

Anti-Racist Inquiry Collective Lesson Plan Template

Grade Level	NYS Standards	
9	<p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
Unit	Day of Unit	Larger Inquiry Questions
School- What's the big deal anyway?	1	<ul style="list-style-type: none"> - Is education important? - Should education be important? - What does education allow people to access? - Does everyone have access to education? -Who has more/less access to education?
Engaging Students in Inquiry (Hook):		
<p>Pictures will be placed around the room at stations. Students will travel around the room with small groups spending time at each station. Students will record at least 2 things that they notice/that seem important about each photo and why on their worksheet. Each group should choose one person to report out to the class when the rotations are finished. All students should write on their own copy of the worksheet.</p>		
Procedures:		Social/Community/Collaboration:

<ol style="list-style-type: none"> Each small group will share out what they wrote/talked about for whichever picture they ended on. <ol style="list-style-type: none"> Other groups should have the opportunity to add what their group talked about if it is not covered by the group sharing out. Students will return to their small groups again to discuss and consider what all the observations of the photos tell us about education? <ol style="list-style-type: none"> Is it important? <ol style="list-style-type: none"> How do details in the photos support that it is? How do details in the photos support that it is not? Students will individually take a side and defend their side using evidence from the photos. Students will individually answer another question: Should education be important? Why or why not? Students will share out what they wrote. 	<p>Students will work in small groups and then also share with the class.</p>
Closure:	
<p>Students will fill out a reflection at the bottom of the note catcher about what we talked about as a class.</p>	
How this lesson highlights student ownership over learning:	How this lesson incorporates student identity:
<p>Students are able to go in any direction with the way they analyze the photos and how they feel about education.</p>	<p>Students will naturally share and answer based on their personal experiences in schools.</p>
Historical Influence of Lesson:	Influencing Progress:
<p>There are pictures of schools around the world, during the height of the COVID-19 pandemic, and during the desegregation of American schools.</p>	<p>We are asking students to consider how education looks around the world and how it has shifted and evolved in the United States.</p>
Anti Racist Theoretical Perspective:	
<p>We are asking students to consider how education looks around the world and how it has shifted and evolved in the United States. Specifically students will think about what hardships and barriers there are to education around the world and throughout American history.</p>	
Materials:	
<p>- Pictures</p>	

- [Note catcher](#)
- [Alternate note catcher](#)

Accessing Language:

Desegregation, Little Rock 9

Notes from the lesson's author:

Allow students to drive the direction of the conversation and how they are interpreting the images.

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Unit	Day of Unit	Larger Inquiry Questions
School- What's the big deal anyway?	2	<ul style="list-style-type: none"> - What is the purpose of education? - What did education bring people in the past? - Does education still bring that to people? Why or why not?
Engaging Students in Inquiry (Hook):		
<ol style="list-style-type: none"> 1. Students will start off with a quick write on their worksheet: <ol style="list-style-type: none"> a. What is the purpose of education? What is the purpose of school? b. Is the purpose of education/school the same as when it started? Or has that purpose changed over time? - Write/type responses somewhere visible to students as they share out what they wrote about 		

Procedures:	Social/Community/Collaboration:
<p>2. Student volunteer reads excerpt from the NYS law mandating children attend school:</p> <p>“The compulsory attendance law in New York State requires that all children between the ages of six and sixteen be provided with a program of instruction, either at a public school or elsewhere. The object of the compulsory attendance law is to see that children are not left in ignorance, that from some source they receive the instruction that will fit them for their place in society.”</p> <p>“Under New York’s compulsory education laws, it’s the responsibility of parents to make sure their children go to school. If they don’t do that, they could be charged with violating the law, unless they can show that they aren’t able to control their kids. A first offense comes with a maximum fine of \$10 or 10 days in jail, but each violation after that could result in a fine of \$50 and/or 30 days in jail. (N.Y. Educ. Law §§ 3212, 3233 (2019).)”</p> <p>Students discuss in small groups:</p> <ol style="list-style-type: none"> a. Do you think school should be required by law? Why or why not? - Write/type responses somewhere visible to students as they share out what their small group talked about <p>3. Teacher introduces the excerpt and relevant context, and a student volunteer reads it out loud:</p> <p>Excerpt-</p> <p>“Perhaps their biggest achievement was the establishment of that most democratic of American institutions: the public school. Public education effectively did not exist in the South before Reconstruction. The white elite sent their children to private schools, while poor white children went without an education. But newly freed black people, who had been prohibited from learning to read and write during slavery, were desperate for an education. So black legislators successfully pushed for a universal, state-funded system of schools — not just for their own children</p>	<p>Students will work together as well as engage with the class as a whole.</p>

