

A Rising Tide

A film by Cheryl Fabio

Produced by Sarah Webster Fabio Center for Social Justice

Curriculum for Community Engagement and Educational Programs
© 2025 by Nicholas Dorn. All rights reserved.

Contents

Overview.....	2
Curriculum Rationale.....	2
A Manifold of Uses	3
Secondary School Standards Alignment.....	4
Differentiation & Accommodation Strategies	5
Mini-Units 1-4 Chapter Lessons 1–20.....	6
Speakers Bios.....	7
Chapter 1: Nobody Wants to Be Here	11
Chapter 2: Root Causes.....	14
Chapter 3: Barriers, Causes and Costs.....	18
Chapter 4: Collusion and the Shelter System.....	21
Chapter 5: Living Unhoused: How We Got Here	24
Chapter 6: Who Decides?	26
Chapter 7: Accountability: Substance Use and Harm Reduction	29
Chapter 8: It Takes a Village	31
Chapter 9: The Worst Outcome!.....	34
Chapter 10: Racism, Health, Federal Programs & Housing Security	36
Chapter 11: I Am Kind	39
Chapter 12: The Cost of Disparities	41
Chapter 13: Remediation	45
Chapter 14: Affordability and Accountability	47
Chapter 15: Equity	51
Chapter 16: Toxic Stress	54
Chapter 17: Black Wealth and Health	58
Chapter 18: Impacts & Political Will.....	60
Chapter 19: Reparations	63
Chapter 20: Homelessness Affects Us All!	65
Projects: Mini Units (4) & Culminating	69
Supplemental Teaching Guidance & Materials	72
I. Overview	72
II. Procedural Instructions.....	72
III. Discussion Facilitation Tips.....	73
IV. Resource List	73
V. Resources for Guiding Student Work.....	73
Sources & Further Reading.....	80

Overview:

*This curriculum explores the structural, human, and emotional dimensions of homelessness as presented in the documentary A Rising Tide (2023) a film by Cheryl Fabio. Each of the twenty (20) chapters is supported by a full lesson including vocabulary, essential questions, and discussion-based learning prompts. Additionally, standard alignment is present; differentiation and accommodation strategies are provided; other opportunities for expansion are included, and teacher resources and supplemental materials are made available. *Transcriptions are embedded.*

Curriculum Rationale:

A Rising Tide (2023) provides an urgent and human-centered look at homelessness in the Oakland and East Bay region. The accompanying curriculum is designed to help learners grasp the complex and interwoven social, economic, political, and psychological factors that contribute to housing insecurity. Too often, homelessness is framed only as an individual failure rather than as the result of systemic inequality, policy decisions, and historical patterns of displacement. By bringing forward first-hand accounts alongside historical and contemporary context, this curriculum supports students in developing critical social awareness, civic empathy, and informed agency.

This curriculum aligns with several core educational priorities:

- **Critical Thinking & Inquiry:** Students analyze root causes, assess policy solutions, and compare competing interpretations of public data.
- **Cultural and Civic Literacy:** Students consider how race, gender, sexuality, disability, and economic position shape experiences of housing instability.
- **Social-Emotional Learning (SEL):** Activities encourage students to practice compassion, perspective-taking, and reflective communication around emotionally charged themes.
- **Community and Civic Engagement:** The culminating projects promote student voice and advocacy while honoring the dignity of the individuals whose stories are shared in the film.

Above all, the curriculum encourages students to rethink assumptions and recognize the humanity of unhoused neighbors - not as “others,” but as community members deserving of housing, safety, and dignity. This curriculum does not simply teach about homelessness, it teaches students to think critically, feel responsibly, and act collaboratively. It bridges knowledge and humanity. It encourages inquiry, empathy, and collective problem-solving. It prepares young people and adults alike to recognize injustice **and** imagine more equitable futures.

Possible Trans-disciplinary Uses

The film and curriculum can be integrated into multiple academic subjects, community organizations, training environments, and professional development settings:

Setting / Use: Secondary (6–12) Education

Course	Purpose
Middle & High School Social Studies	Explore contemporary issues in urban geography, civic responsibility, and economic inequality.
English / Language Arts (ELA)	Use personal narratives for memoir, oral history, and narrative writing units.
Advisory / SEL Programming	Support empathy-building, identity reflection, and restorative dialogue.

Setting / Use: Higher Education

Field	Purpose
Sociology	Study structural forces shaping poverty, displacement, and community identity.
Ethnic and/or Labor Studies	Examine housing inequity through race, identity, policy, socio-economics and class, labor (dis)empowerment, and power.
Psychology & Counseling	Discuss trauma, resilience, mental health, and belonging.
Social Work & Human Services	Train future practitioners in trauma-informed, dignity-centered care.
Public Administration / Public Policy	Examine housing-first models, zoning, budgeting, and governance.
Education & Teacher Preparation	Prepare educators for navigating classroom discussions about inequity.

Setting / Use: Professional and Community-Based Applications

Field	Purpose
Legal Aid / Tenant Advocacy Organizations	Introduce caseworkers and advocates to lived experiences behind legal systems.
Nonprofit Training & Volunteer Orientation	Provide grounding in relational, human-first engagement practices.
Faith-Based Social Justice Ministries	Support community dialogue and service learning rooted in empathy.
Urban Planning and Ethical Real Estate Development Programs	Reflect on the impact of zoning, land use, and development decisions.
Harm Reduction & Health Outreach Teams	Use narrative connection as a frame for trust-building and care.

Secondary School Standards Alignment

California State Standards (Grades 8-12)

- *History-Social Science Content Standards (CA):*
 - Themes:
 - Grade 8: U.S. reform movements, civic responsibility
 - Grade 11: Continuity and change in post-WWII society
 - Grade 12: Principles of American democracy, public policy
 - Standards:
 - 8.12, 11.11, 12.7: Economic, social, and political factors in contemporary society.
 - 11.10, 12.3: Civil rights, social justice, and public policy.

Common Core State Standards – ELA (Grades 6–12)

- Reading Informational Text (RI): RI.1–10 (evidence, structure, integration)
 - CCSS.ELA-LITERACY.RI.7-12.1–10 (Reading Informational Text)
- Writing (W): W.1, W.2, W.4–9 (arguments, explanations, research)
 - CCSS.ELA-LITERACY.W.7-12.1–10 (Writing)
- Speaking & Listening (SL): SL.1–5 (collaborative discussion, multimedia use)
 - CCSS.ELA-LITERACY.SL.7-12.1–6 (Speaking & Listening)
- Language (L): L.4–6 (vocabulary, conventions)

SEL Competencies (CA):

- Self-awareness, social awareness, relationship skills, responsible decision-making.
-

Differentiation & Accommodation Strategies

General Strategies:

- Tiered tasks & multiple modalities: Offer audio/visual versions of readings, use tiered graphic organizers and leveled texts.
- Choice Boards: Allow students to select from a menu of project options (e.g., infographics, skits, podcasts, written, visual, oral).
- Flexible Grouping: Pair/group students by interest, skill, or learning style.
- Modified Assignments: Adjust length, complexity, or format for students with IEPs/504s.
- Alternative Assessments: Oral presentations, podcasts, or visual projects for students with writing challenges.
- Culturally Responsive Materials: Incorporate diverse voices and perspectives.

English Language Learners (ELL):

Dual Language Vocabulary Scaffolds and Visual Aids

- Provide graphic organizers, sentence starters, and vocabulary banks.
- Use sentence frames and word banks
- Provide vocabulary in home languages when possible
- Allow oral instead of written responses for formative checks
- Incorporate visual supports (images, charts, maps)

All Learners:

Inquiry-driven extensions, debate forums, cross-disciplinary leadership roles

- Encourage independent research connected to film chapters
- Offer parallel text analysis (e.g., compare film to *The Wire* or *Evicted*)
- Propose service-based extensions (e.g., student-led homelessness resource guides)

Socio-Emotional Learning (SEL) Integration Opportunities:

Focus on self-awareness, responsible decision-making, and community voice

- Identity Formation and Mapping: Use identity poems (Chapter 1, 9, 11) to explore voice and self-awareness. Alternatively, students explore their own identities and connections to community.
- Empathy Journals: Regular reflection on feelings, perspectives, and reactions to film content. Alternatively, reflection could occur through gratitude letters and peer interviews.
- Restorative Circles: Safe spaces for sharing and processing difficult topics, and facilitated by essential questions (e.g., What is “home”?)
- Mindfulness Activities: Breathing, grounding, or art exercises after heavy discussions. Integrate mindfulness breaks following heavy discussions.

Cross-Disciplinary Expansion Opportunities:

- English / Language Arts (ELA): Analyze poetry and narrative structure; write personal narrative or argumentative essays, documentary analysis
- Human Geography & Civics: Through research, map housing instability and land use studies or investigate local government, advocacy, and policymaking.

- Economics: Cost-benefit analysis of housing programs
 - Math: Analyze homelessness statistics, create graphs, and interpret data (budgets, shelter occupancy, census data).
 - Art: Visual storytelling, advocacy poster campaign design, or mural projects.
 - Science: Environmental factors and urban design impacts. Study the health impacts of housing insecurity (asthma, toxic stress).
-

Mini-Units 1-4 | Chapter Lessons 1–20

The twenty chapters associated with the documentary are grouped and individualized below by common categories, individual lesson plans and chapter transcriptions, and finally, arranged with mini-unit and overarching projects.

Groups and Categorized:

- **Mini-Unit 1 (Ch. 1-5): The Human Toll**
Themes: Lived experience, invisibility, generational impact
Echoes from the Edge – Multimedia narrative exploring stories of displacement
- **Mini-Unit 2 (Ch. 6-10): Systems & Histories**
Themes: Institutional responsibility, redlining, policy history
Barriers & Bridges – Visualizing a geography of challenges and proposed solutions
- **Mini-Unit 3: Community & Response**
Ch. 11–15: *Dear Neighbor* – Community awareness campaign concerning social issues
Themes: Equity, coalition-building, civic responsibility
- **Mini-Unit 4: Wellness & Wealth**
Ch. 16–20: *Blueprints for Belonging* – Student-designed solutions or reform plans
Themes: Mental health, environmental justice, economic disparity

Lesson Format:

- Time/Duration
 - Standards (associated)
 - Objectives
 - Key Vocabulary (associated and supplemental)
 - Essential Question(s)
 - Discussion/Fishbowl Prompt(s)
 - SEL Focus
 - Activities/Procedures
 - Assessment/Exit Ticket
-

Speakers Bios

Participants



Dr. Noha Aboelata, founder and Executive Director of Roots Community Health Clinic, East Oakland.



Alan Dones is the Managing Partner at SUDDA, an Affordable Housing Developer.



Tongo Eisen-Martin is San Francisco's Poet Laureate



Carroll Fife, Oakland Councilmember District 3, and housing advocate.

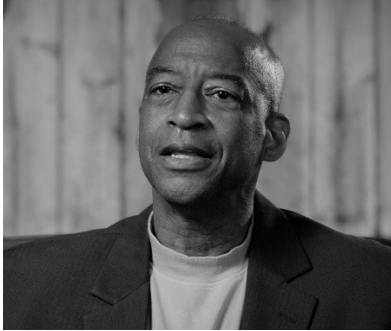


Darlene Flynn is the Director of Oakland's Race & Equity Department.



Dr. Theopia Jackson, Ph.D., is a child, adolescent, and family therapist with a specialty in complex trauma.

A Rising Tide – Curriculum for Community Engagement and Educational Programs



Dr. Tony Jackson, a licensed clinical neuropsychologist, author, educator, co-director of ParanaMind, and past president of the African American Psychologists' Association.



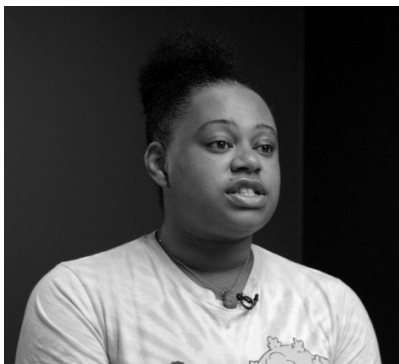
Dr. Christine Ma, pediatrician at UCSF Benioff Children's Hospital and Director of Encore, a mobile Homeless Services Clinic.



Stephen Menendian, Ph.D., Director of Research at the Othering & Belonging Institute at UC Berkeley.



Tomiquia Moss, Executive Director of All Home.



Ericka Neeley, mother of Noriel and Zha'Riyia.



Dr. Wade Nobles, Ph.D, a founding member of the Association of Black Psychologists, former National President, a psychologist, and a professor emeritus in African Studies at San Francisco State University.



Dr. Ayodele Nzinga, PhD, an arts and culture theoretician/practitioner working at the intersections of cultural production, community development, and community well-being. She is Oakland's poet laureate.



LaTonda Simmons, Assistant City Administrator for the city of Oakland and the past City Clerk.



John Cannon, Outreach Coordinator for Legal Services for Prisoners with Children.



Natasha Paddock, MSW, ASW, professional social worker, and Deputy Director of the Homeless Division for Alameda County.



Michelle Starratt, Director of the Alameda County Housing & Community Development Department (HCD).



Dominique Walker, co-founder of the School of Social Justice and Moms4Housing, Commissioner for the Berkeley Rent Board, housing justice organizer, and activist.



Patricia Wells, Chief Executive Director of the Oakland Housing Authority.



Rahnee Williams, mother of Felicity Foster, and training to be a professional doula.

Chapter 1: Nobody Wants to Be Here

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2 (Determine central ideas)
- CA HSS 11.11 (Contemporary American society)

Objectives:

- Students will identify and explain the impact of housing insecurity on families (Bloom: Understand, Explain).
- Students will analyze personal narratives to challenge stereotypes about homelessness (Bloom: Analyze).

Key Vocabulary:

Unhoused, homelessness, housing insecurity, transitional housing, stigma, systemic, resilience, displacement, shelter

Essential Questions:

- Why hasn't the U.S. declared housing a human right?
- How does homelessness affect children and families differently than individuals?

Discussion/Fishbowl Prompts:

- What is homelessness?
- How does language shape how we view the unhoused?
- What are the root causes of housing insecurity in the East Bay? What surprised you in this opening?
- Explain this quote: "Homelessness is not a personal failure. It's a policy failure."
- Should society be responsible for ensuring every child has a safe place to sleep? Why or why not?

SEL Focus:

Empathy—understanding the lived experiences of unhoused youth.

