

COUNTER RACIAL PREJUDICE REFLECTED IN FREEDOM WRITERS MOVIE

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ABSTRACT

This study analyzes the anti-racism in the film *Freedom Writers*, directed and written by Richard LaGravenese. This study aims to identify anti-racism depicted in the film, describe how anti-racism is reflected in the film, and explain why a character named Erin Gruwell supports anti-racism in the film. This research is a library research. The type of data in this study is text, including narration, dialogue, and monologue. Data collection is done by watching and understanding the film's storyline which is the object of this research. Qualitative data analysis was applied in this study, carried out in three stages, namely data reduction, data presentation, and conclusion drawing. This study shows that there are two aspects of anti-racism depicted in the film, namely education aspect and togetherness. Second, the anti-racism reflected in the film is illustrated by learning about tolerance for differences. And finally, the reason Erin Gruwell supports anti-racism in her classroom is that she wants to inspire students to learn and have a good view of differences.

Keywords: anti-racism; difference; freedom writers; qualitative analysis

ABSTRAK

Penelitian ini menganalisis antirasisme dalam film Freedom Writers yang disutradarai dan ditulis oleh Richard LaGravenese. Penelitian ini bertujuan untuk mengidentifikasi antirasisme yang digambarkan dalam film, mendeskripsikan bagaimana antirasisme tercermin dalam film, dan menjelaskan mengapa karakter bernama Erin Gruwell mendukung antirasisme dalam film tersebut. Penelitian ini merupakan penelitian kepustakaan. Jenis data dalam penelitian ini adalah teks yang meliputi narasi, dialog, dan monolog. Pengumpulan data dilakukan dengan melihat dan memahami jalan cerita film yang menjadi objek penelitian ini. Analisis data kualitatif diterapkan dalam penelitian ini, dilakukan dalam tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Penelitian ini menunjukkan bahwa ada dua aspek antirasisme yang digambarkan dalam film tersebut, yaitu aspek pendidikan dan kebersamaan. Kedua, sikap antirasisme yang tercermin dalam film tersebut diilustrasikan dengan pembelajaran tentang toleransi terhadap perbedaan. Dan terakhir, alasan Erin Gruwell mendukung

anti-rasisme di kelasnya adalah karena dia ingin menginspirasi siswa untuk belajar dan memiliki pandangan yang baik tentang perbedaan.

Kata kunci: *anti-rasisme; analisis kualitatif; perbedaan; penulis kebebasan*

A. INTRODUCTION

Racism is inequality based on one's skin color, race, ethnicity, and origin that limits one's rights and freedoms. Racism is also often interpreted as the belief that humans can be divided into separate groups based on biological characteristics called "race". This idea also holds that there is a causal relationship between the physical characteristics of a race and personality, intelligence, morality, and other cultural and behavioral traits, which makes some races 'innately' superior to others. Racism is not a trivial matter, "Racism" means a belief system or doctrine which states that the inherent biological differences of the human race determine cultural or individual achievement, that a particular race is superior and has the right to rule over others, (Rofifah, 2020). Meanwhile, anti-racism is beliefs, actions, movements, and policies adopted or developed to fight racism. In general, anti-racism aims to promote an egalitarian society in which people do not face discrimination based on their race, but are defined. Anti-racism attitudes also grow along with the times. "*Freedom Writers*" is an American movie directed and written by Richard LaGravenese. This film raises the issue of racism in America in the 1990s. At that time there was rioting and looting everywhere. The story of Erin Gruwell, who devotes her life to teaching her students, is the film's main draw, attracting researcher to study it. Furthermore, the characters in this film are fascinating. The personalities of the characters in this film are all quite strong. And because this film addresses many examples of prejudice that occurred at the time, the researcher is eager to dig deeper into it. Because racism is a topic that is frequently discussed in numerous areas. Erin Gruwell becomes anti-racist as a result of it. And it's just too difficult to be anti-racist like the protagonist. Her life appears to be challenging as well, as evidenced by the fact that she was divorced by her spouse. Nonetheless, she remained courageous and upbeat.

