

Teaching for Black Lives

Book Study Overview

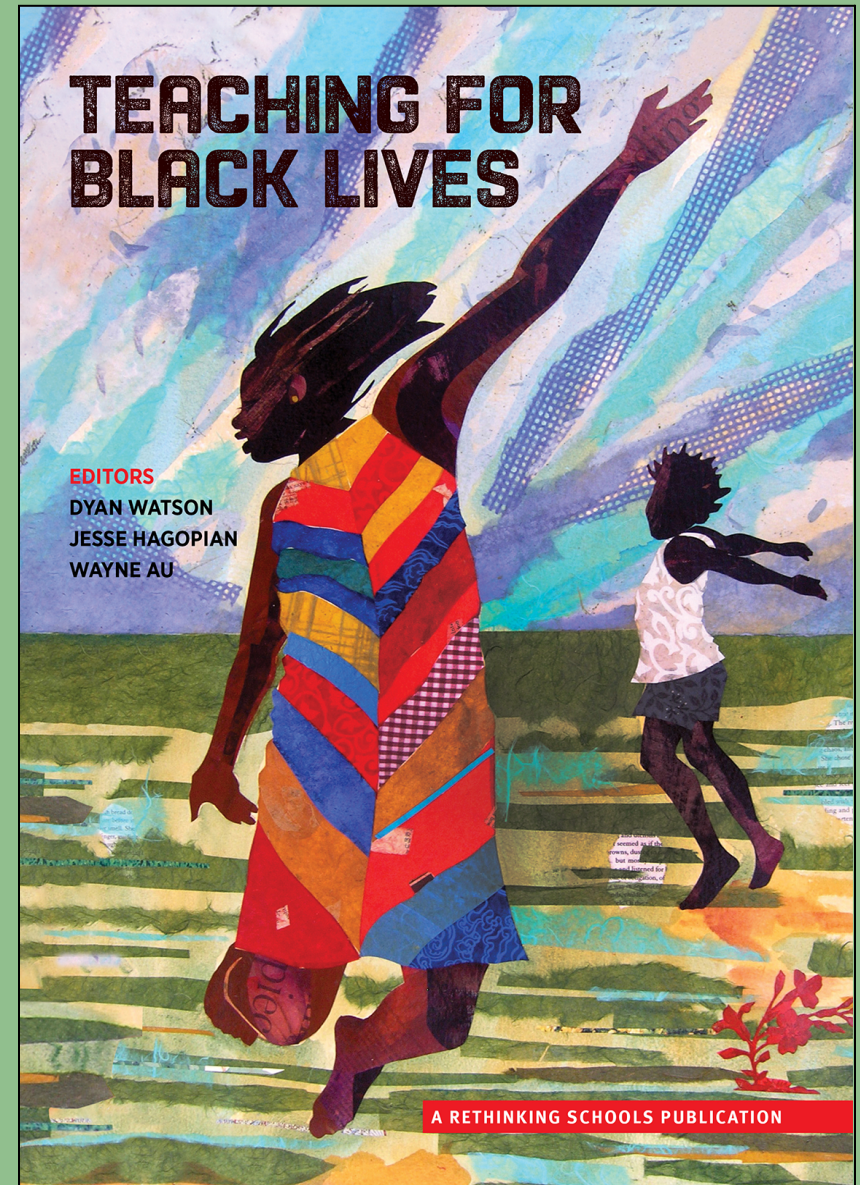
PURPOSE:

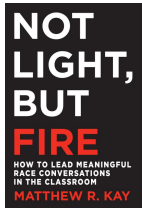
To help educators reflect on their practice and to identify resources that center our black students in our classrooms and to amplify their humanity. Educators will explore strategies that connect curriculum to young people's lives and root their concerns and daily experiences in what is taught and how classrooms are set up and to help students to build skills to actively engage in civic life.

