

Participants' Names: Chris Dier and Manoj Thadhani	Essential Question for Inter-School Activity: How can literature and personal narrative help us understand the lived experiences of marginalized populations in the past and present?
Student Introductions: Description and Tool Used	Class, grade level, and number of students in each class Chris - AP United States History, 11th grade, 30 students Manoj - AP World History, 9th grade, 23 students

Number of times students interact, amount of class time devoted to those interactions, and summary explanation of those interactions.

We had students from our respective schools analyze the same excerpt from W. E. B. Du Bois' "The Souls of Black Folk" and respond to it through the lens of their own regional and cultural contexts - my students from Louisiana in the South and Manoj's students from New York in the North. Students were asked not only to interpret Du Bois's language and themes, but also to consider how his ideas resonated with their lived experiences, local histories, and regional narratives.

Afterward, students read and engaged with responses from the other school. This exchange prompted rich, student-driven conversations about how geography, history, and community shape interpretation and understanding of the same text. Many students were struck by both the similarities and differences in perspective, which deepened their comprehension of Du Bois' arguments while reinforcing the idea that texts - and histories - are experienced differently depending on place and context. It was similar to how in this course teachers analyze the same resources yet have profoundly different interpretations.

Which Spotlight Challenge resource(s) will you use for this project?

Project Zero - Harvard University - [Projections Across Time](#)

Map what you think or already know. What do you know about the topic?

Reach back in time. How has the topic played out in different forms / contexts / places over the last 10 years? The last 100 years? The last 1000 years?

The idea of fighting for civil rights didn't simply emerge in the 20th century - when the text was written. Du Bois speaks to a greater call for justice that resonates with those seeking freedom within ancient empires and those enslaved in the South in the 19th century.

Reach forward in time. How do you think the topic will play out 10 years into the future? 100 years? 1000 years?

In my opinion, we chose Du Bois because he is timeless and global. His words not only resonated with those at the time, but they still hold weight today. Not only is his writing impactful to Americans, but they also resonate with all around the world who seek global justice and civil rights. I imagine that people will be reading Du Bois centuries down the line and across borders.

Map how your thinking about the topic has changed. How do you view the topic now?

Chris: As a teacher in the South, I've always wondered how teachers and students from other regions analyze the same texts. Seeing how other students interpret Du Bois gives me greater respect for him not just as a writer - but as a person with the ability to capture the soul of the reader. It also provides more perspective on why a global education is not just beneficial for students - but necessary.

Manoj: Teaching in the North, and primarily with World History courses in the past few years, I've mistakenly distanced myself from intentful instruction bridging the United States and the rest of the world in contexts that are accessible for my students. The selection of Du Bois' piece and a restructuring of some curriculum in our AP World scope and sequence enabled me to reassert these parallels and make historical connections more tangible and relevant for my students.

What technology tools will you use?	What content resources will you use?
Google Docs, Google Gemini	Excerpt from The Souls of Black Folk by W.E.B. Du Bois
How will students be grouped?	What formative assessments will you use?

Students were grouped by teachers, examining responses individually to fit the context of our scope and sequences.	We used this Google Doc . Students were graded on completion and participation in a subsequent discussion.	
How will global education be part of this inter-school activity? Make explicit references to models, concepts, etc.		
This assignment is global in nature as it examines multiple themes, ranging from identity formation to the gap between legal reform and social equality - all of which transcend nation-states, historical eras, and geographic contexts. Du Bois’ concept of “double consciousness” speaks to the lived experiences of marginalized and/or colonized peoples around the globe who are compelled to navigate often-times competing identities within societies structured to exclude them or extract from them.		
Describe the students’ products and learning. Optional: Provide samples of student work.		
Students responded to a number of guided questions and reflected upon the text by drawing parallels to Du Bois’ work and their own lived experiences. Many of the responses exhibit students’ willingness to engage with a sensitive issue surrounding race relations and marginalization, but also demonstrate their courage in being vulnerable to share their sentiments and personal anecdotes. Samples are included below.		
1. Student Sample	2. Student Sample	3. Student Sample
	Here are sample responses from the last question of the assignment: <i>As someone living in the US South today, how might this text resonate with you?</i> Student 1: “This text resonates with me because it shows just how much hasn’t really changed. Of	Here are sample responses from the last question of the assignment: <i>As someone living in the Northeast United States today, how might this text resonate with you?</i> Student 1: “As a child of immigrants and Indians, I encountered racist comments and

course, it's amazing that slavery has ended, but there is still so much racism and unfair disadvantages to being black, especially in the South. The "veil" that Du Bois mentions, in which he references double-consciousness, shows just how wary Black Americans have to be in America. We view the world through our own lens and through the lens of how white Americans see us. This is also the case for white Americans, which causes some of them to only see us as another tool to try to colonize like they did before (which was unfortunately not that long ago)."

