

**HISTORICALLY RESPONSIVE LITERACY FRAMEWORK
LEGACY UNIT PLAN BY DR. GHOLDY MUHAMMAD**

UNIT THEME: BLACK EDUCATION

PART 1

Essential Question(s):

- What is the purpose and power of education?
- What is the purpose of education according to Drs. Anna Julia Cooper, WEB DuBois, Booker T. Washington, Mary McLeod Bethune & Martin Luther King Jr.?
- How do leading thinkers' purposes of education compare with your own views and/or experiences of schooling and education?

Overview of Unit Plan: Education has always been a priority and foundation across Black communities. The purpose of this unit is to understand the role and methods of education across the writings of five authors: Drs. Anna Julia Cooper, WEB DuBois, Booker T. Washington, Mary McLeod Bethune & Martin Luther King Jr. Students will analyze the perspectives from the five authors and develop their own stances and perspective on education and how it benefits the entire society.

PART 2

LEARNING PURSUITS

Identity: Students will identify the purpose and power of education in their lives. (Assessment—Purpose of Education Essays; Class Preamble; Graphic Organizer)

Skills: Students analyze positions and evidence supporting an issue or an event. (Assessment—Purpose of Education Essays)
Students will evaluate the logic of reasons for a position on an issue or event. (Assessment—Purpose of Education Essays)

Intellectualism: Students will identify the purpose of education across historical texts from Drs. Anna Julia Cooper, WEB DuBois, Booker T. Washington, Mary McLeod Bethune & Martin Luther King Jr. (Assessment—Discussion; Graphic Organizer)

Criticality: Students will challenge the dominant narrative that only formal schooling is valuable. (Assessment—Discussion)

Joy: Students will identify how education can help make the world a better place for all. (Assessment—Purpose of Education Essays; Class Preamble)

PART 3

Anchor Texts—

Excerpt from *Voice from the South* by Anna Julia Cooper

Let us insist then on special encouragement for the education of our women and special care in their training. Let our girls feel that we expect something more of them than that they merely look pretty and appear well in society. Teach them that there is a race with special needs which they and only they can help; that the world needs and is already asking for their trained, efficient forces.

Last Will and Testament by Mary McCleod Bethune

<https://www.cookman.edu/history/last-will-testament.html>

The Debate Between W.E.B. Du Bois and Booker T. Washington

<https://www.pbs.org/wgbh/frontline/article/debate-w-e-b-du-bois-and-booker-t-washington/>

The Purpose of Education by Martin Luther King Jr.

<https://projects.seattletimes.com/mlk/words-education.html>

Layered Text—*Video*— *Nas - I Can*

<https://www.youtube.com/watch?v=RvVfgvHucRY&t=1s>

15 Demands of Students (1969):

1. No more automatic suspension of H.S. Students
2. No more police or police aides inside NYC schools
3. Strict adherence to fire regulations...doors to schools must be left open
4. Open the schools daily to parent observation
5. Community rehabilitation centers must be allowed to set up programs to treat known drug addicts in the school buildings
6. Elimination of the General Course of Study
7. Elimination of all Regents Exams
8. **Recognition of all NYC schools of two Black Holidays...May 19th Malcolm X's birthday...January 15th Martin Luther King, Jr.'s birthday**
9. **Immediate alternation of teacher population and examinations to supply Black educators proportionate to the student population**
10. Complete examination of all books and educational supplies and materials used by the schools to their adequacy and relevancy
11. The creation of school clubs along ethnic lines with facilities and funds from the G.O
12. Improved conditions for the students in the schools, **such as music in the lunch rooms, more dances**, improved athletic programs with rifle clubs, and self defense classes
13. Teachers who are teaching a course have a background related to the course
14. Creation of Student Faculty Council (equal representation), in each school which will make decisions on the following matters: curriculum, school staff, discipline, rules and regulations, etc.
15. THE REORGANIZATION OF THE HIGH SCHOOLS ALONG COMMUNITY LINES SO THAT BLACK STUDENTS WILL NOT BE FORCED TO GO TO SCHOOLS IN HOSTILE COMMUNITIES AND SEEK AN EDUCATION

Images—



Other Textual Resources:

<https://www.forbes.com/sites/staceychildress/2021/02/08/4-ways-to-change-how-schools-serve-black-students/?sh=b92bcc3745a1>

Family/Home/Caregiver Connection:

Select one activity as a family:

- Invite students to teach their family members about an interest, hobby, or talent.
- Invite parents/family to write letters about what they learned from their children.
- Ask children to compose a letter to their parents about how they are educated at home.

