

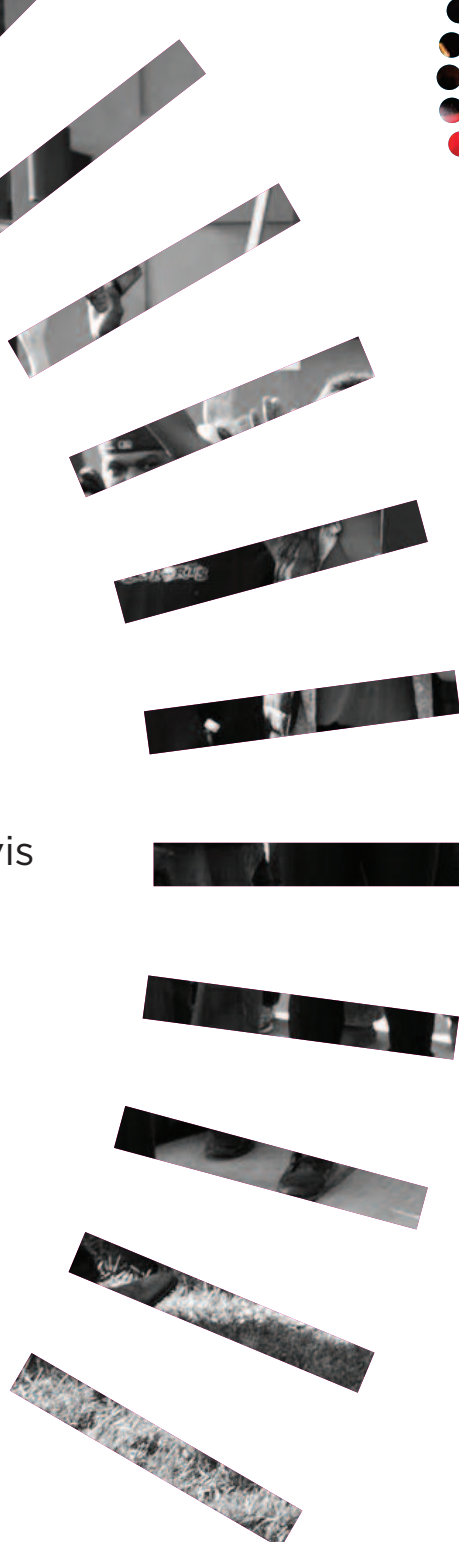
# POV

Community  
Engagement & Education

DISCUSSION GUIDE

## Whose Streets?

A Film by Sabaah Folayan and Damon Davis



**Sabaah Folyan.**

Photo courtesy of Chris Renteria

**Damon Davis.**

Photo courtesy of TED

Every day, Americans experience a mediascape that humanizes whiteness, delving into the emotional lives of privileged white protagonists while portraying people of color as two-dimensional and mostly negative stereotypes. Nowhere was this more apparent than in the case of Mike Brown, who, despite being college-bound and well regarded by his community, was portrayed as a “thug” and a “criminal” after a white police officer shot and killed him in Ferguson, Missouri on August 9, 2014.

As a result, Ferguson has experienced media colonization since that day; as all eyes turned to the protests, the grand jury and the response to the non-indictment, people became desensitized to the scenes of chaos. The dehumanization of Mike Brown was perpetrated by his murderer, perpetuated by the media and reinforced by violent police repression of his community. This was a modern-day lynching.

We are intimately aware of how we are portrayed in the media and how this portrayal encourages both conscious and unconscious racial bias. For this reason, it is essential that black people be the ones to tell our own true stories. We are uniquely suited to make this film because we ourselves are organizers and activists who are deeply connected to the events of August 9, 2014 and beyond. We made this film, in part, as a tribute to our people—our deeply complex, courageous, flawed, powerful and ever hopeful people—who dare to dream of brighter days. This is more than a documentary—this is a story we personally lived. This is our story to tell.



**Sabaah Folyan and Damon Davis**



<b>2</b>	<b>Letter from the Filmmakers</b>
<b>4</b>	<b>Introduction</b>
<b>5</b>	<b>Potential Partners</b>
<b>5</b>	<b>Key Issues</b>
<b>5</b>	<b>Using This Guide</b>
<b>6</b>	<b>Background Information</b>
<b>6</b>	<b>Race, Wealth Disparity and the Geography of St. Louis, Missouri</b>
<b>9</b>	<b>Origins of the Black Lives Matter Movement</b>
<b>10</b>	<b>U.S. Department of Justice Report</b>
<b>13</b>	<b>Ferguson Commission Report</b>
<b>14</b>	<b>Forward through Ferguson</b>
<b>15</b>	<b>Selected People Featured in <i>Whose Streets?</i></b>
<b>17</b>	<b>General Discussion Questions</b>
<b>18</b>	<b>Discussion Prompts</b>
<b>25</b>	<b>Taking Action</b>
<b>26</b>	<b>Resources</b>
<b>28</b>	<b>How to Buy the Film</b>

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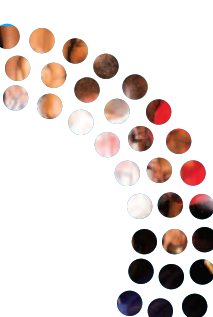
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A protest in Ferguson, MO.

