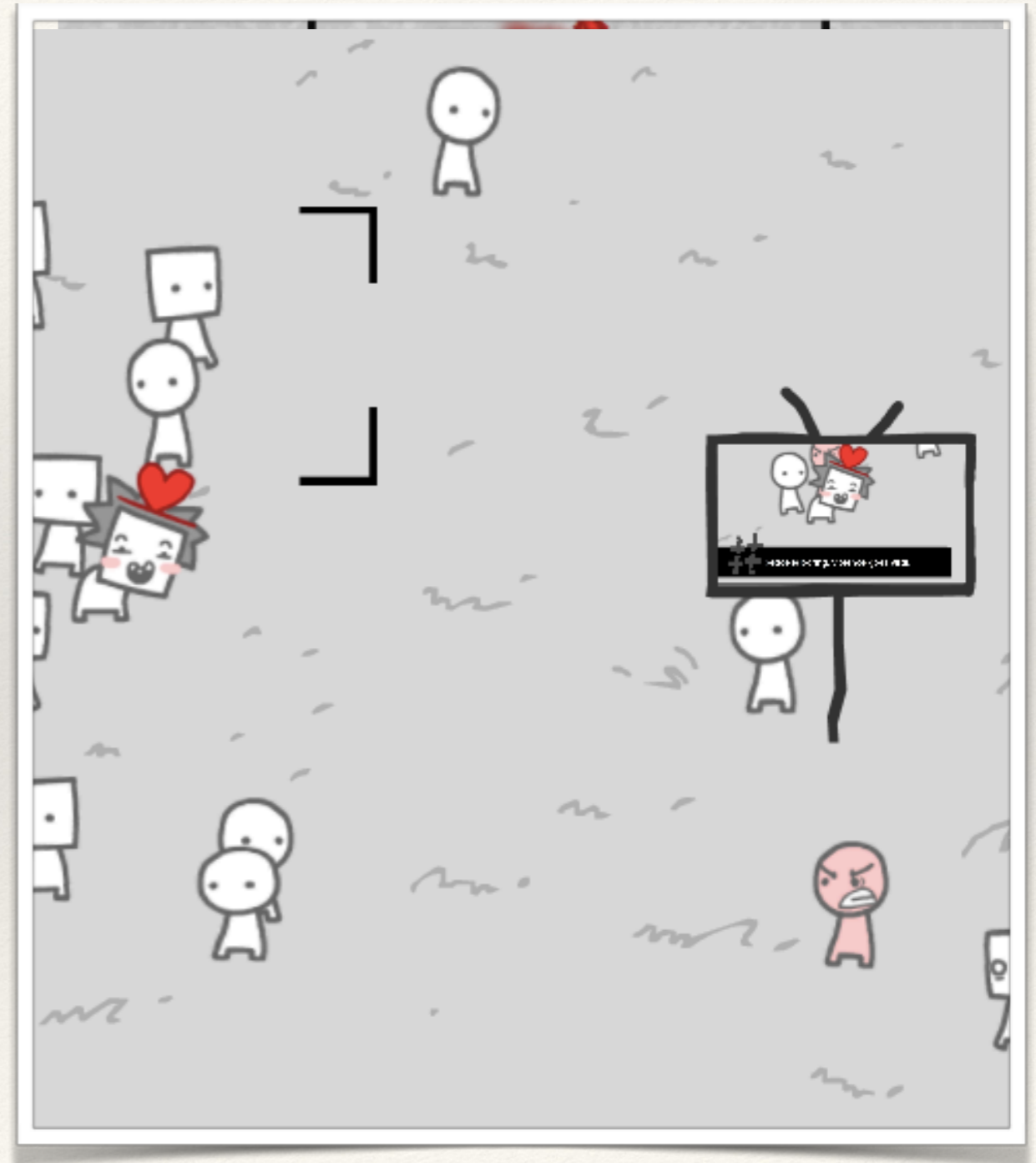

Identity and Systems

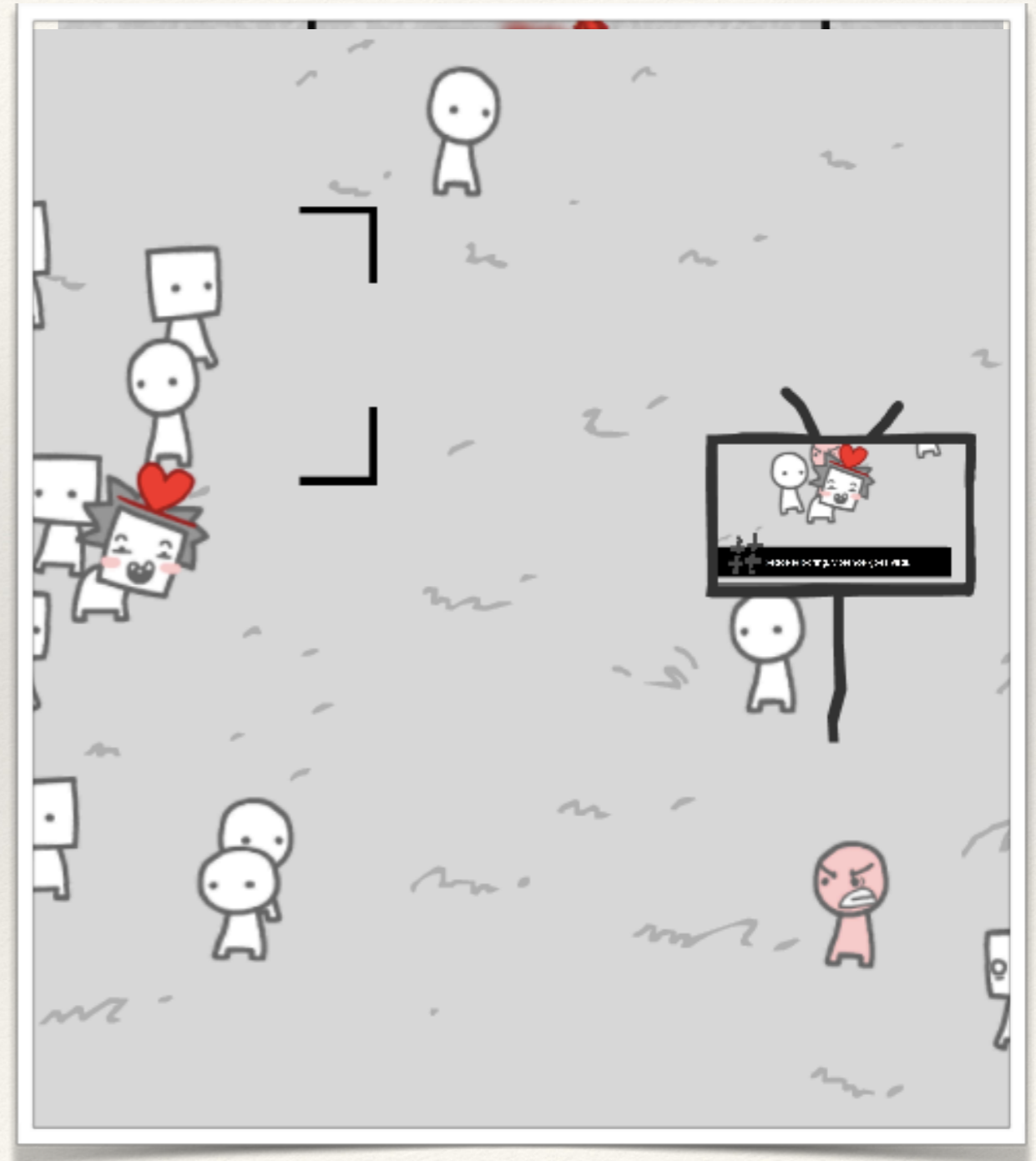
Systems Thinking & Race

We become what we behold



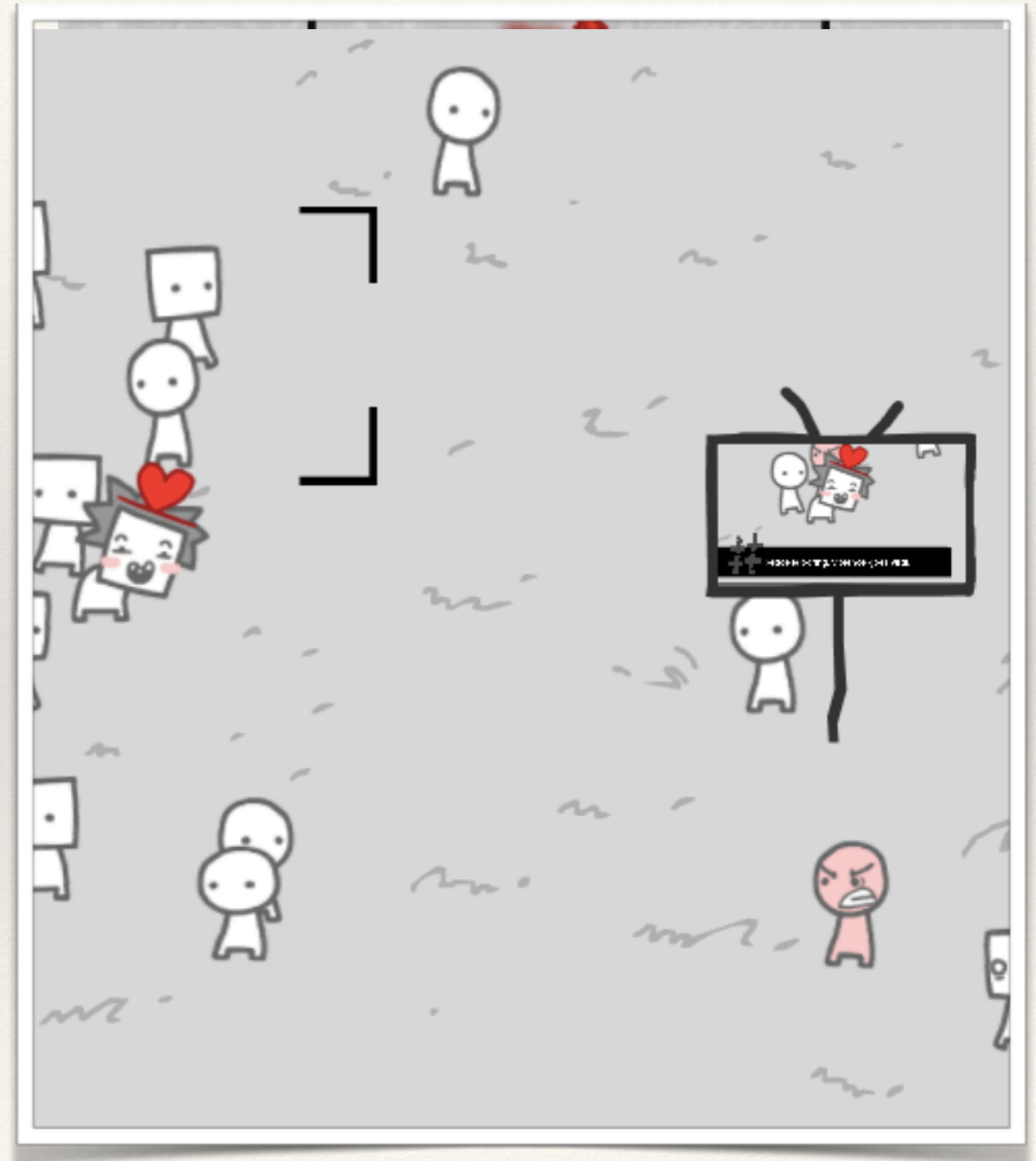
We become what we behold

