



WHAT IS INSIDE YOUR LESSON?



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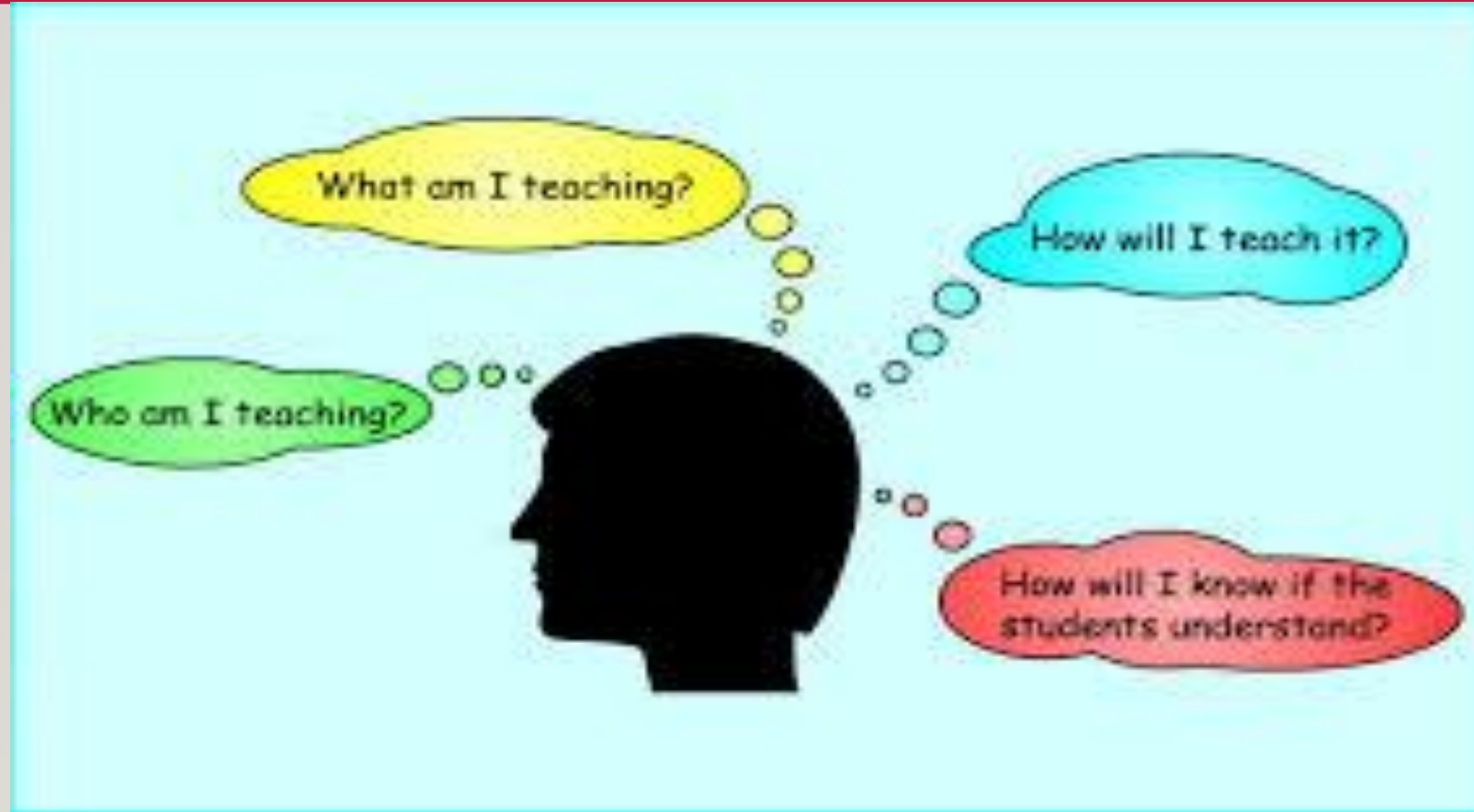
WHAT DO YOU THINK?

WRITE DOWN THE ANSWER
THIS QUESTION:

- What is the role or purpose of Education?



HOW DOES YOUR PURPOSE INFLUENCE PLANNING A LESSON?



