

Contradictions and Amendments of the American Constitution Classroom Application

Constitutional Literacy Institute
June 29th, 2023

Purpose of these sessions

The morning sessions are to increase our knowledge (Think like a Student)

The Quill sessions are to increase students and our research skills (Think like a Researcher)

The pedagogy sessions are to provide specific lesson plans (Think like a Teacher)

The classroom application sessions are to break down into ideas, concepts and units for students. (Think like a Teacher)

Big picture Unit Outline of Constitutional Literacy

Monday- Foundations and Big Concepts of CL (Knowledge)

Tuesday- Process of CL (Skills)

Wednesday- Dispositions of CL, Making our leaders Human (Dispositions)

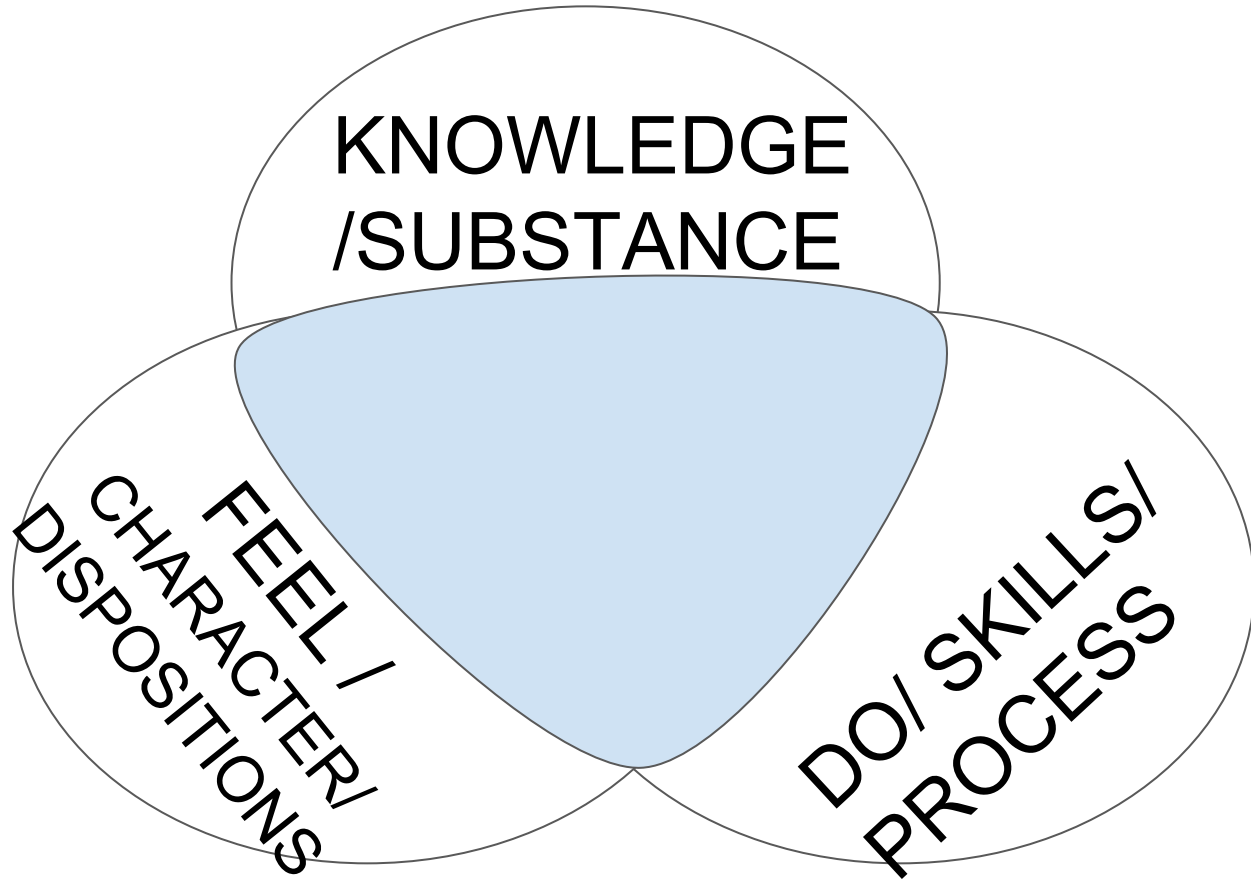
Thursday- Race and Controversial Conversations of CL

Friday- Reflections and “Why’s” of CL

Objectives for Today

- 1) Teachers will learn skills to have difficult conversations regarding contradictions in America regarding “peculiar institutions” in Law, Culture, and Self. (Three perspectives Self, Students, Parents)

- 1) Teachers will be able show that the processes and dispositions of the Constitution allow change through Amendments and Civic Engagement to increase Individual Liberty and Social Justice for all.



