



CHANGE  
THE NAME!

# TOOLKIT

A 1-2 week study of a youth-led campaign to change the name of a major park from the namesake of a slaveholder to that of abolitionists Anna and Frederick Douglass.

written by Bianca Jones



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# FOREWORD TO TEACHERS



## THE WORK

The Change The Name campaign materialized out of the grassroots campaign curriculum at Village Leadership Academy, an independent K-8 school located in Chicago, IL that offers an innovative approach to learning that promotes critical thinking, social justice, and social change.

Each year, homerooms choose an issue in their community that they wish to tackle using a strategic plan of action. Both the class and the action plans are entitled: Grassroots Campaigns (GRCs). Participating in GRCs has been a most rewarding and transformative experience for me as an educator. Almost entirely student driven, these campaigns have prompted me to revise my teaching approach from that of a traditional instructor imparting my knowledge to passive learners, to an innovative educator who learns alongside dynamic students.

The Change the Name Campaign further transformed me into an educator who values teaming up with youth to learn, challenge injustice, and produce lasting change. The campaigns invite students and educators to stay informed, think locally and globally, exercise critical thinking, practice civic-engagement, research, collaborate with local activists and artists, and most importantly, to learn beyond the classroom. An inimitable model, Grassroots Campaigns are a template for all educational institutions.

## THE FILM

An intimate portrayal of Black youth organizing on the west side of Chicago, Change the Name follows a group of 5th graders from Village Leadership Academy as they embark on a campaign to rename Stephen A. Douglas Park after freedom fighters Anna and Frederick Douglass. Over the course of the three-year grassroots campaign the students tackle bureaucratic Chicago Park District systems, underestimations of their capacity to make change, as well as a pandemic and a global racial uprising.

### THE WEBSITE

As the editing process began, we learned quickly that the film couldn't cover the scope of more than 3 years of strategic organizing executed by some 40 students. Thus, we developed the website to serve as the campaign's digital archive. As an educator who favors allowing students time to do independent research, it was important to create a visually appealing and interactive medium that would incorporate diverse learning modalities with copious written sources augmented by audio and video elements.

Users can both hear and read organizers' speeches, review campaign strategies, look at images, and read profiles of Frederick Douglass, Anna Douglass, Stephan Douglas, and North Lawndale written by historians. Users can even view our gratitude as we thank our most impactful collaborators.

The goal is for students to experience the many elements of Change the Name over multiple class periods.

### THE TOOLKIT

This toolkit serves as a resource to facilitate students' exploration of our campaign and film through dialogue, interacting with the website, and collaborative projects presented whole group. Students will explore various themes including: identity, citizenship, resistance, and the psychological impact the dominant narrative has on oppressed groups, which may inspire them to take action to eradicate a monument that celebrates white supremacy in their community.



# CONTENT FOCUS, ESSENTIAL QUESTIONS + STANDARDS

A 1-2 week unit study of a youth-led campaign to change the name of a major park from the namesake of a slaveholder to that of abolitionists Anna and Frederick Douglass.

## UNIT DESCRIPTION

Through an exploration of the essential questions listed below, viewing a short documentary, interacting with an archival website, and exchanging ideas with peers, students will: learn about student activism, analyze the power of messaging in regards to honoring white supremacists vs. those who fought for liberation, research landmarks in their communities, read biographies of historical figures, cite textual evidence, develop logical arguments, create their own plan of action, and present to classmates.

## CONTENT FOCUS

- Social Studies
- History
- Civics
- English Language Arts

## ESSENTIAL QUESTIONS

Do names have power?

Who is most often memorialized through landmarks? Who is most often left out?

What do messages of systemic exclusion send to those excluded?

Why is it disrespectful and harmful to memorialize someone who participated in enslavement?

What kinds of monuments do African Americans deserve?

## ENDURING UNDERSTANDINGS

There is power in naming.

The names of schools, streets, parks, and monuments in a community should reflect the ethnic and racial makeup of it.

Those who participated in the atrocity of chattel slavery can be remembered not honored.

Black women and those of other marginalized identities are often ignored and erased from stories told despite their significant contributions.

One is never too young to recognize injustice and take action.

## KEY VOCABULARY

Enslavement

Abolition

White supremacy

Memorialize

Liberation

Symbolic

Underestimate

Grassroots Organizing

Collective Power

Reparations

Bureaucratic

Legacy

Dominant narrative

Systems of Oppression

Oppressed Groups

Systemic Exclusion

# COMMON CORE STANDARDS

## English Language Arts >> Reading: Informational Text >> Grade 6

### Key Ideas and Details:

#### CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## English Language Arts >> History/ Social Studies >> Grades 6-8

### Key Ideas and Details:

#### CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

#### CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### Craft and Structure:

#### CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

## English Language Arts Standards >> Speaking and Listening >> Grade 6

### Comprehension and Collaboration:

#### CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### CCSS.ELA-LITERACY.SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

# COMMON CORE STANDARDS (CON.)

■ **English Language Arts Standards >> Speaking and Listening >> Grade 6 (CON.)**

## **Presentation of Knowledge and Ideas:**

### **CCSS.ELA-LITERACY.SL.6.4**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

### **CCSS.ELA-LITERACY.SL.6.5**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.



# USING THE TOOLKIT

## GETTING STARTED

- Print The Toolkit
- View the film independently
- Familiarize yourself with the discussion questions
- Research and create a list of school names, street names, park names, and monuments in your city. Make a note of those that:
  - Promote narratives of white supremacy
  - Present inaccurate/ demeaning characterizations of American Indians
  - Memorialize individuals with connections to racist acts, slavery, and genocide
  - Present selective, or over-simplified, one-sided views of history
  - Fail to sufficiently include stories of people of color  
(a list curated by The Chicago Monuments Project)
- Learn the Indigenous names and tribes of land you occupy  
(if interested in sharing Indigenous land and territory acknowledgments)
- Make copies of the Do Now, Student Viewing Guide, and Key Vocabulary to be distributed before the film screening