There are previous studies that have raised the same topic as discussed in this study. The first researcher belongs to (Azna Yulinarni, Asridayani, 2020) from English Literature, Faculty of Languages, Muara Bungo University (2020) with the title "Racism and Its Effects in the Film *Freedom Writers* by Richard La Gravenese: Sociological Approach". In their article they wrote the purpose of this research, namely 1) to classify the types of racism that appear in the film "*Freedom Writers*". 2) to find out the effects felt by the characters in the film

“Freedom Writer”. In conducting this research, the writer uses a qualitative descriptive method, which is a research method that finds basic answers about racism and the types of racism and explains the effects caused by acts of racism on the characters of the players in the film using a sociological approach. The author also finds three fundamental effects of racism in 5 data based on Allport’s (1991) theory, namely Anticootin, Discrimination, and Physical attack. From all the data provided, it can be found that individual racism appears the most in the film, then followed by Institutional Racism and some of the effects that exist in the film “Freedom Writers.” And the difference with what the author wrote in this study lies in the analysis, in this study using a Sociological approach. Then (Yulia Shinta K, 2010) from Diponegoro University Semarang (2020) with the title “Anti-Racism in Erin Gruwell’s Character in the Freedom Writers Film by Richard Lagravenese.” This study tells about an anti-racist teacher named Erin Gruwell in Long Beach, California as shown in the film “Freedom Writers” directed by Richard LaGravenese. The purpose of this study is to find out Erin Gruwell’s anti-racism, analyze Erin’s life and environment that made her an anti-racist person, and understand her anti-racist effect through pictures and dialogues in the film “Freedom Writers.” Social psychology and sociology approaches are also used to analyze Erin’s anti-racism. The results show that Erin’s anti-racism attitude can be seen from the conflicts that occur in her. In the end, Erin’s anti-racism effect appeared. This shows that Erin’s students in class 203 changed their behavior to be anti-racist. This research is almost the same as what the researcher will write, only the difference is in this study using a social psychology and sociology approach. (Syahri, 2011) from Syarif Hidayatullah State Islamic University, Jakarta (2011). This researcher uses qualitative and descriptive analysis methods, as well as Rolan Barthes’ Semiotics theory. Based on the analysis that has been done, the writer can understand the messages or symbols that exist through dialogue, taking pictures and the actions of the Freedom Writers players. The difference between this research and the research being conducted by the researcher is the approach taken. (Kurniawan, 2011) from University of Muhammadiyah Malang. In this study, researchers the film Freedom Writers which focused on the anti-racism message in each scene. Researchers here use the method of content analysis (content analysis), according to Barelson content analysis is a research technique that is carried out objectively, systematically, and quantitatively describes the media content that is manifest. (Martono, 2010:76). The researchers determined three categorizations to facilitate research, namely: categorization of education, togetherness, and idealism. The data analysis technique used is frequency distribution analysis to know the occurrence of each category. The conclusion of this study found that there are 61 scenes containing anti-racism messages in the film Freedom Writers by Richard Lagravenese. Even

though they both use the film with the same title, the difference lies in the research technique. (Fitria, 2013) University of Muhammadiyah Malang with the title, “Racism in American Film Production (Semiotic Analysis in the Freedom Writer Film by Richard LaGravense).” The approach of this research is qualitative with the type of interpretive research intended to interpret signs that contain the meaning of racism contained in the film “Freedom Writer”. The object of this research is several scenes that are suspected to contain the meaning of racism. While the unit of analysis in this study includes the language of appearance, shooting techniques, and narrative elements. the results of the analysis of the units of analysis in the film, the researchers finally concluded that the film Freedom Writer as one of the American films that loudly shouted about anti-racism kept a racist ideology behind it. This racist ideology can be seen from the alignment with the White Race group and the discrediting of the Outside White Race group in several elements contained in a film. This alignment appears in the elements of character formation, both main characters, and extra characters. In addition to the characterization elements, alignments with the White Race group are also found in the film’s narrative and camera treatment of certain characters.

Through previous studies in the previous paragraph, there are several similarities with this research, including; both the characters studied in the films dealing with anti-racism by the characters and some from the same film. The difference is that some of them identify anti-racism in different films and use different theoretical approaches.

B. LITERATURE REVIEW

Kerangka teori berisi seluruh teori yang digunakan. Penulisan tidak perlu panjang lebar, namun cukup pokok/konsep dari masing-masing teori yang digunakan. Penulisan subbab untuk teori menggunakan penomoran angka Arab (1, 2, 3 dst) dicetak tebal, anak dari anak subbab menggunakan penomoran huruf kecil (a, b, c dst) dicetak tebal. Ditulis dengan font Times New Roman, 12pt, spasi tunggal.

