



Race and Equity in the S.S. Classroom

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How does Scotts Ridge
Middle School 8th grade
social studies work to include
lessons about race and equity
throughout the school year?

Presentation Goals

During this presentation,
I'm hoping to...

1. Examine how SRMS 8th grade S.S. tries to include lessons on race/equity *throughout the year*
2. Reflect on the challenges and shortcomings of our approach
3. Think about the limits of a curricular approach generally



“The problem of
the twentieth
century is the
problem of the
color line.”

-Souls of Black Folk,
W.E.B. DuBois (1903)



4 Pillars for SRMS 8th Grade

Systematic Inclusion

Invest Time

Connect to present-day
events

Seek out PD



Pillar #1 : Systematic Inclusion

Constitution/Civics Unit

Each **Unit** we will:

- analyze a primary source ✓✓ = Constitution Safari, Bill of Rights Safari, Enslavement DBQ
- engage with relevant geography ✓ = Electoral College maps
- read an academic secondary source and take notes on it ✓ = *American Stories* Textbook reading and notes
- connect the past to the present ✓ = TONS- SCOTUS cases, *True Justice*, Electoral College Lessons
- conduct an inquiry activity ✓ = Global Bill of Rights
- written work (~1 page) ✓ = DBO
- center the voices and perspectives of traditionally marginalized groups ✓ = *True Justice*, Enslavement DBQ
- incorporate History Day Theme ✓ = 1st Amend. SCOTUS cases

Pillar #2 : Invest Time

Classroom time is a finite resource. Where you invest your time says a lot about your priorities.



1787 Constitution DBQ: Enslavement and the Constitution

Why did the Framers keep enslavement in the 1787 Constitution?

Using the documents below and your class notes for evidence, write a response of at least 4 paragraphs, complete with a claim, introduction paragraph, 2 body paragraphs, and a conclusion paragraph.

Criteria	Level 1	Level 2	Level 3
Claim	Response does not contain a claim. 0pts	Response contains an unclear claim; may contain multiple. 5pts	Response contains a clear claim that answers the question. 10pts

Quarter 2: DBQ on Enslavement and the Constitution



Abolitionist Movement DBQ

“How did abolitionists try and persuade the American public to abolish enslavement?”
Using the documents below and your class notes for evidence, write a 4 paragraph response complete with an introduction with claim, support paragraphs with evidence and reasoning, and a conclusion.

Criteria	Level 1	Level 2	Level 3
Claim/ Thesis	Response does not contain a claim. 0pts	Response contains an unclear claim; may contain multiple. 5pts	Response contains a <u>clear claim</u> that answers the question. 10pts
Introduction Paragraph	Response does not contain an introduction. 0pts	Response contains an introduction that is lacking in relevant historical background. 5pts	Response contains an <u>introduction that provides relevant historical background</u> to the reader. 10pts

Quarter 3: DBQ on the Abolitionist Movement and its Strategies

Pillar #3 : Present-day Connections

The “why” of social studies...understand the present.



“We’re all more than the worst thing we’ve ever done.” —Bryan Stevenson, Equal Justice Initiative

True Justice: Bryan Stevenson’s Fight for Equality Viewing Guide

What are the differences between law and justice?

How has the United States Supreme Court created and sustained racial inequality?

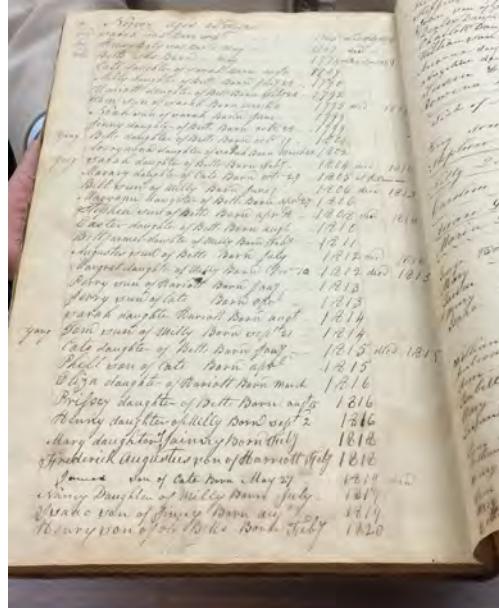
December 3rd Warm-up:

In the film Bryan Stevenson says “There’s a huge difference between law and justice.”

