

OPENING THE SCHOOL HOUSE DOOR: Promoting Teacher Transparency

Examples of “Woke” Teaching Materials from Wisconsin’s Public Schools



This PowerPoint contains information on some of the more controversial material uncovered throughout WILL's open records requests to the state's 10 largest school districts. Some documents were also sent by concerned parents of public school students who were exposed and taught some of these controversial ideas.

Burlington School District

A Burlington School district school found themselves the focus of discussion after a district teacher addressed racism and Black Lives Matter in her 4th grade classroom.

She posed questions such as “*What is the Black Lives Matter Movement trying to do?*” and “*How Do We Stop Systemic Racism?*” Many parents in the relatively conservative town found this lesson to be too mature. One parent even called it an attempt to “indoctrinate our kids.”

Cedarburg School District

Example 1

The school district is discussing a new “Access, Equity and Inclusion for All” plan. In the district’s March newsletter Superintendent, Todd Bugnacki, writes:

“The following district-level activities are underway to continue our work in addressing Access, Equity, and Inclusion for ALL:

- *An organizational core team convened to identify district data sources for review and organize a draft outline of future work;*
- *...Increase professional development for staff based on district data review.*
- *...Current training on Access, Equity and Inclusion for All, specific to Racial Equity and Gender.”*

Cedarburg School District

The “Access, Equity and Inclusion for All” plan will also include incorporating these philosophies into the curriculum. The below slides are from the seminar attended by the Cedarburg School District staff:

CRITICAL RACE THEORY

At its core, CRT is a way to study and change the relationship between race, racism, and power across all sectors of life.

For education, it is a way to account for issues of race, racism, and power that pervade the school systems and prevent equitable outcomes.



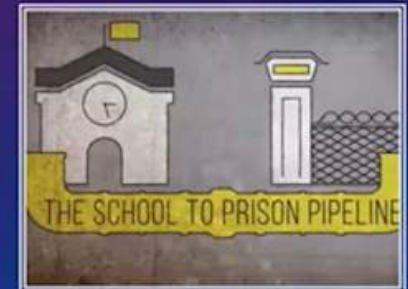
THE SCHOOL TO PRISON PIPELINE

How does race, racism, and power impact the school to prison pipeline?

What is the impact on society when students end up suspended and expelled and ultimately in jail?