- ❖ What did you think of the game?



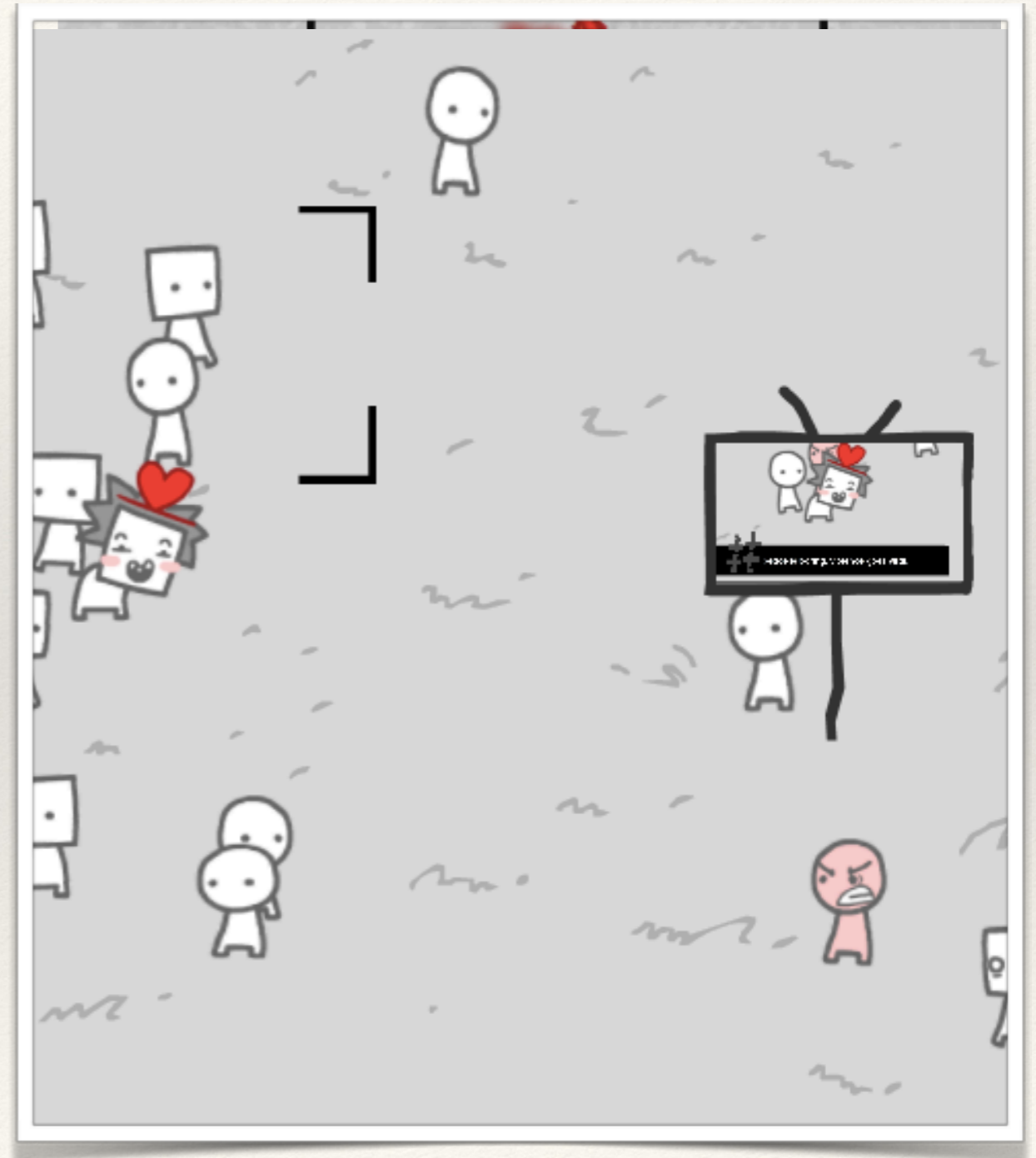
We become what we behold

- ❖ What did you think of the game?
- ❖ From a systems thinking perspective, what aspects of the game didn't make sense for you?