- Discuss: What is the difference between law and justice?
- Discuss: In the United States, how do law and justice interact with race? (think about recent events and your unit on *THUG*)

Pillar #4 : Professional Development

Don't assume teachers know the history well. There's a ton!!!



Pillar #4 : Professional Development

Experiencing the history if you're going to teach it.



Challenges and Shortcomings

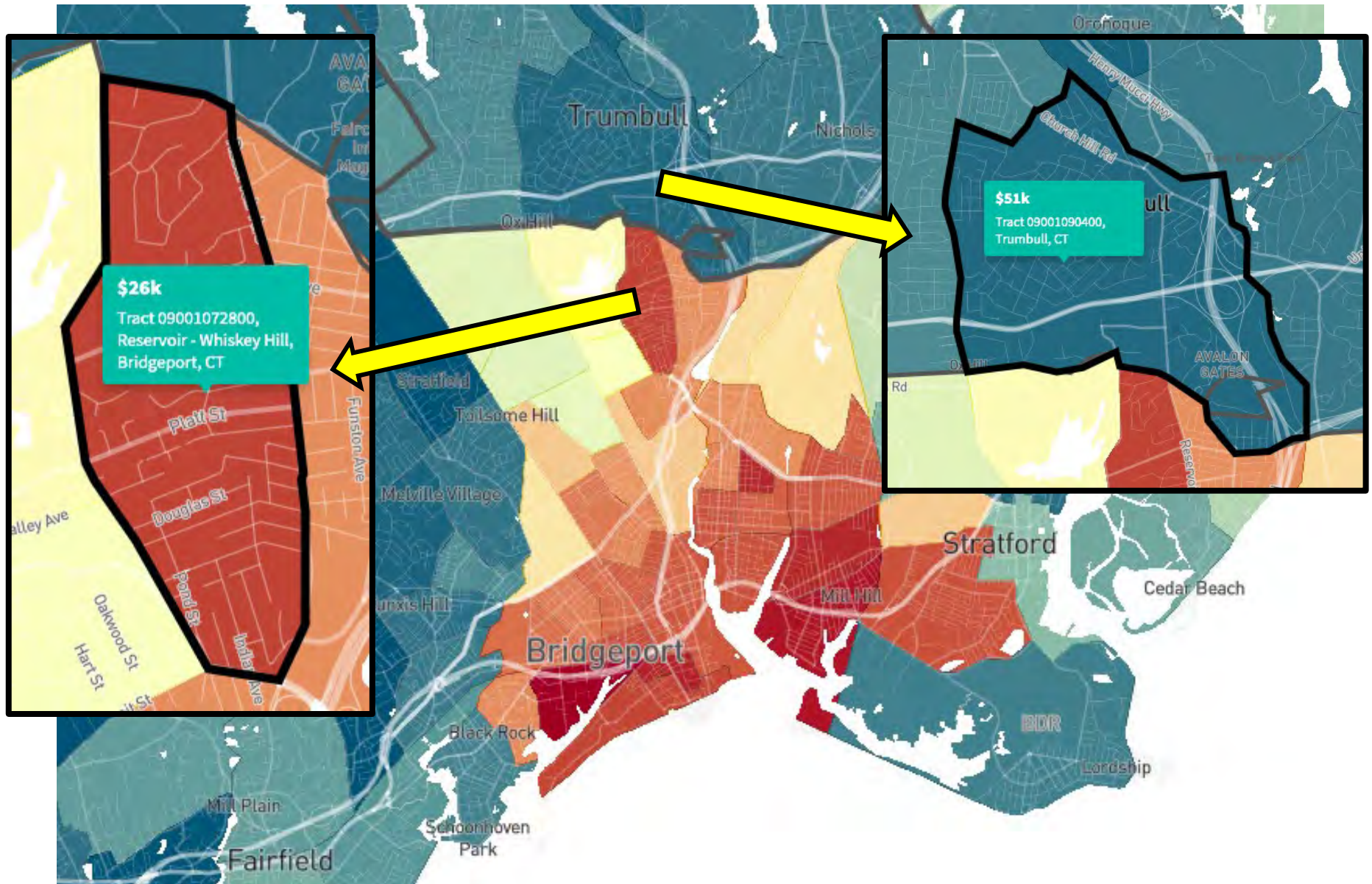
- ❑ “Black History” isn’t *just* “enslaved history”
- ❑ Balancing Curricular Demands
- ❑ Teaching antiracism in a (relatively) non-diverse setting



