Module 6 - Framing Diversity, Equity, and Inclusion with Iconic Michigan

Rationale: DEI education is often framed through a deficit-based lens, focusing on the systems that create inequalities. However, it is equally important to highlight the strengths and contributions of historically marginalized communities. By recognizing, engaging with, and producing creative work from these communities, we can broaden perspectives and enrich the educational experience.

Standards Alignment | Grades 5–12

Michigan English Language Arts

- **RI.5.6–RI.8.6; RI.9-10.6; RI.11-12.6:** Analyze an author's point of view or purpose and how it influences the presentation of information.
- **W.5.7–W.8.7; W.9-10.7; W.11-12.7:** Conduct research to investigate questions and develop understanding.

Michigan Social Studies

- **P2.4 (Grades 6–8):** Analyze issues using multiple sources and perspectives.

ISTE Standards for Students

- **1.3.b – Knowledge Constructor:** Evaluate the accuracy, bias, origin, and relevance of digital information.
- **1.3.d – Knowledge Constructor:** Explore real-world issues and build knowledge through authentic learning experiences.

Connection to Iconic Michigan: The Iconic Michigan project was born from the observation that any icons or locations specific to Michigan are absent from the series' first season. We believe Michigan is one of the nation's most culturally diverse, ecologically interesting, and historically significant states and should be recognized as such!

Media Literacy Connection: What values, lifestyles, and points of view are represented in or omitted from this message?

The stories we tell help shape how people and communities are understood. By examining whose voices and experiences are included, whose are missing, and how different communities are represented, educators and students can identify gaps in familiar narratives and create media that elevates perspectives, experiences, and contributions that have often been overlooked.

Watch this short documentary from *Iconic America - The Red Sox and Diversity* - https://tinyurl.com/4cfwv2k3

- Whose point of view is included?
- Whose point of view is omitted?

- Notice the different stories that are told in this short documentary.

Additional Resources from Student Reporting Labs
1. Shifting the Frame — https://tinyurl.com/4s8zkzmj - Examines story framing and helps generate perspectives and story ideas that might otherwise be missed.

2. Is Pop Culture Inclusive? — https://tinyurl.com/5fncs2np - Uses interviews to examine identity, representation, stereotypes and inclusive storytelling.

Reflection:
1. In what ways do you elevate untold stories in your classroom setting?

Possible Answer: I elevate untold stories by integrating diverse voices and perspectives into the curriculum, particularly those from historically marginalized communities. I especially like to encourage students to reflect on literature or create art and media that reflect their cultural experiences.

2. What is an untold story in your community that focuses on a historically marginalized community?

Possible Answer: Answers will vary.