Talking About Race

Alleviating the Fear

EDITED BY STEVEN GRINESKI, JULIE LANDSMAN, AND ROBERT SIMMONS III
ACKNOWLEDGMENTS

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Letters to Our Teachers

Volume 3: Cultivate Younger Readers... and Raise New Teachers

About Race in the Classroom

Black and Latino Makes White

Letters to Our Teachers
In the United States, the presence of students of color is a significant factor in the education system. The National Assessment of Educational Progress (NAEP) has shown that students of color are more likely to be enrolled in lower-performing schools and to experience higher rates of discipline and suspension. This has led to calls for more equitable education policies and practices.

One approach to addressing these issues is to provide more cultural and linguistic resources in the classroom. This can include the use of bilingual materials, the hiring of teachers who are fluent in the languages of diverse student populations, and the integration of cultural and historical perspectives into the curriculum. By doing so, educators can help students feel more connected to the material and more engaged in the learning process.

Another important aspect of addressing these issues is toaddress the structural and systemic barriers that contribute to racial and socioeconomic disparities in education. This can include addressing issues such as funding disparities, teacher quality, and school discipline policies.

In conclusion, addressing the presence of students of color in education is a complex and multifaceted issue that requires a comprehensive approach. By providing more cultural and linguistic resources, and by addressing structural and systemic barriers, educators can help ensure that all students have access to high-quality education and the tools they need to succeed.
Teachers’ Low Expectations of Black Students

The experience of African American students in the classroom is discussed in this chapter. Teachers often have low expectations for their Black students, and this is reflected in their across-the-board treatment of these students. Teachers’ low expectations can be observed through their classroom behavior and their interactions with students. For example, teachers may be less likely to provide feedback or encourage participation among Black students, or they may respond differently to the same behavior exhibited by Black and White students. These low expectations can have a negative impact on the academic performance and self-esteem of Black students.

Examination of the experiences of African American students and the impact of low teacher expectations on their educational outcomes is crucial. Understanding these dynamics is essential to addressing the persistent achievement gaps that persist in education systems. It is important for educators and policymakers to recognize and address these disparities to support the academic success of all students, regardless of their race or ethnicity.
work to student teachers who are not discrimination against black and Latino students, and in which their teachers treat them differently. Who introduces these topics?

Feeling of Invisibility and Hypervisibility

Just because the noon is black or brown, doesn’t mean we’re invisible. Every black student in this school has to learn how to deal with the white gaze. We have to be careful about how we move, how we speak, how we dress. It’s a constant reminder that we’re being watched. This has a real impact on our self-esteem and our sense of worth. It’s a daily battle to fight against this feeling of invisibility.

The presence of black students in the classroom can be both empowering and intimidating. On one hand, it’s a validation that our experiences are valid and that we have a voice. On the other hand, it’s a constant reminder of the ways in which we are marginalized and excluded.

Affirmation, as a key element of black excellence, is crucial to the growth of black students. In a classroom where the teacher and the students share common experiences, there is a sense of belonging and a feeling of being valued.

The feeling of hypervisibility is also present in the classroom. It’s a constant reminder of the ways in which we are watched and scrutinized. This can be exhausting and overwhelming, but it’s also a source of strength. It’s a reminder that we are not invisible and that our presence is significant.

In conclusion, black students face a unique set of challenges in the classroom. It’s important for teachers to be aware of these experiences and to create a learning environment that is inclusive and supportive. By acknowledging the ways in which black students are invisible and hypervisible, we can begin to address these issues and create a more equitable and just educational system.
The only time I ever felt proud about being black was when I went to high school. Being black was never something you talked about in school. In the locker room, in the classroom, in the cafeteria, you were just a student. There was never a focus on race or ethnicity. When I was in high school, I never felt like I was special or different. I just felt like I was part of a diverse group of people. I never felt like I was defined by my race.