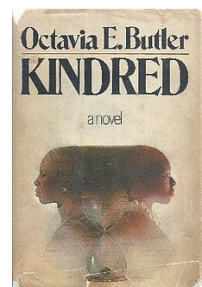
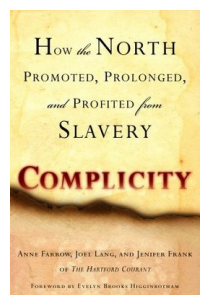
EXPECTATIONS:

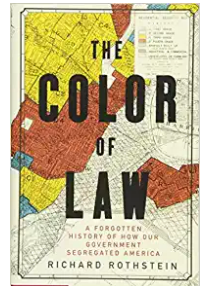
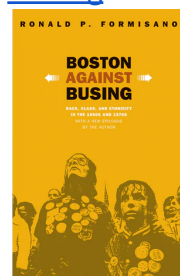
To receive the full 15 PDPS, participants will...

- ❖ Join our [Google Classroom](#) (join code: **kadv3zw**)
- ❖ Read ALL of the sections labeled as MUST READs.
- ❖ Identify and read TWO additional sections.
- ❖ Consider keeping the learning going by exploring the additional resources in the right hand column.
- ❖ Come to each meeting prepared to discuss the questions listed below and/or with additional questions or feedback gathered while reading.
- ❖ Organize and document their thoughts while reading in [this digital notebook](#) AND while listening in the monthly meeting. This will also serve as the PD product (please do not submit until after the last meeting).

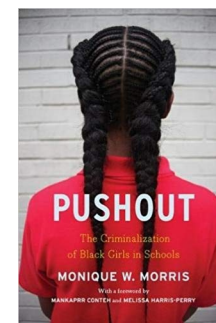


Meeting Date	Section	Reading Assignments (to be completed BEFORE the meeting date)	KEEP THE LEARNING GOING... (Optional)
November 8th 5-6pm Google Meet Link:	INTRODUCTION: (pages 9-13)	MUST READ: (Guiding Questions) ☐ Introduction (PDF Reading) Group Discussion Question: • <i>What does it mean to teach for Black lives?</i> • <i>What is the pedagogy to teach for Black lives?</i> • <i>What are the threads between curriculum and pedagogy that we need to build out for an overall curriculum that teaches for Black lives?</i>	Nonfiction: • Caste (The Origins of Our Discontent) Podcasts: NPR's Throughline; • The Invention of Race (The history behind cultural "race as a social construct") • America's Caste System (Interview with Wilkerson author of CASTE) • A Race To Know • On The Shoulders Of Giants (the history of Protest and Sports) Teaching for Black Lives Additional Resources
December 6th 5-6pm Google Meet Link:	SECTION ONE: <i>Making Black Lives Matter at School</i> (pages 16-79)	MUST READ: (Guiding Questions) ☐ <i>Black Student's Lives Matter</i> (p.16) ☐ <i>How One Elementary School Sparked a Citywide Movement to Make Black Studies' Lives Matter</i> (p.22) ☐ <i>A Vision for Black Lives</i> (p.74-75 only) MAY READ: (please pick TWO) ☐ <i>Student Athletes Kneel to Level the Playing Field</i> (p.32) ☐ <i>Happening Yesterday, Happened Tomorrow</i> (p.39)	Nonfiction: • Not Light, but FIRE • Watch Colin In Black and White on Netflix Podcast: NPR Throughline; • On The Shoulders Of Giants 

		☐ <i>Space for Young Black Women</i> (p.51) ☐ <i>Trayvon Martin and My Students</i> (p.58) ☐ <i>Two Sets of Notes</i> (p.68) ☐ <i>Taking the Fight Against White Supremacy into Schools</i> (p.70) ☐ <i>A Vision for Black Lives</i> (p.76-79) FOLLOW-UP READING: (read AFTER the Meeting) ☐ Read 1-2 additional readings that spark your interest from hearing what others have shared about them.	Fiction: • The Other Black Girl • American Like Me  
January 10th 5-6pm Google Meet Link:	SECTION TWO: <i>Enslavement, Civil Rights, and Black Liberation</i> (pages 82-159)	MUST READ (Guiding Questions): ☐ <i>Presidents and Slaves</i> (p.88-95) ☐ <i>Medical Apartheid</i> (p.108-113) ☐ <i>Reflections of a "Deseg Baby"</i> (p.137-139) ☐ <i>What We Don't Learn About the Black Panther Party- But Should</i> (p.140-149) ☐ <i>COINTELPRO</i> (p.150-159) MAY READ: (please pick TWO) ☐ <i>The Color Line</i> (p.82) ☐ Sample Activity Colonial Laws (p.86) ☐ <i>When Black Lives Mattered</i> (p. 96) ☐ Sample Activity: <i>Reconstructing the South</i> (p.99) ☐ <i>Beyond Just a Cells Unit</i> (p.114) ☐ <i>Teaching SNCC</i> (p.122) ☐ <i>Claiming and Teaching the 1963 March on Washington</i> (p.132) FOLLOW-UP READING: (read AFTER the Meeting)	Historical Nonfiction Book: • Complicity Novel: • Kindred   News Magazine: • TIME; How Reconstruction Still Shapes American Racism