Student 2: "Living in the South, especially Louisiana, it is evident that the effects of segregation and inequality are still visible: schools are still segregated, schools are unequal, racial biases run rampant. Even today, voter suppression discussions are still debated and economic divides segregate the South. "Double consciousness" is not a thing of the past, it is prevalent in Black Americans I know, Black Americans I am friends with. Reading the text is a reminder that the past is never as far away as it seems. The struggles he describes are real and current, and present-day inequalities should be fought with just as much (if not more) fervor."

"jokes" which I've never taken as just jokes. I like learning about these past issues to prevent them from happening nowadays because as time goes on as a society we should all be better but truly history just keeps repeating itself. Additionally, I truly believe if we are all made of the same blood and flesh there's no point of differentiating ourselves based on skin color or ethnicity because that's when stereotypes begin. African Americans in the past paved the way for all minority groups to live without constant hate, even though I encountered racism it has never been as severe as some of the African American families lived through so I am constantly thankful and grateful for their endurance and bravery."

Student 2: "As a Chinese American, I also struggle with double consciousness at times, and feel marginalized in the society that I reside in, promised false liberties by the ideals that America wishes for me to believe. The education system primes Chinese Americans to become model minorities, where despite them receiving extremely high grades, they still get discriminated against heavily in the college and job markets, where they almost never

Student 3: "Texts like this resonate with me because I am able to identify with W.E.B Du Bois concept of double consciousness. I am not only someone who is living in the South, but also a black person living in the South. I do see myself separate from "Americans" because of this 'double sided veil' constructed by white people/ white supremacists. I resonated with this article because it is still relevant to society today as it is. I am able to look at the disparities within the black community and connect that with double consciousness and the view America has on African Americans."

Student 4: "Du Bois's writing resonates with me today because it shows the larger picture of fragments that are still present to day between the unjust power seen in the police departments and the inequality throughout day to day life it is disappointing to see how this writing is mirroring the present and it is frustrating to even be able to compare the tensions in the past to the present so i think it will resonate with me for that reason."

Student 5: "This text, especially the idea of double consciousness, deeply resonates with me because it's something I've had to reconcile with. During 2020 it was especially hard for me to have both a "Black" and "American" identity and I

manage to attain leadership or executive positions, solely to the stereotypes of "obedience" and "meagerness" prejudicially tied to their race (the bamboo ceiling). The American ideals of "you can be whatever you want" and "all people are equal" are still not true and continue to blanket a false illusion of freedoms over the realities that Chinese Americans have to deal with. I hate this system and yet I feel powerless against it as ultimately, it's the elites, the government, that's holding the reins. And yet, I would obviously not wish for America to be more like China, and am still proud of my American nationality and this country as a whole. (despite all of its recent mishaps). Of course, I also still recognize my Chinese roots, and am just as proud of my bloodline. Unfortunately, this balance I try to maintain between my American and Chinese identities is often shattered by others who lean heavily to one side, and it is grueling to try and formulate a response in those situations, me not wanting to insult either half of my being yet still trying to get my point across. And when those people disregard what I have to say, I often feel infuriated and begin to bear resentment towards that person. This is not just with Americans. One time, over the

often found myself trying to separate from it and solely own my Blackness, as it is a source of pride for me and felt like an especially important form of protest at the time. Currently, this text also feels very poignant because people of color not limited to Black people are having the “American dream” or “promise of freedom” ripped from them when they’re trying to better themselves and, in turn, the whole country.”