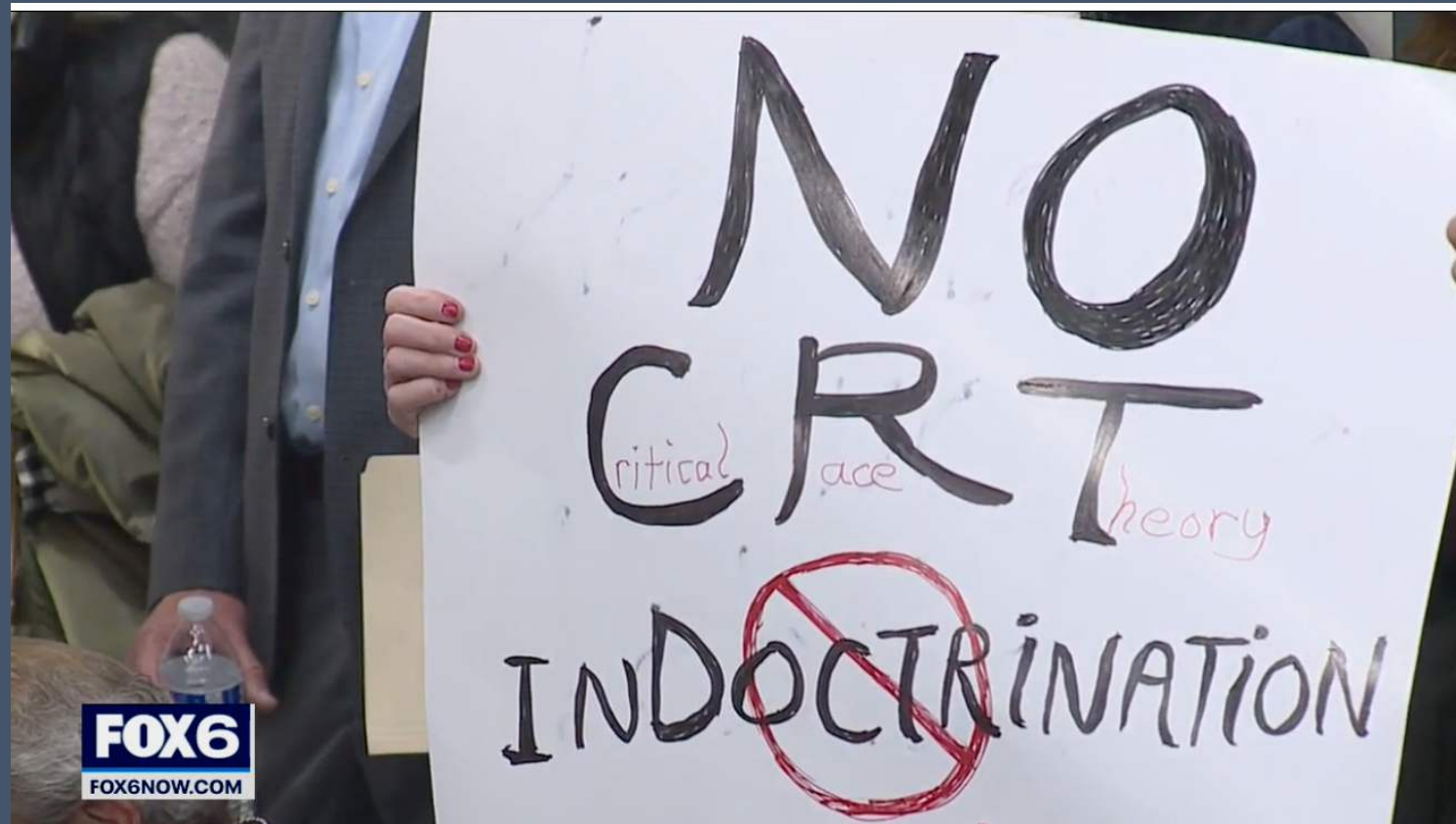
What is the role of the school?

How can we stop the cycle?



Elmbrook School District

Elmbrook school district is considering implementing **Critical Race Theory** into their curriculum. Many district parents are outraged at the idea.



Germantown School District

The district school board recently **overturned its ban on teaching Critical Race Theory**. Many parents even sending a letter to the district requesting the School Board President to resign after the previous ban on Critical Race Theory earlier this year. (letter not available online.)

Green Bay Area School District

Example 1

Juniors taking “Modern United States History-Diversity Studies” through a GBASD were asked to the following question:

*“Provide **personal definitions of race, ethnicity, minority group, prejudice and discrimination.** Explain examples from your family, school, community... In small and whole groups, **students share personal examples** and/or researched examples of each of the topics.*

