



The Office of Lieutenant Governor Mark Robinson

Indoctrination in North Carolina Public Education

Report Summary

August 24, 2021



To whom it may concern,

Throughout serving as volunteers on the Lieutenant Governor's Task Force, the Office of the Lieutenant Governor collected over 500 submissions. These submissions were a detailed report of concerns from parents, students, teachers, and administrators.

As a task force, we reviewed individual submissions with the staff of the Lieutenant Governor and gave our thoughts on what we saw within those submissions. From that, the office began to compile a report. This report provides insight into the vast number of issues facing public education.

The purpose of this report is to provide a clear picture of the current state of public education within North Carolina. The report has compiled information from the; F.A.C.T.S. submission portal, follow-up emails with those who submitted complaints to gain additional evidence, documents from public schools and county boards of education, and articles and relevant social media from those involved in public education in North Carolina.

This report is not a recommendation of any specific action or actions but instead was created to be used as a resource so that public policy leaders can make an informed decision.

Sincerely,

Melissa Oakley

Melissa Merrell

Sen. Kevin Corbin

Rep. David Willis

Dr. Terry Stoops

Jennifer Adcock

Dr. Olivia Oxendine

Lindalyn Kakadelis

Rick Watkins ED.D.

Judy Henion

Jennifer Rosa

Baker Mitchell



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Introduction

What is F.A.C.T.S.?

- *Fairness and Accountability in the Classroom for Teachers and Students* (F.A.C.T.S.) was created in response to reports received by the Office of the Lieutenant Governor regarding alleged cases of indoctrination in North Carolina public schools. The F.A.C.T.S. Task Force aims to provide support to parents, teachers, and, most importantly, students in North Carolina by creating an infrastructure by which individuals can report perceived instances of indoctrination that they see or experience within the state education system. It was the goal of the Office that, by doing so, it might obtain a better understanding of the scope and breadth of this problem and whether or not these were isolated cases or were a part of a larger and more widespread issue.
- The F.A.C.T.S. Task Force is a group of volunteer education professionals who have relevant experience in different roles involved in education. These professional educators include teachers, administrators, university professors, education policy experts, and elected members of the North Carolina House and North Carolina Senate. The list of the Task Force Members and their respective professional roles related to education are below.

Melissa Oakley - Member, Onslow County Board of Education	Olivia Oxendine - Associate Professor, UNC Pembroke, North Carolina State Board of Education member
Melissa Merrell - Chairperson, Union County Board of Education	Lindalyn Kakadelis - Executive Director, North Carolina Coalition for Charter Schools
Kevin Corbin - Senator, District 50, member of Senate Education Committee	Rick Watkins Ed.D. - Richmond County Commissioner, Assistant Professor, Wingate University, Thayer School of Education Educational Consultant
David Willis - Representative, District 68, House New Member Leader, member of House Education Committee	Judy Henion - President, Classroom Teachers Association of North Carolina, retired CMS teacher
Dr. Terry Stoops - Director of the Center for Effective Education, John Locke Foundation	Jennifer Rosa - Teacher, Wake County Public Schools
Jennifer Adcock - 16 Year Educator, Brunswick County Schools	Baker Mitchell – Founder, Roger Bacon Academy



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The purpose of this report

The purpose of this report is to provide a clear picture of the current state of North Carolina public education as it relates to indoctrination of students according to partisan political ideologies. This report seeks to compile information from multiple sources:

- Submissions that were received through the F.A.C.T.S. Submission portal housed on the website of the Office of the Lieutenant Governor;
- Follow up emails from those that submitted complaints who provided additional information including documents, screenshots, pictures, email threads, Power Points, and other materials relevant to their submissions;
- Documents released by public schools and by county boards of education;
- Articles and relevant social media from those involved in public education in North Carolina.

The report seeks to provide education stakeholders with data and information upon which appropriate policy initiatives or enactments can be based. This report, in and of itself, is not intended to be a recommendation of any specific action or actions, but instead should serve as a resource for public policy leaders in making informed decisions regarding education in North Carolina.

Methodology

This report was prepared by the Office of Lieutenant Governor Robinson using the sources and data previously referenced. In preparing this report, the Office compiled information from the F.A.C.T.S. Task Force consisting primarily of the submissions which the Task Force viewed as well as supporting materials that were provided in conjunction with the submissions. Once a submission was received, a series of steps were taken to process the submission:

1. The submission was reviewed and evaluated to determine whether it was something that needed to be examined further.
2. If the submission was deemed relevant to the efforts of the Task Force, the submitter was contacted (if the individual provided contact information) and asked to further explain the submission and to provide any relevant materials that may help bring context to the submission or support any assertions by the submitter of indoctrination or attempted indoctrination.
3. Supporting documents and materials were compiled and any follow-up communication was sent to the submitter if necessary to explain any of the supplemental materials provided.
4. Selected pertinent submissions were reviewed by and with the volunteer education professionals comprising the Task Force for their analysis and commentary with regard to whether the information or occurrences contained within the submissions, if true, were. In addition to submissions that were appropriate for inclusion in curricula or presentation in a classroom. In addition to submissions that were received and processed by the Task Force, other sources of information were added to this report because they are relevant to answering the question of whether attempted indoctrination, coercive teaching methods, or inappropriate lesson content are problems that exist within the North Carolina public education system.

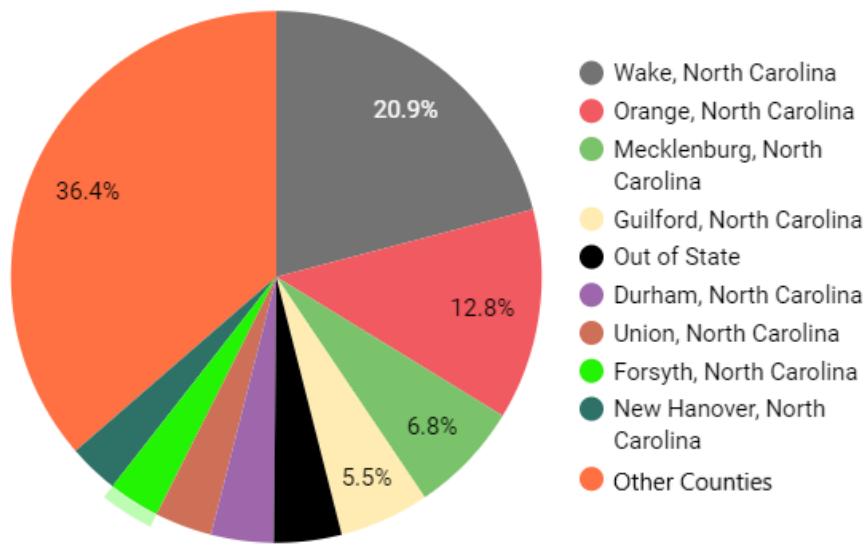


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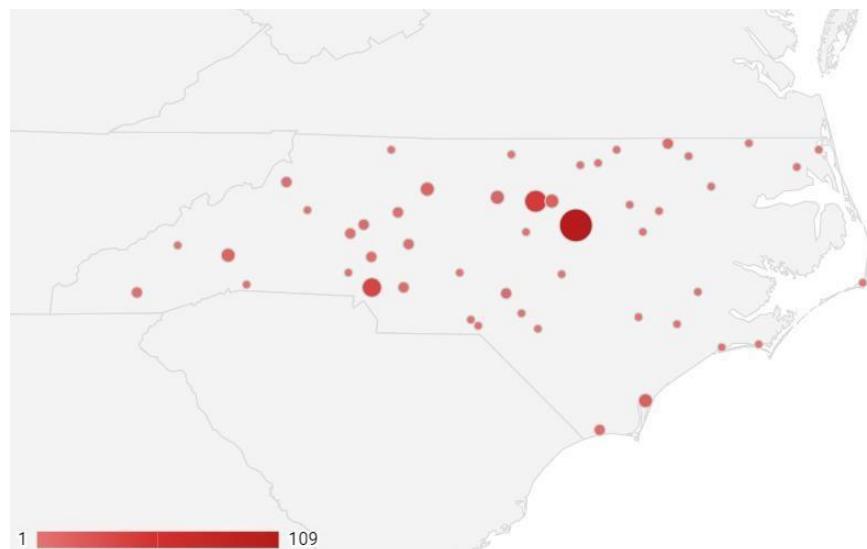
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Statistics of Submissions

Breakdown of submissions by county:



Submissions by geographic location:



The geographic breakdown of this F.A.C.T.S. investigation depicts reports of indoctrination in every region of North Carolina. As shown above, there is no specific statistical pattern of indoctrination across the state between metropolitan and rural areas. Although there seems to be a concentration in more of the urban areas.



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Findings

The F.A.C.T.S. Task Force received and processed over 500 submissions from every region of North Carolina. The Office of the Lieutenant Governor has identified six overarching themes:

1. Fear of Retaliation
2. The Sexualization of Kids
3. Critical Race Theory (CRT)
4. White Shaming
5. Biased News Media and/or Lesson Plans
6. Shaming of Certain Political Beliefs

This report describes each of these themes and provides examples from the submissions that were received. Excerpts from submissions are given as well as a reference to the submission number from which they originate. These numbers can be found at the end of the excerpt and are in bold font.

1. **Fear of Retaliation:** Teachers, parents, and students across the state are afraid to report indoctrination, or speak up in their communities, out of fear they will lose their jobs or face mistreatment when pushing back against indoctrination, bias, or a lack of freedom of inquiry and freedom of speech in the classroom.

Examples

Note: In the examples below, ten are from current or former teachers

I am 5 years away from 20 years for retirement and that seems like forever right now. I will continue to do the best for my students because that is why I became a teacher but something needs to change. I have too many years in to stop but I want so much to be done. As a parent and a grandmother I don't want my family attending public school now and that is really saying something because my mother was a teacher, and my sister is a teacher in public school. I don't trust the values being taught all because of the political views. It was fine in our county to talk about Biden but not for anyone else. I never talk politics anyway but it was very evident who was allowed to speak and who were silenced.

