



BLEXIT'S

GUIDE AGAINST

CRITICAL RACE THEORY

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Created by Kali Fontanilla for the BLEXIT Foundation





This guide is a resource to help you as a teacher and/or parent to critically think about Critical Race Theory. It does, perhaps deceptively, use the word critical in the name of the theory so we should rightly apply our own critical thinking skills to this controversial subject as well as encourage our students and children to think critically about CRT.

What Is Critical Race Theory?

Critical Race Theory is a worldview or framework that proposes that all aspects of life must be explained in terms of racial identities. “Critical race theory combines progressive political struggles for racial justice with critiques of conventional legal and scholarly norms which are themselves part of illegitimate hierarchies that need to be changed.”¹ In other words, Critical Race Theory is putting on a color lense at all times and looking at all areas of American life (political, legal, educational, you name it) through the lens of race with the intent to dismantle systems that are deemed “white supremacist”.

In the words of Kimberle Crenshaw, a founding Critical Race Theorist and Law Professor who teaches at UCLA and Columbia University, “Critical race theory is a practice. It’s an approach to grappling with the history of white Supremacy that rejects the belief that what’s in the past is in the past, and that the laws and systems that grow from the past are detached from it.”² Critical Race Theorists not only believe that people of color experience racism daily but also that the majority of American society, or more specifically white people, have no interest in stopping this so-called oppression because it benefits white Americans. They also believe that virtually all institutions in America are racist and that people are privileged or oppressed based on their race. Critical Race Theory is also opposed to the idea of color-blindness. Many of us were taught when we were young not to focus on the color of people’s skin but rather on the content of their character. CRT argues that this approach is actually damaging to society and creates more racism rather than reducing it.

Critical Race Theory is **not** simply teaching the “dark side” of American history, as many are led to believe. Those that are upset about proposed bans on CRT in our schools have been misled to think that states that have banned CRT from being taught will no longer teach about Jim Crow Laws, the displacement of Native Americans, or even slavery in America. This is simply not true. Critical Race Theory is not the teaching of hard history, and a banning of the theory will not stop the teaching of those events. CRT is an interpretation of history, an ideology that takes precedence over facts and cherry-picks pieces of history that fit the narrative while ignoring or even altering history that does not. The idea that banning CRT will only allow for a “white-washed” version of history is misinformation. On the contrary, banning CRT will remove a dangerous twisting and rewriting of American history.

Connection to Marxism

Critical Race Theory, as the name implies, is an offshoot or adaptation of Critical Theory, which itself is a form of Marxism. German philosopher Karl Marx criticized capitalism and Western countries by framing all of history as a struggle between the oppressed versus the oppressors. CRT seeks to criticize all institutions of Western Civilization, put them under a microscope, and find a way to demonize them. Thus the groundwork is laid to justify dismantling all institutions in Western Civilization. If all institutions in American society are demonized and deemed immoral, then the revolutionary is rationalized in destroying the country. Put simply, Critical Theory is the revolution in thought before the revolution in action. All CRT does is take the oppressed versus oppressor mindset from Marxism and reframe it in terms of racial groups in America.

Now that we understand a little more about what CRT is and isn't, we need to ask ourselves if this theory should be taught in our K-12 schools.

Should We Ban CRT in Schools?

Recently there was a viral video of a middle-school-aged girl addressing her school board. In the video, she was on the brink of tears sharing her experience of being told by her teacher that she had white privilege. "How can a child born into an abusive drug and alcohol home, who lost her entire biological family, has experienced all forms of abuse, be privileged? When I was told that, I was so upset, I cried myself to sleep."

CRT lays out a hierarchy of oppression, where race trumps personal experiences, so that those in favor of CRT will dismiss this girl's tragic story of trauma and an obviously unprivileged (to use the CRT term) life because individual stories and experiences do not count when presenting CRT. According to the theory, a white child who has all the disadvantages one can imagine in their personal experience (abuse, neglect, poverty, etc.) is considered less oppressed than a black child who has all the advantages we would normally consider key to a healthy and successful upbringing (intact family, higher socioeconomic status, etc). Even if one is in favor of CRT, most adolescent minds are not developmentally ready to make these distinctions and will have a hard time separating their own personal experiences from the collective experiences of their race. Thus, telling children that they are privileged or oppressed based on the color of their skin can have damaging effects. It creates a heavy burden of guilt on young and impressionable minds that can lead to self-hatred. It fosters a toxic victim mentality to be told that every institution oppresses you based on the color of your skin.