Activities/Procedures:

1. Read/view selected transcript excerpts.
2. K-W-L chart about homelessness (Know, Want to Know, Learned)
3. Small group discussion on essential questions.
4. Whole-class fishbowl on societal responsibility.

Assessment/Exit Ticket:

- "One thing I hadn't considered before watching this chapter..."
- Write a short poem or journal entry from the perspective of a young person experiencing housing insecurity.

*Transcription Follows

Chapter 1 – Nobody Wants to Be Here [00:00:00-00:04:33:00]

This is America, richest Nation on Earth, one of only three nations in the United Nations that haven't declared housing a human right.

How do you turn your back when a small child asks? "Where will we sleep tonight?" Cold and dark outside. It's a dangerous world. How can we turn away from the evidence of what we accept, "where will we sleep tonight?"

Where are the children?

Where are the children?

Do we think about the children when the price of life keeps ticking up and the wealth don't trickle down, children sleeping on the ground.

Are your children safe and sound?

- Ayodele Nzinga, Oakland's Poet Laurette

Felicity Foster and Rahnee Williams Discussing impacts of COVID and family dynamics:

FF - I grew up with all of my sisters and two of my nephews, but it was always all of us in the house. So I had friends, but I did everything with my sisters.

RW- We were in our first shelter for about six months before we were over our head, um, able to get into transitional housing.

FF - We stayed in hotels, so we always had like a roof overhead, I guess you could say. Covid was really hard for me because I'm like a, well, okay, well I used to be a social person and I like to be like outside with all my friends and all that. And then when Covid came, we had to like stop being outside so much. And then when high school came, I couldn't go to high school for my first year, uh, because of Covid. We had online school. We all were doing school at the same time, but it was two hotel rooms. So two of my nephews were in kindergarten in the same class. And then I was in freshman year, I think, I was just starting high school. So it was just like a lot to transition at once.

Poem by FF –

I am a Black girl.

I wonder how life will be in three years.

I hear leaves blowing outside. I see roses. I want to open my own shop.

I am a teenager. I pretend to be okay. I feel numb. I touch my phone.

I worry about my next meal. I cry when I'm sad. I'm numb to pain.

I understand how hard life is. I say I love my nephews, I dream of my future.

I try to push myself every day. I hope to visit my aunt soon.

I'm a strong young girl.

RW - She recognizes that she's strong 'cause she has been through a lot. Um, that loss has been hard for her. I'm gonna try to do this without being emotional. Um, she's the youngest of four girls, so I think she's had to carry a lot because she wants to be the

protector. She wants to make everything better, being the youngest, um, which is typically what mom does. She's still dreaming, which is an amazing thing. 'cause children and teenagers at this age, they're very impacted by obstacles and life experiences.

FF - I think about my life and my future. I wanna open a shop and do hair.

RW - The housing crisis is not just affecting those that are struggling with addiction or mental health at any point in time. There are so many families that are a check away from being homeless or going through certain situations that will cause them to be homeless. So looking at everybody as a human and not judging, you know, nobody asks for this situation. Nobody wants to be here.

Chapter 2: Root Causes

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RH.9-10.2 (Determine central ideas)
- CA HSS 11.11

Objectives:

- Students will identify root causes of homelessness in the Bay Area (Bloom: Identify, Analyze).
- Students will connect personal stories to broader social issues (Bloom: Connect, Explain).

Key Vocabulary:

Crack epidemic, displacement, divestment, structural racism, redlining, equity, inclusion, advocacy, foster care, Section 8 voucher, systemic inequality, demographics, stereotype, visibility, intersectionality

Essential Questions:

- Who experiences homelessness?
- What are the root causes of homelessness in Oakland and the East Bay?
- How does race and policy intersect to create cycles of poverty and homelessness?

Discussion/Fishbowl Prompts:

- How do policies from the past continue to affect people's lives today?
- What assumptions have you heard or made about the homeless population?
- What does this quotation mean to you: "There's no one face of homelessness"?
- How can media and public perception align or differ from reality?

SEL Focus:

Perspective-taking—seeing issues through the eyes of those affected.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Jigsaw activity: groups research and present on different root causes.
3. Class discussion.
4. Graphic Organizer: Venn diagram comparing media portrayal vs. film realities

Assessment/Exit Ticket:

- List three root causes of homelessness you learned about today. Which one surprised you most, and why?
- Write 3 facts about homelessness you learned today

*Transcription Follows

Chapter 2 – Root Causes [00:04:35:00-00:12:43:00]

My parents were victims of the crack epidemic. So my whole life has been about advocating for myself and the needs of my community, which was left devastated behind that crisis. I went to high school at Castlemont High School. Back then there w[ere] racial wars in school. There was a police station on campus, metal detectors. And I was always an activist. I knew something was wrong. But when I started to learn about politics and why these conditions are the way they are, I started to organize as a youth. And out of that organizing, we started our own school. And that's the school I graduated from: School of Social Justice and Community Development. And when I was going to Castlemont, I had like a 0.6 GPA. When I got to School of Social Justice, I had straight A's and I was able to actually get a scholarship. When I went to college, I was working at a nonprofit, I was doing advocacy for tenants rights and there was a program to um, kind of curb homelessness where you could get, um, help with back payment of rent or mortgages if you're on the edge of eviction. So that was my job. I was doing that while being homeless with my two children. It was embarrassing to admit that you're homeless. Like people knew that I went to college and had a degree and I was working two jobs and I couldn't afford anything. We were couch surfing or sleeping in like really unsafe hotels. And when I got back to my office, I broke down, to now council member for District Three, Carol Fife, which was my boss at the time at ACE.

- Dominique Walker, Co-Founder Moms 4 Housing

Women were coming to me in despair around housing and I'm just like, I don't have anything. I've been where you are and I don't have any money, I don't have resources, I don't have uh, housing, but I do know how to organize from, you know, years of organizing. So if you trust me, we can get some things done and you will be housed. This is how Moms 4 Housing began.

- Carroll Fife, Council Member District 3

When people think about homelessness, I think probably the first thing that pops into most people's mind is tent encampments or the people we see sleeping on the street, right? Families are hidden. Children are not the people that we think about as experiencing homelessness. Three quarters of children who are homeless are actually staying temporarily with family or friends, living in hotels, staying in a car. They're moving around but they're not in places where they're easily seen. Children who are experiencing the trauma of homelessness carry that with them into adulthood. We cannot ignore this problem.

- Dr. Christine Ma, Pediatrician UCSF Benioff Children's Hospital

Yeah, I just turned 28 in January, I actually emancipated out of the foster care system at 16 when I got my apartment, I was pregnant with my oldest daughter Zha'riyia. And basically I was struggling a little bit, but we kind of made it work. The rent was affordable and stuff like that. But when I emancipated out of the AB 12 system, I became homeless with two kids. I couldn't get the bare necessities like, you know, get my hair done, pay my phone bill because my foster mom would take all my checks and do whatever she does with it. And by the time I was already doing that stuff, when I got into the group home, it was just a second nature for me to run away.

'cause this isn't someplace I want to be anyways. And I'm back out on East 14th or you know, in San Francisco just selling my body. And I got into a program called Missy and they kind of helped me transition out of that lifestyle. And then through Not For Sale, I was already just convinced that I didn't wanna do that anymore.

- Erika Neely, mother of 2 Daughters (Zha'riyia and Noriel)

Oakland being a majority people of color City is not the wealthiest city in Alameda County by any stretch of the imagination. So we're always going to be struggling with resources until we get back with the state and say, you know, your white suburbs all over the state that are so sparkly and wonderful, those have a cost attached to them. And that cost resides in Oakland, California. It resides in parts of Hayward, California. It resides in huge swaths of Los Angeles, California. We know where these concentrations were orchestrated. That was not an accident. That was through intentional policymaking that concentrated people of color and the poverty to which they have been subjected to into certain geographic areas.

- Darlene Flynn, Director of Oakland Department of Race and Equity

I'm housed for the moment. I'm working my butt off to get this Section eight voucher that it's not even gonna be promised to me within a year. So I might be stuck in the same cycle again, either back in the shelter or trying to figure it out. 'cause I'm not gonna be able to pay \$2,800 a month by myself. I can't work two, three jobs to pay rent. So we just need more wait lists open up. People are getting housed faster and we're in a crisis right now. I just feel like if I do get a voucher, I'll be able to get further in life. 'cause I, I do wanna pursue my education, but I don't feel like I can do that at this moment because my main focus is work, work, work, work and making sure my kids are able to go to school and they have what they need and it's not what they want. It's the bare necessities. We're trying to do what we need to do. We're doing the best that we can and we just need more affordable housing.

- Erika Neely, mother of 2 Daughters (Zha'riyia and Noriel)

LSPC is legal services for prisoners with children and it started as the Network of Women in Prison. It's just basically advocating to restore, um, the basic human and civil rights of people who have been incarcerated and to advocate for their families as well. Because oftentimes it's hard on the families too that have incarcerated loved ones. I had heard about, um, a policy fellowship from my sister while I was still incarcerated. And um, when I got out, I ended up applying for the fellowship. People that are formerly incarcerated are strongly encouraged to apply because we advocate for people that are incarcerated. So, and now after my first year, I, now I'm a, um, outreach coordinator

- John Cannon, LSPC Outreach Coordinator

When you're living here in the Bay Area, uh, a community that over one period of time through technology and other industries created about 500,000 new jobs. But during that same period of time, only built about 50,000 housing units. Those new jobs did not come with the requirement that you lived 10 deep in a household. You know, those, those new jobs came with big salaries and they were able to go out and get their housing needs met. And when you have an ecosystem that's not inclusive, you don't have the recycling of the dollars necessary for us to

keep up with the market demands. So this is not only about, you know, doing it for the right reasons. I tell my white neighbors, look, you know, if you don't do this out of a sense of what's morally right, you better be doing it for selfish reasons because your economic prosperity is at risk. You know, your environment, your health and the world you're leaving to your kids. So we just have to get to the point where we start to integrate inclusion and equity into every decision that we make. And as we do that, we're gonna be really addressing the core fundamental causes of homelessness.

- Alan Dones, Managing Partner SUDA, Affordable Housing Developer.

Chapter 3: Barriers, Causes and Costs

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.3 (Analyze how individuals, events, and ideas interact)
- CA HSS 11.11

Objectives:

- Students will describe barriers to housing for marginalized groups (Bloom: Describe, Analyze)
- Students will evaluate the impact of historical policies on present-day housing (Bloom: Evaluate)

Key Vocabulary:

Barriers, redlining, residential segregation, Fair Chance Housing, eviction, ex-felon, affordability, gentrification, crisis, mass incarceration

Essential Questions:

- What are the racial, economic, and policy-related causes of homelessness?
- What barriers do people face when trying to secure housing?
- How does the history of redlining and segregation continue to impact communities today?

Discussion/Fishbowl Prompts:

- Should people with criminal records have equal access to housing? Why or why not?
- How is homelessness linked to systemic inequality?
- Explain the following quotation: “We are paying the price for decades of policy decisions.”

SEL Focus:

Social awareness—recognizing systemic barriers.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Analyze redlining maps.
3. Small group debate.
4. Graphic Organizer: Flowchart – policy → impact → outcome

Assessment/Exit Ticket:

- Imagine you are applying for housing and face a barrier. Write a short letter to a policymaker explaining your experience.
- Name one cause of homelessness you think is under-addressed. Provide two reasons why you think this is the case.

*Transcription Follows

Chapter 3 – Barriers [00:12:44-00:16:32]

I am still looking [for housing] and two years into it . . .
Antioch and other places are miles away. I built a life here
for myself and want to stay here.
I want to be close to my son and grandsons.
Nothing has come up in Oakland.

- Anonymous,
Centering Racial Equity
in Homeless System Design

I can't find a place [to live].
I'm an ex-felon.
I've been out thirty years,
But I'm still a felon.

- Anonymous,
Centering Racial Equity
in Homeless System Design

When I got out, I had nowhere to go but my sister's house and she stayed on housing, but you're not allowed to have, um, convicted felons there. So it's like I stayed there, but I didn't want to get my sister in trouble also. So I just stayed there briefly. That's one of the barriers. Or you're trying to get, um, applications and fill out applications for housing and there's a box sometimes that say, have you been, um, convicted or incarcerated? It makes it even harder to, um, be able to get a place to live. LSPC, we were one of the, um, co-sponsors on the for that, for the Fair Chance Housing, where they can't ask you, um, if you're a felon on your application for housing.

- John Cannon, LSPC Outreach Coordinator

Residential segregation begins and becomes manifest with the onset of the Great Migration. About 6 million Black Americans leave the Jim Crow South and move to the North, the Mid-Atlantic, the Midwest and the West. And so between 1910 and 1930, you see huge increases in measured levels of racial residential segregation such that by 1930, pretty much every major northern metropolitan area has high levels moderate to high or high levels of observed racial residential segregation. Well, there's basically three forces that drove that: restrictive covenants, violence, and the third are municipal actors and neighborhood associations. Importantly, that happens before Redlining. Redlining has become a synthetic key, it becomes a kind of a, a stand in for a host of very different forms of discrimination.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

Now whether you wanna talk about that as the result of redlining or something that started much earlier in the form of Reservations, the impact is the same. We're gonna send you to someplace

where there's no resources and then we're gonna keep you there and then you're going to have problems that are expensive problems to address.

- Darlene Flynn, Director of Oakland Department of Race and Equity

It was interesting being on the funding side 'cause I'd been on the applicant side where I was a developer asking local government for money shaping those projects, trying to get the land use approvals and trying to figure out what's the best fit for that site. Um, but when you came to the local government side, it was a little bit different. It was more along the lines of, well, where do we wanna build and what is the most important project to fund and where's the biggest bang for our buck?

- Michelle Starrat, Director of ALCO Community Development Agency

When you look at how they decide where they're gonna put the resources for affordability, there's some people that believe, well, you put it where you can build the most affordable housing. Um, and so maybe Fairfield, you can build a lot more affordable housing for a dollar. Then you can build for the same dollar in the urban core in Oakland, San Francisco. That's true. But at the end of the day, you're gonna be subjecting those people to the isolation of not being where the jobs are or where the resources are. You may be subjecting them to oppressive commutes every day. And that's not only unfair to them, but it's unfair to all of us.

- Alan Dones, Managing Partner SUDA Affordable Housing Developer
-

Chapter 4: Collusion and the Shelter System

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Students will explain how government and industry collaborated to create segregated housing (Bloom: Explain, Analyze).
- Students will assess the role of political will in addressing housing inequality (Bloom: Assess).

