

NATIONAL YOUTH SUMMIT 2020

Teen Resistance to
Systemic Racism



Claudette Colvin

EDUCATOR GUIDE

September 21–25, 2020

Live event September 22, 3:00 p.m. EDT



* Smithsonian

WELCOME!

Thank you for participating in the Smithsonian's National Youth Summit on Teen Resistance to Systemic Racism. The 2020 National Youth Summit will take place during the week of September 21–25, 2020, with a live event on Tuesday, September 22, at 3:00 p.m. EDT.

The 2020 National Youth Summit is centered on the case study of Claudette Colvin—a 15-year-old Black student in Montgomery, Alabama, who in 1955 refused to give up her seat on a segregated bus and testified in the legal case that brought an end to segregated busing in Montgomery. Descriptions and resources about this story can be found in the student guide for the National Youth Summit on the event webpage (americanhistory.si.edu/nys).

The summit will provide digital platforms and facilitation strategies for teachers and students to convene, discuss this vital history, and examine the power of teens activated today to fight systemic racism. The program will also set aside time for students to discuss and summit on the guiding question through facilitated conversation with their teachers, peers, and families. This packet contains resources and materials to help educators and caregivers prepare to facilitate discussion with their students and children in response to the guiding question: **How can young Americans create a more equitable nation?**

There are four sections of resources in this document.

- **Section 1:** Detailed information about how to register for and participate in the National Youth Summit during the week of September 21–25, 2020.
- **Section 2:** Preparing for your summit
- **Section 3:** Facilitation strategies
- **Section 4:** Standards alignment
- **Appendix I:** Additional discussion facilitation strategies

Comprehensive student-facing materials for the National Youth Summit can be found on the event webpage, americanhistory.si.edu/nys. You know your students best and should feel comfortable tailoring the student-facing document to meet their learning needs. *Looking for ideas on how to modify materials? Email us at historyteachers@si.edu.*

Register here: americanhistory.si.edu/nys

The National Youth Summit is made possible by the A. James and Alice B. Clark Foundation and the Patrick F. Taylor Foundation K-12 Learning Endowment. The National Youth Summit is held in collaboration with the following partners.

Cover illustration by Rina Alfonso Osawa/Studio Aorta (@studioaorta)



SECTION 1: HOW TO PARTICIPATE

HOW DO I REGISTER FOR THE NATIONAL YOUTH SUMMIT?

To register for the 2020 National Youth Summit, visit s.si.edu/nys-register. Teachers must register to receive the materials needed to convene and facilitate your own summit during the week of September 21–25 and/or participate in the live event on September 22.

Students may not sign up individually for the summit, to protect their privacy. Educators should register for the class or classes that will participate in the program.

WHAT IS INCLUDED IN THE NATIONAL YOUTH SUMMIT?

The National Youth Summit is a discussion based event that takes place over the course of an hour. The event will include the following lineup of speakers and activities.

- Dr. Anthea Hartig to introduce the program
- Sara Mora as emcee
- Dr. Jeanne Theoharis to deliver the keynote address
- A 30-minute discussion period
- Closing discussion between Smithsonian Secretary Lonnie Bunch III and Kimberly Boateng

The discussion period should be used as a time for students to discuss and summit on the guiding question through facilitated conversation. Recommendations for safely facilitating conversations are included below.

At the conclusion of your summit discussions, teachers are encouraged to reflect and share what they and their students have learned using an anonymous Padlet. The Padlet link will be provided in the summit teacher toolkit (to be sent by September 14 to all registered teachers).

HOW DO WE PARTICIPATE?

To accommodate the wide range of school formats this fall, there are two ways to participate in the

2020 National Youth Summit.

OPTION 1: JOIN THE LIVE EVENT ON SEPTEMBER 22, 3:00 P.M. EDT

[We encourage you to select this option if it makes sense for you and your students]

The 2020 National Youth Summit will be live streamed on Tuesday, September 22, at 3:00 p.m. EDT. The Smithsonian's National Museum of American History will live stream an hour-long summit program. Teachers who select this option should consider utilizing a distance learning platform (examples include Zoom or Teams) and streaming the full hour for students to watch and participate.