"When children take on a victim mentality, it becomes a form of defiance, used to avoid taking appropriate responsibility and being held accountable."³ It can also cause



racism towards white students, like what happened to the young girl who, regardless of her unfortunate childhood, was told that she is privileged based solely on the color of her skin, and thus she is, according to CRT indoctrination, part of the oppressor class.

Proponents of Critical Race Theory assert that all institutions in America were created to favor white people, and ironically this includes the very schools our students are attending. Now imagine how this is affecting a student's mindset. They are being taught that the very school they attend is either oppressing them or favoring them based on the color of their skin. Those in favor of the theory will share literacy rates or suspension rates of black and brown students as opposed to white students and immediately put blame on the institution rather than the individual student's behavior or lack of familial support. They will also conveniently omit statistics about Asian and Indian students that are outperforming white students academically and have lower suspension rates. In a move that exposes their adherence to ideology over reality, some districts have gone so far as to declare that Asians are no longer considered persons of color. In their latest equity report, administrators at North Thurston Public Schools lumped Asians in with the white students and measured their academic achievements against "students of color."⁴ If the district had classified the Asian kids with the students of color there would have not been an achievement gap between white students and students of color. They will use carefully chosen statistics comparing students of color to white students to create a victim narrative and also use it as an excuse to lower the standards for students of color and/or take away merit based requirements for classes, college entrance etc.

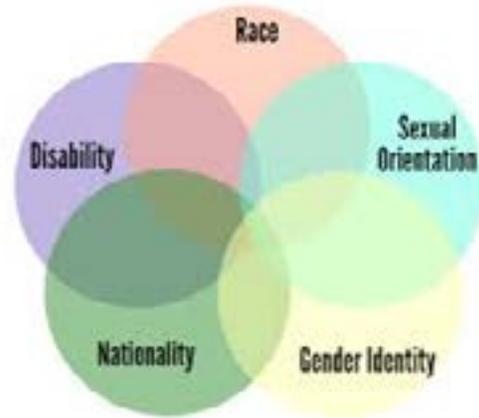
There are many reasons to take a stand against teaching CRT in the classroom. Ultimately, teaching children that they are oppressed and encouraging a victim mindset is disempowering. Consider this quote from Booker T. Washington, the famous former slave and founder of Tuskegee Institute, in his autobiography *Up From Slavery* and how his sentiment is exactly the opposite of CRT: "I have begun everything with the idea that I could succeed, and I never had much patience with the multitudes of people who are always ready to explain why one cannot succeed."

Instead of CRT, we should focus on telling children that they will succeed in whatever they want to do in life if they work hard, have a support system (which could be you, the teacher or parent) and believe in themselves! The sooner educators and parents work together to take this toxic ideology out of our schools, the sooner we can reverse the damage it is doing to our kids.

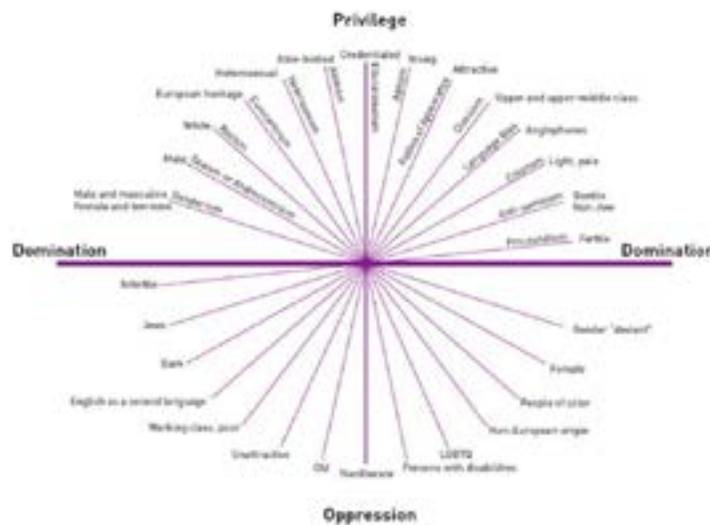
How To Spot CRT in Our Schools

Those in favor of CRT have begun to realize that there is a movement across the nation to get this theory out of our schools. This is why it is important to be able to spot the concepts of CRT being inserted in lessons for our students that may not explicitly be labeled as CRT. Below are some key vocabulary words and lessons to watch for.

