ENGAGING, CRITICALLY CONSCIOUS SOCIAL STUDIES
LESSONS FROM ROOKIE TEACHERS

First Annual Center for Education and Equity of African American Students Conference
Julia Dawson and Shaquetta Moultrie, middle school social studies teachers in Columbia, SC
1. Read handout.
2. Answer questions on the back.
TEACHER IN THE MIRROR
GRAFFITI GALLERY WALK

Dawson – set-up and launch
WHAT ARE PIECES THAT MAKE A LESSON CRITICALLY CONSCIOUS?
WHAT DOES THIS QUOTE MEAN FOR TEACHING AND LEARNING?

If you want to build a ship, don’t drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.

Antoine de Saint Exupéry
HOW CAN WE MAKE LEARNING-
NOT JUST FUN- BUT MAGICAL?
CASE STUDY – CURRENT SC 7TH GRADE SOCIAL STUDIES STANDARDS

2018 S.C. Social Studies Standards 7th Grade

- Western Europe focused
- USA focused
- Asia, Africa, South America

Dawson
Out of 34 topics or “standards” of historical content to cover:

- 24 are either Western European (53%) or USA focused (18%)—total of 71%
- 10 (29%) concern South America, Asia with emphasis on Russia, China, Japan, India, Ghana, Kenya, and South Africa
- Women are crammed into 1 out of 34 standards and are absent in terms of leadership roles in all 34 except for scant references of monarchs like French Queen Marie Antoinette and the women’s march, also of the French Revolution era.
THAT’S WORLD CONTEMPORARY CULTURES 1600-PRESENT ACCORDING TO SC AND MANY OTHER STATES... HOW DOES THIS COMPARE TO WORLD DEMOGRAPHICS?

Source: United Nations Department of Economic and Social Affairs from quora.com

- Asia 60.39%
- Africa 14.82%
- Europe 10.70%
- Latin America 8.56%
- North America 5.00%
- Oceania 0.53%
CURRENT SOCIAL STUDIES STANDARDS IN 7\textsuperscript{TH} GRADE TALK 71\% OF TIME ABOUT 15.7\% OF THE WORLD’S POPULATION AND 30\% OF TIME ABOUT 84.3\% OF THE WORLD’S POPULATION. THIS IS WHAT HISTORICAL BIAS/MONOLINGUALISM LOOKS LIKE.

Source: United Nations Department of Economic and Social Affairs from quora.com
98% of the middle school students at the school we teach at identify as African American.
1. MODEL OTHER TEACHERS WHO ARE CRITICALLY CONSCIOUS
PRECIOUS KNOWLEDGE

Dawson
CONNECTING TO OUR PURPOSE (NIA) IN THE CLASSROOM- ART AND BELOVED COMMUNITY CHANT

YOU ARE **MY OTHER ME**
WHEN I LOVE & RESPECT YOU,
I LOVE & RESPECT MYSELF
WHEN I HARM YOU; I HARM MYSELF.

WE SEEK – **TRUTH**
WE LIVE IN OUR – **POWER**
WE SERVE – **LOVE & JUSTICE**
TO DO THIS WE BUILD – **STRONG MIND, BODY, HEART**
2. BRING MOVEMENT, SOUND, TASTE, TOUCH INTO THE CLASSROOM
VOCABULARY
MOVE!
TO BULLY SOMEONE WITH WORDS, WEAPONS, OR LAWS BECAUSE OF THEIR RELIGION
FIRST PERMANENT SETTLEMENT COLONY OWNED BY ENGLISH IN NORTH AMERICA. WAS IN VIRGINIA.
A colony where people make money from land by exchanging goods.
1. Write this on your Post-It note at the top - DON'T ANSWER IT.
- Name 1 thing teachers can do to make classrooms tap ALL 5 senses, not just some?
2. THROW SNOWBALL!
3. Retrieve and write answer

Moultrie
2. **CONTINUED** BRING MOVEMENT, SOUND, TASTE, TOUCH INTO THE CLASSROOM.

- Time activities with music instead of a timer alone
- Figure out a way to include TASTE. Exploring the Columbian Exchange? Treat students to pineapple OR coffee flavored candy

DAWSON
3. INCLUDE THE ARTS!!! SING, DANCE, ACT, SCULPT AND WRITE!

• I-N-D-E-P-E-N-D-E-N-T
• DO YOU KNOW WHAT THAT MEANS?
• WE’RE GONNA CUT TIES. GONNA BREAK FREE. AIN’T GONNA BE PART OF NO MORE COUNTRY

(3X IN A ROW THEN STOP)
CHANT

• Ooh China!
• They liked it I-SO-LATED
• And Japan!
China and Japan didn’t like Europeans bringing their religion and culture to Asia. What policy did they follow?