		☐ Read 1-2 additional readings that spark your interest from hearing what others have shared about them.	Podcasts: <i>NPR's Throughline;</i> • The Land of the Free (Plessy Supreme Court case legalizing segregation) • Remembering Bayard Rustin: The Man Behind the March on Washington
February 7th 5-6pm Google Meet Link:	SECTION THREE: <i>Gentrification, Displacement, and Anti-Blackness</i> (pages 163-227)	MUST READ (Guiding Questions): ☐ <i>Burning out of Homes and History</i> (p 162-171) ☐ <i>Bearing Witness Through Poetry</i> (p 204-212) ☐ <i>Lead Poisoning</i> (p 219-227) MAY READ: (please pick TWO) ☐ <i>"The Most Gentrified City of the Century"</i> (p 172-182) ☐ <i>Who Do You Mean When You Say Urban?</i> (p 183-185) ☐ <i>Vacancies to Fill</i> (p 186-197) ☐ <i>Plotting Inequalities, Building Resistance</i> (p 198-203) ☐ <i>Shock-Doctrine Schooling in Haiti</i> (p 213-218) FOLLOW-UP READING: (read AFTER the Meeting) ☐ Read 1-2 additional readings that spark your interest from hearing what others have shared about them.	Historical Nonfiction Book: • The Color of Law • Boston Against Bussing   Documentary: • 1921 TULSA RACE MASSACRE CENTENNIAL COMMISSION (20 minutes Video) • Tulsa Burning: The 1921 Race Massacre (The History Channel), • Dreamland: The Burning of Black Wall Street (CNN and HBO Max, May 31), and • Tulsa: The Fire and the Forgotten (PBS) Podcasts: • NPR's Throughline; The Modern White Power Movement • Radiolab's; More Perfect The Architect

March 7th 5-6pm Google Meet Link:	SECTION FOUR: <i>Discipline, the School-to-Prison Pipeline, and Mass Incarceration</i> (pages 230-283)	MUST READ: ☐ <i>How K-12 Schools Push Out Black Girls</i> (p 251-255) ☐ <i>Hannah's Story</i> (p 256-259) ☐ <i>Teaching Haniyah</i> (p 260-263) ☐ <i>Restorative Justice</i> (p 272-276) ☐ <i>Baby Steps Towards Restorative Justice</i> (p 277-283) MAY READ: (please pick ONE-TWO) ☐ <i>Racial Justice Is Not a Choice</i> (p 243-251) ☐ <i>Jailing Our Minds</i> (p 230-236) ☐ <i>Schools and the New Jim Crow</i> (p 237-242) ☐ <i>Teaching the Prison-Industrial Complex</i> (p 264-271) FOLLOW-UP READING: (read AFTER the Meeting) ☐ Read 1-2 additional readings that spark your interest from hearing what others have shared about them.	Nonfiction Book: • Pushout Documentary: • 13th Podcasts: NPR's Throughline; • Reframing History: Mass Incarceration
April 4th 5-6pm Google Meet Link:	SECTION FIVE: <i>Teaching Blackness, Loving Blackness, and Exploring Identity</i> (pages 286-367)	MUST READ: ☐ <i>A Talk to Teachers</i> (p 286-293) <i>(warning racially charged language is used)</i> ☐ <i>Black Like Me</i> (p 294-298) ☐ <i>Dear White Teacher</i> (p 299-305) ☐ <i>Black Boys in White Spaces</i> (p 306-309) ☐ <i>Brown Kids Can't Be in Our Club</i> (p 348-355) ☐ <i>A Message from a Black Mom to Her Son</i> (p 356-359) ☐ <i>Black is Beautiful</i> (p 360-367) MAY READ: (please pick TWO) ☐ "Raised by Women" (p 310-318) ☐ <i>Ode to the Only Black Kid in the Class</i> (p 319) ☐ <i>#MeToo and The Color Purple</i> (p 320-324)	Nonfiction: • But Some Of Us Are Brave (Black Feminism) Podcasts: NPR's Throughline; • James Baldwin's Shadow • The Most Sacred Right (2020) (History of voting rights)