Green Bay Area School District

Introduction to Diversity 4 weeks	Race and Ethnicity 4 weeks
<p>Unit Synopsis: The purpose of this unit is to provide students with background knowledge on major terms and concepts that will resonate through the course. The unit is also an opportunity for students to provide a baseline evaluation of their own perspectives of race, ethnicity, diversity.</p>	<p>Unit Synopsis: The purpose of this unit is to utilize the filter of race/ethnicity to explore the challenges confronted and contributions made by individuals and groups.</p>
<p>Assignment Suggestion Pre-Instructional Analysis <i>Provide personal definitions of race, ethnicity, minority group, prejudice, and discrimination.</i> <i>Explain examples from your family, school, community.</i></p> <p>Topics for Instruction: Textbook: Chapters 1 and 3 subheadings</p> <ul style="list-style-type: none"> • Definitions of minority groups, race, ethnicity • Prejudice and discrimination • Privilege, power (race, class, gender, religion) • Stereotypes <p>Suggested Lesson Process:</p> <ul style="list-style-type: none"> - Use the textbook to read and discuss the definition of the topics above. - In small and whole groups, students share personal examples and/or researched examples of each of the topics. - As a class, create a class definition of the topic/word 	<p>Challenges Use Chapter 4 of the textbook to read and discuss <i>Intergroup Relationships</i>. Highlight dominant and minority relations to segue into the challenges minority groups face.</p> <p>Teacher provides a brief overview of the topics in the list that students have questions or need additional information prior to students selecting a topic for the Inquiry Research Project.</p> <ul style="list-style-type: none"> • Police brutality vs. community safety. All lives matter, Black Lives Matter BLM Netflix 13th (8 pages but select your own questions) <ul style="list-style-type: none"> ◦ Has Police Training Contributed to the Rise in Shootings of Black Men? ◦ Police Shootings ◦ The Counted - The Guardian • Poverty - Misconceptions of Poverty in Education • A Class Divided - the Jane Elliott story • Immigration/migration - Amnesty, border control, Arizona Identification cards,

Green Bay Area School District

Example 2

Two reflection prompts
students are asked to
answer:

1. “find and explain *2 examples of power and privilege*. Students can choose from the topics: (race, gender, religion, class, sexual orientation, age.”
2. “understanding self: *what race/gender/ethnicity are you? Impacts?*

Green Bay Area School District

Reflection questions given to
11th grader taking Modern
United History- Diversity
Studies

Reflection/Journal Activity Suggestion

Students find and explain 2 examples of power and privilege. Students can choose from the topics: (race, gender, religion, class, sexual orientation, age). One of the examples should be historic and the other should be contemporary.

- **Demographics**

Suggestion - in small groups, students will hypothesize demographics of major racial/ethnic groups in the U.S., Wisconsin, & Green Bay (could add their high school). [Link to Demographics Chart](#) Discussion as instructor asks for responses and reveals Census data

[Link to Google Slide with Census Data \(Use in presentation mode\)](#)

Reflection/Journal Activity Suggestion

Demographics:

Write a paragraph describing what you learned from the demographics exercise.

Reflect on statistics which surprised you and why you may have arrived at inaccurate estimates.

Reflection/Journal Activity Suggestion

Understanding self:

[cultural wheel/module](#) what race/gender/ ethnicity are you? Impacts?

Start Part 1 of Final Exam??

Green Bay Area School District

Example 3

A handout called “Black Lives Matter from Hashtag to Movement” asks students to **define Institutional Racism** and list the unit’s learning objectives as:

- 1. Students will learn about the history of the Black Lives Matter movement and how it evolved.*
- 2. Students will analyze the controversy around politicians and other people using the term “All lives matter” instead of /or in addition to “Black lives matter.”*
- 3. Students will reflect on their perspective of Black Lives Matter and how it is similar or different that the Black Panther’s.*

Green Bay Area School District

Black Lives Matter class-
handout given to 11th grader
taking Modern United History-
Diversity Studies

Black Lives Matter - from Hashtag to Movement

*Define:

Institutionalized Racism:

Learning Objectives:

1. Students will learn about the history of the Black Lives Matter movement and how it evolved.
2. Students will analyze the controversy around politicians and other people using the term "All lives matter" instead of /or in addition to "Black lives matter."
3. Students will reflect on their perspective of Black Lives Matter and how it is similar or different that the Black Panther's

#Black Lives Matter

Have you ever seen this expression?

What does it mean?

What do you know about it?

How do you feel about it?