REPUBLIC OF THE UNITED STATES

CONSTITUTION (C)

PROTESTANT
CHRISTIANITY

BRITISH
ENLIGHTENMENT

CLASSICAL
REPUBLICANISM

AMERICAN
EXPERIENCE

CIVIC VIRTUES/ DISPOSITIONS (c)

REPUBLIC OF THE UNITED STATES

CONSTITUTION (C)

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CIVIC VIRTUES/ DISPOSITIONS (c)

REPUBLIC OF THE UNITED STATES

Fix the Cracks in

CONSTITUTION (C)

Foundation, Ceiling and add

PROTESTANT
CHRISTIANITY

BRITISH
ENLIGHTENMENT

CLASSICAL
REPUBLICANISM

AMERICAN
EXPERIENCE

New Pillars

CIVIC VIRTUES/ DISPOSITIONS (C)

REPUBLIC OF THE UNITED STATES

CONSTITUTION (C)

PROTESTANT
CHRISTIANITY

BRITISH
ENLIGHTENMENT

CLASSICAL
REPUBLICANISM

AMERICAN
EXPERIENCE

CIVIL RIGHT and
CIVIL LIBERTIES

ABOLITION AND
RECONSTRUCTION

CIVIC VIRTUES/ DISPOSITIONS (c)

Talking to Strangers, Elizabeth Eckford and Hazel Bryan



2020-2021 the moment

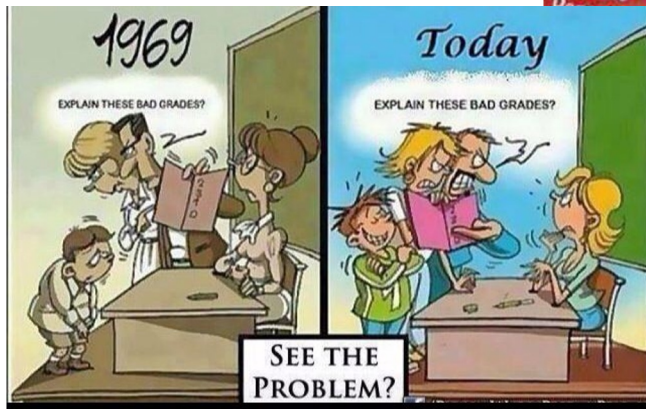
If we are to understand the nature of citizenship in 1957, and its requirements, we need to analyze the moment of desegregation, when the polity was coming unstitched and being rewoven. Much as a violent wound reveals bone, sinew, blood and muscle, the picture stripped away idealized concepts of democratic life and directed the eyes of the citizenry to the ordinary habits that in 1957 constituted citizenship despite the standing law.

-Allen, Talking to Strangers, 2004



2021-22 the School Year

House Bill 234



Humans (and Teachers) long for three primary things

Safety and Stability

Connection and Belonging

Purpose and Meaning

If students are to feel safe in the classroom, it starts with the teacher.

Where are we now

-HB 327- Civic Thought and Leadership Initiative

-SB 244- Requires Ethnic Studies in the Public Schools



6

7 **LONG TITLE**

8 **General Description:**

9 This bill requires ethnic studies in public schools.

10 **Highlighted Provisions:**

11 This bill:

- 12 ▶ requires the State Board of Education to incorporate ethnic studies into the core
13 standards for Utah public schools (core standards);
14 ▶ requires a local education agency to:
15 • adopt ethnic studies instructional materials and curriculum that align with core
16 standards; and
17 • integrate ethnic studies into regular school work for kindergarten through grade
18 12;
19 ▶ creates the Ethnic Studies Commission (commission) to:
20 • study the contributions of Utahns of diverse ethnicities; and

Prevention and Intervention



Keeping Students and Teachers Safe (Prevention)

- 1) Transparency and Communication with Parents
(Rebuilding Trust)
- 2) Reflect on our Own Lens/ Humanity, Cleans the Inner Vessel (Non- Bias Instruction)
- 3) Reframing Conversations (CLI)
- 4) Teach Survival/Fight Mindset NOT Victim Mindset

1) Rebuilding Trust with Parents

An ounce of prevention



Record a video (screencast)

Introduction

Background

Philosophy

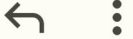
Show passion, small lesson

Introduction video

Add label



Kyle Jensen Jan 6



Parents,
I am your child's History teacher this year. I have recorded a short video to introduce myself and open up some communication. I apologize I was not able to get this video out sooner, but here it is. I invite you to watch it. I talk about my background, philosophy, and a lesson that I learned over the summer that is an example of some content your child will be experiencing.

https://drive.google.com/file/d/1VtRVN8OJM3AU_5xEjkc3_OI1bo59dXTh/view

Let me know if you have any questions and thank you for the honor of teaching your child, I will do my best to serve them.

