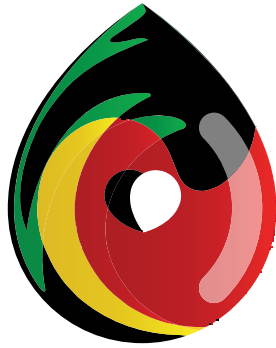




One Drop of Love

#TRUTH #JUSTICE #LOVE

Middle School / High School
Educators Guide



ONE DROP OF LOVE

Show Overview

One Drop of Love is a multimedia solo performance by Fanshen Cox DiGiovanni. This extraordinary one-woman show incorporates filmed images, photographs and animation to tell the story of how the notion of ‘race’ came to be in the United States and how it affects our most intimate relationships. A moving memoir, *One Drop* takes audiences from the 1700s to the present, to cities all over the U.S. and to West and East Africa, where Fanshen and her father spent time in search of their ‘racial’ roots. The ultimate goal of the show is to encourage everyone to discuss ‘race’ and racism openly and critically.

Message from the Artist

Hello Students, Faculty and Administrators,

Thank you so much for bringing *One Drop of Love* to your community. I have had the great privilege of performing *One Drop* throughout the U.S. for lots of different kinds of people. By far my favorite audiences are made of young people. When we discuss some of the difficult and uncomfortable topics after the show, I am always left with so much hope for the future. While I’m aware we have a long way to go before life is equitable for all, I believe today’s youth are well-equipped, caring and passionate and will lead the way to truth, then to justice, and then to more LOVE.

Looking forward to meeting you,

Fanshen Cox DiGiovanni
Writer, Performer, Producer
One Drop of Love

Purpose of the School Educators Guide

This guide was created to assist you in the preparation of your students and yourself to see the show. You will find information about the show, theater etiquette, themes/terms your students should be aware of, pre-show & post-show activities and discussions to have with your students, and more.



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Dear Administrators, Teachers and School Personnel,

One Drop of Love is a multimedia one woman show that explores the intersections of race, class and gender in search of truth, justice and love. The show takes audiences on a moving experience through our country's history and exposes the complications that come with racial constructions. The influence this construction has had on family relationships, identity development, racial, economic and gender oppression, and more are explored throughout *One Drop of Love*.

Before you continue through the Educators Guide, we want to also provide some information to help YOU prepare for the show. The show is an experience for your students, but also for YOU. The following are important tips to help prepare you for seeing the show and processing it for yourself and with students.

1. Be prepared to learn
2. Be aware of your own biases, and don't let them limit you
3. Be aware that any preconceived ideas on the themes in the show, may be challenged
4. Be present and experience the show, and be present for students experiencing the show
5. Participate in the interactive parts of the show
6. Help eliminate distractions for yourself and students (i.e. do not use your cell phone or grade papers; address inappropriate student behaviors without distracting others, etc.)
7. Be prepared to process openly with students following the show
Be sure to know your school's procedure for mandated reporting of student disclosure, should it occur.

As a school social worker, I can assure you that this performance will engage students in a multi dimensional, multi educational experience that will prepare them to encounter the world around them. Thank you for your willingness to bring the show to your school, and have these important conversations with students. Let us know how we can support your preparation prior to the show, and processing after the show.

With Many Drops of Love,



Chandra Crudup, PhD, MSW
Production Manager
One Drop of Love

Sample Letter to Parents

[DATE]

Dear Parent/Guardian,

We are excited to bring *One Drop of Love* to [INSERT SCHOOL NAME] on [DATE OF PERFORMANCE]. This show, written, produced, and performed by Fanshen Cox DiGiovanni is a multimedia one-woman show exploring the intersections of race, class and gender in search of truth, justice and love. The show integrates historical context throughout the story to help the audience better understand our present. The themes of the show include, but are not limited to exploring how race was constructed historically in the U.S., including the influence of the One-Drop Rule, immigration, racial, economic and gender oppression, reconciling familial relationships, racial identity, and more.

Many of these themes have an unpleasant and uncomfortable history in our country; therefore, there are moments in the show that are purposefully raw and honest, and might be challenging for some learners. There are situations and language that students and parents may find sensitive such as expletives, domestic violence, and allusion to sexual violence. If you have questions or concerns about your student's attendance to the show, please contact [NAME CONTACT PERSON AND CONTACT INFO]. For more details about the show, and to view a trailer, visit www.onedropoflove.org.

Sincerely,

[PRINCIPAL NAME & SIGNATURE]



Terms, Concepts & Themes

The following will be covered in *One Drop of Love*. Students should have a basic understanding of these places and concepts prior to seeing the show.

- United States Census - specifically the racial categories
- Racial Categories
 - Mulatto
 - Quadroon
 - Octoroon
- One-Drop Rule
- Jim Crow
- Jamaica/Jamaican accent
- East Africa
 - Tanzania
 - Ethiopia
 - Eritrea
 - Sudan
 - Kenya
- West Africa
 - Cape Verde / Cape Verdean Islands

The following will be mentioned, but not at length. For these concepts, be prepared to discuss and/or answer questions with your students after experiencing the show.