I pray you can do something to fix what is going on so I can continue to believe in what I do. Please keep my letter private because I don't want to lose my job so I can still get my retirement but I couldn't just sit back and act like what is happening is okay. **435**

Dear Lt. Governor Robinson,

I am a NC public school teacher. I am politically conservative and I want to thank you for addressing the issue of leftist indoctrination in the public schools. While there are many dedicated teachers who are committed to providing high-quality, bias-free education to children, the leftist political activism in our school system is real. Many of us are too afraid to lose our careers and reputations by speaking up against it. **279**



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Public education has become a liberal minded dumping ground vs an educational institution that will prepare students with the necessary skills to attend college or enter the workforce. Anyone who speaks up is afraid they will be "canceled" or "terminated" because they have a different opinion. This is not the work environment we should be exposed to or the environment our students should be presented with when they enter the classroom. **197**

As a parent this makes me upset, as an educator this is infuriating. ... I would also like my name NOT to be shared, as I have 9 years left in education. I also would love to find a way to support your efforts or work with you. I love your mission, and I'm an advocate for educating our students with facts, without bias, or subjective intent. **125**

Our teacher of the year at school has a BLM decoration on her door at school with a big fist. Today, the same teacher posted on social media a picture of herself in a t shirt that says "Blue lives murder." However, I am not allowed to wear any political apparel supporting Republicans. Please contact me if you have any questions. I have pictures and records of everything. Please do not post my identity. I'd lose my job. **281**

She didn't want her parents to call the school for fear of being targeted. I am also a teacher in the Rockingham County School system and feel as if I speak up it may cause trouble for me as well. So, I do not want my name shared. **94**

I am a School Counselor at a middle school so please keep this as confidential as possible. I am very concerned about the security of my job. ... I have taken no steps to resolve this problem. Mostly because I am very concerned that I would get fired for my personal beliefs if they were known. On the other hand, I know something has to be done, because I'm not sure my beliefs, morals, and conscience can continue to be compromised. **327**

I definitely have some fear in disclosing this information, and would appreciate your discretion. However, I believe it is wrong for schools to pressure teachers in this way, and schools should NEVER work against or deceive parents about what goes on in the classroom. **279**

I am a retired teacher and contacted a teacher I know in Johnston County with this email on 3/18/21 after getting her approval. I spoke to her today and she agrees that critical race theory is racism however, she feels threatened as do others teachers if they speak out on any format. They are being silenced. She is afraid to EVEN send out this email or any communications with teachers or parents. This is a huge problem in our society. **213**



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I dont want anyone knowing that i reached out to you and said anything about it as I dont want my child to have any issues in school. So please keep my name anonymous from the school if you choose to do anything with it. I waited this long because I didnt think it would do any good at all to say anything to anyone. **345**

[My son] learned quickly it was safest not to Participate in class discussions rather than risk getting risk being demeaned by the teacher (as he saw his other classmates suffer). I am so pleased to hear about this investigation. Parents and students have held their tongue for too long.
5

My son is being put through a learning unit in his activism with videos on how to become an activist with discussion and topics of climate change, gun control, racial discrimination, and gender equality. My son was even asked in a survey about what activist issues are important to him, and felt pressured to respond with the answer of racial discrimination. This is current ongoing curriculum in his ELA Class and he is afraid to speak out for fear of being penalized by his school and or teacher. **318**

Sadly I do not feel like I can go to the principal because I don't want to make life more difficult for my son because that is exactly what will happen. I would also like to say that there are many amazing teachers at Irving Park Elementary who have made our overall experience fantastic until this point. We have always been big proponents of public education but we are now pulling our kids out of the system to avoid indoctrination. It is happening. **349**

My daughter chose to stay on Mute the majority of the year. Those that agree with [the teacher's] point of view got positive attention. Those that did not, such as our daughter, who had the courage to join the conversation that day, were told in chat to "Back down", "Calm yourself", "Some are going to try to make it hard on the majority of us who want equality for all". I want my child to learn other's opinion. Most of all, I want her to form her own views. Even if they differ from mine or someone else's. She did not feel comfortable to join in most conversations before or after. I want her to talk in class, to be engaged if she chooses. To stand up for her beliefs. It's difficult enough to be ganged up on. but when the teacher engages in such behavior, it seems it's meant to silence those opinions that differ. That said, and as cowardly and hypocritical as it seems, I've yet to say anything to [the teacher] or the head of Virtual Academy. Simply because there is a possibility our daughter will suffer backlash, Since she was taught by [the teacher] in 6th grade, had her last year for 7th, and will be attending in person, the same school that [the teacher] currently teaches in. **484**



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My daughters quickly learned to just write papers (assignments) from the teacher's point of view to get an A, and that's exactly what they got. They wrote countless papers supporting the BLM movement, although they didn't support it as they are not racists nor were raised to be. But with so much focus on racism, they just played the game. While they should have been learning math, science, history etc, they were learning how to play the game to get a good grade. **195**

I am being targeted and pressured to leave the school through bad evaluation marks ("not demonstrated") without any evidence. This is because I have expressed conservative values at work. Receiving a ND mark will make you ineligible for promotion in the county. ... We were also scolded publicly, (as a staff, not by name) if we were not interested in the "racial equity" training last month. **60**

I would be more specific, but I want to make the Principle of our school aware before I do. I do have some 'backlash' concern for my child who is only a Junior in High School in Wake County. My child's freshman history class was told that if "you were white and Christian, you should be ashamed".

My child's junior history class was told that "it is possible that some Republicans could be good people".

Not only are the teachers indoctrinated and teaching the same indoctrination, but the curriculum in all the classes is all about race and gender. Every single book/passage reading in AP English class is about white supremacy/privilege. My child has figured out that he/she needs to answer any opinion questions the way the teachers want the questions answered, and not give an actual/honest opinion on a topic. An actual opinion that doesn't conform to the 'woke' culture would be criticized rather than thoughtfully discussed. **196**

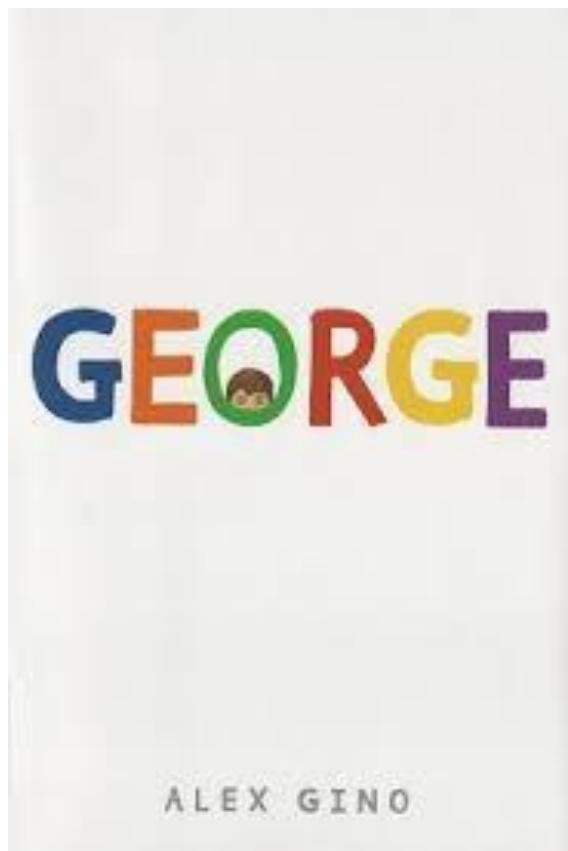


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2. The Sexualization of Kids: There have been numerous reports of the sexualization of kids across the state. This may involve coercing students into affirming ideas about sex and gender that their parents do not wish for them to be taught about. In some instances school administration instructed educators to lie to parents about their children and to keep issues regarding their child's sexual identity and preference hidden from the parent.

Examples



***George* by Alex Gino**

Is a children's book used in North Carolina classrooms illustrates a biological boy **in the fourth grade** who wants to be a girl. The book talks about cutting off male genitalia and hormone therapy. The submitter who shared this information said the book was included in their child's elementary school. **This book is recommended for third- to seventh-grade students.** An excerpt from the book is below:

“So, like, do you want to”—he made a gesture with two fingers like a pair of scissors—“go all the way?” George squeezed her legs together. “Maybe someday,” she said. **162**



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I am a School Counselor at a middle school so please keep this as confidential as possible. I am very concerned about the security of my job. Today in a Student Services meetings we were given a document title Orange County Schools Gender Support Plan. This plan is 5 pages long and as a School Counselor if a student wishes to transition their gender I have to fill out this plan. Moreover, I am not required to notify their parents. This plan details what bathroom they are to use, which teachers can know, identifies their preferred name and pronoun. I am also responsible for changing their preferred name and pronoun in Power School. It was stressed that I do not have to talk to the parents about these changes or plans. It's encouraged but we should call the Director of Student Services for more guidance before we contact parents. This all follows a Gender Support Protocol passed by our School Board in December that I was not aware of. While the Gender Support Plan has not been approved by the school board lawyer yet we were advised to begin using it and to begin changing names in Power School as soon as possible.

As a Christian, this practice puts me in direct conflict with my religion. As a parent, it terrifies me that a child can pursue transitioning with such liberty without the loving guidance of their parents. If my child were to pursue such a thing and exclude me from the process and the school encouraged it in this way I would feel like my parental rights had been violated. ... I have taken no steps to resolve this problem. Mostly because I am very concerned that I would get fired for my personal beliefs if they were known. On the other hand, I know something has to be done, because I'm not sure my beliefs, morals, and conscience can continue to be compromised. **327**

I want to share communication I received from the school guidance office in 2017 regarding a transgender student. I was instructed to refer to the student (born female) by an androgynous name and pronouns. However, I was told very strictly to use the child's given name and female pronouns with the parents.

You can see in the communication below, the pseudo-legal rationale provided for this mandate. I agreed to use the child's preferred name and pronouns (I believe this is only polite). However I objected to misrepresenting to the parents what I was doing in class. I was pressured to acquiesce; when I did not, the issue ultimately went up to the building administration and then to the county legal department.

In the end I was instructed to not communicate directly with the parents. I was to deliver any message for the parents to the guidance office in writing, and they relayed it to parents. At one point in the semester there was a conference involving this child's parents, counselor, and all teachers; I was not allowed to attend but gave my feedback to the counselors in writing. I definitely have some fear in disclosing this information, and would appreciate your discretion. However, I believe it is wrong for schools to pressure teachers in this way, and schools should NEVER work against or deceive parents about what goes on in the classroom. **279**



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There is a teaching tolerance magazine in my elementary school distributed to teachers who are creating lessons from this magazine. The most recent issue headlines included White Supremacy in education on the front cover and on the back cover, the headline read, QUEER AMERICA...there would be no American History if it were not for the LGBTQ.

I discussed this with my principal who said that it was not part of our curriculum. However, on the heels of this discussion, she continued to elaborate that there was now a 10 year old girl who prefers to be a boy now, and we are supposed to call her a he, him and a new first name, AND we are NOT allowed to tell her grandparents who she lives with.

I am a school nurse and appalled. I discussed that it is normal development for girls to like girls and boys to like boys up until their hormones kicked into place for adolescent and to reinforce this decision by a 10 year old is alarming and extremely disturbing that we are not to inform her guardians of this choice. **286**

In 2012, my youngest daughter was in 5th grade at a charter school in Durham. One of her male teachers told the classroom about students having two daddy's and two mommy's and how that was okay. This was around the same time NC was voting on allowing gay marriage to be legal. The teacher made it known he was voting for Obama. Political opinions of teachers and administration should not be allowed in the classroom at all, much less when children are 10 years old! **195**



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3. **Critical Race Theory (CRT):** A website, *Learning for Justice Club*, provides NC teachers with over 6,000 CRT resources which find their way into the school system but are not state-supported or state-approved resources. In American society, proponents of Critical Race Theory tend to assert that American society, including the government and institutions, exist to advantage white people and disadvantage people of color. Proponents often view society as two distinct groups: The oppressed and the oppressors.