LIBERATION OF THOUGHT

- Concept:
 - Education without relevance does not help the child to know how to use it.
- Fundamental:
 - “The educators must be willing to change. If something is not working, we can’t say it is the children fault. We don’t put the blame on the child, or the family, or their situation, we have to take full responsibility that this child can be educated.”

PREPARING A LESSON

- What are the some of the steps that you use to prepare a lesson that follows the LIBERATION OF THOUGHT idea that have been successful?
- What are some of the things that you do first?

WHAT WAS YOUR ANSWER TO THE PURPOSE OF EDUCATION?

The major function of Education is to secure the survival of a people. Without a different kind of thinking style, and a different system of values, and a different approach to human relationships, the quandaries that our African American children are in today will continue to be a situation that is exceedingly dangerous. The danger is whether the African American people will survive the next century.

- Amos Wilson 1992 –"Awakening the Genius in Black Children"



SCHOOLING VS. EDUCATING

SCHOOLING

- Schooling is a process intended to perpetuate and maintain the society's existing power relations and the institutional structures that support those arrangements. All societies must provide a means for their members to learn, develop, and maintain through out their life cycle adequate motivation for participation in socially valued and controlled patterns of action..

EDUCATING

- Education, in contrast to schooling, is the process of transmitting from one generation to the next knowledge of the values, aesthetics, spiritual beliefs, and all things that give a particular cultural orientation its uniqueness. Every cultural group must provide for this transmission process or it will cease to exist.

MY INSPIRATIONAL QUOTE

- If you can show me how I can cling to that which is real to me, while teaching me a way into the larger society, I will not only drop my defenses and my hostilities, I will sing your praises, I will help the desert bear fruit.
- Janice E. Hale (2001) Learning While Black



CULTURALLY RELEVANT TEACHING

- Culturally Relevant Teaching has 4 goals:
- 1) **Academic success**
- 2) Cultural competence [and Confidence]
- 3) The ability to critique the existing social order.
- 4) Historical Memory [J H Clark]
- Gloria Ladson Billings (1994) John Henry Clark (video)

LESSON OUTLINE*

Building A Conducive School Environment For the Education Black Children
By Kwame Anthony Scott

- Topic:
- Skill/contents: (Acad. Success)
- CCSSM Standards: (Acad. Success)
- Cultural Learning Standards: (Cult. Comp)
- Vocabulary: (Acad. Success)
- Essential Questions: (Crit. Social Order)
- Objective Results: (Crit. Social Order)
- Bridge/Connections:
- Materials/Resources:
- Invitation into the Lesson:
- Learning Process/Resources:
- Work Time/Embedded Assessment:
- Closing/Wrapping Up:
- Homework/Extension:

CULTURAL KNOWLEDGE*

*TEACHING CHILDREN OF COLOR BY SUSAN GOODWIN AND ELLEN SWARTZ

- **What students need to know, be able to do and be like.**
- Students understand that they are learners, central to the learning process.
- Students know and expect that families and community play a significant role in the educational process.
- Students are able to analyze social, political, and economic events in order to understand their contexts and underlying causes.
- Students can think and act for themselves—producing their own answers, solutions, and meanings in the form of quality work.

CONNECTING LESSON CONTENTS TO STUDENTS

- In small groups: Select a topic below and describe how Quantity, Patterns, Groupings, and Relationships, are used in general with these topics
- Linear functions: LCM & GCF
- Quadratic functions: Ratio Proportion
- Exponential functions:

CCSSM VOCABULARY

- Learn what?

- Nouns

- Learn how?