Watch Video:

<http://www.nytimes.com/video/us/100000003841604/blacktwitter-after-ferguson.html>

After watching the video answer the following questions:

1. How did you feel while watching the video?
2. How did technology (video) and social media (Twitter, Instagram, Tumblr, Facebook) help to enable the Black Lives Matter movement?
3. How did the three people highlighted become activists?
4. What does Zellie Imani mean when he says, "We don't rely on the mass media. We rely on ourselves."

Green Bay Area School District

Example 4

High-School students are also taught to become social activists. In GBASD, whole lesson plans and teaching units are dedicated to social activism. One such unit is called “Activism, Social and Political Questions.”

In the unit students are asked to choose one social movement (African American Civil Rights, Native American Civil Rights, Women, Animal Rights, Labor, Hispanic Civil Rights, Asian Civil Rights, Asian Civil Rights, LGBTQ+, environment) and answer the following prompt:

“How can high school students be involved in social movements? (provide well-explained examples and appropriate grammar and sentence structure.”

Green Bay Area School District

5. Paragraph: How can high school students be involved in social movements?(provide well-explained examples and appropriate grammar and sentence structure.

5 points

Movement Options:

African American Civil Rights

Native American Civil Rights

Women

Animal rights

Labor(employment)

Hispanic Civil Rights

Asian Civil Rights

LGBTQ+

Environmental

Middleton-Cross Plains School District

Example 1

Example 1 is based on information received via email from a concerned Middleton-Cross Plains parent.

In it the parent writes to her principal after seeing her third grade son's homework assignments which asks him to fill out an "Identity Journal" which teaches students that who they are is founded in their race, color, ethnicity, culture, sex, gender, gender identity, etc. She wrote:

"...going forward, please let me know ahead of time about any videos/instructional materials/classroom speakers that will discuss race/racism/equity/diversity/inclusion in [redacted name] class?"

Middleton-Cross Plains School District

Example 1

The principal responded with communications sent from the district's superintendent which includes the district's best practices and beliefs relating to racism. The superintendent states:

“As a district committed to equity, we seek to disrupt societal and historical inequities and eliminate disparities based on student and family characteristics such as, but not limited to, race, color, national origin, citizenship status, ancestry, religion, sex (including sexual identity), economic status, disability status, and age, so that all students thrive... We believe the following: Our education system is inherently racist and we must purposefully choose antiracist and unbiased actions in order to address the structural inequities that exist.”

Middleton-Cross Plains School District

Example 1

The principal also states in another email, “[that the] entire year we have focused on children and families understanding their own cultures and identities, while also embracing and understanding other cultures and identities”

Example “Identity Journal”
which lead a concerned
MCPSD parent to email the
school’s principle.

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Middleton-Cross Plains School District

Example 2

The below example is based on a video sent to WILL by a concerned district parent. In the video the Director of Equity & Student Achievement for the MCPSD spends a full class period preaching to 7th graders the importance of student activism.

He starts by defining activism as “*the policy or action of using vigorous campaigning to bring about political change.*” He further states, “[*that*] activism isn’t something that begins when you’re an adult.”