Examples

As a high school teacher, a parent of grown children and a grandmother of two, I am extremely concerned about the direction education is going. I can no longer be a caring teacher of all children, no matter the color of the skin. I have to listen to training that tells me I am a racist when I am not. ... We now have a black History course which is great but in a meeting had to listen to the teacher tell us his class was the only class the students felt safe in. That was an insult to all of us because we are all loving teachers. We don't do this for the money. I think of each child as our future. ... I know this has been a tough year for all of us but I have never been a racist and am insulted when I am treated like I am. It is the narrative present in this country right now and I get that. I love you and your message. I like that you are concerned about what is going on in schools because I am too. I have watched it change over the years. I am concerned about the future leaders of our country because they think this is who we are as humans. ... I want to be a teacher and worry about how best to educate a child. Life for a child is confusing enough. We as teachers now have to watch everything we say and everything we do worried that someone will perceive us wrong. I had no idea that saying "Y'all" is racist. I am on the Care and Equity team for SIT team and just found that out. I am born and raised in N.C. and that was born in my vocabulary. I am not the same teacher now. I don't talk to them like I used to because I am fearful. All it takes is one child to take something wrong or make something up. Our word means nothing. Respect went out the window and the students know it. ... I just want to teach my class, love all my students equally even the one that drives me crazy. It has made me fearful to speak and I think of my every word. ... I am 5 years away from 20 years for retirement and that seems like forever right now. ... I will continue to do the best for my students because that is why I became a teacher but something needs to change. I have too many years in to stop but I want so much to be done. As a parent and a grandmother I don't want my family attending public school now and that is really saying something because my mother was a teacher, and my sister is a teacher in public school. I don't trust the values being taught all because of the political views. It was fine in our county to talk about Biden but not for anyone else. I never talk politics anyway but it was very evident who was allowed to speak and who were silenced.

I pray you can do something to fix what is going on so I can continue to believe in what I do. Please keep my letter private because I don't want to lose my job so I can still get my retirement but I couldn't just sit back and act like what is happening is okay. **435**



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I am writing to report that CMS has all high school students participating in "social justice" lessons on Thursdays in the advisory period (homeroom). The lessons are prepared by CMS staff and have included lessons on white privilege, racism, BLM, LGBTQ+, and many more that fit the liberal agenda. When a staff person has complained that they are uncomfortable teaching these topics we are told that they will help us prepare and be more comfortable, but we must deliver the lessons (even though we teach math for example). Staff at my school specifically have had to attend several PD's on white privilege and racism. On top of that, all of the lessons for homeroom for Black History Month and women's history month have all included people who are Democrats and NO conservatives. Why could we not celebrate the first Lieutenant-Governor who was an African American? **282**

My name is ... and I am in my 14th year of teaching high school ... classes. [F]aculty and staff are required to attend professional development related to "equity" and "microaggression" as it relates to race, gender and other areas. They define microaggression as "The everyday slights, indignities, put downs and insults that people of color, women, LGBT populations or those who are marginalized experiences in their day-to-day interactions with people." As a staff, we are being told we are unintentionally racist based on the color of our skin (white because we have racial bias we are "unaware" of. We are given examples of microaggressions such as a statement "I believe everyone can succeed in today's society if they work hard and the most qualified people should get the job" translates to "white people believe people of color are lazy and don't work hard." ... These presentations are making their way into the classroom as faculty and staff are promoting their own political beliefs and opinions onto their students. **197**

In December 2019 and the months leading up to that time, I became aware of a situation involving the teacher in my son's 7th Grade Social Studies class at Mount Holly Middle School. After speaking with my son after he became visibly upset, I learned that his teacher was promoting anti-religious, anti-law enforcement, sexual orientation and anti-American assignments and commentary in the classroom. After reviewing assignment boards and actual assignments which revealed what my son said to be true, I contacted the teacher and met with her to determine if my son could be transferred to another class. After this meeting, a meeting was scheduled with the school's principal and again I asked for my son to be removed from this class. Again my request was denied and with no success in dealing with the school's principal, I contacted several school board members and the superintendent's office. I also notified the school that my son would not be back in this particular class and for a week in December of 2019, I picked him up everyday at 11:30 a.m. After which a meeting was finally set up with the Director of Secondary Education in the principal's office at Mount Holly Middle School....



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During this meeting I presented the facts that I had gathered concerning the teacher and the assignments along with disturbing social media posts she had posted concerning race and law enforcement, which was a violation of the school board's social media policy, and was told those issues with the teacher were a personnel issue and would be dealt with internally. When I asked about the assignments she was issuing as part of her class I was told that it was part of a state mandated

"Social Injustice" curriculum and so I asked for a copy of that curriculum. I was told it could be found on the State Education Department website but no link existed. ... As a parent and law enforcement officer of over 25 years, it appalls and sickens me that a public school classroom of 7th grade students would be subject to such nonsense as they are a captive audience and the sole purpose for these assignments and activity was indoctrination of young minds. Plain and simple. As a child of a law enforcement officer, it placed my son in a detrimental position and the really sad part is that it took me raising hell to get him moved from that toxic environment! **424**

My son's 6th grade English class was working on vocabulary today. All of the words my child was learning were critical race theory "buzz" words such as: bias, discrimination, equity, inequity, racist, etc. The examples for which he had to select the corresponding word were focused entirely on painting white people as the bad people who perpetuate these things. ... This is not the first incident; it seems to me every time I listen in to his English class they are covering some topic of social justice ideology and very little learning grammar and composition. I have reached out to [the teacher] before with my concerns and the only response I received from her was that she's sorry if any of the material made me uncomfortable but it's the approved curriculum. **305**

This is the mission statement of Hairston Middle School in Greensboro. It's visible on their homepage.

Mission

At Hairston Middle School our mission is to unify families and members of the community to destroy ALL barriers and systems of oppression by utilizing anti-racist teaching along with cultural responsiveness so that student voice is amplified through international mindedness as we prepare social justice agents of change. **283**

My high school senior is being subjected to indoctrination according to a political agenda or ideology, specifically today in her sociology class. This link is a power point presentation they were taught today on "Inequality of race and ethnicity"

<https://docs.google.com/presentation/d/1a7mNhZdLgmrUSglGxQSzEugnp0ZM1Q...> There was also a slide teaching about "Color blind racism", basically why it is actually white privilege and racism. I have a photo of that slide but don't see how to attach it. **235**



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On Monday, 01 February, the counselor for Tucker Creek Middle School in Havelock, NC sent an email to all school staff containing links to Black Lives Matter, Inc curriculum as part of “celebrate BLM week”. In the email, the counselor ... explicitly encourages staff/teachers to utilize and implement the BLM, Inc curriculum resources in their classrooms.

I personally called ... the school, called [a] Craven County Commissioner, and [the] Tucker Creek Principle.... All three uniformly stated it was an innocent mistake, an email forwarded without full investigation, and the counselor had over stepped her bounds; that it the extent of action taken. Multiple teachers within the school submitted complaints about the counselors actions and grievances with the material. **166**

The straw that broke the camel's back for us was when a white male teacher made his class of 20 students (including my daughter) play the 'privilege game'. I'm sure you're familiar with how it works. All students line up horizontally and then the teacher calls out certain things and you take a step forward or backwards accordingly. For example, if you have ever been discriminated against because of your skin color, take a step back. If your parents are divorced, take a step back. By the end of the exercise, a white male was in front and a black female was in the back with everyone else in between. **195**



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4. **White Shaming:** Students who are members of racial minorities or other “identity groups” across the state have been given authority by teachers to shame white students for being ‘racist oppressors.’ This ‘white shaming’ instills in children the notion that all white people are racist, and that all racial minorities are oppressed. The F.A.C.T.S. Task Force contends that utilizing the classroom as a place to employ race as a metric for determining the moral character of others is discriminatory, and such an activity is not the role or responsibility of the public school system or appropriate for the classroom environment. This ‘white shaming’ promotes that an individual should face animosity based solely on actions committed by past members of their race group, which is illegitimate.

Examples

Below is a slide from a presentation in a high school in Mecklenburg county that displays ‘color-blind racism’ which promotes ‘white shaming’ 235

Color-Blind Racism

- Privilege is often invisible to the privileged, and it can blind them to challenges faced by members of non-privileged groups.
- **Color-blind racism** is a set of beliefs (usually held by whites) that we live in a society where racial prejudice and discrimination no longer exists.
 - Implies that race should be invisible and inconsequential
- **Race consciousness:** an ideology that acknowledges race as a power social construct that shapes our individual and social experiences.
 - We must recognize the historical record of racism and the social conditions that perpetuate contemporary inequalities.

I DON'T SEE RACE.
BY ERICA MIZRAHI

TRANSLATION:
I'm going to use my place of privilege
to refute and deny the sufferings of
those who do not have
white privilege
while at the same time
erasing
their personal
and cultural history.



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My child's freshman history class was told that if "you were white and Christian, you should be ashamed". **196**

I am a 7th and 8th grade Language Arts and Social Studies teacher in Caldwell County, NC. ... Another program we use supporting the left's narrative is Wit & Wisdom. In my curriculum so far there was a poem by Tupac, a poem with the line "Southern whites humiliate Southern blacks", and many other such things. Do we need to teach about slavery and segregation? Absolutely. But do we need to make white students feel guilty or shameful about being white?

117

An Oberlin Middle School 8th Grade ELA teacher was ranting today about Dr. Seuss not being a "lover of the chocolate [skin color]", the current teaching of history being a "whitewashing" of the truth, and the treatment of slaves was far worse than that of the Jews during the Holocaust, Making that point by telling a story about an old chair that was found by the re-upholsterer to be stuffed with hair from slaves(and maybe even their bones!) removed by shaving or possibly by killing, She went on to point out that the family was rich and white and wished to proceed with the chair restoration. This was witnessed by a class of 8th grade students and their Student Teacher. Ms. Thomas has flown her Black Lives Matter flag and worn her BLM-printed clothing throughout the semester and is ongoing. **74**

The media center in Community School of Davidson high school has a BLM flag hanging, "project 1619" advertised on the board and political/controversial stickers decorating the teachers' podium. My son in 8th grade said that he is made to feel guilty for being white while discussing civil liberties and BLM in class I can provide pictures if there is a way to attach. **467**

My child says the overall take away from the class was that "right wing, white males are bad". ... This was not the only class my child has heard this point of view in. As such we have pulled my high school junior and as well as my other children and are now homeschooling and are enrolled in private schools. **267**



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My 8th grade daughter's dance teacher ... at Holly Grove Middle school has been incorporating lessons on racism into every genre of dance that she has been teaching since the beginning of the semester. If it were a couple of assignments it would be perfectly fine, but she is spending so much time reaching about racism in dance that she is not able to teach the fundamentals. A recent example of this is an assignment from May 19. She had her students view a YouTube video titled "Blackface: A cultural history of a racist art form" (<https://www.youtube.com/watch?v=pqlD-eZm1ck&t=18s>) and asked the students to explain how "blackface" is disrespectful and other reflective questions. The video depicts Gene Kelly, Fred Astaire and Judy Garland performing with blackface. These are deceased dance legends who are being depicted in a terrible light. One professor in the video says that "blackface" represents white people who are afraid of black groups and mobs rising up and taking power. He also says at the end of the video that essentially most of us are racist. That statement is an unhealthy and dangerous way to educate our students. **451**

... [The teacher] used his Climb Time to have the students discuss why our paper currency only had while male slave owners on it. My son came and got me so I could hear the conversation. [The teacher] repeatedly commented with a derogatory tone about how while male slave owners should not be representing our country. I contacted the schools principal at this point because I had actually heard what I believe is indoctrination of an extreme left opinion. The principal agreed [the teacher] had crossed a line and was going to talk with him. I am unsure if that conversation ever happened. **107**

- ~ Students said she was very nice but they felt ganged up on as she spoke of racial things and the black students would get empowered while the white felt intimidated.
- ~ Students said that if they do not conform to her teachings they would not pass and were afraid of the kids in class that agreed with her.
- ~ Students were asked to play a game where they were put in different rows in the room and asked to try and make a basket. Saying that some have it easier than others and it's not fair to have those in the back have to do the same as the front... Used examples of black vs white and male vs female. Concluding that black's and females have it harder and are less likely to succeed. **92**



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5. Biased News Media and/or Lesson Plans: Students across the state are being assigned to conduct independent research from biased news outlets and are graded on their evaluation of this media. Many instructors mandate which news outlets students must view, and, in some instances, teachers require the utilization of a single, partisan news outlet. By making educators and students use a sole media outlet, educators and students can indirectly compel others to agree, and/or exclude contrary beliefs or opinions from the discussion. Additionally, some educators are implementing lessons that have a clear ideological bias and in some cases are requiring students to affirm these ideologies regardless of what they believe.