- Colony/colonialism
- Socialism
- Mao Zedong/Mao Revolution
- Richard Nixon
- Black Power & Black Panthers, Rastafarians, Marcus Garvey
- Integration
- Sally Hemmings / Dusky Sally
- Lynching
- Public Enemy, Poor Righteous Teachers, X - clan (musical groups)
- Black Student Union
- *Do The Right Thing* (Spike Lee film)
- Malcom X, Maya Angelou, Martin Luther King Jr.
- U.S. Peace Corps

Sensitive Situations - The following situations are present in the show:

- Domestic violence (Fanshen's Dad says that his father used to beat his mother; Fanshen's mother tells how her step-father tried to kill her family with a rifle)
- Pedophilia (Fanshen's mother states that one of her step-fathers was a pedophile)
- Guns (Winston says during his college experience "There were guns all over the place")
- Debauchery (Winston says some of his college experience was 'utter debauchery')
- Implied sexual assault (Fanshen says "I get to the door of the apartment downstairs and I push it open...and I am facing a number of boys, ranging in age from about 12 to about 15...and there is no adult in sight. I learn that this is a home for juvenile delinquent boys. And I should not have entered this building alone.")



Theatre Etiquette

One Drop of Love is a multimedia theatrical production. Below are the standard expectations of theater audience members. In order to make the performance enjoyable for all, please review these rules with your students prior to the show. Teachers and School Personnel are asked to quietly assist with reminding students having difficulty following etiquette during the performance.

- Please do not talk to your neighbor during the performance. Unlike watching a movie, the actor on stage can hear and see you. Talking can be a distraction.
- Cell phones and electronic devices should be turned off, or better yet not brought to the performance.
- No photography or videography is allowed during the performance.
- Please do not yell out during the performance (unless encouraged by the actor).
- Respond appropriately. This show is interactive, and it is appropriate to laugh and respond when engaged.
- Please do not walk around during the performance. The show is about an hour long, please have students go to the bathroom prior to the show so they do not have to get up during the show.
- Depending on time allotment, students will have an opportunity to ask questions and comment following the show. Students should remain, raise their hand to ask questions, and remain quiet and attentive to the discussion that ensues.

Pre-show Activities & Discussion

There are many videos, articles and other resources on the “For Educators” page on our website that will help you and your students become familiar with the themes of the show.

<http://www.onedropoflove.org/for-educators/>

We have included a few that we suggest specifically for youth audiences with accompanying questions. We have also included some resources/activities that will introduce students to the themes of the show.

Identity/Privilege Activity

Adapted from Anytown Arizona, Inc. Identity Walk Activity

Have students stand in a circle or straight line.
Facilitator: “Listen to the following statements. If you belong to or identify with the statement step into the circle (or take a step forward from the line).”

Read the statement(s) to the right, providing time for students to step into the circle or out of line. Ask them to look around (see who is in the circle, out of the circle), and then step back before reading the next statement. Emphasize that this is a non-verbal activity - meaning they do participate and observe, but not speak. Allow students to identify for themselves.

Process after the activity using **ORID** (Objective, Reflective, Interpretive, Decisional)

Objective - What are some of your observations during the exercise? What did you see happening? What was happening?

Reflective - What kind of feelings did you have when you stepped apart from the circle/line? How did you decide what “identify/belong” mean for you? What purpose/significance did this activity serve for you?

Interpretive - How does this relate to your life? At school? At home? In the community? What did you learn about yourself? What did you learn about others? How can you apply this to your life?

Decisional - What will you do with this information? How can you apply what you have learned to your life and how you interact with others?

“If you belong to or identify with being a
*** _____, please walk into the circle.
Look around. Step Back.”

Group List**

Male

Female

African-American

Native American

Asian-Pacific Islander

Middle Eastern/East Indian/Pakistani

Hispanic/Latino/Chicano

Multi-racial/Bi-racial

Caucasian/Anglo/White

Athlete

Cheerleader

Geek

Punk

Smarty

Having No Friends

Being Poor

Being Wealthy

Having Over Protective Parents

Oldest Child

Middle Child

Youngest Child

Only Child

Child of Divorce

Step - Family

Two - Parent Family

Single Parent Family

Military Family

Born Outside of the United States

Having Lived in More than 4 Places

Negative Body Image - you don't like the way you look

Hidden Disabilities

Physical Disabilities

Speak More than one Language

Feel Different

Felt Left Out

Pre-show Discussion Questions



(Grades 5 - 12) Did you ever feel like you had to dress, talk or act a certain way in order to fit into a particular cultural or ethnic group, or do you know someone who has? Where and how do we learn these behaviors? What are the benefits to having the ability to do so? Are there any drawbacks?



(Grades 5 - 12) Do you know why your parents (or guardians) chose the name they gave you? Did you ever feel you had a responsibility to 'live up to your name'? Or have you changed your name, or prefer a nickname to the one you were given? Why was this important to you?