Photo courtesy of Lucas Alvarado Farrar

The events of August 9th, 2014 shook the country. The death of 18-year-old Michael Brown in Ferguson, Missouri, sparked a modern movement. Yet, in the days following, the narrative told by national media outlets differed sharply from the experience of the local community members. Deliberately woven from firsthand cellphone videos, tweets and intimate scenes with activists and residents, **Whose Streets?** reveals a new perspective. Featuring the experiences of leaders who were on the front lines in Ferguson, *Whose Streets?* illustrates the human struggle of young people putting their lives on the line to seek justice for a community they love.

**Whose Streets?** is well suited for use in a variety of settings and is especially recommended for use with:

- **Your local PBS station**
- **Groups that have discussed previous PBS and POV films relating to urban life, family, racial justice, police violence, poverty and resilience, including *All the Difference*, *American Promise*, *Off and Running*, *An American Love Story*, *Raising Bertie*, *Do Not Resist* and *QUEST*.**
- **Groups focused on any of the issues listed in the Key Issues section**
- **High school students, youth groups and clubs**
- **Faith-based organizations and institutions**
- **Political, public policy and social service leaders and staff**
- **Cultural, art and historical organizations, institutions and museums**
- **Civic, fraternal and community groups**
- **Activist groups**
- **Anti-racism groups and trainings**
- **Academic departments and student groups at colleges, universities and high schools**
- **Community organizations with a mission to promote education and learning, such as local libraries**
- **Screenings hosted by local governments to generate dialogue and ideas that move toward solutions**

**Whose Streets?** is an excellent tool for outreach and will be of special interest to people looking to explore the following topics:

- **activism**
- **African-American families**
- **American culture**
- **civic engagement**
- **community organizing**
- **criminal justice**
- **economic inequality**
- **Ferguson/Ferguson uprising**
- **grassroots organizing**
- **law enforcement**
- **LGBTQ issues**
- **media/social media**
- **parenting**
- **police and policing**
- **poverty**
- **public policy**
- **racial justice**
- **racial profiling**
- **resilience**
- **trauma**
- **urban life**
- **youth**

## USING THIS GUIDE

This guide is an invitation to dialogue. It is based on a belief in the power of human connection, designed for people who want to use **Whose Streets?** to engage family, friends, classmates, colleagues and communities. In contrast to initiatives that foster debates in which participants try to convince others that they are right, this document envisions conversations undertaken in a spirit of openness in which people try to understand one another and expand their thinking by sharing viewpoints and listening actively.

The discussion prompts are intentionally crafted to help a wide range of audiences think more deeply about the issues in the film. Rather than attempting to address them all, choose one or two that best meet your needs and interests. And be sure to leave time to consider taking action. Planning next steps can help people leave the room feeling energized and optimistic, even in instances when conversations have been difficult.

For more detailed event planning and facilitation tips, visit [www.pov.org/engage](http://www.pov.org/engage)



Brittany leading a protest.

Photo courtesy of Lucas Alvarado Farrar

## Race, Wealth Disparity and the Geography of St. Louis, Missouri

The city of St. Louis is majority black—nearly 48 percent according to the July 2017 census—yet most of this population lives north of what locals call the Delmar Divide, marked by Delmar Boulevard, in an area that is the region’s most neglected, poorest, and least serviced. Quarantining and disenfranchising of the black population in St. Louis is the result of decades of policies and practices targeting this community.

As early as 1820, the Missouri Compromise allowed slavery to continue in the state, while fellow states north of the 36°30’ parallel were free. Setting the tone of racially discriminatory policy in the St. Louis region, the 1857 Dred Scott case, which involved Missouri, ruled that all blacks—slaves as well as free people—were not citizens of the United States. Many point to this court decision as a pivotal one that led to the Civil War, elevating tensions

around slavery and racial justice throughout the country.

The geographic quarantining of the black community in St. Louis has historic roots. By 1900, St. Louis had a large black population—more than 35,000 African-American residents, a population second only to that of Baltimore. In 1916, St. Louis became the first city to pass a referendum imposing racial segregation in housing. Not long after, St. Louis succumbed to discriminatory policies like racial covenants and contractual agreements amongst property owners, real estate boards and neighborhood associations prohibiting the purchase, lease or occupation of property by a particular group of people, typically African Americans. This further controlled where black residents lived and segregated neighborhoods by race.