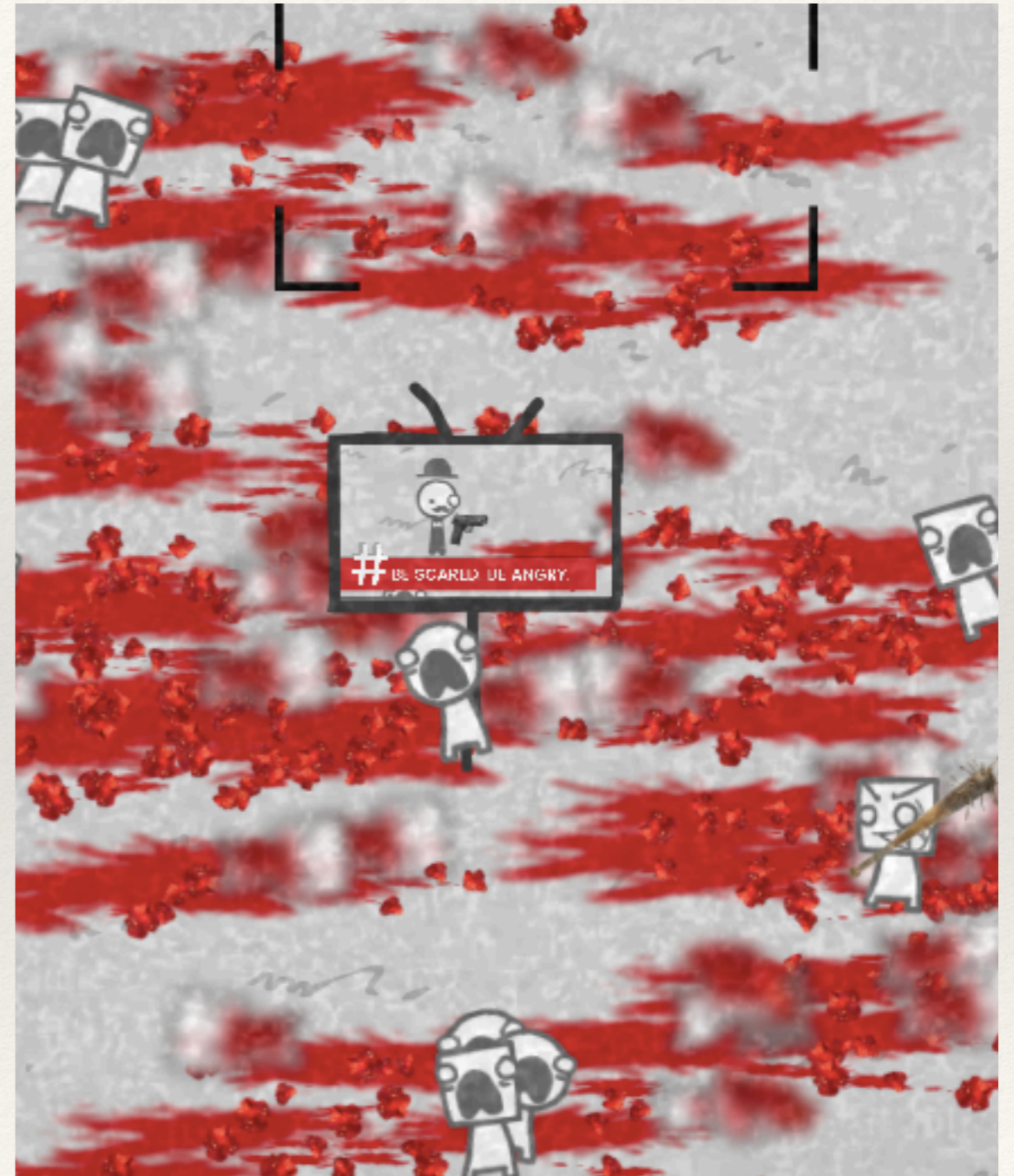
We become what we behold

- ❖ What did you think of the game?
- ❖ From a systems thinking perspective, what aspects of the game didn't make sense for you?
- ❖ Are there themes in the reading that you see in this game?

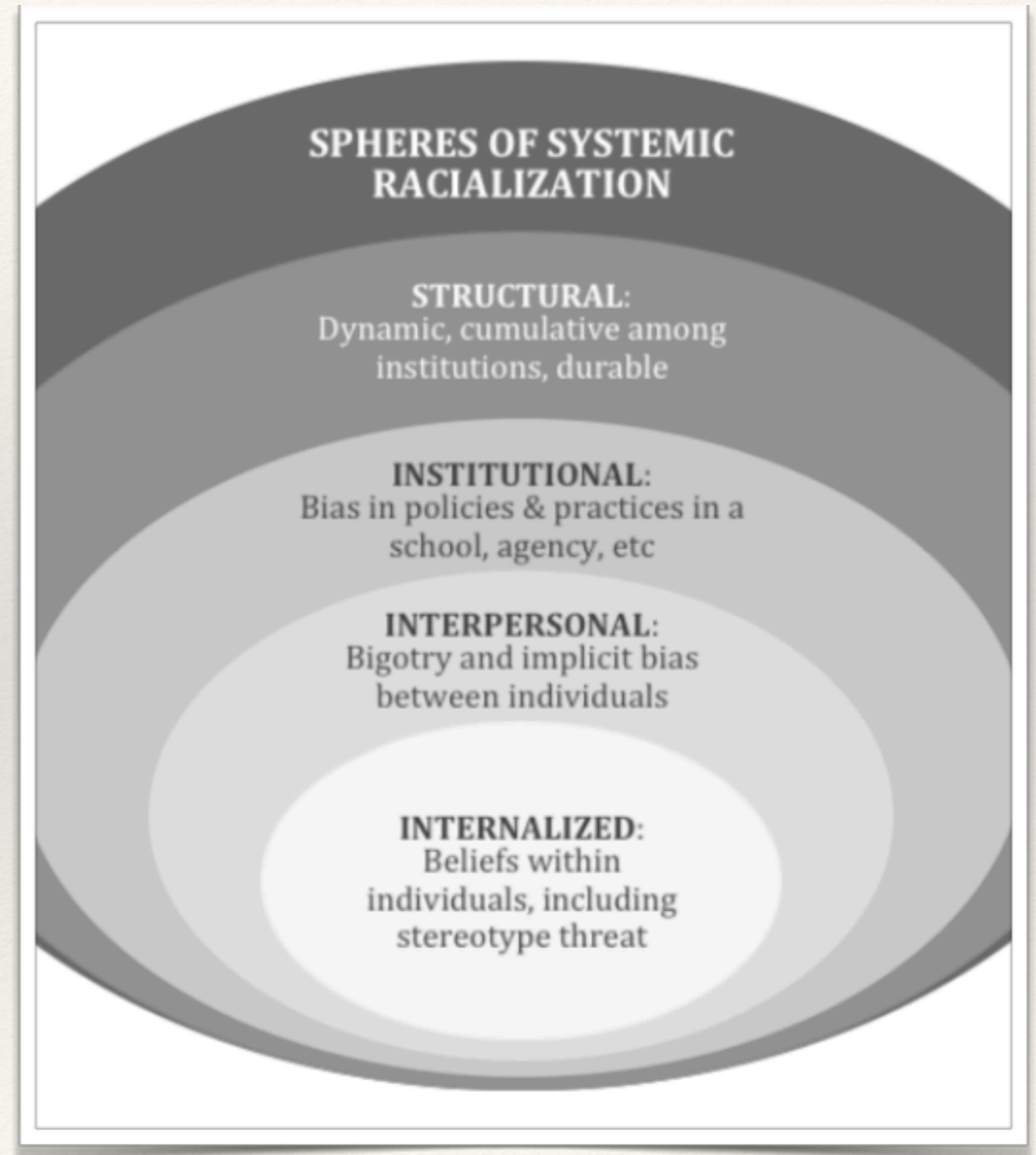


We become what we behold

- ❖ What did you think of the game?
- ❖ From a systems thinking perspective, what aspects of the game didn't make sense for you?
- ❖ Are there themes in the reading that you see in this game?

