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Using this Guide

On the guide, this marking (a double helix indicating DNA) and the **tan text boxes** indicate an “optional extended activity” in the gallery. Ask your chaperone for instructions when you see a in the guide.

The gallery is broken into 3 areas: **Area 1 Science of Human Variation; Area 2 History of the Idea of Race; Area 3 Lived Experience of Race.** In this guide, each section begins with a picture of the section and is color-coded to help you locate the gallery features more easily.

**Footnotes** If you see a small number next to a word (for example, interactive1), locate the footnote information at the bottom of the page

American Anthropology Association definition of race:

1.) The term is used to refer to groupings of people according to common origin or background and associated with perceived biological markers. Among humans there are no races except the human race.

2.) A recent idea created by western Europeans following exploration across the world to account for differences among people and justify colonization, conquest, enslavement, and social hierarchy among humans.

3.) Ideas about race are culturally and socially transmitted and form the basis of racism, racial classification and often complex racial identities. It affects all people no matter the racial classification.
Area 1  Science of Human Variation
This section focuses on human variation, migration, and adaptation and why people look different.

How Are We Alike and Different Interactive Display

With a partner or small group, discuss what the word *diversity* means to you. In the boxes provided below, list physical *differences* you see within your group and among families, friends, and across geographic areas. Example: Hair color

<table>
<thead>
<tr>
<th>What physical differences do you see in your group?</th>
<th>What physical differences do you see in your family?</th>
<th>What physical differences do you see among all humans?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Take a moment to read the display about genetic variation and migration. Using the TV map interactive¹, press the button and move the dial clockwise. HINT: To locate the interactive, look at the photo above.

- How long have people lived in Africa? ____________________________________________________________

- What percentage of our DNA is identical? __________________________________________________________

¹ If interactive does not work, continue to next activity. All answers to the 3 questions can be found in the text panel.
• Think about the examples of physical differences from the chart on page 4. If we are all the same species, why do we have all these physical differences?

• Like other animals, humans have adapted to their environments. With a partner or small group, define adaptation. In the box provided, draw an animal with a physical characteristic that shows how it has adapted to its environment.

Animal Drawing

• What is your animal?

• What is one of its adaptations?

• How does this adaptation help this animal live or survive? Use complete sentences.
Why Do We Come In Different Colors? Interactive Display

Take a moment to look over the skin color distribution map.

- What caused our skin color to change? 

- Why do some people have light skin and some have dark skin?

In your small group, line up your arms next to each other and observe the variation in skin color.

**Discuss** the following questions:

- Does your skin color say anything about who you are as a person (your personality or character)?

- If a person's skin color/race doesn't say anything about their personality or who they are, why do we still treat people differently based on race?
Area 2 History of the Idea of Race

This section is split into 4 sections, which focus on the changing ideas about race over time and how they have shaped our thinking about race today.

**SPECIAL INSTRUCTIONS**: Find your chaperone for instructions on the next section

**Group A**: Human (mis)Measure (pink panels)

Using science to explain or justify race and racism.

In the 1600s and in the years that followed, scientists and scholars began to divide people into various groups based on skin color.

- Read about Samuel Morton (1839 Race & Skulls)
- Read about Franz Boas (1911 Undermining the Cephalic Index)

In your group, **discuss** the following questions:

- Did all scientists believe humans were different races or species in the past?
- What are the differences between Samuel Morton’s science and Franz Boas’ science?
Find and read the story about Minik. Who was he and what happened to him? (Clue: Find 1897)

- Read Minik’s quote and take a look at the photo underneath the black flap.

- How does this make you feel? Why do you think people of color were put into “human zoos” or put on display in a museum?

- Pretend you just walked into a museum and saw a display with living human beings in it. Write a letter to the museum director about your experience below. What is your opinion of the display? Is it ethical of a museum to treat people as objects to be looked at and studied?

**For more information on human displays, find 1890-1910 on the blue panels under World Fairs**

Dear Museum Director,  

Date __________, 20___

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Sincerely,

__________________________________________
Group A: Creating Race (green panels)
This section describes how the idea of race was established.

In small groups, read the green panels and discuss the following questions:

• Was race always a dividing factor of people? In what other ways were people divided before race?

• Why do you think society started dividing people by skin color and calling it race?