**Activist Tef Poe and fellow protestors.**

Photo courtesy of Lucas Alvarado Farrar

In the late 1930s, redlining (the systematic denial of loans and other services to a specific geographic area – again, typically targeting African American communities) brought investment out of the city and into St. Louis county, as white St. Louisans isolated themselves in suburban communities. Through a pernicious pattern of disinvestment and obstructive lending practices that systematically denied home ownership loans to African Americans and people of color, urban neighborhoods in St. Louis underwent economic decline and a reduction of city services. Although racial covenants and redlining occurred in cities through the country, St. Louis experienced an onslaught of concerted anti-black culture and policies that set the tone in the region for years to come.

Just over 50 years ago, in response to civil unrest in cities such as Newark, Detroit and Cleveland, President Lyndon Johnson convened the National Advisory Commission on Civil Disorders. Tasked with discovering what happened during the riots, why it happened, and how it

could be prevented in the future, the Commission published what would come to be known as the Kerner Report. Much of the history of St. Louis County outlined above is mirrored in the Report, which warned of a nation “moving toward two societies, one black, one white—separate and unequal.” The seminal report, published as a paperback book, became a national bestseller. To learn more about the Kerner Report’s findings, see recommended articles in the Resources section of this guide.

In present day St. Louis, the Delmar Divide acts as a racial barricade between a chronically under-resourced black community on the north side, and a majority white population to the south. The population north of the divide is 95 percent black; to the south the population is roughly two thirds white. Ferguson, Missouri is a city in the greater St.



### St. Louis County police officers.

Photo courtesy of Lucas Alvarado Farrar

Louis area, north of the Delmar Divide. In 1990, three quarters of the population was white. In just 10 years, African Americans grew to become the majority. In 2010, 67 percent of residents in Ferguson were black, while 29 percent were white. Moreover, the 2009–2013 American Community Survey reported that 25 percent of Ferguson’s population is living below the federal poverty level.

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A memorial for Michael Brown Jr. in Ferguson.

Photo courtesy of Lucas Alvarado Farrar

## Origins of the Black Lives Matter Movement

Following the death of Michael Brown and the subsequent backlash in Ferguson, a coalition of nearly 2,000 activists convened in Cleveland, Ohio to participate in discussions and demonstrations. The three-day gathering culminated in formation of a coalition of 50 organizations located throughout the country aimed at combating racism on various fronts. The organization, the Movement for Black Lives, created a policy platform titled "A Vision for Black Lives: Policy Demands for Black Power, Freedom and Justice," calls for "an end to the wars against Black people" through six demands: 1) end the war on black people, 2) reparations, 3) invest-divest, 4) economic justice, 5) community control and 6) political power.

The national dialogue around racism in the U.S. was also shepherded by Black Lives Matter activists fol-

lowing the 2012 death of Trayvon Martin, a 17-year-old unarmed black teen fatally shot by neighborhood vigilante George Zimmerman. Three young black organizers mobilized to create what they deemed a "black-centered political will and movement building project" called Black Lives Matter, also rendered as the hashtag #blacklivesmatter. The movement grew nationwide to include 40 chapters in cities around the U.S.; in 2014 it became the Black Lives Matter Global Network. According to The Guardian, "As of March 2016, the 10th anniversary of Twitter, the hashtag #blacklivesmatter had been used more than 12m times—the third most of any hashtag related to a social cause."



Activist Alexis Templeton.

Photo courtesy of Lucas Alvarado Farrar

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### U.S. Department of Justice Report

The United States Department of Justice (DOJ) began an investigation of the Ferguson Police Department (FPD) on September 4th, 2014, one month after the death of Michael Brown. The investigation uncovered "a pattern or practice of unlawful conduct within the Ferguson Police Department that violates the First, Fourth and Fourteenth Amendments to the United States Constitution, and federal statutory law." The report details the city of Ferguson's reliance on increasing revenue from municipal fines each year and the pressure on police and court staff to deliver these revenue increases by issuing more tickets and fines.

This same pressure to accumulate fines has resulted in a pattern of stops by FPD personnel without reasonable suspi-



**Children participating in a protest.**

Photo courtesy of Lucas Alvarado Farrar

cion, arrests without probable cause and excessive force in violation of the Fourth Amendment. Ferguson's municipal court system similarly privileges a focus on generating revenue for the city instead of protecting public safety. The DOJ found that the court issues municipal arrest warrants as a routine response to missed court appearances and required fine payments. Minor offenses, when exacerbated by this system, can generate crippling debts and result in jail time or the loss of a license, employment or even housing. In Ferguson, a missed payment—automatically treated as a failure to appear, which leads to an arrest warrant and potentially incarceration—defies a 1983 U.S. Supreme Court ruling that states the U.S. Constitution “prohibits punishing a person for his poverty.”