While the National Youth Summit will be pre-recorded, Smithsonian curators and educators will be answering questions live during the 3:00 p.m. EDT hour.

During the live streamed event, the discussion period should be used as a time for students to discuss and summit on the guiding question through facilitated conversation. Recommendations for safely facilitating conversations are included below.

OPTION 2: CONVENE YOUR SUMMIT ASYNCHRONOUSLY DURING THE WEEK OF SEPTEMBER 21–25

The time of the live streamed event may not work for you and your students. If that is the case, we encourage you to facilitate your own summit discussion at a time and pace that is right for you during the week of September 21–25 using pre-recorded videos. By September 14 registered teachers will receive a tool kit that includes the entire pre-recorded summit. This will be available as a full hour-long video and as smaller video segments to allow for maximum flexibility.

Teachers who select this option should consider utilizing a distance learning platform (examples include Zoom or Teams) and streaming the full hour or smaller video segments for students to watch and participate. Students should still participate in a 30-minute discussion period during their summit.

SECTION 2: PREPARING FOR YOUR SUMMIT

GETTING READY FOR YOUR SUMMIT

- **If you are teaching virtually, double check your chosen platform.** Make sure to check with your participating teacher(s) that your selected platform for discussion works on the devices they and their students use.
- **Remember that your summit is live and likely virtual. Hiccups are to be expected.** Be patient and have a strategy ready for some of the more common problems.
- **Create a code of conduct** and share it with students, teachers, and other participants before and at the start of your program. See a sample code of conduct below.
- **Identify and prepare your team.** Consider having a facilitator (likely the lead teacher) and someone to monitor and moderate the chat (a trusted student, another educator, etc.). You may also want additional team members to keep an eye on the waiting room, take notes, troubleshoot, etc. All participating team members should know the materials well and your strategies for both facilitating discussion and handling issues. All participating team members must also know and follow your code of conduct.

SAMPLE CODE OF CONDUCT FOR PARTICIPANTS

- **Respect others and their opinions.** We are here to engage in an open discussion and exchange of ideas. We encourage listening and sharing and expect all to do so with respect.
- **Consider your own privacy and that of others.** Do not share private information about yourself or anything that you may know about others in the discussion.
- **Think before you hit the send button. Think before you speak.** Hateful language or inappropriate words will not be allowed. Remember, once something is sent or said, it cannot be erased.
- **Avoid inappropriate material and statements.** Hateful speech, images, and actions will not be tolerated. Anyone violating this rule will be removed from the discussion.
- **Be present.** This is an opportunity to learn from others and to deepen your understanding of the question at hand. Join in and be an active part of the conversation.
- **Be patient and compassionate.** Remember that all come to this conversation with different lived experiences, perspectives, and ideas. Even in disagreement, we can learn from each other and build community.
- **Bullying and cyber bullying will not be tolerated.** Critique ideas, not people.

SECTION 3: FACILITATING STRATEGIES FOR STUDENT DISCUSSION

Whether you participate on the live webcast on September 22 at 3:00 p.m. EDT or hold your summit asynchronously during the week of September 21–25, we encourage you to set aside 30 minutes for student discussion using the questions below.

Driving question: How can young Americans create a more equitable nation?

Supporting questions for discussion:

- What are the circumstances that make it urgent to challenge systemic injustice?
- What tools do individuals and movements have to fight systems of oppression?
- Does it matter what story is told and who gets to tell it? Why?
- What methods do teens use to claim power? How can the actions and choices of teens shape our shared democracy and create a more equitable nation?
- Use the strategies below to prepare students for critical discussion with peers, teachers, families, and others.

START BY ENCOURAGING STUDENTS TO REFLECT ON THEIR OWN LIVED EXPERIENCES.

Have students use an identity chart, [like this identity wheel shared by the American Library Association from Sunny Kim and Nicola Andrews](#), to create a graphic of their lived experiences. This information can be kept private and does not have to be shared. As students reflect on their identity charts, have them examine where they have felt experiences of privilege and oppression.

