

# Doing Social Justice

## POWER AND MOVEMENT

A collaboration between the Anti-Defamation League, Austin ISD, and the Blanton Museum of Art



# *General Moses and Sojourner* *(Harriet Tubman and Sojourner Truth)*

Charles White

*General Moses and Sojourner (Harriet Tubman and Sojourner Truth), 1954.*

Wolff carbon pencil and white chalk over traces of graphite pencil with scratching out, blending, and charcoal wash splatter, 25 x 35 1/4 in. Gift of Susan G. and Edmund W. Gordon to the units of Black Studies and the Blanton Museum of Art at The University of Texas at Austin, 2014. © The Charles White Archives



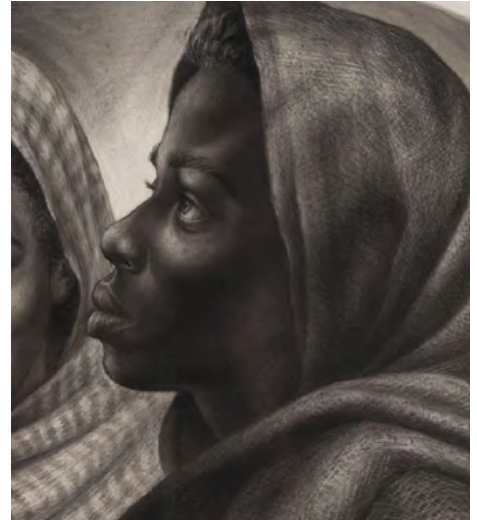
In 1935, Charles White asked his teacher at Chicago's Englewood High School why their history textbook mentioned African Americans only once. As he later recalled, the teacher told him to "sit down and shut up." This experience would serve as an impulse behind White's creative pursuits. Throughout his career, White used his artistic skills to highlight some of the major figures of African American history. One such example is this portrait of Harriet Tubman (1822–1913) and Sojourner Truth (1797–1883). In this drawing, the artist emphasized the intellectual nature of Truth's activism—her vision—through her upward gaze. Truth was a leader of the Abolitionist and women's suffrage movements. She is perhaps best remembered for her stirring ["Ain't I a Woman"](#) speech delivered in 1851. White pictures Tubman grasping a staff that may recall the legendary one Moses used to part the Red Sea in leading the Israelites to freedom. Frequently referred to as "Moses," Tubman led hundreds of enslaved Black people to freedom in the North, becoming the most famous "conductor" on the Underground Railroad. Although surviving portraits of Tubman and Truth capture the two as mature women, White depicts them in their youth, emphasizing their vitality. While Tubman and Truth only met once, White pairs them to celebrate the powerful legacy of Black women and suggest the possibilities of women's leadership in a feminist future.



## LOOK & TALK

Take a full minute to look at this detailed drawing by Charles White. Notice your first reactions and questions. Take another minute to make some notes about these initial thoughts.

- How do images influence our understanding of history?
- How do history textbooks reflect power? What are some of the effects when textbook publishers ignore or diminish the contributions of Black people in America?
- What might have inspired Charles White to make this artwork? What choices did he make in creating his image of these two important women? How does the image influence your thinking?
- Consider the importance of naming in this artwork. What is a sojourner? What is a conductor or a general? Who is Moses?



## READ & WRITE

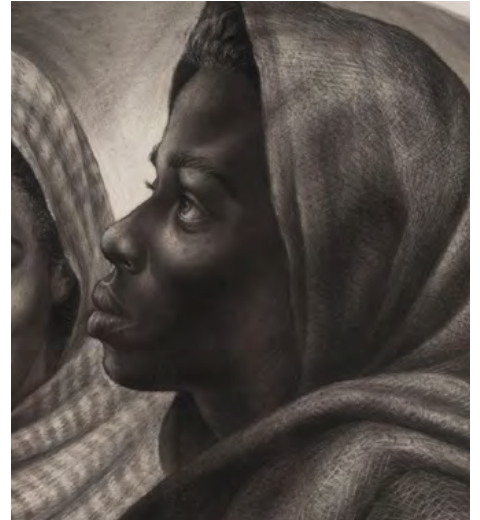
- Research the abolitionist movement. How might abolitionism be connected to this artwork?
- Research the women's suffrage movement. How did Tubman and Truth contribute to this movement?
- Read Sojourner Truth's [\*Ain't I a Woman\*](#) speech, delivered at the 1851 Women's Rights Convention in Akron, Ohio. Make note of the lines that are the most meaningful to you. What is the message or call to action?

Find out more about analyzing speeches, music and poetry through a social justice lens on the Anti-Defamation League's website: [adl.org/poems-for-justice](http://adl.org/poems-for-justice)

## TAKE ACTION

- Learn more about the history of protests and uprisings and their contribution to societal change. Identify one that you find most interesting and research the issue, the activism and protests that took place and how those actions made a difference. Share what you learned with others.
- Identify issues of bias and injustice that are important to you. Look for opportunities to join with others in confronting these issues in your community.
- Consider using social media, along with mainstream news, to follow people who are attending protests and sharing their experience (through words, photos and video).