The report's findings on racial bias are particularly incriminating and apply to law enforcement practices, use of force and the court system. From 2012 to

2014, African Americans accounted for 85 percent of vehicle stops, 90 percent of citations and 93 percent of arrests, despite comprising only 67 percent of Ferguson's population. African-American drivers are twice as likely as white drivers to be searched during vehicle stops and are less frequently found in possession of nefarious goods, suggesting that racial bias guides these stops. Roughly 90 percent of documented force used by FPD officers was used against the African American population. In all police canine bite incidents, the victim was African American. Municipal court practices also cause undue harm to African Americans who are less likely to have their cases dismissed, more likely to have cases drag out for long periods of time and more likely to have cases lead to arrest warrants.



**Riot police in Ferguson.**

Photo courtesy of Lucas Alvarado Farrar

These unlawful practices have resulted in a lack of trust between community members and the FPD. The report notes that the FPD has begun to move away from community policing practices, leading to minimal positive interaction and familiarity with African American neighborhoods in Ferguson. Trust between police and community members is imperative for a healthy and functional public safety system, yet the DOJ states that, “as a consequence of these practices, law enforcement is seen as illegitimate, and the partnerships necessary for public safety are, in some areas, entirely absent.” In many ways, the force does not respond to people’s needs, nor does it reflect the make-up of the community. Only four of the 54 officers in the police force are African American.

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David's copwatch flyers and camera.

Photo courtesy *Whose Streets?*

## Ferguson Commission Report

Following the death of Michael Brown, concerned citizens and residents of Ferguson continued to raise red flags about the conduct of the Ferguson police and other issues involving racial profiling. In November 2014, Missouri governor Jay Nixon created a citizen group called the Ferguson Commission to study the underlying conditions unearthed as a result of the tragedy and deliver policy recommendations. The commission released its final report with proposals for reforming not only policing practices but the education system, courts and the punitive process for collecting municipal debts. The extensive report identifies areas of economic opportunity, healthcare, employment, affordable housing, equitable transportation development, police force reform, criminal justice reform, legal education, political reform and more, with each area measured through a racial equality lens. In total, the document lays out 189 policy recommendations to address disparities and move the region toward greater racial equity. The purpose of the report was to lay

bare current conditions and recommend policy changes, but it was not intended to draw up a plan for implementation.

### Sources

The Ferguson Commission. "Forward through Ferguson: A Path Toward Racial Equality." <https://forwardthroughferguson.org/>



The National Guard in Ferguson.

Photo courtesy *Whose Streets?*

## Forward through Ferguson

The Ferguson Commission dissolved in 2015, but as a closing act it created the nonprofit Forward through Ferguson to move forward with an implementation plan. Forward through Ferguson released #STL2039, an action plan for achieving an equitable St. Louis. The plan includes three action strategies to move the region toward equity: 1. advocate for policy and systems change; 2. build racial equity capacity; and 3. sustain the work. Similarly, the organization suggests an equation for equity that works as a recipe for achieving racial equity goals: policy and system wins, culture and practice of equity, human and financial capital, and heartset for the work. The goal for 2039? A region where, “regardless of race and ZIP code, there is justice for all, the opportunity to thrive and boundless possibility for all of our youth.”

### Sources

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Selected People Featured in **Whose Streets?**



**Brittany Ferrell** - A mother and leading activist in the Ferguson protest movement who advocates for racial justice



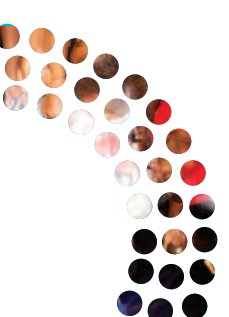
**Alexis Templeton** - An active member in the protest movement.



**David Whitt** - Ferguson activist who films police officers in order to hold them accountable



**T Dubb O** - Activist who speaks out for justice for Michael Brown



Selected People Featured in **Whose Streets?**



**Tef Poe** - Musician and activist



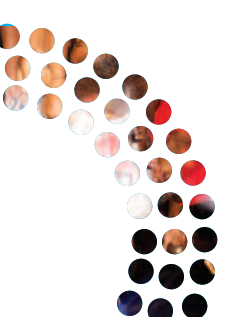
**Kayla Reed** - Ferguson activist who advocates for nonviolent direct action



**Dhoruba Shakur** - Ferguson protester who collected ammo and canisters that police force used against protesters



**Lezley McSpadden** - The mother of Michael Brown, who becomes an active member in the Ferguson protests and seeks justice for her son







Brittany and Alexis.

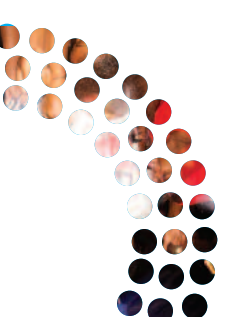
Photo courtesy *Whose Streets?*

**Immediately after the film, you may want to give people a few quiet moments to reflect on what they have seen or pose a general question (examples below) and give people some time to themselves to jot down or think about their answers before opening the discussion:**

- If a friend asked you what this film was about, what would you say?
- If you could ask anyone in the film a single question, whom would you ask? What would you ask?
- What did you learn from this film? What insights did it provide?
- Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
- List the emotions you experienced throughout the film. What prompted that reaction?

**At the end of your discussion, to help people synthesize what they've experienced and move the focus from dialogue to action steps, you may want to choose one of these questions:**

- What did you learn from this film that you wish everyone knew? What would change if everyone knew it?
- If you could require one person (or one group) to view this film, who would it be? What do you hope their main takeaway would be?
- Complete this sentence: I am inspired by this film (or discussion) to \_\_\_\_\_.





David and his son.

Photo courtesy *Whose Streets?*

## Mental Health, Healing and Trauma

In what ways do you notice the community coming together after the death of Michael Brown? Where do people gather? What acts do people share together? How does the convening of people help the community heal?

A community member, Netta shares how protesters experienced heavily militarized police presence and surveillance daily following the death of Michael Brown. How might this presence have exacerbated tension between the community and the police? What are the different ways the police could have handled this?

After Ferguson October, a series of protests and resistance that took place in October 2014, David Whitt heads out of the house to express his frustration that the media has returned to his neighborhood, Canfield Green, and that the community's memorial to Michael Brown is being taken down. He explains that he is tired of being under surveillance and having an outside presence in his neighborhood. In addition, Canfield Green experienced military presence in the thick of the protests. Do American citizens have the right to a peaceful home environment? How do

these interruptions and occupation limit the progress of healing from trauma?

After Brittany Ferrell is arrested, she becomes concerned about the possibility of being charged with a felony for striking a car plowing through a crowd on the highway. Soon she starts experiencing anxiety and panic attacks and taking medication, but she still feels compelled to operate as a leader in a stressful environment. The impact of activism, her leadership role and the everyday stress of racial discrimination take a very steep mental toll. Are there daily oppressions that you experience that are mentally draining? How might these strains affect the wellbeing of oppressed communities more broadly? Discuss some ways that activists can support each other's mental health.



**Brittany and her daughter Kenna.**

Photo courtesy *Whose Streets?*

### Family Relationships/Parenting

As a parent, Brittany Ferrell believes it is important to bring her daughter, Kenna, to protests and to educate her about inequity at a young age without sugarcoating the truth. What are the challenges and benefits of this type of education?

Brittany Ferrell drops out of school temporarily to join her community in protest and focus her time as a leader of the Movement for Black Lives. This creates strain in her life, but also shows that the movement is an all-encompassing commitment. Is it fair for social movement leaders to have these strains on their lives while also fighting injustice? How might this compare to someone else's life, for example, the life of police officer Darren Wilson, who shot and killed Michael Brown. How does it compare to yours?

Brittany Ferrell's daughter becomes aware of her mother's deeper involvement in the movement. At one point, Ferrell shares that she found her daughter crying in the bathtub, concerned that her mother would be shot like Michael Brown. Ferrell's activism is geared to creating a better life for her daughter and young people of color

in general. Discuss the complex balance Brittany Ferrell must maintain as a mother.

Ferrell calls us to examine what we think is "normal," from ideas of family and relationships, to the behavior of law enforcement. How are the efforts of being a single parent, navigating a same-sex marriage in an unaccepting state and the unjust treatment of black lives interrelated?

### News Media and Social Media

Were you familiar with the Black Lives Matter movement before you saw this movie? How did this film affect your opinion about both the events in Ferguson and Black Lives Matter as a social phenomenon?

How do the events shown in **Whose Streets?** compare to what you may have seen in media coverage at the time? If these depictions differed from each other, why do you think



**Police officers in riot gear.**

Photo courtesy *Whose Streets?*

the media portrayed these events differently than the filmmakers do? What was the most surprising thing you saw or heard in the film and how did it make you feel?

Do the filmmakers use a specific lens to tell the story of the emerging Movement for Black Lives in Ferguson? Do you think the film is taking a position? If so, do you find this positioning effective for telling the story, especially amidst the dominant narratives surrounding the protests in Ferguson? What are other narratives you have heard about the protests and how does this one compare?

“We had a peaceful protest out there. We had a candlelight vigil. But that ain’t the story you hear about August 10th,” explains one activist in the film. What is the greater impact of a dominant story of Ferguson that portrays activists as violent rather than peaceful? How does this affect larger movement solidarity, policy, voting behavior, community development and ongoing issues surrounding race and policing?

In a speech at a rally, musician and activist Tef Poe encourages people to use social media to organize. The film also highlights significant tweets as part of its

narrative. Have you seen other examples of social media helping movements organize? In what ways can social media help movements and groups strategize, convene and gain energy? What are the downsides?