*After screening the film and facilitating a discussion, use what you want and leave the rest!*

## INTENDED LESSON SEQUENCE

*\*Each lesson is not expected to be completed in one day. Work at a pace that best serves you and your students\**

LESSON 1	Change the Name Screening + Viewing Guide
LESSON 2	Website Exploration
LESSON 3	FOUND Poem
LESSON 4	“What to the Slave is the Fourth of July?”
LESSON 5	Who Gets to be Memorialized?
LESSON 6	Taking Action!
LESSON 7	Presentations

## USING THE TOOLKIT

The Discussion Guide, Website Exploration, FOUND Poem, Key Vocabulary, and Frederick Douglass speech are all meant to be used by the entire class at your own pace. These assignments require greater facilitation from you to ensure that students understand the history, major events, key terms, and prominent themes of this youth-led grassroots campaign - in addition to introducing them to one of Frederick Douglass's most renowned speeches. If your desire is for the class to do these things, you may choose to end this unit after students read and analyze the speech.

## GROUP PROJECTS

The purpose of group projects is to allow students to explore independently and exercise creativity! The contents of each packet provides students with everything needed to conduct focused research and produce results. While students work on their projects, you should be able to take time to focus on your own tasks, occasionally circulating the room to answer questions and ensure that students are on task. You may want to collect and grade the answer pages as an additional accountability measure rather than solely assessing the final presentation.

- **Who Gets to be Memorialized?** prompts students to explore monuments named to honor people in your city and note trends of what identities are most often deemed worthy of public memorial along with those who are most commonly excluded. Their research should shed light on the hold narratives of settler colonialism have on every aspect of American life. They should ponder how those of oppressed groups who are systematically excluded might be impacted.
- **Taking Action** calls for students to use Change the Name grassroots organizing strategies to outline their own campaign to eradicate a monument and replace it with one that honors someone whose identity is under-represented and goes largely unrecognized for their achievements. They will use their art skills to create a campaign logo, t-shirt, and flyer. To end the unit, groups present their campaign outlines to the class. A grading rubric is provided.

# KEY VOCABULARY

## **(American) Enslavement**

The period marked commonly from 1619-1865 in which some 12 million people were kidnapped from the continent of Africa, forced into slavery in the American colonies and exploited to work as indentured servants and labor in the production of crops such as tobacco and cotton under extremely brutal conditions

## **Abolition**

The act of officially ending something; the movement to end slavery as an institution

## **White supremacy**

An historically based, institutionally perpetuated system of exploitation and oppression of nations and peoples of color by white peoples an nations of the European continent, for the purpose of maintaining and defending a system of wealth, power, and privilege

## **Memorialize**

Preserve the memory of; to do or create something that causes people to remember

## **Liberation**

Freedom

## **Symbolic**

Something that has a greater meaning because of what it represents

## **Underestimate**

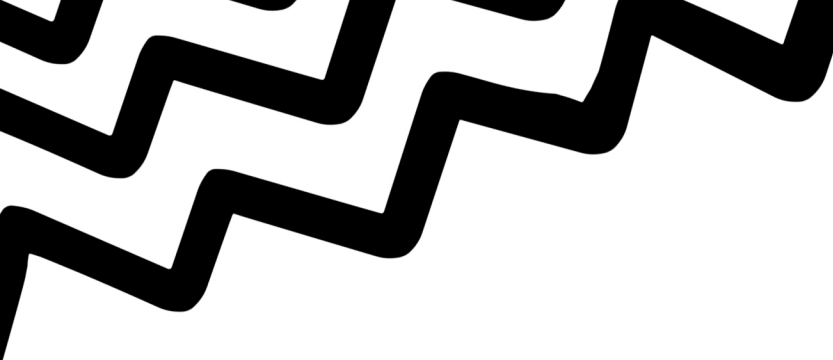
To think of as being lower in ability, influence, or value than that person or thing actually is

## **Grassroots Organizing**

A bottom-up approach to decision making, leadership, and organizing from within the community rather than a top-down or hierarchical structure. A grassroots movement is one that uses people in a community as the basis to further political and economic changes

## **Collective Power**

The capacity of a group to take action mobilizing a large base of supporters and allies to achieve a common objective that enhances their condition



**Reparations**

The making of amends for a wrong one has done, by paying money to or otherwise helping those who have been wronged

**Bureaucratic**

Overly concerned with procedure at the expense of efficiency or common sense

**Legacy**

The mark an individual left on the world, including what that person accomplished and the impact they had on people and places

**Dominant Narrative**

Used to describe the lens in which history is told: by the perspective of those who have the greatest power and privilege. By controlling the narrative, the powerful and privileged ensure that their accounts are widely accepted, silencing the stories and perspectives of those who have been historically oppressed

**Systems of Oppression**

A term that helps us identify how inequity is the result of the intentional disadvantaging of groups of people, not solely individually but through institutions (i.e. medical, legal, and education), based on their identity while advantaging members of the dominant group  
Ex: racism, sexism, ageism, ableism, anti-Semitism, classism, homophobia

**Oppressed Groups**

People of oppressed groups experience limitations, disadvantages, mistreatment, and physical and psychological harm from individuals, institutions, and cultural practices of the dominant group

**Systemic Exclusion**

Refers to the prevalent, widespread nature of being kept out and the sense of powerlessness that ensues. In the context of the Change the Name campaign, systemic exclusion means that people of marginalized identities rarely see themselves reflected in sites of historical importance

# EDUCATOR'S VIEWING GUIDE



## PRE-SCREENING

### DO NOW

Individually, in pairs, or in groups, ask students to write place names they remember in the following categories:

**schools / streets / parks / monuments**

Once completed, ask students to circle those named to honor people.

