

Intersectionality:

an educators tool to cultivate empathy

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Welcome Song from Katie Wonderly (adapted by Charissa Duncanson)

- Start with a steady beat pattern on the body.
- Add 2 beat body percussion (clap, snap)
- Add an additional placement for body percussion (snap, clap, pat, clap)

"Welcome everyone!

Music class has begun

Singing, saying, dancing, playing

Gather round let's have some fun

Welcome everyone, welcome everyone!"

Creating Intersections movement activity

Grade Level: All ages

Objectives: Identify intersections, create intersections with body shapes. Scaffold for book "Intersection Allies: We Make Room For All"

Materials Needed:

- Any music from your curriculum/ spotify
- Images of roadway intersections.

Teacher Talk/Procedures:

- Show students the images of road pathways.
- Have students transfer those intersections on their own bodies.
- Have students transfer intersections with other objects around their desk/in their house.
- Play song and have students create that shape as the song plays.
- Switch slide/shape as often as you desire.

Intersection Allies

By LaToya Council, Chelsea Johnson, and Carolyn Choi

Book with Chant & Activity

Grade Level: Upper Elementary/ Middle School

Objectives: Create & perform body percussion. Build student Identity

Materials Needed:

- [Book: Intersection Allies: We make room for all](#)
- Paper Plates/ Piece of scrap paper
- Markers/Crayons



Teacher Talk/Procedures:

- Before reading through the story discuss the title of the book.
- What is an intersection? Discuss movement activity intersections. What is an ally?
- Read through the story.
- Create a two beat rhythm pattern to accompany the chant at the beginning of the book, e.i. clap snap, or pat clap. While you speak “when we make room for some, we make room for all, friends can be allies no matter how small”
- When you finish reading, have students think about their own intersections and share out with each other.

EXTENSION FOR REMOTE LEARNING:

The next class period you could...

- Break out into small groups and create their own patterns for the repeated theme “when we make room for some, we make room for all, friends can be allies no matter how small”.
- Assign groups with different tasks: one group focuses on body percussion, another is found sounds, another could create a sung melody.

Plate Activity:

- Have students create a plate to help them understand all of the pieces of their own identities.
- This gives an easy visual for students (and adults) to see all of the inner-pieces that make up their identities.
- I added other characteristics along the edges, because we all have so many attributes that make us who we are!

Your Name is a Song

By Jamilah Bigelow

Book with Chant

Grade Level Suggestion: All grades

Objectives: Create & perform rhythm patterns, AB form.

Materials Needed:

- [Book: Your Name is a Song](#) -Innovation Press
- [Video](#) of Author Jamilah Bigelow pronouncing names.
- "Everybody has a Name" -Chant attributed to Avon Gillespie:

"Everybody has a name.
Some are short, some are long.
When you put them all together,
It's a song."

Teacher Talk/Procedures:

- Discuss how everyone has a name, and how they are one of the first gifts each of us are given.
- Teach Chant with movements and body percussion.
- Read the story- after every other page or so, say the chant.

EXTENSION FOR REMOTE LEARNING:

The next class period you could...

- Have students stretch or sound out their own names.
- I had students record themselves saying their names in schoology or flipgrid. This helped me with pronunciations and memorizing my students' names.

EXTENSION IN PERSON:

- After reading through the book explore names of students in the class.
 - Find rhythms for students' names by saying and clapping names.
 - Have students echo each other's names rhythmically.
- E.i. Jana (quarter note, quarter note) Mohamed (eighth eighth quarter) Sam (quarter note, quarter rest) ect.
- Have the chant as the A section, and pick about 4 names at a time for the B section. This works well in a circle setting.
- Pick a student leader to keep the steady beat.



Thinking beyond literature:

We as human beings have many layers or intersections within our identities. How can we use intersectionality as a way to connect with others (Students, colleagues, and others within our communities) rather than see our differences as ways to divide/separate from one another?

What pathways can you use to connect with your students and all of their intersectionalities?

Can you incorporate movement with the idea of intersectionality? How would that look?

Resources Alphabetically:

- [Book: Intersection Allies: We make room for all](#)
- [Book: Your Name is a Song](#) -Innovation Press
- [Video](#) of Author Jamilah Bigelow pronouncing names.

Additional Resources on Intersectionality:

Alemán, Rosa. "What Is Intersectionality, and What Does It Have to Do with Me?" YW Boston, 2 Aug. 2019

<https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/>

Teaching Tolerance Magazine Feature: Teaching at the Intersections

<https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections>

Support the authors of Intersection Allies:

<https://www.clccollective.com/>

<https://www.chelseamejohnson.com/intersectionallies>