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Know My Name

A Memoir

By Chanel Miller

Guide written by Chris Gilbert

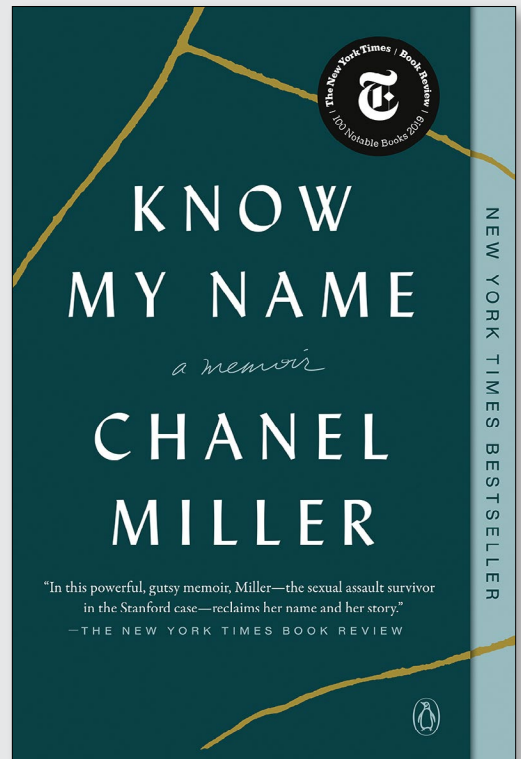
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INTRODUCTION

In *Know My Name*, the reader experiences Chanel Miller's moving story. Formerly known as "Emily Doe," Chanel has crafted a beautifully written memoir that beckons the reader to confront the devastating psychological and emotional effects of sexual assault; the failure of legal and academic institutions to support sexual assault victims; the disturbing persistence of victim-blaming, sexism, and white privilege; the power of writing to provoke healing and reforge personal identity; and the importance of hope. This is a timely, thought-provoking book, and this guide was written to assist teachers and students as they engage with it. Through the questions, activities, and resources featured within, students are encouraged to adopt an analytical view of *Know My Name* and related topics. This guide features five sections: discussion questions, various classroom activities, research opportunities, service learning projects, and other resources for students, teachers, and programs. Each section is applicable to multiple curricular areas, and as such, this document has an interdisciplinary focus. Activities can also be easily modified and scaled, as they were constructed with flexibility in mind. Lastly, students are encouraged throughout to utilize technology and work collaboratively as they complete their First Year Experience (FYE); this guide should provoke meaningful analysis and reflection, and it supports the overall purpose of the FYE: to fuse rigorous classroom study with immersive, communal learning experiences.

First-Year and Common Reading Guide



DISCUSSION QUESTIONS

These questions can be posed to an entire class, given to small groups, used to initiate online discussions, etc.

1. After finishing the book, take another look at the opening quotes following the Introduction. How do you view them now? What significance do they have when you consider them in the context of the text as a whole?
2. “I didn’t know that money could make the cell doors swing open. I didn’t know that if a woman was drunk when the violence occurred, she wouldn’t be taken seriously. I didn’t know that if he was drunk when the violence occurred, people would offer him sympathy. I didn’t know that my loss of memory would become his opportunity. I didn’t know that being a victim was synonymous with not being believed” (p. 23). In what ways did all of these things come to be? What do these statements illustrate about how sexual assault victims and perpetrators are treated differently?
3. What words would you use to describe Chanel’s emotional and psychological state in the hours and days following the assault? Explain your choice(s).
4. “A call from Stanford, a woman, she was head of the something, we just wanted to let you know he’s not allowed on campus anymore, okay? . . . This handful of minutes would be the first and last time I’d hear from Stanford for almost two years” (p. 34). Describe the profound institutional failure of Stanford. In what ways did the school fail Chanel? What should it have done differently? Why?
5. “I decided right then it was not true, none of it was real, because I, Chanel, was sitting at the office, and the body being publicly taken apart did not belong to me. I suppose this was when Emily Doe was born, me but not me at all, and suddenly I hated her, I did not want this, her nakedness, her pain. It was Emily, all of this was Emily” (p. 37). Compare and contrast Emily Doe and Chanel Miller. Additionally, how does the writing of *Know My Name* fuse these two identities into a whole person?
6. “The media was no help. They counted my drinks and counted the seconds Brock could swim two hundred yards, topped the article with a picture of Brock wearing a tie; it could’ve doubled as his LinkedIn profile” (p. 51). How do you explain this double-standard in terms of media coverage? What role did racism and sexism play?
7. “She had gone through something similar when she was only eighteen, called the police, completed the rape kit, but even after she did everything victims are instructed to do, she was informed it was not enough to move forward . . . She pulled back, looked me square in the face, and said, *This is your opportunity*” (pp. 72–73). What sort of opportunity did the trial present Chanel?
8. “This was no longer a fight against my rapist, it was a fight to be humanized. I had to hold on to my story, figure out how to make myself heard. If I didn’t break out, I’d become a statistic. Another red figure in a grid” (p. 140). How did the sexual assault, and the ensuing aftermath, dehumanize Chanel? In what ways did she resist this dehumanization?