1. The Notion of Anti-racism

Racism is a belief system or doctrine that holds that the biological differences of the human race determine cultural or individual achievement – that one race is superior and has the right to rule over other races. Some authors use the term racism to refer to a preference for one's ethnic group (ethnocentrism), fear of strangers (xenophobia), rejection of race relations (miscegenation), and generalization towards a particular group of people (stereotype). Racism has been a driving factor for social discrimination, segregation and racial violence,

including genocide. Politicians often use racial issues to win votes. The term racist has been used with bad connotations since at least the 1940s, and the identification of a group or person as racist is often controversial.

Racism is related to the concept of race in society. The formation of racism can occur if physical differences are considered an important thing in society. Racism can also arise because of differences in terms of psychology, ideology and economics. Conditions that can lead to racism in society are the existence of several racial groups with different cultures and the institutionalization of inequality in each race that is interconnected with each other. Racism is divided into two, namely monocoque racism and ladder frame racism.

Some of the causes of racism are as follows.

a. Socialization in the family

Whatever parents teach their children, will be attached to their children. This means that parents are one of the factors that cause racism to emerge. Of course, this is a chain of hatred that cannot be broken because it continues to be indoctrinated between generations.

b. Government Policy Decision

Generally, the most common cause of racism is government policy decisions, including in Indonesia. This is influenced by the authoritarian leadership of the government.

c. Culture and Customs

The culture and customs of every remote area or nation are certainly different which automatically affects the thoughts, understanding and feelings between groups.

In addition to the cases mentioned above, other causes of racism to emerge are due to economic disparities, gaps in facilities and infrastructure, and excessive love and envy. On the other hand, racism is not just words, beliefs, or actions. It includes everything, especially those that prevent a person from gaining dignity and equality because of their race. Unfortunately, racism is increasingly being carried out openly, even getting worse, especially on social media.

Racism will be revealed from a person's actions and attitudes. However, nowadays racism has entered into systems and institutions which may be difficult to reveal to the public. And, systemic racism began. Actions of systemic racism arise from various causes including:

The existence of a legal history that was created with the foundation to benefit certain races. There are institutions with policies that are biased based on

race. The maintenance of unresolved systemic injustice and racism, such as insults, harassment, or remarks that offend race.

Sometimes racism is not done through violence or intimidation. Calling someone because of their race, or ostracizing a group based on where they come from, can be categorized as acts of racism.

2. Major Principles of Anti-racism

According to the Human Rights and Equal Opportunity Commission, Racism is an ideology that contributes to mythical statements about other racial and ethnic groups that demean that group or community. In this case it often happens in social life wherever they are. Even though it is prohibited, there are still some who are racist towards each other.

Racism is inseparable from two aspects, namely racial discrimination and racial prejudice.

a. Race Discrimination

The term racial discrimination includes all forms of discriminatory behavior based on race. The form of racial discrimination is evident in the segregation of residences of certain races in big cities in both the West and the East.

b. Race Prejudice

The second aspect of racism is racial prejudice. Prejudice is the root of all forms of racism. Prejudice is a bad view of other individuals or groups of people by only referring to certain characteristics such as race, religion, occupation, or class.

Discrimination and prejudice are two things that reinforce each other. Prejudice creates a rationalization for discrimination, whereas discrimination often brings threats. In an atmosphere of prejudice and discrimination, there is no place for tolerance and openness.

Racism, in general, can be interpreted as an attack on attitudes, tendencies, statements, and actions that favor or oppose community groups, especially because of racial identity. Acts of racism occur in various areas of social life, such as education, health services, entertainment, and so on. The existence of such racist behavior can cause divisions, both among others and certain groups.

Racism can be fought. However, this requires a commitment from everyone to not commit racism. Understanding the meaning of racism The Big Indonesian Dictionary (KBBI) defines racism as prejudice based on national ancestry, or an understanding that one's race is the superior race. By understanding the meaning of racism, then such actions are not justified. Understanding social inequality Racism fuels inequality and inequality in private and public life. So, being anti-racist means understanding and realizing that there is unfair treatment for certain races that should not be repeated. Stop saying "I'm not racist" Everyone has the

potential to be racist. Saying “I’m not racist” is a form of self-serving and denying reality. Opposing the idea of racism The next step, everyone needs to oppose every view, belief, to political support that judges the existence of racial inequality. This is a real attitude as anti- racist.