• In the 1600s many scientists such as Carolus Linnaeus created racial groups to categorize people. Most of the non-white groups were believed to be sub-species (or less than human species) of humans (Homo sapiens).

In your small group or with one partner, discuss the following:

• Read the categories developed by Linnaeus to each other. Clue: Find Pre-1492 OR watch video

• Read out loud: Pretend you live in the 1700s and you own a shop that is hiring a cashier. Using the descriptions developed by Linnaeus, decide who you would hire by checking the box next to the person in the space on the following page.

**A young (Native) American person**  
Category: red, bad tempered or angry, standing upright; Stubborn, happy and free, paints himself with red-lines, controlled by custom

**A young White person**  
Category: white, cheerful, muscular; Gentle, serious and creative, wears clothes, ruled by law

**A young Japanese person**  
Category: yellow, depressed, stiff; Simple, self-important, greedy, wears loose clothes, ruled by their opinions

**A young Black person**  
Category: black, unemotional, relaxed; Sneaky, lazy, careless, smears himself with grease, ruled by impulse
Read out loud: Now pretend you own a store today in downtown San Diego.

- Would you use these categories? Why or why not?

- If not, how would you decide who gets the job?

Group Discussion Activity Meet with your chaperone in front of the green panels for instructions.

<table>
<thead>
<tr>
<th>Advantages of racial categories for people in power.</th>
<th>Disadvantages of racial categories for people without power.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

Group B: Separate but Unequal (orange-yellow panels)
The section focuses on laws and court cases that limited or granted rights and opportunities to people of different racial groups.

Group History Discussion Activity Ask your chaperone for instructions.

Drawing Activity Chaperone is not needed for instructions.

Locate the information about the Bus Boycotts in 1955
Read and discuss with your group or one partner. You do not need to write your answers down!

- What were the bus boycotts?

- What are some other ways people protested and stood up to inequality in the past AND today that you can think of?

- On the orange-yellow panels, find another example of protest and draw a protest sign in the template that represents the event.

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2 In December 1955, Rosa Parks refused to move her seat for a white passenger. She was arrested and taken off the bus. Following this event, African Americans in Montgomery, Alabama refused to take public transportation as a stand against segregation and discrimination. In September 1955, Claudette Colvin age 15, refused to give up her seat as well and was arrested. However, the boycotts did not start until after Rosa Parks’ arrest.
Group B: Inventing Whiteness (blue panels)
The “white race” was created just like all others. So ask yourself, who is white and who is not?

In a small group, **discuss** the topic of **whiteness** by responding to the following questions:

- What makes someone white?
- Can anyone with light skin be white? Why or why not?

Find the pictures and descriptions that talk about Irish immigration and make observations after looking at the political cartoons.

- How were the Irish described?
- Why do you think the Irish were not seen as white in the early 1900s?
- What do you think happened that changed their racial perception?
- What do you think the benefits are of being categorized as “white.”
Area 3 Lived Experience of Race

This section looks at how race affects our lives through three important topics: (1) Wealth Gap, (2) Identity, and (3) Education.

1.) Race and the Wealth-Gap

Find your chaperone for instructions.

“There goes the neighborhood.” Clue: Look for panels near the stack of money

a. What is red-lining?

b. As a group, in the boxes below, list the potential effects of open housing opportunity and of housing discrimination.

c. How is access to housing in some neighborhoods still limited today?

What are the benefits of having access to better paying jobs and home ownership?

What can happen if you have limited access to better paying jobs and home ownership?

Housing is a system that has historically suffered from racist practices. It led to segregated neighborhoods, denial of economic opportunity, and unfair lending practices that continue to this day. How can we undo a system built on racism?
2.) Race and Identity

A. Group Discussion Activity Find your chaperone for instructions in front of the big photo mural. “How would the US Census have counted you?”

B. Group Hapa Activity Find your chaperone for instructions.

Continue to next activity
What is a mascot?

Take a seat in front of the mascot display and read some of the articles. In groups, discuss the following questions.

- What do you think about using Native American cultures as mascots?
- What would you think about having teams called the: Williamsport White Skins, Tallahassee Geishas, or Minneapolis Black Shamans?
- What are the arguments for and against using NativeAmerican names as mascots?
3.) Race and Education

There has always been issues of race at play in our education system. Prior to the creation of the idea of race, economics determined who had access to quality education. After, race became a way to categorize people. Certain groups were disadvantaged with respect to quality, quantity, and access to education.