DISCUSSION QUESTIONS

(CONTINUED)

9. Examine the tactics of Brock Turner's defense attorney during the trial. In what ways did the defense undermine Chanel and attack her credibility? In general, how would you characterize the treatment of Chanel during the court proceedings?
10. "We'd gotten an arrest, a guilty verdict, the small percentage that gets the conviction. It was time to see what justice looked like. We threw open the doors, and there was nothing. It took the breath out of me" (p. 241). What was your reaction to Brock Turner's sentencing? In this light, what larger critique of the justice system would you initiate?
11. Analyze *Know My Name* through a racial lens. If Chanel had been a White woman, and/or Brock had been a person of color, do you think things would have played out differently? Why? Why not?
12. "Often it seems easier to suffer rape alone, than face the dismembering that comes with seeking support" (p. 287). What does Chanel mean here? How should things change so that sexual assault survivors more easily receive the support they need?
13. In what ways does *Know My Name* illustrate the importance and power of hope?
14. In what ways did the act of writing both her book and victim statement serve as a healing mechanism for Chanel? Additionally, why do you think it was so important for her to craft her own narrative?
15. If you could ask Chanel Miller one question about *Know My Name*, what would you ask and why?

VARIOUS

CLASSROOM ACTIVITIES

The following are activities applicable to a variety of curricular areas.

1. Sexual Assault Survivor Story Compare and Contrast

"Yet all along there had been eyes watching me, rooting for me, from their own bedrooms, cars, stairwells, and apartments, all of us shielded inside our pain, our fear, our anonymity. I was surrounded by survivors, I was part of a we. . . . They had been waiting for me to find justice. This victory would be celebrated quietly in rooms in towns in states I had never even been to" (pp. 211-212).

Invite students to learn more about the we Chanel refers to here, or the experiences of other sexual assault survivors. To begin, have students select a survivor story from one of the resources listed below.

- Survivor stories from RAINN, the Rape, Abuse & Incest National Network: <http://tiny.cc/RAINN>
- Survivor stories from the Take Back the Night Foundation: <https://takebackthenight.org/survivor-stories/>
- Survivor stories of college sexual assault from Campus Survivors: <http://tiny.cc/CampusSurvivors>

**VARIOUS
CLASSROOM ACTIVITIES**
(CONTINUED)

After reading the story in full, ask students to compare and contrast the experiences detailed in their selected story with Chanel's experiences as described in *Know My Name*. Ask students to carefully consider similarities and differences as they relate to the circumstances of the sexual assault; the physical, emotional, and psychological damages; the absence or presence of related support systems; and the criminal justice system's response (and the survivor's experiences with the system), if applicable.

To facilitate this process, instruct students to use a Venn diagram. In one circle, students should note unique aspects of the experience depicted in their chosen narrative; in the other circle, they should note unique aspects of Chanel's experience. In the middle section of the Venn diagram, students should record similarities. Have students pair up and share their analysis before transitioning to a whole class conversation. Students could also further explore their noted similarities and differences through extended writing.