<p>but for white children, too. Black legislators also helped pass the first compulsory education laws in the region. Southern children, black and white, were now required to attend schools like their Northern counterparts. Just five years into Reconstruction, every Southern state had enshrined the right to a public education for all children into its constitution” (21).</p> <ol style="list-style-type: none"> 4. Have students annotate words in the excerpt they do not know after first read <ol style="list-style-type: none"> a. Reconstruction b. Compulsory c. Enshrined into Constitution 5. Students discuss in small groups: <ol style="list-style-type: none"> a. Why was there such a push for public education by newly freed Black Americans? <ol style="list-style-type: none"> i. PUT A BOX around a piece of textual evidence on worksheet b. What was it giving people that they didn’t have before? Does it still do that today? <ol style="list-style-type: none"> i. UNDERLINE a piece of textual evidence on worksheet <p>- Project annotations and record responses somewhere visible to students as they share out what their small group talked about</p>	
How this lesson highlights student ownership over learning:	How this lesson incorporates student identity:
Students are able to express their own opinions and views of laws and history that led to the current state of education.	Students are able to express their own experiences in education
Historical Influence of Lesson:	Influencing Progress:
Students may not realize that education is mandatory in the United States. They also may have no idea about the global trends in education over time.	
Anti Racist Theoretical Perspective:	
Students will be thinking about who has access to education in our country and in our world. They will be grappling with the intersections of race, nation, gender, class, etc.	
Materials:	
- Note catcher	

Closure:
<p>Students independently answer one of the following on their worksheet:</p> <p>a. What issues do you see plaguing education/schools today?</p> <p style="padding-left: 40px;">i. How do we help create schools that we want to see/you want to attend?</p> <p style="text-align: center;">OR</p> <p>b. What issues do you see plaguing our school?</p> <p style="padding-left: 40px;">i. What solutions can you suggest?</p> <p>Students do not share out what they wrote until the following class.</p>
Accessing Language:
<p>Compulsory</p> <p>Offense</p> <p>Reconstruction</p> <p>Legislators</p> <p>Enshrined</p>
Notes from the lesson's author:

Grade Level	NYS Standards
9	<p>9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p> <p>9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)</p>

Unit	Day of Unit	Larger Inquiry Questions
School- What's the big deal anyway?	3	<ul style="list-style-type: none"> - How do we define a healthy/ideal society? - How do we create a better/more ideal society? - Who has access to education around the world? - What have the trends been over the course of history?
Engaging Students in Inquiry (Hook):		
Have students share out what they wrote down at the end of class yesterday. Record answers somewhere visible. (5 minutes)		
Procedures:		Social/Community/Collaboration:
6. Then have students shift to thinking about education globally. In small groups, have students look at the 4 graphs on their note catcher and answer the questions in the boxes. (10 minutes) 7. Have small groups share out their answers to the questions on the notecatcher and talk about what that means about the global trends in education over time (5 minutes) 8. Next have students read the prologue to <i>I Am Malala</i> 9. Have them answer the reflection questions after reading		Students will be both working in small groups as well as discussing as a class.
How this lesson highlights student ownership over learning:		How this lesson incorporates student identity:
Students will be reading and interpreting the graphs and helping each other to analyze them.		Students will be thinking about their own access to education as well as their identity as Americans.
Historical Influence of Lesson:		Influencing Progress:
Students are going to be engaging with Malala Yousafzai's story and therefore need context about the history of girl's access to education in Pakistan.		
Anti Racist Theoretical Perspective:		

We are interrogating education and access around the world as well as in our country and our community.

Materials:

- [Note catcher](#)
- [I Am Malala PDF](#)

Closure:

Have students share out the reflection questions after reading the prologue.

Accessing Language:

Notes from the lesson's author: