



Teaching *for*
TRANSFORMATION

Race and Reconciliation

8th Grade History

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Deep Hope:

- My deep hope for our class is that we see where justice is needed in the world and find ways to act for that need.



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Long Term Learning Targets:



I can see when justice is
present/absent from a situation



I can take a side and justify my
ideas with evidence

These two learning targets guide our exploration in the second of the three essential questions about Justice: “Is there Justice in US History?”



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Curricular Outcomes:

SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.

SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.

SS.IS.6.6-8 MdC: Construct explanations using reasoning, correct sequence, examples, and details, while acknowledging their strengths and weaknesses.

SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).

SS.IS.8.6-8.L.C: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.



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Habits of Learning:

Gracious Communicating

During our FLEx, we emphasized respecting and valuing both thinkers and classmates with different viewpoints/experiences.

Curious Thinking

Students analyzed viewpoints based off of what they believe or are learning to believe. Students engaged in a new way of learning and had to fit new ideas into what they already know to be true.



See God's Story:

Creation	Fall	Redemption	Restoration
<p>Diversity and creativity are gifts. God's world functions as a blend of different cultures, colors, and experiences.</p>	<p>In the US, the history and legacy of slavery and racism show how diversity and difference can be weaponized against marginalized peoples.</p>	<p>Diversity is not only in our histories, but also in the experiences we have and ideas that appeal to us. Through sharing them, we understand each other better and can work to embrace diversity without division.</p>	<p>Our class, like the world, shows differences in opinions and experiences. While we can't solve the problem of racism today, by respecting and listening to each other, we prove that the problem can be solved.</p>



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Bending Towards Justice



This quote from Dr. Martin Luther King reminds us that the track of history changes based on what we do. It is our job be God's hands and feet, doing His work to bend it towards a more just future.



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Bending Towards Justice



By the end of the year, students have engaged with three major questions:

1. What is Justice (left)
2. Is there Justice in US History? (center)
3. How can we work for Justice (right)



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Throughlines:

Pursuers of Justice:

Students work to analyze solutions that promote equality for historically marginalized populations.

Without working towards Justice, the question and work in class doesn't make sense. It is modeling and teaching students a way to address world issues while incorporating a diversity of perspectives.

Leaders for Community:

By engaging with real sources and real ideas, students will see themselves as part of the conversation on how to address racism in the US.

By not giving closed or specific correct answers, students are challenged to begin analyzing, understanding and judging ideas for themselves.

Learning Target – I can say clearly what Justice means to me

Students conducted interviews with people in their community before answering these questions themselves.

What is Justice?

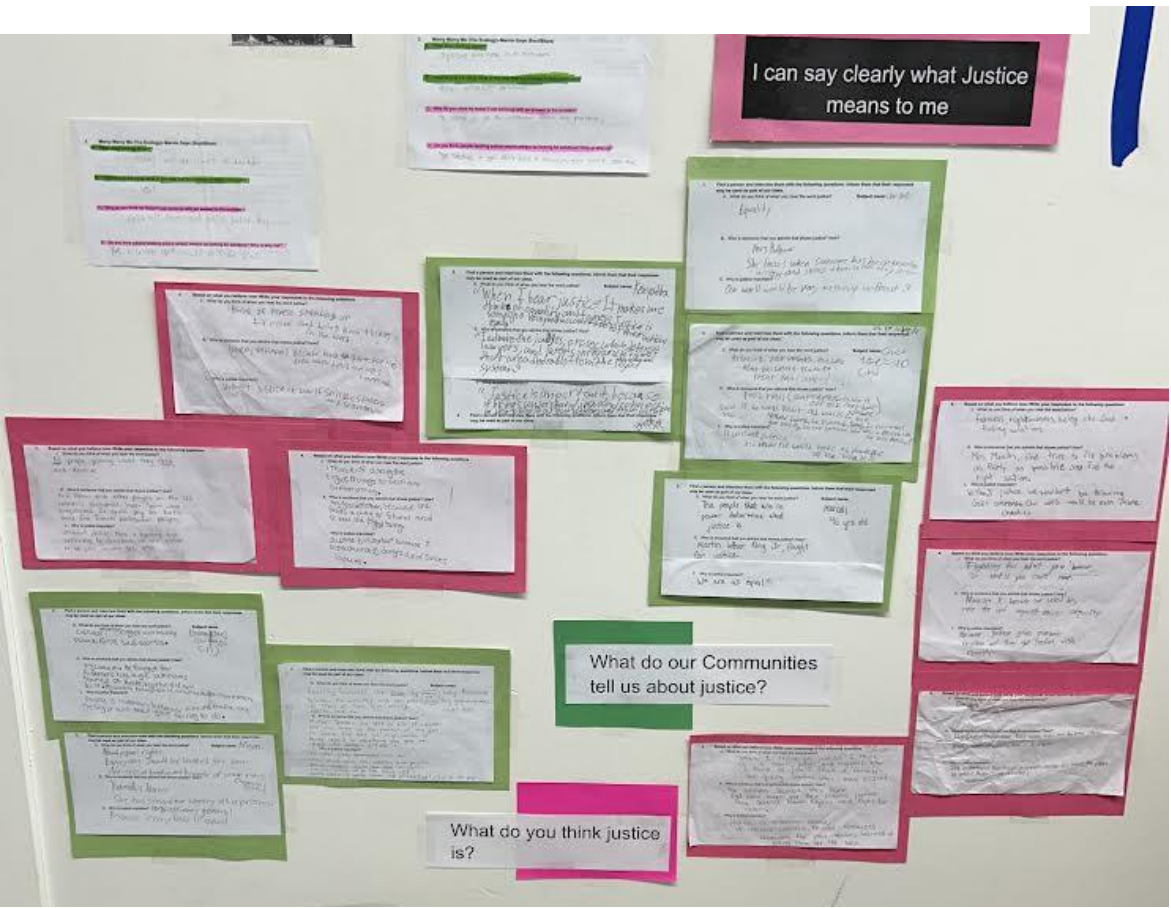
- “Forgiveness, righteousness and helping God’s story become real.”