Middleton-Cross Plains School District

Talking Points

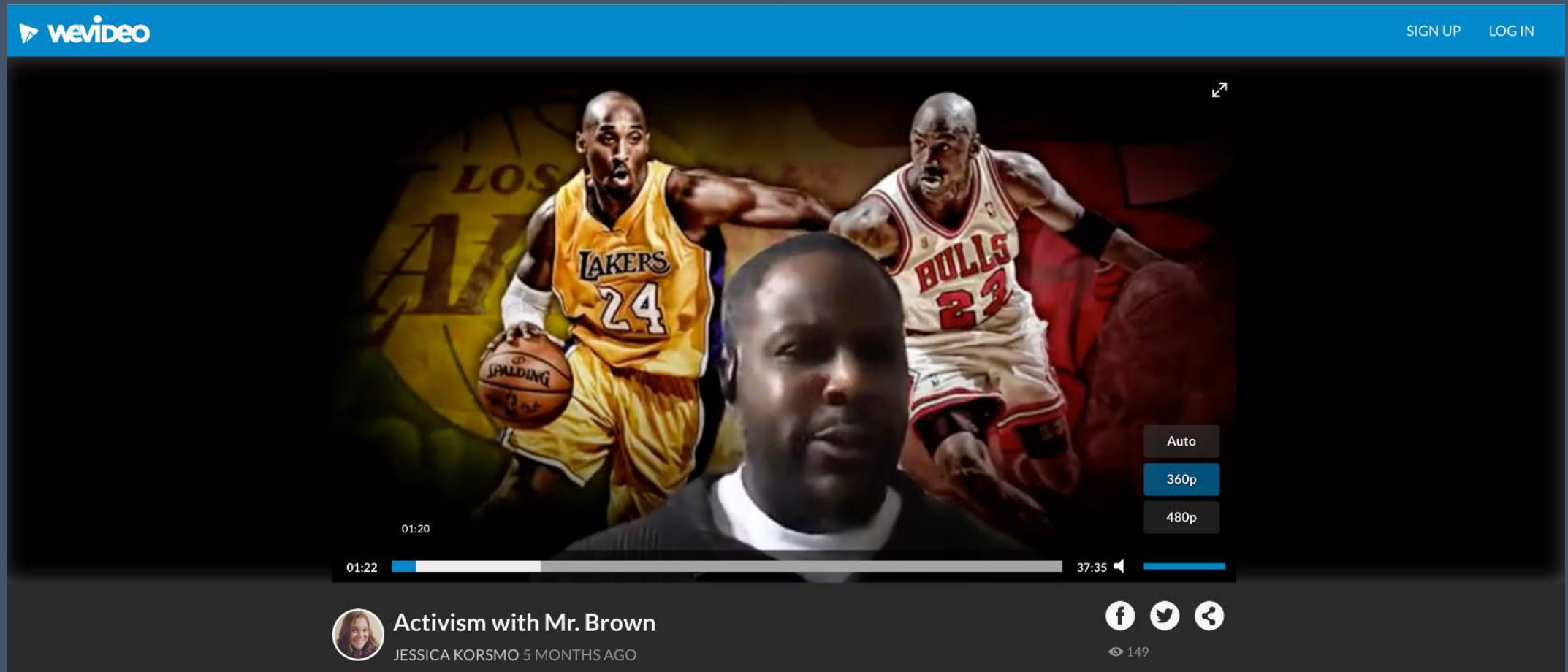
- What does activism mean to me?
- What have been my experiences as an activist?
- How have I empowered young people to share their passions and voice toward a cause?

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02:55 37:35

Middleton-Cross Plains School District

wevideo SIGN UP LOG IN



01:20 01:22 37:35

Auto 360p 480p

Activism with Mr. Brown
JESSICA KORSMO 5 MONTHS AGO

149

Racine Unified School District

Example 1

A lesson called “Intro to the 1619 Project” created for a high school African American History class offered at RUSD includes this quote and the following prompt for the students to think about: *“Our founding ideals of liberty and equity were false when they were written.” “Then think about why is this 400-year old history so important.”*

The lesson plan *does not ask the students whether they believe the 1619 Project* to be important to history. The prompt *asserts its importance in history as fact.*

Racine Unified School District

February 18, 2021

Introduction to The 1619 Project

Daily Learning Focus:

We will learn about the significance of the year 1619 to American history.


Success Criteria:

We will know we are successful when we can

- ☐ Explain what happened in 1619
- ☐ Describe the impact of that event on American history
- ☐ Evaluate different views of how we should remember and tell our history

Standards:

- ★ Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.