(warning discussion of sexual violence)

- ☐ *Queering Black History and Getting Free (p 325-329)*
- ☐ *Rethinking Islamophobia (p 330-339)*
- ☐ *Rethinking Identity (p. 340-347)*

FOLLOW-UP READING: (read AFTER the Meeting)

- ☐ Read 1-2 additional readings that spark your interest from hearing what others have shared about them.

Discussion Questions (full document Teaching Black Lives Guided Questions [here](#))

INTRODUCTION:

1. What does it mean to teach for Black lives? What is the pedagogy to teach for Black lives? What are the threads between curriculum and pedagogy that we need to build out for an overall curriculum that teaches for Black lives?

SECTION ONE: MAKING BLACK LIVES MATTER AT SCHOOL

Black Student's Lives Matter (p.16)

1. How are public schools funded?
2. How does the misconception of black teens age impact the way others see them?

How One Elementary School Sparked a Citywide Movement to Make Black Studies' Lives Matter (p.22)

3. To what extent do we successfully address the first two points in the "How to Make Black Lives Matter in our Schools" on page 21?

A Vision for Black Lives (p.74-75 only)

4. Identify the most powerful piece of information that was shared in this article. How do you think this information may impact the work we do in schools to educate all students in a culturally responsive way?

SECTION TWO: ENSLAVEMENT, CIVIL RIGHTS, AND BLACK LIBERATION

Presidents and Slaves (p.88-95)

1. What are some of the moments in Black history that are overlooked in the school curriculum and what do they teach us about the possible?

What We Don't Learn About the Black Panther Party- But Should (p.140-149)

2. What is often distorted or left out of standard textbook narratives?
3. How do we debunk the myths that perpetuate white supremacy by leaving crucial parts of history out of the textbook?

COINTELPRO (p.150-159)

4. How might students' understanding of both the Black Panther Party and COINTELPRO transform their understanding of Black history?

Medical Apartheid (p.108-113)

5. How does access to health care impact other aspects of our students' lives? How have past experiences with the medical field lead to distrust in the black community?

Reflections of a "Deseg Baby" (p.137-139)

6. How did the history of the desegregation movement impact our local politics? How did it impact the experiences of the students that went through desegregation?

SECTION THREE: GENTRIFICATION, DISPLACEMENT, AND ANTI-BLACKNESS

Burning out of Homes and History (p 162-171)

1. How did centering the experiences of individuals and groups impact the level of dignity given to those who were impacted by the Tulsa Race Massacre in 1921? Who was Themla Booker? How does involving her story create mirrors for many of our students?

Bearing Witness Through Poetry (p 204-212)

2. In light of the COVID-19 pandemic, what lessons from the book can you use to have conversations with students about previous racialized U.S. government responses to natural disasters like Hurricane Katrina, the Port-au-Prince earthquake, and the ongoing lead poisoning crisis?

Lead Poisoning (p 219-227)

3. How can you use lessons in the book on gentrification, displacement, and anti-Blackness as a framework to examine your local community through both a historical and contemporary lens?

SECTION FOUR: DISCIPLINE, THE SCHOOL-TO-PRISON PIPELINE, AND MASS INCARCERATION

Racial Justice Is Not a Choice (p 243-251)

1. What are the differences in Retributive Justice, Restorative Assessment, and Transformative Assessment?

How K-12 Schools Push Out Black Girls (p 251-255)

2. How has unconscious bias contributed to the disproportionate disciplinary actions taken against female students of color?
3. How can districts, schools, and educators can help to cultivate a quality learning environment for Black female students?