Learn more about the power of protest on the Anti-Defamation League's website:  
[adl.org/education/resources/tools-and-strategies/the-purpose-and-power-of-protest](https://www.adl.org/education/resources/tools-and-strategies/the-purpose-and-power-of-protest)



# Resource Guide

ADL's No Place for Hate®, the Blanton Museum of Art, and AISD have teamed up to bring anti-bias education and object based learning to our schools. This resource is one in a series featuring a work of art from the Blanton selected to foster important conversations and inspire students to act! The theme for this series is **Power and Movement**, and each resource encourages students to contextualize the impacts of historic movements and migrations in present-day American life.

This guide has everything you need to create successful discussions and a No Place for Hate Action Project.

## Here you will find:

- No Place for Hate guidelines for Action Projects
- Information about the artist and artwork
- Guiding questions for initial discussion and making
- Suggested community action projects



As this guide reaches multiple schools, we hope it will inspire students to work together to create action projects that can be shared and celebrated.

Please share your projects to [Austin@adl.org](mailto:Austin@adl.org) and [Education@blantonmuseum.org](mailto:Education@blantonmuseum.org)

# No Place For Hate®

No Place for Hate® is a self-directed framework helping educators and students take the lead on improving and maintaining a school climate where all students thrive. The Anti-Defamation League (ADL) offers resources to ensure that anti-bias and diversity education are an integral part of the school curriculum. No Place for Hate® also helps create and sustain inclusive school environments where all students feel valued and have the opportunity to succeed by promoting respect for individual difference while challenging bigotry and prejudice. Launched in Austin schools in the fall of 2004, the popular campaign has been embraced by hundreds of campuses throughout the Central Texas region. Austin ISD is the largest No Place for Hate® school district in the United States.

## The Need for Discussion

The success of No Place for Hate® relies on the assurance that all members of school communities have a central voice in creating a plan that will lead to lasting change. The foundation for creating that change is a strong coalition of school leaders — students, educators, and family members — who have a stake in the outcomes of that plan.

There is no more obvious stakeholder than a student. Too often, adults assume they know what is needed to support youth, but without engaging students in the process, change can be elusive. No Place for Hate® Committees create activities that amplify students' voices and give them opportunities to be active participants.

All qualifying activities must be consistent with the No Place for Hate® mission by challenging bigotry, bias and bullying; exposing young people to diverse identity groups, backgrounds and points of view; promoting respect for individual and group differences; and providing opportunities for community-building within the school. Projects should challenge students to think critically, instill a sense of empathy, and empower students to become allies for one another.

## No Place For Hate® Activities Should:

- Involve all students in active learning
- Involve all students in discussion and debriefing of activities
- Address school-based issues
- Have a school-wide impact
- Take place throughout the school year, with three or more activities spread out over time
- Focus on inclusivity and community

For more information visit [austin.adl.org/noplacementforhate](http://austin.adl.org/noplacementforhate).



# Blanton School Programs

The Blanton Museum of Art welcomes groups of up to 60 students, with chaperones, for guided gallery visits during the school year. Check our website for policies and updates at [blantonmuseum.org/visit](https://blantonmuseum.org/visit). To arrange a group visit, please complete the PK-12 Group Visit Request Form [here](#). The Blanton is committed to removing financial barriers to accessing collections and exhibitions. Title I schools may apply for subsidized transportation and waived admission fees.

With the exception of the Doing Social Justice lesson (designed for middle and high school students) which last 90 minutes, most guided visits last just under an hour. Small groups of 10–12 students (plus chaperone) will work with a gallery teacher—a community volunteer, graduate student, or Blanton educator—to consider a small group of 3-5 artworks. Most lessons include time for an activity—writing, drawing, or dramatic play.

Depending on the number of groups on any given day, groups who can follow museum rules about not touching art and respecting other visitors may be allowed to explore on their own for a half hour after their guided lesson. Please request this extension when you complete the [Group Visit Request Form](#).





# Blanton Digital Resources

We are also pleased to offer a range of digital resources that feature works of art from the Blanton's collections and respond to various curricular goals (TEKS). These resources are designed to support both asynchronous learning and classroom discussion. Many lessons can be broken down into smaller units for greater flexibility.

- **Social Justice [Grades 3–5, 6–8, 9–12]:** Downloadable art images with discussion prompts to engage issues of equity and inclusion.
- **#ArtWhereYouAre Studio [all ages]:** Video series led by a museum educator featuring easy, make-at-home art activities inspired by works in the museum collection.
- **SEL (Social-Emotional Learning) [Grades 4–7]:** Short video-based lessons that lead students through a close-looking activity, followed by journaling prompts.
- **STEAM [Grades 3–5]:** Longer video-based lessons that can be broken down into shorter lessons. All lessons include an art-making activity and connections to science and/or math TEKS.

All digital resources can be accessed free of charge at [bit.ly/BlantonEducation](https://bit.ly/BlantonEducation).

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