Lesson Element	Task	Minutes Spent
A	"Our founding ideals of liberty and equality were false when they were written. Black Americans fought to make them true. Without this struggle, America would have no democracy at all." -- Nikole Hannah-Jones, The 1619 Project	5
B	 There were Africans in the Americas for over a hundred years before 1619. <ul style="list-style-type: none">• Watch this short video about Juan Garrido and Estevanico.• Also, the Spanish fort at St. Augustine was also a center of slavery as early as 1565, fifty years before the ship arrived in Port Comfort, Virginia in 1619 to sell Africans who had been kidnapped, including Antony, Isabela, William, Angela, Anthony, Frances, Margaret, Anthony, John, Edward, Anthony, and over 20 other people.	5
C	The 1619 Project is at the center of controversy. Watch President Trump talk about the 1619 Project and the PBS discussion. Then think about why this 400-year old history is so important, why it is the subject of criticism, and how that fits into current events today.	5
D	While we read Nikole Hannah-Jones' introduction to the 1619 Project you will annotate the jamboard version that was handed out to you with post-its or these codes:	45

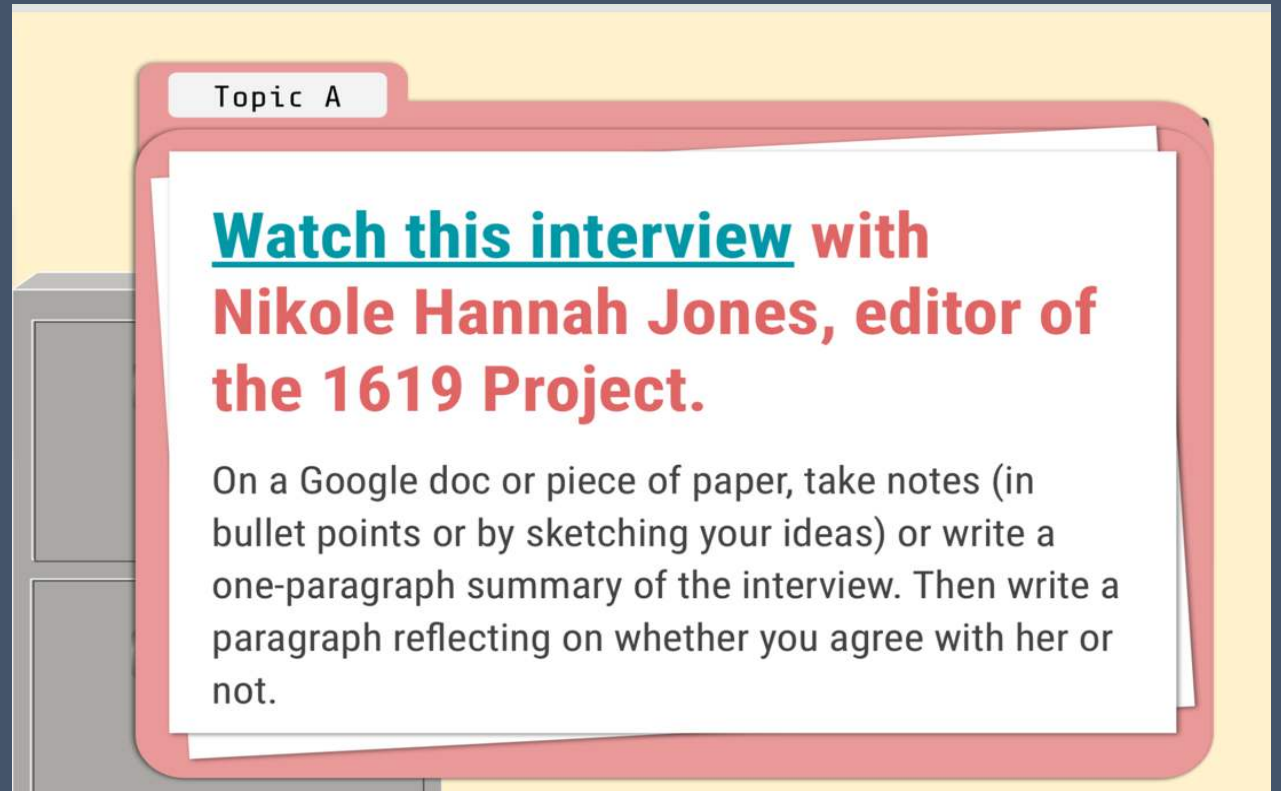
Racine Unified School District

Examples slides from
unit taught on the 1619
Project



Racine Unified School District

Examples slides from
unit taught on the 1619
Project



Topic A

**Watch this interview with
Nikole Hannah Jones, editor of
the 1619 Project.**

On a Google doc or piece of paper, take notes (in bullet points or by sketching your ideas) or write a one-paragraph summary of the interview. Then write a paragraph reflecting on whether you agree with her or not.

Sparta Area School District

Example 1

A Sparta Area School District teacher, Jamie Okusko, stated
*“The more ignorant we make you, the more poor we make you,
the more likely you are to vote Republican”* to her high school
English students.

Sparta Area School District



WHY? BECAUSE IF YOU ARE EDUCATED, CHANCES ARE YOU WILL VOTE
DEMOCRAT, NOT REPUBLICAN. AND THE MORE IGNORANT WE CAN MAKE
YOU, THE MORE POOR WE CAN MAKE YOU, THE MORE LIKELY YOU ARE TO
VOTE REPUBLICAN.

Waukesha School District

Example 1

Vocab list given to 10th grade English

Institutional Racism – policies, laws, practices and rules within political and social institutions (e.g. schools, businesses, the media) that advantage White Americans at the expense of People of Color (Griffith et al., 2007; Unzueta & Lowery, 2008).

Intersectionality – the intersecting nature of multiple different categories of oppression, which interact with one another in complex ways that amplify and complicate one another (Crenshaw, 1991; Lcc & Brotman, 2014). *Example: women of color experience racism, sexism, and the interaction of racism and sexism; and their experiences of identity are therefore unique and not adequately captured in feminism or antiracism alone (Crenshaw, 1991).*