(Grades 5 - 12) Intersectionality 101
<https://youtu.be/w6dnj2lyYjEby> Teaching Tolerance
(<http://www.tolerance.org/>)

Also see their Teaching at the Intersections article
<http://www.tolerance.org/magazine/number-53-summer-2016/feature/teaching-intersections>

Discussion Questions:

- What are your multiple identities?
- How do they intersect or work together to create your identity?
- How do your intersecting identities shape the way you view the world?



(Grades 5 - 12) How I learned about the One Drop Rule Play List- This is a playlist of people talking about how they first learned what the One-Drop Rule was, their experience with it, and their understanding of how it operates today.

https://www.youtube.com/playlist?list=PL-KfCYF7Q_bPj66eF2i6xeSMwu8LEFBCU

Pick a few that you would like to show to your students.

First ask them:

- Who knows what the One -Drop Rule is? Explain it to me?

Share the videos you have selected. And follow up with discussion. Here are a few questions to get you started:

- What are your thoughts on this rule, now that you know what it is?
- How might it affect you, your family, or other students in this class/school?
- How do you see this rule in effect today? On TV/Social Media? In your community? Do you see it in effect in our school?
- What can we do to make sure that people are treated equitably/fairly today?

Post-show Activities & Discussion

After your students have experienced the show, allow them to share any thoughts, comments, and/or questions they may have. It is important to provide time for them to process. If you don't have a processing technique you already use in your classroom, the ORID method will work well for processing the show with students.

“Love recognizes no barriers. It jumps hurdles, leaps fences, penetrates walls to arrive at its destination full of hope.”

- Maya Angelou,
- *The Power of Hope*

Spreading Drops of Love Activity

Create a place in your school or classroom, where students, teachers, school personnel can share and spread drops of love happening on your campus. For example, if a student wants to encourage another student because they are having a rough day, or thank a student for standing up for them when they were being picked on, they can write down how they spread drops of love, or how someone spread drops of love with them and pin it to the board for all to see.



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Spreading Drops of Love



ONE DROP OF LOVE

Spreading Drops of Love

Post-show Discussion Questions



(Grades 5 - 12) The United States Census began in 1790, and has always included racial categories. Since then (the census being taken every 10 years), the racial categories have changed twenty-four times. Why do you think these categories have changed so much? What specific events in U.S. history that you know of may have contributed to these changes?



(Grades 5 - 12) Have you or someone you know had to overcome great odds for you to be where you are today? What were some of the strategies that you and others have used to help you get here?



(Grades 5 - 12) What does social justice mean? What does it look like in your community? What does it look like in your school? What can you do to fight social injustices?



(Grades 9-12) On June 26, 2000, Former President Bill Clinton announced some of the findings of the Human Genome Project, including this statement: "I believe one of the great truths to emerge from this triumphant expedition inside the human genome is that in genetic terms, all human beings, regardless of race, are more than 99.9 percent the same." Do you agree or disagree with this statement? What are some specific examples from your life that have led to your opinion on this? Why do you think he had to use the word 'race' in the quote, if his point was that we are all the same? (source: *Fatal Invention: How Science, Politics and Big Business Recreate Race in the Twenty-first Century* pg. 50)



(Grades 9 - 12) How much do you know about your parents' (or guardians') histories? What were some of the choices they made early on that still have a lasting effect on you? Why did they make those choices? What are some things that you will probably do differently when you're a parent (if you plan to have kids), and what are some of the things you might do that are the same?



((Grades 9 - 12) What does the phrase 'American Dream' mean? Does the concept of the 'American Dream' still exist? Do you feel that everyone in the U.S. has an equal opportunity to achieve it? If yes, what examples do you have of this? If no, why not?

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Additional Resources

Other Activity Ideas:

<http://www.socialjusticetoolbox.com>

<http://www.edchange.org/multicultural/acti-vityarch.html>

Take the Implicit Social Attitudes Survey and discuss results - Project Implicit

<https://implicit.harvard.edu/implicit/>

Understanding Racism by debunking Reverse Racism with *Is Reverse Racism a "Thing"?*

<http://theroottv.theroot.com/video/Is-Reverse-Racism-A-Thing>

Teacher/Parent Resources:

<http://familydiv.org/about/>

<http://www.showingupforracialjustice.org>

<http://www.teachingforchange.org/teaching-about-race>

<http://blog.leeandlow.com/2015/08/27/the-opposite-of-colorblind-why-its-essential-to-talk-to-children-about-race/>

<http://www.readbrightly.com/how-to-talk-to-kids-about-race-books-and-resources-that-can-help/>

<http://daily.jstor.org/teaching-white-kids-anti-racism/>

Student Resources:

Stories to share with young students

www.sweetblackberry.org

#BlackLivesMatter Book List for Teens

<http://www.slj.com/2016/07/books-media/librarian-creates-blacklivesmatter-booklist-for-teens/> - _

Talking with students about racism and police brutality

<http://www.ahaparenting.com/ask-the-doctor-1/talking-with-children-about-racism-police-brutality-and-protests>

Films:

Dark Girls

Little White Lie

Zootopia

Websites:

www.mixedrootstories.com

www.colorlines.com

www.mixedracestudies.org

www.tolerance.org

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