Student Exhibit Guide
College

San Diego Museum of Man
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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. Check with your teacher for additional guiding information.

A glossary has been provided to assist with common vocabulary found in this guide and throughout the gallery.

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.

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 biological 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/partner?</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>
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</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.

- 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 5. If we are all the same species, why do we all look different? What causes human variation?

Why Do We Come In Various Colors? Interactive Display

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

• What caused our skin color to adapt and change? ____________________________________________

• Why do some people have light skin and some have dark skin? ________________________________

Observe the skin colors and tones around you right now to include your own.

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? What do you think implicit biases are? (check glossary after discussing)
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.

Each of the 4 sections is a theme with their own timeline. You may start with any timeline, however the following is suggested:

Start at Creating Race (green) → Human (mis)Measure (pink) → Inventing Whiteness (blue) → Separate but Unequal (orange-yellow)

Creating Race (green panels)

This section describes how the idea of race was established.

In small groups or with a partner, 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 as we know it socially today?

• 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 small groups or with a partner, discuss the scenarios:

  - Read the categories to each other. Clue: Find Pre-1492 OR watch video.²

  - 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.

**Descriptions have been translated into more contemporary terms**

² If interactive does not work, continue to next activity. All answers to the 3 questions can be found in the text panel.
• How do you think these descriptions would influence your decision or choice in an employee during the 1700s?

**Read out loud:** Next, pretend you are a business owner today in downtown San Diego.

• Do you think people today still use similar ways of think as Linnaeus to make a choice about a possible employee? Explain your answer.

• How do you see these descriptions playing a role in our lives today? (ie. Stereotyping)

Discuss the following questions with your group or partner.

• What do these descriptions tell you about Linnaeus’ biases?

• Why do you think some groups were described with positive characteristics while others with negative ones?

Many researchers and scientists at the time truly believed humans were divided into genetically distinct groups and did not create race intentionally (or for the purpose of discrimination specifically). However, what would the advantages of creating races for those in power and disadvantages for those without power? Use the diagram on the next page to annotate your thoughts.
### Advantages of racial categories for people in power.

1. 
2. 
3. 

### Disadvantages of racial categories for people without power.

1. 
2. 
3. 

- What is the legacy of categories like this for us today? Are any of these stereotypes still with us?

---

**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 *(Race & Skulls)*
- Read about Franz Boas *(Undermining the Cephalic Index)*

In your small groups or with a partner, **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?

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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.
- Why do you think people of color were put into “human zoos” or put on display in a museum?

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

The “white race” was created just like all others. So ask yourself, who is white and who is not?

With a partner or 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.

• What did you learn? 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 does this teach you about the changeable nature of race?
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.

**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.

- Take a few minutes to read some of the panels.
  - We often talk in our country about “equal rights under the law.” Did you see any examples in this section of laws passed that stopped specific racial or ethnic groups of people from having access to things like education or housing?

**If this interests you, also see 1640 Unequal Punishment located on the green panels (Creating Race)**

- Locate the California Alien Land Law 1913 information and have the students read the blurb. Discuss with your partner or small group.
  - Put yourself in the shoes of people who were targeted by this law. How would a law like this make you and your family feel?
  - What surprised you about this law?

Find and discuss two of the following events from history listed on the orange panels.

- The 15th Amendment 1870
- Elk v. Wilkins 1884
- Chinese Exclusion Act 1882
- Indian Citizenship Act 1924

**Discussion questions:** What did each law do? How was race or ethnicity used as a tool for discrimination with these policies?

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?

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3 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.
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.

SPECIAL INSTRUCTIONS: Use the map on page 2 to help you navigate to the 3 spaces.

Before reading anything, observe the stacks of money. What do you think they represent?

• Discuss with a partner: What is this display meant to represent?
  • Why do you think there is such a big difference between groups and what might have caused it?

1.) Race and the Wealth-Gap

“There goes the neighborhood.”

a. What is red-lining? In what ways are people still discouraged from moving into certain neighborhoods today?

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

| 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? |
2.) Race and Identity

Have a look at the U.S. Census photo and make observations.

The US Census was one of the first legal government programs that categorized people by race. It is in the U.S. Constitution that we must count our population every ten years to redistribute representatives in the Congress, and since its inception, race has been a part of this process.

- Discuss with a partner or small group:
  - What do you notice about this photograph? What’s strange or surprising?
  - Why do you think we had different categories in different times?
  - From 1790 – 1950 the census was complete by a census worker known as enumerators not the household. Enumerators would come to your home and assign you a racial category based on which ones were on the census. Categories changed often and for many people, so did their assigned racial identity.
  - How do you think this kind of racial identifying plays out in our lives today? When are you asked to check a “race box?” Why do you think these questions are still being asked?
Locate the **Census Menu Card** (find star on map found on page 2) and identify the years of 1820, 1880, 1930.