### Law Enforcement

From the beginning of the film, we witness tensions building between the police and the community. In the first few minutes of the film, we hear neighbors explaining that Michael Brown’s body has been lying in the street for four hours. His mother is not able to cross the police line and is not given information. The police bring out dogs. These tensions become exacerbated throughout the film. What are some different ways that the police could have handled their reactions to the late Michael Brown’s neighbors? What about their reactions to activists? Do you think protestors or community members should have done something differently?



**Police officers on the streets of Ferguson.**

Photo courtesy *Whose Streets?*

Dhoruba Shakur goes through a collection of empty canisters and weaponry paraphernalia he's collected that the police have used on protestors. He calls the police department's actions "chemical warfare" with weapons that weren't meant to be used on U.S. soil. How is it possible that law enforcement uses these weapons on protestors? Do you think these protestors are targeted with this weaponry undeservedly?

The Ferguson police department has been found to have targeted people of color with petty crime violations, including many traffic tickets. Bassem Masri, a St. Louis resident who livestreamed from Ferguson, calls this an unconstitutional "debtors' prison." Then U.S. attorney general Eric Holder says that they city serves as a "collection agency." How does this system contribute to maintaining economic inequalities amongst racial groups?

Protesters and many citizens of Ferguson don't trust the police. The curfew is not followed by police, and the community is all too familiar with being targeted with abusive traffic violations. These are just a few examples called out in the film. Do police have a responsibility to build trust with the community?

President Obama distances himself from Governor Nixon's decision to bring in the National Guard, explaining that the choice was made at the state level. He says, "I've got to make sure that I don't look like I'm putting my thumb on the scales one way or the other," meaning he believes it's important to appear neutral. Do you think that politicians should take a stand against such contentious events as the protests and police retaliation in Ferguson? What do you think of how the president and governor handled these actions?



## The Black Lives Matter Movement

Black Lives Matter is regarded as a modern civil rights movement. Do you see parallels between the 1960s civil rights movement and the current Black Lives Matter movement? What are the differences you observe between the movements?

The mass meeting during Ferguson October is interrupted by audience members demanding that elders let the young people speak. Tef Poe takes the mic and calls out older leadership members who did not show up in the streets with other protestors. He proclaims, "This isn't your daddy's civil rights movement." What does he mean? In what ways does **Whose Streets?** uncover differences between previous movements and the current one? Do you connect with any elements of these particular movements?

During that same mass meeting, Tef Poe specifically calls out the lack of clergy participation, noting that clergy were a major force in the 1960s civil rights movement. The black church has historically played a large role in organizing the black community. What is the relevance of engaging directly with clergy? Do religious leaders have certain responsibilities to respond to their communities in times of crises?

Protest rally in the days after the shooting.

Photo courtesy *Whose Streets?*

During the scene with cellphone footage capturing window breaking and stealing of products in the QuikTrip, one observer comments, "L.A. 1992; this is so sad," in reference to the 1992 uprising in Los Angeles after Los Angeles police officers were acquitted though they had been filmed beating unarmed Rodney King. What other parallels to historical events can you draw with the scenes in **Whose Streets?**

In performing acts of civil disobedience, activists are aware that they are electing to perform acts that push against legal and social boundaries and often result in jail time. The civil disobedience acts in Ferguson include shutting down stores, streets and highways. What kind of impact do you think these protest acts were intended to have? What type of impact do you think these acts had on the general public, lawmakers, legal servants and law enforcement? Would you make the sacrifice of performing nonviolent protest that results in arrest if you were fighting for something you believed in?



Protestors march on behalf of Michael Brown.

Photo courtesy *Whose Streets?*

## Implicit and Explicit Racial Bias

In Darren Wilson's interview on ABC, he explains that "you can't perform the duties of a police officer and have racism in you." In the next scene we see Wilson-supporting police officers at City Hall mocking black protestors and laughing about the uprising at the community meeting. Discuss the differences between implicit and explicit racism and how those may play out in law enforcement. What are the dangers of not training for bias in the police force? Are there other professions where this type of training is particularly important?

How does S.M.'s account in the legal report of Brittany Ferrell's assault on her car compare to Darren Wilson's account of his run-in with Michael Brown? Discuss how societal conditioning can change the way we view situations. How does this relate to implicit and explicit racial bias?

One protestor, Kayla Reed, commiserates that critics are more concerned with the destruction of property than the destruction of black life. She specifically calls out the Quik-Trip that was set ablaze after Brown's death and explains that if no people were harmed, she does not consider the act violent. Should acts that destroy property or objects be considered violent if people are not harmed? Why does this matter?

What do you think compelled people to react to Michael Brown's death and what was behind the behavior of police in reaction to the destruction of property? Do you think these reasons are important and do you think they were and are portrayed in the media? How do you personally feel about these actions?



A gas station in Ferguson, Missouri.