2. Draft a Sexual Assault Survivors' Bill of Rights

Through her powerful story, Chanel highlights the numerous challenges sexual assault survivors face as they navigate the fallout from such a traumatic experience. In light of this, ask your students, either in pairs or small groups, to draft a bill of rights for sexual assault survivors.

To begin, ask them to review *Know My Name* while focusing on rights they believe should be essential for survivors; encourage students to brainstorm and discuss their initial ideas. Next, ask them to focus their ideas and draft a list of five-ten rights they refuse to compromise on. Once they are finished, ask each group to present their list of rights to the class while justifying their choices. Finally, have students compare and contrast their work with the bills of rights listed below. Ask students to consider what they would add to their work (if anything) after accessing these sources.

- A Sexual Assault Survivors' Bill of Rights from Rise Justice Labs:
<https://www.risenow.us/campaigns/sexual-assault-survivors-bill-of-rights>
- The Federal Campus Sexual Assault Victims' Bill of Rights:
<http://tiny.cc/TitleXBillofRights>

3. Craft a Support Map

"... I would be failing you if you walked away from this book untouched by humanity, without seeing what I saw: those thousands of handwritten letters, the green-lipped fish at the bottom of the ocean, the winking court reporter. All the small miracles that sustained me ... I wrote, most of all, to tell you I have seen how good the world could be" (pp. 324-325).

While undeniably focused on the staggering destructive power of sexual assault, Chanel's story also details the profound acts of kindness and support that help her heal and rebuild her life. Indeed, Chanel is assisted in various ways by a number of people, both family, friends, and those in a professional capacity. Invite your students to analyze these individuals, and the forms of support they offer Chanel, through the construction of a support map.

**VARIOUS
CLASSROOM ACTIVITIES**
(CONTINUED)

To begin, ask students to review *Know My Name* with a general focus on forms of support (let students define this, but support could be emotional, physical, legal, etc.) Chanel receives from others. Ask them to take notes as they search the text for this content. Next, ask them to use one of the free resources below to construct a concept map that depicts their findings.

- <http://tiny.cc/Creately>
- <http://tiny.cc/Visme>

In this concept map, they should place Chanel at the center. Next, have students reference their notes and generate a visual map that features several individuals and descriptions of the forms of support they provide Chanel. To close the activity, ask students to present their work to the class. Additionally, ask them to explain how their concept maps developed their understanding of the various forms of support sexual assault survivors should be provided.

4. Construct a Trauma Map

“Julia also provided a statement, but her letter was almost entirely about changes she had seen in Tiffany. It was stunning, the effects rippling out wider than I could ever have imagined. I thought of my pain like my personal rain cloud; reading these letters was like watching the whole sky turn an inky black. When all damages were typed up and laid out it was staggering. Everyone had become a victim of this crime” (p. 227).

Know My Name is undoubtedly centered on Chanel’s sexual assault and the associated aftermath she experiences. The effects of the assault, though, ripple beyond Chanel and reach multiple people close to her. Invite your students to explore the ripples of this traumatic experience through this activity.

To begin, ask students to review *Know My Name* with a specific focus on exploring how people close to Chanel, both family and friends, are affected by her sexual assault. Ask your students to take a close look at the trauma-related emotional and psychological effects these individuals experience. Similar to the activity described above, have students visually depict the effects of trauma through the construction of a concept map. They can utilize one of the free resources listed below to do so.

- <http://tiny.cc/Creately>
- <http://tiny.cc/Visme>

Have students place Chanel’s sexual assault at the center of the map, and then instruct students to choose several individuals from the book, map out their relationships with Chanel, and then provide descriptions of the assault-related psychological and emotional effects they experience. When all students have completed their maps, ask them to present and compare their findings. Use this as an opportunity to ask students to explain the various ways the trauma of sexual assault damages individuals connected to the primary victim.