Key Vocabulary:

Collusion, housing vouchers, public housing, segregation, New Deal, fundamental rights, FHA, HUD, political will, emergency housing, capacity, waitlist, navigation center, triage, housing associations, equity

Essential Questions:

- How did government and industry work together to create segregated housing?
- What is the role of political will in addressing homelessness and housing inequality?
- How do shelters function? What are their limitations?

Discussion/Fishbowl Prompts:

- Should the government be responsible for correcting past injustices in housing? What if those injustices were created by the government? Why or why not?
- Explain: “Shelters are a band-aid, not a solution.”
- What does it feel like to rely on emergency housing? Who gets left out?

SEL Focus:

Ethical responsibility—considering justice and fairness.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Timeline activity: history of housing policy.
3. Class discussion.
4. Graphic Organizer: Pros/Cons chart of shelter use

Assessment/Exit Ticket:

- In your own words, explain what “political will” means and why it matters for housing justice.
- Suggest one improvement you’d make to shelter access

*Transcription Follows

Chapter 4 – Collusion [00:16:33-00:20:50:00]

Prior to the civil rights changes, white folks in this country believed in big government. They believed that the government owed them a job, that the government should help them buy a house, that the government should make sure that they not end up homeless. Public housing was originally built for poor white people and eventually they decided to build some segregated public housing for poor Black people. Right? But it was not built. There were plenty of poor white people and those white people implored the government to help lift them up. And through the New Deal and other changes in policy and banking and home ownership provisions, they were in fact lifted up. And it was designed in a way that completely kept Black people and other people of color from having access to the same process of uplift. So we know what happened, we know how to fix it. It's about the political will.

- Darlene Flynn, Director of Oakland Department of Race and Equity

Prosperity can be established for all regardless of station or race or creed. Among these, the right of every family to a decent home, the right to adequate medical care, the right to a good education. All of these rights spell security.

- FDR's Fireside Chat "Second Bill of Rights" 1944

In the early 20th century, neighborhoods begin organizing into [Neighborhood Housing] associations in which they try and begin regulating land use homeowners and so on. So the real estate industry essentially develops an ideology of segregation. Municipal government was working with the real estate industry, was working with neighborhood associations between 1910 and 1930 to create segregation across the North. The federal government is essentially not involved in housing at all until the 1930s in a meaningful way. When the Great Depression occurs and the Roosevelt administration comes in, then the federal government begins to get involved in housing.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

FHA and HUD were created in the 1930s and that 1983/84 hit to our budget, to the HUD budget. We never recovered from that. And the amount of funding that was provided during the eighties when they gutted that budget, it disproportionately impacted the African American community. In 2010, HUD cut the home budget by 50%. You were cutting housing dollars that were flowing to our African American populations and those are the households that became most at risk and they have stayed at risk for generations now.

- Michelle Starrat, Director of Alameda County (ALCO)
Community Development Agency

The Housing Authority's changed a lot. Uh, roughly just about 20 years ago, we became what's called a Moving to Work Agency, which at that time was out of 3,000 Housing Authorities. We were one of 39 that were selected through competition to go into an agreement with HUD to create local based initiatives that, um, allowed us to get exempted from certain HUD regulations that weren't working for our city and be creative. Five years ago I would've been sharing that our

role is to, uh, provide affordable housing as well as the complimentary services that offer families opportunities to make choices for themselves that are very positive. Now that we've had a national crisis, HUD had kind of broken some of the silos that used to exist and said Housing Authorities now your work alongside the previously funded housing providers to speak to not just helping families who come through the traditional programs, find affordable housing, but also figuring out new paths for housing. And so our role as a Housing Authority here in Oakland is to first make sure that the programs that we do have are provided in an equitable way. And in the case of Oakland, using Housing Choice Vouchers and investing them in new development projects for affordable housing by layering on a project-based voucher, that investment means that that unit remains affordable and within the project-based voucher program for typically a minimum of 15 years, and there can be extensions to that.

- Patricia Wells, Executive Director of Oakland Housing Authority

Chapter 5: Living Unhoused: How We Got Here

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.3
- CA HSS 11.11

Objectives:

- Students will analyze how personal and family histories intersect with systemic issues (Bloom: Analyze, Connect).
- Students will reflect on the role of the justice system in cycles of poverty (Bloom: Reflect, Evaluate).

Key Vocabulary:

Juvenile justice, emancipation, doubling up, systemic failure, trauma, encampment, sweeps, public space, criminalization, resilience, couch surfing, plea deal, wealth gap, living wage

Essential Questions:

- How do personal and family histories intersect with systemic issues to create homelessness?
- What role does the justice system play in perpetuating cycles of poverty?
- What impact does disproportionate sentencing have on individuals, families, and communities?
- What is daily life like without stable housing? What role does community play?

Discussion/Fishbowl Prompts:

- Should youth be tried as adults? What are the consequences for their futures?
- How should cities treat encampments? What alternatives exist?
- What does the following quotation say about systems: “They moved us like we were trash”?

SEL Focus:

Self-awareness—reflecting on family and support systems.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion.
4. Graphic Organizer: First-person empathy chart (Feel/See/Hear/Need)

Assessment/Exit Ticket:

- Write a brief reflection on how family support can make a difference during hard times.
- Describe one thing that has changed your perspective on housing and homelessness from the documentary thus far.
- Write a three-sentence response to the prompt: How might it become too much for family and friends to support an unhoused loved one?

*Transcription Follows

Chapter 5 – How We Got Here [00:20:51:00-00:24:62:00]

I robbed a pizza man. It wasn't like a violent robbery and it was with a fake gun with the orange tip. We burnt it with the lighter. We're only 16 and like we were hungry and we just took the pizza, took the pizza, and the soda didn't even take the money pouch, you know, and for them to certify me as an adult, they didn't even send me to a juvenile program. They certified me as an adult and charged me as an adult. It was like, you know, like I know it's not like nothing to joke about, but like we always kind of joke and say it must have been that extra ranch that I stole and like that gave me to be charged as an adult. But yeah, I think that's, uh, one of the main reasons why I did uh, go to prison, just not having anything.

- John Cannon, LSPC Outreach Coordinator

My grandmother migrated here with her seven sisters from Oklahoma. We have a very large family. We did the Sunday dinners and church bible class and everybody just kind of came together and made everything work. My kids were kind of raised with that large family. So when our family was affected by loss, it was very impactful. My grandmother, um, she passed away when I was pregnant with my third child who, um, was my only boy who I also lost, uh, two weeks after she passed. And at that time I had two children and I was also going through a divorce. I left the area and went to live with my aunt and uncle in New Mexico. Six months later, my older brother passed. Three months later my father passed. Um, and I was pregnant with my rainbow child, my third girl. And in that pro, in, in that process of being in New Mexico and then coming back to the home that they migrated to California and raised my aunts and uncles in was lost. And we lived with my aunt in North Oakland. Um, shortly after moving back home, I think I was home for six months. Um, she passed away. Then my grandmother who raised me passed away and losing my job at the same time. With all of that hitting at once and family trying to, you know, be supportive, doubling up and tripling up is not easy on families. Um, however, going through homelessness has also exposed them to things that I didn't think that they would ever be exposed to...

- Rahnee Williams

There was actually three of us that, um, did it and we all went to juvenile hall the next night. They came and woke me up at night and I thought I was going home and they just took me down to the adult jail. I didn't understand what was going on. Nah, they left my co-defendants in the juvenile jail and they were both older than me. They were like 17. I was 16. Like they didn't have a reason why they certified me as an adult or anything. So it was just like confusing. And I took the first deal. I didn't know anything about the system. Like my first time I went to court, my lawyer came and he's like, you know, you're facing up to 40 years, or you could just take this, um, two to 15 years. I was just like, he's like your dad's crying. He wants you to take the deal. He like, you could get out, you, you could get out in a couple years or you could be facing up to 40. So I just took that first deal that they offered me pled guilty

- John Cannon, LSPC Outreach Coordinator

Chapter 6: Who Decides?

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Analyze who makes decisions about housing and why (Bloom: Analyze, Evaluate).
- Explain the importance of centering marginalized voices in policy (Bloom: Explain).

Key Vocabulary:

Decision-making, Home Together Plan, racial equity, Anti-Black racism, trauma, PTSD, mental illness, care access, co-occurring disorders, dominant culture, intentional construct

Essential Questions:

- Who gets to decide who lives where, and why?
- How are mental health and homelessness linked? What kind of support is available?
- Why is centering racial equity essential to ending homelessness?

Discussion/Fishbowl Prompts:

- What does it mean to “center” those most marginalized in policy?
- How can we provide mental health care to unhoused individuals?
- How does this quotation capture the significance of the chapter: “You can’t heal when you’re in survival mode.”

SEL Focus:

Equity—valuing diverse perspectives: “What is equity?”

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion or timeline activity
4. Graphic Organizer: Problem–Barriers–Support Needed map

Assessment/Exit Ticket:

- If you could make one change to how housing decisions are made, what would it be?
- Name one policy that could improve access to mental health care.

*Transcription Follows

Chapter 6 – Who Decides? [00:24:63-00:28:42]

Who decides who gets to live in a place? Who gets to live inside?
Who gets to live? Who decides.
How do we turned our backs on what we accept. Where will we sleep tonight?
Children left outside, like they ain't enough to go around.
Richest country in the land
cycling legacies of intergenerational, intentionally crafted poverty.
The tribe of the nowhere, uprooted concepts of family, no protection for children in
measurements of advancement in this first world civilization.
Help me understand
Don't you think they're human?

- Ayodele Nzinga,
Oakland's Poet Laurette

When oppressed people win,
they win for everybody.

- Rashad Robinson,
President of Color of Change

The Home Together Plan essentially put forth some very, I think bold but necessary goals, uh, around prevention, around increasing housing capacity. Um, and put a price tag with it, right? A, a price tag that I think most folks may shy away from. But it's definitely a realistic assessment of what's needed to drastically, uh, reduce if not end homelessness. In that plan. There was systems modeling that was, uh, conducted, which showed over a five year period at a price tag of two and a half billion dollars, you know, what resources and infrastructure would be needed in Alameda County to make a deep impact in homelessness. It also focuses heavily on, uh, the plan that was released in, uh, Alameda County, I believe in 2019, which is the Centering Racial Equity Report. Uh, and that report was released pre-Covid, um, and was really the impetus for a lot of the racial equity work that is starting to uh, develop in Alameda County.

- Natasha Paddock, Director of Homelessness,
ALCO Housing & Community Development

I got the opportunity to work on that homelessness report, that centered equity as their equity advisor around how to make it equity focused because this is still fairly new work. So that report told us the steps we need to take in order to end homelessness in the state of California. I honestly expected to be rebuffed and not everybody necessarily is comfortable with race or with talking about race in this way. So we start doing an analysis with an outcome in mind for homeless providers. The outcome has been for decades now to end homelessness, right? But in order to have no homelessness, we have to address homelessness for Black people and homelessness for Indigenous people and homelessness for other overrepresented groups. You center those who are most marginalized because if you don't, you will always have homelessness. We don't have the natural inherent political will in the dominant culture to

address that. We just have to admit that. And that's the definition of anti-Black racism is where we are particularly reticent to address disparities that are impacting Black folks, whether it's criminal justice or housing conditions. We as a society are particularly slow to address those needs. And when you talk about it that way, it seems doable because it is doable. That setup, that construct was built and at the time that it was built, it was intentional.

- Darlene Flynn, Director of Oakland Department of Race and Equity

Chapter 7: Accountability: Substance Use and Harm Reduction

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.3 (Analyze how individuals, events, and ideas interact)
- CA HSS 11.11

Objectives:

- Define accountability in the context of housing and equity (Bloom: Define, Apply).
- Compare environmental and social equity standards (Bloom: Compare).

Key Vocabulary:

Accountability, LEED certification, social equity, implementation, addiction, overdose, harm reduction, recovery, safe use

Essential Questions:

- What does accountability look like in addressing homelessness?
- Why is it easier to measure environmental progress than social equity?
- How does substance use relate to housing instability?

Discussion/Fishbowl Prompts:

- What is harm reduction? Why is it controversial?
- Should there be a “scorecard” for social equity like there is for environmental standards?
- How might the following quote be addressed? “We need to meet people where they are.”
- What challenge did drugs and guns flowing into the East Bay in the 1970s bring?

SEL Focus:

Responsibility—holding self and others accountable.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion or timeline activity
4. Graphic Organizer: Pros/Cons T-chart of harm reduction strategies

Assessment/Exit Ticket:

- Describe one way you can hold yourself or your community accountable for equity.
- Write a headline summarizing today’s discussion

*Transcription Follows

Chapter 7 – Accountability [00:28:43-00:31:42]

Kaiser Permanente decided to relocate their headquarters. They were gonna consolidate all of their obsolete buildings into one big manageable place. The CEO asked to have a retreat to talk about this project. This was his legacy project. We spent a whole Saturday the first two hours talking about what was going to be the environmental – It's called LEED, which basically is a score card for environmental sustainability – and we were debating, are we gonna go for LEED bronze, you know, silver, gold, platinum based on how much it was gonna cost, what it was gonna do to the schedule. We debated based on what it was gonna do to the look of the building. Then after about two hours of back and forth, he sat back and he said, okay, everything about this project is bold and we're gonna make a bold statement for the environment. We're gonna go for LEED platinum. Every decision we made from that point on, we had that LEED scorecard. So, you know, there's that kind of science and intentionality. That same Saturday retreat after we talked about sustainability, we talked about social equity and there was the same objective and intentionality and passion, but there wasn't a LEED program that you could point to. That is indication that we've made a commitment to the environment, but we haven't made a commitment to people and equity. And as a result, when they wanted to hire consultants, "oh, we're gonna make sure that we have people of color, but we have to make sure that we have people with the right expertise." You have a Black guy, you know, he's got a sharp company, he went to MIT, he's got brilliant thinking skills, not a lot of experience, but that's okay to me because this guy is brilliant. But then the revolving door goes, he goes out, the White guy comes in and he sits down. Not quite as impressive, but when it comes to talking about the mechanical system, oh yeah, well by the way, if you do like gender neutral, "you know you're gonna lose LEED points." That's just because he was in a room, he was part of that community and he had access to the information without me sitting there intervening, he's gonna get that job. The Black guy is gonna be dismissed. When you look at the skyline of Oakland and you look at all of the building that takes place and all of the careers and small business and ownership, all of those decisions are being impacted in that same way."