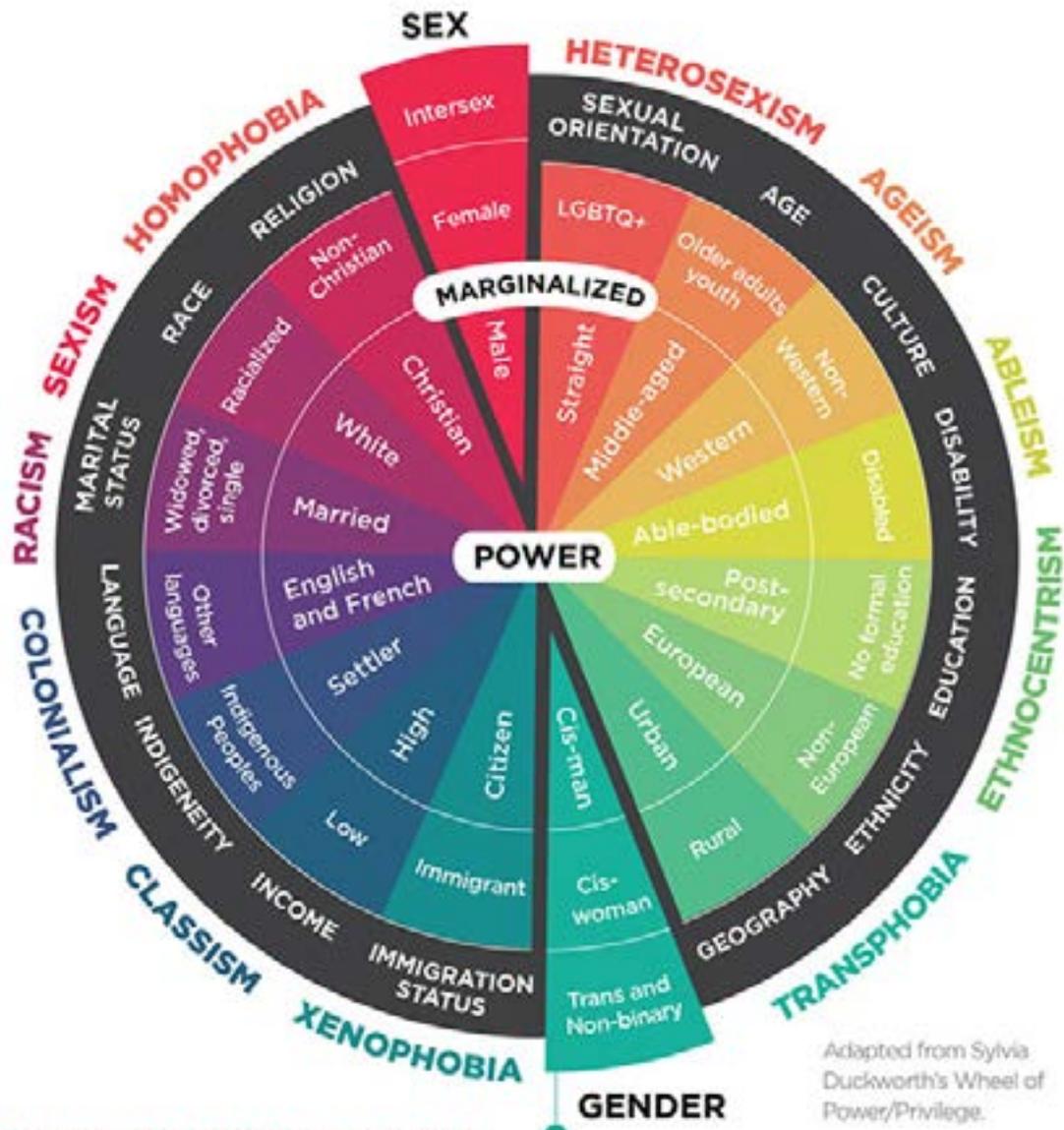
- Intersectionality: “The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage.”⁵
- Students will be asked to write down or analyze their various forms of oppression or lack there of based on their race, sex, sexual orientation, religion etc.
- They will be shown charts that look like those below. Notice that heterosexual white males experience no oppression and are always considered in a place of domination or power.



Intersectionality



Source: Morgan, K.P. Describing the emperor's new clothes: Three myths of educational inequity. In *The Gender Question in Education: Theory, Pedagogy, & Politics*. Westview Press, Boulder, CO, 1996, 105–122. Used in: AWIS intersectionality fact sheet at <https://www.awis.org/intersectionality/>



Adapted from Sylvia Duckworth's Wheel of Power/Privilege.

