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| Diana Kinney | [CIVIL RIGHTS MOVEMENT (1960s): EQUITY, RACE, AGENCY, AND ALLIES](https://youtu.be/-dTm-F4fVcQ)  Diana Kinney  Fifth-Grade Teacher | Sharon Public Schools  Video URL: <https://youtu.be/-dTm-F4fVcQ> |
| *This lesson came midway through a unit on the Civil Rights Movement of the 1960s. Students had previously used a similar “We Notice / We Wonder / We Think” structure to analyze protest songs and pages from the Negro Motorist Green Book. They had also previously considered related social justice topics (including modern-day racial justice issues) through an ELA unit and book club books.* | |

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| Learn more about this video and Diana’s culturally responsive teaching (CRT) journey: | |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *The topic (lunch counter sit-ins during the Civil Rights Movement in the 1960s) centers issues of equity, power, race, and identity. This lesson focuses on collective efforts by African Americans and by White allies to help end segregation. The role of young people and their agency (college students) is highlighted. Students work collaboratively and are given varied opportunities to demonstrate their learning through analyzing primary sources, discussing their findings, and consolidating their learning through a children’s book read-aloud. Throughout the lesson, students are actively engaged together, and interact positively and thoughtfully with each other and with the teacher.* |
| **What does culturally responsive teaching and/or anti-racist teaching mean to you?** | *To me, Culturally Responsive Teaching has to do with both content and practice. Across the curriculum but especially in Social Studies and ELA, I look for opportunities to highlight issues of race, culture, and who has power or who doesn’t. By “highlight” I mean addressing these topics /issues directly in discussions, giving students time to investigate related primary and secondary sources, helping students build empathy through carefully selected book club books, and where possible allocating time so that relevant units get a little more space in the curriculum. In terms of practice, I give students lots of opportunities to process new learning through both small-group and whole class conversations, have students create culturally celebratory artifacts (such as “Welcome” posters in the languages that they speak at home) to post around our classroom, and seek to maintain a warm and joyful atmosphere where all students feel noticed and appreciated.* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *One thing that’s been helpful has been participating in an Anti-Racist Book Club at my school. Over the past several years we have read and discussed several books including Waking Up White (Debby Irving), So You Want to Talk About Race (Ijeoma Oluo), Culturally Responsive Teaching and the Brain (Zaretta Hammond), and Why are All the Black Kids Sitting Together in the Cafeteria (Dr. Beverly Daniel Tatum). I’ve also sought advice on what terms (Black / African American / People of Color) to use in classroom discussions, and consequently I’ve started addressing that question directly with my students and also shifting back and forth among those terms. That single step, paired with new curriculum units that center anti-racist content, has greatly increased my own comfort level with discussing these topics in my classroom -- and as a result I’ve seen my students participate much more comfortably in conversations about “difficult” historical and current events topics.* |