VARIOUS
CLASSROOM ACTIVITIES
(CONTINUED)

5. Create Chapter Titles

Use this activity to invite students to both review and analyze the text. To begin, ask students to come together in pairs or small groups. Next, have each group select a chapter from *Know My Name* they feel particularly drawn to. Following this, ask students to create a short title for their selected chapter and have them explain their reasoning through some short writing. To encourage students to think abstractly, ask them to sketch a visual symbol to accompany their title; students could draft their title and symbol on paper, or they could use a website such as <http://canva.com> to create a digital title page. Whatever they create, both the title and symbol should reflect the essence of the chapter, as interpreted by your students.

Create space in class for students to share their titles, symbols, and the thinking behind them. If you wish to extend this activity, have students also select several passages from their chosen chapter that they feel best reflect/connect with their title and symbol.

6. Paideia Seminar

A Paideia Seminar is a student-centered, Socratic discussion. In it, the teacher serves as facilitator by providing students with open-ended questions, prompting students to respond, and by linking student comments. There are three main question categories: *opening questions*, *core questions*, and *closing questions*. *Opening questions* identify main ideas from the text (What larger points does the book make about the psychological effects of sexual assault?). *Core questions* require students to analyze textual details (What do you consider to be some of the central turning points in the legal proceedings described in the text?). Finally, *closing questions* personalize textual concepts (What sort of lessons did you take from the book?). Construct multiple questions like these, and have students gather in a large circle.

Establish group goals for the discussion and have students create individual goals as well. Some group goals could include practicing active listening strategies, disagreeing constructively, and having each participant express at least two thoughts. Individual goals could include referring to specific passages, building on another student's comment, and making consistent eye contact with others. Facilitate the conversation and concentrate on eliciting student responses. When the discussion concludes, have students self-assess and provide feedback on the seminar. Note that many of the discussion questions in this guide can be used during this activity.

For more information, consult <https://www.paideia.org/our-approach/paideia-seminar/index>

7. Student Generated Questions (QAR)

When students are able to generate their own questions, they are typically more invested in the analytical process. Allow them to take ownership of inquiry and explore *Know My Name* through this activity. QAR refers to Question-Answer Relationships, and this activity works well in terms of encouraging both close analysis and personal connections. The types of questions include:

VARIOUS CLASSROOM ACTIVITIES (CONTINUED)

- **Right there questions:** answers to these questions are found explicitly in the text.
(*When does Chanel truly realize what happened to her?*)
- **Think and search questions:** answers lie in the text, but may only be found by examining several different sections and piecing them together.
(*How does hope surface throughout the text?*)
- **Author and you:** answers require personal interpretation based on textual evidence.
(*How do you think Chanel is ultimately changed by her experiences?*)
- **On my own:** answers connect personal experience with themes of the text.
(*Have you ever participated in a court trial? How did the experience affect you?*)

Have students work independently or in pairs to generate several questions per category for a specific section of the book. After these questions are generated, instructors have several options:

- Have students trade and answer each other's questions in writing
- Have students pose their questions during small-group discussions
- Have students select one question to expand upon in an extended written response or brief presentation ("Right there" questions do not work well for this).
- Have students answer each other's questions via collaborative documents on Google Docs (<http://docs.google.com>). *

For more information on this strategy, consult this resource:

<http://www.readingquest.org/qar.html>

RESEARCH OPPORTUNITIES

The following topics are designed to provide students with opportunities for extended inquiry and analysis. In response to these, students could:

- Compose a research paper
 - Deliver a presentation
 - Design a lesson plan and teach a class
 - Record a podcast (<http://tiny.cc/HowtoPodcast>)
 - Create a website (<https://www.wix.com/>, <http://www.weebly.com>, and <https://sites.google.com> are excellent free resources for this)
 - Use Adobe Spark (<https://spark.adobe.com/>) to create and share a variety of graphics and videos
1. "The pivotal question throughout the trial was whether or not consent was issued. Yes or no. We act as if there is a single traffic light, red or green. But sex is a road lined with intersections, which way to go, when to slow down, to yield, to stop, to speed up" (p. 263). How is consent legally defined? What is affirmative consent? Must consent only be obtained once, or is it granted in an ongoing fashion? Why? How does the presence of alcohol or drugs during

RESEARCH OPPORTUNITIES

(CONTINUED)

sexual interaction complicate consent? Perform research to answer the above questions to deepen your knowledge of what it means to provide consent. When you conclude your research, reassess *Know My Name*. How does your deepened understanding of consent impact the way you view the sexual assault of Chanel Miller? One useful source for this research topic is <https://nomore.org/learn/understanding-consent/>.

