Diagramming

an inclusive pedagogical approach
developed by
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Valerie Sweeney Prince, PhD
Teaching in school often looks like
But it could look like this
Or this
Use readings from the semester as primary source material to execute the following process:
1. Cite specific passages that relate to the STANDING OUR GROUND.

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<th>TEXT</th>
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Law & the
Status quo
freedom to become
the law in a
difficult moment
between who is using guns & why
tension between knowledge & access
between action & possibility

Action & aggression prior to the engagement of
civil rights activists

You can gain justice through using the law
Slipping the mask of complicity
"Crazy" = heroic
individual → collective

black citizens
armed but not necessarily using them
No simple bravery

Are rights denied?
Are rights given?
Responsibility is the mark you put on to ensure the
safety of the community
protection
- activism
- overt tactics
- using your rights
- standing our ground
- standing on our ground
- rootedness for change
- war metaphor

ground = rights = respect
- taking what has been denied you
3. Clearing the Fog of Opinion

— Identify denotations and connotations that directly link to the senses.

Then identify concrete elements that relate to STANDING OUR GROUND.

This process may flush out new associations; however, they may also be drawn from the Iceberg Diagram.

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National Security

NSA
- lack of authenticity
- exclusive bendable

FBI
- communism
- government
- belief of appearance
- secretive
- control
- hidden
- classified
- authority
- policing

Concrete  →  Pass

Suspicion
- Red Summer 1971-1972
- Heart Safety
- prevention
- US
- discrimination
- intelligence
- white power
- FBI files
- magnifying glass
- threat
- domestic protection

National Security
- counter intelligence
- surveillance
- judgment

counter intelligence
Metaphorical Equation
A = B
is a poet, teacher, and former owner of Karibu Books. His work centers on issues of literacy and the promotion of reading in the African American and larger community. He is currently an Assistant Professor of English at Bowie State University. His poetry and essays have been published in *African American Review, Obsidian III, Tidal Basin Review, Smartish Pace*, and other journals and anthologies.
Valerie Sweeney Prince

is the author of *Burin’ Down the House: Home in African American Literature* published by Columbia University Press in 2005. Prince has been a fellow at Harvard University’s W. E. B. DuBois Institute, a visiting scholar at the University of Virginia’s Carter G. Woodson Institute, and the Avalon Professor of Humanities at Hampton University. Prince is currently an Associate Professor of English at Allegheny College.