Choose how you want students to share.

**Introduce the lesson by asking students to consider the power of names.**

- Do names have power? If yes, what power do names have? If not, why not? Do names tell a story? If yes, how might different people interpret the same story?

Consider, for example, how indigenous people named their land. What might their relationship be to the names given by colonizers who impose?

Do we actually know the names of the Indigenous people whose lands we occupy and what their territories were called?

*If you have not discussed Indigenous land and territorial acknowledgments, this could be a great introduction for the class. Knowing the names of the unceded lands we occupy is imperative to confront and deconstruct colonial narratives. Instructors can educate themselves here: (<http://landacknowledgements.org>)*

**Next, ask the question below. Choose how you want students to share this information. They may journal, talk with a partner or group, or the educator may lead a whole group discussion.**

- Have you ever thought carefully about the names of schools, streets, parks, and monuments named to honor people? Look at your Do Now and take time to reflect. What do these individuals have in common? Who is left out?

**That last question (who is left out?) should spark a conversation about the consequences when individuals of certain groups are excluded from the dominant narrative. What messages do systematic exclusion send to those excluded?**

- Have you ever recognized something you considered unjust and tried to make a change?
- Think of a time when you felt underestimated - like you knew you were capable of doing something but people didn't realize your power.
  - For example: "You knew you could cook dinner, but your sibling questioned your ability to cook and thought you wouldn't be able to do it on your own."
  - How did you respond?

## INTRODUCE THE FILM

We are about to watch a film depicting the story of young people - like you - who examined and experienced the intersection of the topics we just discussed: the power of names / recognizing injustice / taking action / facing adults underestimating their power.

## DURING THE FILM

Instructors may choose to have students watch the film without interruption. Others may pause at the following timecodes to gauge understanding of three major themes students will explore during the post-screening discussion and collaborative projects.

- **Timecode 01:35** Let's ground ourselves to make sure we are clear. What issue did the class address? What solution did they propose?
- **Timecode 05:06** What was the students' experience executing train takeovers? How did students prepare? What was their message? Why do you think they chose this action? What seemed to be most riders' response?
- **Timecode 11:15** Think about the place names you listed before viewing. How many are named after women? Who is Anna Murray Douglass? Why did the students decide to include Anna Murray Douglass in the renaming?

## POST-SCREENING

Allow space for students' immediate reactions. Did you know they were going to be successful the entire time? Were you ever nervous that they would continue to be ignored by the park district? Do you feel inspired to do something similar? To rename and reclaim a monument to white supremacy in your community? Or tackle some other injustice?

The following questions can be interrogated through whole group facilitation; educators could require written responses, or the class could complete both. If students are asked to provide thorough, written responses, educators may suggest that they consult *vlachangethename.com*.

- At the end of the film, Zahir says, "Actually people are seeing that this is community activism at its highest, even if it is young people doing this activism. Activism is still activism."
- As a young person yourself, how does it feel to witness other youth make history?
- Before watching this, did you think young folks should stay out of politics? Has your thinking changed?
- Describe the youth activists of Change the Name. Describe their growth over time.
- Who in the film did or said something that reminded you of yourself?
- Raniya describes the frustration students felt being ignored by the Park District Board of Commissioners. Why do you think the Board dismissed the organizers for so long?
- During the campaign, what actions did the organizers execute to achieve victory?
- What strategies did they use?

### EX:

**action** = train takeover

**strategy** = expect the best/ don't lead thinking you will be rejected

- Anna Murray Douglass emerged as a significant symbol of this campaign. What did you learn about Anna Douglass? Why was it important to organizers to include Anna Murray Douglass in the renaming of the park? What connections did they draw to her legacy?
- What events surrounding the summer of 2020 provided the right climate to ignite a final push towards victory?

- Some argue that Stephen Douglas should be honored for his contributions to Illinois' political landscape. The young freedom fighters however, assert that his status as a slave owner ultimately stains his legacy. Do you agree? How might memorializing Stephen Douglas in a predominantly Black community be disrespectful and harmful?
- Why do you think Anna and Frederick Douglass are more appropriate namesakes for a park in a predominantly African American community?
- What types of monuments do Black folks deserve? Extend that reflection to those of other historically oppressed groups.
- African Americans have a long tradition of Freedom Schools where students are challenged to fight for Black freedom and liberation. At Village Leadership Academy (VLA), students are equipped with the confidence and courage to be active citizens who produce change!
  - In reflecting on how these students are educated, what elements do you think should be incorporated in schools everywhere?
  - What do you imagine is possible if all children in every school maintained this tradition like the students at VLA?





Write down as many school names, street names, park names, and monuments in your city as you can think of.

Choose how you want students to share.

## SCHOOLS

## STREETS

## PARKS

## MONUMENTS



CHANGE  
THE NAME!

# VIEWING GUIDE

## PRE-SCREENING

### Questions to discuss *before* you watch:

- Have you ever thought carefully about the names of schools, streets, parks, and monuments named to honor people? Look at your Do Now and take time to reflect. What do these individuals have in common? Who is left out?
- Have you ever recognized something you considered unjust and tried to make a change?
- Think of a time when you felt underestimated - like you knew you were capable of doing something but people didn't realize your power.
  - Example: "You knew you could cook dinner, but your sibling questioned your ability to cook and thought you wouldn't be able to do it on your own."
  - How did you respond?