- A. Expansionism
- B. Isolationism
- C. Mercantilism
3. INCLUDE THE ARTS!!! SING, DANCE, ACT, SCULPT AND WRITE!

Tawian
This statue dedicates to the people who survived this horrible system. Families were separated, and they still kept hope though faith. I honor their perseverance and determination to stick through the 260 years system.

DAWSON
3. INCLUDE THE ARTS!!! SING, DANCE, ACT, SCULPT AND WRITE!

DAWSON
4. MAKE SURE THERE ARE WIDE REPRESENTATIONS OF PEOPLE, NOT MONOLITHS.

**HISTORY**

- kings and queens

- enslaver and enslaved

- resistance to enslavement//brutality

Timbuktu--scholars, philosophers, inventors, explorers, artists, traders....

Moultrie
4. MAKE SURE THERE ARE WIDE REPRESENTATIONS OF PEOPLE, NOT MONOLITHS.

INDOCTRINATION

enslaver and enslaved

Moultrie
5. INCORPORATE CRITICAL AWARENESS INTO EVERY LESSON IN SOME WAY.

Example: teaching Columbus
WHAT DO I ALREADY KNOW ABOUT COLUMBUS MEETING THE NATIVE AMERICANS?

WHAT DO I WANT TO KNOW?

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• IN 1492 COLUMBUS SAILED THE OCEAN BLUE.

• HE LANDED IN THE CARIBBEAN SEA NEAR CONTINENT NORTH AMERICA.

• HE AND HIS CREW OF PEOPLE FROM SPAIN CAME ONTO THE LAND.

• THEY MET THE PEOPLE WHO LIVED THERE- THE TAINO.
NOBODY’S CHUMP QUESTIONS

• WHO IS TELLING THIS ____________?
• CAN WE ____________ ____________?
• WHOSE ____________ ARE ____________?
ENCOUNTER QUESTIONS

• WHO DO YOU THINK LITTLE BOY WAS?
• WHAT WERE “BIRDS” IN HIS DREAM?
• WHO DO YOU THINK WERE THE PALE SKY PEOPLE?
• AT FIRST- DID THE TWO GROUPS GET ALONG?
• LATER- WHAT HAPPENED?
• WHOSE PERSPECTIVE WAS THIS STORY TOLD FROM? CAN WE TRUST HIM?
• WERE ANY VOICES MISSING?
The following clip is a reupload of an excerpt from the documentary ‘The Canary Effect’ to help further promote awareness.

Shout out to Robin Davey, Yellow Thunder Woman, Ward Churchill and Charles Abourezk for making the film.
"The Indians are so naive and so free with their possessions that no one who has not witnessed them would believe it. When you ask for something they have, they never say no. To the contrary, they offer to share with anyone." "They would make fine servants.... With fifty men we could subjugate them all and make them do whatever we want."

Christopher Columbus/ Cristóbal Colón

Moultrie
VIDEO AND QUOTE

1. HOW DID COLUMBUS FEEL ABOUT THE TAINO AT FIRST?
2. HOW DID HIS FEELINGS CHANGE?
3. WHAT DID COLUMBUS AND THE SPANISH DO TO THE TAINO?

Moultrie
CITIES IN 4 US STATES DO NOT CELEBRATE COLUMBUS.

SHOULD WE STOP TOO?
WHAT HAVE I LEARNED ABOUT COLUMBUS AND THE TAINO?

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ESSENTIAL QUESTION

EXPLAIN THE SIGNIFICANCE OF JAMESTOWN COLONY TO ENGLAND.
REVIEW: ENGLAND

- Took land in North America
- Used land to create N. America plantations for tobacco, rice, cotton. Worked by enslaved Africans.
- Many wars with Native Americans over land
THIS GROUP HAD BAD RELATIONS WITH NATIVE AMERICANS DUE TO LAND DISPUTES:

• A. ITALIANS
• B. FRENCH
• C. ENGLISH
TRUE OR FALSE: EUROPEANS FOUGHT NATIVE AMERICANS TO USE THEIR LAND TO BUILD FactORIES IN THE ColonIES TO TURN RAW MATERIALS INTO FINISHED PRODUCTS.

A. TRUE
B. FALSE
ENGLAND SETTLEMENT COLONIES

• 1st to survive was Jamestown (Virginia) – plantation colony for tobacco
SURVIVE MEANS TO

• A. DIE
• B. LIVE
• C. ALMOST DIE, BUT NOT
• D. B OR C
6. CELEBRATE STUDENTS WHEN THEY ARE CRITICALLY CONSCIOUS, INCLUDING WHEN THEY ARE CRITICAL OF US AS TEACHERS!
Restorative justice and clogging and stopping the school-to-prison pipeline fits into this because...

THE BEST CLASSROOM MANAGEMENT IS A STRONG LESSON PLAN
– MS. SAMORIA ROUNDTREE