ONWARD!!!

Mr. Kyle Jensen

Mr. Jensen,

Can I just say wow! This is the first time I have received an introduction video from a teacher. I'm thankful someone with love and passion for our country and constitution will be teaching my son. After last year, one of my first questions was to ask about CRT and if it's taught at Copper Hills High School. That is something I just wouldn't allow. Thank you for the video, I wish I could take the class with him. History has always been my absolutely favorite subject and your words on the constitution and the electric cord that connects us(sorry to trivialize) spot on! If you can make me want to go back to school then I can truly trust you will make learning fun for [REDACTED]. Again, thanks for the video. I wish all of my son's teachers would do this. Have a great school year and I'll be here to back you up.


Best,

[REDACTED]

Hi, Kyle

Thanks for the **introduction**. .. As I'm sure you understand, with the cultural climate such as it is, I'd be interested in learning more about your curriculum, particularly on the subjects of race (CRT/Critical Theory generally), and "social justice", as they pertain to your course on Civics (the Constitution, Bill of Rights, Western thought, the nature of government, the founding vision, theories on common law, etc.). .. Can you send me a syllabus and bibliography of reading material you'll be using in your course? .. I'd also be interested in any publications or works and authors which you find particularly relevant, those which you're keenly passionate about. .. Ultimately, I'd like to entertain a dialogue.

Thanks for your interest.



██████████

Thanks for reaching out and I am glad to have ██████████ in our class about American History. Attached is a copy of the syllabus that is the approved syllabus that all students who take HIST 1700 through SLCC follow whether in high school or as an enrolled student at the college. I am bound by the college to teach this curriculum to ensure collegial academic integrity and rigor and I have not altered the document in any significant manner regarding curriculum. I have been teaching this course for three years and have not had any issues from parents of students regarding any lesson, readings, or curriculum.

However, I am aware of the fear that exists in our society regarding the discussion of race in today's political climate. And having a teacher with an advanced degree in Social Justice will set off alarms. And I very much empathize with your concern. While the purpose of HIST 1700 does not take a "social justice" approach, I do teach a course on Ethnic Studies and civil racial dialogue and I feel that a portion of that courses syllabus, while not applicable to the course ██████████ is in, might provide you with some of my beliefs regarding Critical Race Theory and some of the my education influences. The following bold text is that statement, which has been approved by my Administration.

There has been a focus on CRT in Media and Politics over the past few months. The theory has been around for the past 50 years and has been taught in upper division class in college. I have a Masters degree in Social Justice and Education. I am trained to teach CRT, but most High School students lack the background knowledge in the law to fully utilize the theory in a constructive manner. I will not intentionally engage in CRT in this class, however if a student asks a question in which CRT could be a valuable theory to discuss I will use my training to answer the question. If you are unfamiliar with CRT here are the basic concepts/questions it suggests.

- 1) There is no such thing as an objective or unbiased system.
- 2) Recognizes the complicated intersectionality of Race, Gender, and Class.
- 3) Meritocracy is a myth.
- 4) People from minority groups have a story to tell.

For those that are fearful of the concept I can empathize through the potential application of CRT. Within the theory of CRT there are two fields of thought or application, 1) separate from the system or 2) work with the system to resolve problems. I find the first application troubling because it discounts the effectiveness of the Constitution and the 1960's Civil Rights Movements (my true historical passions!).

If you are concerned about the teaching of CRT in our

If you are concerned about the teaching of CRT in our class please know 1) Students are not taught that one race is better or worse than any other. and 2) That race is a social construct and that judging someone based on their race is not the way to treat one another.

In addition, it is my opinion teachers should not share their opinion with students, however it is their responsibility to share different opinions and let the students decide. Thus anything I say in class is not necessarily my opinion, it is to get the students to critically think. I will do my best to expose students to different opinions while keeping my own confidential. But realizing my biases will always come out below is a list of TED talks that I consider to be core to my belief about the study of race and racism. If you have any questions or concerns I would invite you to watch the following TED talks and then give me a call or email and we can move forward in discussion.