Hannah's Story (p 256-259) and Teaching Haniyah (p 260-263)

4. Consider how Hannah describes her father in her writing.
5. What are some strategies educators can use to start these difficult conversations with students, families, and caregivers?

Restorative Justice (p 272-276)

6. What are some of the origins of restorative justice practices?
7. What are some things that restorative justice is not?
8. What are some of the primary components of a robust approach to restorative justice?
9. Have you engaged in restorative practices in your own classroom? If so, what did that look like, and what ideas from this section of the book might help you expand your restorative practice?

SECTION FIVE: TEACHING BLACKNESS, LOVING BLACKNESS, AND EXPLORING IDENTITY

A Talk to Teachers (p 286-293) (warning racially charged language is used)

1. What is James Baldwin's main critique in this speech? To what has this critique been addressed?

Black Like Me (p 294-298)

2. How can microaggressions and stereotypes impact the experience of our Black and brown students in our classrooms?

Dear White Teacher (p 299-305)

3. What does effective and respectful collaboration with our colleagues of color to help create a sense of belonging for our students and families of color look, feel and sound like? How will you know when collaboration becomes a shift in responsibility and ownership?

Black Boys in White Spaces (p 306-309)

4. In Dyan Watson's piece "Black Boys in White Spaces (pp. 306-309)," she says, "Black boys deserve to be boys — to be young, carefree, and nurtured. To be seen as human — capable of being hurt, bullied, and afraid. They deserve a school system that will educate them with intentional love." What does it mean to teach with intentional love?

Brown Kids Can't Be in Our Club (p 348-355)

5. In “Brown Kids Can’t Be in Our Club (pp. 348-355),” Rita Tenorio reflects on the limitations of multiculturalism and why she needed to take a more direct approach to talking to young children about skin color, race, and racism. What lessons does her journey hold for your own pedagogy? Which of her lessons on skin color, race, and identity might you try in your own classroom?

A Message from a Black Mom to Her Son (p 356-359)

6. What are the hopes and fears that Dyan Watson expresses about her son starting school in “Message from a Black Mom to Her Son (pp.325-329)?” What does her experience in school and her wishes for her son reveal about the responsibilities of educators to Black children?

Black is Beautiful (p 360-367)

7. How might you use chapters like Kara Hinderlie Stroman’s “Black Is Beautiful (pp. 360-367)” to engage in critical conversations about race in developmentally appropriate ways?

One of the Readings about intersectionality [“Raised by Women” (p 310-318), *Ode to the Only Black Kid in the Class* (p 319), *#MeToo* and *The Color Purple* (p 320-324) (**warning discussion of sexual violence**), *Queering Black History and Getting Free* (p 325-329), *Rethinking Islamophobia* (p 330-339), *Rethinking Identity* (p. 340-347), *Brown Kids Can't Be in Our Club* (p 348-355)]

8. How will you center the multiple identities that Black students might hold by teaching about the contributions of Black women, Black LGBTQ+ folks, Black Muslim folks, and Afro-Latinx people in your curriculum? How will you teach about the intersections of multiple identities?

(OPTIONAL) Connections to Learning for Justice Social Justice Standards

Choose one, two, or more of the following Social Justice focused discussion questions to guide you through your notetaking and through our virtual discussions.

Identity Questions:

- What do we know about how the author sees themselves? How did this view change throughout the book?
- What did the author learn about their family and their culture? How did this define who they were?
- What were some of the author’s strengths that they shared in the story? What were some of their challenges? How did this shape who they were throughout the story?
- Did the author feel like they fit into the world around them? Did this change as they grew in the story?

