

## Video Transcript of Culturally Relevant Pedagogy Using Primary Sources: Tenet 3 in an Elementary Classroom

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**Narrator:** As an elementary teacher, you really want your students to be engaged in their learning. So, how can you make this happen when it comes to social studies?

By using culturally relevant pedagogy with primary sources!

Primary sources are first-hand evidence of the past. They highlight authentic voices and reflect multiple perspectives and cultures. They also facilitate students' own cultural competence, which is a key element of culturally relevant pedagogy, or CRP.

CRP is a teaching framework established by Dr. Gloria Ladson-Billings.

There are three tenets to CRP.

All students must experience academic success, develop cultural competence, and have opportunities to examine and critique the status quo.

This video focuses on tenet 3, examining the status quo.

My favorite part of about being a teacher is watching the kids... their "ah-ha" moments, I guess.

**KF:** I'm Kellie Friend, and I'm a teacher with the Mounds View school district. And I'm a third-grade teacher.

**KG:** When we teach students to question the status quo, we're teaching students to be aware of what is happening around them...

**KG:** I am Keitha-Gail Martin-Kerr, and I work at the U... I ensure that I integrate cultural pedagogy in all of my courses. I live it.

**Kellie:** I think it's important to teach in a culturally relevant way because they have to go out in this world. . . And so, they need to be able to understand what's happening in the world.

**Speaker 29:** I notice that there's two black people and two white people.

**Willie:** Yeah. I wonder what ... if that's a teacher or a kid.

**Speaker 29:** That's a teacher.

**Willie:** Yeah. I wonder what that is.

**KG:** Primary source-based lessons are a good vehicle for culturally relevant pedagogy

**Kellie:** ...primary sources support rigorous thinking and skills in the classroom... This is it. You have to think.

**Lauren:** So maybe E is right there,

**Narrator:** Kellie's lesson scaffolded content related to school integration that her third graders had not grappled with. First, Kellie laid the foundation with information about Jim Crow and a book on Ruby Bridges. Then, small groups analyzed historic photographs and sorted them into chronological order. Finally, they discussed how integrated schools, including theirs, are today and the impact of race on American society.

**Kellie:** Creating this lesson was like something that just took a life of itself. It started with that one photo, and watching my kids just get super interested in something that they had no idea ever existed...So, for them, they needed a lot of background because they had very little.

**Alex:** ...most of the blacks are living in areas that were segregated...so, why didn't they move to the places where there were no segregation?

**Kellie:** Do you remember what desegregation means? Thumbs up? They were quite shocked to hear that this happened.

**Alice:** I mean, who would decide that? It's kind of mean.

**Partner :** I know!

**Kellie:** It was a lot about finding the primary sources that would bring that ability for them to examine, draw conclusions, and then challenge what's happening.

**Narrator:** The Library of Congress has over one million images available online, including a large collection related to school integration.

You did an observation, what you thought and questions you still had...These are the questions you wrote down ... Is the boy happy or sad? ... What is that flag? Why only black students? Are there buses?

**Kellie:** So, it's their natural curiosity. It's their genuine questions and I think that's the beauty of it.

**Student 1:** I wonder who that guy is? And if he's someone that's like famous?

**Student 2:** I wonder if they're gonna try to They look like they've got construction helmets on.

**KG:** ...To engage and see and think and wonder regarding those primary source documents. And to critically analyze what is happening in those documents, and trying to bring it into what is happening currently in our society.

**Norris:** If they don't have the greatest schools, they probably can't get the greatest jobs so they might not have the money to move.

**Kellie:** ... The depth of that for their age was amazing. So, I think they do a really great job of critically looking at photos,

**Norris:** Okay, so this is going to be pretty up there because this is one's not segregated. 'Cause this one's segregated. lets see ...

**Lauren:** Does this look like nineteen fifty six? Nineteen fifty nine?

**Third Student:** This looks like there's one person left out from the whole other group.

**Norris:** Where's the American flag? Oh, I can't see how many stars are on there.

**Kellie:** And I think this topic, as difficult as it is, they are just so curious about it because they don't understand why... So, I think that engages them.

