



History in Color Overview



This curriculum does not represent a complete history and accounting for the events, people and civilizations that have shaped us. These lessons begin to scratch the surface of the significant histories, contributions and events experienced by People of Color. This curation includes interactive lesson plans for each week with engaging activities for the children after each lesson. Together, through the examination of primary documents, music, poetry, videos, articles and the like, we will discuss the issues that affect us all.

Arranged by Heritage Months, the journey begins by establishing a warm, inviting culture with the help of Social Emotional Lessons designed to establish/cement relationships with the children and provide an emotional outlet for students as they delve into new topics. The first two days are crucial in underpinning the work you will do. Grounding your class in our shared humanity is essential for facilitating in depth, open conversations about race, culture and identity. Please know that choosing topics is a labor of love and we plan to add new lessons each year. Self identity, community and the social construct of race.

Lessons have been crafted to require little preparation. Videos are embedded in the curriculum and student consumables embedded digitally. You will have to print out materials. You will be provided materials for craft activities. There are some additional holidays added to the calendar (with resources) added in case you would like to celebrate with your class.

Tips for "Difficult Discussions"



Conversations about race can be fraught with difficulty. Here are some tips for facilitating enlightening lessons and enlightening conversations about race.

- *Be Wise* - Race is a Social Construct.
- *Be Soulful* - Know your own race story. How did your upbringing shape your identity and beliefs about other cultures? Did you see images of yourself on screens? In books? In advertisements? Were these images positive/negative/neutral? How do you see yourself in-light of others?
- *Be Compassionate* - Immerse yourself in the culture of the students. Find events, celebrations and other communal activities to further your understanding of the children's culture. Take time inside of the classroom to understand the experience and expression of the children in your classroom. This work fosters your own understanding and builds a foundation of trust and understanding inside of your classroom.
- *Be Humble* - Be respectful of the language, images, cultures we explore as you present them to our children. We are all family.



Social Emotional Learning



The SEL Lessons that accompany each unit encourage children to explore their place in the world as they build critical emotional skills and learn how to appreciate others. Aligned with the CASEL 5, these lessons promote self awareness, self management, responsible decision making, relationship skills and social awareness through song and play. These are suggestions for your teacher toolbox. Use them at your own discretion. [JAM Strategies Guide](#)

Classroom Charter

We encourage you to initiate your school year with a strong culture that includes a Class Charter (list of student created guiding principles), daily Morning Meetings and weekly Community Circles. Community Circles are wonderful PBIS tools that help maintain a strong class culture. For more on circles here is a quick primer: [Restorative Justice & PBIS](#)

Character Words

The character word is there for you to incorporate in your meetings, daily classroom expectations, reward system. Each month delivers a new character word to incorporate into your class expectations. Words are accompanied with songs and games to play at your discretion.



Created as an emotional outlet inside of the classroom. JAM encourages children to:

- *Just pause and breathe*
- *Accept how they feel*
- *Move in a positive direction*

For times of anger, sadness, or even a small case of the Mondays, encourage your class to process their feelings using the JAM strategies.

Helpful Vocabulary



- **Race** - Judging another person based on the color of their skin.
- **Racism** - A system or personal and group actions that favor one group because of their supposed superiority over other groups. It is experienced as discrimination, prejudice and antagonism.
- **Prejudice** - Forming a negative opinion before having any knowledge or facts.
- **Discrimination** - Favoring or rejecting another because of their perceived/actual membership of a group.
- **Protest** - An expression of objection.
- **Revolution** - The overthrow of a societal system with a sudden and radical change in society.

Trust Your Teacher Instinct

Trust yourself. We know that as teachers you have the inside track. You know your students best. While these conversations may stretch your comfort zone at times know that they are important work. Let your instincts be your guide and engage in open conversation. Thank you for your dedication.



Materials



The **Student Activities** are embedded links under the **Materials** section. You will have to print out copies for your class each session. Arts and Craft supplies will be given out the beginning of the lesson.

- There are other resources available for free, culturally relevant lessons that you can teach your class.
- This link is to Connect, Extend, Challenge by Project Zero at Harvard School of Education. With 3 simple questions, it is a wonderful tool to use when introducing new material to the children. [A Thinking Activity From Harvard Graduate School](#)
- All materials contained and curated are strictly for educational purposes.

Lessons



This Unit explores the ancestors of Latino and Latina descent. The Oritoid, Taino, Inca and Mayan are explored. The children's activities teach them arts as a form of rebellion, including the Puerto Rican national anthem.

Each month, a character word will be given with activities that you can incorporate in your lessons and classroom culture. This is a tool that you can use if you choose to promote and maintain a safe, healthy and caring environment that promotes learning.

As a class, come up with a 'Big Question' to explore throughout the year. You can use the first few sessions to decide. Let it be organic. Each week, bring your conversation back to your Big Question. This question will help reinforce the continuity of the lessons in History In Color.

As you study, ask, who is telling the story/setting the standard/making the rules? What connections do they see/can they make with their own lives? Other cultures we have studied? Please explore. Here is a list of other anti-racist and cultural lessons that help bridge our humanity.

- Stellar resources, lessons and so much more! <https://www.zinnedproject.org/>
- Teach It lessons are grounded in exploring Connecticut's rich history <https://teachitct.org/>

Be sure to capture the thinking of your students during conversations on a whiteboard. This will help you navigate and guide the conversation.

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