- Alan Dones, Managing Partner SUDA Affordable Housing Developer

Modeling was done in the Home Together Plan as was done in the Racial Equity Report. And so out of that is moving beyond the conversation into implementation. What does it look like to come off of the pages of the Racial Equity Report and actually concentrate that in an actionable way?

- Natasha Paddock, Director of Homelessness,
ALCO Housing & Community Development

Chapter 8: It Takes a Village

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.3 (Analyze how individuals, events, and ideas interact)
- CA HSS 11.11

Objectives:

- Explain the importance of partnerships in addressing homelessness (Bloom: Explain).
- Identify challenges in managing encampments (Bloom: Identify).

Key Vocabulary:

Partnerships, Coordinated entry, Implicit bias, Encampment management

Essential Questions:

- Why does it “take a village” to address homelessness?
- What are the challenges of managing encampments?
- How has racism shaped housing policy?

Discussion/Fishbowl Prompts:

- Quotation: “The map was drawn to keep people out.” How do bad policies cost everyone?
- What historical policies impact housing today?
- What strategic partnerships between which entities might form to end homeless?
- How can communities work together to support those experiencing homelessness?

SEL Focus:

Collaboration—working together for solutions.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion or timeline activity
4. Graphic Organizer: Timeline of housing discrimination

Assessment/Exit Ticket:

- Name one partnership or collaboration that could help address homelessness in your community.
- Exit Ticket: “One historical policy I learned about today was...”

*Transcription Follows

Chapter 8 – It Takes a Village [00:31:42-00:35:43]

We are not a silo. Everything that we do involves partnerships. You literally can see the layering of how it takes a village and a village of funding to build one precious unit of affordable housing. The development partner, and there are some great affordable housing development leaders here in the city. They have their own investment dollars. They would layer that with low-income tax credits, which are issued by our city. They may layer those with bonds that come through, uh, private and financial activities as well as, uh, voter measures that provide affordable housing dollars from our local taxes may be layered onto that, as well as other funding from other sources, including private funding from private investors. The Housing Authority then becomes a resource if we, in partnership with that developer here in the city of Oakland, purchase the land or lease the land, just taking that expense out of the development project. We may, through a procurement and a request for proposals, approve the layering of 10, 20, 30 project-based vouchers into that project, ensuring the affordability of those units. We may also put capitalized investments into the production and development of the actual project. And this is for new development as well as acquisition of a building that then is rehabbed into becoming affordable housing.

- Patricia Wells, Executive Director Oakland Housing Authority

So when you come into a housing resource center, if you're referred because you are on the streets and you come into contact with the system, we want to capture an individual in our Coordinated Entry System so that we can make sure that the outcomes we intend are actually taking place. So someone comes through that front door and we're gonna ask them a series of questions. What the Continuum of Care has done is to raise awareness around the questions that we're asking individuals to ensure that we are not approaching things through a way that could be perceived as implicitly biased up to being, uh, just flat out racist right about what we're asking and whom we're asking these questions to. And just because I'm asking a person of color and a non-person of color, the same question, it doesn't mean that those results are going to land the same. And so really being conscious about that, elevating our own blind spots is the work of that Racial Equity Report.

- Natasha Paddock, Director of Homelessness,
ALCO Housing & Community Development

My predecessor in the clerk's office was the city clerk Ceda Floyd, and she found ways to invite me into other positions, and I took on those opportunities and within about two years' time, I wound up being the city clerk. I served in that capacity for more than 16 years. I found myself with an offer from the city administrator to say, "Hey, would you like to be the assistant city administrator?" And I said, "sure." I was advised that I would assume the role until we could find a permanent homelessness administrator. Much of the work had been focused on activating and deploying and implementing what was the city's encampment management policy, from sort of operations to logistics. In the middle of the pandemic there were a lot of conversations obviously about homelessness and how it was building, how encampments were settled upon the streets and how the conditions of encampments were compromising the health and safety of the

individuals that lived in them as well as the neighbors and businesses. So you had all kinds of things happening in the environment of an encampment, and then you had this expectation that you as the homelessness administrator, you know, would sort of put on your cape and sweep through and wipe an encampment off the face of the earth as though people were not living in it.

- Latonda Simmons, Oakland's Assistant City Administrator and Temporary Homelessness Administrator
-

Chapter 9: The Worst Outcome!

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Describe the impact of homelessness on youth (Bloom: Describe).
- Reflect on the emotional consequences of instability (Bloom: Reflect).

Key Vocabulary:

Motel living, grief, support systems, youth homelessness, unaccompanied minor, foster care, generational poverty, disruption

Essential Questions:

- How does homelessness impact children and youth differently than adults?
- How can communities support youth facing homelessness and loss?

Discussion/Fishbowl Prompts:

- How might changing schools or losing a home affect a young person's future?
- Expound upon the following quotation: "We moved six times in one year."

SEL Focus:

Compassion—supporting peers in crisis.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion
4. Sketch "A Day in the Life" and add annotations/description boxes

Assessment/Exit Ticket:

- Write a supportive message to a peer who is experiencing housing instability.
- Advice for helping youth who are unstably housed

*Transcription Follows

Chapter 9 – The Worst Outcome! [00:35:44-00:39:43]

I met Celeste when I was 13 years old. My father was living in Reno. I went out there after my mom passed and my dad and myself, we were staying in a motel room. We ended up becoming homeless again. So we slept outside. We slept outside for about two weeks. My dad met Celeste's dad. He showed my dad how to get a motel room, like across the street in a different motel. So we moved to that motel and I ended up seeing Celeste and her brother Lamar at the bus stop to go to school. And we just like clicked from there and ended up just being close ever since. We used to spend nights at each other's rooms or they would come to my room because their motel had like a, like a lot of it was roach infestation. So, Lamar would come stay, Celeste would come stay, and their sister Angel. I have seven sisters all together. Yeah, Celeste fit right in and, and then she's tall like all of us too, so she looks like us. So ever since then, we just call each other brother and sister. Celeste moved out to the Bay Area from Reno. She didn't really have anybody out here besides us. So when she originally moved out here, she was, kind of going through a tough situation. The father of her kids had passed away and she just was having a rough time. So as she tried to like figure out her living situation and with three kids, I just offered to kind of help her out initially Celeste and the three kids were kind of staying on and off with me. Kemani stayed with me for a few months afterwards, just by himself, while Celeste was figuring out how to get her own place and just dealing with trying to get employment out here in the Bay area. Kemani stayed with me maybe three to five months, the next school year. He was supposed to be moving schools, but he just loved his school in Vallejo so much. He had friends there, he had a girlfriend and stuff and he just loved it there. But Celeste tried to explain to him if she didn't, doesn't have a house out in Vallejo, you know, he won't be able to continue going to school there. And that used to devastate him right there. So she got housing about two weeks after he passed I believe.

- John Cannon, LSPC Outreach Coordinator

My plan A is to try to rap, but also at the same time, like get a job to where I could put things on boats. You could rap about anything so I could be rapping, but also working at that one job. So when I'm doing that, I'm telling to know, how my life is going right now.

I am a lost child. I wonder about the meanings of life. I hear suffering. I see love.
I want to give. I am a passionate child. I pretend not to care. I feel love. I touch the sky.
I worry about my future. I cry because of life. I am a wanderer.
I understand how life goes on. I say my appreciations.
I dream to be a professional basketball player. I hope to cope with my thoughts.
So I don't worry so much. I'm a legend.

- Statement and Poem by Kemani Grey

[On Saturday evening August 6th, Kemani was found alive but comatose. He was rushed to UCSF Benioff Children's Hospital in Oakland where he remained in a coma until his death on August 29th. Doctors have indicated Kemani ingested a toxic substance but haven't been able to identify what the substance was. Kemani would have been 13 years old on January 13, 2023.]

Chapter 10: Racism, Health, Federal Programs & Housing Security

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Analyze the effects of structural racism on health and housing (Bloom: Analyze).
- Evaluate federal housing programs (Bloom: Evaluate).

Key Vocabulary:

McKinney-Vento Act, educational rights, divestment mobility, access, structural racism, Section 8, Housing Choice Voucher, bureaucracy, tax credit program

Essential Questions:

- How does structural racism affect health and housing outcomes?
- What are the strengths and limitations of federal housing programs?
- Why do families stay hidden when they are homeless?
- What is a school's legal and moral obligation to unhoused students?

Discussion/Fishbowl Prompts:

- Should housing be considered a human right? Why or why not?
- What is the significance of this quote: "The school was my only constant."
- How can teachers and schools support students in crisis?

SEL Focus:

Critical consciousness—recognizing systemic injustice.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion
4. Draw a web of support for student-aged individuals suffering from homelessness

Assessment/Exit Ticket:

- In your own words, explain how racism can persist even without "racist actors."
- Exit Ticket: One policy change schools could advocate for

*Transcription Follows

Chapter 10 – Racism, Health, Federal Programs & Housing Security [00:39:44-00:46:34]

Do the methods we utilize work? Is there something else? As practitioners involved with the Association of Black Psychologists, we were able to say, yes, there is this perspective called African-Centered Perspective works for humanity in a way that can honor the way people arrive at their problems as well as their solutions. And in a way that doesn't cut the head off from the body because Mind-Body Unity is nothing new to African people. Oftentimes we don't look at our, our practice as being Eurocentric, and that's the default. We have to recognize it when we are in it and just think about how do we step into the space in a way that's not xenophobic.

- Dr. Tony Jackson, President, Black Psychologist Association

What's critical to understand about structural racism, whether you're talking about life expectancy, or whether you're talking about home ownership rates, whether you're talking about wealth, whether you're talking about employment or educational attainment, is that it can be maintained even in the absence of racist actors to perpetuate them indefinitely.

- Dr. Stephen Menendian, Director of Research,
UCB Othering and Belonging

When communities, particularly states and counties get resources from the federal government to address homelessness, those dollars are very specific. The guidelines and uses are very specific, and it doesn't encourage collaboration or coordination across county and city lines.

- Tomiquia Moss, CEO All Home

You Know, there's people from San Francisco and Santa Clara County living in Alameda County and vice versa. It's just, it just is what it is for a variety of different reasons. And so really being able to wrap our services around individuals collectively in a way that targets a collective goal in homelessness, really should be the, the only focus.

- Natasha Paddock, Director of Homelessness,
ALCO Housing & Community Development

We must challenge the limited, and in my opinion, arbitrary confines of where the resources come from to be more common sense and practical to respond to how people live. Our human patterns live in a society or that are not, you know, limited by a revenue stream or a system that can only serve you on this side of the street, but when you take a right turn, you can't get help on the other side of the street. That is a fundamental failure of how our public policy has dealt with this issue. And a lot of the advocacy work that we do at All Home is to try to break down some of those regulatory barriers around funding primarily, but also, even if there are resources available that aren't limited by geography, our minds are limited, the way in which bureaucrats have had to administer these programs for decades. They're like, "I can't." Well really, because you might be able to, and when you run into a barrier, maybe that's when we then join forces. We have the power of not just your community, but all nine counties saying this doesn't work for us.

- Tomiquia Moss, CEO All Home

When we look just here in the city of Oakland and we broaden to the county of Alameda who are our partners in trying to use those emergency housing vouchers, you don't have to go down too many streets to know that 515 for the city of Oakland is not gonna be the answer. Just making sure that 515 emergency housing vouchers reached the hands quickly of every individual and family who could use that voucher for a stable, quality, safe, affordable home. And that those vouchers go to one of our landlord partners who is eager to be part of a process of doing something good and ensuring that 515 folks who are currently homeless or at risk of homelessness are able to use their unit as a safe place to thrive. It's not enough. We have to continue to be brave, to be courageous, to be innovative, to test current systems and work together as a collaboration to figure out how to make it work not just here in the city of Oakland, but in Alameda County, in the state of California, in this great nation because we are not getting to enough of the families as quickly as all of us wanna see.

- Patricia Wells, Executive Director Oakland Housing Authority

The vast majority of HUD funding went through what we call the Section 8 program, the Housing Choice Voucher Program is what it's called now. And that program served people in individual units, which meant that the person that owned that unit was a benefit of that program. The landlord received funding. Well those landlords were mostly middle class people who were small landlords that owned one, maybe two extra units and that was part of their household's, you know, wealth building. The way the tax credit program works, it's an IRS program every single year it has x amount of money and it allocates that money down to all 50 states. When you bring the tax credit program in. We stopped funding all those small landlords. So there's still some that are being funded, but not nearly as many. We've stopped funding the small landlords. Instead, what we're funding are the large corporations that receive the tax credit benefit and those are the folks that are now benefiting from HUD and the federal government's new program. And so that is a clear demonstration of transferring wealth from an individual property owner, small middle class person over to large corporations.

- Michelle Starrat, Director of ALCO Community Development Agency

The new leadership with the Biden Harris administration and Secretary Fudge starting to reinvest and reinvigorate, uh, strategies at the federal level is helpful. But it's, it's limited because there's been decades of disinvestment and I think that the federal government has a really significant role to play in scaling the interventions that will really affect housing security for millions of people. When we think about housing vouchers, the Section 8 program that folks are maybe familiar with, right? That kind of rental assistance, that rental subsidy for people who are earning really low wages in jurisdictions like the Bay Area is transformational.

- Tomiquia Moss, CEO All Home

Chapter 11: I Am Kind

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Identify ways children express kindness during hardship (Bloom: Identify).
- Reflect on supporting peers with learning differences (Bloom: Reflect).

Key Vocabulary:

Kindness, learning differences, houselessness

Essential Questions:

- How do children experience and express kindness during difficult times?
- How can schools and communities support children with learning differences during instability?

Discussion/Fishbowl Prompts:

- How can acts of kindness make a difference for families experiencing homelessness?
- What role(s) do/ought parent/guardian, extended family, community, and providers/authorities play in addressing the needs of homelessness children/students?

SEL Focus:

Empathy—valuing kindness and support.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

- Write about a time when someone's kindness made a difference in your life.
- 3-2-1: Three (3) ways we can still be kind even when facing hardship. Two (2) questions that come to mind you might ask someone in need. One (1) curiosity, notion, or idea you are now walking away with.

