

CHARLOTTESVILLE: MATH LESSON OVERVIEW

DAY 1

Intro

- Intro to topic, read and respond to the [NCTM's response to Charlottesville](#)
- Very basic background on Charlottesville with a few images from each
- Defining race and racism (individual vs. institutional)
- [handout] Public's views on race in America—as a group: review four charts and fill out table responding to questions about each graph/chart
- 30 minute break:
 - Read [Pollock – 2017 – Standing Up Against Hate](#)
 - Read [ResponsiveClassrooms.org – First Days of School](#)
 - Read [Teaching Tolerance – Civil Discourse in the Classroom](#) (pp. 17-19) from <https://www.tolerance.org/magazine/publications/civil-discourse-in-the-classroom>
 - Record at least three things that stood out to you in the readings
- Discuss readings and make a chart with some discussion norms

School Segregation

- Next week we're going to look at one aspect of structural racism in America: school segregation.
- [handout] Fill out KWL (first page only) – collect and return next time

Homework

- On inclusive and socially just classrooms
 - Watch [this video](#) from [Teaching Tolerance](#) (specifically [this professional development lesson](#))
 - Read these [Seven Principles for Inclusive Education](#) (found [here](#))
 - [Teaching Tolerance's Social Justice Standards](#) (read through page 7)
- On school segregation
 - Read this [Frontline piece on school segregation](#)
 - Read this [article on school segregation in Ohio](#)
- **Optional** readings/materials on educational responses to Charlottesville
 - [Valarie Strauss on Charlottesville](#) with the Answer Sheet at the Washington Post (FYI, the Answer Sheet column is one of the few mainstream media outlets that consistently has a strong, research-based view of educational issues--it often has guest writers who are experts in the field and/or experienced educators)
 - [NPR's Resources For Educators To Use In The Wake Of Charlottesville](#)
 - [#CharlottesvilleCurriculum](#) on Twitter
 - This [Charlottesville Syllabus](#)
- **Optional** information on the events in Charlottesville:
 - [Graphic language and violent images, including a car running into a crowd of anti-protesters] [Vice documentary on the protests](#)
 - [A summary of Trump's comments on Charlottesville](#)

- [How some TV hosts reacted to Trump's comments](#)
- [Opinion piece about differences between George Washington and Robert E. Lee](#)
- [Atlantic article on the role of anti-Semitism in the protests](#)
- [CNN article looking at when Confederate monuments have been erected over time](#)

DAY 2

- Read first two pages of *If America were a Village* and list some of other pages
 - Normally after this I would have you represent some of the data from the book, but instead we're going to come back to this and represent data from Cincinnati schools a little bit later.
- Brief background on *Brown*, *Brown II*, and more recent cases
- [handout] Work as a group on the task: represent racial demographics for whole district and four different schools
- Share representations (gallery walk to save time or each group presents)
- Final discussion

Homework

- Explore some of these Teaching Tolerance [resources for talking about race in early childhood](#)
- Read [NEPC \(2013\) Moving Beyond Tracking](#) (possibly save for later in semester)