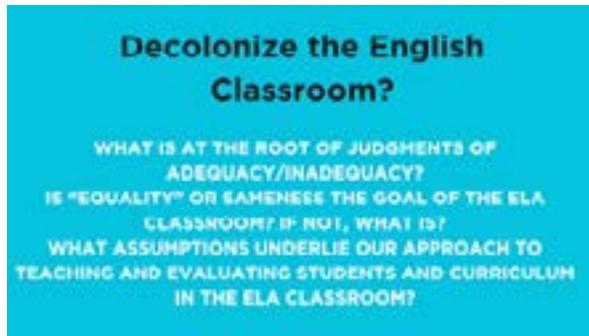
Some gender identity terms include:

Agender	Genderfluid	Gender neutral	Transgender man
Bigender	Genderqueer	Non-binary	Transgender woman

- **Hegemony:** The domination by one country or group over others. Students will be taught that all systems in America were built to benefit the white male and oppress people of color. Marxist concepts may be introduced, such as the two class system: the oppressed versus the oppressor.
- **Dominant Ideologies:** “The ideas, attitudes, values, beliefs, and culture of the ruling class in a society; usually also the function of these in validating the status quo.”⁶ Students will be presented with various American dominant ideologies such as capitalism, patriotism, marriage and family, and patriarchy. They will be told that these values are important to the oppressive class and are being used to oppress those that are not part of that class.



- **Decolonize or Decolonization:** A way to dismantle structures in America that are said to be white supremacist or set up to benefit white people, according to CRT. Students will be taught to analyze various institutions in America as white supremacist and work to disrupt or expose these systems.



- **DEI: Diversity, Equity, and Inclusion-** While the original dictionary definition of these terms may be positive, when viewed through the lens of Critical Race Theory and applied to our schools, they become discriminatory and damaging. DEI is Critical Race Theory in action. These terms will show up in teacher Professional Development trainings, where teachers will be taught to address, discipline, and evaluate their students differently based on the color of their skin.
 - **Diversity:** When presented through the lens of CRT means an organization must have more non-whites and those of alternative lifestyles than whites and those of traditional lifestyles.



•**Equity:** In CRT this is where processes and practices are put in place to ensure equal outcomes. They will cast aside the concept of equality or equal opportunity as a “white construct”. You can see examples of this in our schools across the nation in the effort to get rid of honors classes and even homework because students of color aren’t equally represented in these classes or completing their homework at the same rate as white students. Rather than addressing the real root of the issue, they just get rid of the standard altogether.

•**Inclusion:** According to the theory, this means people of color and alternative lifestyles are given priority. Their representation must be visible at all times, especially in schools. You will see prominently displayed quotes, books, posters, weeks and months dedicated to certain races while white/traditional examples must be removed from prominence, especially anything connected to America’s white founders.

- **The 4 I’s of Oppression:** Students will be taught about the 4 I’s of oppression and reflect on the oppression they have received or if they have oppressed others. They will also be taught that the 4 I’s are all interconnected and one can not exist without the other. Meaning that if a student is feeling internally oppressed, it is directly related to the concept that they are institutionally oppressed.

Ideological Oppression - The *idea* that one group is somehow better than another, and have the right to control the other group.

Institutional Oppression: Societal Structures that benefit the dominant group, while suppressing or mistreating the non-dominant groups.

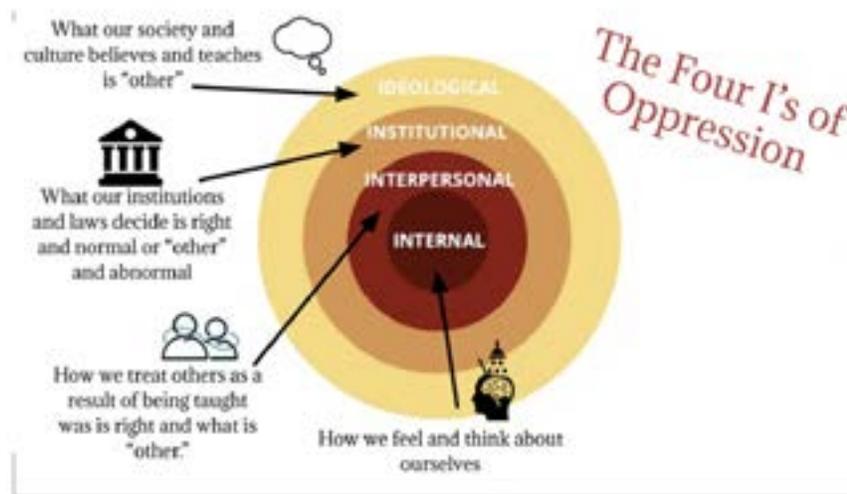
Interpersonal Oppression- Personal negative interactions or disrespect from the dominant group towards those in the more marginalized groups.