Examples

I am a 7th and 8th grade Language Arts and Social Studies teacher in Caldwell County, NC. Many of the programs we use (which do have some good components to them) have an underlying leftist agenda. Almost daily I see something that is indoctrinating our students. For example, in Flocabulary, almost every "Week in Rap" promotes either the Democratic Party, BLM, or LGBTQ. Newsela definitely takes a leftist approach to the "news" as they just put out an article on the Grammy Awards telling some of the artists' agendas, like fighting against police brutality and basically pushing the "woke" culture. ... I am scared for our students and how they are being brainwashed, day by day, bit by bit. My goal as a teacher is not to push them toward one side or the other, but to teach them to find the facts and think for themselves! **117**

Based on the issues with Dr. Seuss books (I believe 3), it has come to our attention that as a county we have been told we cannot celebrate Dr. Seuss week as a theme for Read Across America. As an educator in a public K-2 school, it is one of the best weeks out of the year. Students dress up as characters from their favorite Dr. Seuss book or movie, they get to wear their Wacky socks for Wacky Wednesday, learn all about opposites and rhymes , as well as read and hear many stories written by Dr. Seuss. It is said that because of a few parents complaining, schools are not allowed to have Dr. Seuss week anymore, media coordinators can choose to take the books off the shelves in the library, and if parents call and complain about the recent Dr. Seuss week we had we are to apologize for hurting their feelings and offending them. As a parent this makes me upset, as an educator this is infuriating. ... I would also like my name NOT to be shared, as I have 9 years left in education. I also would love to find a way to support your efforts or work with you . I love your mission, and I'm an advocate for educating our students with facts, without bias, or subjective intent. **125**

- ~ Students said she was very nice but they felt ganged up on as she spoke of racial things and the black students would get empowered while the white felt intimidated.
- ~ Students said that if they do not conform to her teachings they would not pass and were afraid of the kids in class that agreed with her.
- ~ Students were asked to play a game where they were put in different rows in the room and asked to try and make a basket. Saying that some have it easier than others and it's not fair to have those in the back have to do the same as the front... Used examples of black vs white and male vs female. Concluding that black's and females have it harder and are less likely to succeed **92**



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I am a 7th and 8th grade Language Arts and Social Studies teacher in Caldwell County, NC. Many of the programs we use (which do have some good components to them) have an underlying leftist agenda. Almost daily I see something that is indoctrinating our students. For example, in Flocabulary, almost every "Week in Rap" promotes either the Democratic Party, BLM, or LGBTQ. Newsela definitely takes a leftist approach to the "news" as they just put out an article on the Grammy Awards telling some of the artists' agendas, like fighting against police brutality and basically pushing the "woke" culture. ... I am scared for our students and how they are being brainwashed, day by day, bit by bit. My goal as a teacher is not to push them toward one side or the other, but to teach them to find the facts and think for themselves! **117**

My son is a 5th grade student at Chantilly Montessori Elementary, a magnet in the Charlotte-Mecklenburg School District. His teacher refers to the students as "my comrades" and "my little activists." I've heard her discuss the current political climate often. For example, in discussing the January 6 Capitol incident, she told the students, "Trump promoted violence." She's openly supportive of BLM (wearing stickers on her shoes) and the LGBTQ community. She discusses the LGBTQ struggle with the class and has suggested that the students can make a difference in the world by helping with this. These are ongoing / daily issues. I'd like to know what the Charlotte-Mecklenburg School District policy is on discussing the current political climate and a teacher's personal beliefs. **97**

My son is being put through a learning unit in his activism with videos on how to become an activist with discussion and topics of climate change, gun control, racial discrimination, and gender equality. My son was even asked in a survey about what activist issues are important to him, and felt pressured to respond with the answer of racial discrimination. This is current ongoing curriculum in his ELA Class and he is afraid to speak out for fear of being penalized by his school and or teacher. **318**

I would also like it known that all 3 of my children have/had to watch CNN news daily/weekly. CNN is a very biased and not trustworthy. MANY times I have had to correct things (half truths or outright lies) they had watched and believed. Why CNN only in all these Wake County schools? Is it only Wake County? At the same time, my kids do not know how to sign their name in cursive and have trouble in even the simplest multiplication/division problems. I absolutely know all student abilities vary, but when they are in high school and do not how to have a legitimate, authentic signature but can tell me what was shown on CNN, I feel there is a problem.
8

Last semester my daughter who is a senior at South Brunswick High School was asked several times in her English 4 class to report on CNN articles about different political topics such as mask wearing, vaccinations, covid 19, antifa, and anti Trump articles. It was a never ending.....



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battle. Her teacher at the time continued to correct her stance on the articles which were against our beliefs which led the teacher to accusing her of being a conservative. It was the most difficult time watching her struggle to stand her ground. She learned nothing in English! Her last high school english class and she wasn't taught anything. No resume writing, grammar, punctuation or college papers . I contacted her teacher several times. The response was she is old enough to handle it. Maybe but I am her mother and I will always fight for her. My daughter was not the only one in class being singled out. **25**

I do not believe it is right for a progressive left leaning teacher to be so openly vocal about his personal beliefs. Students are instructed that their teachers are the authority and speakers of truth. Mr. Harris continues to be out of line in sharing his personal opinions and beliefs with students. Teachers should be politically and religiously ambiguous. ... It is my job to guide and share beliefs about life with my son as his parent. I do not want, nor do I need public school teachers telling or insinuating personal opinions to my 7th grader. It is not right. **107**

There are several teachers at east chapel hill high school who lecture daily a curriculum that pushes a very “progressive” liberal agenda. It is blatant and brazen indoctrination of students in the classroom and leaves no room for children who have other views. My son was upset about not standing up for the pledge of allegiance because he thought he would be singled out by his teacher. He learned quickly it was safest not to Participate in class discussions rather than risk getting risk being demeaned by the teacher (as he saw his other classmates suffer). I am so pleased to hear about this investigation. Parents and students have held their tongue for too long.
5

My husband and I went in and spoke to the Principal, Curriculum Facilitator, Guidance Counselor and Teacher (other parents did the same on their own) The teacher acknowledged her wrongs, after we provided copies of the work and curriculum. The Curriculum Facilitator said she would help the teacher to use more round information for sources. This teacher in our opinion was brain washed into thinking her politics were right. She was not teaching out of book because they did not have them or they were not current... We explained that her job was to teach curriculum and not her politics. It is our job as parents to help educate our daughter on the politics that best fits our family values. Her job is to teach fairly about ALL the Parties. Let the student then come to their own conclusions. She admitted she was teaching how she had been taught in college. **92**

My son let me know that his teacher ... from Irving Park Elementary decided to push the BLM movement in class today, comparing it to the civil war. This same teacher also gave an assignment to do a mini-biography during Black History Month and decided to only include current liberal figures to report on. There was no option for Martin Luther King Jr or Mark Robinson (THE 1ST BLACK LIEUTENANT GOVERNOR IN NC!!! How is that not a worthy name to include considering he is from GREENSBORO???) Only options for Barak Obama, Kamala Harris, and several liberal athletes. **349**



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I am a School Counselor at a middle school so please keep this as confidential as possible. I am very concerned about the security of my job. . . In addition to the extensive Black Lives Matter In Schools materials that our teachers are being encouraged to present, they will now receive a list of weekly resources that I am responsible for sending out that should help guide discussions on gender and police brutality. We were told we needed to find more of these documents and send them out to teachers as students are currently upset about black and latinx men being killed and it would help us prepare for the fall out of the Chauvin trial. . . I have taken no steps to resolve this problem. Mostly because I am very concerned that I would get fired for my personal beliefs if they were known. On the other hand, I know something has to be done, because I'm not sure my beliefs, morals, and conscience can continue to be compromised. **327**

My son is taking "Introduction to sociology". This class is for HS students only and given to students across Buncombe county who sign up for the college credit offering. Entire class is social justice warrior (SJW) training. First assignment was a reading from Marx and to explain how the theories apply to today's society. Last quiz included a question requiring him to identify all of his white privilege. I will get a copy of the quiz and send to you. Students are required every week to publicly post their thoughts on the SJW issues onto the class message board and other students are required to read them and comment on them. **57**

My son is a 7th grade student at Valley Springs Middle School in Arden/Asheville, NC. . .[M]y son's science teacher (all year) and social studies teacher (one quarter) continually pushes an extreme left agenda.

Incidents I am aware of...

1. Inauguration Day writing assignment...students were to ponder the events of the day with a female of color being inaugurated to VP. They were to write a few sentences about their thoughts and what this means to society. My son asked for help from to help formulate what he believed and he decided to say he didn't think it should matter what are gender or race is but what someone's qualifications were. He included the famous quote from Dr. Martin Luther King about being judged by the content of his character. [The teacher] commented back essentially saying my son was wrong for thinking what he thought. **107**

Then came high school... good grief... Black Lives Matter, white privilege, and gun control were shoved down the throats of every student! My daughters quickly learned to just write papers (assignments) from the teacher's point of view to get an A, and that's exactly what they got. They wrote countless papers supporting the BLM movement, although they didn't support it as they are not racists nor were raised to be. But with so much focus on racism, they just played the game. While they should have been learning math, science, history etc, they were learning how to play the game to get a good grade. **195**



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I feel that , although nervous about speaking out, nothing will change if we all keep quiet. ... My teen's high school English teacher assigned students to pick one out of 7 NY Times videos and answer questions. 6 out of the 7 was about racism (being implicit, white privilege, etc) and the other was bias against women. I felt it totally inappropriate but my daughter was afraid for me to say anything because of whatever backlash may occur. I simply told her not to take part in that assignment. I nor my child should be afraid to speak up due to fear of what my child may have to face. Here is the link she was supposed to choose from.

