



FACING  
HISTORY  
AND  
OURSELVES

# Identity, Race and the Classroom

## Part 2

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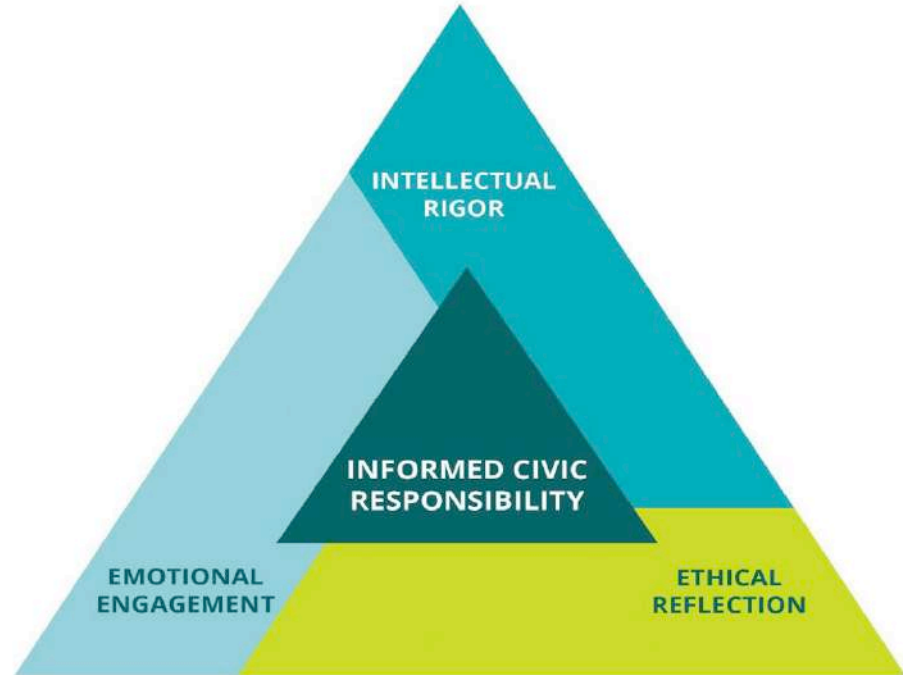
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# Our Approach



## OUR PEDAGOGICAL TRIANGLE



# Re-Cap Session I

1

Created the Safe Reflective Space

2

Explored the difficulties associated with discussing race

3

Explored the historical construct of race and the paradox of natural equality and racial subordination

4

Explored the birth of Eugenics and its impact on public policy

5

Big Takeaway: Historical context matters if we are to disrupt narratives of racial subordination and subjugation

# Elements of safe and courageous conversations

1

Create Safe and Reflective Space

2

Allow for Self Reflection: Individual Identity

3

Navigating Bias: We and They

4

Grounding the Conversation: Primary Sources

5

Safely out: Agency, Voice, and Upstander Behavior

## Contracting in the Classroom

### Sample Contracting

- Listen with respect. Try to understand what someone is saying before rushing to judgment.
- Make comments using “I” statements.
- If someone says something that hurts or offends you, do not attack the person. Acknowledge that the comment—not the person—hurt your feelings and explain why.
- Put-downs are never okay.
- If you don’t understand something, ask a question.
- Think with your head and your heart.
- Share the talking time—provide room for others to speak.



How do we enter into difficult conversations in the era of Charlottesville?

How do we place Charlottesville in context?

What are the particular and universal lessons that Charlottesville can teach us?

What do you remember or  
know about Charlottesville?



# The Individual and Society: Identity

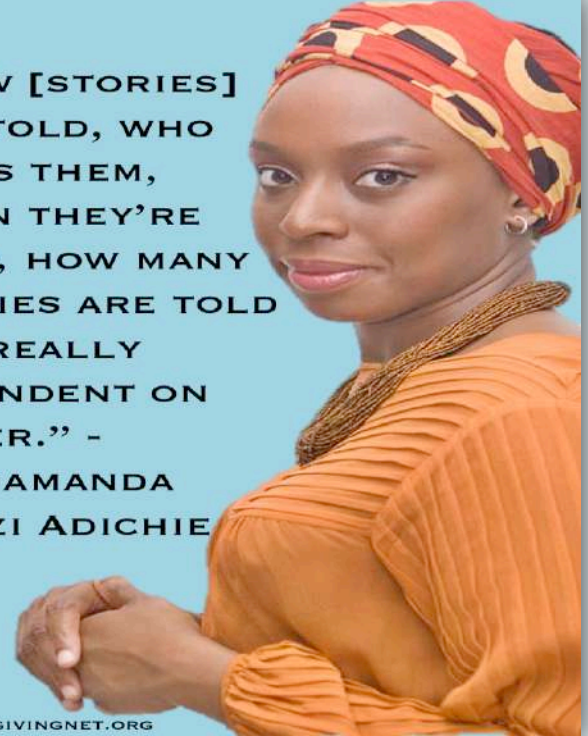
## Danger of a Single Story

How do single narratives of others shape the way we live and discuss race?

How can being critically conscious of single narratives help your students discuss race?