I never really thought about what it meant to be black. I just lived my life. I never felt like I was being judged or defined by my race. I was just a student, like everyone else.

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In an influence-prepared parent's child, the square of the number of your
hands, I find the number of your fingers! Are there any parents who do not
understand, or who have not been educated to do so? I find that I understand
the number of the fingers of your child. In the same way, do not I find
out the number of your child's fingers? And do not they understand the
number of their child's fingers? And if they do not understand, do
not they understand the number of their child's fingers? And if they
do not understand, do not they understand the number of their child's
fingers? And if they do not understand, do not they understand the
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number of their child's fingers?
Concluding Thoughts

Several key conclusions can be drawn from this research. First, there was a need to document students' perceptions of color and relate these to their academic success. The study found that students who perceived color positively and used it effectively in their learning were more successful. These students also reported a greater sense of engagement and enjoyment in their studies.

Feeling Discriminated against

Behavioral feedback and the power to make a difference but did not speak up on their behalf. When teachers did not make efforts to address these issues, students felt unheard and disengaged. The study highlighted the importance of providing a safe and supportive learning environment for all students.
Readers to our teachers:

Dear Teachers,

I write to you today with a sense of urgency and concern about the academic and emotional well-being of our students. As you know, our students are facing significant challenges in the classroom, and we must take action to support them.

Firstly, let us address the issue of academic performance. Many of our students are struggling with the material, and their grades are reflecting this. It is critical that we work with our teachers to provide additional support and resources to help our students succeed.

Secondly, our students are experiencing high levels of stress and anxiety. This is likely due to a combination of factors, including the current social and political climate, as well as the demands of the academic curriculum. We must prioritize the emotional well-being of our students and provide them with the support they need to navigate these challenges.

Lastly, we need to address the issue of equity and access to educational resources. Our schools must ensure that all students have access to the same opportunities, regardless of their background or socioeconomic status.

In conclusion, I urge you to take a proactive approach to addressing these issues. We must work together to create a supportive and inclusive learning environment for all of our students.

Sincerely,

[Your Name]
What is it that gives rise to the fear that some people attribute to the mention of race?

Do you ever ask your children about how people might react to them? Had anyone ever asked you or your son or daughter if you had done something wrong, only because you were black?

The students of color in your classroom experience discrimination every day, in small and large ways. They don't often see themselves represented in their textbooks, and encounter hostility both in and out of school. For them race is a constant reality and an issue they need, and want, to discuss. Failure to do so can inhibit their academic performance. Failure to discuss race prevents White students from getting a real, critical, and deep understanding of our society and their place in it.

It is essential for the well-being of all students that they learn to have constructive conversations about the history of race in this country, the impact of racism on different ethnic communities, and how those communities and cultures contribute to society.

For any teacher grappling with addressing race in the classroom, and for pre-service teachers confronting their anxieties about race, this book offers a rich resource of insights, approaches, and guidance that will allay fears and provide the reflective practitioner with the confidence to initiate and respond to discussions of race, from the preschool and elementary classroom through high school.

THE EDITORS
Steven Grineski started his teaching career in 1975 as an elementary school teacher, and joined the Minnesota State University Moorhead (MSUM) faculty in 1984. He is currently Professor in the School of Teaching and Learning and teaches in the Foundations of Education program, while serving as field experience liaison between the MSUM Teacher Education and the Moorhead, Minnesota, Alternative Education programs. Julie Landsman has taught in Minneapolis Public Schools for 25 years. She has also been a visiting Professor at Carleton College in Northfield, Minnesota, and an adjunct Professor at Hamline University and Metro State University in St. Paul, Minnesota. Robert Simmons III is an assistant Professor in the School of Education at Loyola University Maryland, an associated faculty member of African and African American studies, and a member of the social justice collaborative Exchange. Robert's K-12 teaching experiences include being a middle school science teacher and elementary teacher in the Detroit Public Schools. Robert was nominated twice as the Walt Disney National Teacher of the Year.