## POST-SCREENING

### Questions to discuss *after* you watch:

- At the end of the film, Zahir says, "Actually people are seeing that this is community activism at its highest, even if it is young people doing this activism. Activism is still activism."
  - As a young person yourself, how does it feel to witness other youth make history?
  - Before watching this, did you think young folks should stay out of politics? Has your thinking changed?
- Describe the youth activists of Change the Name. Describe their growth over time.
- Who in the film did or said something that reminded you of yourself?
- Raniya describes the frustration students felt being ignored by the Park District Board of Commissioners. Why do you think the Board dismissed the organizers for so long?
- During the campaign, what actions did the organizers execute to achieve victory? What strategies did they use?

**EX:**

**action** = train takeover

**strategy** = expect the best/ don't lead thinking you will be rejected

- Anna Murray Douglass emerged as a significant symbol of this campaign. What did you learn about Anna Douglass? Why was it important to organizers to include Anna Murray Douglass in the renaming of the park? What connections did they draw to her legacy?
- What events surrounding the summer of 2020 provided the right climate to ignite a final push towards victory?
- Some argue that Stephen Douglas should be honored for his contributions to Illinois' political landscape. The young freedom fighters however, assert that his status as a slave owner ultimately stains his legacy. Do you agree? How might memorializing Stephen Douglas in a predominantly Black community be disrespectful and harmful?

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# NO PARKS NAMED AFTER SLAVE OWNERS!

- Why do you think Anna and Frederick Douglass are more appropriate namesakes for a park in a predominantly African American community?
- What types of monuments do Black folks deserve?  
Extend that reflection to those of other historically oppressed groups.
- African Americans have a long tradition of Freedom Schools where students are challenged to fight for Black freedom and liberation. At Village Leadership Academy (VLA), students are equipped with the confidence and courage to be active citizens who produce change!
  - In reflecting on how these students are educated, what elements do you think should be incorporated in schools everywhere?
  - What do you imagine is possible if all children in every school maintained this tradition like the students at VLA?

# EXPLORE THE WEBSITE

After watching the film and completing the discussion questions, students should explore [vlachangethename.com](http://vlachangethename.com) - interacting with the site according to their own desires. After exploration, priority should be given to reading the campaign history followed by the timeline of major events. Equip students with copies of the key vocabulary for reference.

## ACTIVITY: FOUND POEM

A "found poem" is one that is created using words, phrases, or quotations that have been selected and rearranged from another text. To create found poems, students must choose language that is particularly meaningful or interesting to them and organize the language around a theme or message. Writing found poems is a structured way to have students review material and synthesize their learning.

- *facinghistory.com*

### INSTRUCTIONS:

Create a 10 line FOUND poem using any words, phrases, quotes, or sentences found on the website. Choose compelling, emotional language that resonates with you to evoke the same feelings in those who read their restructured poem.

Alternatively, to ensure greater diversity in responses and that students are engaging with all of the website content, have different students write poems based on the following sections:

- History
- Timeline
- Strategies
- In Our Own Words (Kirk + Dayo Harris)
- In Our Own Words (Raniya + Zahir + Jennifer Pagán)
- The Film + Special Thanks
- Frederick Douglass Biography
- Anna Douglass Biography
- North Lawndale Profile

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# FOUND POEM

Create a 10 line FOUND poem using any words, phrases, quotes, or sentences found on the website. Choose compelling, emotional language that resonates with you to evoke the same feelings in those who read your restructured poem.

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# “WHAT TO THE SLAVE IS THE FOURTH OF JULY?”



## Frederick Douglass

Delivered on July 5, 1852 in Rochester NY addressing the Rochester Ladies' Anti-Slavery Society. This speech is remembered as one of Douglass's most poignant addresses.



## Mr. President, Friends and Fellow Citizens:

He who could address this audience without a quailing sensation, has stronger nerves than I have. I do not remember ever to have appeared as a speaker before any assembly more shrinkingly, nor with greater distrust of my ability, than I do this day. The papers and placards say, that I am to deliver a 4th [of] July oration. This certainly sounds large, and out of the common way...

The fact is, ladies and gentlemen, the distance between this platform and the slave plantation, from which I escaped, is considerable – and the difficulties to be overcome in getting from the latter to the former, are by no means slight. That I am here to-day is, to me, a matter of astonishment as well as of gratitude.

... allow me to ask, why am I called upon to speak here to-day? What have I, or those I represent, to do with your national independence? Are the great principles of political freedom and of natural justice, embodied in that Declaration of Independence, extended to us?

...such is not the state of the case. I say it with a sad sense of the disparity between us. I am not included within the pale of this glorious anniversary! Your high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. – The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought life and healing to you, has brought stripes and death to me. This Fourth [of] July is yours, not mine. You may rejoice, I must mourn. To drag a man in fetters into the grand illuminated temple of liberty, and call upon him to join you in joyous anthems, were inhuman mockery and sacrilegious irony. Do you mean, citizens, to mock me, by asking me to speak to-day?

## “WHAT TO THE SLAVE IS THE FOURTH OF JULY?” (EXCERPTS)

What, am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to bum their flesh, to starve them into obedience and submission to their masters? Must I argue that a system thus marked with 10 blood, and stained with pollution, is wrong? No! I will not. I have better employments for my time and strength than such arguments would imply.

What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade, and solemnity, are, to him, mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages.

There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States, at this very hour. Go where you may, search where you will, roam through all the monarchies and despotisms of the old world, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the everyday practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.