<https://www.nytimes.com/video/who-me-biased> 8

I was also surprised several years ago when my son came home telling me that we needed to vote for Bernie Sanders because he would be the best president according to his AG teacher at the school. He is well aware of who several of his teachers voted for and that should not have a place in elementary school. I really did not see the need to have conversations about politics with my son at his young age because they have so few years to be carefree kids but unfortunately I had to talk to my son earlier than I had hoped. Sadly I do not feel like I can go to the principal because I don't want to make life more difficult for my son because that is exactly what will happen. I would also like to say that there are many amazing teachers at Irving Park Elementary who have made our overall experience fantastic until this point. We have always been big proponents of public education but we are now pulling our kids out of the system to avoid indoctrination. It is happening. 349

After the riots in dc [the 9th grade English teacher] agreed with students that they were caused by white [privilege]. Since then she spent two weeks discussing climate change...in a English class. She uses every day almost to discuss race and/or gender. One subject was Identity jigsaw, which covered white [privilege], gender, class [privilege]...all of these were from a liberal online source named "facing history and ourselves".... influence watch lists it as a liberal source that casts the US as one of racial injustice. She spends more of her time expressing her liberal opinions than doing actual English work. The principal blew me off stating wanting to provide and "inclusive environment"...school board member sent me to the asst superintendent who just quoted a NC ELA statute that supposedly makes it ok for her to do that.

I don't send my kids to school to have these views beat into their heads everyday. 123

I would be more specific, but I want to make the Principle of our school aware before I do. I do have some 'backlash' concern for my child who is only a Junior in High School in Wake County. My child's freshman history class was told that if "you were white and Christian, you should be ashamed".

My child's junior history class was told that "it is possible that some Republicans could be good people".

Not only are the teachers indoctrinated and teaching the same indoctrination, but the curriculum in all the classes is all about race and gender. Every single book/passage reading in AP English class is about white supremacy/privilege. My child has figured out that he/she needs....



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to answer any opinion questions the way the teachers want the questions answered, and not give an actual/honest opinion on a topic. An actual opinion that doesn't conform to the 'woke' culture would be criticized rather than thoughtfully discussed. **196**

Our teacher of the year at school has a BLM decoration on her door at school with a big fist. Today, the same teacher posted on social media a picture of herself in a t shirt that says "Blue lives murder." However, I am not allowed to wear any political apparel supporting Republicans. Please contact me if you have any questions. I have pictures and records of everything. Please do not post my identity. I'd lose my job. **281**

Not only are the teachers indoctrinated and teaching the same indoctrination, but the curriculum in all the classes is all about race and gender. Every single book/passage reading in AP English class is about white supremacy/privilege. My child has figured out that he/she needs to answer any opinion questions the way the teachers want the questions answered, and not give an actual/honest opinion on a topic. An actual opinion that doesn't conform to the 'woke' culture would be criticized rather than thoughtfully discussed. **196**

Thank you for your action in the serious matter of indoctrination. It is beyond ridiculous and the education our children are receiving today is not education at all!

I have two daughters who are now in college. Everyone knows the classes taken on a college campus are liberal leaning... but the classes they had and assignments they received in middle school and high school had our heads spinning and having to take action with teachers and administration numerous times. We were shocked at the subject matter discussed in the classrooms! **195**

In my son's 1st grade class at Scyamore Creek Elementary, students were required to write sentences of praise for Kamala Harris in several activities over the course of February. The teacher gave them a list of sentences to choose from, including "Kamala Harris is awesome, smart, cool, or brave (choose one or more)", "Kamala Harris fought for equal rights", "Isn't it amazing that Kamala Harris is the first black female vice president?" and others. The students had to copy these sentences into their journals and recite them to the rest of the class.

They also did an activity comparing and contrasting Kamala Harris and Ruby Bridges, calling Kamala Harris a great civil rights leader and an important author.

I found it very inappropriate to force students to praise a sitting politician, and to present the teacher's own opinions as facts. **67**

My niece was given an assignment to read the book titled "The Hate U Give" by Angie Thomas at Rockingham County High School. She is in 11th grade. I did research on the book and found it highly inappropriate. It is full of vulgar language such as f*** and n***** throughout. It is very biased and is anti cop. She didn't want her parents to call the school for fear of being targeted. I am also a teacher in the Rockingham County School system and feel as if I speak up it may cause trouble for me as well. So, I do not want my name shared. **94**



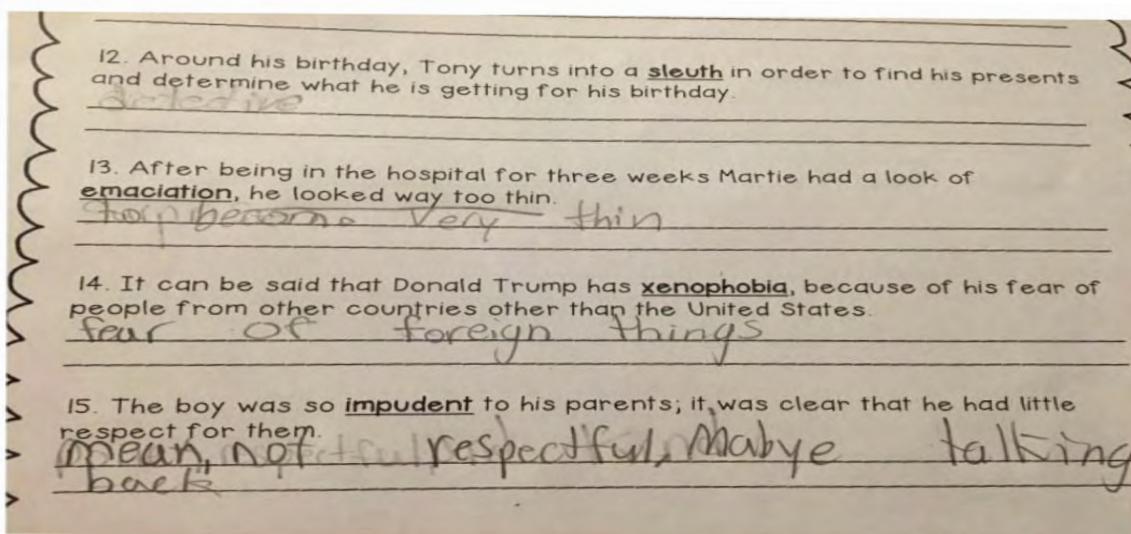
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6. **Shaming of Certain Political Beliefs:** Teachers, parents, and students across the state have reported how the political agenda in many schools is one-sided. Teachers are allowed, and even encouraged, to display BLM decorations on their doors and to promote “Blue Lives Murder,” while apparel that is pro- police is not allowed. Additionally, students are being encouraged to kneel during the National Anthem by having to write essays on the topic.

Examples

My child came home with a paper on vocabulary words to learn and one of the words was xenophobic. The teacher had definitions on one side and sentences on the other and the sentence that described xenophobia was President Trump is xenophobia. Another example was a definition of republican was that republicans don't care for people's issues and Democrats are people who care for people. Now to make this clear I told my child that both parties care about people and those definitions where wrong. I think we need to stop this problem like you said and go back to basics. 37





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Teacher made quiz question asked what type of voters vote republican and the answer was rich white men. **313**

My child's junior history class was told that "it is possible that some Republicans could be good people". **196**

My child says the overall take away from the class was that "right wing, white males are bad".
... This was not the only class my child has heard this point of view in. As such we have pulled my high school junior and as well as my other children and are now homeschooling and are enrolled in private schools. **267**

Last semester my daughter who is a senior at South Brunswick High School was asked several times in her English 4 class to report on CNN articles about different political topics such as mask wearing, vaccinations, covid 19, antifa, and anti Trump articles. It was a never ending battle. Her teacher at the time continued to correct her stance on the articles which were against our beliefs which led the teacher to accusing her of being a conservative. It was the most difficult time watching her struggle to stand her ground. **25**

Teachers told students about how they participated in BLM marches and that students should get involved. **195**

Dear Lt. Governor Robinson,

I am a NC public school teacher. I am politically conservative and I want to thank you for addressing the issue of leftist indoctrination in the public schools. While there are many dedicated teachers who are committed to providing high-quality, bias-free education to children, the leftist political activism in our school system is real. Many of us are too afraid to lose our careers and reputations by speaking up against it. **279**

My high school junior was enrolled in American History II honors via the virtual academy in the fall. This class occurred during the last presidential election and as such allowed the teacher opportunity to express his personal views and only his views which were all far left wing. For example, each student was asked whether they supported BLM or not. They had to respond and it was made very clear by previous comments by the teacher that to not support BLM was to be on the wrong side. He also made numerous anti Trump comments as well as disparaged past presidents like Reagan and Bush as well. The teacher was also pro socialism and pushed socialist ideology. For example he told the students that "the only reason your parents don't like socialism is because all they think of are the bad parts of communism". This teacher also made his pro abortion views widely known. **267**



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My son is a 5th grade student at Chantilly Montessori Elementary, a magnet in the Charlotte-Mecklenburg School District. His teacher refers to the students as "my comrades" and "my little activists." I've heard her discuss the current political climate often. For example, in discussing the January 6 Capitol incident, she told the students, "Trump promoted violence." She's openly supportive of BLM (wearing stickers on her shoes) and the LGBTQ community. She discusses the LGBTQ struggle with the class and has suggested that the students can make a difference in the world by helping with this. These are ongoing / daily issues. I'd like to know what the Charlotte-Mecklenburg School District policy is on discussing the current political climate and a teacher's personal beliefs. **97**

In 2012, my youngest daughter was in 5th grade at a charter school in Durham. One of her male teachers told the classroom about students having two daddy's and two mommy's and how that was okay. This was around the same time NC was voting on allowing gay marriage to be legal. The teacher made it known he was voting for Obama. Political opinions of teachers and administration should not be allowed in the classroom at all, much less when children are 10 years old! **195**



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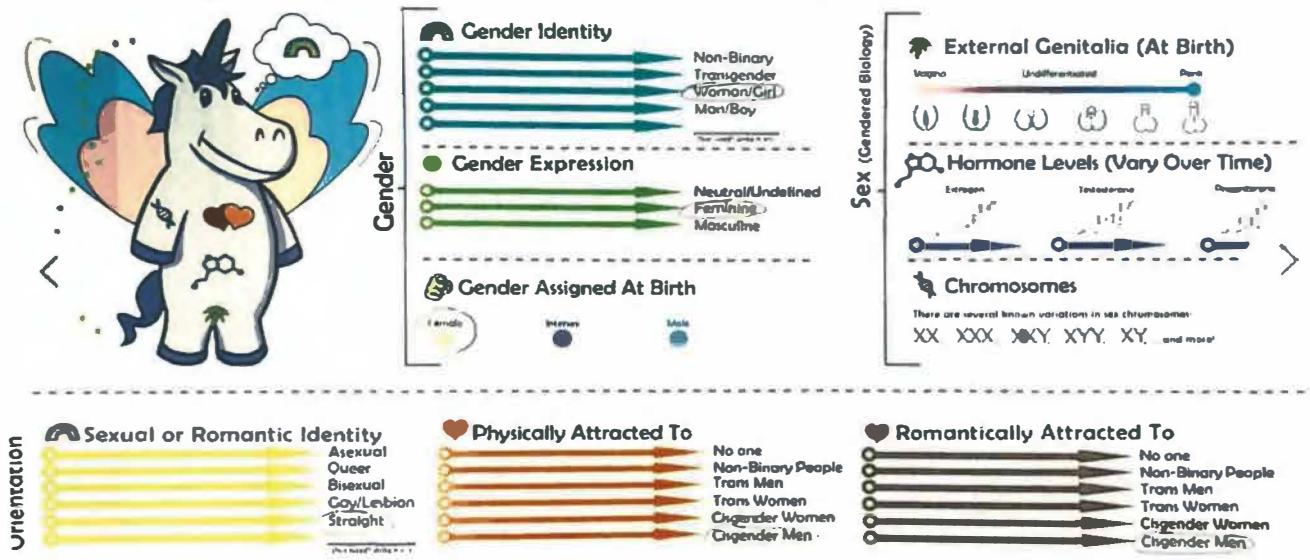
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Items from Governor's School of North Carolina

The Governor's School of North Carolina is a five-and-a-half-week summer residential program created for the advancement of exceptional high school students. Each year, the Governor's School consist of 335 high students between two campuses: Governor's School West at High Point University in High Point and Governor's School East at Meredith College in Raleigh.