2. “I wish there had been a predatory expert, victim expert, consent expert to better educate the jury. We scrutinized the victim’s actions, instead of examining the behavioral patterns of sexual predators. How alcohol works to the predator’s advantage, to lower resistance, weaken the limbs” (p. 272). As *Know My Name* illustrates, the discourse surrounding sexual assault is sadly often centered on victims rather than the individuals who assault them. Perform research to learn more about sexual predators. What drives these predators? How do they tend to operate? How do they select victims? What common characteristics do they display? What life experiences, if any, predispose an individual to become a sexual predator? How should the legal system handle sexual predators?
3. “Instead of a nineteen-year-old Stanford athlete, let’s imagine a Hispanic nineteen-year-old working in the kitchen of the fraternity commits the same crime. Does the story end differently? Does *The Washington Post* call him a surgeon? . . . Privilege accompanies the light skinned, helped maintain his belief that consequences did not apply to him” (p. 282). How did Brock Turner benefit from white privilege? Re-examine *Know My Name* through the lens of privilege. What sort of power did he derive from his racial and socioeconomic status, and how did this impact his sentence? Additionally, perform further research on how white privilege has impacted the sentencing of other sex offenders in the United States.
4. Research your school and analyze both and prevention and response measures related to sexual assault. What sort of prevention and educational measures are in place? Do you believe these are stringent enough? Why? Why not? What about policies that specify responses to sexual assault? How does your school assist victims? How does your school address perpetrators? Perform a critique, identify areas for improvement, and launch a campaign to promote reform. Consult the following link for helpful suggestions related to organizing, issuing demands, and launching a campaign: <https://www.knowyourix.org/campus-action/campus-organizing-toolkit/>
5. “Throughout the legal process, I felt like I was always trying to keep up, to not mess up, learn court jargon, pay attention, follow the rules. I wanted to fit in and prove I could do whatever was expected of me. It had never occurred to me that the system itself could be wrong, could be changed or improved. Victims could ask for more. We could be treated better” (p. 139). Sadly, during her experience with the judicial process, Chanel was positioned as the person on trial. Perform research to identify the sort of legal reform that needs to occur to better protect and support sexual assault survivors. Begin with a critique of Brock Turner’s defense team. In what ways was their treatment of Chanel harmful and even unethical? Next, pivot to a broader assessment of victim’s rights and treatment within the legal system. What should a victim’s role be during a trial? How can the legal system protect victims from forms of victim-blaming, shaming, and retraumatization?

RESEARCH OPPORTUNITIES

(CONTINUED)

6. “I unfolded a paper brochure, ‘Reactions in the Aftermath.’ The first category read, *0 to 24 hours: numbness, light-headedness, unidentified fear, shock*. I nodded, the similarity striking. The next category read, *2 weeks to 6 months: forgetfulness, exhaustion, guilt, nightmares*. The final category read, *6 months to 3 or more years: isolation, memory triggers, suicidal thoughts, inability to work, substance abuse, relationship difficulties, loneliness*” (pp. 9-10). At the center of *Know My Name* is a deep exploration of the emotional and psychological effects of sexual assault. Review the text and analyze how the assault impacts Chanel in these ways. What sort of emotional and psychological effects does she experience? What aspects of post-traumatic stress disorder are made manifest? Extend your research beyond the memoir to learn more about the general emotional, social, and psychological effects of sexual assault. How long does the damage typically persist? How do survivors cope? What forms of support exist? What additional forms of support should be provided?

SERVICE LEARNING PROJECTS

These projects are designed to connect students’ learning experiences with the larger community.

1. Create a Sexual Assault Survivor Resource Guide

“How quickly victims must begin fighting, converting feelings into logic, navigating the legal system, the intrusion of strangers, the relentless judgement. How do I protect my life? From the investigators? The reporters? I was being equipped with a prosecutor, going into battle, but no one could tell me how to hold all this hostility, this wrecking sadness” (p. 52).