Who do you know that shows Justice?

- “Mrs. Meeks [8th ELA teacher] because she helps all of us feel welcome.”

Why is justice important?

- “We are all equal and deserve to be treated equally.”





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Formational Learning Experience:

Real needs: In other classes, students have heard and seen stories of racial injustice. But students may not have been **asked to think about open-ended** questions concerning how we can address racism.

Real people: Some of our students have experienced racism themselves—and many more will. Students are able to **see people in our classroom and community** as real people.

Real work: By doing the hard work of growing their own beliefs and discussing them with others students, students **expanded what they knew to be possible** and began to see themselves as thinkers with valuable potential solutions



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INVITE

From the first day of our unit, we introduced what it would look like to debate with classmates.

Immediately, students realized it was much harder to **opt out** when they were **treated as experts** with **meaningful ideas and experiences** to contribute. Even on trivial subjects, they realized they wanted and **needed their voice to be heard**.

“Share your voice,
even if it doesn’t get
heard. Someone is
always still listening.
God is still listening.”


—Offered by a student during our closing debate



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INVITE

After having practiced debating and examining viewpoints of others, students engaged with 6 primary sources over the course of a month. Filling out a note sheet, they built out a vision of what each thinker believed.



WEB DuBois


2/21

W.E.B DuBois—from The Philadelphia Negro

AFRICAN AMERICANS
SHOULD BE TREATED AS
SOME OF THE
FINEST PEOPLE

I agree with WEB DuBois the most because with education comes knowledge and with knowledge comes opportunities, so if everyone had the same amount of education they would have the same amount of knowledge.

A thinker that I really agreed with is WEB DuBois. He wanted there to be more opportunities and positions of leadership for African Americans. To carry this idea out, he decided to start a program that would eventually bring these opportunities up. I think he really went deeper than the surface to help get African Americans what they needed.



Fred Hampton

1948-1969


I liked Hampton's viewpoint the most because he believes we should not battle racism with racism but eliminate it all together. He includes all people and believes we should do whatever we can to fight for our rights without fear. The end of racism should be forced, not suggested.

Fred Hampton wanted all people to join in the fight to stop racism. He emphasized that we shouldn't fight racism with racism, but that the People should have a revolution and after that people will finally have freedom.

Fred Hampton was about taking a stand, he wanted to have peace in the world including all people. Even though he was being aggressive with how he was saying it, he was talking about ways for us to get justice.

I agreed with Kendrick Lamar's viewpoint, because he writes music for younger audiences about culture pride. All his songs have a greater message for black listeners: to appreciate their culture. If he could change the world, there would be more young black people proud of their culture and where they came from.

I agree with Kendrick Lamar's idea because he wanted American hip-hop culture and black culture to be respected in all aspects.




Marcus Garvey

2/26

He shouldn't let to white order to be successful

He said that the Negro should be proud of their race and that they should be able to succeed on their own terms.

I agree with Adichie's idea because it talks about changing people's mindset in order to end racism. I think that's impossible because racism has been around forever. Many generations of families passed down racism, so I think it would be impossible to change quickly. It may be a possibility that can happen but it would take a long period of time.




Fannie Lou Hamer

1917-1977

Adichie and Lamar both seemed to have the idea of personal identity and who YOU are as a black individual. They focused on what the world is made up to be and all the things books and television portray but don't show the good things in life or the reality black people go through.

Adichie explained that racism comes from stereotypes which originated from slavery and caused it to occur. Although it will take a long time to convince other people's minds, it will eventually end racism.


I agreed with Adichie's idea that black people's stories shouldn't always highlight segregation and slavery.



Kendrick Lamar

3/26

The idea I agree with the most is Kendrick Lamar's idea. I believe that other rappers rap about the same thing, like money, drugs, women, etc. Kendrick Lamar is rapping about things that he notices in the real world, for example, a cultural divide. I think Kendrick Lamar wants to spread awareness about this topic, to the 95 million people who listen to him monthly.