## DISCUSSION QUESTIONS

- How does Douglass feel about being asked to speak? Why?
- **“The sunlight that brought life and healing to you, has brought stripes and death to me.”** What is the literal meaning of this metaphor?
- Identify language Douglass uses to appeal to the crowd’s emotions?
- What paragraph do you find most compelling?
- What do you think the event organizers were expecting when they asked Douglass to speak at an event commemorating the Declaration of Independence?
- In the last paragraph, Douglass calls attention to the hypocrisy of America - the rampant violence inflicted upon certain people due to the color of their skin despite declarations of **“the right to life, liberty, and the pursuit of happiness”** and **“all men are created equal.”** Does Douglass’s argument stand today? Provide examples.
- Do you know anyone who chooses not to celebrate the Fourth of July? Why? What do they celebrate instead? What about any other major holidays?



# WHO GETS TO BE MEMORIALIZED?

This packet promotes you to explore who gets to be memorialized. You will start by researching content on [vlachangethename.com](http://vlachangethename.com) that will reinforce why organizers believed that Stephen Douglas did not deserve to be named in North Lawndale. Next, you will research schools, streets, parks, and monuments in your city named to honor people and note patterns of what identities are most often memorialized and who is left out. To conclude, draw your own conclusions about the impact systemic exclusion has on oppressed groups.

\*Keep your copy neat. Your teacher may require you to submit for a grade.

## INSTRUCTIONS

- **Read** the essential questions and share ideas among the group.
- **Visit** [vlachangethename.com](http://vlachangethename.com) to conduct focused research as outlined below.
- **Complete** the Answer Page with your findings about Stephen Douglas and the main idea of Kirk's speech.
- **Research** schools, streets, parks, and monuments in your city named to honor
- **Record** your findings in the chart.
- **Create** 6 pie charts to represent the trends you find about who is most often memorialized.
- **Draw** Conclusions.

## ESSENTIAL QUESTIONS

- ☆ Who is most often memorialized through landmarks? Who is most often left out?
- ☆ Why is it disrespectful and harmful to memorialize someone who participated in enslavement? Especially when that memorial is in a predominantly Black community?
- ☆ What kinds of monuments do African Americans deserve?

## VLACHANGETHENAME.COM RESEARCH:

- **Read** the biography of Stephen Douglas
- **Read** the North Lawndale profile
- **Listen** to and **read** Kirk's speech (found in the "In Our Own Words" section)
- **Watch** our February 17 feature on WGN news (found in the Press section)

### Record the following information:

- 1 Describe Stephen Douglas's political career upon moving to Chicago.
- 2 How did Stephen Douglas inherit the Mississippi plantation?
- 3 Describe the conditions those enslaved faced on the plantation.
- 4 What was Douglas's contribution to the University of Chicago?
- 5 What actions has the university and state legislature taken to distance themselves from his legacy?
- 6 Imagine you are a first-generation college student from Lawrence Co., MS who is entering their first year at University of Chicago. You are assigned to board in Douglas Hall. Write a creative paragraph that conveys your stream of consciousness detailing your experience as you learn who Stephen Douglas was and make connections to the role he might have played in the lives of your ancestors.
- 7 What is the main idea of Kirk's speech?



**WRITE YOUR ANSWERS  
ON THE NEXT PAGE**

**ANSWER PAGE**

Answer each question about Stephen Douglas on the previous page in complete sentences.

**1** \_\_\_\_\_  
\_\_\_\_\_

**2** \_\_\_\_\_  
\_\_\_\_\_

**3** \_\_\_\_\_  
\_\_\_\_\_

**4** \_\_\_\_\_  
\_\_\_\_\_

**5** \_\_\_\_\_  
\_\_\_\_\_

**6** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7** The main idea is the author’s message. In 3 complete sentences, state the main idea of Kirk’s speech.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ACTIVITY

Research parks, streets, schools, and monuments in your city named to honor people. Find **10** examples for each category. Doing so will make creating your pie charts easiest.

### **Note the following:**

- **Namesake** - who is it named for?
- What are they **known for**?
- **Demographics + Neighborhood** - What are the statistical characteristics of those who live in the **neighborhood**?
- What is their **identity**?

## IDENTITY CATEGORIES

### RACE

White  
African American  
Asian  
Native  
LatinX

### RELIGION

Christian  
Jewish  
Muslim  
Other

### GENDER

Man  
Woman  
Nonbinary  
Transgendered

### ABILITY

Able-bodied  
Disabled

## AFFILIATIONS

Politician  
Property Owning  
Participated in enslavement  
Military

# PARKS

Namesake	Known For	Identity	Affiliations	Neighborhood Demographics
EX: Stephen Douglas	Illinois Senator	White, man, able-bodied, Christian	Participated in Enslavement, politician	North Lawndale, Predominantly Black

**STREETS**

Namesake	Known For	Identity	Affiliations	Neighborhood Demographics

# SCHOOLS

Namesake	Known For	Identity	Affiliations	Neighborhood Demographics

# MONUMENTS

Namesake	Known For	Identity	Affiliations	Neighborhood Demographics



## DO YOU NOTICE ANY OF THE FOLLOWING TRENDS?

- Promotes narratives of white supremacy
- Presents inaccurate/ demeaning characterizations of American Indians
- Memorializes individuals with connections to racist acts, slavery, and genocide
- Presents selective, or over-simplified, one-sided views of history
- Fails to sufficiently include other stories, particularly those of people of color

(a list curated by The Chicago Monuments Project)