Support anti-racism and educate others Anti-racist ideas must continue to be transmitted so that educating others on racial equality needs to be carried out continuously.

C. RESEARCH METHOD

This study uses qualitative data analysis techniques. This data analysis was carried out in three stages, namely: data reduction, data presentation, and conclusion drawing (Miles and Huberman, 2014). Data reduction is carried out by simplifying the data to suit the needs so that it is easy to get information. Then the presentation of the data, at this stage the data is reduced to make it easier to convey and understand by the readers. The form of data presented in this study is in the form of narrative text. Drawing conclusions obtained from data that has been compiled and grouped so that it can see the results of data that have been reduced and presented to look for relationships, similarities, or differences to reach conclusions as answers to problems.

The purpose of this study is to obtain data that will be used in analyzing the topics raised based on the selected issue. Data is the most important tool in research. The form of data in this study is qualitative data. That is in the form of text, including narration, dialogue, and monologue. Researcher used two types of data sources in this study, namely:

1. Primary Data Source

The primary data source in this research is the film “Freedom Writers (2007)” is an American movie directed and written by Richard LaGravenese. The movie was produced by MTV Films, Jersey Films, and 2S Films, and distributed by Paramount Pictures. This film is the main determinant of the data that can be said to be valid because what is studied by researchers in this study is a film.

2. Secondary Data Source

The next data sources used to support the strength of the main data sources are documents related to this research and previous studies that have been discussed in the previous chapter. These documents are related to the topic raised in this research or they could be related to the issue used by the researcher in analyzing this research.

D. FINDING AND DISCUSSION

1. Finding

Hasil dan pembahasan berisi hasil penelitian yang dilakukan. Ungkapkan secara detail dan singkat hasil penelitian yang telah dilakukan. Begitu pula dengan pembahasan. Penulisan subbab menggunakan penomoran angka Arab (1, 2, 3 dst), anak subbab menggunakan penomoran huruf kecil (a, b, c dst). Judul tabel diletakkan di bagian atas tabel, sedangkan judul gambar/grafik diletakkan di bagian bawah gambar/grafik. Penomoran judul tabel/gambar/grafik menggunakan angka Arab (1, 2, 3 dst). Ditulis dengan font Times New Roman, 12pt, spasi tunggal.

a. Kind Of Anti-Racism Displayed In The Movie

Anti-racism is the attitude and action of opposing and rejecting a racist understanding that is considered incompatible with human values. And in the film *Freedom Writers*, it begins with the riots that occurred in Long Beach because of acts of racism between blacks and whites that caused many victims.



Figure 1. Movie Scene

Eva : *We fight each other for territory.*

We kill each other over race, pride and respect.

We fight for what is ours. (00:03:40-00:03:46).



Figure 2. Movie Scene

Jamal : *Man, I know you ain't talking to me!*

Erin : *Okay...*

Jamal : *Look, homey, I'll beat that ass, homeboy.*

Erin : *Can you please sit back down?*

Jamal : *Look, I got your spot on the team.*
That's why you're over there wagging your tongue.

Erin : *Please sit back in your seats.*

Jamal : *Look, your spot is good as gone. I don't*
know why you keep wasting your time coming to practice
with them two-year-old Nikes on your feet!

Andre : *You don't know nothing about me, coz! Broke down my*
whole situation.

Erin : *Jamal?*

Jamal : *So, now you're in my face now, right?*
Sit your punk ass down! Sit your punk ass down, homeboy!

Andre : *I will run that ass off the field.*

Jamal : *Shut your ass up. What's up, homey?*
I mean, what's up? Sit your ass down, homey!
(00:11:04-00:11:30)

And they even fight with each other over trivial matters that make Erin who is still a new teacher confused about what is happening in her class. Bad and racist relationships like this in that year, 1994 were common because they were used to living in their respective groups. And if someone violates their territory then something will happen. For example, there was a fight between Paco and Grant Rice which caused Paco to shoot the wrong way and assign it to Grant Rice as the main suspect and Eva as a witness. In this case the relations between other races in the school are getting heated. Even in class they are suspicious of each other. However, in a short time they finally realized the racism they had done so far and made them aware of racism. The anti-racism they do has two aspects, namely in terms of education and in terms of togetherness.

