

ANTIRACIST/ANTI-BIAS SOCIAL STUDIES EDUCATION IN CHARLOTTESVILLE CITY SCHOOLS

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PURPOSES/GOALS

For Students:

- > Every student to be represented in content
- > Every identity to be validated
- > Every student to delve into rigorous, antiracist/anti-bias material through inquiry around compelling questions tied to primary and secondary sources (and the present)

For Teachers:

- > Every teacher to learn truthful historical narratives that center voices of people who have been marginalized
- > Every Social Studies and K-4 teacher to teach Social Studies through inquiry design model
- > Every teacher to develop a culturally responsive and antiracist/anti-bias approach

CCS CHANGING THE NARRATIVE TEACHER COHORT

- > 2019-2020: 35 PreK-12 teachers, instructional coaches, librarians, etc. joined a voluntary cohort to delve into three facets of CTN (Facing History & Facing Ourselves) in partnership with Dr. Andrea Douglas at JSAAHC & others:
 - Identity and implicit bias
 - Content (national, state, and local history centered around truthful historical narratives)
 - Pedagogy
 - Many in this cohort went on to participate in Embracing Our Narratives through the JSAAHC
- > 2020-2021: 2nd cohort is in process in partnership with Facing History & Ourselves and higher education/public history experts

THE INQUIRY DESIGN MODEL (IDM)

In-house inquiries based on local history

- > 1st grade: How can communities take care of each other when life is unfair? (Vinegar Hill)
- > 2nd grade: How do culture and identity make a person unique and special? (Monacan Nation)
- > 4th grade: How should we decide what's worth remembering? (history vs. memory)

Virginia Inquiry Collaborative

- > 7 school divisions, museum partners, and higher ed experts
- > Many CCS teachers and coaches participated
- > Inquiries at 3rd grade, VA Studies, USI, USII, and VA/US History

C3 Teachers inquiries

- > Additional inquiries at K, 1, 2, 4, 8, 9, 10, and 12
- > Next steps:
 - Possible K-2 inquiry collaborative
 - WG/WH inquiry collaborative

Did our founders and founding documents protect liberty or slavery?

Virginia History and Social Science SOLs	VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation.
Staging the Compelling Question	Discuss the concept of liberty and how it is experienced in society today.

Supporting Question 1	Supporting Question 2	Supporting Question 3
What is liberty? What is slavery?	How did our founders and founding documents protect liberty?	How did our founders and founding documents protect slavery?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Complete a meaning making protocol on the terms, liberty and slavery.	Complete left side of a T-Chart focused on how the Founders and Founding documents protected liberty.	Complete right side of a T-Chart focused on how the Founders and Founding documents protect slavery.
Featured Sources	Featured Sources	Featured Sources
Source: Definitions of liberty and slavery	Source A: Virginia Declaration of Rights (excerpts) Source B: Virginia Statute for Religious Freedom (excerpts)	Source A: Clauses in the constitution that relate to slavery Source B: Teaching Tolerance Video of Annette Gordon-Lee Source C: Tweet about Thomas Jefferson

Summative Performance Task	ARGUMENT: Did the founders and founding documents protect liberty or slavery? Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, using specific claims and relevant evidence from sources while acknowledging competing views.
	EXTENSION: Create a video representing the argument and views on liberty.
Taking Informed Action	UNDERSTAND: Identify instances when liberty is in doubt in the United States. ASSESS: Determine how liberty is experienced in personal situations. ACT: Interview someone in the community to find out what liberty and freedom mean to them, and

Questions

Tasks

Sources

**Summative
Performance
Task**

ARGUMENT: *Did the founders and founding documents protect liberty or slavery?* Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, using specific claims and relevant evidence from sources while acknowledging competing views.

EXTENSION: Create a video representing the argument and views on liberty.

**Taking
Informed
Action**

UNDERSTAND: Identify instances when liberty is in doubt in the United States.

ASSESS: Determine how liberty is experienced in personal situations.

ACT: Interview someone in the community to find out what liberty and freedom mean to them, and how they have experienced it (or not experienced it) in their lives.

EXAMPLES OF COMPELLING QUESTIONS OUR STUDENTS ARE EXPLORING

K: Is everyone unique?

1: How can communities take care of each other when life is unfair? (Vinegar Hill)

2: How do culture and identity make a person unique and special? (Monacan Nation)

3: What stories should statues tell about Ancient Rome? (connection to local statues)

4: How should we decide what's worth remembering? (history vs. memory)

5: Did our founders and founding documents protect liberty or slavery?

6: How did enslaved people resist dehumanization?

7: Are laws enough?

8: Did the Constitution establish a just government?

9: Is America a land of opportunity?