Internalized Oppression: Those in marginalized groups will begin to internalize the unjust messages from the dominant group which will lead to unconscious beliefs about themselves.

Notice how the marginalized groups are always placed in the role of victim to the dominant group even in their own internalized feelings about themselves.

They will be given “examples” of oppression such as:

Students will be taught that if they are in any of these groups they are actively experiencing institutional oppression.



They will be given “examples” of oppression such as:

Institutional Oppression Examples

- When a woman makes two thirds of what a man makes at the same job, it is institutionalized sexism.
- When one out of every four African-American young men is currently in jail, on parole, or on probation, it is institutionalized racism.
- When psychiatric institutions “diagnose” a transgender person as having a mental disorder, it is institutionalized gender oppression and transphobia
- When one ethnic group dies from COVID-19 at four times their share of the population, it is institutionalized discrimination limiting access to healthcare.

Notice how blame is immediately put on the institution for any racial or gender disparity when other factors could be at play.

Example Lessons

1. The Privilege Quiz

Students will be asked to answer questions to determine their privilege or lack thereof. The questions will be carefully selected to include race, socioeconomic status of parents, and sexual orientation. These questions will often be invasive and personal. Students will be asked to reflect on their privilege against that of their classmates. This lesson can also be done as a “privilege walk” where students are lined in a row and asked to step forward for their answer.

Example of a privilege quiz given to high school students in California:

English is your first language	Yes No
Either one of your parents graduated from college	Yes No
You have visible or invisible disabilities	Yes No
You were encouraged to attend college by your parents and family	Yes No
Your family has health insurance	Yes No
Your religious holidays are celebrated in this country	Yes No
You studied the culture or the history of your ancestors in elementary school	Yes No
You have been bullied or made fun of based on something you cannot change (gender, ethnicity, age, sexual orientation, etc.)	Yes No
You have been stopped or questioned by the police because they felt you were suspicious	Yes No
You are a citizen of the United States	Yes No

There are more than 50 books in your house

Yes

No

You have felt unsafe walking alone at night

Yes

No

You have felt uncomfortable about a joke or statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe to confront the situation

Yes

No

Your teachers look like you

Yes

No

Reflection

How did it feel to be one of the students at the bottom? How did it feel to be one of the students on the top?

Questions the teachers asked the students following the quiz: “How has your identity impacted you? What are some privileges and disadvantages you have because of your identity?”



A meme that was included in a lesson on privilege given to high school students in California.

2. Students Analyze America Through the Lens of CRT

When Critical Race Theory (not just the concepts) is explicitly taught in the classroom often it will show up in Ethnic Studies or History courses. Students will be asked to analyze various institutions and interactions through the lens of CRT.

Here is an example of a lesson given to students in an Ethnic Studies course in California. Notice how the teacher first teaches the students about Critical Race Theory, then asks the students to examine the policies and issues at their school according to race.

Critical Race Theory

Emphasized the importance of diverse individuals to express themselves

it offers a way for scholars to understand how race interacts with other identities like gender and class

It emphasizes the effects of race and other forms of identity on people's experiences

It is a response to the idea of colorblindness

How does race and other intersections of identity play out in school?

Basically, race affects our experiences so we ask how it does.

Hegemony in School?

We're looking at different policies and school outcomes and analyzing them through the point of view of race and other forms of identity:

CRT

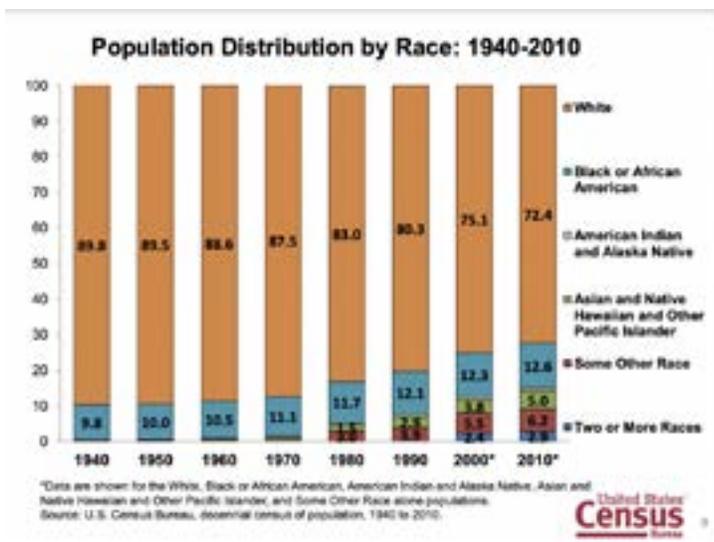
Should we consider race when analyzing policies and issues at school? Should we look at how people may have different experiences according to race?