Student 6: “Texts like this resonate with me because I am able to identify with W.E.B Du Bois concept of double consciousness. I am not only someone who is living in the South, but also a black person living in the South. I do see myself separate from “Americans” because of this ‘double sided veil’ constructed by white people/ white supremacists. I resonated with this article because it is still relevant to society today as it is. I am able to look at the disparities within the black community and connect that with double consciousness and the view America has on African Americans.”

summer, in China, I was visiting my relatives and my dad was conversing with them about stir-fried frogs, which are a popular dish in China. He then asked me if I would be brave enough to eat it, and I replied with “有可能把” (Maybe).” He then said “我不觉得你能吃的了，你的口味已经美化了，像一个香蕉一样 (I doubt it, your culinary tastes have already Americanized. You’re like a banana).” This is, unfortunately, a common and discriminatory insult directed towards specifically East Asian Americans made by East Asians themselves; a banana refers to “yellow on the outside, white on the inside.” I was immediately aghast and infuriated upon hearing this, and attempted to protest how I was way more connected to and grateful for my Chinese roots than he’s claiming me to be, only for him to repeat the phrase multiple times, effectively shutting me down. While I’d imagine this is quite interconnected with what African Americans had to deal with during that time, I know that it was likely much worse for them, as not only did they have to face these nuanced systemic discriminations attacking both sides of their identity, but they also had to struggle with life-threatening possibilities stemming from extremely polarized discriminatory beliefs.”

Student 3: "As someone living in the Northeast United States today this text resonates with me as my family, friends and I all share a similar issue of our dual identities. While being American we also have our ethnicities which influence our culture and beliefs. It can be hard as sometimes our two identities clash and its hard to blend both sides of you. I feel as if personally it can be hard as you feel like you are neglecting half of yourself for the other. Additionally as the Negros feel as if they don't get the freedom they were promised as freedmen. I myself feel this way as sometimes people can be prejudiced towards me due to the other part of identity forgetting that at the end of the day we are all American and this can cause me to feel embarrassed about not being what the societal term of American is."

Student 4: *"As someone living in the Northeast United States today this text resonates with me as I know almost everyone struggles with their dual identity. Especially in places like the US, the population is very diverse. While being American many of us also have our*

ethnicities which influence our culture and beliefs. It can be hard as sometimes our two identities clash and it's hard to blend both sides of you. I feel as if personally it can be hard as you feel like you are neglecting half of yourself for the other. I also think that it's interesting that this clash of identity still exists centuries after this time, and shows how society has, and hasn't evolved."

Student 5: "I am lucky enough to face the systematic discrimination that Du Bois explains; however we all have complex beliefs. Having complex beliefs often means identifying as multiple things or believing in different ideologies that can contradict each other. I believe that it makes us more human. You can love something just like african americans loved america yet still recognize the flaws in the discrimination and when something you love falls short of the promise of opportunity it gave you. These nuances promote good conversations and movements that can drastically change how you can improve a flaw by giving you an ability to communicate."

Student 6: "As someone living in the Northeast United States this text resonates

		with me because I am Indian and American. I also feel like there are 2 different sides to me especially when I am with my friends versus my extended family. The text also worries me because the civil rights movement wasn't that long ago and racism is still shown today.”
Reflection on the activity. • What went well? • What can be tuned? • Other observations and field notes?	Reflection A - Chris There are quite a few aspects of this exercise that went well. First, the chosen text was substantial and intentional in a way that speaks to students from multiple backgrounds. Du Bois easily lends itself to interpretation, oftentimes regardless of a person’s circumstance. Also, the text highlights serious societal concerns but in a digestible way - which allowed for both my students and Manoj’s students to read it regardless of their academic background. If I had to redo this, I’d like for students to be able to Zoom one another and discuss it. Trying to get permission from admin proved to be a struggle in that regard, but I do think with more time this would’ve been more feasible. I’m also open to this occurring in the future as I hope to stay connected with Manoj and his students. Most importantly, it was really interesting to see how other students from different demographic	Reflection B - Manoj Students were able to empathize with Du Bois, his text and the Black American experience via their own experiences in American society, highlighting their ability to take a sensitive historical and contemporary issue and make it relevant to their own lives though multiple lenses. In the future, carving out more facetime for students to engage in sustained dialogue would have been an incredible opportunity for them to learn with and from one another. Perhaps collaborating with one another to tackle a problem, despite the constraints of both our scope and sequences, to create additional intimate learning experiences. Despite the different grade levels, and logistical challenges, these types of inter-school activities are feasible and a

	backgrounds and from a completely different region of the country interpret a historical text. I know my students gained insight and perspective from this in ways textbooks can't display. Such connections highlight the importance of incorporating global education into our curricula and classrooms.	good "Dry-run" for future endeavors both within the United States and abroad.
--	--	---