As Chanel’s experience makes clear, sexual assault survivors face an onslaught of challenges they are likely unprepared for. To address this reality and assist survivors, invite your students to create a resource guide for those on campus who have experienced sexual assault. Ask students to work in pairs or small groups for this activity.

The goal of this activity is to create a guide, in print and/or digital form that features a list of campus resources and associated contact information. These resources should include on-campus organizations/support services, local law enforcement agencies, and other local groups that support those who experience sexual assault. Students might also consider including basic information regarding student rights (e.g., Title IX) in the resource guide to better inform readers.

Students should aim to create a guide that is accessible, informative, and eye-catching, and they can use any of the online resources featured throughout this guide to do so. For instance, students could use online resources to create a brochure, or students could craft their resource guide as a website or blog post and share it via social media.

Invite your students to access the guides below for ideas:

- A campus resource guide from the University of Wisconsin-Madison:
<http://tiny.cc/UWMGuide>
- A sexual assault resource guide from Miami University:
<http://tiny.cc/MiamiUGuide>

SERVICE LEARNING PROJECTS (CONTINUED)

- “Know your Rights & Resources,” a resource guide from the University of Washington: <http://tiny.cc/UofWashGuide>

2. Participate in Sexual Assault Awareness Month

Sexual Assault Awareness Month occurs every April, but your students can initiate a related campaign at any time.

To do so, first ask them to navigate to <http://tiny.cc/NSVRC>, a resource from the National Sexual Violence Resource Center that features numerous ideas for Sexual Assault Awareness Month.

Ask students to group up and consider initiating one or more of the actions listed on this website. There are numerous ideas here including hosting online events, ways to get involved during the Day of Action (April 6th), and numerous ideas for the [#30DaysofSAAM Challenge](#). If students miss the chance to participate in April, ask them to consider initiating a #30DaysofSAAM Challenge for another month; there are numerous activities listed on the website they could initiate. There are also related digital materials students can download to support and promote their efforts.

After students initiate their actions, have them come together as a whole class to reflect on the experience and plan their next action.

3. Become an Expert and Educator

Have students select a topic related to *Know My Name* to research in small groups. Some suggested topics include:

- Alcohol use, drug use, and sexual violence
- Campus rape culture
- Cat-calling and the objectification of women
- Sexual assault and victim blaming
- The retraumatization of sexual assault survivors via the justice system

The purpose of this activity is for students to become experts on their topic so that they may effectively educate other members of the campus community. First, student groups should read and analyze the applicable sections of *Know My Name* while performing secondary research as well. After students have sufficiently researched their topic, have them answer the following two questions:

1. What is the essential information that others must know about my group's topic?
2. What are common myths about my topic that should be debunked?

Finally, have students present their research to the campus community in such a way that it both informs and invites them to discuss the issue. Groups could:

- Staff an information booth (be sure to obtain permission first) in a visible area and distribute brochures, fliers, or other documents. Free web resources such

SERVICE LEARNING PROJECTS (CONTINUED)

as <https://www.canva.com/> will work for this, or students could use programs such as Microsoft Publisher to create documents.

- Launch an online campaign through social media or a designed website. Encourage students to create captivating presentations through Prezi (<http://www.prezi.com>), Google Slides (<http://www.google.com/slides/about/>), or Microsoft Sway (<https://sway.com>). Students could also blog through a site such as WordPress (<http://www.wordpress.com>).
- Design and publish infographics. An infographic is a visual representation of information that features short sections of text and multiple charts, graphs, and other visuals. The digital medium offers students a unique way to package and convey knowledge while sharpening their digital literacy skills. Free resources for this include <http://piktochart.com>, <http://easel.ly>, and <https://spark.adobe.com/>.

4. Volunteer to Support Sexual Assault Survivors

"... I sifted through the papers in my purse, pulled out the pamphlet I kept folded inside, scanned through the hotline numbers, so many numbers, calling the one that said *Stanford* in its description. ... I let my head back, let my shoulders shake, hand plastered to my forehead, my face wet, my chin wet, my neck wet. I could feel the sides of my throat shredded, and let everything out, knowing this person would never see me and I would never see her, but at least someone was listening" (p. 52).