NAME \_\_\_\_\_

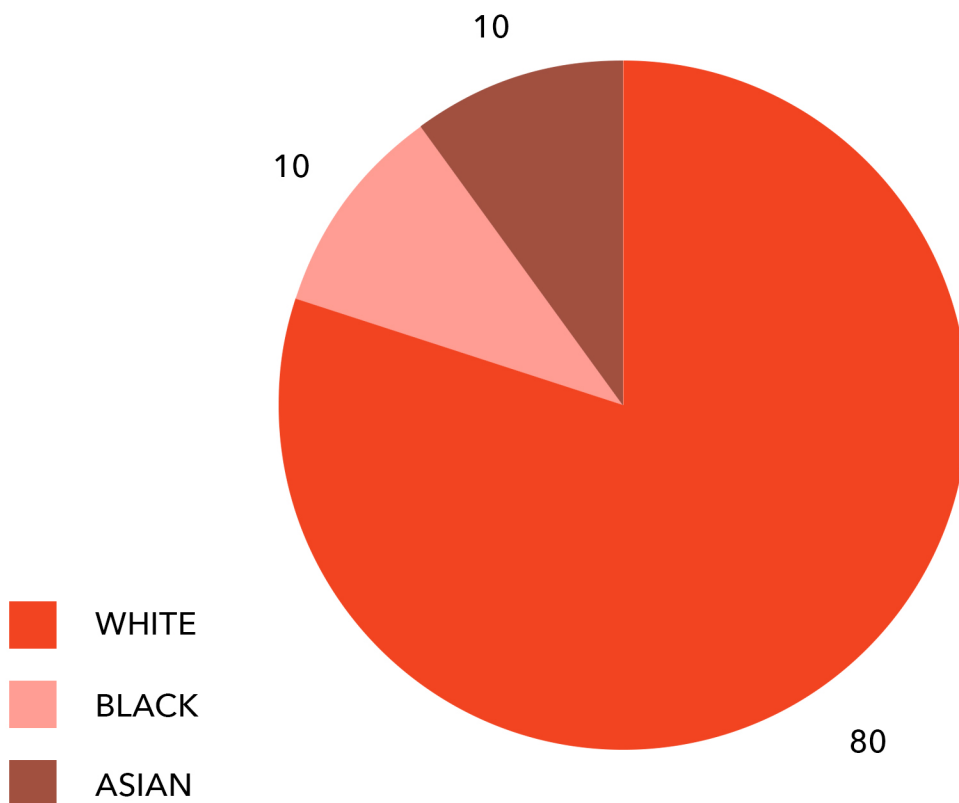
# CHARTING TRENDS

Make visual representations of trends you notice using 6 pie charts that can depict how many schools / streets / parks / monuments you found are named after those of certain races, genders, abilities, religions. Use the [National Center for Education Statistics' Kids' Zone](https://nces.ed.gov/nceskids/createagraph/) (<https://nces.ed.gov/nceskids/createagraph/>) graph tool to create digital graphs. If this is not possible, use paper and pencil using the template provided. You may also use that page for sketching.

## EXAMPLE

Of the ten major Chicago Parks found in my sample, 8 were named after white people, one was named after an Asian person, and one was named after Black people (Anna and Frederick Douglass).

**Chicago Park Namesakes by Race**



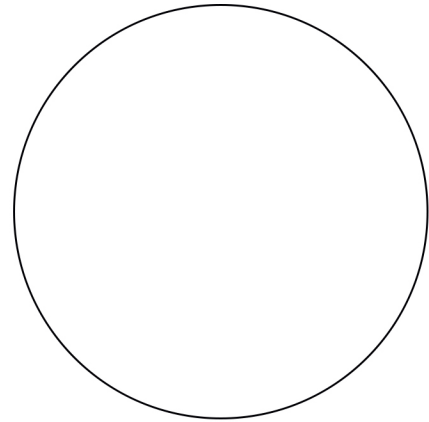
# CHARTING TRENDS IN

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(name your city)