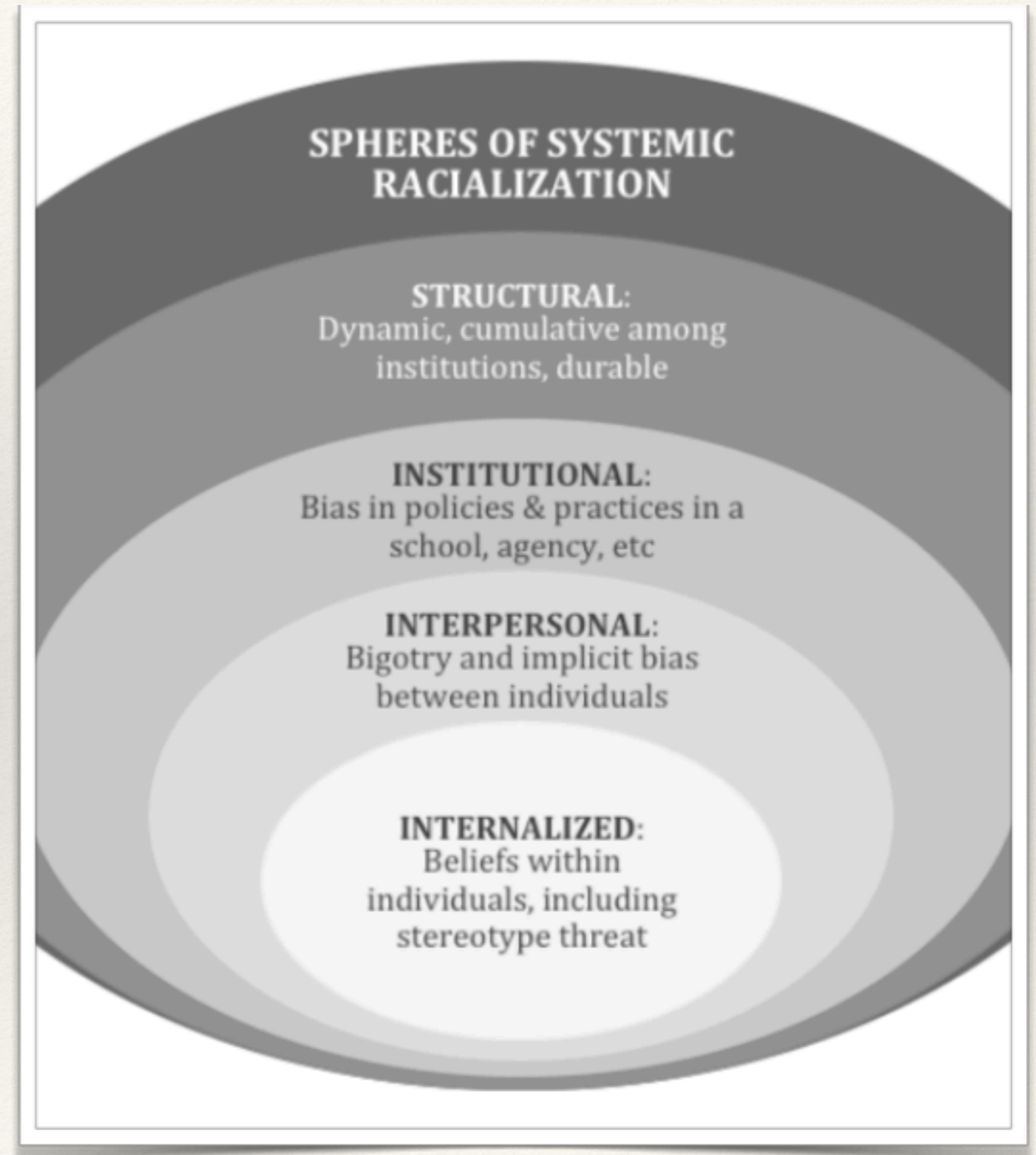


Systems Thinking & Race



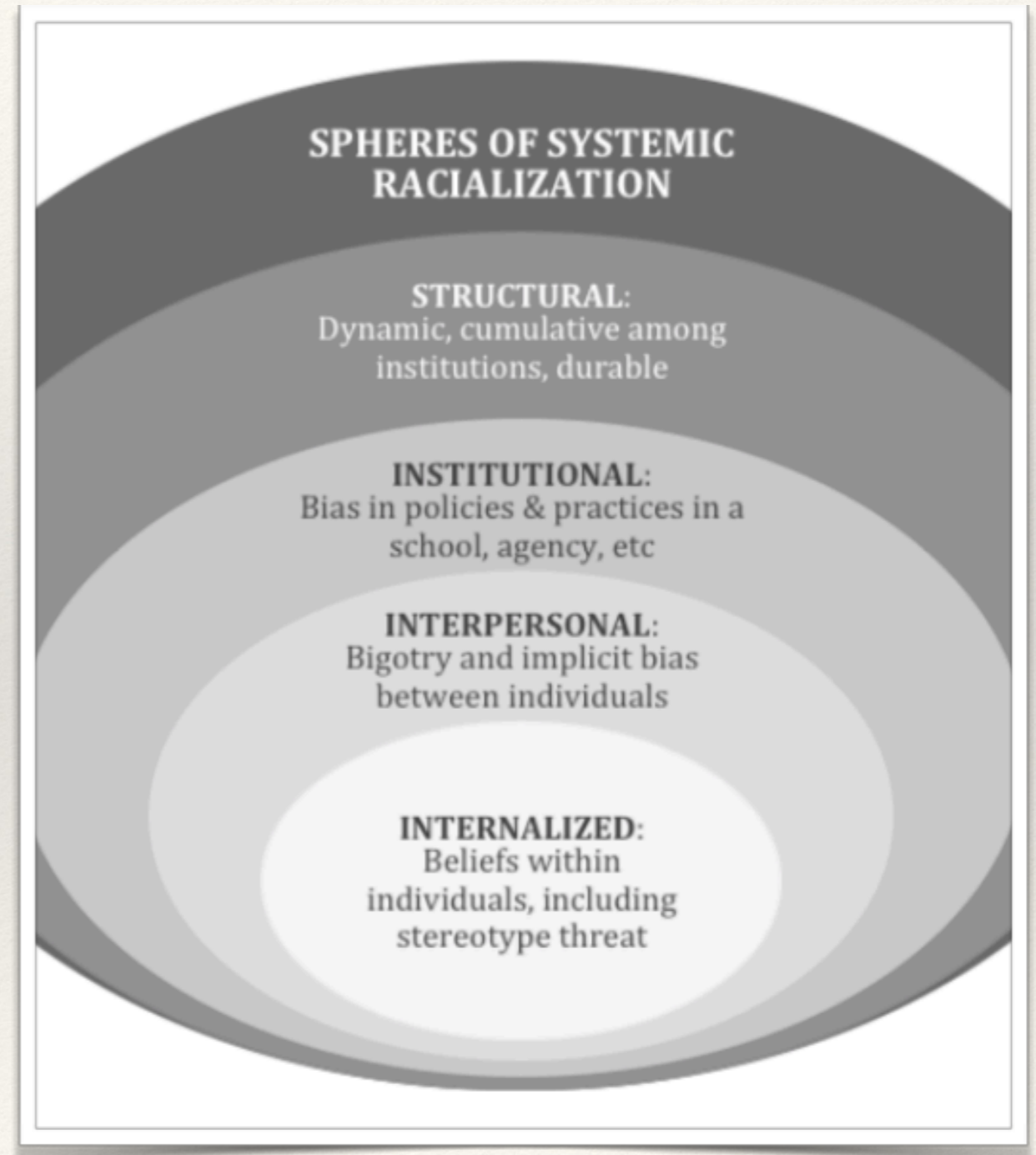
Systems Thinking & Race

- ❖ What are some of the system parts and relationships discussed in this report?



