynb</p>

Activity 5: Intro to Python Part 3 [30 minutes]	
Instructions	
Coding Activity [30 minutes]	<p>Complete Part 3 of the Intro to Python activity. Scroll to Part 3 section of the Deepnote notebook.:</p> <p>https://deepnote.com/workspace/random_name-3467efb7-1083-4442-ae55-95ed4d24ef8e/project/Python-Basics-for-EAAI-5d22d384-bf56-4f39-8910-7710644fed32/%2Fnotebook.ipynb</p>

Activity 6: Create Your Own Dataset Part 1 [45 minutes]	
Instructions	
Coding Activity [15 minutes]	<p>Complete Part 1 of the Create Your Own Dataset activity:</p> <p>https://deepnote.com/workspace/random_name-3467efb7-1083-4442-ae55-95ed4d24ef8e/project/Create-Your-Own-Dataset-EAAI-2860e01d-d5cc-4475-ba0d-e5bfeefb0f6b/%2Fnotebook.ipynb</p>

Activity 7: Combine Datasets [45 minutes]	
Instructions	
Coding Activity [45 minutes]	<p>Complete the combine data sets activity:</p> <p>https://deepnote.com/workspace/random_name-3467efb7-1083-4442-ae55-95ed4d24ef8e/project/Combine-Datasets-Duplicate-56a686e5-13de-4ee3-8e63-51b86bc39dfa/%2Fnotebook.ipynb</p>

Activity 8: Create a Data Drawing[45 minutes]	
Instructions	
Data Drawing [45 minutes]	<p>Here are the instructions:</p> <ul style="list-style-type: none"> • Based on the group data set that your group created, find at least one aspect of your identities that you all have in common. • Everyone in the group needs to create a drawing that represents an aspect of your identity that you all have in common. For example, do you all play tennis or enjoy reading books? If the group of 3-4 students can not find anything in common, students can just create a drawing that represents the different aspects of their identity that are included in the data set. • Students are encouraged to use paper, color pencils, and markers to create their drawings

References:

[1] The National Center for Women & Information Technology (NCWIT). “Intersectionality in Tech 101.”

<https://ncwit.org/Resource/intersectionality101/#:~:Text=Intersectionality%20is%20a%20critical%20and,Color%20in%20STEM%20and%20computing.>, 2019.