Photo courtesy *Whose Streets?*

## Economic Inequality

St. Louis spent \$1 million in 12 days in the streets of Ferguson. In the scene in the barbershop, a group of black men discuss the needs of poor black St. Louisans and other types of tactics that could provide an economic foundation and mobility to lower income community members. How could our local governments proactively invest in supporting lower income residents?

Is St. Louis different from other cities in the U.S.? Do you see any connections or differences between the economic conditions and race relations in your community and those depicted in St. Louis? Why might they be similar? Why might they be different?

**Additional media literacy questions are available at:**  
[www.pbs.org/pov/educators/media-literacy.php](http://www.pbs.org/pov/educators/media-literacy.php)





A mural in honor of Michael Brown.

Photo courtesy of Whose Streets?

## Taking Action

- Learn about the accountability measures your local police force has taken, like implementing body cameras. If these efforts are not happening in your community, make your voice heard.
- Get to know your neighbors. An important part of community safety is the strength of community relationships.
- Don't let political leaders ignore minority communities. Many of the issues identified by the Department of Justice went overlooked and unchallenged for years. Join the efforts of local or national organizations working toward government transparency, accountability and equity.
- Join and/or hold a fundraiser for independent media outlets that give voice to first-person accounts of the stories and issues affecting minority, poor and/or underserved communities.
- Become civically engaged in your community by voting or attending town hall meetings.
- If you are compelled to participate as an activist in the movement for black lives and are not a person of color, consider how you can play a more supportive role. This may take the form of volunteering, financial support, tutoring, helping to build healing spaces or making artworks. There are many ways to engage in this support role.
- Enroll in trainings to educate yourself about your own racial biases.

## FILM-RELATED WEB SITES

### **WHOSE STREETS?**

<http://www.whosestreets.com>

The film's website provides information about the film and screenings. You can also follow the film on social media (Facebook, Twitter, Instagram) using the handle @WhoseStreetsDoc.

### **POV**

[pbs.org/pov/whosestreets](https://pbs.org/pov/whosestreets)

The POV website for the film includes further resources, such as a streaming trailer, additional film clips, a lesson plan and a reading list.

### **The Kerner Report, U.S. Department of Justice Report and Ferguson Commission Report**

Included below are direct links to the reports, as well as articles for further context.

#### **United States Department of Justice Civil Rights Division: "Investigation of the Ferguson Police Department."**

[https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson\\_police\\_department\\_report.pdf](https://www.justice.gov/sites/default/files/opa/press-releases/attachments/2015/03/04/ferguson_police_department_report.pdf)

For additional context and further reading, see:

#### **THE WASHINGTON POST: "THE 12 KEY HIGHLIGHTS FROM THE DOJ'S SCATHING FERGUSON REPORT."**

[https://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-doj-scathing-ferguson-report/?noredirect=on&utm\\_term=.413edacff598](https://www.washingtonpost.com/news/post-nation/wp/2015/03/04/the-12-key-highlights-from-the-doj-scathing-ferguson-report/?noredirect=on&utm_term=.413edacff598)

#### **THE ATLANTIC: "FERGUSON'S CONSPIRACY AGAINST BLACK CITIZENS."**

<https://www.theatlantic.com/national/archive/2015/03/ferguson-as-a-criminal-conspiracy-against-its-black-residents-michael-brown-department-of-justice-report/386887/>

#### **ST. LOUIS POST-DISPATCH: "DOJ FINDS FERGUSON TARGETED AFRICAN-AMERICANS, USED COURTS MAINLY TO INCREASE REVENUE."**

[https://www.stltoday.com/news/local/crime-and-courts/doj-finds-ferguson-targeted-african-americans-used-courts-mainly-to/article\\_d561d303-1fe5-56b7-b4ca-3a5cc9a75c82.html](https://www.stltoday.com/news/local/crime-and-courts/doj-finds-ferguson-targeted-african-americans-used-courts-mainly-to/article_d561d303-1fe5-56b7-b4ca-3a5cc9a75c82.html)

### **The Ferguson Commission: "Forward through Ferguson: A Path Toward Racial Equality."**

<https://forwardthroughferguson.org/>

For additional context and further reading, see:

#### **ST. LOUIS POST-DISPATCH: "FERGUSON COMMISSION REPORT EXPLAINS COMPLEX PROBLEMS IN PLAIN LANGUAGE."**

[https://www.stltoday.com/news/local/govt-and-politics/ferguson-commission-report-explains-complex-problems-in-plain-language/article\\_b54a66c5-06ff-5823-94d2-0824ddb5dc6b.html](https://www.stltoday.com/news/local/govt-and-politics/ferguson-commission-report-explains-complex-problems-in-plain-language/article_b54a66c5-06ff-5823-94d2-0824ddb5dc6b.html)

#### **THE ATLANTIC: "WHAT CAN THE NEW FERGUSON REPORT ACHIEVE?"**

<https://www.theatlantic.com/politics/archive/2015/09/what-can-the-new-ferguson-report-achieve/405205/>