Diversity Questions:

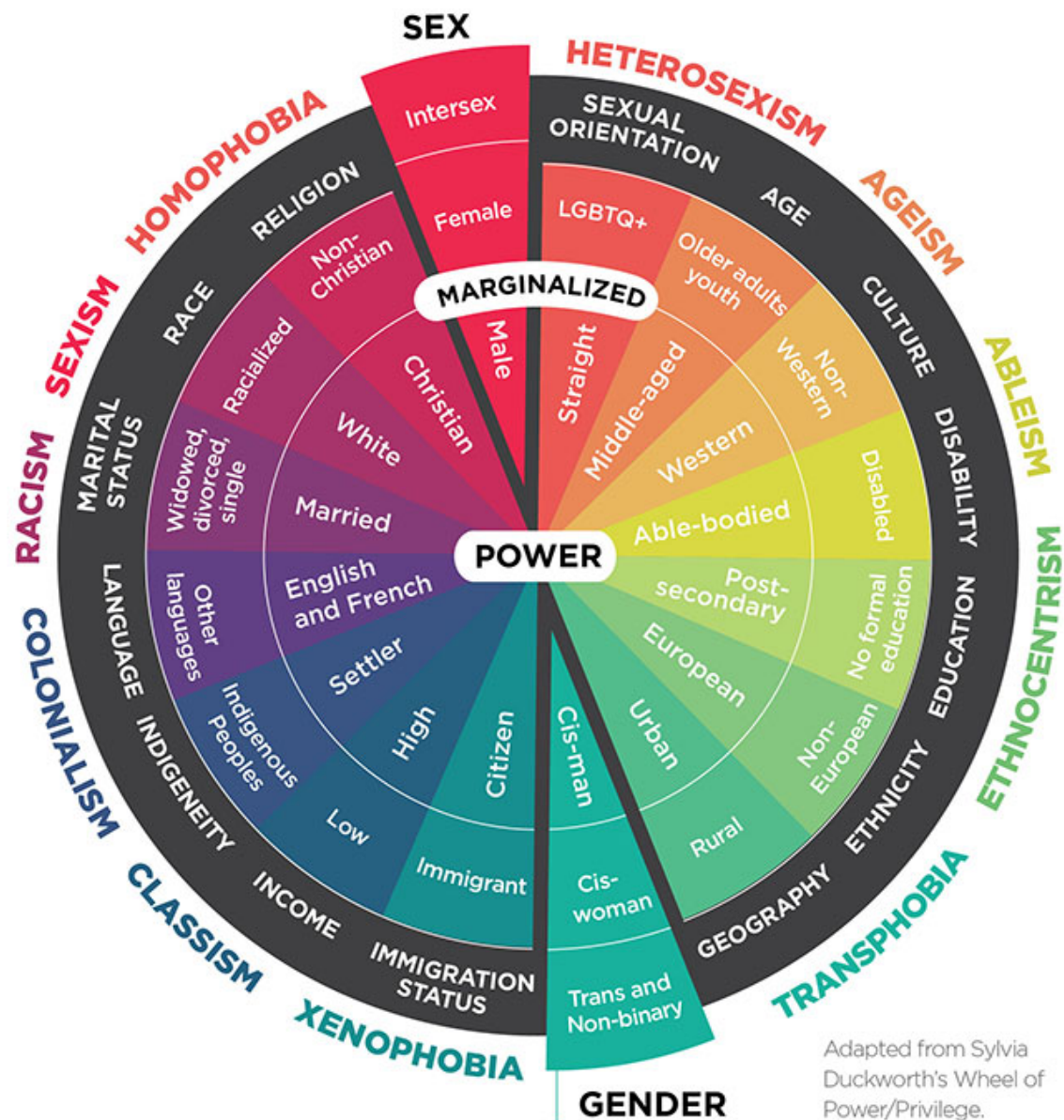
- How does the author compare their identity to others throughout the story?
- Did the author meet anyone that was influential in their identity development in the story? What was their relationship with that person?
- In the story, did the author discover something new about someone else in the story? How did they make this discovery? What did they do with this acquired knowledge?
- Did the author encounter anyone with a differing opinion in the story? How did they handle that?

Justice Questions:

- Think deeper about the relationships that the author held throughout the book. How did each of these develop? Was anyone ever treated unfairly? What happened because of this?
- Overall, what was life like for the author? How did their life change over time?
- Did the author experience anyone that felt they were superior to them? How did they handle this?
- Did the author ever face someone trying to stifle their voice? How did they persevere and still take a stand against bias?