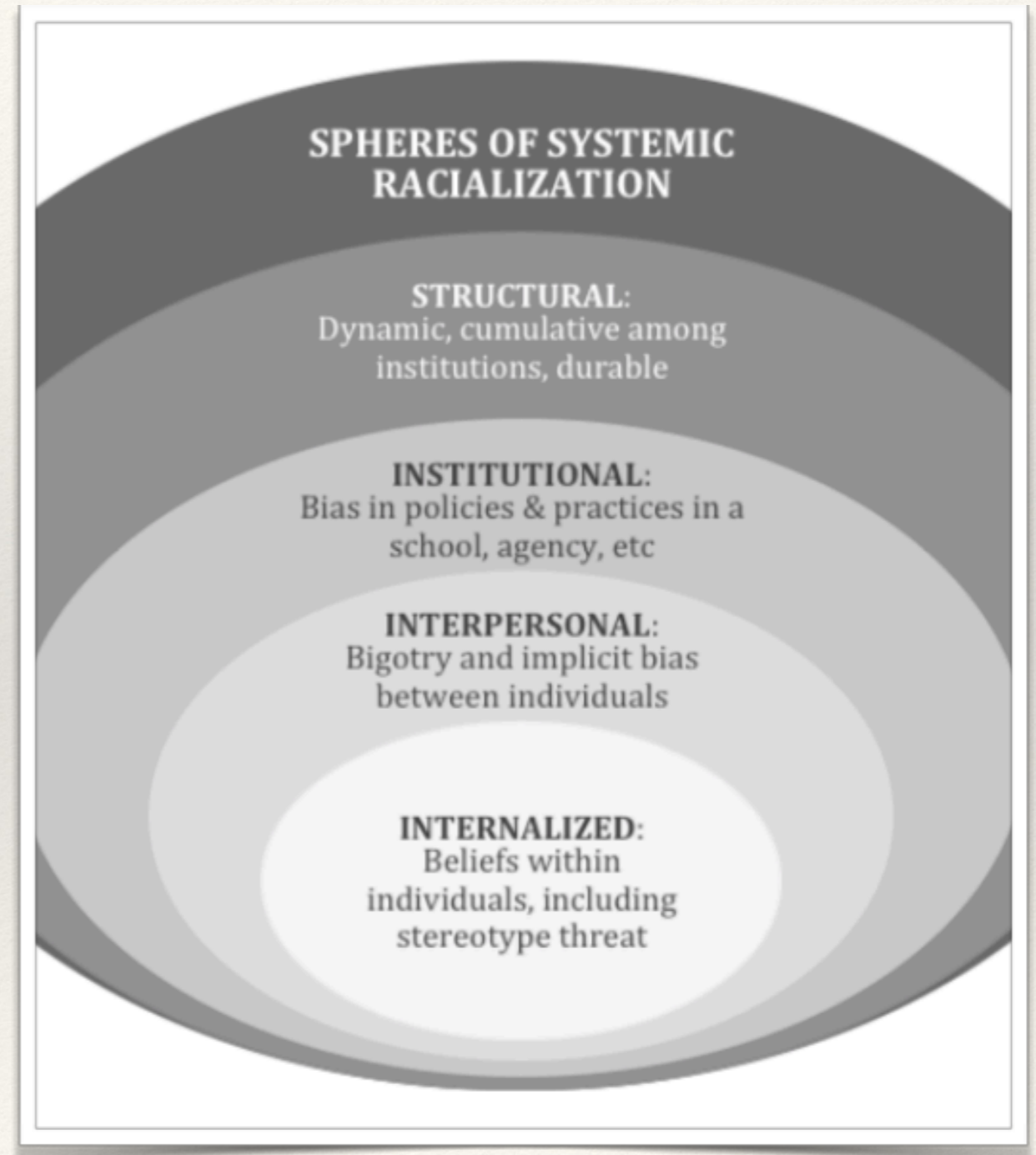
Systems Thinking & Race

- ❖ What are some of the system parts and relationships discussed in this report?
- ❖ Do you think “systems thinking” can improve racial understanding?



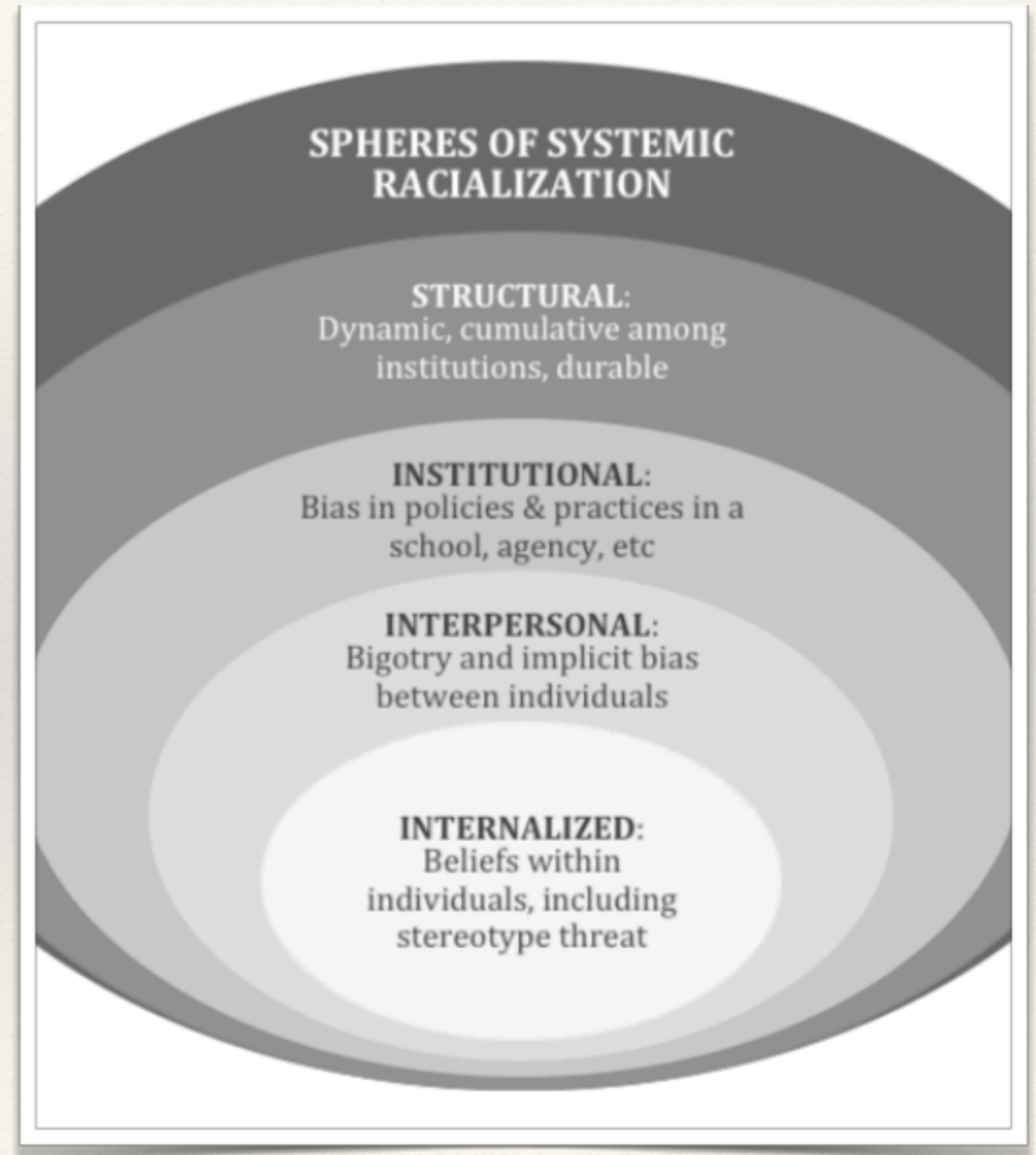
Systems Thinking & Race

- ❖ What are some of the system parts and relationships discussed in this report?
- ❖ Do you think “systems thinking” can improve racial understanding?
- ❖ Are there any parts of this report that particularly stood out to you?



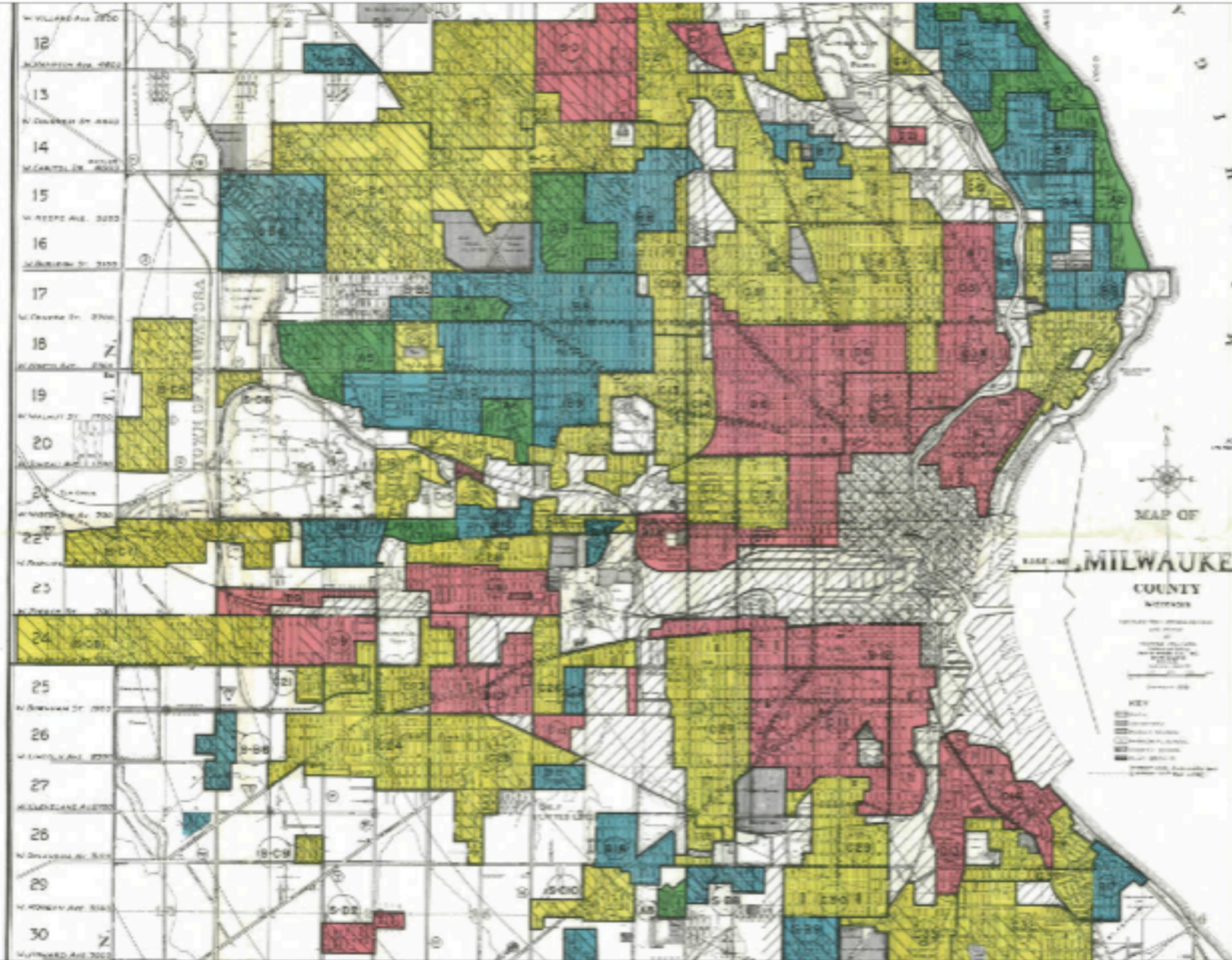
Systems Thinking & Race

- ❖ What are some of the system parts and relationships discussed in this report?
- ❖ Do you think “systems thinking” can improve racial understanding?
- ❖ Are there any parts of this report that particularly stood out to you?
- ❖ Describing vs. intervening



Parable of the Polygons

- ❖ Get into groups
- ❖ Visit <https://ncase.me/polygons/>
- ❖ Explore the page together - make sure you get to the later parts of the page (where you vary the tolerance and beginning states of the polygons)
- ❖ Discuss any connections between this page and the report you read
- ❖ Report your group's insights