**Norris:** This photo shows mothers protesting bus.

**Third Student:** "And bus students leave their bus in ..."

**Norris:** This has nothing to do with busing.

**Kellie:** So, are we better off today?

**Sid:** I feel that integration that thing has already passed by and then no one even thinks about it anymore. I thought that people just said, "Okay. Schools are integrated and I don't really care. I just send my kid to the school that ..."

**Teacher:** That's in the neighborhood, right?

**Sid:** Integrated.

**Teacher:** And we don't think about it because they're just integrated.

**Sid:** Yeah.

**Teacher:** That's been your experience, right?

**Sid:** Yeah.

**KG:** I think that was a big challenge for Kellie, like, how do they have these conversations, these authentic conversations, when it's not a part of their lived experiences.

**Lauren:** I'm kind of going with Alice. Like, yesterday I said, "Is segregation still happening?"

**Teacher:** Yep. You did ask that. Such a good question.

**Kellie:** If you're using primary sources that are authentic...then they start asking questions

**Lauren:** I'm still wondering because if it is: Where and why?

**Kellie:** Let's look at some of the schools in Minnesota. Do they look integrated?

**Student:** Yes, no, maybe...

**Teacher:** Do you think there's some states that still have segregation?

**RJ:** Yes.

**Teacher:** Where do you think those are?

**RJ:** Kind of like the states that we showed. Like Florida and Texas.

**Teacher:** What makes you think that?

**RJ:** Well, I still think that ... Well, I've been to Florida and I still see a little segregation when I go there.

**Kellie:** I think they don't understand some of the nuances. And so I think that's always a risk that you run, and you have to be prepared to be able to talk about that... Sometimes there's a lot of misconceptions.

**Alice:** Like, there probably still is ... might be a little bit of segregation and they might be in other countries. So, we could help with that...

**Kellie:** You have to really be open for discussion.

**Preston:** The reason why I think segregation is still around because some black football players kneel during the National Anthem.

**Teacher:** Does that have to do with segregation or something different?

**Preston:** Well ...

**Teacher:** Tell me about that.

**Preston:** I think it means that they want blacks to be treated fairly because I think they're not technically being treated that fairly.

**Teacher:** So we have seen some sort of protest from the black individuals, you're saying?

**RJ:** Yeah, a few white too.

**Teacher:** A few white, as well.

**NARRATOR:** At this point in the lesson, Kellie's students were starting to see the connection between historic events and what's happening in America today.

**Kellie:** Have we changed enough?

**Preston:** Yes.

**Teacher:** What about those protesters on the football team?

**Preston:** Well ... um.

**Teacher:** I gotta throw that back at you. You know I'm gonna challenge you.

**KG:** she's giving students the space to question the status quo.

**KG:** ...Have we changed enough? What can we do to make change happen in society?

**Kellie:** How do we know when we need to change something? McKellen?

**McKellan:** When things aren't fair...

**Sid:** So, you know when somethings wrong if you keep getting the same thing wrong and you have absolutely no way to change it except for keep doing the same thing wrong.

**Teacher:** That's that power thing. When you don't have the power to change it. But somehow we found the power, didn't we? People found the power. You are the people. You are the citizens of this country and you can change things.

**Kellie:** I want them to continue to look at their world and say, "How, do I know if something is wrong? Do I know if I need to change something?" Speak out.

**KG:** ...if we get in the habit of exposing students to primary source documents and always allowing them to question the status quo, it will be a natural part of teaching and learning ...

**Kellie:** When people say that elementary students can't do those things, I would say 100% they are wrong.

**Kellie:** I'm most happy about where they took a very difficult idea and were able to think critically, and bring it to today. . . and make it so genuinely real.

**Narrator:** Lessons and supporting materials are available on the Inquiry in the Upper Midwest Project website. Be sure to check out our other videos about CRP and primary sources.