*Transcription Follows

Chapter 11 – I Am Kind [00:46:35-00:49:19]

I am Zha'riyia, I hear cars honking their horn. I see kindness.
I want people to be kind. I feel happy. I worry about my friends at my old school.
I cry, but not as much as when I was little. I am myself.
I understand how it feels to be lonely. I play with toys to feel better.
I dream that all houseless people have homes.
I help my mom clean, I hope all the houseless people get a home.
I am kind. I wonder why some people are houseless.
I feel sad when I see houseless people on this street.
I imagine that I am at a waterpark and I'm not worried about anything.

- Zha'riyia Neeley daughter/sister

My oldest, she shuts off. I could tell she's tired of being in the car, or I could tell she was tired of being in and outta hotels and having to drag our stuff from one place to another. And I'm asking her like, what's wrong? Like, you know, we, you could talk about it. Oh no mom, it's just fine. There's nothing wrong, but you could clearly see there's something wrong with this little girl. She used to act up in school, like her grades were going down and I'm like, this is not you. You usually get, you know, honor rolls or principals list. And I just felt like she didn't think I could help her at the time because I could barely help myself. You know, since we've been housed, she, you know, she opens up more, she talks about stuff. We still have our little differences, especially with boys now, but she's opening up to me and I really appreciated that. And my youngest, we had a learning curve with her because she was in and out of school for so long when we were sleeping in the cars and stuff and we're just trying to get her on the right track to... they say she's dyslexic. She writes everything backwards and stuff like that. But I just feel like she needs more, more attention with her schooling because I didn't have the time to really help her with her schoolwork because while she's at school, I'm figuring out where we're gonna sleep at for the night and trying to get a job.

- Ericka Neely, mother of Zha'riyia and Noriel

When we moved, I think it was after my birthday, maybe on April 3rd or April 2nd, I did get a lot of presents. The Hello Kitty one. It's my favorite toy. It has like two microphones and this one box, like where you open it and make music. Then you, when you turn it on, you could talk in it. I think I took a picture of people building a house, then I took a picture of Zha'riyia. My house is pretty, I like the windows and the door because the sun always shines on them. I like the ceiling, I like the top windows, the air conditioner, the bathroom, my room, the kitchen, my mom's room, and the living room.

- Noriel Neely, daughter/sister

Chapter 12: The Cost of Disparities

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Explain the impact of racial disparities on society (Bloom: Explain).
- Discuss the importance of cultural competence (Bloom: Discuss).

Key Vocabulary:

Racial disparities, GDP, Cultural competence, Wealth gap, stereotypes, narratives, ubuntu

Essential Questions:

- How do racial disparities affect individuals and society as a whole?
- Why is cultural competence important in mental health and social services?

Discussion/Fishbowl Prompts:

- How do stereotypes and narratives shape our understanding of homelessness?

SEL Focus:

Cultural awareness—challenging stereotypes.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

List one stereotype about homelessness or race you've heard, and explain why it's inaccurate.

*Transcription Follows

Chapter 12 - The Cost of Disparities [00:49:19-00:56:30]

Economic studies have been done. If we could eradicate racial disparities, our GDP would grow exponentially. It's simple modeling. You give poor people resources, give them access to resources. They will spend that money in your economy, mostly locally.

- Darlene Flynn, Director of Oakland's Department of Race & Equity

I'm trying not to get emotional. It's like making me, I can't believe I did this. And then I owe my kids so much because they didn't ask to, you know, be here and do that. And it's so many times I wanted to give up and think like maybe they'll be better off in the foster care system. But I grew up in it and I knew where it led me to. I ended up on the streets so many times. So yeah, I just refused to give up on 'em.

- Ericka Neely, mother of two

Mental wellness really is facing the world, walking in the world with a full sense of confidence, potentiality, right, and probabilities. And if we're not doing that, then something's off.

- Dr. Tony Jackson, President Black Psychologist Association

Black scholars and other scholars have been saying for a very long time that how we're being trained is not always in the best interest of our communities.

- Dr. Theopia Jackson, Clinical Psychologist

My mother planted these seeds in my mind about something is skewed about this thing called psychology. And I'm taking psychology classes. So I'm sitting in these classes listening to these professors talk about psychology me and this other brother. And they would talk. They, they'd love Freud and they would talk about Freud and this psychology class and how Freud had this Ego, Id, and Super Ego and that you had these desires to have sex with your mama and kill your daddy. And I'm saying, what kind of ... this? And I look over at the brother and he look over at me, he said, now this don't make sense. So I had the strategy, whatever they said, study it, pass exam and forget that stuff. All along my path. It seemed to me they were, uh, moments that reminded me that, uh, this thing they call psychology is not universal. It doesn't apply to all people, but they, they, they perpetuated it as that.

- Dr. Wade Nobles, Author, Psychologist, and Professor

There are some African centered theoretical approaches like the work of Linda James Meyers in terms of optimal theory or the belief systems analysis or ubuntu. So there are some definite theoretical practices that are coming from our roots. So we have those tools, but in the majority of mental health practitioners and how they're being trained, this will mean by the dominant discourse who controls the narrative, who says, here's what you need to know in order to be a mental health provider. And here's the doors you walk through to get... In those conversations, the theories I just mentioned are not showing up, they're not required and for most times they're not known. I'm remembering one young lady, um, who's European American white girl who really wanted to do very good work and she was working with a particular client and the, and for

whatever reasons, the, the, the, the child's parent was picking them up later and later. As a Black supervisor, I asked her to set up a meeting with the mom and just kind of check in and see how the work is going. And when she came back to me the next session she says, she said, Dr. Jackson, I'm so glad because now I understand what's going on. And she said, well she has Tourette's. You know, mom kept doing this, you know, throughout the session. My supervisor just had diagnosed it. She knew what she was looking at because she'd been taught that, right? A lot of times for people of color, particularly Black folks, we get hair braided and it gets a little bit itchy. We don't wanna be scratching in between those braids 'cause it may flake up. So you'd see us doing this all the time. She had no, of course, that's a cultural insider's piece she did not know because of her own lived experience. So she, she wasn't, you know, piqued to that cultural insight. If I had not been the supervisor, it's quite possible that a child's record would show mother has Tourette's.

- Dr. Theopia Jackson, Clinical Psychologist

So Abram X Kendi wrote a brilliant book about the narratives about people of color that were created to justify their mistreatment. And it's basically a history of the United States and even before the United States tied to what were people saying about Black folks, what were people saying about Latinos? What were people saying about Indigenous people and what was going on when that mythology emerged? A stereotype, or he calls them racist ideas, because that's what they are, racist ideas, just any idea that positions some group of people below or beneath another racial group of people, we're all the same. There is nothing about our race, that predetermines skill, talent, uh, determination. There is no correlation between ability and race. So if there is no difference and you see these huge differences in outcomes, what is the variable? This is the story we have to start talking about. There is no genetic predisposition, there is no basketball gene, hate to tell the folks that's about opportunity. There are certain things that they have allowed Black folks to do, and it's mostly all about entertainment or backbreaking work. So where we have been given opportunity, we have tended to excel.

- Darlene Flynn, Director of Oakland's Department of Race and Equity

I think we have to unpack the unique situations that lead to homelessness in our communities. And then more specifically, we have to look at those Blacks who are coming outta similar situations who are not homeless. How are they doing that?

- Dr. Theopia Jackson, Clinical Psychologist

But the cause of homelessness, of the disparities in homelessness for Black people is not drug use. If it were as many white people would be homeless as Black people. Black homelessness is much more driven by poverty and by the rising cost of housing.

- Darlene Flynn, Director of Oakland's Department of Race and Equity

White children are far more likely to get down payment assistance, rental assistance, um, and other forms of assistance. And when they get assistance, the amount of the assistance is much larger because of the racial wealth gap. Which means that when Black families fall into financial trouble, they don't have a safety net to draw upon, but white families do. Put that in the context of California where housing costs are astronomical, two or three times greater than the national

median, then it's not surprising that you have (a) much greater rates of homelessness and (b) that that experience is disproportionately Black.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

The three factors highly correlated with, uh, violent outcome is frustration tolerance or the lack thereof, depression, and how anger is mediated. When it comes to community impact, we see that impact as expressed in a number of different ways, definitely through violence. Besides violence, what we see is communities that begin to accept this sort of inhumane existence as status quo and that's very dangerous.

- Dr. Tony Jackson, President Black Psychologist Association
-

Chapter 13: Remediation

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Define remediation and its role in addressing harm (Bloom: Define).
- Analyze the importance of family and group identity in healing (Bloom: Analyze).

Key Vocabulary:

Remediation, apology, structural racism, healing, reparations, commission, omission

Essential Questions:

- What does it mean to remediate harm caused by structural racism?
- How can apologies from institutions lead to real change?

Discussion/Fishbowl Prompts:

- Is an apology enough to address historical harm? Why or why not?

SEL Focus:

Restorative Justice - healing and making amends.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

Write a sentence about what “remediation” means to you.

What is the space between awareness and reckoning?

Can all wrongs be repaired or remedied?

*Transcription Follows

Chapter 13 – Remediation [00:56:46:00-01:00:00]

“Not everything that is faced can be changed; but nothing can change until it is faced.”

- James Baldwin, *I Am Not Your Negro*

“For whatever reasons in this unique moment, the American Psychiatric Association and the American Psychological Association (APA) have publicly apologized to communities of color and particularly Black communities because they're owning up on the fact that they're much of their work has been perpetuating structural racism, either by commission in terms of what they did or by omission. By not doing something.”

- Dr. Theopia Jackson, Clinical Psychologist

“The Association of Black Psychologist has rejected the American Psychological Association apology of being complicit because there has to be remediation. That if you have harmed Black people, how do you restore that which you've harmed back to its wellness and wholeness.”

- Dr. Wade Nobles, Author, Psychologist, and Professor

“When you are basing your diagnosis on the DSM, the Diagnostic Statistical Manual, that really gives a scientific portfolio of when certain symptoms show up or characterization, then it means that you have this illness. And when you have this illness, this is the treatment. There's some validity to that. I'm not here to debate that. I'm here to say that it's not enough and sometimes it's the wrong medicine. Sometimes our behaviors are normal reactions to abnormal situations. If you don't know that, then you're just treating the behaviors, then you're medicating something that doesn't need to be medicated.

- Dr. Theopia Jackson, Clinical Psychologist

“So the difference between white psychology and Black psychology is that our lowest common denominator is group, is family, is clan. Their lowest common denominator is the individual. Here in Oakland today, in those compounds, in those captive moments, even tent cities, there's still family in there. We as African people were homeless for 400 years. It was called enslavement. That was not our home. But in that, vulgar condition of enslavement, we had family and that was the difference. And that family was the healing balm that helped us get through that moment to reestablish a home.”

- Dr. Wade Nobles, Author, Psychologist, and Professor

“If we could eradicate racial inequities, we would live in safer, more thriving, more healthy, more collaborative communities. When you have huge differences in economic opportunity, is when you have very serious social problems. And it's interesting to me that the Kerner Commission told us that fifty-two years ago, they predicted where we would be if we did not do something dramatically different after the uprisings in the sixties. Everything they said then is still true now except the country decided not to implement any of it.

- Darlene Flynn, Director – Oakland's Department of Race and Equity

Chapter 14: Affordability and Accountability

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Define affordable housing and its implications (Bloom: Define).
- Analyze how homelessness is measured and why it matters (Bloom: Analyze).

Key Vocabulary:

Affordability, median price, SSI, point-in-time count, fixed residence, couch surfing, HUD definition of homelessness

Essential Questions:

- What does “affordable housing” mean, and for whom?
- How do we measure and track homelessness, and why does it matter?

Discussion/Fishbowl Prompts:

- Should housing be affordable for everyone, regardless of income? Why or why not?

SEL Focus:

Fairness—considering needs across society.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Analyze the poem at the top of the chapter.
3. Case study analysis.
4. Small group discussion

Assessment/Exit Ticket:

Define “affordable housing” in your own words.

*Transcription Follows

Chapter 14 – Affordability and Accountability [01:00:00:00-01:04:45:00]

“The fundamental law of human beings is interdependence.
A person is a person through other persons.”

- Bishop Desmond Tutu

Where will we sleep tonight?
What's this lack of compassion say?
If we can turn away,
What's it create?
How's anyone safe?
If this is how the world's made;
If this is how the privilege behave,
What do you expect to rise from the pavement, from the thrown away?
Not valued because they can't afford rent;
Lucky if they got a tent.
Shanty town child,
Sleeping couch to couch in a car
By the bus station
In the richest nation
In a cold, dangerous, dark world.
Who decides who lives, who dies?
Who decides?
Don't look away.
Don't look away.
America, this the testament,
The story: money over people.
Don't care where you sleep.
Don't care if children eat.
Don't look away.
Thrown away alive in America.
Don't look away.
Where do we sleep tonight?
Tomorrow is always determined by the actions of today.
Don't look away.

- Ayodele Nzinga, Oakland's Poet Laurette, MFA, PhD

“When people talk about affordable housing, they're typically talking about two different things. On the one hand, when people are talking about affordable housing, they're talking about housing stock that's available to people at very low incomes. Other people are talking about affordable housing, they're talking about the median price of housing. California, the median house is about \$800,000. So you can reduce the median house value. In California most

housing stock, even the lowest cost housing segment, would not be affordable to people of very low incomes.”

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

“So I think the affordability crisis has to include homelessness because if we are making sure that people who are on SSI can afford housing all the way up to working families who are floating between couches working two jobs, but still unable to afford housing in their communities, then we can address that continuum of need with the right solutions. But if we are not even acknowledging that homelessness is a housing crisis and that people who are working still can't afford to live here, then we're missing the point.”

- Tomiquia Moss, CEO, All Home

“Most of the families that I see have parents that are working and they're working full time, sometimes two jobs, three jobs. If there's two parents in the family, they're both working oftentimes and their income can just be not enough. Our society is not set up to support all levels of need.”

- Dr. Christine Ma, Pediatrician, Medical Director of UCSF Encore Medical Clinic

“I think it starts with making that courageous commitment at the state level, counties then being held accountable for distributing those resources to their cities, to the entire ecosystem, surrounding those of our neighbors who are unhoused and those who are just on the brink and tracking our progress, hold ourselves accountable.”

- Tomiquia Moss, CEO, All Home

“The point in time count is an annual count of homelessness in any given community. One of the things that I can say for certain, having been in the driver's seat of the point in time count, is nothing is foolproof. I think that's just, you know, the fluidity of homelessness in general. But in addition to that, I think a lot of context is lacking in HUD definitions of what homelessness is. If I'm not allowed to count you and you're couch surfing, right, but technically you don't have a nighttime fixed residence and maybe it's not just you, you might be with your children, then yes, you essentially have fallen through the cracks of our count. And in many ways that adds to a level of inaccuracy. When we think about the totality of the problem.”