1) Educational Aspect

In this case, it can be seen from the side of student interaction in the school environment, especially in the classroom environment. Like what happened in class 203 which was so warm after the change.



Figure 3. Movie Scene

- Marcus : *Good to see you, man.*
- Ben : *Hey, yeah.*
- Marcus : *How was your summer?*
- Ben : *Great.*
- Marcus : *You're still white, I see. (01:09:51-01:10:04)*

The relationship between Marcus and Ben who initially hated each other because Ben was white in the end they were friends and refused to be racist.

2) Togetherness

With a sense of sympathy for each other makes their friendship stronger and closer like a family.



Figure 3. Movie Scene

Miguel: *Ms. G? Can I read something from my diary?*

Erin : *That'd be great.*

Jamal : *Who is he?*

Gloria : *Man, he's been with us from freshman year, fool.*

Jamal : *What's his name?*

Gloria : *I don't know.*

Miguel: *"This summer was the worst summer in my short 14 years of life. It all started with a phone call. My mother was crying and begging, asking for more time as if she were gasping for her last breath of air. She held me as tight as she could and cried. Her tears hit my shirt like bullets and told me we were being evicted. She kept apologizing to me. I thought, I have no home. I should have asked for something less expensive at Christmas. On the morning of the eviction, a hard knock on the door woke me up. The sheriff was there to do his job. I looked up at the sky, waiting for something to happen. My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless? The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. Instead, I'm greeted by a couple of friends who were in my English class last year. And it hits me, Mrs. Gruwell, my crazy English teacher from last year, is the only person that made me think of hope. Talking with friends about last year's English and our trips, I began to feel better. I receive my schedule and the first teacher is Mrs. Gruwell in Room 203. I walk into the room and feel as though all the problems in life are not so important anymore. "I am home."*

Erin : *Yes, you are. (01:14:19-01:14:42)*

The message really made Miguel's friends feel sympathy and emotion when he read the contents of his diary in front of everyone. Even Erin was touched by the students who turned out to be comfortable in her current class. Because he already has friends and this class is considered a home for him because he can share together in the class.

This shows their anti-racism side because they also respect each other and support what is in front of them.

Togetherness and sympathy for each other made them fade the racism they had been doing, replaced with an anti-racism attitude in order to maintain their unity and togetherness to live a comfortable life

b. Kind Of Anti-Racism Displayed In The Movie

By holding a tour to the museum, the 203th grade students are at least aware of the act of racism that ultimately leaves the victim. They learn many things about past events in the museum. With the guidance of Erin Gruwell as their teacher and person in charge. They see a lot about racism and tolerance for different races.



Figure 4. Movie Scene

Andre : *Ms. G had a beautiful dinner for us at the hotel where she works. She invited real Holocaust survivors from the museum to meet us. There was Elisabeth Mann.*

Elizabeth : *I had my parents, my sister, my two brothers.*

Jamal : *Gloria Ungar.*

Gloria : *If any of you have seen someone with a number on their arm. These were the lucky people. The people who, when we came to Auschwitz. When they tattooed the people they took us to do the slave work. Not the others, and that included many of my family. So, we ran away, some of the young kids.*

Eddie Liam : *I was at that time 11-and-a half years old. And where to go, I didn't know. But I remember one place where I used to live. So when I ran there, there was not one Jew left.*

Renee F : *I was in the worst camp. I was in Auschwitz. And Renee Firestone. When I arrived, my parents were immediately taken away from me. My little sister, who was then 14 years*

old. Stayed with me for a little while. And then later on, I was separated from her also.

Andre : *She lost her whole family at the camps. She came to this country with \$4 in her pocket and a newborn baby. I'll never forget these people.*

Renee : *And then she was killed because they didn't want...*

Andre : *I can't believe Ms. G did all of this for us.*

(01:06:03-01:07:32)

Over a wonderful dinner, they listened to stories from many about the past of the atrocities rooted in racism and its aftermath. This then makes them aware of the badness of the racism they have done so far because their environment has taught them that way from generation to generation. And with the conversation, their minds began to open to not act racism anymore.