As Chanel's experience makes clear, sexual assault survivors undoubtedly need the support of others, even if that support comes from an anonymous person on the other end of a phone call. Invite your students to volunteer their time as a supporter for sexual assault victims by accessing one of the resources below.

- RAINN, the Rape, Abuse and Incest National Network, offers volunteer opportunities for the National Sexual Assault Online Hotline, which "provides live, secure, anonymous crisis support to the growing number of people who prefer communicating online through a simple instant message format, giving those affected by sexual assault a safe place to receive support": <http://tiny.cc/RAINNHotline>
- RAINN also offers a helpful link that allows users to search for volunteer opportunities in local sexual assault service providers: <http://tiny.cc/RAINNVolOpps>

During their time as a volunteer, ask students to keep a journal to reflect on their experiences. Provide space in class for students to reference their writing and unpack their volunteer experience.

5. Support a Sexual-Assault Related Non-Profit or Charity

To initiate this activity, have students organize themselves into groups and invite them to select one of the charities/non-profits described below (note that these are just suggestions; students can look online to locate others as well. If they do so, encourage students to vet charities/non-profits through the use of <https://www.charitynavigator.org> and <http://www.guidestar.org>):

SERVICE LEARNING PROJECTS (CONTINUED)

- RAINN, the Rape, Abuse & Incest National Network (<http://tiny.cc/RAINNFundraise>), implements programs to prevent sexual violence, assist survivors, and ensure that perpetrators are brought to justice.
- The National Sexual Violence Resource Center (<https://www.nsvrc.org/>) works to end sexual violence. They seek to prevent sexual harassment, abuse, and assault.
- The National Alliance to End Sexual Violence (<https://endsexualviolence.org/>) “educates the policy community about federal laws, legislation and appropriations impacting the fight to end sexual violence. Its team of experts and advocates . . . publish written analysis, track legislation, provide media interviews, and advise members of Congress and the executive branch.”
- The Grateful Garment Project (<https://gratefulgarment.org/>), an organization Chanel utilized, “ensure[s] that every victim of a sexual crime who crosses the threshold of a Sexual Assault Response Team (SART) facility or who seeks medical attention and/or law enforcement involvement is provided with whatever new clothing, toiletries, snacks, and other miscellaneous items that they may require.”

After students select an organization, ask them to plan and implement several different fundraising activities to support it. To provide students with some fundraising ideas, refer them to the extensive list located here: <http://tiny.cc/FundraisingIdeas>.

Whatever students choose to do, encourage them to promote their efforts through social media. After students conclude their fundraising efforts, have them debrief and reflect on what was successful and what could be improved.

OTHER RESOURCES FOR STUDENTS, TEACHERS, AND PROGRAMS

The following are resources useful for extending a study of *Know My Name* and its related subjects:

- <http://tiny.cc/IAmWithYouFilm>
“I Am With You,” a short film from Chanel Miller.
- <http://tiny.cc/DemNowCM>
An interview with Chanel Miller from *Democracy Now!*.
- <http://tiny.cc/OprahCM>
Oprah’s interview with Chanel Miller.
- <https://www.callyourgirlfriend.com/episodes/2019/12/12/chanel-miller-know-my-name>
A discussion with Chanel Miller on the “Call Your Girlfriend” podcast.
- <https://www.chanel-miller.com/>
Chanel Miller’s official website.
- <http://tiny.cc/NSVRCList>
Campus sexual violence resources from the National Sexual Violence Resource Center.
- <http://tiny.cc/RAINNActivism>
Resources related to student activism from RAINN.

OTHER RESOURCES
FOR STUDENTS, TEACHERS,
AND PROGRAMS
(CONTINUED)

- <https://www.woar.org/>
The official website of Women Organized Against Rape.
 - <https://www.itsonus.org/>
The official website of It's On Us, an organization that combats campus sexual assault.
 - <http://tiny.cc/RAINNNatHotline>
Information on the national sexual assault hotline.
-

ABOUT THE AUTHOR
OF THIS GUIDE

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