Daryl Davis Why I, as a black man, attend KKK rallies
Melody Hobson: Colorblind or Color brave?
Peggy McIntoch: How to recognize your white privilege- and use it to fight inequality.
Chimamanda Adichi: The Danger of a Single Story

I hope this info has been helpful and I hope that I will

2) Non Bias Instruction-Reflection on own thoughts, privileges, unconscious biases?

How will you reflect on your own life and teaching practices regarding race, racism, counterstories, and equity?

Color Blind or Color Brave- Mellody Hobson- TED

Uncomfortable Conversations with a Black Man- Emmanuel Acho Book and Videos, Website

Breaking the Silence- Beverly Tatum

Why I as a Black Man attend KKK Rallies- Daryl Davis- TED

Rising out of Hatred- Derek Black

How do we overcome our Biases? Walk boldly toward them.- Verna Meyers- TED

Love your Enemies- Arthur Brooks

Danger of a Single Story- Chimamanda Adichie- TED

What I am learning from my white grandchildren- Anthony Peterson- TED

How to recognise your white privilege and use it to fight injustice- Peggy McIntosh- TED

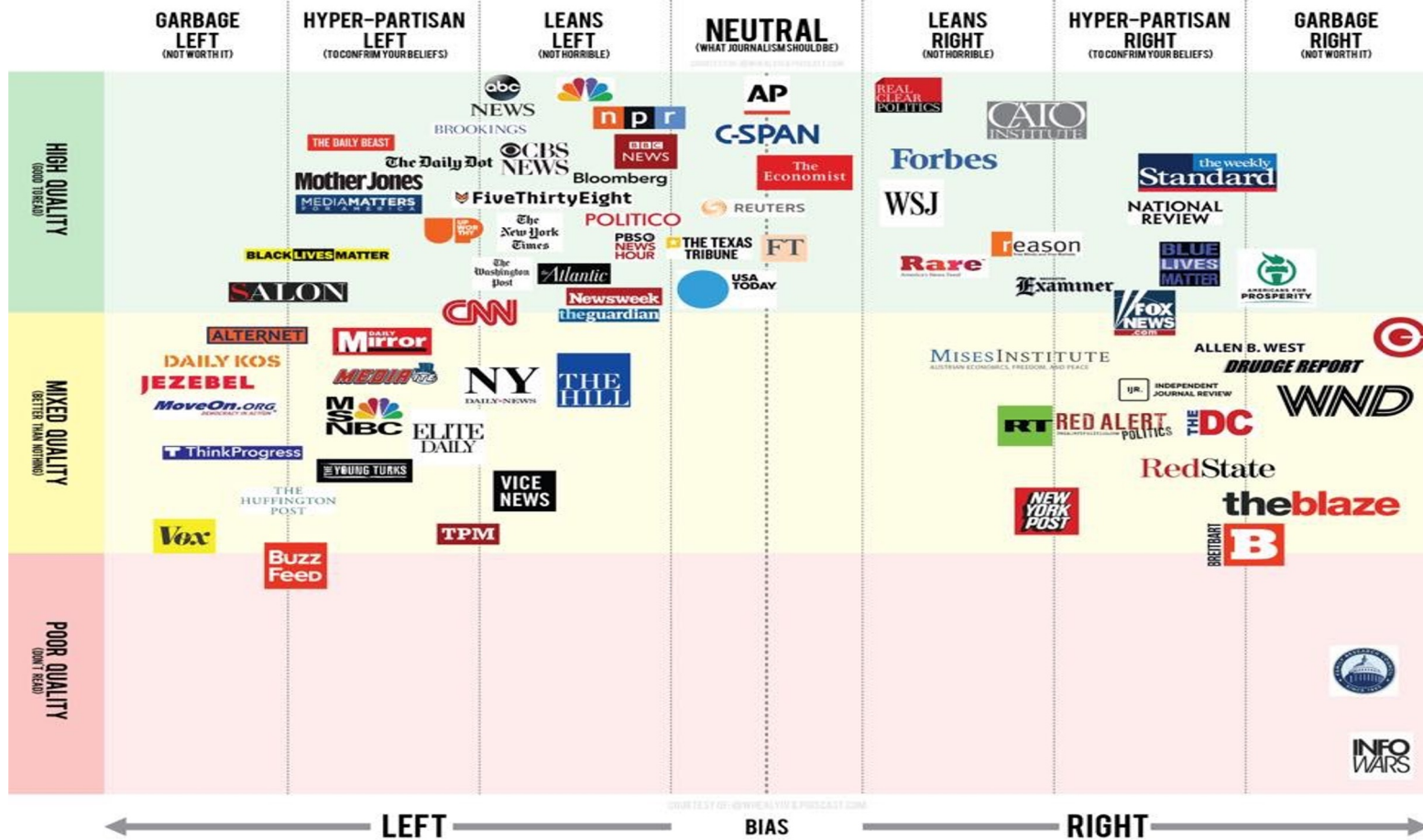
Racism without Racists- or I'm Not Racist But... Eduardo Bonilla-Silva