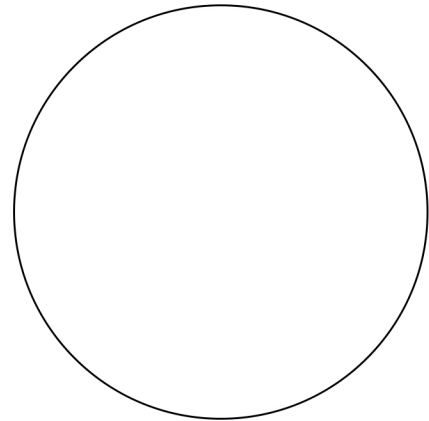
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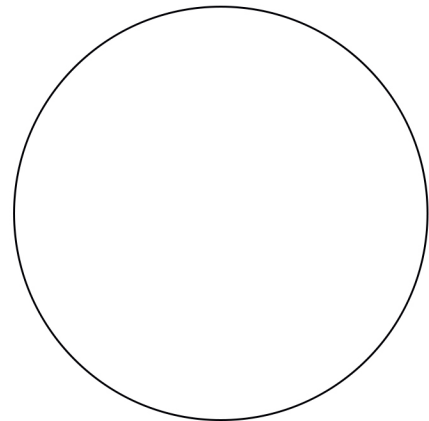
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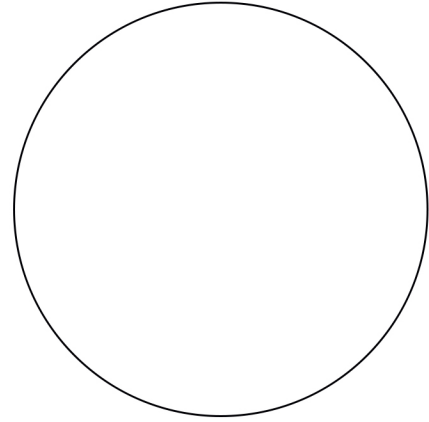
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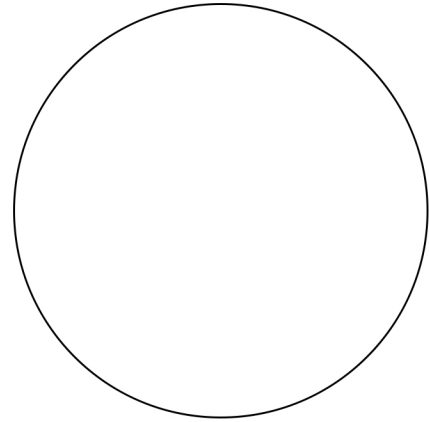
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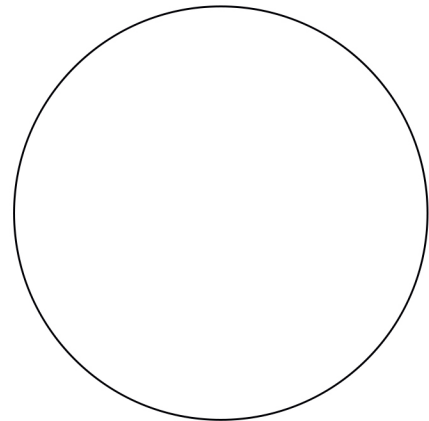
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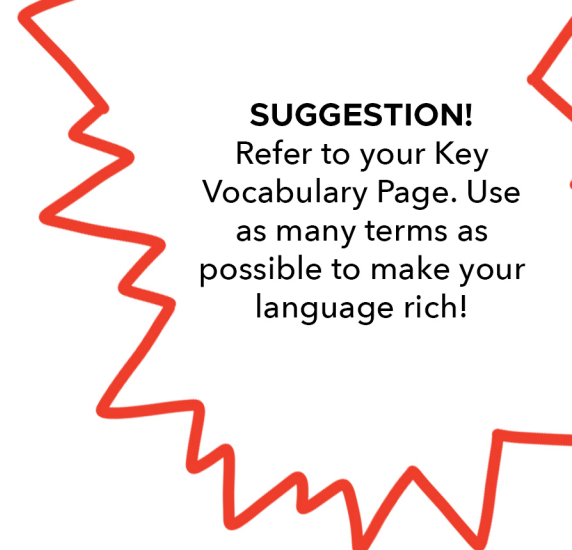


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NAME \_\_\_\_\_



**SUGGESTION!**  
Refer to your Key Vocabulary Page. Use as many terms as possible to make your language rich!

# DRAWING CONCLUSIONS

List what identities do you see most commonly excluded?

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How does gathering this data make you feel?

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Think about what it means for certain types of people to never see themselves represented in spaces deemed important and historical. What message does it send? What ideas could set in about how they see themselves? What ideas might they adopt about who they can be?

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Why is naming parks, streets, schools, and monuments to reflect the racial and ethnic makeup of a community important?

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# TAKING ACTION!



This packet calls on you to examine the grassroots organizing strategies employed by the Change the Name youth activists and outline a proposal of how you would apply the same strategies to your own campaign to eradicate a monument of white supremacy in your city!

\*Keep your copy neat. Your teacher may require you to submit for a grade.

## INSTRUCTIONS:

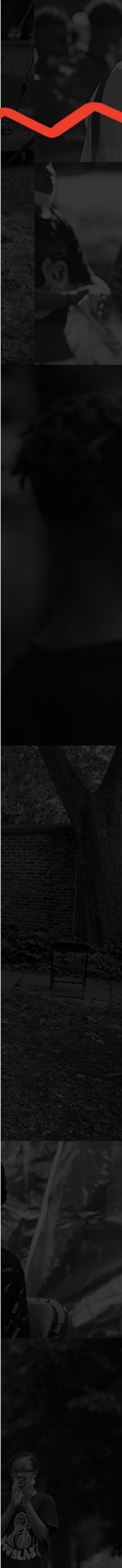
- **Read** the essential questions and share ideas among the group.
- **Visit** [vlachangethename.com](http://vlachangethename.com) to conduct focused research.
- **Write** the main idea of Ms. Pagán’s speech.
- **List** each Change the Name grassroots organizing strategy and explain how organizers applied each.
- **Choose** a landmark in your city that you would like to propose be renamed for someone more fitting.
- **Apply** each of the Change the Name organizing strategies to your campaign.
- **Create** a slogan.
- **Design** a campaign t-shirt.
- **Create** a flyer for an event.
- **Create** a slideshow.
  - Use the rubric to make sure you include everything!
- **Present** to the class.

## ESSENTIAL QUESTIONS

- ☆ What is grassroots organizing?
- ☆ What strategies did Change the Name organizers use to achieve success?
- ☆ What must organizers keep in mind when addressing bureaucratic systems?

## VLACHANGETHENAME.COM RESEARCH:

- **Read** Strategies.
- **Read** the timeline of major events.
- **Read** the Change.org petition
- **Read** Block Club Chicago’s feature story: *How Did These Students Get The City To Change The Name Of Douglass Park? They Built Collective Power And Didn’t Back Down* (found in the Press section)
- **Watch** the May 10th feature on ABC 7 News (found in the Press section)
- **Listen** to and read Ms. Pagán’s speech (found in the “In Our Own Words” section)



**ANSWER PAGE****MAIN IDEA**

The main idea is the author's message. In 3 complete sentences, state the main idea of Ms. Pagán's speech.

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**PETITION - NO PARKS NAMED AFTER SLAVEHOLDERS!**

List the 4 ways organizers asked the public to apply pressure to the Chicago Park District Board of Commissioners.