Analyze the policy through a Critical Race Theory framework?

What do you think is the intended purpose of this school policy? What is the school trying to achieve?

What To Do When You Are Required to Teach CRT

Emphasize Critical Thinking Skills: When students are presented with an inequality or perceived inequality, let them know that there could be multiple reasons for the disparity which could or could not include race. For example, oftentimes there will



be more white employees at an institution because America is predominantly white.

Often racial disparities have nothing to do with racism, but rather reflect who lives in the country. If you look at other developed nations that have one race as the highest percentage of the population, that same race will be in most positions of leadership. America has come a long way with being the great “melting pot” and has provided a way for many leaders of color including our

first black president Barack Obama. What CRT will do is blame any racial inequality on racism if there aren't exact numbers that match the current population percentages without taking into consideration other factors that could be affecting these numbers, like fatherlessness. It would be hard to find a demographic with as many heart breaking statistics as fatherless homes.



Consider the following statistics:⁷

- 63 percent of youth suicides are from fatherless homes -- five times the average (U.S. Dept. Of Health/Census)
- 90 percent of all homeless and runaway children are from fatherless homes -- 32 times the average.
- 85 percent of all children who show behavior disorders come from fatherless homes -- 20 times the average. (Center for Disease Control)
- 80 percent of rapists with anger problems come from fatherless homes -- 14 times the average. (Justice and Behavior, Vol 14, p. 403-26)
- 71 percent of all high school dropouts come from fatherless homes -- nine times the average. (National Principals Association Report)
- 75 percent of all adolescent patients in chemical abuse centers come from fatherless homes -- 10 times the average. (Rainbows for All God's Children)
- 70 percent of youths in state-operated institutions come from fatherless homes -- 9 times the average. (U.S. Dept. of Justice, Sept. 1988)
- 85 percent of all youths in prison come from fatherless homes -- 20 times the average. (Fulton Co. Dept. of Correction)

One could try to blame the higher rate of fatherlessness in black families as a product of institutional racism or white supremacy but even before black individuals gained equal rights in America during the Civil Rights era, the majority of black children had fathers in the home and black children had similar graduation rates to white children, black teenagers didn't have particularly high rates of crime or incarceration, black teenagers had similar unemployment rates to white teenagers, and black families were outpacing white families in terms of economic growth. Now the opposite is true. Tell your students and children to never jump to conclusions when shown a statistic but to critically think it through.

Reverse the Races: When white people are talked about negatively as a group in a teacher training or in a lesson with CRT, reverse the races. Put the word black in place of white. If it sounds racist when the word black is substituted for white, then it is most likely a racist statement. For example, when students are told that they have "white privilege" and should "check their privilege at the door", reverse the races. Imagine if a teacher told her black students that they have "black privilege" and should check their privilege at the door. This would be deemed racist. We don't solve racism by adding more racism.

Consider the Cost: Have students consider the cost of forcefully creating racial balances in America and allowing for legal discrimination which is a goal of CRT. Give them the equity vs. equality lesson included in this guide. Have them look up policies that allow for racial preferences like affirmative action and write down the pros and cons.



Question the Evidence: Just because there is an inequality does not mean that there is hard evidence of institutional oppression against a certain race. Ask the students what laws and policies are on the books that specifically target a certain race. Is it legal to discriminate against others for their race in America or is it against the law? Have them look up discrimination laws and discuss them.

More Ways to Fight CRT

Academic Transparency Laws: Currently there are groups across America legislating for Academic Transparency Laws. This would require the school district to post all lessons and curriculum on a public website for all to see. One of the reasons CRT has had more exposure this last year was due to schools shutting down and switching to distance learning. Parents were able to see what their students were being taught in real time.

If you would like to learn more about Academic Transparency Laws: <https://www.aei.org/research-products/report/academic-transparency-to-protect-students-from-radical-politics-in-k-12-education/>

School Choice: This is a big one. School Choice is when a parent can decide what school they want their child to go to and use state funds towards private or public schools. If a state does not allow for school choice and a parent can't home school or afford a private school, their only choice is the public school in their home district. This means lessons that indoctrinate Critical Race Theory into children's minds will be mandatory and students will have no choice but to attend these classes. Parents should have more choice in where they want to put their child for 7 hours a day and the school should match the values of the parent. If a parent does not want their child to be taught that they are an oppressor or oppressed based on the color of their skin, they should have the choice to pull their student from that school and have them attend a different public school or a private school. Consider supporting public officials who advocate/legislate for School Choice.