Men Explain Things to Me- Rebecca Solnit

New Jim Crow- Michelle Alexander

Caste- Isabel Wilkerson

Teaching Digital Literacy <https://www.allsides.com/unbiased-balanced-ne>



3) Reframing the Debate - Argumentative vs Inquisitive

What are the points your opponent has and what arguments can you use in response?

To

What are the points your opponent has and what questions do you have in response?



Sir Ernest Ryder-
Lord Justice of
Appeals and
Master of
Pembroke College
at Oxford

Isidor I. Rabi

Nobel Prize
winner in physics

4) OUR HISTORY IS NOT A HISTORY OF VICTIMS OF OPPRESSION, BUT A HISTORY OF SURVIVAL/ FIGHTING OPPRESSION

Expose Students to the Dark/Hard/
Controversial moments of American History/
Systems



AND

The People and Systems that Challenged
Them



Jennifer Keelan, ADA
Capital Crawl, 1990



Mabel Ping Hua Lee,
Votes for Women, 1912

Podcast- It was Said- John Mecham
A Different Mirror- Ronald Takaki

Questions to Consider as Teachers

- 1) How do help students navigate being uncomfortable engaging in difficult topics? (Process)
- 2) How do we build Community in our classroom? (Dispositions)
- 3) How do we ensure that students see that the process and values of the Constitution provide TACTICS and EXAMPLES to address personal and systematic oppression?
- 4) How do we encourage students to take informed action (Build Bridges and add Cards to the Box, Lenses of Humanity)?
- 5) How do we guard from creating extremist or victim mentalities in our students?

LISTENING AND COURAGEOUS EMPATHY

Start 15:50



Why I as a Black man attend KKK Rallys, TED

Partisan Affectiveness

The state of our democracy. Understand, democracy does not require uniformity. Our founders argued. They quarreled. Eventually they compromised. They expected us to do the same. But they knew that democracy does require a basic sense of solidarity — the idea that for all our outward differences, we're all in this together; that we rise or fall as one. There have been moments throughout our history that threatens that solidarity....So regardless of the station that we occupy, we all have to try harder. We all have to start with the premise that each of our fellow citizens loves this country just as much as we do; that they value hard work and family just like we do; that their children are just as curious and hopeful and worthy of love as our own.

cont.

And that's not easy to do. For too many of us, it's become safer to retreat into our own bubbles, whether in our neighborhoods or on college campuses, or places of worship, or especially our social media feeds, surrounded by people who look like us and share the same political outlook and never challenge our assumptions. The rise of naked partisanship, and increasing economic and regional stratification, the splintering of our media into a channel for every taste — all this makes this great sorting seem natural, even inevitable. And increasingly, we become so secure in our bubbles that we start accepting only information, whether it's true or not, that fits our opinions, instead of basing our opinions on the evidence that is out there.

-Obama Farewell Address, 2016

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Intervention

What do we do when we or the kids fall off a cliff?

Get Up and Move, Find a Partner

Find someone from the opposite side of the room and stand next to each other and be ready to have a conversation.

How do/ Should you respond to this student's question?

Example #1- Students are fearful of Being Canceled

Example #2- Student attempting to helping Immigrants Study for Citizenship test

Example #3- Student Paper

How do/ Should you respond to this students paper?

Blacks have more rights than Whites. Colleges have had to recruit Blacks to attend because of the United States Government saying colleges have to have a certain percentage of Blacks. So if anything, Whites are now being discriminated against because of quotas for Blacks. Even if a White is more qualified for a job, the job must be given to a Black to fulfill the quota or given admission to a college when they may not be quite as prepared as a White.

Too often today, Black still feel that we owe them a living because of past wrongs. If Blacks don't get their way, they want to demonstrate, riot, or

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