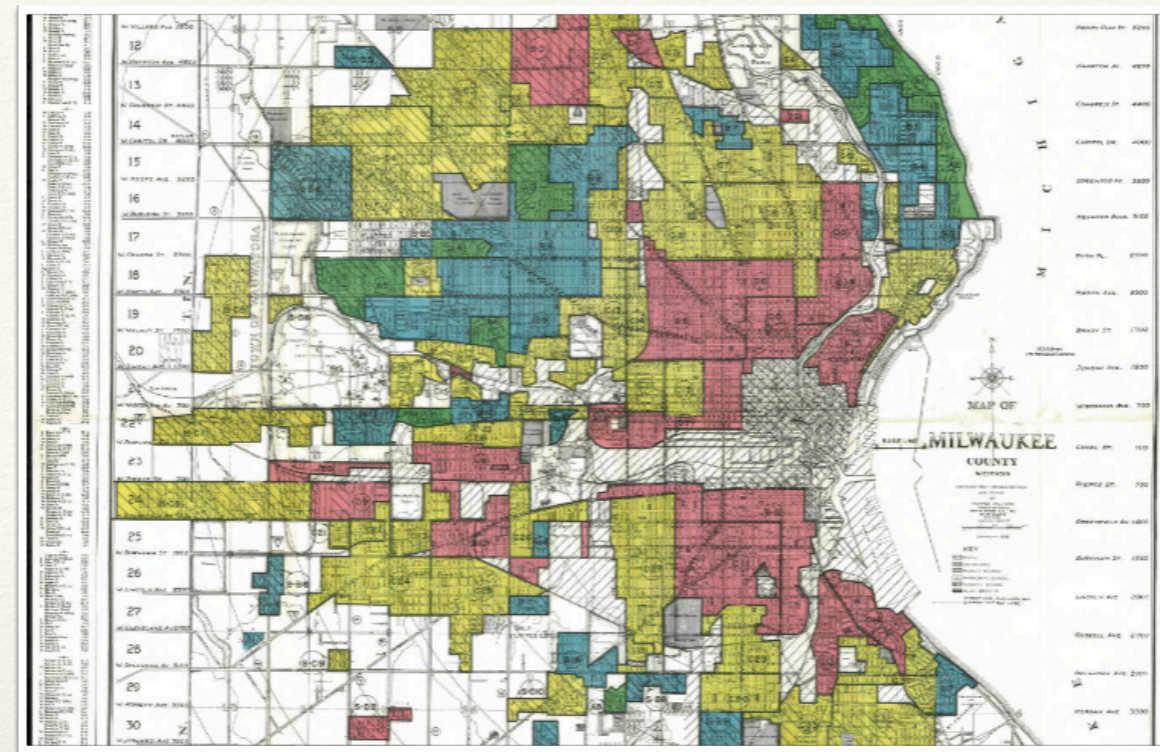
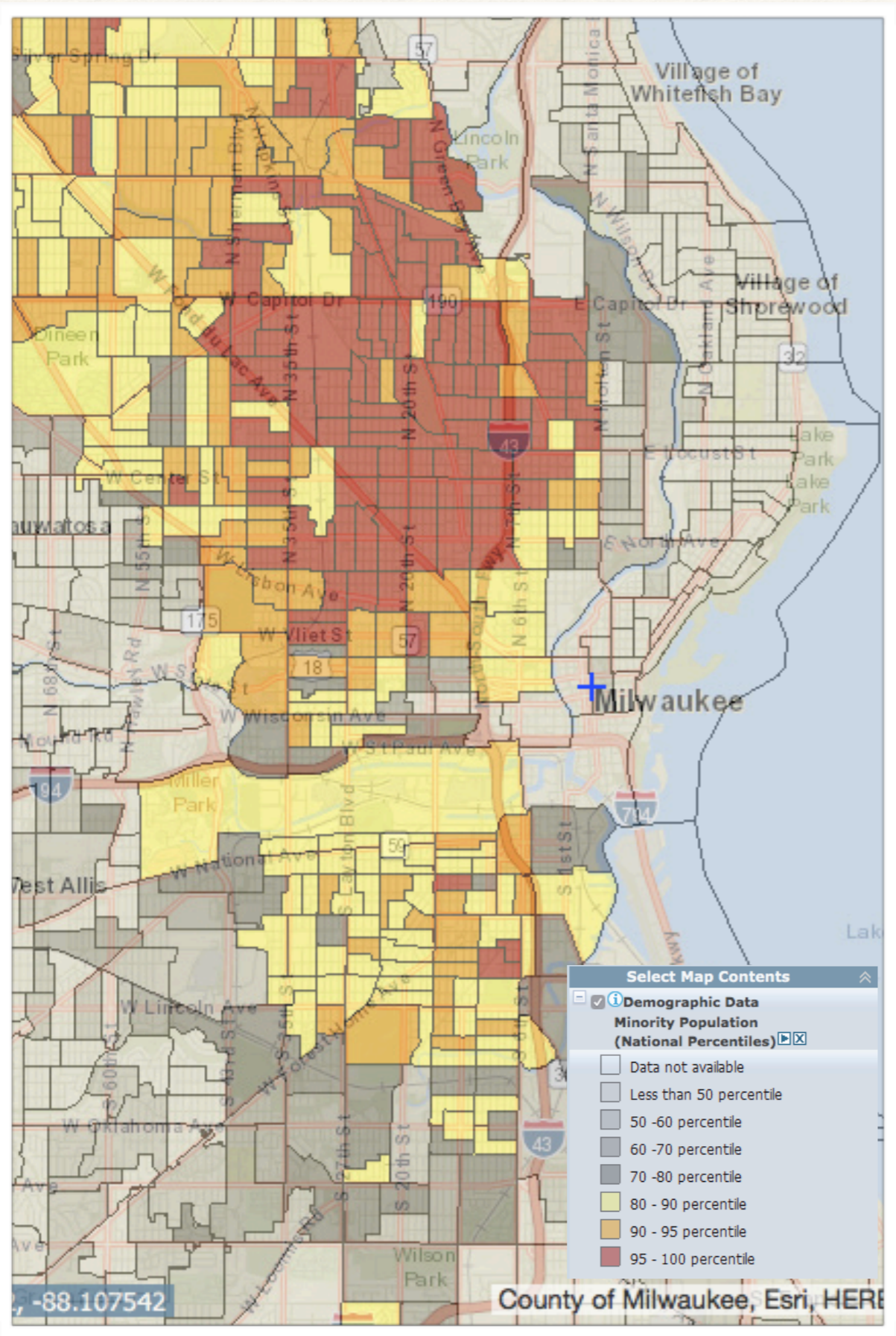