The proceeding items were shown at Governor's School and came from a student that attended the program.

The Flying Gender Unicorn



Disclaimer:
While this graphic seems complex already, it is still an oversimplification of the beautiful diversity and complexity of our human gender biology and orientation.

Original design by Landyn Pan and Anna Moore

Original graphic by
TSER
Texas State Educational Resources

Content and graphic modified
Dr. Erica Jayne Friedman
FIU
Florida International University



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Handouts from Governor's School: White Privilege

White Privilege: Unpacking the Invisible Knapsack

"I was taught to see racism only in individual acts of meanness, not in invisible systems conferring dominance on my group"

By Peggy McIntosh

Through work to bring materials from women's studies into the rest of the curriculum, I have often noticed men's unwillingness to grant that they are over-privileged, even though they may grant that women are disadvantaged. They may say they will work to women's statues, in the society, the university, or the curriculum, but they can't or won't support the idea of lessening men's. Denials that amount to taboos surround the subject of advantages that men gain from women's disadvantages. These denials protect male privilege from being fully acknowledged, lessened, or ended.

Thinking through unacknowledged male privilege as a phenomenon, I realized that, since hierarchies in our society are interlocking, there was most likely a phenomenon of white privilege that was similarly denied and protected. As a white person, I realized I had been taught about racism as something that puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.

I think whites are carefully taught not to recognize white privilege, as males are taught not to recognize male privilege. So I have begun in an untutored way to ask what it is like to have white privilege. I have come to see white privilege as an invisible package of unearned assets that I can count on cashing in each day, but about which I was "meant" to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, codebooks, visas, clothes, tools , and blank checks.

Describing white privilege makes one newly accountable. As we in women's studies work to reveal male privilege and ask men to give up some of their power, so one who writes about having white privilege must ask, "having described it, what will I do to lessen or end it?"

After I realized the extent to which men work from a base of unacknowledged privilege, I understood that much of their oppressiveness was unconscious. Then I remembered the frequent charges from women of color that white women whom they encounter are oppressive. I began to understand why we are just seen as oppressive, even when we don't see ourselves that way. I began to count the ways in which I enjoy unearned skin privilege and have been conditioned into oblivion about its existence.

My schooling gave me no training in seeing myself as an oppressor, as an unfairly advantaged person, or as a participant in a damaged culture. I was taught to see myself as an individual whose moral state depended on her individual moral will. My schooling followed the pattern my colleague Elizabeth Minnich has pointed out: whites are taught to think of their lives as morally neutral, normative, and average, and also ideal, so that when we work to benefit others, this is seen as work that will allow "them" to be more like "us."

Daily effects of white privilege

I decided to try to work on myself at least by identifying some of the daily effects of white privilege in my life. I have chosen those conditions that I think in my case attach somewhat more to skin-color privilege than to class, religion, ethnic status, or geographic location, though of course all these other factors are intricately intertwined. As far as I can tell, my African American coworkers, friends, and acquaintances with whom I come into daily or frequent contact in this particular time, place and time of work cannot count on most of these conditions.

1. I can if I wish arrange to be in the company of people of my race most of the time.
2. I can avoid spending time with people whom I was trained to mistrust and who have learned to mistrust my kind or me.
3. If I should need to move, I can be pretty sure of renting or purchasing housing in an area which I can afford and in which I would want to live.
4. I can be pretty sure that my neighbors in such a location will be neutral or pleasant to me.
5. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
6. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
7. When I am told about our national heritage or about "civilization," I am shown that people of my color made it what it is.
8. I can be sure that my children will be given curricular materials that testify to the existence of their race.
9. If I want to, I can be pretty sure of finding a publisher for this piece on white privilege.
10. I can be pretty sure of having my voice heard in a group in which I am the only member of my race.
11. I can be casual about whether or not to listen to another person's voice in a group in which s/he is the only member of his/her race.
12. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the staple foods which fit with my cultural traditions, into a hairdresser's shop and find someone who can cut my hair.
13. Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
14. I can arrange to protect my children most of the time from people who might not like them.
15. I do not have to educate my children to be aware of systemic racism for their own daily physical protection.
16. I can be pretty sure that my children's teachers and employers will tolerate them if they fit school and workplace norms; my chief worries about them do not concern others' attitudes toward their race.
17. I can talk with my mouth full and not have people put this down to my color.



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Handouts from Governor's School: White Privilege

18. I can swear, or dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, the poverty or the illiteracy of my race.
19. I can speak in public to a powerful male group without putting my race on trial.
20. I can do well in a challenging situation without being called a credit to my race.
21. I am never asked to speak for all the people of my racial group.
22. I can remain oblivious of the language and customs of persons of color who constitute the world's majority without feeling in my culture any penalty for such oblivion.
23. I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
24. I can be pretty sure that if I ask to talk to the "person in charge", I will be facing a person of my race.
25. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
26. I can easily buy posters, post-cards, picture books, greeting cards, dolls, toys and children's magazines featuring people of my race.
27. I can go home from most meetings of organizations I belong to feeling somewhat tied in, rather than isolated, out-of-place, outnumbered, unheard, held at a distance or feared.
28. I can be pretty sure that an argument with a colleague of another race is more likely to jeopardize her/his chances for advancement than to jeopardize mine.
29. I can be pretty sure that if I argue for the promotion of a person of another race, or a program centering on race, this is not likely to cost me heavily within my present setting, even if my colleagues disagree with me.
30. If I declare there is a racial issue at hand, or there isn't a racial issue at hand, my race will lend me more credibility for either position than a person of color will have.
31. I can choose to ignore developments in minority writing and minority activist programs, or disparage them, or learn from them, but in any case, I can find ways to be more or less protected from negative consequences of any of these choices.
32. My culture gives me little fear about ignoring the perspectives and powers of people of other races.
33. I am not made acutely aware that my shape, bearing or body odor will be taken as a reflection on my race.
34. I can worry about racism without being seen as self-interested or self-seeking.
35. I can take a job with an affirmative action employer without having my co-workers on the job suspect that I got it because of my race.
36. If my day, week or year is going badly, I need not ask of each negative episode or situation whether it had racial overtones.
37. I can be pretty sure of finding people who would be willing to talk with me and advise me about my next steps, professionally.
38. I can think over many options, social, political, imaginative or professional, without asking whether a person of my race would be accepted or allowed to do what I want to do.
39. I can be late to a meeting without having the lateness reflect on my race.
40. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
41. I can be sure that if I need legal or medical help, my race will not work against me.
42. I can arrange my activities so that I will never have to experience feelings of rejection owing to my race.
43. If I have low credibility as a leader I can be sure that my race is not the problem.
44. I can easily find academic courses and institutions which give attention only to people of my race.
45. I can expect figurative language and imagery in all of the arts to testify to experiences of my race.
46. I can choose blemish cover or bandages in "flesh" color and have them more or less match my skin.
47. I can travel alone or with my spouse without expecting embarrassment or hostility in those who deal with us.
48. I have no difficulty finding neighborhoods where people approve of our household.
49. My children are given texts and classes which implicitly support our kind of family unit and do not turn them against my choice of domestic partnership.
50. I will feel welcomed and "normal" in the usual walks of public life, institutional and social.



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Informing the future of North Carolina

Handouts from Governor's School: Cisgender Privilege

Daily Effects of Cisgender Privilege

means a person identifies as the gender that was assigned to them at birth. See this article for more information. <http://time.com/3636430/cisgender-definition/>

1. Strangers don't assume they can ask me what my genitals look like and how I have sex.
2. My validity as a man/woman/human is not based upon how much surgery I've had or how well I "pass" as a non-Trans person.
3. When initiating sex with someone, I do not have to worry that they won't be able to deal with my parts or that having sex with me will cause my partner to question his or her own sexual orientation.
4. I am not excluded from events which are either explicitly or de facto men-born-men or women-born-women only.
5. My politics are not questioned based on the choices I make with regard to my body.
6. I don't have to hear "so have you had THE surgery?" or "oh, so you're REALLY a [incorrect sex or gender]?" each time I come out to someone.
7. I am not expected to constantly defend my medical decisions.
8. Strangers do not ask me what my "real name" [birth name] is and then assume that they have a right to call me by that name.
9. People do not disrespect me by using incorrect pronouns even after they've been corrected.
10. I do not have to worry that someone wants to be my friend or have sex with me in order to prove his or her "hipness" or good politics.
11. I do not have to worry about whether I will be able to find a bathroom to use or whether I will be safe changing in a locker room.
12. When engaging in political action, I do not have to worry about the gendered repercussions of being arrested. (i.e. what will happen to me if the cops find out that my genitals do not match my gendered appearance? Will I end up in a cell with people of my own gender?)
13. I do not have to defend my right to be a part of "Queer" and gays and lesbians will not try to exclude me from OUR movement in order to gain political legitimacy for themselves.
14. My experience of gender (or gendered spaces) is not viewed as "baggage" by others of the gender in which I live.
15. I do not have to choose between either invisibility ("passing") or being consistently "othered" and/or tokenised based on my gender.
16. I am not told that my sexual orientation and gender identity are mutually exclusive.
17. When I go to the gym or a public pool, I can use the showers.
18. If I end up in the emergency room, I do not have to worry that my gender will keep me from receiving appropriate treatment nor will all of my medical issues be seen as a product of my gender. ("Your nose is running and your throat hurts? Must be due to the hormones!")
19. My health insurance provider (or public health system) does not specifically exclude me from receiving benefits or treatments available to others because of my gender.
20. When I express my internal identities in my daily life, I am not considered "mentally ill" by the medical establishment.
21. I am not required to undergo extensive psychological evaluation in order to receive basic medical care.
22. The medical establishment does not serve as a "gatekeeper" which disallows self-determination of what happens to my body.
23. People do not use me as a scapegoat for their own unresolved gender issues.