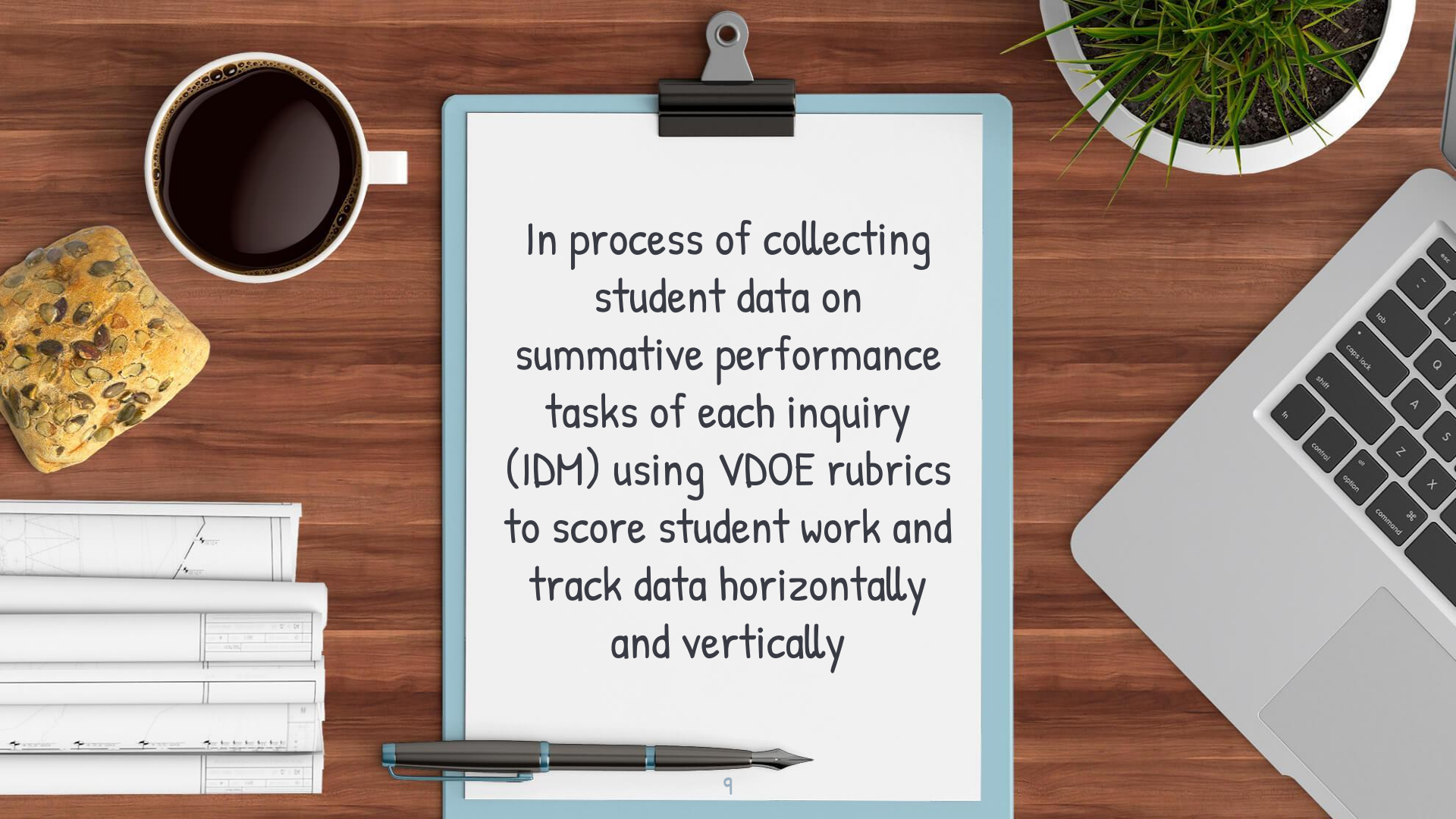
10: Is challenging authority worth the costs?

11: How have African Americans created their own freedom following emancipation?

12: Are political parties good or bad for U.S. democracy?

IDENTITY WORK/COMMUNITY BUILDING WITH STUDENTS

- > Embedded within inquiries (IDMs)
- > At the beginning of the year:
 - Explicit conversations with students regarding identities that they and their families hold
 - Normalizing discussions of race/ethnicity/LGBTQ+ identities
 - “Color-brave”



In process of collecting
student data on
summative performance
tasks of each inquiry
(IDM) using VDOE rubrics
to score student work and
track data horizontally
and vertically

Fourth graders ask Charlottesville's Vice Mayor tough questions in Zoom Q&A





Questions?