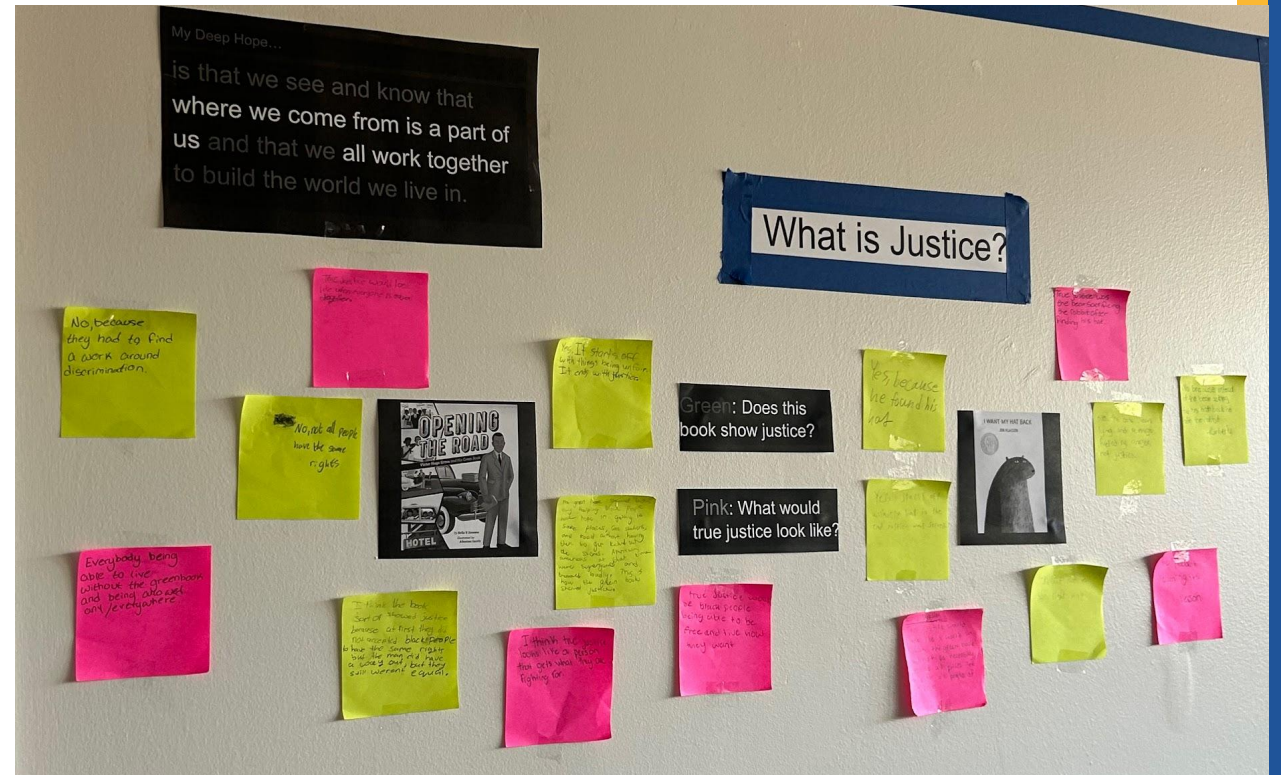
Chimamanda Ngozi Adichie

3/25



INVITE

In order to gain a better understanding of justice, students listened to two picture books and responded on post-it notes. They highlighted the way the book portrays justice, as well as what they believed true justice would look like in the context of the story.





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NURTURE

Students were given **time and space** to examine their own beliefs and what was important to them, but were repeatedly reminded that social questions have **no wrong answers**, provided that they are reasoned and explained thoroughly.

As students began to grow more confident in their own beliefs, the work of nurturing **changed**. Reminded of the openness of the assignment, many turned to **defending other students** and their right to their own beliefs.



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EMPOWER

After being shown a model, students were able to continue **engaging with their beliefs and values** in a **mature** way outside of class.

Months after our in-class debate, I overheard two students disagree about one of the viewpoints. However, rather than escalating the disagreement, they seemed intent to **listen to each other** in order to make sense of their differences of opinion. As I walked away, I heard one ask “What viewpoint did you choose?” The other responded, not with a person’s name, but with **what she valued** about their argument.



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Student Reflections:

“I learned from the 6 thinkers that every person has a purpose in this world, no matter who you are. There were many different opinions and each opinion had originality and meaning.”

“I do not believe racism will fully end in our lifetime or anyone’s lifetime because realistically the only way to completely end racism is for it to have not existed at all. However, it's important to discuss these topics because it gives us ways to get as close as we can to the end of racism and dilute the impact.”



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Teacher Reflections:

Throughout the year, I wasn't once asked when we would "*use this in real life.*" Using our Deep Hope, students were able to see that in class actions were intentional and motivated by helping them understand their beliefs. Long-term learning targets were helpful in showing exactly what skills we were developing, and why we were discussing and engaging with what we were doing. TFT has helped better explain to students ***why*** we are doing the work we are doing.



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