



Lesson Plan for Exploring Equity: African American Male Students Speak Out

<https://m.youtube.com/watch?v=Kvf4DwvaSKM&feature=youtu.be>

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Willamette
EDUCATION SERVICE DISTRICT

African American Male Students Speak Out

featuring
High School Students and Educators, Salem-Keizer School District

Overview

This Equity Learning Module spotlights an Oregon Equity Initiative developed by the Department of Education and is designed to:

- Inspire and motivate aspiring teachers (high school students, classified employees, college students, and other career changers)
- Help aspiring teachers imagine how they can help change the world as teachers
- Introduce aspiring teachers to resources they'll be able to use as teachers to address equity and social justice

Instructor Notes

- Timeframe for lesson: 1 hour to 3 class periods
- Link to video: <https://m.youtube.com/watch?v=Kvf4DwvaSKM&feature=youtu.be>
- Delivery model: Individual, small group, or whole class
- Relevance for: Social Justice, Student Voice, Culturally Responsive Pedagogy
- Age appropriateness: Middle School through College
- Resources needed: None
- Culturally Relevant Education (Ladsden-Billings, G. 2009): The facilitation of a sociopolitical/critical consciousness that facilitates students' understandings and critique of inequities within educational and social institutions.
- Career connections: Importance of teachers helping their students find their voice.

Introducing the Module to Students

You are about to hear from several African American students and educators working in Salem Keizer School District sharing their perspectives regarding the importance of having teachers of color and culturally responsive learning environments.

- ⇒ How many teachers of color have you had during your K-12 educational experience?
- ⇒ If you had students of color in your school, what were their experiences? Were those experiences different from your own?
- ⇒ If you are a student of color, how have teachers been most effective in creating a welcoming and culturally responsive classroom environment?

In 2015, HB 2016 passed Oregon legislature directing the Department of Education to:

- Develop and implement a statewide education plan for African American/Black students in early childhood through post-secondary education programs [[African American/Black Student Success \(AABSS\) Plan](#)]
- Create an Advisory Group to advise on development and implementation of Plan, grant, and administrative rules for implementation

The State Plan is designed to provide strategies for:

- Decreasing disproportionate **discipline cases**;
- Increasing **parental engagement**;
- Increasing the **engagement of students** in educational activities **before and after regular school** hours;

- Increasing **early childhood and kindergarten** readiness;
- Improving **literacy and numeracy levels** between kindergarten and grade three;
- Supporting **student transitions to middle school** and through the middle and high school grades to maintain and improve academic performance;
- Supporting **culturally responsive pedagogy** and practices from early childhood through post-secondary education;
- Supporting the development of **culturally responsive curricula** from early childhood through post-secondary education;
- Increasing **attendance of plan students in community colleges and professional certification programs**; and
- Increasing **attendance of plan students in four-year post-secondary institutions of education**.

⇒ Which of these strategies do you know you need to learn more about?

⇒ Research what the terms “culturally responsive pedagogy” and “culturally responsive curriculum” mean.

LEARN

Black Lives Matter. As a result of the Black Lives Matter (BLM) movement, our nation has increased its attention on the racism and micro-aggressions many Black students face daily in schools. Teachers have a critical responsibility to not only understand the origin of BLM but intentionally address the culture of classrooms and schools to help Black students learn more about their culture and feel supported and valued. Check out this [website](#) for ways in which teachers can better support Black students in the classroom.

Student Voice. The students in this video are part of a Black student union supported by the district. Not all districts have created mechanisms organizing students of color to share their perspectives. However, there are ways teachers can encourage student voice in their own classroom by:

- Lifting up under-engaged voices.
- Giving kids more discussion time to explore and develop their ideas.
- Allowing for creative expression.
- Creating assignments that feature writing in the voice of others.
- Making lessons personally relevant.
- Rewarding risks and recognize those who speak up.
- Encouraging debate.

⇒ Which strategies would you most likely use when you become a teacher?

Nation’s newest federal holiday. [Juneteenth](#) (short for “June Nineteenth”) marks the day when federal troops arrived in [Galveston, Texas](#) in 1865 to take control of the state and ensure that all enslaved people be freed. The troops’ arrival came a full two and a half years after the signing of the [Emancipation Proclamation](#). Juneteenth honors the end to slavery in

the United States and is considered the longest-running African American holiday. On June 17, 2021, it officially became a federal holiday.

⇒ Read one of the awarding winning student essays about the importance of Juneteenth written by a Salem Keizer student at this [link](#).

ENGAGE

Questions to ponder:

⇒ Black students are four times more likely to be discipline than White students (disparate discipline). Why do you think that is the case? What can be done to change the situation?

⇒ Oregon's educator workforce is not as diverse as the students it serves. You can learn more about the percentages of students who are Black and the percentage of black teachers in Oregon's most diverse school districts in the [2020 Oregon Educator Equity Report](#). What do you notice? What do you still wonder?

REFLECT

⇒ What do you think the messages shared by these students tells us about changes related to social justice needed in American education?

⇒ Do you think some teachers are intimidated by Black students? Why or why not? What steps can you take as a teacher to examine how you respond to students of color?

⇒ What did you learn from this video that you can use as a teacher?

⇒ What would you have liked to ask the individuals from this video? Who can you connect with to learn more about the experiences of black students in Oregon?

⇒ To hear more from African American students, watch this Education Week video: <https://www.youtube.com/watch?v=Ke3TURO2Q8>

WANT TO LEARN MORE?

Oregon Department of Education resources:

- o The state of Oregon has developed an African American Student Success Plan which you can review at this [website](#).

Black Lives Matter TED conversation: Born out of a social media post, the Black Lives Matter movement has sparked discussion about race and inequality across the world. In this spirited [TED sponsored conversation](#), the movement's three founders share what they've learned about leadership and what provides them with hope and inspiration in the face of painful realities. Their advice on how to participate in ensuring freedom for everybody: join something, start something and "sharpen each other, so that we all can rise."

⇒ Reflect on the following quote: When black people are free, all people are free.

- ⇒ Disparities have existed for many years between blacks and whites in America. Some of the economic disparities trace back to a time when black people were not allowed to own land; thus, were limited in their ability to develop economic capital that could be passed on to future generations.
- ⇒ There are many examples of resistance to the BLM movement. As a future teacher, you need to know not only why there is resistance but how you as a teacher can help students understand what role they play in supporting a socially just learning environment.
- ⇒ Explore what Black Lives Matter means to young black students. This video is based on the speech given by an 11-year-old student named Jolia Bossette. Reflect on what new perspectives you gained thinking about Jolia's perspectives.

Books and resources:

- [Lies my Teacher Told Me: Everything Your American History Textbook got Wrong](#) by James W. Lowen
- **50 Books About Black History for Children and Young Adults. Check out this [website](#) for a complete description.**