



Unwinding the Confluence of Teaching History & Critical Race Theory

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Description:

How do we unwind the confluence of teaching history and the emotionally charged label Critical Race Theory? What is being taught versus what people (and several school districts) are pushing back against.

Estimated time: 1.25 hours

(1) Getting acquainted and comfortable

5 - 10 min.

Welcome

- Thank you for coming...
- We are a part of The Great Reset, which was born out of a shift we're seeing in our country. We have been in a place where we don't tend to speak 'beyond our bubbles' and across perspectives. The Great Reset has been opening up a grey space for such conversations since 2018. You are now part of keeping the conversation going and we thank you.

The Pillars of The Great Reset

- To share our own thoughts and perspectives with humility
- To learn from others and listen with respect

Ground Rules

- Every comment is valid and deserving of respect
- We show respect by speaking one at a time, putting our phones on silent and staying engaged, even when we are not speaking
- In the interest of time, I may cut in to ask you to 'top-line' something if we need to move on. This means simply offer up a synopsis of your thoughts and speak in bullets, not paragraphs

Confidentiality

I would like a verbal from everyone that you are here of your own volition and out of respect for one another I would ask you to keep what others say in this room unless they give you permission otherwise. (go around and get verbal agreement). Further, you agree to adhere to the principles outlined already: to deliver your perspectives bound to the principles of respect, to **listen with humility and offer grace to others who are sharing this space.**



Personal Introductions

Please share your name, where you live, and something about you we couldn't google, or your favorite food, a show you binge watch, etc.).

(2) History

10-15 min.

Think back at how you learned about history... and what you have learned over the years and understood to be part of that history.

- Is there anything that you wished you had learned in school that was not part of the official curriculum?

- To what degree do you feel you were taught "the whole picture"? And how, if at all, did that impact your outlook, your perspective, your role models?

For a long time, and especially in more recent times, people have highlighted the fact that the teaching of history in the United States leaves out the important stories of non-White males who are not being adequately recognized or exposed in our history books and classrooms.

- Has anybody heard of the term "culturally relevant teaching"?
 - What does it mean to you?
 - If you've not heard of it, what do you imagine it to mean?

*Since the 1990s, educators have been using an approach to "**culturally relevant teaching**" which seeks to affirm students ethnic and racial backgrounds, in order to help students identify the causes of social inequities and to make schools feel safe and supportive for black students and other underserved populations.*

- Based on this statement, what, if any, are the benefits of "culturally relevant teaching"?
- What, if any, are the potential drawbacks of this kind of teaching?

Let's turn our attention now to a phrase that you might have heard and ask you what you know about it, what you think about it and what role, if any, should it have in classrooms

(3) The Confluence of History and CRT

15 min.

- How many of you have heard the term "Critical Race Theory"?



- For those who have heard about it, please complete the exercise in... by writing in what comes to mind when you hear the phrase ...what comes to mind? (use word cloud or comments - don't verbalize)
- What comes to mind when you hear the term "Critical Race Theory"?
- What, if anything, have you heard about it?

Just so we are all on the same page, and as defined by Stephen Sawchuk of Education Week Magazine, *Critical race theory (CRT) is an academic concept that is more than 40 years old. The core idea is that race is a social construct, and that racism is not merely the product of individual bias or prejudice, but also something embedded in legal systems and policies.*

The basic tenets of critical race theory, or CRT, emerged out of a framework for legal analysis in the late 1970s and early 1980s created by legal scholars Derrick Bell, Kimberlé Crenshaw, and Richard Delgado, among others. CRT is taught as a graduate level course and is not taught in K-12 schools.

- Now that we've heard this explanation, did you learn anything new about CRT that you hadn't heard before? if so, what?
- In what ways do you think CRT is different or similar to what we've discussed earlier about "culturally relevant teaching"?
- What do you understand to be the controversy surrounding CRT?

(4) Finding common ground

15 min.

- Why do you think people are pushing back on how history, specifically how race and its effect on our history, is being taught?
- Why do you think some school districts are pushing back on Critical Race Theory? Reminder: CRT is a graduate level theory course, it is not being taught in our K-12.
- How do we find common ground so that "culturally relevant teaching" of history doesn't get confused with teaching CRT?
 - What is the language that we should use to explain curriculum at the K-12 level?
 - What do parents need to know to add clarity to this topic?

(5) Closing comments

5 min.

Link to survey: <https://forms.gle/HrvdFjmQEuVDGySQ7>