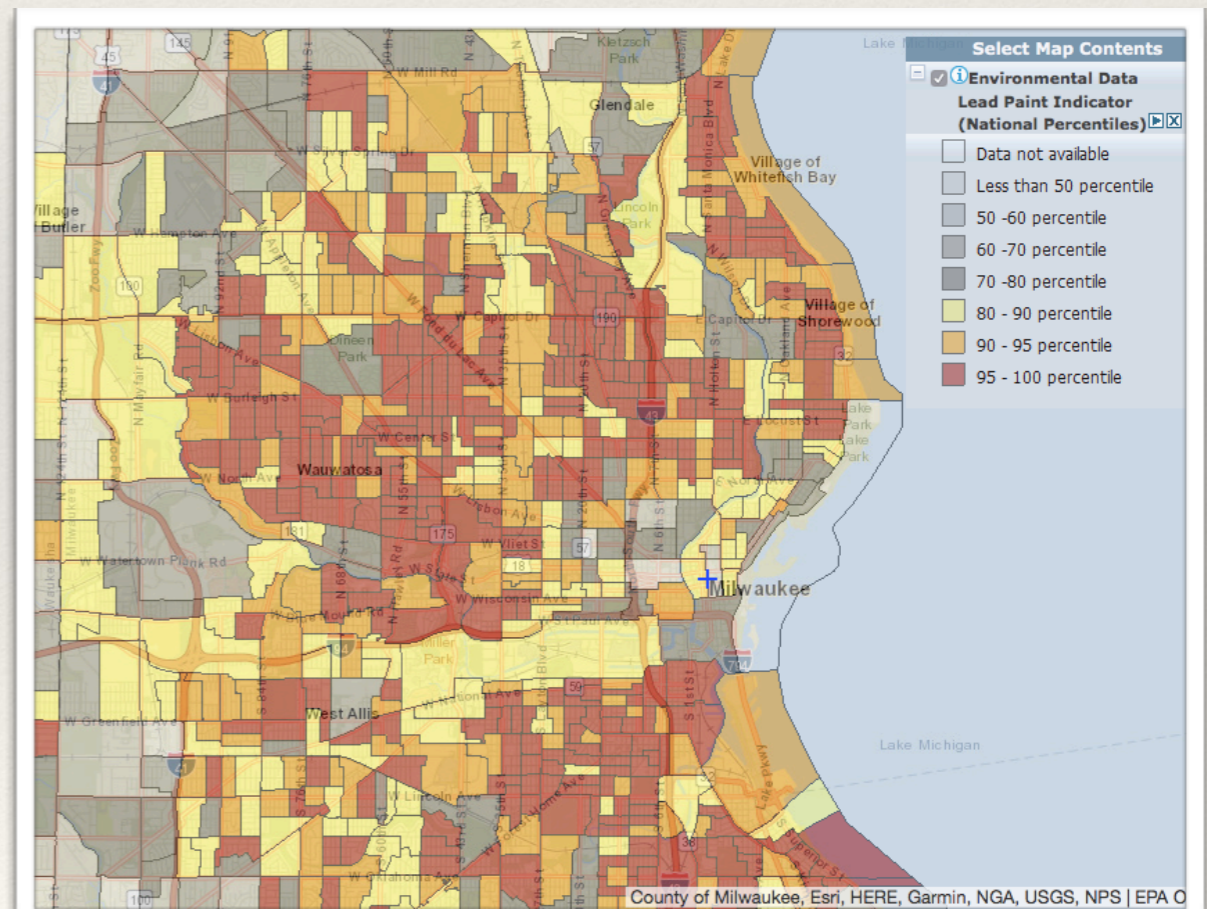
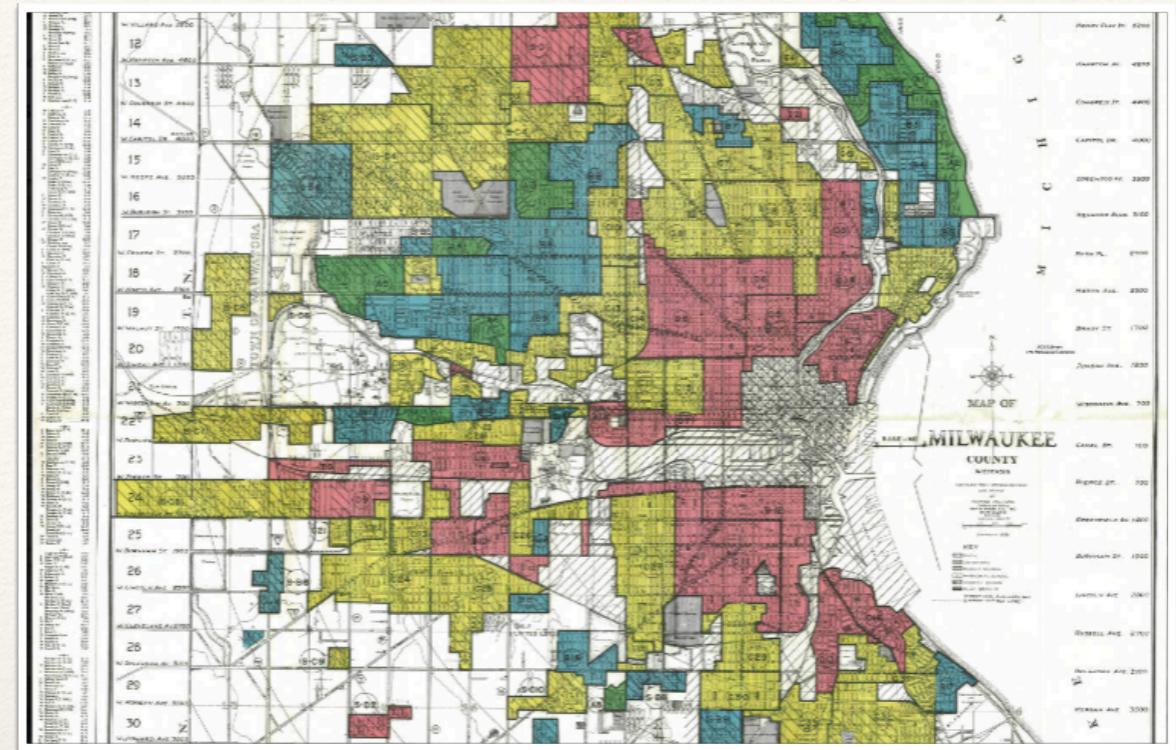
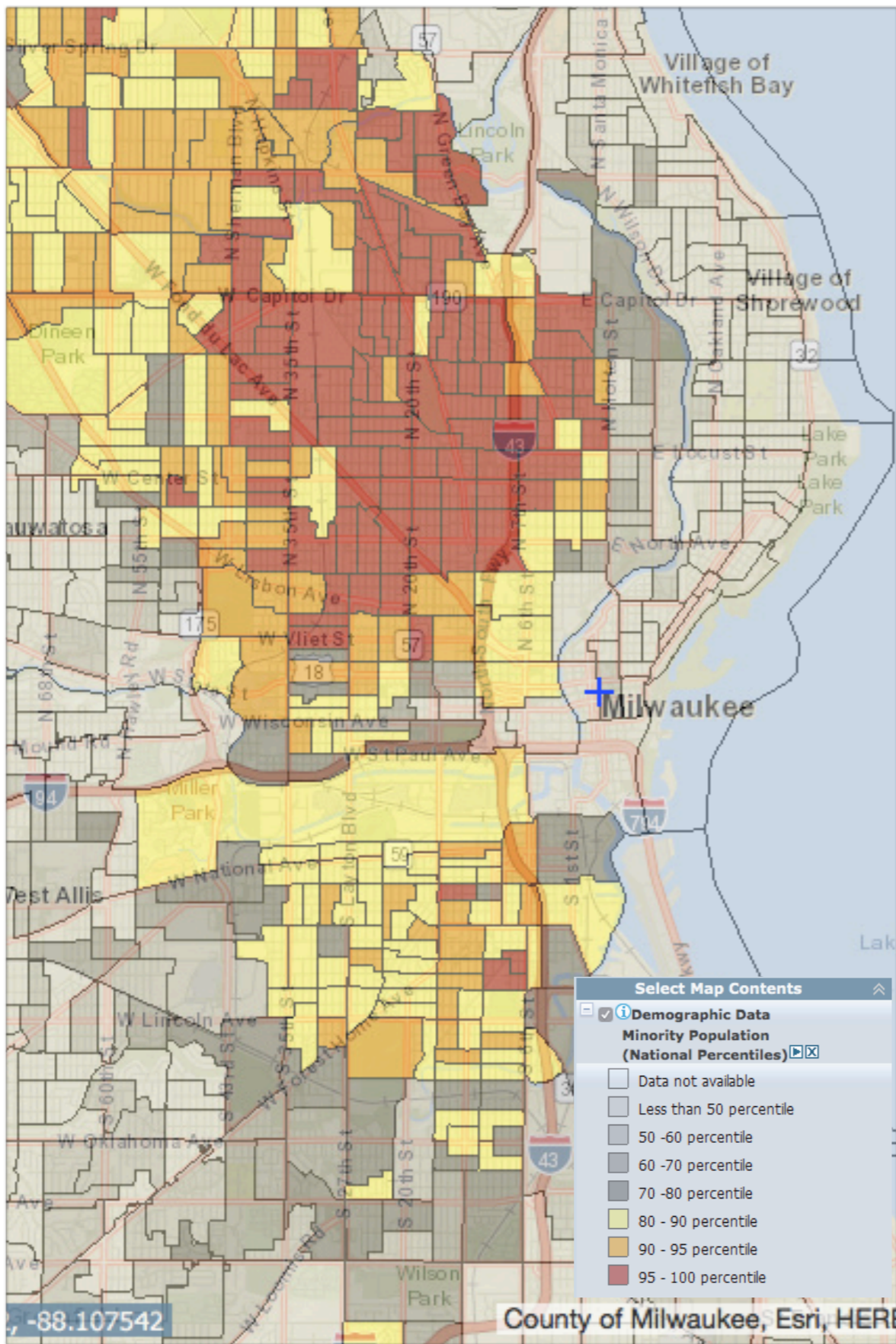
Henry Clay St. 5200
 Hamilton St. 4800
 Commerce St. 4400
 Capitol St. 4000
 Lincoln St. 3600
 Wisconsin Ave. 3200
 Regener Ave. 2800
 State St. 2400
 Harris Ave. 2000
 Brady St. 1700
 Duane Ave. 1600
 Wisconsin Ave. 1300
 Canal St. 1100
 Pierce St. 700
 Greenfield Ave. 1400
 Milwaukee St. 1300
 Lincoln Ave. 2800
 Russell Ave. 2700
 Broadway Ave. 2100
 Howard Ave. 3000

MAP OF
MILWAUKEE
 COUNTY
 WISCONSIN

KEY
 [Symbol] Single-Family Residential
 [Symbol] Medium-Density Residential
 [Symbol] High-Density Residential
 [Symbol] Commercial
 [Symbol] Industrial
 [Symbol] Office
 [Symbol] Public Use
 [Symbol] Institutional
 [Symbol] Community Center
 [Symbol] School
 [Symbol] Church
 [Symbol] Cemetery
 [Symbol] Park
 [Symbol] Waterway
 [Symbol] Railroad
 [Symbol] Airport
 [Symbol] Utility
 [Symbol] Other

This map is a reproduction of the original map on file in the office of the Register of Deeds, Milwaukee, Wisconsin. It is not to be used as a legal document. The original map is on file in the office of the Register of Deeds, Milwaukee, Wisconsin. The original map is on file in the office of the Register of Deeds, Milwaukee, Wisconsin.





Lead Paint & Race

- ❖ Lead in paint and soil can be ingested by children. Elevated blood lead levels cause learning disabilities and antisocial behavior.
- ❖ Discuss these maps of minority population and lead paint distribution in Milwaukee
- ❖ Given what you know about systems thinking and race, suggest interventions for the individual, community, and systemic level to deal with this environmental problem
- ❖ What should be done?