School Board Meetings: We are seeing videos of parents across the nation speaking against CRT being taught in schools. There are also some teachers who have bravely spoken against it at school board meetings. School board meetings are public forums in which all members of the community should be welcome to comment even if they don't have a child in the school. Do not be afraid to speak up. We need every voice in this fight.



Let me introduce myself. My name is Kali Fontanilla and I am the author of this guide. I have been a teacher for 15 years in public schools and absolutely love my profession. I decided to expose the divisive and racist CRT lessons being taught in my district after noticing that many of my students were failing their required Ethnic Studies course which heavily emphasized CRT. I resigned from the district in order to expose these lessons without fear of repercussion. Yes, this is a bold move. And no, teachers do not have to resign to speak up. There are ways to counter CRT that are more subtle yet just as effective, including those I shared in this guide. Just know that if you do decide to speak up, you are not alone. There are also law firms that could help you if you do receive repercussions for speaking up in your district. Contact goldwaterinstitute.org for a legal consultation.

Here are two articles about my letters against CRT to the District School Board:

https://www.theepochtimes.com/california-teacher-moves-to-florida-after-exposing-critical-race-theory-in-ethnic-studies-2_3887603.html

https://www.theepochtimes.com/california-school-district-blocks-public-comments-on-crt-at-board-meetings_3977664.html

Student Rights: Students have a right to free speech at schools. A Supreme Court Ruling in 1969 stated that students do not “shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” They have the right to speak up when they disagree with something being taught, hand out fliers, and create petitions. They can’t disrupt the functioning of the school like organizing protests during class time. If a teacher is exposed by a student for teaching CRT, that student should not face any consequences for doing so. Students against CRT are our most powerful ally. Having students speak against CRT school board meetings are some of the most impactful statements.

Parent Rights: Parents have the right to have their child in a classroom free from political or religious bias. We are seeing this right violated more and more each year, so we must be vigilant. Californians for Equal Rights are currently suing a public school district for having students chant to an Aztec God of Sacrifice. There is legal protection for when a school pushes/promotes a certain religion or political party. If you would like to learn more about parents rights in education visit <https://www.parentsrightsined.org/>

Teacher Rights: Teachers have the least rights of these three groups. There are teachers being fired for certain social media posts. Their rights vary from state to state and by district. It is important to know the social media policy of your district and be careful what you post. It is also important to document any time another teacher is allowed to violate these policies without any repercussions. Many times a district



will have different standards based on the school board members political leanings. For example, teachers in a district in California were allowed to have Bernie Sanders stickers on their laptops used with the students and wear Biden 2020 shirts during staff meetings but if a teacher would have had a picture of the current president at the time, Donald Trump, in their classroom, the school district would have asked them to take it down. If you would like to learn more about the rights of teachers in education: <https://www.bostonlawyerblog.com/public-school-teachers-and-social-media-the-protections-and-limitations-of-the-right-to-free-speech/>

Final Thoughts

I hope this guide provides clarity and direction for all those who are concerned about the indoctrination of our children. Our nation is more divided than ever and Critical Race Theory will only further this divide. Judge CRT by its fruit. Look at how it is already hurting our students and deeply upsetting many parents. We must not let the CRT “solution” be more detrimental than the problem it claims to solve.

“We are talking about the reintroduction of segregation under the guise of diversity in the public school systems, they are actively teaching children to judge one another based on the color of their skin.”

-Candace Owens



Counter Lessons

These lessons were created to elicit critical thinking and discussions about CRT concepts, not to force our own personal beliefs/views with students.

A Lesson Plan on Equity vs Equality

Learning Goal: Students will be able to understand the difference between equity and equality while also critically thinking about the two.

Step 1: Write Equity and Equality on the white board. Have the students share what they already know about the two and record their answers underneath the words. Questions you can ask: What are some synonyms to the word equity? What are some synonyms to the word equality? Antonyms to both words? Some examples?

Step 2: Define the terms as they are relative to Critical Race Theory. Tell them that there are multiple definitions for both words but for today you will be focusing on these definitions.

You can have the students write down these definitions.

Equality is providing the same level of opportunity and assistance to all segments of society, such as races and genders.

Equity is providing various levels of support and assistance depending on specific needs or abilities.