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

3 \_\_\_\_\_  
\_\_\_\_\_

4 \_\_\_\_\_  
\_\_\_\_\_

How many signatures did organizers receive? \_\_\_\_\_

Quote two comments in support of the campaign that stand out to you.

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# CHANGE THE NAME STRATEGIES

Name each strategy as listed on the campaign website. Define each. You may look up the definitions or write your own. Use the reflections under each strategy to note the ways that the Change the Name activists applied them.

**1** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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**2** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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---

**3** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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**TAKING ACTION!**

NAME \_\_\_\_\_

**4** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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**5** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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**6** \_\_\_\_\_

Definition: \_\_\_\_\_

How did Change the Name organizers apply?

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**TAKING ACTION!**

NAME \_\_\_\_\_

**Change the Name Campaign Slogan #1**

(hint: it's moving)

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**Change the Name Campaign Slogan #2**

(hint: it's on the back of our t-shirts)

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# ACTIVITY



Outline a campaign to rename one landmark found during your research in honor of someone more fitting. Ideally, this would be someone of an identity that has been systematically excluded from the dominant narrative. Include how you would employ every strategy used by the young freedom fighters of Change the Name. In addition to the writing component, you must include art! Design a campaign logo, a flyer for one of your demonstrations (either to educate or apply pressure), and an official campaign shirt.

## YOUR CAMPAIGN!

Title \_\_\_\_\_

Slogan \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name each strategy and your plan to apply each. You should have at least 2 tactics (specific action items) for each strategy. Be specific about other people and organizations who will be targeted for support and involvement.

**1** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**2** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

# TAKING ACTION!

NAME \_\_\_\_\_

**3** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**4** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**5** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

**6** \_\_\_\_\_

- \_\_\_\_\_  
\_\_\_\_\_
- \_\_\_\_\_  
\_\_\_\_\_

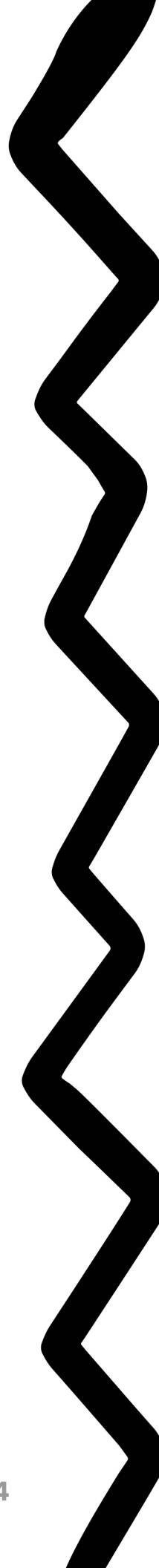
NAME \_\_\_\_\_

**CAMPAIGN LOGO**



NAME \_\_\_\_\_

# CAMPAIGN T-SHIRT



NAME \_\_\_\_\_

# DEMONSTRATION FLYER

Create your flyer on a separate page or on the computer.

**Event Title** \_\_\_\_\_

**Who** \_\_\_\_\_

**What** \_\_\_\_\_

**When** \_\_\_\_\_

**Where** \_\_\_\_\_

**Why** \_\_\_\_\_

**Slogan** \_\_\_\_\_

**Images:**

# SLIDE SHOW AND PRESENTATION GRADING RUBRIC

SLIDESHOW	EXCELLENT	GOOD	FAIR	MINIMAL	MISSING
Information about current landmark, namesake, and neighborhood demographics	10	8	6	4	0
Why it should be renamed?	10	8	6	4	0
Information about the life, work, contributions, and legacy of your new namesake	10	8	6	4	0
Why is this person more appropriate?	10	8	6	4	0
Campaign Title & Slogan	10	8	6	4	0
Plan for Research	10	8	6	4	0
Plan to Apply Pressure	10	8	6	4	0
Plan to Collaborate	10	8	6	4	0
Plan to Educate	10	8	6	4	0
Plan to Persevere	10	8	6	4	0
Plan for Fun	10	8	6	4	0
Logo	10	8	6	4	0
T-Shirt	10	8	6	4	0



SLIDESHOW	EXCELLENT	GOOD	FAIR	MINIMAL	MISSING
Flyer	10	8	6	4	0
Aesthetic: Does the slideshow look good? (design, images, color, font)	10	8	6	4	0
<b>SUBTOTALS</b>					

PRESENTATION	EXCELLENT	GOOD	FAIR	MINIMAL	MISSING
Delivery: eye contact	10	8	6	4	0
Delivery: volume and inflection	10	8	6	4	0
Content: ability to answer questions asked	10	8	6	4	0
Organization: presentation flows clearly	10	8	6	4	0
Enthusiasm/ Audience Awareness	10	8	6	4	0
<b>SUBTOTALS</b>					

**Slideshow Total:** \_\_\_\_/150  
**Presentation Total:** \_\_\_\_/50  
**Grand Total:** \_\_\_\_/200  
**Percentage:** \_\_\_\_  
**Letter grade:** \_\_\_\_

**COMMENTS:**

**SLIDESHOW AND PRESENTATION GRADING RUBRIC**



**YOU HAVE NOW DISCOVERED SEVERAL PUBLIC MEMORIALS THAT:**

- Promote narratives of white supremacy
- Present inaccurate/ demeaning characterizations of American Indians
- Memorialize individuals with connections to racist acts, slavery, and genocide

**YOU HAVE ALSO OUTLINED A STRATEGIC PLAN TO ADDRESS THIS INJUSTICE AND TAKE ACTION.**

**TIME TO  
EXECUTE!**



Tag @vla\_changethename on Instagram to tell us about your campaign!