Figure 5. Movie Scene

(01:35:56-01:36:14)

The relationship that occurred between Eva and Sindy, who initially became enemies, became friends because of Eva's courage in court by not defending her people and telling the truth in order to save the innocent Grant Rice. Although she was scolded by her people for treason, but she felt what she did was the right thing. And Sindy feels that is what is called justice and she sympathizes with Eva. The tolerance that is formed between the two races is one of the anti-racism actions that have taken place in Long Beach, especially at their school. And with Erin Gruwell's teaching method that is different from the others, it makes them aware of the importance of anti-racism actions in social life as humans live.

c. Erin Gruwell Support Anti-Racism In The Movie

Erin talks about an art that is almost similar to Tito's drawing in a museum. Pictures of the past of a gang making fun of each other spread across the national media. Then she told the bad that happened after. All of the students listened to her very wisely and studied what Erin had just conveyed, although some of them still felt irritated and annoyed because Erin did not understand what they had experienced and felt so far. But she tries to understand what is going on between her students with her explanation slowly.



Figure 6. Movie Scene

Erin : *I'm a teacher. It doesn't matter what color I am.*

(00:33:20-00:33:21)

Erin explained that she was a teacher who didn't care about skin color. She continues to encourage her students who are still concerned about skin color because of the past with all her understanding of all that. She encourages her students so that they can graduate from school and continue on to a higher level so that they are no longer belittled and can determine their own destiny in later life. That's how Erin supports the anti-racism movement that she spreads to her students so that they become social human beings as they should be.

2. Discussion

Freedom Writers is a film that raises the issue of anti-racism in the 1990s. Although it describes many issues of racism, it does not at least raise the issue of anti-racism, including the experience of the main character in the film, Erin Gruwell as a new teacher at the Woodrow Wilson school, Long Beach, United States in the 1990s. At first she was a little stressed because she was confused about her students who seemed to be suspicious of each other. Until she had to rethink how to teach these children according to their individual needs and

supported by anti-racism measures that made everyone have to work together with each other.

Considering the interactions that occur in the classrooms where there are groups and there is no sympathy for each other, Erin tries to change their seat positions by arranging them according to her directions so that all students can mingle with each other with the various races in class 203. Erin, who felt that her teaching method was effective, then invited her students to take a tour of a historical museum to introduce her students to racism and its effects. And also she invites her students to eat together while bringing in important people who will teach about tolerance to her students.

With these actions, the students' interactions are getting better and better and they even greet each other regardless of their race. Andre and Ben who initially hated each other were finally able to be friends. The game lessons given by Erin are also growing. And increasing the sense of tolerance among students. Even when they finished reading the book about Anne Frank, one of Marcus' students wanted Erin to bring Mrs. Giep went to their school because they wanted to hear the real story live. Erin explained that it was impossible for the school to fund them because they invited Mrs. Giep has a high cost. All the students then said if they could raise funds to bring Mrs. Giep. And from this fundraising, the 203 class's sense of togetherness, which initially hated and suspected each other, became like a family who both helped each other and were passionate about a common goal. Until finally, Mrs. Giep also came to their school thanks to their hard work and also from Erin and her father. With the arrival of Mrs. Giep made them more aware of tolerance and help even though they are of different races. Their sympathy was also open. Until Eva realizes about the importance of justice. So, when she was in court it was Grant Rice who became the main suspect in the shooting of Cindy's friend, even though it was the fault of her boyfriend, Paco. Finally told the truth in court. Although she is considered a traitor by her people, thanks to that her relationship with Cindy improves. And they become friends at the end of the story.

E. CONCLUSION

This research was conducted by applying analytical methods to find out the anti-racism in the film *Freedom Writers*. In this study, the characters in the film are depicted not in good social interactions, even their socialization is also bad. Whether it's at school or outside of school. They were suspicious of each other to the point of causing division. However, thanks to Erin Gruwell's different teaching, she made her students aware of anti-racism. So that the interactions that were initially bad became good and they made the union of various races in their

class to create a comfortable atmosphere in the class. They even consider everyone in the class to be family.

Every character in the film is depicted with a racist sense. So as a teacher Erin Gruwell then gave a lesson about tolerance for differences by inviting them to go to the museum and bringing in people who could explain it. So that they are aware of their racist actions so far and make them anti-racism.

One of the reasons Erin Gruwell supports anti-racism is because she wants to inspire students to learn and have a good view of differences. And with her seriousness in teaching and explaining racism to her students, she made them realize the importance of anti-racism for their lives.

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