

The Oakland Museum of California welcomes you and your students to experience *Question Bridge: Black Males*. This brief teacher guide will help you understand what to expect and how to support students' use of the student guide in the installation and the rest of the Gallery of California Art.

Teaching and Learning Goals

Through the *Question Bridge: Black Males* student guide, students will:

- Understand that Black male identity is complex and dynamic
- Explore and communicate with one another about ideas and feelings inspired by *Question Bridge: Black Males*
- Consider views and perspectives different from their own
- Consider connections to their own identities

Question Bridge: Black Males Installation

- *Question Bridge: Black Males* is a platform for Black men of all ages and backgrounds to ask and candidly respond to questions that are rarely discussed in public. The project takes many forms: an art installation, [educational curriculum](#), community engagement program, and [interactive digital experience](#). The result of collaboration among artists Chris Johnson, Hank Willis Thomas, Kamal Sinclair and Bayeté Ross Smith, the campaign aims to represent and redefine Black male identity in America. To learn more about this project, please visit the About section of the [Question Bridge website](#).
- OMCA provides an intimate and reflective setting to listen and consider the many questions and answers recorded by the artists. The videos run on a long, continuous loop; they are woven together and arranged to simulate face-to-face conversations between participants.
- Some seating is provided, but space is limited and classes are encouraged to break into smaller groups to view the installation—the exhibit area can comfortably hold up to 15 high school students at a time.
- Please note that this piece contains some explicit language.

Understanding the Student Guide

The accompanying student guide:

- Is intended to help teachers, chaperones and students better manage their self-guided visit to *Question Bridge: Black Males*.
- Promotes student-driven work including student choice and interests. Students are prompted to consider particular topics/themes, but are given the opportunity to choose what to focus on within the installation and Gallery of California Art.
- Encourages student conversation and reflection about these topics to help students process their experience in the installation and Gallery of California Art.

In-Gallery Facilitation Suggestions

- Come prepared with writing surfaces and pencils for your students—no pens are allowed in the galleries. Printed student guides will be available for free at the School Group entrance and as a pdf download on the OMCA [Guides + Worksheets webpage](#). Please use 11”x17” paper if printing student guides from the pdf download.
- Support students in managing their time in the installation and Gallery of California Art. Encourage students to spend some portion of their visit in *Question Bridge: Black Males*, but remind them to also leave time/space for their peers and other visitors to enjoy the installation.
- Encourage student conversation and exploration, and lend support only when needed or requested.
- Allow students to work in pairs or small groups. If any student(s) seems to be struggling with the prompts, check-in with them and encourage them to work with a peer to solve any challenges.
- Try to create a safe space for dialogue. In places, the student guide encourages students to work with a partner; however, participation in dialogue should be *voluntary*. Please do not push any student to participate in ways that may make them uncomfortable.
- Allow students to move through the installation and Gallery freely. If they encounter challenges or have completed the guide, have them check-in with you.

Supplementary Resources

The following online resources may help you better prepare to facilitate your students' experience with *Question Bridge: Black Males* and/or extend learning after your visit:

- *Question Bridge: Educator Resources*: This free 10-module [curriculum](#) was created for grades 9–12 and uses *Question Bridge: Black Males* as a catalyst to explore themes of identity, conflict resolution and inclusion.
- Teaching Tolerance: [Social Justice Standards: Unpacking Identity professional development module](#) and/or [Let's Talk! Discussing Race, Racism and Other Difficult Topics With Your Students teacher guide](#)
- Facing History and Ourselves: [My Part of the Story: Exploring Identity in the United States unit](#) and/or [Preparing Students for Difficult Conversations lesson plan](#)

Vocabulary List

Some of the following words or phrases may appear in the installation videos or come up during student conversation around the themes of *Question Bridge: Black Males*. It may be valuable to discuss some of these with your students ahead of time, and/or do research on any that are less familiar to you:

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|----------------|-----------------|--------------------|
| association | ethnicity | prejudice |
| assumption | equity | privilege |
| bigotry | exclusion | race |
| class | gender | racism |
| community | generalization | religion |
| culture | identity | representation |
| demographic | implicit bias | socioeconomic |
| dialogue | inclusion | sexual orientation |
| discrimination | marginalization | stereotype |
| diversity | perception | structural racism |

The following web resources provide definitions for several of these terms:

- Racial Equity Tools: [Glossary](#)
- Student Multicultural Center, Ohio State University: [Identity Terms Definitions](#)

Resources for Students

- Code Switch, NPR: [Young Adult Novels That Deal with Race](#)
- New York Public Library: [Identity Crisis: A Booklist for Teens](#)
- San Francisco Public Library: [We Love Diverse Books! SFPL Teen Librarian Picks](#)
- Youth Radio, NPR: [Youth Radio](#)