Marginalization – rejection of an out-group by in-group members (Betts & Hinsz, 2013) such that members of the out-group are excluded from resources, stigmatized, and/or treated negatively on the basis of their perceived group identity (Chambers & McCready, 2011). *Example: individuals that do not speak English face challenges finding work and seeking out resources for livelihood in the United States (Racism 101, n.d.).*

Oppression – the unjust exercise of power by a dominant group over people who have less power such that the dominant group is privileged at the other group's expense (Lechuga, Clerc & Howell, 2009; Sue, 2015). Oppression is the complicated and multifaceted manifestation of power and privilege (Dei, 2007; Spencer, 2008).

Prejudice – attitudes and/or beliefs (typically negative) held toward a person or group based on preconceived notions (Williams, 1999).

Privilege – unearned opportunities, advantages, benefits, and freedoms given to dominant group members that are denied to all others (McGrady, 2015); privileges are obtained at the expense of non-dominant groups, and individuals can be privileged along certain identity axes and not others (Branscombe, 1998; Case, 2012; IGNITE!, n.d.). *Examples: White people can be sure*

Waukesha School District

Example 2

Vocab list given to 10th grade English

Racial microaggression – “brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group” (Sue et al., 2007, p. 273). *Examples: color blindness, “there is only one race,” or “I don’t see race”; myth of meritocracy, “anyone can get ahead if they work hard enough”; complimenting a person of color on their intelligence; asking an Asian American or Latino American individual where they are from, assuming that they were not born in the U.S.; claiming as a White person that you understand racism because you experience other forms of oppression such as sexism, etc. (Sue et al., 2007).*

Racialization – the structuring of social groups by race through a process in which racial categories are applied based on observed characteristics, and these categories are imbued with meaning (Bonilla-Silva, 2005, p. 469; Guess, 2006; Lipsitz, 1995). *Example: American poverty was racialized in the 1960s by the White U.S. media, which portrayed poor people as being lazy, undeserving and Black, around the same time that the Civil Rights Movement sought to end racial segregation and discrimination (Gilens, 2003).*

Structural racism – the multi-level, long-standing, pervasive influence of racism within U.S. institutions, policies, culture, and social structures that creates a hierarchy in our society based on race that is pernicious, deep-rooted, and more harmful and more difficult to eradicate than individual acts of racism (Bonilla-Silva, 2005; Calmore, 1997; Gee, 2011).