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Informing the future of North Carolina

Handouts from Governor's School: Male Privilege

The Male Privilege Checklist

(Compiled by Barry Deutsch. Permission is granted to reproduce this list in any way, for any purpose, so long as the acknowledgment of Peggy McIntosh's work is not removed.)

"An internet acquaintance of mine once wrote, 'The first big privilege which whites, males, people in upper economic classes, the able bodied, the straight (I think one or two of those will cover most of us) can work to alleviate is the privilege to be oblivious to privilege.' This checklist is, I hope, a step towards helping men give up the 'first big privilege.'"

1. My odds of being hired for a job, when competing against female applicants, are probably skewed in my favor. The more prestigious the job, the larger the odds are skewed.
2. I can be confident that my co-workers won't think I got my job because of my sex – even though that might be true.
3. If I am never promoted, it's not because of my sex.
4. If I fail in my job or career, I can feel sure this won't be seen as a black mark against my entire sex's capabilities.
5. I am far less likely to face sexual harassment at work than my female co-workers are.
6. If I do the same task as a woman, and if the measurement is at all subjective, chances are people will think I did a better job.
7. If I'm a teen or adult, and if I can stay out of prison, my odds of being raped are relatively low.
8. On average, I am taught to fear walking alone after dark in average public spaces much less than my female counterparts are.
9. If I choose not to have children, my masculinity will not be called into question.
10. If I have children but do not provide primary care for them, my masculinity will not be called into question.
11. If I have children and provide primary care for them, I'll be praised for extraordinary parenting if I'm even marginally competent.
12. If I have children and a career, no one will think I'm selfish for not staying at home.
13. If I seek political office, my relationship with my children, or who I hire to take care of them, will probably not be scrutinized by the press.
14. My elected representatives are mostly people of my own sex. The more prestigious and powerful the elected position, the more this is true.
15. When I ask to see "the person in charge," odds are I will face a person of my own sex. The higher-up in the organization the person is, the surer I can be.
16. As a child, chances are I was encouraged to be more active and outgoing than my sisters.
17. As a child, I could choose from an almost infinite variety of children's media featuring positive, active, non-stereotyped heroes of my own sex. I never had to look for it; male protagonists were (and are) the default.
18. As a child, chances are I got more teacher attention than girls who raised their hands just as often.
19. If my day, week or year is going badly, I need not ask of each negative episode or situation whether or not it has sexist overtones.
20. I can turn on the television or glance at the front page of the newspaper and see people of my own sex widely represented.
21. If I'm careless with my financial affairs it won't be attributed to my sex.
22. If I'm careless with my driving it won't be attributed to my sex.
23. I can speak in public to a large group without putting my sex on trial.
24. Even if I sleep with a lot of women, there is no chance that I will be seriously labeled a "slut," nor is there any male counterpart to "slut-bashing."
25. I do not have to worry about the message my wardrobe sends about my sexual availability.



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Informing the future of North Carolina

Handouts from Governor's School: Male Privilege

26. My clothing is typically less expensive and better-constructed than women's clothing for the same social status. While I have fewer options, my clothes will probably fit better than a woman's without tailoring.
27. The grooming regimen expected of me is relatively cheap and consumes little time.
28. If I buy a new car, chances are I'll be offered a better price than a woman buying the same car.
29. If I'm not conventionally attractive, the disadvantages are relatively small and easy to ignore.
30. I can be loud with no fear of being called a shrew. I can be aggressive with no fear of being called a bitch.
31. I can ask for legal protection from violence that happens mostly to men without being seen as a selfish special interest, since that kind of violence is called "crime" and is a general social concern. (Violence that happens mostly to women is usually called "domestic violence" or "acquaintance rape," and is seen as a special interest issue.)
32. I can be confident that the ordinary language of day-to-day existence will always include my sex. "All men are created equal," mailman, chairman, freshman, he.
33. My ability to make important decisions and my capability in general will never be questioned depending on what time of the month it is.
34. I will never be expected to change my name upon marriage or questioned if I don't change my name.
35. The decision to hire me will not be based on assumptions about whether or not I might choose to have a family sometime soon.
36. Every major religion in the world is led primarily by people of my own sex. Even God, in most major religions, is pictured as male.
37. Most major religions argue that I should be the head of my household, while my wife and children should be subservient to me.
38. If I have a wife or live-in girlfriend, chances are we'll divide up household chores so that she does most of the labor, and in particular the most repetitive and unrewarding tasks.
39. If I have children with my girlfriend or wife, I can expect her to do most of the basic childcare such as changing diapers and feeding.
40. If I have children with my wife or girlfriend, and it turns out that one of us needs to make career sacrifices to raise the kids, chances are we'll both assume the career sacrificed should be hers.
41. Assuming I am heterosexual, magazines, billboards, television, movies, pornography, and virtually all of media is filled with images of scantily-clad women intended to appeal to me sexually. Such images of men exist, but are rarer.
42. In general, I am under much less pressure to be thin than my female counterparts are. If I am fat, I probably suffer fewer social and economic consequences for being fat than fat women do.
43. If I am heterosexual, it's incredibly unlikely that I'll ever be beaten up by a spouse or lover.
44. Complete strangers generally do not walk up to me on the street and tell me to "smile."
45. Sexual harassment on the street virtually never happens to me. I do not need to plot my movements through public space in order to avoid being sexually harassed, or to mitigate sexual harassment.
46. On average, I am not interrupted by women as often as women are interrupted by men.
47. I have the privilege of being unaware of my male privilege.



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Handouts from Governor's School: Christian Privilege

Christian Privilege Checklist

"30+ Examples of Christian Privilege" is one of Sam Killerman's privilege lists that he created for people of privilege to empathize with other, non-privileged individuals. Social justice advocate, Killermann writes:

1. You can expect to have time off work to celebrate religious holidays.
2. Music and television programs pertaining to your religion's holidays are readily accessible.
3. It is easy to find stores that carry items that enable you to practice your faith and celebrate religious holidays.
4. You aren't pressured to celebrate holidays from another faith that may conflict with your religious values.
5. Holidays celebrating your faith are so widely supported you can often forget they are limited to your faith (e.g. wish someone a "Merry Christmas" or "Happy Easter" without considering their faith).
6. You can worship freely, without fear of violence or threats.
7. A bumper sticker supporting your religion won't likely lead to your car being vandalized.
8. You can practice your religious customs without being questioned, mocked, or inhibited.
9. If you are being tried in court, you can assume that the jury of "your peers" will share your faith and not hold that against you in weighing decisions.
10. When swearing an oath, you will place your hand on a religious scripture pertaining to your faith.
11. Positive references to your faith are seen dozens of times a day by everyone, regardless of their faith.
12. Politicians responsible for your governance are probably members of your faith.
13. Politicians can make decisions citing your faith without being labeled as heretics or extremists.
14. It is easy for you to find your faith accurately depicted in television, movies, books, and other media.
15. You can reasonably assume that anyone you encounter will have a decent understanding of your beliefs.
16. You will not be penalized (socially or otherwise) for not knowing other people's religious customs.
17. Your faith is accepted/supported at your workplace.
18. You can go into any career you want without it being associated with or explained by your faith.
19. You can travel to any part of the country and know your religion will be accepted, safe, and you will have access to religious spaces to practice your faith.
20. Your faith can be an aspect of your identity without being a defining aspect (e.g., people won't think of you as their "Christian" friend)
21. You can be polite, gentle, or peaceful, and not be considered an "exception" to those practicing your faith.
22. Fundraising to support congregations of your faith will not be investigated as potentially threatening or terrorist behavior.
23. Construction of spaces of worship will not likely be halted due to your faith.
24. You are never asked to speak on behalf of all the members of your faith.
25. You can go anywhere and assume you will be surrounded by members of your faith.
26. Without special effort, your children will have a multitude of teachers who share your faith.
27. Without special effort, your children will have a multitude of friends who share your faith.
28. It is easily accessible for you or your children to be educated from kindergarten through post-grad at institutions of your faith.
29. Disclosing your faith to an adoption agency will not likely prevent you from being able to adopt children.
30. In the event of a divorce, the judge won't immediately grant custody of your children to your ex because of your faith.
31. Your faith is taught or offered as a course in most public institutions.
32. You can complain about your religion being under attack without it being perceived as an attack on another religion.
33. You can dismiss the idea that identifying with your faith bears certain privileges.



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Informing the future of North Carolina

Handouts from Governor's School: Straight Privilege

Daily effects of straight privilege

This article is based on Peggy McIntosh's article on white privilege and was written by a number of straight-identified students at Earlham College who got together to look at some examples of straight privilege. These dynamics are but a few examples of the privilege which straight people have. Lesbian, gay, bisexual, and queer-identified folk have a range of different experiences, but cannot count on most of these conditions in their lives.

On a daily basis as a straight person...

1. I can be pretty sure that my roommate, hallmates and classmates will be comfortable with my sexual orientation.
2. If I pick up a magazine, watch TV, or play music, I can be certain my sexual orientation will be represented.
3. When I talk about my heterosexuality (such as in a joke or talking about my relationships), I will not be accused of pushing my sexual orientation onto others.
4. I do not have to fear that if my family or friends find out about my sexual orientation there will be economic, emotional, physical or psychological consequences.
5. I did not grow up with games that attack my sexual orientation (IE fag tag or smear the queer).
6. I am not accused of being abused, warped or psychologically confused because of my sexual orientation.
7. I can go home from most meetings, classes, and conversations without feeling excluded, fearful, attacked, isolated, outnumbered, unheard, held at a distance, stereotyped or feared because of my sexual orientation.
8. I am never asked to speak for everyone who is heterosexual.
9. I can be sure that my classes will require curricular materials that testify to the existence of people with my sexual orientation.
10. People don't ask why I made my choice of sexual orientation.
11. People don't ask why I made my choice to be public about my sexual orientation.
12. I do not have to fear revealing my sexual orientation to friends or family. It's assumed.
13. My sexual orientation was never associated with a closet.
14. People of my gender do not try to convince me to change my sexual orientation.
15. I don't have to defend my heterosexuality.
16. I can easily find a religious community that will not exclude me for being heterosexual.
17. I can count on finding a therapist or doctor willing and able to talk about my sexuality.
18. I am guaranteed to find sex education literature for couples with my sexual orientation.
19. Because of my sexual orientation, I do not need to worry that people will harass me.
20. I have no need to qualify my straight identity.
21. My masculinity/femininity is not challenged because of my sexual orientation.
22. I am not identified by my sexual orientation.
23. I can be sure that if I need legal or medical help my sexual orientation will not work against me.
24. If my day, week, or year is going badly, I need not ask of each negative episode or situation whether it has sexual orientation overtones.
25. Whether I rent or I go to a theater, Blockbuster, an EFS or TOFS movie, I can be sure I will not have trouble finding my sexual orientation represented.
26. I am guaranteed to find people of my sexual orientation represented in the Earlham curriculum, faculty, and administration.
27. I can walk in public with my significant other and not have people double-take or stare.
28. I can choose to not think politically about my sexual orientation.
29. I do not have to worry about telling my roommate about my sexuality. It is assumed I am a heterosexual.