What race do you think you’d be in each year? (Remember, your race would be determined by how you look. Family history would come into play if your lineage fell under hypodescent or the one drop rule.)

1820 ______________________________________________________

1880 ______________________________________________________

1930 ______________________________________________________

• Did your category change overtime just like the people in the photo? Was there always a category for you?

• How does that make you feel/ what do you think about that?

• Did you notice on this card that there are never categories for White ethnic groups?

  • Why do you think the white category has not been given subcategories like those of color? For example, Asian & Chinese, Japanese, Korean, etc. but there is no White & German, Russian, English, etc. on the census or similar documents?

**NOTE:** Free Colored was before “racial” categories. Before slavery people came to this country as indentured servants and could eventually gain freedom. In most cases, people of Mexican ancestry were considered white until 1930. Many non-African and Native/Indigenous Americans were considered white as well until categories were redefined. See 1922 Ozawa v. United States and 1923 United States v. Thind on the blue panels (Inventing Whiteness)

• Have a seat at the **Hapa Project** and make some observations.

  • What is this project showing? What does *Hapa* mean?
  
  • Which portraits standout to you? Why?
  
  • Did any come as a surprise to you? Why?
  
  • Why do you think the children didn’t talk about their race?
Take a seat in front of the mascot display and read some of the articles. In a group or with a partner, discuss the following questions.

• What do you think about using Native American cultures as mascots?

• How would you feel about your own culture and race being used in the same way? Try and break that down. Why do you feel or think that is?

• What are the arguments for and against using Native American names as mascots?

What is a mascot?
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?
- Discuss with a partner: Why would having access to an education be beneficial?

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?

1.) Have a seat around the cafeteria table and watch the video.

Discuss with your group or partner:

- Think back to your high school experience. How do you relate to the experiences shared in the video?
- Do you have similar experiences today?
BONUS EXPLORATION!
Inter+Face and the 1915 Panama-California Exposition

The latest instillation to the exhibit is a collaboration project between the Museum and the AjA Project. In the early 1900s busts were made for the 1915 Exposition to teach visitors about different races. The individuals were selected to represent their racial category, and attendees to the fair were meant to understand, in a scientific way, that race differences were vast and proven by biology.

As you now know, racial difference is not substantiated by biology. We are all one human race with racial diversity the result of migration and adaptation to different environments known as, human variation.

The 3 busts on display are from a total of thirty made in the early 1910s. The individuals were not asked about themselves or their lives. They were simply selected and assigned a race. This may remind you of the census and the way in which a person’s race was designated.

The videos and portraits you see as part of this project are meant to take a very different approach to identity. The participants are all students from the San Diego area who were empowered to represent themselves in whatever way they wanted.

Explore this area, watch the videos, read about the busts, and look at the photos.

Write down questions you would like to ask the two little girls and the gentleman and leave them on the wall.

- What do you want to know about them?
- If they were here, what would you like to ask them?

**If the instillation is still available, check out the bust located on the 1st floor of the museum next to the lobby. Instillation created by Parkeology.**

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4 If still available, additional busts are located by the museum lobby to include plaster molds from 2016.
Closing Questions and Thoughts
This conversation can happen in the discussion area at the end of the exhibition, outside in the Park, or back at school.

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?

2. Why is it important to talk about race and its legacy?

3. When are there opportunities for you to talk about race and discrimination in your personal life? Professional life? Academic Life?

4. Think to yourself. Think about a time when you heard a racist or discriminatory comment/joke/etc. How did you respond? How did you feel?
   a. Would you approach that situation differently in the future? Why or why not?
   b. Now put yourself in the shoes of someone who racially identifies differently from you. What type of perspective do you think they have?

5. Discuss with your group or partner: Describe a time when you felt you were being discriminated against. What happened? How did you feel?
   a. Now think about the other side. Why do you think this event happened from the other person's or institution's involved view?

6. What do you think institutionalized and systematic racism means?
   a. What are your feelings or thoughts about this? What is an example?
   b. How do you or your peers participate in institutionalized racism? Do you fight against it? Do you allow it to happen? Do you raise awareness among your friends and family and teachers? Although not easy, dismantling racism will take a lot of effort. What can YOU do? What part can YOU play in undoing?
**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.

- **Implicit bias** - attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

- **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.

• **Willful ignorance** - also known as willful blindness; when a person intentionally keeps themselves unaware of facts or intentionally ignoring information that contradicts their reality or beliefs.