- Natasha Paddock, Director of Homelessness, ALCO Housing & Community Development

Image 1 –

Area Median Income (AMI) 2-Person Household			
	%	2019 Income Limits	2022 Income Limits
Extremely Low	30%	\$29,750	\$34,290
Very Low	50%	\$49,600	\$57,150
Low	80%	\$69,000	\$91,440
Median	100%	\$89,350	\$114,300
Moderate	120%	\$107,250	\$137,160

Chapter 15: Equity

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Distinguish between equality and equity (Bloom: Distinguish).
- Connect housing justice to racial justice (Bloom: Connect).

Key Vocabulary:

Equity, Human rights, Housing justice, Resource allocation

Essential Questions:

- What is the difference between equality and equity?
- How is housing justice connected to racial justice?

Discussion/Fishbowl Prompts:

- Should resources be distributed equally or equitably? Explain.
- If resources are to be distributed equally or equitably, should justice be as well? Explain.

SEL Focus:

Justice—understanding fairness and equity.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

Write a short statement about what equity means to you.

*Transcription Follows

Chapter 15 – Equity [01:04:46:00-01:08:00:00]

“We need to face the fact that we as a country haven’t said that we think a roof over someone’s head is a basic human right; we just haven’t said that. Before the Affordable Care Act, we hadn’t said that we thought healthcare was a basic human right. And so I think we need to face our values, or lack thereof as it relates to our humanity, and then we need to work from there. And I think trying to skip that step makes it where yes, you’re going to have, well we need to sprinkle the resources evenly around so that politically it’s acceptable; and you won’t make a dent. And you definitely won’t overcome any disparities or create any equity”

- Dr. Noha Arboleta, CEO Roots Community Health Center

“People in the beginning when we first started doing this work, asked what’s equity? How will you know when you get there? Well, because outcomes will be just and fair and, and we will have people of all ilks thriving in this society and all the people who’ve been held back will be thriving. And so I just start explaining all of that to them. We basically break it down and build it back up so they can see it differently. Fortunately, social change doesn’t need everyone, it just needs enough.

That’s all that happened in the civil rights movement. Everybody was not on board and most of them weren’t sure that those changes were a good idea. When I look back and I think about my people and their enslavement, there was much resistance all during that time. So it was no light matter to think that you were going to free yourself or your children or your wife. The reason I tell that story is the audacity of those Black enslaved people to think they were gonna take on the all powerful agricultural South. Something that had nearly kept the country from forming in the first place. They knew what they were taking on and they did it anyway. It starts with a small group of determined people who just don’t stop.”

- Darlene Flynn, Director of Oakland’s Department of Race and Equity

“Housing Justice is racial justice. We aren’t just talking about the fundamentals of having a place to live. We are talking about Black and Brown people who have been excluded from housing in their communities for decades. Being able to thrive, not just subsist, not just get by once they have the housing. And I think that’s what the movement is about.”

- Tomiquia Moss, CEO, All Home

“Part of it is really leading with our values that says, yeah, it’s an emergency. If a child is living on the streets, we have to drop everything and do what we have to do. It’s gonna cost us more upfront and we’ll figure out the rest later; and in this capitalist society, people think that’s crazy. That is flat out crazy. You wait till you get the money first and then you can implement things. That is a big part of our problem. And so I think leading with our values is important. And also kind of putting our money where our mouth is.”

- Dr. Noha Arboleta, CEO Roots Community Health Center

“We spend annually \$20 billion a year on the California Corrections Department to incarcerate folks in the state of California, \$20 billion annually. If we were able to secure \$20 billion annually to address homelessness and housing insecurity across the state of California, we could eliminate homelessness in five years.

- Tomiquia Moss, CEO, All Home

Chapter 16: Toxic Stress

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Explain the effects of toxic stress on children and families (Bloom: Explain).
- Identify ways to build resilience (Bloom: Identify).

Key Vocabulary:

Toxic stress, Brain development, Trauma, Resilience

Essential Questions:

- How does toxic stress affect children and families experiencing homelessness?
- How can communities and policies reduce toxic stress for vulnerable families?

Discussion/Fishbowl Prompts:

- How can schools support students experiencing toxic stress?

SEL Focus:

Resilience—coping with adversity.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Analyze the poem at the top of the chapter.
3. Case study analysis.
4. Small group discussion

Assessment/Exit Ticket:

List one thing that helps you cope with stress.

*Transcription Follows

Chapter 16 – Toxic Stress [01:08:01:00-01:14:32:00]

“From my personal experience just being incarcerated itself, just, there's a lot of barriers when you get out. Originally when I was arrested, I was 16 and I was homeless then. I did eight years then. So even when I got out, I never paid for rent before I was only 16 when I got locked up. So going down and coming out with no experience of having a house or a job. My first jobs were in prison, so it made it even harder getting outta jail, trying to figure things out. And now I have a felony.”

- John Cannon, LSPC Outreach Coordinator

From a two-floor skyline, an abandoned house talked to me,
It said, young man, you are heroic and ten years old
Among twenty generations of friends, your friends will free fall away.
They will free fall up. They'll free fall the walls with fifth grade speed to industrial paint behind
secondhand fences.

Young man use quick knife tones, be bone and brass.
Be last laugh music. You are always leaving. Always one change of clothes from the door.
A life of escape. Two floor skyline sent you the guide that dies in the middle.
The friend more blue in skin. The face that cheap hotel schizophrenic can place with their
ninety-mile-per-hour right eyes among dry heat killers.

Once children three feet high and roaming and repeating and
aiming at cotton mirrors that hang on breathing walls.

You are ten years old, tagging along.

You'll only get well lit violence, whistling 2\$hort songs,
You will be useful. You'll be behind alone flying on a nephew dragon
From a twenty dollar family in the sky that calls itself just more soil

Around walls that are just walls,
except these walls suggest you make wives outta highs and currency
Here to air as polite to sleepy glass and bullying walls.

Young man, you'll come to admit that sometimes suicide is power,
Because some people live stronger as ghosts and sometimes their after-life empties Billions of
souls into objects like playground bullets and abandoned door frames.

Even broken glass will prove it has voice, too

There are twenty-four hours behind your back. Look over your shoulder right now.

Can you hear it?

The sound of drums punching themselves out.

The sound of piano parts learned in between the assassination attempts.

People on their brass, people on up for two souls, be invisible again.

Suffer red out accents, professional fingertips, gifted victims.

Six in the morning, be the first month of probation, the shout at the wall see these words that
should be home.

Look behind you again. Be invisible again. Be Winward. Be a sad machete. Be her son.

Be a thief.

Still is back left too long and never look away.
The afterlife will empty and walk you home.

- Tongo Eisen-Martin, SF Poet Laureate

“Having chronic stress is leading to toxic stress. And that leads to changes in a child's brain development in their overall health as they get older. That leads to chronic health issues that can last for years and years, even after they become stably housed.”

- Dr. Christine Ma, Pediatrician, Medical Director
of UCSF Encore Medical Clinic

Mother and Daughter’s Story:

I struggled for a minute. I was in and outta shelters. I remember one shelter, it was um, East Oakland Community Project. They housed me, but they stopped paying my rent. So I was forced to move to Arizona. I think I was 24 at the time, and I lived in Arizona with my sister. Everything was going good for about two years. We ended up having our issue and falling out. Came back to Oakland in 2020 during the pandemic, and I was homeless again. But this time I wasn't in a shelter. Everything was full. And me and my kids were stuck sleeping in cars. And I'm gonna get emotional, I'm sorry. But, uh, when we were sleeping in the cars, I tried to make it as fun as I could to distract them, that we were sleeping in cars in West Oakland. So I put up a movie for, for them. We'll have snacks and stuff like that. And I did that for about six months before a shelter came available.

- Ericka Neely (Zha'riyia's mother)

I was at a shelter with my mom. That's how I met my friend. K I liked, um, moving into the new house. I liked the, um, way they looked. They were all so cool. I like school. I like to read *Diary of Wimpy Kid* books. I feel happy when I'm walking around my neighborhood 'cause this, um, store is like right by our house. And, um, we get ice cream sometimes. Um, my favorite memory was when I was with my cousin. I was in Arizona. Um, we went to the, um, waterpark and we went swimming and then there was like this water slide. A big thing about having my own house is that, um, we have our own space and stuff and, um, we can do what, what we want.

- Zha'riyia (Ericka's daughter)

A shelter had become available in San Leandro. So I ended up moving to a shelter in San Leandro. Uh, it was a relief 'cause we weren't in a car anymore. We had a stable place to be for the moment. I ended up staying there for about a year and I ended up being housed. I just got housed in April. So we moved to High Street and it was a relief, uh, to be housed. But during the process of not being housed, it was hard trying to get my kids to school, trying to find a job because I sometimes didn't know if I was going to be able to stay at the shelter or not. I became really depressed because why is this happening to me again? When I was in Arizona, I was making a cool amount of money, but it wasn't enough money to afford my own place. I was always stuck in the middle somewhere. And it's like, I'm trying my hardest, I'm trying to take care of both of my

daughters and get a job, but I'm failing, falling short somewhere. Some days I didn't even wanna get out the bed to go look for a job because it's like, it's no use. Because even if I do get a job, I'm not saving enough money to get my own, my own place.

- Ericka Neely (Zha'riyia's mother)

“There's a level of desperation that families who don't have community support or family support who have to rely on the homelessness response system to come into shelter and what, what that trauma feels like for them and for their children. Many of those folks are working already. They're doing all the things that we say they are supposed to do to be self-sufficient in our society. And so, when we saw through COVID, the childcare tax credit that allowed families to have access to childcare, the rental assistance dollars that were administered through the CARES Act, those stabilizing forces for families allowed them to actually stabilize.”

- Tomiquia Moss, CEO, All Home

Chapter 17: Black Wealth and Health

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Analyze the connection between wealth, health, and housing (Bloom: Analyze).
- Explain the consequences of the racial wealth gap (Bloom: Explain).

Key Vocabulary:

Wealth gap, Inflation, Health disparities, Homeownership

Essential Questions:

- How are wealth and health connected in the context of housing?
- What are the consequences of the racial wealth gap for Black families?

Discussion/Fishbowl Prompts:

- Should health and housing be considered together in policy decisions? Why or why not?

SEL Focus:

Advocacy—promoting health and housing equity.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

Describe one way poor housing can affect a person's health.

*Transcription Follows

Chapter 17 – Black Wealth and Health [01:14:32:00-01:17:31:50]

“In every administration, there's tax cuts on the rich, but increases on the poor; so if that continues, I mean you're gonna get what we, what we're seeing now, which is wages, not keeping pace with inflation since the seventies.”

- Carroll Fife, Oakland Councilmember District 3

In the period of the Great Recession, 2008, 2009, 2010, 2011, Black wealth essentially collapsed. If you include home values, it's something like a disparity of \$700,000. If you exclude home values, it's about a hundred, \$180,000 is the wealth gap. The Federal Reserve has projected that by around 2050, Black net wealth in the United States will be zero. So in some ways structural racism is worse, as we move deeper in the 21st century, not better.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

“I think overall it really took us about five to six years to get like a permanent housing and housed in a home and in a neighborhood that, um, was not too far from actually where I grew up. So that's where we are now. Felicity does have, uh, chronic asthma that has typically been controlled, but up until the last three years she's been hospitalized once every six months for uncontrolled asthma.”

- Rahnee Williams, Multi-generational family

“I often see kids whose asthma will get exacerbated and they'll end up having asthma attacks and end up having to be seen more often. Whereas they may have been in better control for their asthma if they were staying somewhere where they had control over their, their living situation.

- Dr. Christine Ma, Pediatrician, Medical Director of UCSF Encore Medical Clinic

They create these temporary housing situations and they think that people are supposed to just accept the fact that they're under a roof. Um, and they may not have running water or they may not have proper ventilation. And I worked a lot with programs like Asthma Start that would advocate that, no, they can't move in here. This doesn't have proper ventilation, this has mold. It, it was definitely a fight. I wanted them to know that isolating and then being quiet about it isn't gonna help you get to where we are now in a house that is big enough for us that we can call home.

- Rahnee Williams, Multi-generational family

Chapter 18: Impacts & Political Will

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Define political will and its importance (Bloom: Define).
- Analyze the impact of trauma and instability on children (Bloom: Analyze).

Key Vocabulary:

Political will, Trauma

Essential Questions:

- What is “political will,” and why is it necessary to solve homelessness?
- How do trauma and instability affect children’s development?

Discussion/Fishbowl Prompts:

- Why do you think some solutions to homelessness are not implemented, even when resources exist?

SEL Focus:

Agency—believing in the power to create change.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

Write one action you think you or your community could take to build political will for housing justice.

*Transcription Follows

Chapter 18 - Impacts & Political Will [01:17:32:00-01:21:45:00]

It really affects children's ability to concentrate in school and, um, their mental health. And I know for even my son, he wouldn't walk. He didn't walk. I think it was like maybe 15 months. He didn't walk until we moved into mom's house. Um, we were staying at different hotels and if you know about children, they, they pull up first and then they try to take a step. They, you know, get fearful, kind of pause and then, you know, they learn. He wasn't able to do that because we didn't have a place to live. So it's, it's so essential for your children to get that basic start of just having shelter.

- Dominique Walker, Moms 4 Housing

Traumatic events can happen in a way that actually changes the cellular structure so that genes that normally would not be expressed get expressed. And when that happens, we're going to see expression of genes for depression, a tendency towards PTSD, post-traumatic stress disorder and other stress related disorders. So we understand the harm we do, the resources are a matter of prioritizing, but in this country that has so many resources, still we can't seem to muster the, um, the will.

- Dr. Tony Jackson, President, Black Psychologist Association

Five years ago when we first started doing street medicine, the vast majority of our patients did have a mental health condition plus substance abuse. The vast majority that is no longer the case. You will have a mental health condition and a substance use problem after living out there for a certain period of time. But there are a number of people who, um, were dumped out of our prisons when we decided prison overcrowding was a problem. Okay, that's good. We wanna decarcerate people, but then with no way to get a job because you created so many barriers to employment, these are structural issues that need to be addressed. And one thing that we will not do is normalize this.