**“HOW [STORIES]  
ARE TOLD, WHO  
TELLS THEM,  
WHEN THEY’RE  
TOLD, HOW MANY  
STORIES ARE TOLD  
ARE REALLY  
DEPENDENT ON  
POWER.” -  
CHIMAMANDA  
NGOZI ADICHIE**

[WWW.THEGIVINGNET.ORG](http://WWW.THEGIVINGNET.ORG)



# Navigating Bias: Real World Connections

- **Listen:** Audio (part 1): *Little Things are Big* by Jesús Colón
- **Instant poll:**  
*Choose a number anywhere in between 1- 10*  
**1= Certain he did help**  
**10 = Certain he did NOT help**
- **Read Aloud:** (part 2) *Little Things are Big* the conclusion

# Clearing the SMOG

**From Beverly Daniel Tatum's *Why Are All the Black Kids Sitting Together in the Cafeteria? and Other Conversations About Race***

Cultural racism—the cultural images and messages that affirm the assumed superiority of Whites and the assumed inferiority of people of color—is like smog in the air. Sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in. None of us introduce ourselves as “smog-breathers” (and most of us don’t want to be described as prejudiced), but if we live in a smoggy place, how can we avoid breathing the air?

# Grounding the Conversation: Two distinct responses to Charlottesville



**Sally Yates** ✓

@SallyQYates

Follow



The poison spewed by Nazis, white supremacists, and the KKK is not who we are as a country. Takes less than 140 characters to say it.

7:31 PM - 12 Aug 2017

61,044 Retweets 176,925 Likes



3.5K 61K 177K



**jelani cobb** ✓

@jelani9

Following



The biggest indictment of the way we teach American history is that people can look at [#Charlottesville](#) and say "This is not who we are."

5:19 AM - 13 Aug 2017

8,659 Retweets 17,367 Likes



395 8.7K 17K



# Grounding the Conversation:

## Two distinct responses to Charlottesville

*Which of the two quotes mostly reflect your reaction to Charlottesville?*

Type a one to two sentence response in the chatbox to the one you agree with the most. Be specific.

*Examples:*

Yates: In moments of racial crisis, our nation is rising against hate.

Cobb: We have not had an honest confrontation with slavery.

# Exploring human behavior

1. Why should we seek to understand the perpetrators?
2. How can otherwise “normal” people, especially youth, make choices that dehumanize others?
3. What’s the role of the environment, including social media?

# PEDAGOGY IS CRITICAL

## Literacy-Based Classroom Discussion Strategies

From [facinghistory.org](https://facinghistory.org):

- [Four Corners](#)
- [Human Barometer](#)
- [Big Paper Silent Conversation](#)
- [Learn to Listen, Listen to Learn](#)







## **Safely Out:**

What does that mean when working with students?

We want them to leave with:

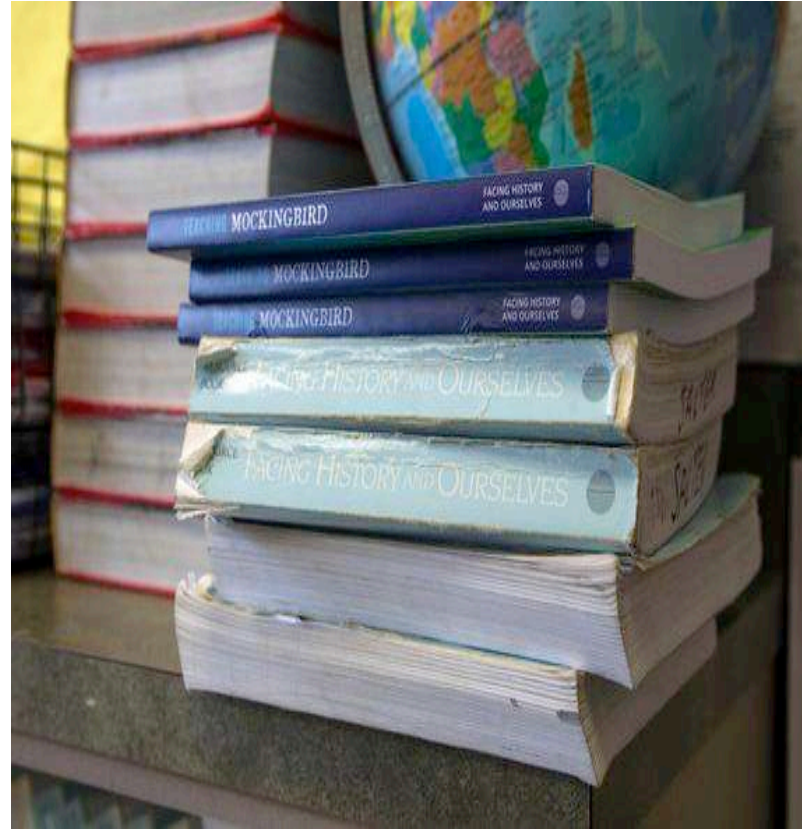
- Voice
- Agency
- Not cynical
- Hope
- Thinking critically
- Honoring multiple perspectives
- Social Justice solutions



# Examples of students responding to today's climate

From [facinghistory.org](https://facinghistory.org):

- [Acknowledging the Past to Shape the Present](#)
- [Bullying at School](#)
- [What Difference Can a Word Make?](#)



# Contact

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People make choices. Choices make history.



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