

Unit Title: Critical Race Theory in Schools

Grade Level: 9th and 11th

Subject Area: 9th grade Civics & 11th grade US History

Duration/Length/Number of class periods: 4 classes period (blocked schedule 88 minutes each)

Description: Currently school boards, teachers and school districts are debating critical race theory and whether it should be taught in schools across the nation. Some state legislatures have even passed state laws to try and stop it from being taught. This is a relevant and current topic that relates to US history and civics to further students' understanding of the power that local and state governments have in education and curriculum and develops student critical thinking skills at developing a claim and backing it up with evidence.

Established Goals (National, State, Local): Common Core for High School Social Studies

Reading

- Integration of Knowledge and Ideas:
 - CCSS.ELA-LITERACY.RH. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- Craft and Structure:
 - CCSS.ELA-LITERACY.RH.Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

- Write an Argument Essay:
 - CCSS.ELA-LITERACY Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - CCSS.ELA-LITERACY. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

What Enduring Understandings are desired?

- Becoming more aware of modern political/social issues will help develop a more complete understanding of the world in which we all live.
- Developing perspectives/opinions helps promote individuality and sense of self.
- Making connections between opinions and evidence further develops confidence and sense of understanding.

What Essential Questions will be considered?

- Should critical race theory be taught in schools?
- What is the role of government/public education regarding social issues?

Students will know / be able to:

- Students will understand what critical race theory is.
- Students will identify the arguments for teaching it in schools, or not teaching it in schools.
- Students will develop their own claim with reasons and supporting evidence on whether it should be taught in schools.

Descriptions are Working Backwards. Go to bottom for day 1 and work up. <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Student Technology Used	Teacher Technology Used	ISTE Standards
<u>Day 3 & 4 Summative:</u> Persuasive/Argument Essay. After students have been introduced to and further developed a basic understanding of not only the concept of CRT but also the role between government and society, they will cement their perspective with student found data that supports their perspective. They will create a short essay defining their views and findings. In the previous class we will have introduced the importance and the why when it comes to finding supportive information for their essay. Students will be given a structured essay introduction: I believe critical race theory should/should not be taught in schools because _____, _____, and _____. Students will fill in the above intro with their three main arguments. Students will be able to add to the intro as they see fit. Students will then write an additional paragraph for each argument using their researched supportive point. Ideally the assignment will be a 4-paragraph essay that highlights their view on this controversial and modern issue.	Google Docs	Google Docs	4.D Innovative designer: exhibit tolerance for open ended problems

<u>Homework & Day 1 Formative:</u> Flipgrid Homework & Mentimeter during introductory activity - Natasha Olubajo There will be two digital formative assessments. One will be during the introductory activity as a way to check student thinking and understanding using a Mentimeter survey. The second one will be used as a review for a homework assignment. Each student will post on Flipgrid an introduction, an explanation of critical race theory in their own words, one reason for, and one reason against teaching it in schools. Students will leave respectful comment, feedback to two other students' responses.	FlipGrid Mentimeter	Setting up the FlipGrid Mentimeter	6.D Creative Communicator: content in a clear way using a medium to meet needs of audience
<u>Day 1 & 2 Learning Activity:</u> Read an article for and against CRT, then a class discussion Students will be given two digital articles to read, each article will have clear arguments for their position. Students will need to highlight the arguments within the reading. After the reading students will post the arguments, they find on Padlet. As a class we will review and discuss the most common arguments. Ideally a solid classroom discussion will emerge. By the end of the discussion students will be introduced to the key arguments for and against teaching CRT in schools. I will ask students to then make note of the arguments they feel are the strongest. I will then hold a small lecture highlighting what supports a good argument (stats, quotes, etc.) As a class using the internet, I will find a supportive point for one argument we have identified. As class ends, I will ask students for homework to find a supportive point for one of their arguments. Links: Article 1- https://www.vox.com/first-person/22568672/critical-race-theory-crt-education-racism-teachers Article 2- https://www.nydailynews.com/opinion/ny-oped-whats-wrong-with-critical-race-theory-20210622-b32vqc5re5b7nkjrobgu54odia-story.html	Articles copied on to Google Docs so that students can annotate, and article read onto a video so students can listen too, Padlet	Internet to find the 2 articles, Google Docs, & Loom/Screencastify for audio of the article. Padlet	7.B Global Collaborator: work with peers to examine an issue with multiple views
<u>Day 1 Introductory Activity:</u> Intro to CRT & Claim/Reasons using Google Slides and polling students using mentimeter - Natasha Olubajo	Mentimeter	Google Slides	3.D Knowledge Constructor: build knowledge by

The Google Slides are an introduction to critical race theory, types of oppression, reasons why people are for and against teaching CRT in schools. Within the slides there are two opportunities to turn and talk with a partner, and share ideas with the class. There is an informative video embedded in the slides, and the link to the mentimeter poll at the end as a quick formative assessment.			exploring real world issues
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Materials, tools and resources: • Google Slides • Mentimeter • Flipgrid • Padlet • Internet for an article for and against teaching CRT in schools • Loom/Screencastify • Google Docs			
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