Equality and equity are most often applied to the rights and opportunities of minority groups.

Example: Laws such as the Civil Rights Act of 1964 provide equality, while policies such as affirmative action provide equity.

Step 3: Complete Activity Number 1

Supplies needed: Something small to be used as “currency”, it could be fake dollars, stickers, small pieces of candy, marbles, loose change like quarters or dimes, but you will need enough to give about 3-5 per student.

Tell the students that equality is when you all get the same amount or an equal amount. Hand out the “currency” to each student equally. If there is any leftover tell them that no one will get the excess and if there isn’t enough for each student to have the same amount take back the “currency” so that it is equal. Have them double check that they all have an equal amount. Ask the students: Do you agree that you have been given an equal amount? This is an example of when something is given equally. Ask students to all hand back their currency so you can demonstrate what it is like to get an equitable amount.



Equity is when certain groups get more or less depending on their specific traits, needs or abilities. Remind students that the word trait can include gender, race, disability, immigration status etc.

To demonstrate equity you will be handing out currency based on traits.

Distribute the currency according to these questions

Students wearing black shoes get 1 currency

Students with anything pink get 1 currency

Students with an all black backpack get 1 currency

Students with siblings get 1 currency per sibling

Students with their hair past their shoulders get 1 currency

Students with earrings get 1 currency

Students with braces get 1 currency

Students with glasses get 1 currency

(You can modify or add questions that fit more with the population of your class, this is not a “privilege quiz” invasively given by woke teachers so keep the questions impersonal)

Step 4: Have the students fill out the reflection questions about this activity to use in a class discussion. Do not take back the currency yet.

Step 5: Lead the students through a discussion based on the questions. You can ask for volunteers to share their answers or have them discuss the questions in small groups. At the end of the lesson, ask the students if they would like for you to distribute the “currency” equitably and or equally. Let them decide how it should be distributed by majority vote.

Part 2: Complete Activity Number 2

You can complete this activity on the same day if time, or the next to further illustrate the concepts.

Supplies: Print out a simple multiplication test 1-12. Prepare 3 different types of tests.

1. Multiplication test with no answers filled out
2. Multiplication test with some answers filled out
3. Multiplication test with most answers filled out

Have an equal amount of each test to distribute to the students randomly. Do not tell them that some students have more answers than the other. Tell students that when all their answers are filled out they should bring the test to you. Give them 5 minutes to complete the test.

When students are finished tell them that some tests had the answers filled in and some didn't.



Give students the discussion questions for this activity to fill out. Lead the students in a discussion after they completed the questions.

The purpose of these activities is to get students to critically think about these concepts and come up with their own informed opinions.

Equality Vs. Equity Student Reflection Questions

These questions will be used during a class discussion, be prepared to share your answers

Part 1:

1. Define Equality:

The definition of equality is...

2. Define Equity:

The definition of equity is...

3. What did you think when all the students in your class were given an equal amount of "currency"?

I believe that.... I think that...

4. Do you think that some students should have received more or less? Why?

I believe that some students should receive more/less currency than others because...

I do not think that students should receive more or less currency because....

5. How did it feel when all the students in your class were given an equitable amount of "currency"?

When we were given an equitable amount of currency it felt....

6. Did you receive more or less than the majority of your classmates?

I received less/more than my classmates

7. Do you think it was fair or unfair what you received in comparison to your classmates? Why?

I believe that it was fair/unfair what I received because...

Part 2:

1. Which multiplication quiz did you receive? Do you think it was fair that you received that test?

I received a multiplication quiz that... I do/don't think it was fair because...

2. How might getting more of the answers help a student?

Getting more of the answers might help a student by...

3. How might getting more of the answers hurt a student?

Getting more of the answers might hurt a student by...

4. Do you think that some students should get more of the answers than others? Who and why?

The students who I think should receive the answers are...

I don't think any students should receive the answers because...

5. What is your opinion about giving students different advantages based on the color of their skin or their gender?

My opinion about giving students different advantages based on the color of their skin or gender is...

6. Do you think our country should focus on equity or equality?

I think our country should focus on equity/equality (choose one) because...

A Lesson Plan about Quakers and Slavery

Learning Goal: Students will learn about the history of Quakers and their fight to abolish slavery in America. They will also discuss the concept of reparations.

Present Google Slide Presentation to students

https://docs.google.com/presentation/d/1Mrui0JZPbe1ZYHK4lz9lgkti2Nn0s8aDjTkBCBwxzyl/edit#slide=id.gea714924fa_0_146



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