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Handouts from Governor's School: Straight Privilege

30. I can remain oblivious of the language and culture of LGBTQ folk without feeling in my culture any penalty for such oblivion.
31. I can go for months without being called straight.
32. I'm not grouped because of my sexual orientation.
33. My individual behavior does not reflect on people who identify as heterosexual.
34. In everyday conversation, the language my friends and I use generally assumes my sexual orientation. For example, sex inappropriately referring to only heterosexual sex or family meaning heterosexual relationships with kids.
35. People do not assume I am experienced in sex (or that I even have it!) merely because of my sexual orientation.
36. I can kiss a person of the opposite gender in the cafeteria without being watched and stared at.
37. Nobody calls me straight with maliciousness.
38. People can use terms that describe my sexual orientation and mean positive things (IE "straight as an arrow", "standing up straight" or "straightened out") instead of demeaning terms (IE "ewww, that's gay" or being "queer").
39. I am not asked to think about why I am straight.
40. I can be open about my sexual orientation without worrying about my job.



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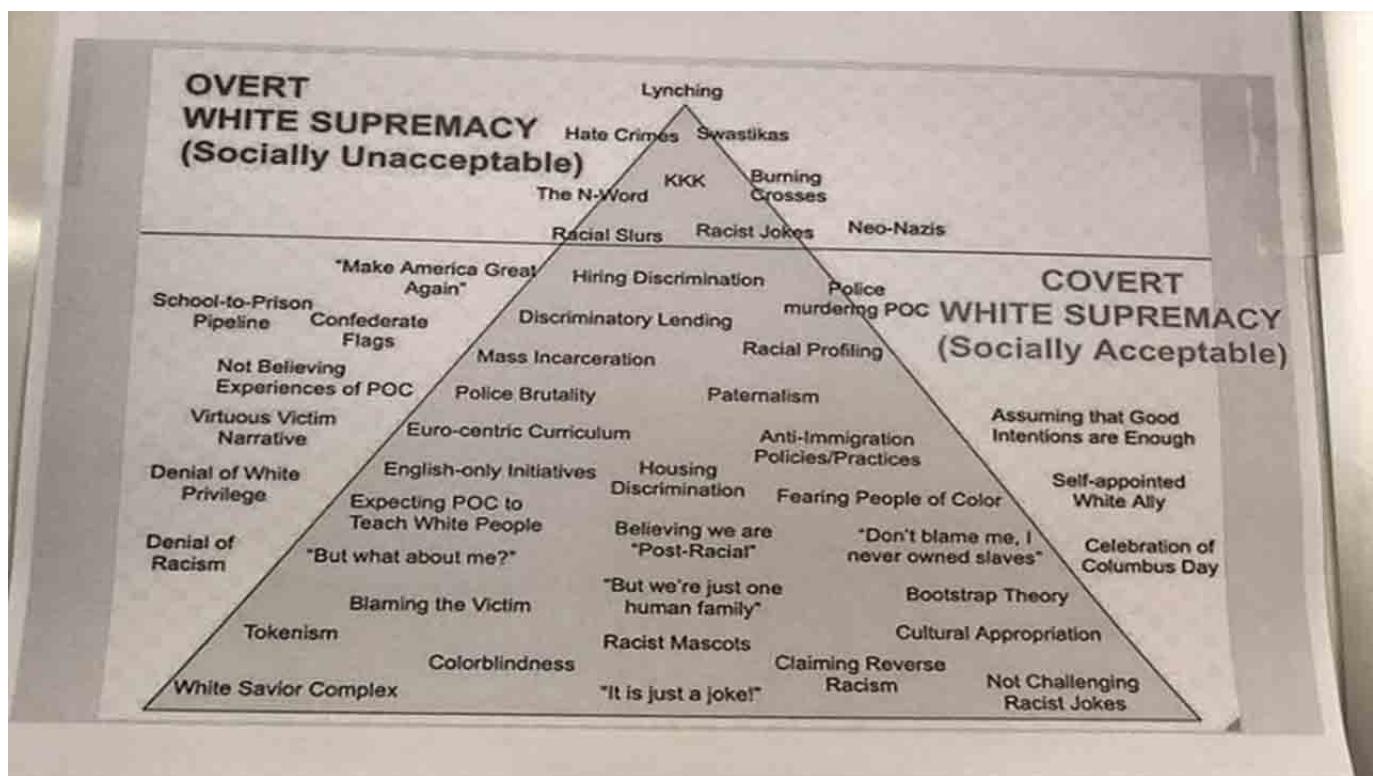
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Items from Local Education Authorities

The items that proceed are from county boards of education.

Wake County Public Schools

Image: found in CRT-based teacher training, naming the slogan for a past president as “overt white supremacy,” grouped alongside other items such as “police murdering,” “Euro-centric curriculum,” and the “denial of white privilege,” among many objectively vile and offensive items. In February 2020, Wake County Public Schools held an equity-themed seminar for teachers with one course titled “Whiteness, and Microaggression.”





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Durham County Racial Equity Task Force

The following are from the Durham County Racial Equity Task Force Report. Unless otherwise stated, all text below are directly quoted from the report.

- We must name that our education system is working as it was designed: to indoctrinate all students with the internalized belief that the white race is superior.
We have defined ‘whiteness’ as those often unstated beliefs, behaviors, norms, principles, policies, and structures that embody all of our systems and are designed to serve the needs and goals of white people by oppressing people of color.
- Structural Racism:
The normalization and legitimization of an array of dynamics – historical, cultural, institutional and interpersonal – that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism – all other forms of racism emerge from structural racism.
For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men, compared to white men. These include higher exposure to environmental toxins, dangerous jobs and unhealthy housing stock, higher exposure to and more lethal consequences for reacting to violence, stress and...
- Whiteness:
Whiteness: those often unstated beliefs, behaviors, norms, principles, policies, and structures that embody all of our systems and are designed to serve the needs and goals of white people by oppressing people of color.
- Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1988). Whites are theorized as actively shaped, affected, defined, and elevated through their racialization and the individual and collective consciousness formed within it (Whiteness is thus conceptualized as a constellation of processes and practices rather than as a discrete entity (i.e. skin color alone). Whiteness is dynamic, relational, and operating at all times and on myriad levels. These processes and practices include basic rights, values, beliefs, perspectives and experiences purported to be commonly shared by all but which are actually only consistently afforded to white people.



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Durham Public Schools Black Lives Matter in Schools Coloring Book

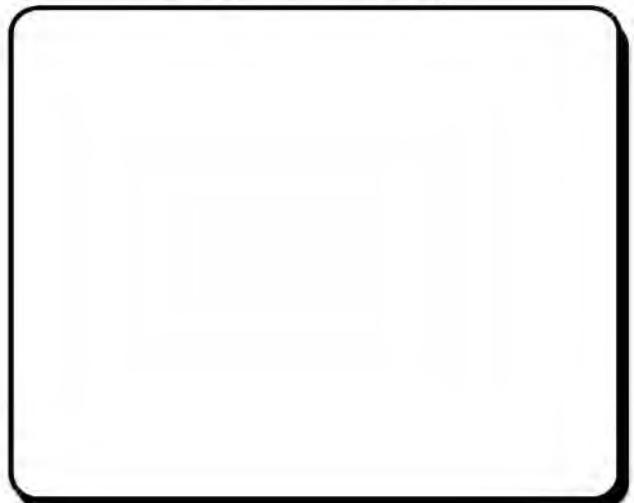
This Coloring book was created by Black Lives Matter in Schools, which was created by the Black Lives Matter organization.

Durham Public Schools implemented this curriculum in February of 2021. The entire document can be found in the report from the Lieutenant Governor's office, and also on the Durham Public Schools website.



TRANSGENDER AFFIRMING

How do you feel when someone else tells you what
"girls should do" or "boys should do"?



Handwriting practice lines for children to write their responses.



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Social Media from Educators and Education Organizations Statewide

from the report from the Lieutenant Governor'

The following are excerpts from the report from the Lieutenant Governor's Office. They show screenshots of social media posts made by educators or those that represent organizations involved in education. It is important this report makes clear that educators are allowed to exercise their First Amendment rights, and that these rights should not be infringed upon. These posts are included because they suggest that personal opinions and ideologies should be integrated into North Carolina's public education system.

Figure numbers listed can be found in the full report.

Figure 1.

Facebook post by member of Charlotte Mecklenburg Association of Educators July 3, 2021

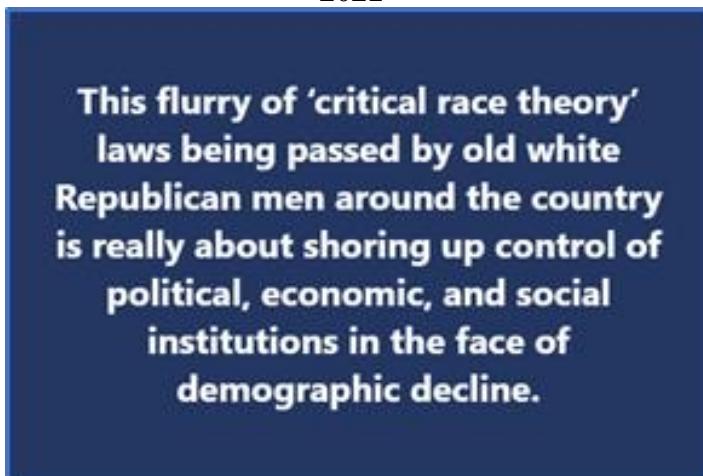


Figure 15.
Facebook Post by a teacher from Asheville City Schools November 23, 2020



Figure 7.

Facebook repost by a Catawba County high school teacher June 5, 2020

This is an excellent teaching tool to help students understand white privilege.
UPDATE: adjust the questions for YOUR students. At my school this could work with a few adjustments. Suggested questions...
1. How many of you (and/or parents) have been followed in a store. 2. Stopped by police and had your car searched (and/or parents). 3. Called the N word by another race in a hateful way. 4. Felt you had to work twice as hard to get the same grade. 5. Falsely accused of being aggressive when someone else was attacking you? 6. Arrested or held without disclosure of the crime you are being accused of and then let go. 7. Been stopped by police because you "fit the description" Honestly, you can let the students come up with questions. Let them tell you what makes their black life different, in their opinion. Truth: much of this is a wealth disparity. It's just harder to work out of poverty when you are black.





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Figure 22.
Facebook post by an educator from Hickory Public Schools May 30, 2020

I just ordered A Kids Book About Racism. It comes highly recommended. It's a good start to turning anti-racist discussions into action in the classroom. If you're looking to purchase the book, this link will give you a \$5 code.

*I'm not affiliated with the company or receiving any benefits. I just wanted to share with anyone who's interested.

Figure 33.
Assistant Superintendent for Equity Affairs in Wake County



Rodney Trice @Rodney_Trice · Jun 12

...

Just added the topics #CriticalRaceTheory and #1619Project to my timeline of race and racism in American education. It's amazing how the call for freedom and education echoes through history.

Timeline of Race & Racism in American Education
raceineducation.org



5

20