Misconceptions:

Students will learn that public education was not originally designed for Black people in the United States.

Students will learn that education happens in more spaces and not just schools (e.g., homes, religious institutions, salons, barbershops, community spaces).

PART 4

STUDENT SPARK

On the first day of the week, ask the students the following questions:

- *What does education mean to you? To your family?*
- *Why do we need education?*
- *What is the purpose and power of education?*
- *What is the difference between the education we receive in schools and the one we receive in homes/communities?*

Say: We are going to learn about the purpose and power of education by reading various texts.

Have students write lines that speak to who they are and the purpose and power of education. Then put their lines together to form a manifesto or class preamble.

	<p>Here are some guiding questions for educators to ask students to each write 1-2 sentences answering any of the following questions:</p> <ul style="list-style-type: none"> • Who are you? • What is the purpose and power of education? • What goals or outcomes should education offer? • What are your visions for schools & education? <p>Then take each of the statements to combine to a larger class statements with the opening lines of We, the genius youth,</p>
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<p>UNIT BREAK DOWN</p>	<p>Day 1: Following the Student Spark, engage students in the 15 Demands of African American high school students in New York City in 1969.</p> <p>Read each statement one at a time. If the students feel that that is an important demand of education today, they should stand. Make an observation of what students feel is important to them for the purpose of education.</p> <p>Then move students into small groups and have them create a list of 15 collective goals or demands they want schools to do today. In this class period by having students share out their demands and engaging in rich discussions about what they deem as highly important to education.</p> <p>Day 2: Open class with the reading of the Excerpt <i>A Voice from the South</i> by Anna Julia Cooper.</p> <p>Ask students the questions:</p> <ul style="list-style-type: none"> • <i>How is education important to Dr. Cooper?</i> • <i>What message about education is she sending?</i> • <i>What is the purpose and power of education according to this author?</i> <p>Then engage students in the reading of the <i>Last Will and Testament</i> by Mary McCleod Bethune</p> <p>Following the reading, ask:</p> <ul style="list-style-type: none"> • <i>How is education important to Dr. Bethune?</i> • <i>What message about education is she sending?</i> • <i>What is the purpose and power of education according to this author?</i> <p>Exit Ticket Question: <i>How do I agree or disagree with the Drs. Cooper and Bethune?</i></p> <p>Day 3: Open the class by showing historical images of schools and education. Ask the students to react and respond to what they see. <i>How are these images similar to today?</i></p> <p>Pose the question, <i>what should be the purpose of schools and what should schools teach and not teach?</i></p>
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Teach the text and positions of Drs. Dubois and Washington. *The Debate Between W.E.B. Du Bois and Booker T. Washington*

<https://www.pbs.org/wgbh/frontline/article/debate-w-e-b-du-bois-and-booker-t-washington/>

Have students complete a three-column graphic organizer to write ideas concerning:

- 1) What is the purpose and power of education according to W.E.B DuBois?
- 2) What is the purpose of power of education according to Booker T. Washington?
- 3) What are my own views of education?

As an option, you should engage students in a debate about what schools should or should not teach.

Day 4: Share the short essay, *The Purpose of Education* by Martin Luther King Jr for students to individually read and [annotate](#). Then, through rich discussion (whole or small group) talk about:

- *How is education important to Dr. King?*
- *What message about education is he sending?*
- *What is the purpose and power of education according to this author?*

Exit Ticket Question: *How do I agree or disagree with Dr. King?*

Day 5: Open the class with a free write: *Write 15 “I Can” statements detailing what you can do now and in your brilliant future.* As they are writing, play the song, *I Can* by Nas.

Each student will be invited to share their list. For the remaining class, they should each be prepared to write a 1-page “purpose of education” essay answering the following questions:

1. What do you think should be the purpose and power of education?
2. How does your view (from question #1) align with what we actually see in schools today?
3. How does your view (from question #1) align or depart from any of the authors we read this week?
4. What is excellent about schools and education today?
5. What are the problems with schools and education today?
6. What are some suggested remedies to these problems?

SOCIAL ACTION	<ul style="list-style-type: none">• Develop opportunities for school and community to get together to learn from each other.• Consider creating a permanent space within the school that is for community learning for children and adults.• Invite the students to be responsible for organizing and coordinating events between school and community for the class/grade level.• Students will brainstorm multiple learning events as part of their collaboration for this unit of study. As a grade level, students will select one event to organize.
Teacher Notes:	