Addressing Race, Racism, and Current Events in Your Remote/Hybrid Environment

Example #1
*You may want to refer to Establishing Norms and Protocols in Remote/Hybrid Learning from Module 2 to develop structures that will support your individual learners through a discussion.

Remote/Hybrid Environment Lesson Plan	Class: *Third Grade*	Date:

Topic: *Amanda Gorman: From Icon to Threat*

Learning Objective/Current Event	Standards	Materials/Trusted News Sources
Understanding racial profiling and its consequences from multiple perspectives	● CCSS.ELA-LITERACY.SL.3.1 ● CCSS.ELA-LITERACY.RI.3.3 ● CCSS.ELA-LITERACY.RI.3.7 ● CCSS.ELA-LITERACY.RI.3.7 ● SS.SSP.3.1.1-6 ● SS.SSP.3.6.1-8	*Inauguration poet Amanda Gorman says she was racially profiled by security guard outside her apartment (The Washington Post)* *8 Things to Know About Amanda Gorman (Scholastic Storyworks)* *Media Images (including Twitter posts) in Google Slides*

Social Emotional Learning (SEL)
- Get a gauge of student comfort levels with around current event topics
  - Review this resource from Learning for Justice
- Use discussion protocols to allow for each student to speak their truth and be heard
- Ask students how they are feeling before, during, and after lessons with tough topics
- Social awareness and self awareness are competencies that are addressed

Introduction: X Discussion Questions   **X**Media   Activate Prior Knowledge

[TABLE] KWL Chart

Instruction: ☐Large Group **X**Small Group **X**Independent

1. *(Independent) Students explore articles and Media Images/Messages; students may add to the shared digital graphic organizer from the Introduction.*
   a. *Below are some options for sharing articles, images, and messages digitally:*
      i. *Create a document that is set to view only and share the link with students before discussion.*
      ii. *During a video conference, send direct links through the chat while students silently open each link before discussion.*
      iii. *Create a Padlet or screencast full of images and messages for students to watch. They may pause the screencast to view a particular image or message for a longer period of time.*
2. *(Small groups) Follow discussion protocols to address images/messages in slides.*
   a. *Considerations for a discussion over video conference:*
      i. *Introduce nonverbal signals for agreement, further questions, and/or to add on.*
      ii. *Use protocols to ensure all voices are heard and respected.*
      iii. *Provide opportunities for students to engage in the chat as opposed to speaking only.*

iv. Give adequate think time. Students must unmute and mute in addition to think time alone.		

Discussion Questions: ☐Large Group **X**Small Group **X**Digital Shared Graphic Organizer

Comprehension (ask questions that ensure students understand the facts):	❏	● *Who is Amanda Gorman?* ● *What made her an icon?* ● *Why was she considered a threat?* ● *What was Amanda Gorman doing when she was questioned by police?* ● *What is racial profiling?*
Application (ask questions that ensure the ability of students to apply learning to new situations):	❏	● *How might this situation be different if Amanda Gorman were white?* ● *How does racial profiling affect children and adults of color?* ● *How might racial profiling affect how people of color act?*
Connection (ask questions that ensure the ability of students to connect the topic to their lives):	❏	● *How would you feel if police questioned you like Amanda Gorman?* ● *Does this make you think of anything else in the news?*
Synthesis (ask questions that encourage students to create new information from existing data):	❏	● *What can we learn from what happened to Amanda Gorman?* ● *How does thinking about other people's perspectives affect your own thinking?*
Metacognition (ask questions that prompt students to think about their own thinking processes):	❏	● *Is anything that you learned different from what you thought this morning?* ● *What sources/people/questions/etc. have influenced your opinion most?*

Student Reflection: *(Independent) Students reflect on learning and lingering questions in notebooks or through video.*

Follow Up	Reflection/Next Steps
● *Leave the KWL digital graphic organizer accessible to students.* ● *In morning meetings and/or journal reflection questions, ask: How has your opinion stayed the same/changed 1 week later, 2 weeks later, 1 month later?*	*In order to promote continued discourse, I will be offering digital office hours for students to continue addressing their feelings, questions, and own next steps.*