### **The National Advisory Commission on Civil Disorders: The Kerner Riot Commission Report**

[http://www.eisenhowerfoundation.org/publications\\_historic](http://www.eisenhowerfoundation.org/publications_historic)

For additional context and further reading, see:

#### **THE ATLANTIC: "THE REPORT ON RACE THAT SHOOK AMERICA."**

<https://www.theatlantic.com/magazine/archive/2018/05/the-report-on-race-that-shook-america/556850/>

#### **CITY LAB: "LESSONS FROM THE KERNER REPORT."**

<https://www.citylab.com/equity/2018/04/lessons-from-the-kerner-report/557045/>



### BLACK LIVES MATTER GLOBAL NETWORK

<https://blacklivesmatter.com>

The Black Lives Matter Global Network is a chapter-based, member-led organization whose mission is to build local power and to intervene in violence inflicted on black communities by the state and vigilantes.

### BYP100

<https://byp100.org>

BYP 100 (which stands for Black Youth Project 100) is a national member-based organization of black 18- to 35-year-old activists and organizers dedicated to creating justice and freedom for all black people.

### MOTHERS AGAINST POLICE BRUTALITY

<http://mothersagainstpolicebrutality.org>

This coalition unites mothers nationwide to fight for rights, police accountability and policy reform.

### THE MOVEMENT FOR BLACK LIVES

<https://policy.m4bl.org>

This is a collective of more than 50 organizations that support a common policy platform.

Brittany, Alexis, and others at a rally one year after the non-indictment of Darren Wilson.

Photo courtesy *Whose Streets?*

### RACE FORWARD: THE CENTER FOR RACIAL JUSTICE INNOVATION

<https://www.raceforward.org/about>

Race Forward's work to advocate for racial equity includes the publication *Colorlines.com*, the annual Facing Race conference, trainings, and other research and resources.

### TEACHING TOLERANCE

<https://www.tolerance.org/>

Teachers across the country turn to this arm of the Southern Poverty Law Center for guidance on bringing social justice issues into the classroom.

## HOW TO BUY THE FILM

To purchase the film for home or educational use, visit <http://www.whosestreets.com/>.



Produced by American Documentary, Inc., POV is public television's premier showcase for nonfiction films. Since 1988, POV has been the home for the world's boldest contemporary filmmakers, celebrating intriguing personal stories that spark conversation and inspire action. Always an innovator, POV discovers fresh new voices and creates interactive experiences that shine a light on social issues and elevate the art of storytelling. With our documentary broadcasts, original online programming and dynamic community engagement campaigns, we are committed to supporting films that capture the imagination and present diverse perspectives.

POV films have won 37 Emmy® Awards, 21 George Foster Peabody Awards, 12 Alfred I. duPont-Columbia University Awards, three Academy Awards®, and the first-ever George Polk Documentary Film Award. The POV series has been honored with a Special News & Documentary Emmy Award for Excellence in Television Documentary Filmmaking, three IDA Awards for Best Curated Series and the National Association of Latino Independent Producers (NALIP) Award for Corporate Commitment to Diversity. Learn more at [www.pbs.org/pov](http://www.pbs.org/pov).

### POV Spark ([www.pbs.org/pov](http://www.pbs.org/pov))

Since 1994, POV Digital has driven new storytelling initiatives and interactive production for POV. The department has continually experimented with web-based documentaries, producing PBS' first program website and the first Snapchat-native documentary. It has won major awards for its work, including a Webby Award and over 19 nominations. Now with a singular focus on incubating and distributing interactive productions, POV Spark continues to explore the future of independent non-fiction media through its co-productions, acquisitions and POV Labs, where media makers and technologists collaborate to reinvent storytelling forms.

Front cover: Activist Brittany Ferrell and crowd of protesters. Photo courtesy of Lucas Alvarado Farrar.

### POV Engage ([www.pbs.org/pov/engage](http://www.pbs.org/pov/engage))

The POV Engage team works with educators, community organizations and PBS stations to present more than 800 free screenings every year. In addition, we distribute free discussion guides and standards-aligned lesson plans for each of our films. With our community partners, we inspire dialogue around the most important social issues of our time.

### American Documentary, Inc. ([www.amdoc.org](http://www.amdoc.org))

American Documentary, Inc. (AmDoc) is a multimedia arts organization dedicated to creating, identifying and presenting contemporary stories that express opinions and perspectives rarely featured in mainstream media outlets. AmDoc is a catalyst for public culture, developing collaborative strategic engagement activities around socially relevant content on television, online and in community settings. These activities are designed to trigger action, from dialogue and feedback to educational opportunities and community participation. AmDoc is a 501(c)(3) not-for-profit organization.

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You can follow us on Twitter @POVengage for the latest news from POV Engage.



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