- verbs

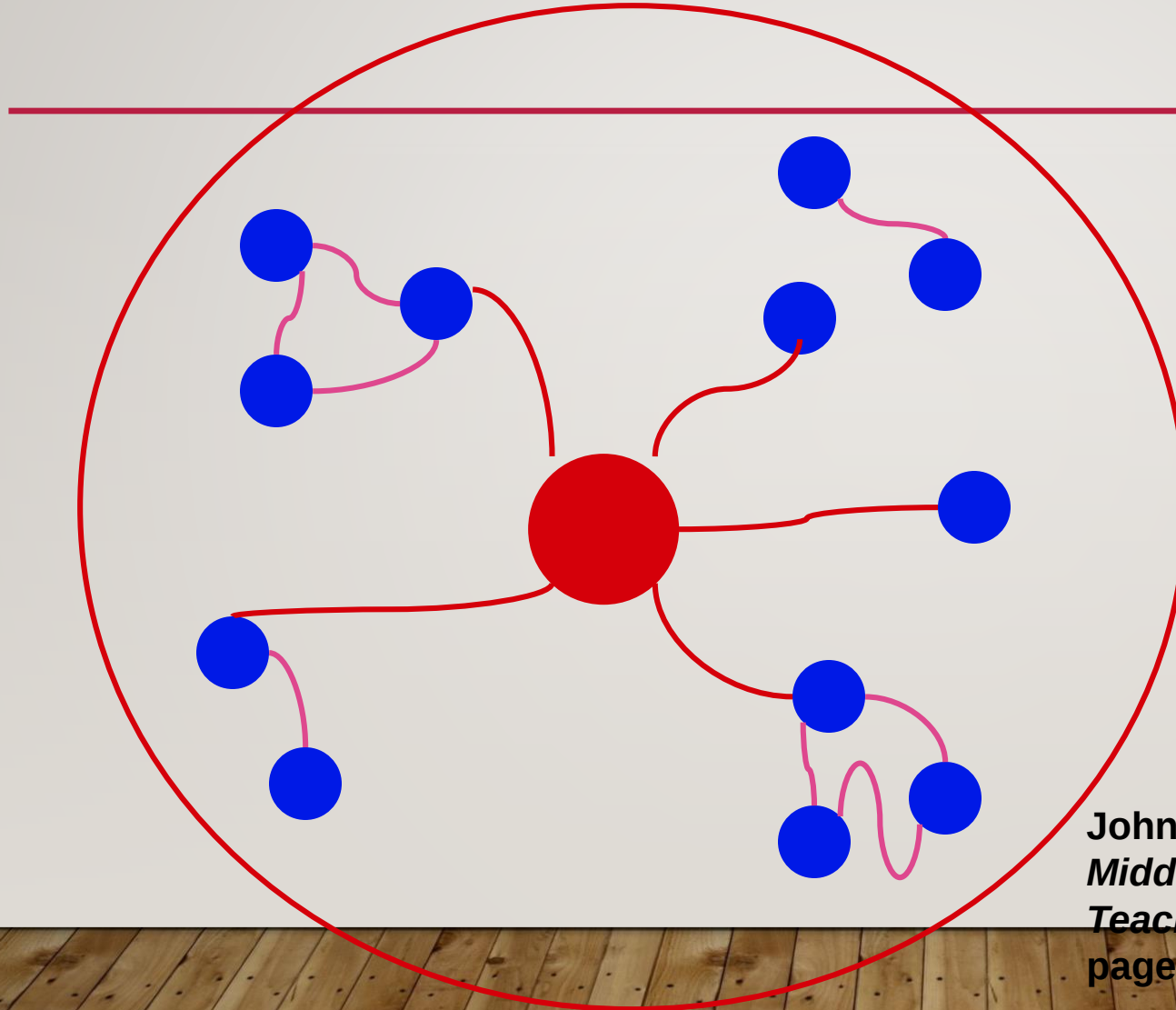
**Conceptual
Understanding**



**Procedural Skill
and Fluency**

Application

IMPACT OF MISCONCEPTIONS



We use ideas we
already have
(BLUE DOTS)

to construct a new
idea (RED DOT)

John Van de Walle, *Elementary and
Middle School Mathematics:
Teaching Developmentally*, 2004,
page 23.