- Dr. Noha Arboleta, CEO Roots Community Health Center

Just because you made a mistake doesn't mean you should be excluded from housing or once you're incarcerated and do your time, you shouldn't have to keep doing time or have barriers like housing because a lot of reasons for people being incarcerated come from not having housing or not having like, adequate things to take care of themselves. So, you know, the only thing that's gonna come from denying people housing, denying people rights is just more crime or so it's like, it's just the system feeding itself.

- John Cannon, LSPC Outreach Coordinator

I used to think that the system was broken, but I believe that it's designed to do exactly what it's doing, which is keeping masses poor, keeping people frustrated, because that keeps power concentrated in a few hands.

- Carroll Fife, Oakland Councilmember District 3

So you can't fix a machine if you don't know how the machine works because we have this dominant narrative that says that the conditions that people of color find themselves in are their fault. We even internalize that belief about ourselves because the history of why it was done and how it was done and by whom it was done and when and where it was done has been withheld. We made up a story about it and it's, it's a blame the victim story. Now we know that human beings develop themselves, their lives, their families. They, they make their choices, if you will, their life choices in context and relationship to the available opportunities. In other words, you can't choose something that's not available to you.

- Darlene Flynn, Director of Oakland's Department of Race and Equity

If we had the resources and the political will to tell the truth about history and why Black people are the majority of the population of homeless individuals in Alameda County, in the city of Oakland, then we can start to get to some answers. And I plan on doing that through legislation that I'm working on. But I also understand that legislation is not the silver bullet to address these issues. We need federal, state, county, and local answers about what's happening that looks like reparations, right? That looks like an acknowledgement of how municipalities and private industry and banks and insurance companies have created the conditions that we are experiencing today. It looks like how law enforcement has criminalized homelessness has criminalized poverty. So it takes an honest assessment and not divorcing the past from the present so that we can do something about it today.

- Carroll Fife, Oakland Councilmember District 3

Chapter 19: Reparations

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Define reparations and their potential impact (Bloom: Define).
- Evaluate the effectiveness of cash payments vs. structural change (Bloom: Evaluate).

Key Vocabulary:

Reparations, Racial wealth gap, Cash payments, Systemic change

Essential Questions:

- What are reparations, and how could they address the racial wealth gap?
- Why might cash payments alone not solve structural racism?

Discussion/Fishbowl Prompts:

- Should the federal government provide reparations for historical injustices? Why or why not?

SEL Focus:

Restorative justice—repairing harm and building equity.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

In one sentence, explain what reparations mean to you.

*Transcription Follows

Chapter 19 – Reparations [01:21:45:00-01:24:03:00]

None of the policies that we have can actually zero out the racial wealth gap aside from reparations. Dr. Darity at Duke, who is the leading expert on this topic, says, the only entity who can give reparations is the federal government. And so there's different harms to be remedied. Reparations is a very worthy policy goal.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

I believe it looks like funding education, funding, housing, funding, housing, funding, all of the things that we need to, to survive, not just one lump sum of money that doesn't change the systematic and structural things that keep us in the predicament that we're in. Those are the things that Reparation looks like to me.

- Dominique Walker, Moms 4 Housing

I think the larger challenge with Reparations is this; if structural racism is a set of interlocking and interconnected patterns across American society, interconnected markets, structures of housing, healthcare, delivery, so on and so forth, all these things, labor markets, then cash payments to zero out wealth disparities will not necessarily end those patterns, right? And in fact, within a few years or within a generation, while there may be a reduction in structural racism, it could continue to persist.

- Dr. Stephen Menendian, Director of Research, UCB Othering and Belonging

All I've ever known my whole life is survival. I've always been stuck in survival mode. I'm stable for the moment, but I feel like I'm always repeating the same cycle no matter how hard I try.

- Ericka Neely (Zha'riyia's mother)

I had to start all over and pick up the pieces. And so then when I moved to Oakland, I couldn't find anything because I had an eviction on my record. It was just this tumultuous relationship with housing. Researching, I found out how evictions impact Black women in the same way that mass incarceration impacts Black men. And then, you know, just trying to find housing with a child, it was hard. So a lot of the things that I learned about housing, I learned through my own personal experience. I've dealt with homelessness, I've dealt with evictions, I've dealt with landlords who were some slum lords who didn't supply heat or proper electricity and all of these things. So it became a mission of mine. Oakland really shaped me into who I am today.

- Carroll Fife, Oakland Councilmember District 3

Chapter 20: Homelessness Affects Us All!

Time: 1 class period

Standards:

- CCSS.ELA-LITERACY.RI.9-10.2
- CA HSS 11.11

Objectives:

- Explain how homelessness affects entire communities (Bloom: Explain).
- Reflect on the importance of collective action (Bloom: Reflect).

Key Vocabulary:

Power, Self-sufficiency, Community, Collective action

Essential Questions:

- How does homelessness affect everyone in a community, not just those who are unhoused?
- Why is collective action necessary to solve homelessness?

Discussion/Fishbowl Prompts:

- How can you use your power to make a difference in your community?

SEL Focus:

Hope—fostering optimism and agency.

Activities/Procedures:

1. Read/view transcript excerpts.
2. Case study analysis.
3. Small group discussion

Assessment/Exit Ticket:

Write a message of hope or encouragement for someone experiencing homelessness.

*Transcription Follows

Chapter 20 – Homelessness Affects Us All! [01:24:03:00-01:31:06:00]

“The most common way people give up their power is by thinking they don’t have any.”

- Alice Walker

“I am funny and smart. I'm cool and brave. I am pretty. I am always happy. I hope everybody gets a nice and warm house and stay safe. I feel bad for the homeless because they need to eat. I wonder how the houseless people get food. I hear a girl laugh at me because I am houseless. I want the world to know that being mean, this is not funny. I hope that people know it's very hard being houseless. I pretend that we have our own home. I play with my toys and watch TV to distract me. I understand that life is hard to survive. I am strong. I hope everybody gets a nice house.”

- Noriel (Ericka Neely’s daughter)

If I truly understand my African rootedness and the connection between you and I, the generations to come, the ancestors who are already here and all living force that are gonna draw upon that as I'm living this life that will help counter 'cause the more I see the fullness of who I am as an African person, the less I'm dealing with those demons.

- Dr. Theopia Jackson, Clinical Psychologist

So let's figure out how we take those practical strategies that, that are in our ancestral traditional memory and bring them to the current time. It is really an intentional strategy that we have to rescue and then replicate it and then apply it, interrogate our memory, and then imagine how we should be.

- Dr. Wade Nobles, Author, Psychologist, and Professor

What we did was brought a new face to homelessness. It looks like people who works two jobs, it looks like people with degrees. You just cannot afford to live here.

- Dominique Walker, Moms 4 Housing

Part of spiritual wellness is mental health wellness, that we can't pray certain things away, that the divine needs us to step into more than praying it away. The divine did give us a will.

- Dr. Theopia Jackson, Clinical Psychologist

Our way forward is creating a societal response to homelessness that is not about the individuals experiencing it but is about our society's failure to respond to this basic human need. And that can be motivating for everyone in our community because it doesn't just affect the person who is unhoused. Homelessness affects us all.

- Tomiquia Moss, CEO, All Home

When you have an opportunity of walking a family through their new apartment building after they've been perhaps homeless or in a less than quality unit, and you see that smile, that look of relief, that look of, oh my gosh, this is real. What a home provides, the stability, the safe place,

good health is there. It also supplies you an ability to be part of a larger community. And you see them now taking great pride in being able to say, this is my home and this is my community. That is what a home means for all of us. And it's extra special when you realize it's a home that you worked hard to make sure that it was accessible to a family whom otherwise might not have gotten on that waiting list or that the unit hadn't been produced because we weren't there to provide the subsidy for development. That is the why we do this work.

- Patricia Wells, Executive Director Oakland Housing Authority

We have established at least a candid part of the conversation about race and equity here in the city. And it requires that we recalibrate our thinking so that we can get the kind of outcomes that we are seeking about helping those that are most vulnerable in our community. It can't be adopted only at a local level. I need to get my county and my state also committed to equity in the same way, in the true way that equity works. That's the path forward. And I'm hopeful

- Latonda Simmons, Oakland's Assistant City Administrator & Temporary Homelessness Administrator

We're doing phenomenal work and really, really making a concerted effort to solve our individual problems. But collectively, I mean, we could really get to the heart of, of the thing that I think collectively all agencies want, which is for individuals to truly attain self-sufficiency. And we're not gonna do that independently. It really has to be the whole package to accomplish that.

- Natasha Paddock, Director of Homelessness, ALCO Housing & Community Development

If the old solutions weren't working, we need to stop doing that. And we need to try something different. And we need to invest in the people, we need to invest in the community, and we need to have solutions that are led by the community and that is doable. I think that we're living proof that, that that is doable and that's what makes me hopeful.

- Dr. Noha Arboleta, CEO Roots Community Health Center

Mandela is a station has been really a product of a lot of community engagement and it, it's ongoing engagement. It doesn't stop, you know, when you get your planning approval. It doesn't stop when you start construction. It doesn't stop when you turn the building over. Greater group think intelligence is always a good thing and those things give me hope.

- Alan Dones, Managing Partner SUDA Affordable Housing Developer

It is not about taking how we understand psychology today and adapting it for that group or creating an alternate one of, no, no, no, no. It is. Pull up the table. Western psychology, Eurocentric psychology has a seat at the table, but Black psychology, Indian psychology, native American, all of 'em sit at the table as well too. My science is just as good as your science.

- Dr. Theopia Jackson, Clinical Psychologist

Every child deserves a safe and stable home. And I hope that our society recognizes that not only is that a right, but it's also an essential and important piece to helping our community be the healthiest and strongest community that we can be. Having a living wage is a part of that. Having affordable housing, I think all of that is important.

- Dr. Christine Ma, Pediatrician, Medical Director of UCSF Encore Medical Clinic

I think it's important for us to first believe that homelessness is solvable. That gives us a baseline to fight together for that movement of creating a society where we are all pushing for housing as a basic need. So when resources become available, we first evaluate what's our housing goals. If we were able to make those kinds of commitments over the next generation, then homelessness will become what we believe it should be, which is rare, brief, and non-recurring.

- Tomiquia Moss, CEO, All Home

It's really about whether or not we wanna believe the story that we've been told about what is possible or whether or not we wanna write our own story. We are the people who are here now we're up to bat. What are we gonna do about it? It motivates us to challenge ourselves to write a different page of history. So when they look back on us on our time here, they can say, this was a movement time. This was a time when people stood up. This was a time when people tried to make it right. So political will is up to us, not us alone, but from us. If we don't fight for it, we won't have it. But if we do fight for it, we can.

- Darlene Flynn, Director of Oakland's Department of Race and Equity

Projects: Mini Units (4) & Culminating

Mini-Unit 1 (Ch. 1–5):

***SEL Focus:** Empathy mapping—students reflect on how these factors might feel if experienced personally.

Choice 1: *"Tracing the Roots of Homelessness"*

- **Task:** Students create a visual timeline or map tracing the historical, social, and economic factors leading to homelessness in Oakland/East Bay, using personal stories and anecdotes from the film.
- **Product:** Poster, digital timeline, or infographic.

Choice 2: "Stories of Displacement"

- **Task:** Students compose letters, narrative piece, or zine from the perspective of youth or families experiencing housing insecurity.
- **Product:** Student writing samples for public display
*Alternative: A 3-5 minute podcast, photo essay, or video diary

Mini-Unit 2 (Ch. 6–10):

***SEL Focus:** Perspective-taking—students role-play as policymakers, advocates, or affected families.

Choice 1: "Policy & Power: Who Decides?"

- **Task:** Students research and present on a local, state, or federal policy affecting homelessness, then propose a change or new policy.
- **Product:** Policy brief and presentation.

Choice 2: "Mapping Injustice: Barriers & Bridges: Interactive Policy Map"

- **Task:** Use GIS tools or historical redlining maps to overlay current housing patterns in the Bay Area.

Product: Infographic or digital map showing policy impacts and proposals

Mini-Unit 3 (Ch. 11–15):

***SEL Focus:** Self-expression and resilience—students explore their own identities and strengths.

Choice 1: "Public Testimony Simulation: Advocacy in Action"

- **Task:** Students role-play a city council meeting proposing solutions to local housing shortages.
- **Product:** Campaign with posters, op-eds, and PSAs

Choice 2: "Storytelling for Change"

- **Task:** Students write and perform a monologue, poem, or short story inspired by a character or theme from the film.

- **Product:** Performance or video recording.

Mini-Project (Ch. 16-20):

***SEL Focus:** Collaboration and agency—students reflect on their power to effect change.

Choice 1: “Future Builders”

- **Task:** Students record personal video PSAs on what affordable housing means in their lives or communities.
- **Product:** Housing redesign plan with visuals and rationale

Choice 2: "Community Solutions Lab"

- **Task:** In groups, students design a community-based initiative to address one aspect of homelessness (e.g., health, education, housing, mental wellness).
- **Product:** Project proposal, model, or campaign (could be a website, social media plan, or physical prototype).

Culminating Project

Title: *A “Rising” Response: My Role in the Solution – An Action & Advocacy Portfolio*

Prompt: Create a comprehensive advocacy project tied to at least 3 film themes - connecting across all 20 chapters

Description: Students synthesize their learning by creating a comprehensive portfolio that demonstrates understanding, analysis, and creative problem-solving regarding homelessness in their community.

Objectives:

- Offer students real-world problem-solving: affordable housing, mental health services
- Enhance cross-disciplinary inquiry: policy, history, personal narratives
- Develop a public product: city council simulations, advocacy campaigns
- Provide ample student voice & choice in culminating assessments

Format Options: Public art, podcast, documentary, education toolkit, policy campaign

1. Civic Action Campaign

- **Task:** Propose and plan a school- or community-wide homelessness awareness week or initiative with realistic, actionable steps to take.
- **Skills:** Evaluation, synthesis, civic literacy, interpersonal intelligence

2. Multimedia Oral History Archive
 - *Task:* Create a digital collection (audio, video, transcript) of interviews with advocates, service workers, or local residents.
 - *Skills:* Research, linguistic, interpersonal, and visual-spatial intelligences
 3. Policy Proposal & Legislative Advocacy Plan
 - *Task:* Draft a realistic, equity-centered policy brief targeting a specific housing issue (e.g., zoning, eviction protections).
 - *Skills:* Critical thinking, writing, logical-mathematical, civic knowledge
 4. Interactive Museum Exhibit
 - *Task:* Curate a walk-through, classroom-based “museum” with student-built installations depicting causes, effects, and solutions to homelessness.
 - *Skills:* Bodily-kinesthetic, spatial, social, research, analysis
 5. Research Portfolio
 - *Task:* Analyze root causes, barriers, and solutions to homelessness, referencing film chapters and outside sources.
 - *Skills:* Critical thinking, writing, logical-mathematical, civic knowledge
 6. Creative Expression and Engagement:
 - *Task:* After interviewing three people (a) local advocate, (b) service provider, and (c) person with lived experience (research is allowable when no interviews are feasible), create an original poem, piece of artwork, or digital story inspired by the film.
 - *Skills:* Evaluation, synthesis, civic literacy, interpersonal intelligence
-

Supplemental Teaching Guidance & Materials

I. Overview

Film Background

A Rising Tide (2023) is a powerful documentary that sheds light on homelessness in Oakland and the East Bay Area through firsthand narratives and systemic analysis. Divided into 20 short chapters, it features residents, advocates, and public officials grappling with the human and structural costs of housing insecurity.