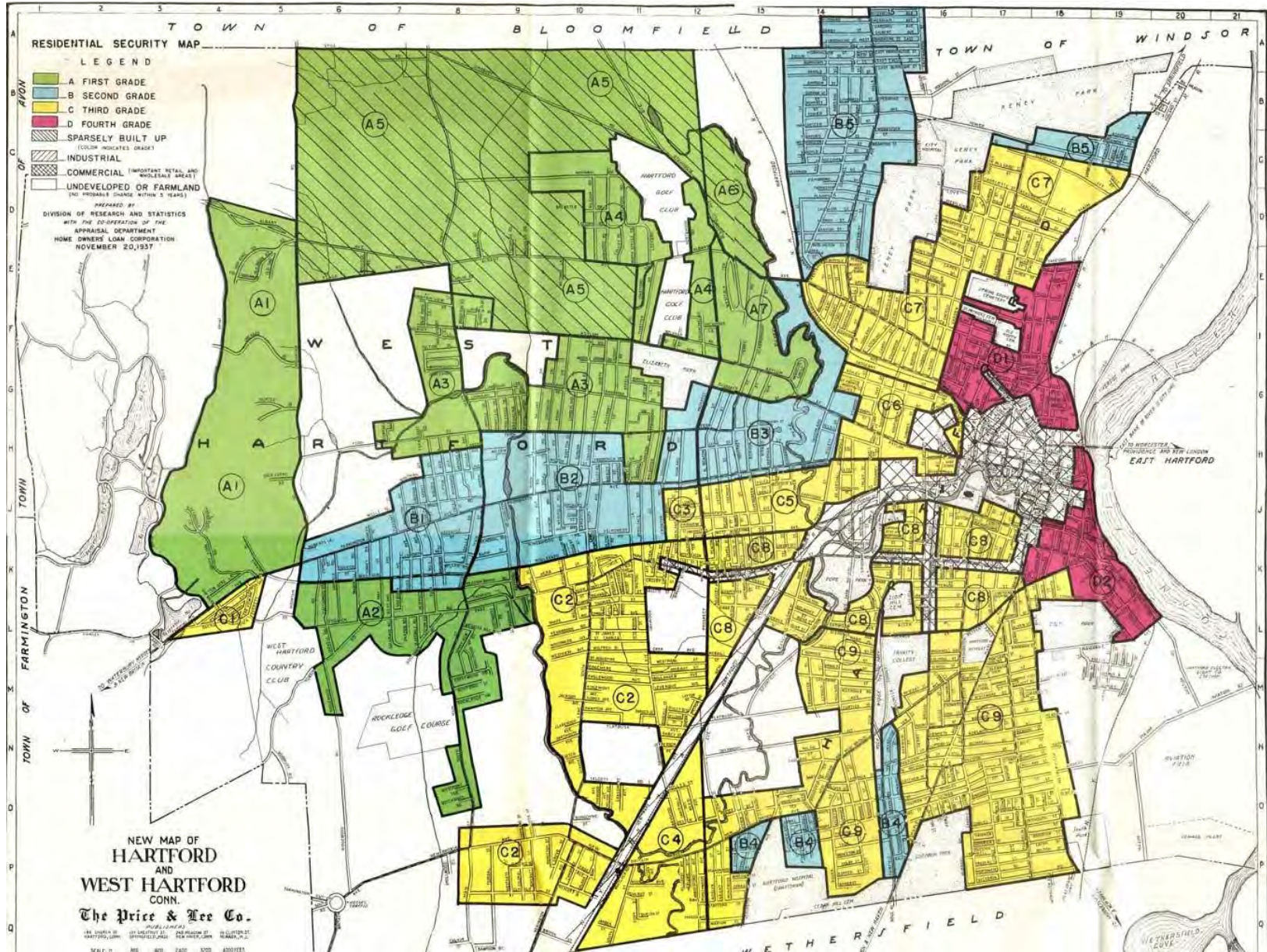
Legacy of *Sheff v. O'Neill* and the Limits of Teaching Antiracism in Segregated Schools



Opportunity Insights : Where you grow up Matters a lot



Legacy of *Sheff v. O'Neill* and the Limits of Teaching Antiracism in Segregated Schools



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