CORRECTING MISCONCEPTIONS

- Provide alternate strategies
- Provide multiple representations
- Provide alternate model
- Discussions

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MATHEMATICS PRACTICES

Overarching Habits of Mind

Reasoning and Explaining

- 2. Reason abstractly and quantitatively
- 3. Construct viable arguments and critique the reasoning of others

1. Make sense of problems and persevere in solving them.

Modeling and Using Tools

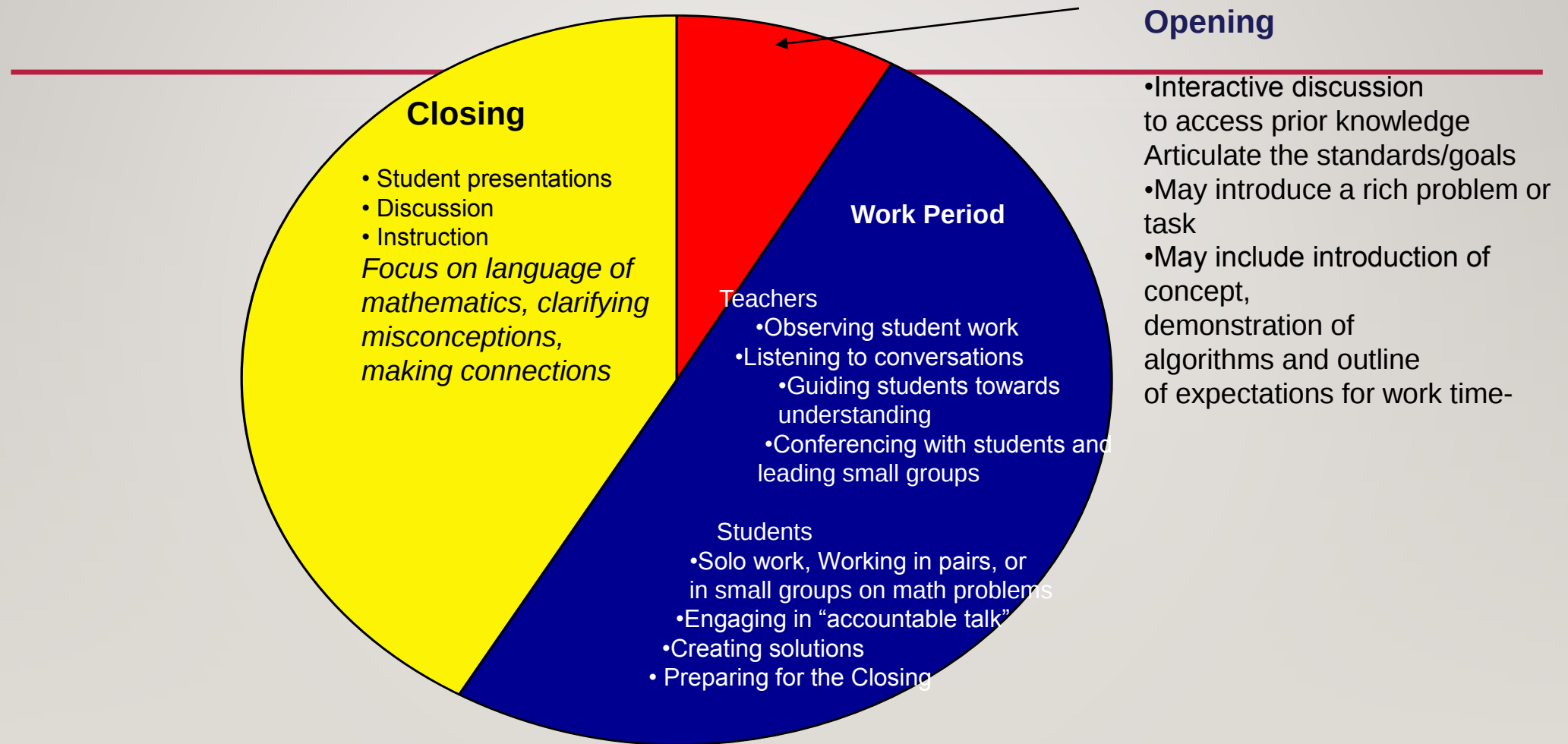
- 4. Model with Mathematics.
- 5. Using appropriate tools strategically.

6. Attend to Precision.

Seeing structure and generalizing

- 7. Look for and make use of structure.
- 8. Look for express regularity in repeated reasoning.