Learning Objectives

- Understand the root causes of homelessness in the Bay Area.
- Analyze how race, policy, economics, and identity intersect with housing access.
- Build empathy and critical thinking through discussion and project-based learning.
- Engage in civic learning through reflection, research, and advocacy.

Rationale

This curriculum can support CA History-Social Science and Common Core standards while offering students a lens into a critical local and national issue. It fosters student voice, interdisciplinary thinking, and emotional intelligence.

II. Procedural Instructions

Step-by-Step Facilitation Guide

1. **Preview**
 - Introduce the film's topic and themes with discussion or anticipation guide.
2. **Watch Chapter (5–8 mins)**
 - Use active viewing techniques (vocab focus, quote highlighting, guided questions).
3. **Discuss**
 - Use provided essential questions and prompts. Encourage journaling or fishbowl dialogue.
4. **Complete Organizer**
 - Students complete a graphic organizer tailored to the chapter.
5. **Exit Ticket or Quick Write**
 - Use daily reflective questions or applications.
6. **Weekly/Mini Project**
 - Every 5 chapters, students work on their designated project (e.g., audio story, advocacy poster).
7. **Culminating Project**
 - Students choose a pathway for a grand final project that synthesizes learning.

III. Discussion Facilitation Tips

- **Handling Sensitive Topics**
 - Set ground rules and agreements around confidentiality, respect, and opt-out policies.
 - Provide optional private journaling as an alternative to verbal sharing.
- **Trauma-Informed Practices**
 - Allow for pauses, breaks, and emotional check-ins.
 - Normalize emotional reactions and provide space for processing.
 - Remind students that this is a learning space, not a place of judgment.

IV. Resource List

East Bay Area Housing & Advocacy Organizations

- *East Oakland Collective*: Housing equity & economic empowerment.
- *EveryOne Home*: Alameda County collaborative focused on ending homelessness.
- *Youth Spirit Artworks*: Empowering unhoused youth through art & job training.
- *Berkeley Food & Housing Project*: Supportive services and transitional housing.
- *Root & Rebound*: Legal advocacy for formerly incarcerated individuals.
- *Homeless Action Center*: Free legal help for public benefits & housing access.

Further Reading & Media

- *Evicted* by Matthew Desmond
- *Golden Gates* by Conor Dougherty
- Articles from *Street Spirit*, *The Oaklandside*, and *Berkeleyside*

V. Resources for Guiding Student Work

*On the subsequent pages, one can find the following devices and exemplars to aid learners

- Guided Notes – to help learners capture or curate annotations and noteworthy concepts
- Mini Project Planning Page – to assist learners manage time, materials and process
- Mini Project Checklists and Feedback – to raise learners' executive thinking
- Rubric 1 & Rubric 2 – to facilitate instructor and learner assessment and engagement
- SEL Reflection Page – to elevate student awareness of self and others

Student: _____

Guided Notes

Chapter ____: _____

- Key Vocabulary: _____

- Notable Quote: _____

- Essential Question: _____

- Notes/Ideas: _____

- Reflection: _____

Student: _____

Mini Project Planning Page

Project Title: _____

- What is the issue I'm addressing? _____

- Who is affected? _____

- What story or data will I include? _____

- Medium: Poster Audio Article Digital Tool Other: _____

- Tasks & Timeline: _____
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

- Peer/Teacher Feedback: _____

Student: _____

Mini Project Checklist and Feedback

Mini Project Self-Assessment Checklist

- I identified a compelling issue or question.
- I used vocabulary and concepts from the film.
- My project includes real voices, data, or artistic interpretation.
- I revised my work after feedback.
- I included a clear call to action or takeaway.

*Approach three (3) peers to receive feedback – allow them to write on this form.

Peer Feedback 1

- One thing I liked: _____
- One question I have: _____
- One suggestion: _____

Peer Feedback 2

- One thing I liked: _____
- One question I have: _____
- One suggestion: _____

Peer Feedback 3

- One thing I liked: _____
- One question I have: _____
- One suggestion: _____

Rubric 1 – Mini Project

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Developing	1 - Beginning
Depth of Analysis	Demonstrates outstanding insight into social, historical, and emotional factors	Adequately analyzes causes and effects with some depth	Shows basic understanding; lacks depth or personal interpretation	Little or no understanding of root causes presented
Relevance to Film	Draws powerfully on specific people, quotes, or themes from the film	Includes multiple accurate references to the film's content	Limited references to film; may lack accuracy or clarity	No clear connection to <i>A Rising Tide</i>
Creativity & Voice	Original, compelling expression using rich voice, visuals, or emotion	Creative and clear; uses voice effectively	Some creativity evident; voice is inconsistent	Work lacks voice, imagination, or originality
Clarity & Organization	Project is clearly structured, well-executed, and easy to follow	Generally clear and well-organized	Some organization present; needs more structure	Disorganized or confusing layout
Reflection/Empathy	Demonstrates deep empathy and thoughtful engagement with experiences of the unhoused	Shows clear emotional understanding of issues	Minimal reflection; surface-level emotional insight	No empathy or personal reflection evident

Rubric 2 – Mini Project

Category	4 - Exceeds Expectations	3 - Meets Expectations	2 - Developing	1 - Beginning
Depth of Analysis	Demonstrates nuanced understanding of policy systems and their social impact	Explains the policy clearly and its effects with some critical insight	Limited understanding of the policy's depth and implications	Inaccurate or superficial treatment of the topic
Relevance to Film	Strong, consistent ties to specific chapters and personal narratives from the film	Clear references to the film's content and chapter themes	Some reference to film; may lack depth or context	Minimal or no connection to <i>A Rising Tide</i>
Creativity & Voice	Policy ideas or maps are highly original, well-argued, and visually/verbally compelling	Ideas are thoughtful and presented clearly	Project has a clear structure but lacks originality	Weak execution or lacks creative thought
Clarity & Organization	Project is well-formatted with excellent logical flow and visual/structural polish	Project is organized and understandable	Organization is inconsistent or confusing in parts	Poor organization hinders comprehension
Reflection/Empathy	Demonstrates strong awareness of impacted populations and policy consequences	Reflects on perspectives of affected individuals or groups	Reflection is minimal or overly general	No reflection or awareness of human impact

Sources & Further Reading

Chapter 2

Solomon, Molly. “We’re Not Leaving Homeless Mom Says.” California Report. KQED. January 10, 2020. <https://www.kqed.org/news/11795419/judge-orders-homeless-mothers-to-leave-oakland-home>.

Chapter 3

Lathan, Nadia. “50 years after being outlawed, redlining still drives neighborhood health inequities.” UC Berkeley Public Health. September 28, 2023 <https://www.universityofcalifornia.edu/news/50-years-after-being-outlawed-redlining-still-drives-neighborhood-health-inequities>.

Map of Native American Reservations in the United States. n.d. <https://digitalhorizonsonline.org/digital/collection/uw-ndshts/id/2329>.

Redlining Map of Oakland. n.d. <https://dsl.richmond.edu/panorama/redlining/map/CA/Oakland/context#loc=11/37.8099/-122.2263>.

Chapter 7

“Home Together Plan.” Alameda County Housing and Homelessness Services. n.d. https://homelessness.acgov.org/reports.page?#home_together.

“Racial Equity Report.” EveryOne Home. n.d. <https://everyonehome.org/centering-racial-equity/>.

Chapter 8

Miller, Nick. “City of Oakland ‘Bulldozer’ Hit a Homeless Man while He Was Sleeping in a Tent.” *East Bay Express*. 1 June 2017. <https://eastbayexpress.com/city-of-oakland-bulldozer-hit-a-homeless-man-while-he-was-sleeping-in-a-tent-2-1/>.

Chapter 10

Eaton, Sabrina. “HUD Secretary Marcia Fudge to Address Black Homeownership Event in Cleveland on Friday.” Cleveland.com. Jun. 16, 2021. <https://www.cleveland.com/open/2021/06/hud-secretary-marcia-fudge-to-address-black-homeownership-event-in-cleveland-on-friday.html>.

Squires, Camille. “The US’s Top Housing Authority Just Declared Housing a Human Right.” *Quartz*. March 23, 2022. <https://qz.com/2145610/us-hud-secretary-marcia-fudge-just-declared-housing-a-human-right>.

Chapter 13

“APA Apologizes for Longstanding Contributions to Systemic Racism.” American Psychological Association. October 29, 2021. <https://www.apa.org/news/press/releases/2021/10/apology-systemic-racism>.

“APA's Apology to Black, Indigenous and People of Color for Its Support of Structural Racism in Psychiatry.” American Psychiatric Association. January 18, 2021. <https://www.psychiatry.org/news-room/apa-apology-for-its-support-of-structural-racism>.

Auguste, Evan, Wade Nobles and Daryl Rowe. “Why the APA's Apology for Promoting White Supremacy Falls Short.” *NBC News - Think*. Nov. 21, 2021. <https://www.nbcnews.com/think/opinion/why-apa-s-apology-promoting-white-supremacy-falls-short-ncna1284229>.

Steven M. Gillon. “Why the 1967 Kerner Report on Urban Riots Suppressed Its Own Expert Findings.” *History.com*. June 8, 2018. <https://www.history.com/articles/race-riots-kerner-commission-findings-suppressed-lbj>.

Chapter 14

“Point in Time Count.” Alameda County Housing and Homelessness Services. 2022. <https://homelessness.acgov.org/data.page>.

Burr, Julie, ed. “2022 Alameda County Homeless Count and Survey Comprehensive Report.” Applied Survey Research (ASR). n.d. https://homelessness.acgov.org/homelessness-assets/docs/reports/2022-Alameda-County-PIT-Report_9.22.22-FINAL-3.pdf.

Chapter 15

Goodman, Ruth. “Bulldozing the Poor.” *The Flatlands*. Vol. 1, No. 2. March 26, 1966. https://library.ucsd.edu/dc/object/bb55379402/2_1.pdf.

Hoene, Chris and Scott Graves. “California State and County Governments Spend More Than \$20 Billion Annually on Incarceration and Responding to Crime.” California Budget and Policy Center. October 2016. https://calbudgetcenter.org/app/uploads/Fact-Sheet_State-and-County-Spending-Over-20B_10.25.16.pdf.

Chapter 16

Acosta, Sonya, Anna Bailey, and Peggy Bailey. “Extend CARES Act Eviction Moratorium, Combine with Rental Assistance to Promote Housing Stability.” Center on Budget and Policy Priorities. July 27, 2020. <https://www.cbpp.org/sites/default/files/atoms/files/7-24-20hous.pdf>.

Burns, Kalee, Liana Fox, and Danielle Wilson. “Expansions to Child Tax Credit Contributed to 46% Decline in Child Poverty Since 2020.” United States Census Bureau. September 13, 2022. <https://www.census.gov/library/stories/2022/09/record-drop-in-child-poverty.html>.

Johnston, Ian. “Being Poor Can Change Your Genes and Increase Your Chances of Depression.” *Independent*. May 24, 2016. <https://www.independent.co.uk/news/science/depression-anxiety-genes-epigenetic-changes-dna-poverty-a7047201.html>.

Reardon, Sarah. “Poverty Linked to Epigenetic Change and Mental Illness.” *Nature*. May 24, 2016. <https://www.nature.com/articles/nature.2016.19972>.

Chapter 17

“Asthma Start.” Alameda County Public Health Department. www.acphd.org/asthma.

Lartey, Jamiles. “Median Wealth of Black Americans 'Will Fall to Zero by 2053', Warns New Report” *The Guardian*. September 13, 2017. <https://www.theguardian.com/inequality/2017/sep/13/median-wealth-of-black-americans-will-fall-to-zero-by-2053-warns-new-report>.

Samuel, Beverly C., ed. “Everyone Deserves a Safe and Healthy Home.” Department of Housing and Urban Development. September 30, 2016. https://ptfcehs.niehs.nih.gov/sites/niehs-ptfceh/files/activities/assets/files/everyone_deserves_a_safe_and_healthy_home_stakeholder_guide_508.pdf.

Sherman, Erik. “Median Wealth of Black and Latino Families Could Hit Zero by the Middle of the Century.” September 11, 2017. <https://www.forbes.com/sites/eriksherman/2017/09/11/median-wealth-of-black-and-latino-families-could-hit-zero-before-the-centurys-end/>.

Tierney, Abigail. “Wages and Salaries in the US.” *Statista*. July 2025. <https://www.statista.com/topics/789/wages-and-salary/>.

Chapter 19

Bey, Jamila. “Economist Says Reparations to Black Americans Would Total \$13 to \$14 Trillion.” *BET.com*. January 13, 2023. <https://www.bet.com/article/k3251o/economist-says-reparations-to-black-americans-would-total-13-to-14-trillion>.

Carrazana, Chabeli and Ko Bragg. “Americans Were Told to Stay Home. Black Women Are Most at Risk of Losing Theirs.” *The 19th*. December 21, 2020. <http://19thnews.org/2020/12/eviction-moratorium-black-women-housing/>.

King, Noel and Lisa Weiner. “‘From Here to Equality’ Author Makes A Case, And A Plan, For Reparations.” *Morning Edition*. NPR. June 17, 2020. <https://www.npr.org/2020/06/17/879041052/william-darity-jr-discusses-reparations-racial-equality-in-his-new-book>.

Solomon, Molly and Erin Baldassari. “Why Black Women Are More Likely to Face Eviction.” *Sold Out - KQED*. February 21, 2022. <https://www.kqed.org/news/11905386/why-black-women-are-more-likely-to-face-eviction>.