White supremacy – a political term to describe the system in which Whites enjoy social, economic and political benefits and preferential treatment at the expense of others (Mills, 2008; Mills, 2000; Morris, 1995).

Waukesha School District

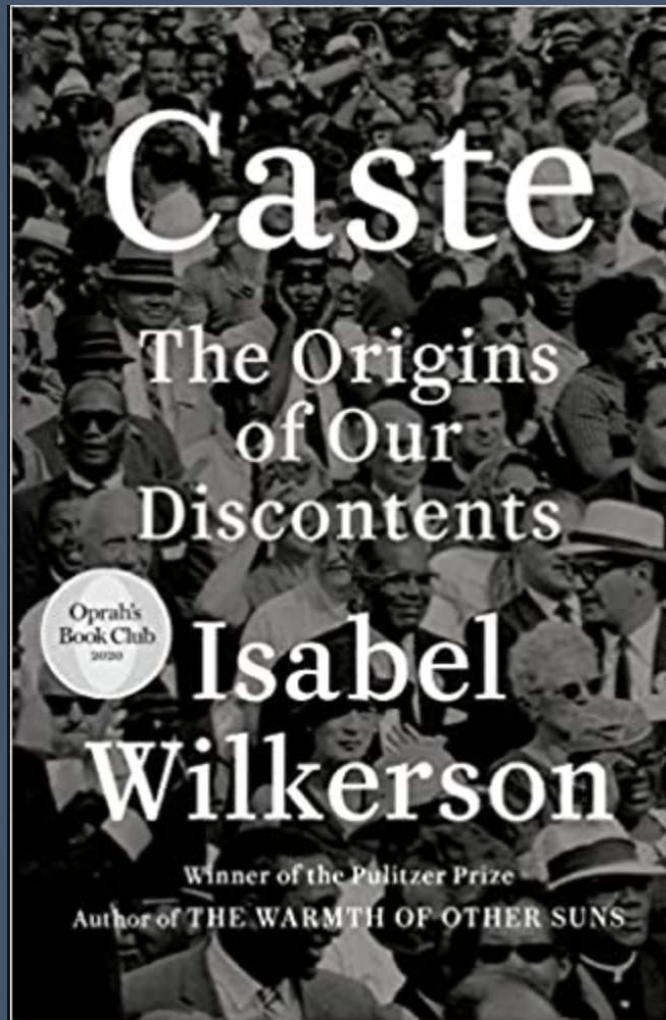
Example 3

Recently, tenth graders attending Waukesha School District's West High School started their "Perspectives" unit which requires student to choose a book from available titles through the school and *"make an actionable plan to address injustice."*

One parent reached out to WILL outraged after learning her student chose the book "Caste" by Isabel Wilkerson which teaches students that our country is inherently racist—among other controversial ideas. The issue the parent found was that her student was unable to find any book that she agreed.

Heavy, mature, topics such as are discussed in "Caste" should not be taught in a vacuum.

Waukesha School District



Waukesha School District

Example 3

How students are instructed to chose a book for their unit on
“Perspectives”

“Ms. Gonzalez is white, straight, cisgender female with a bilingual and bicultural family. To read about different perspectives, I might choose a book whose author or main character is a person of color, minority, immigrants, has a different sexual orientation than mine, practices different religions than my own, etc.”

Example sent to WILL by a Waukesha parent



For sources, citations or related material cited in this PowerPoint
please contact info@will-law.org.