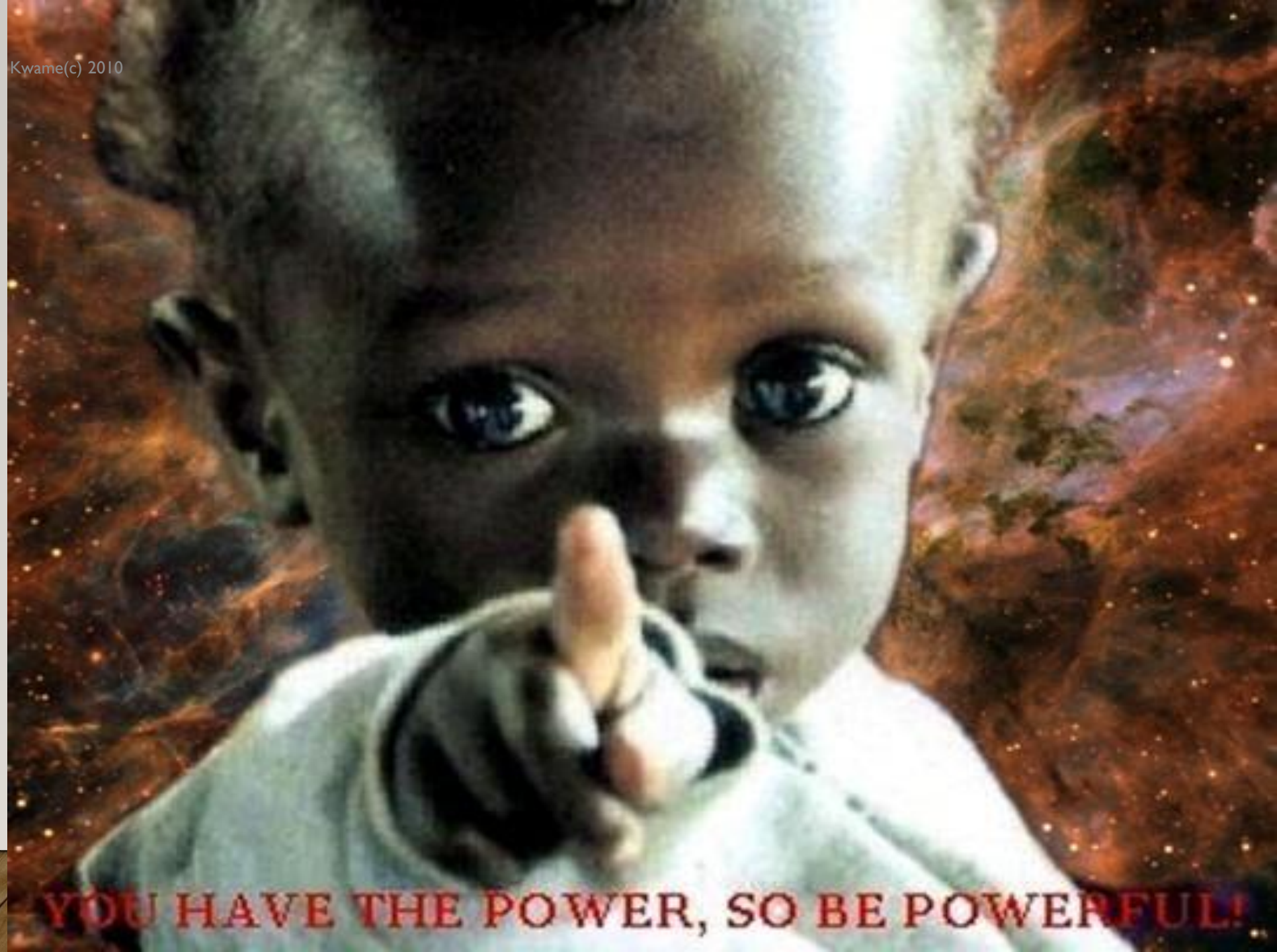
MATHEMATICS WORKSHOP MODEL



CLOSING

- What are some take away from this presentation?
- Where does the confusion lie?
- What are the disagreements with this presentation?
- What would be a next step for you?

Kwame(c) 2010



YOU HAVE THE POWER, SO BE POWERFUL!