- Is Education a right or a privilege? What do you think?

Have a seat at one of the school desks and read the information about segregation in the education system.

- Do you think public schools are still segregated? How so?

- What do you think is valuable about going to school with people who are from different races, ethnicities, and backgrounds?

- How would schools be different if we had achieved full social equality? Describe this ideal school. What would the school look like? How would students behave towards one another? How would learning be different?
1.) Have a seat around the cafeteria table. In the box below, draw a floor map of your cafeteria.

   • Where do different groups sit? Where do you sit and with whom?

2.) Watch the video.

   • Discuss with your group: What in the students’ conversation resonates most with you?
Closing Questions and Thoughts
Respond to the following questions and then share with your group.
(Can be completed after your visit)

1. **What** are some things you learned today that you wish to share with people in your life who may not understand race in the way you do now? **Why** is it important to talk about race?

2. **What** are some things about race you would like to learn more about?

3. **Where** do you see examples of racial prejudice, discrimination, or a lack of communication about race and identity in your life?

4. With a group, **discuss** the term “bystander.” **What** does it mean?

5. With the group, **list** ways you can stand up against racial prejudice and discrimination as an UPstander, instead of as a bystander.
Glossary

- **Anthropology** - the study of humans and their cultures, both past and present. The field of anthropology includes archaeology, biological anthropology, cultural anthropology, linguistic anthropology, and applied anthropology.

- **Cultural relativism or cultural relativity** - the belief that the values and standards of cultures differ and cannot be easily compared with the values and standards of other cultures.

- **Discrimination** - policies and practices that harm and disadvantage a group and its members.

- **Ethnicity** - where your ancestors and family is from; often tied to culture, beliefs, and sometimes language but can be simply geographical locations. Examples: Kurdish, Slavic, Vietnamese...

- **Human variation** - the differences that exist among individuals or among groups of individuals regarded as populations. Anthropologists study both cultural and biological variation.

- **Human biological variation** - refers to observable differences among individuals and groups that have resulted from the processes of human migration, marriage and environmental adaptations. Human biological variation is often referred to as human biological diversity.

- **Institutional racism** - the embeddedness of racially discriminatory practices in the institutions, laws, and agreed upon values and practices of a society.

- **Meritocracy** - the idea that merit and individual effort, rather than one's family or social background (including race, gender, class and legacy), determine one's success, one's social and economic position. Similarly, the idea that social inequalities are the result of individual differences in merit and effort.

- **Nationality** - where someone is a legal citizen and has the rights of citizenship; can overlap with ethnicity. Examples: American, Mexican, Cambodian...

- **Prejudice** - preconceived opinion that is not based on reason or actual experience.

- **Race** - in the simplest sense, race is categories of people based on physical traits. It was made up and used to classify people. Examples: Black, White, Asian...

- **Race wedge** - the process of using race as a tactic to divide people in order to achieve a political outcome.

- **Racial classification** - the practice of classifying people into distinct racial groups based on certain characteristics such as skin color or geographic region, often for the purpose of ranking them based on believed innate differences between the groups.

- **Racial identity** - this concept operates at two levels: (1) self-identity or conceptualization based upon perceptions of one’s race and (2) society’s perception and definition of a person’s race.

- **Racialization** - the process by which individuals and groups of people are viewed through a racial lens, through a culturally invented racial framework. Racialization is often referred to as racialism.

- **Racial profiling** - the use of race (and often nationality or religion) to identify a person as a suspect or potential suspect. Racial profiling is one of the ways that racism is manifested and perpetuated.
• **Racial stratification** - a system of stratification and inequality in which access to resources (political, economic, social) depends largely upon one’s racial classification.

• **Racism** - the use of race to establish and justify a social hierarchy and system of power that privileges, preferences or advances certain individuals or groups of people usually at the expense of others. Racism is perpetuated through both interpersonal and institutional practices.

  **Racism is the institution that is perpetuated by interpersonal and sometimes intrapersonal racial prejudices.**

• **Stereotype** - the process of attributing particular traits, characteristics, behaviors or values to an entire group or category of people, who are, as a consequence, monolithically represented; includes the process of negative stereotyping.