

## CULTURALLY RELEVANT PEDAGOGY USING PRIMARY SOURCES

### Tenet 3 in an Elementary Classroom

## VIDEO GUIDE

### Description of Video

Watch third grade teacher Kellie Friend lead her students through a primary source-based activity addressing tenet three of culturally relevant pedagogy in which students examine and critique the status quo. See students analyze historic photographs showing the history of school integration in the United States and explore the question, “How do we know when something needs to be changed?”

### Audience

Elementary teachers and other educators exploring culturally relevant pedagogy (CRP) and primary source-work

### Purpose

This document offers guidance for viewing the video and implementing primary source analysis and culturally relevant pedagogy in the classroom.

### Highlights

- Third grade lesson focused on the history of school integration in the US
- Elementary students engaging in critical analysis of primary sources
- Culturally relevant pedagogy in action in an elementary classroom

### Pedagogical Framework

Culturally relevant pedagogy (CRP) is a teaching framework established by Dr. Gloria Ladson-Billings at the University of Wisconsin-Madison. This video offers primary sources as a vehicle to engage students in meaningful, culturally relevant learning. Primary sources are raw, unfiltered evidence from the past. Students interpret the past through the lens of their own cultural knowledge. Multiple perspectives highlighted in primary sources are integral to students constructing a richer and more nuanced understanding of their world.

This video focuses on the third tenet of CRP: “Students are given an opportunity to examine and critique the status quo.” See tenet 3 come to life as students analyze primary sources with the intention of using what they learn about the past to examine current society and identify how active citizens take steps to address social issues.

### Note

There is no “checklist” for creating a culturally relevant lesson. It is a way of thinking about one’s curriculum and instruction that places students and their own unique cultural knowledge at the center of classroom instruction. Titles or lesson ideas offered in this video are intended as examples of what could be used in a culturally relevant lesson.

## Guiding Questions

1. The third grade students in this class are analyzing historic photographs. What kinds of details did students notice in the images?
2. Kellie has her students analyze historic photos using a three-step process: See (What do you observe in the photo?); Think (What do you think you know about this image?); Wonder (What questions do you have about this image?) Why is it important for students to do all three steps?
3. Historic photos can tell us a great deal about how life changed over time. Look at the historic images Kellie's students examined. What do you think these images teach us about the long process of integrating schools?
4. These students are working on a series of lessons related to school integration. How was this done in an age-appropriate way for third grade students? How might you adapt this lesson for second graders? Fifth graders?
5. Our understanding of history is dependent on the evidence left behind. Historians synthesize that evidence to create an interpretation. How were these students doing the work of a historian?
6. Students are working in small groups to analyze the photographs. How does this encourage students to honor multiple perspectives?
7. Culturally relevant pedagogy is based on the idea that there are multiple "cultures" in every class, so teachers must get to know their students deeply and recognize the cultural expertise of each student. How might a teacher do this? How could this increase student engagement and achievement?
8. Keitha-Gail Martin-Kerr (the CRP coach) says in the video that one of Kellie's challenges in teaching this lesson about school integration is that her students have had "limited lived experiences" growing up in suburban St. Paul, MN. In what ways do students in your school community have "limited lived experiences"? How could this lesson be adapted to address these gaps in your students' knowledge?
9. Tenet 3 of CRP says that students must "have opportunities to examine and critique the status quo." How does Kellie's lesson do this?
10. A focus in the elementary years is establishing respect for authority figures (teachers, custodial staff, etc.) and practicing routines. How can students be asked to examine and challenge things that are unfair in their community without undermining efforts to create a safe and orderly elementary school?
11. How would you extend this lesson in your own classroom?

## Next Steps

- Visit the Inquiry in the Upper Midwest (IUM) project website [mnhs.org/ium](https://mnhs.org/ium)
  - Check out the other videos and supplementary materials on Culturally Relevant Pedagogy Using Primary Sources: [education.mnhs.org/ium/teaching-materials](https://education.mnhs.org/ium/teaching-materials)
  - Watch a five-minute webinar on analyzing images: [education.mnhs.org/ium/professional-development](https://education.mnhs.org/ium/professional-development)
  - Sign up for an upcoming IUM project workshop: [education.mnhs.org/ium/professional-development](https://education.mnhs.org/ium/professional-development)
- Explore images online at the Minnesota Historical Society: [collections.mnhs.org](https://collections.mnhs.org)
- Explore primary sources online at the Wisconsin Historical Society: [wisconsinhistory.org](https://wisconsinhistory.org)
- Explore images online at the Library of Congress: [loc.gov/photos](https://loc.gov/photos)
- Sign up to receive the Minnesota Historical Society's monthly Education eNewsletter: [mnhs.org/enews](https://mnhs.org/enews)