Action Questions:

- At any point in the story, did the author stand up for others or did others stand up for them? What happened?
- What is the impact of this story on your teaching and potentially on your students? What will you adjust/change in your practice because of this story?
- How did the author recognize their own responsibility to stand up to exclusion, prejudice and injustice?
- How did the author connect and collaborate with others to achieve something for the greater good?



Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

Some gender identity terms include:

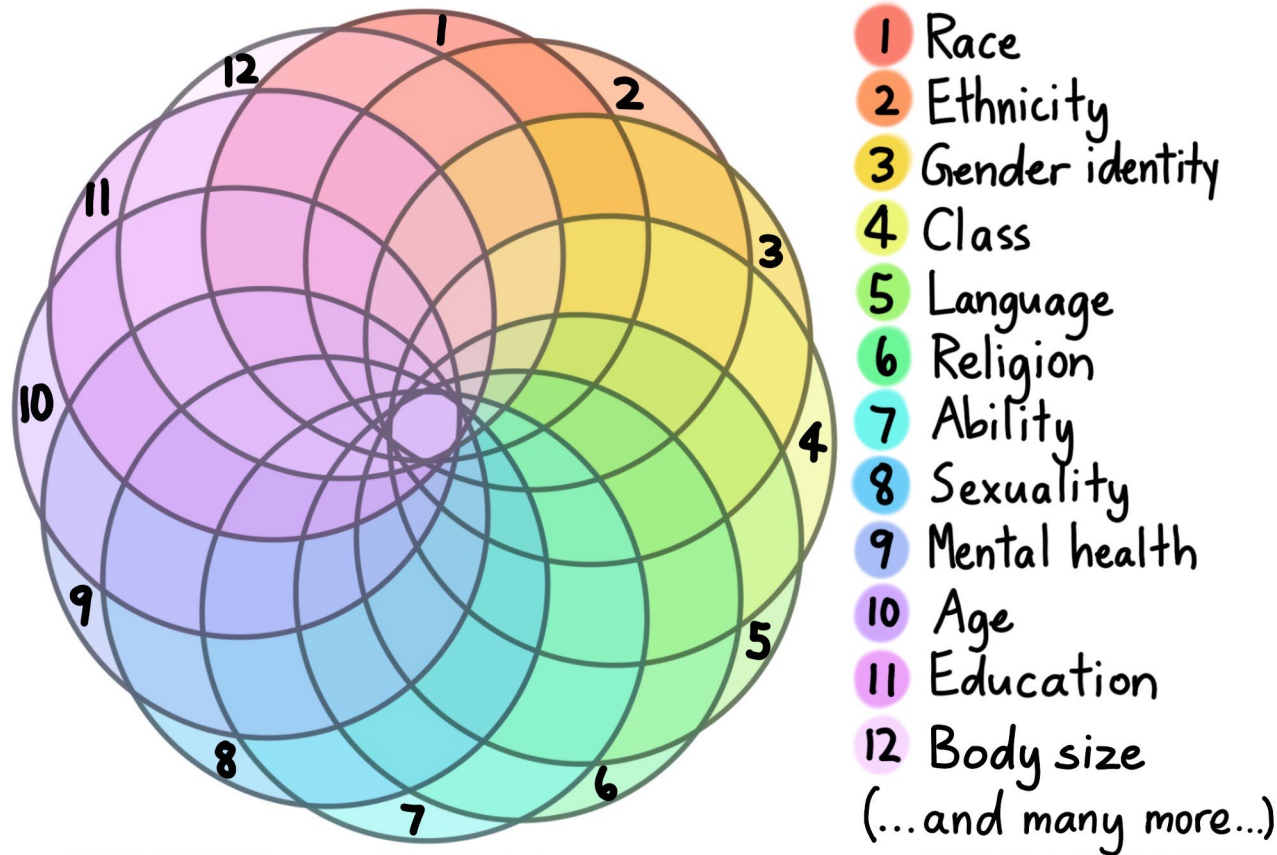
Agender
Bigender

Genderfluid
Genderqueer

Gender neutral
Non-binary

Transgender man
Transgender woman

INTERSECTIONALITY



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

– Kimberlé Crenshaw –

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