Guide students to connect their experiences to history. In what ways can they connect to the case study of Claudette Colvin? What resonated with them? What were they frustrated by?

Encourage students to be curious about the experience of others. What do they want to know about the experience of others and their reaction to the case study?

ESTABLISH SHARED EXPECTATIONS.

The National Youth Summit is meant to be a challenging and complex discussion with no easy answers. To prepare for this, have students take the time to write down their expectations using these prompts.

- Encourage students to set expectations for themselves. What behaviors or attitudes will they deploy in the discussion to foster collaboration, mutual respect, and productive discussion? How will they keep this in mind during the discussion?
- Collaboratively define expectations of others. What behaviors or attitudes do students hope others will bring with them to the discussion? How will students adjust if their expectations don't meet reality?
- Discuss general expectations of the summit. What do students want to get out of the summit discussion?

ASK QUESTIONS. A LOT OF QUESTIONS.

Asking questions is hard work and it can be intimidating to do. Use the Harvard University's Project Zero thinking routine [Question Starts](#) to practice this skill. Select at least four of the question stems. Then, complete the questions based on the expectations and identity work you completed.

SECTION 4: ALIGNED STANDARDS

NATIONAL CENTER FOR HISTORY IN THE SCHOOLS: NATIONAL STANDARDS FOR HISTORY

Content Standards (United States History, Grades 5-12)

Era 9: Postwar United States (1945 to early 1970s)

Standard 4: The struggle for racial and gender equality and the extension of civil liberties.

4A: The student understands the “Second Reconstruction” and its advancement of civil rights.

Thinking Standards

Standard 2: Historical Comprehension

- Identify the central question(s) the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- Differentiate between historical facts and historical interpretations but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian’s judgment of what is most significant about the past.

Standard 3: Historical Analysis & Interpretation

- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Compare competing historical narratives.
- Hold interpretations of history as tentative, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.

Standard 5: Historical Issues

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

NATIONAL COUNCIL ON SOCIAL STUDIES' COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK

D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from

different kinds of historical sources.

D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

APPENDIX I: ADDITIONAL DISCUSSION FACILITATION STRATEGIES

As educators, your role is to guide and facilitate this discussion

What does it mean to be a facilitator? Your job is to support students as they think critically and engage in thoughtful discussions about complex concepts of democracy. Check out the [Let's Talk guide from Teaching Tolerance](#) to learn more about the power of facilitating discussion to strengthen our democracy.

Being a facilitator can be a challenging position to be in during a lively and engaging discussion because it requires you to be a neutral guide rather than a participant with an opinion. But being neutral does not mean that the facilitator is passive. You are impartial about the topic, but not about the process.

The facilitator must pay close attention to both the spoken and unspoken dynamics of the conversation to ensure that students feel welcomed and engaged, that the discussion remains civil and thoughtful, and that the activity achieves its intended goals.

The following to-do list can help you get started.

BE PREPARED

- Understand the activity thoroughly. Brainstorm what ideas and views might be brought up and what might not be said. Be prepared to carefully present unvoiced perspectives to help the class dig deeper into a question or prompt.
- Prepare prompting questions in advance, like “What do you think?” “Can you explain your thoughts?” or “What example or evidence could you share to help us better understand what you are describing?”
- Determine which discussion formats are most effective for your students. [Small groups?](#) [Socratic Seminar?](#) [Fishbowl?](#) Be prepared to switch strategies as needed.

SET THE SCENE

- Go over the objectives so students understand their expectations and the goals of the activity. Review any procedures or rules.

- Manage the discussion and keep track of who is talking.
- Take notes to capture points, thoughts, and tensions. Use your notes to develop questions and illuminate connections.
- Interject only as needed to clarify statements, move the conversation forward or deeper, defuse tension, and ensure all voices are heard.
- Keep an eye on time and know when to start winding down the conversation.

Coaching and supporting students can require the most energy during the discussion. Here are a few tips for managing specific instances that might come up in your classroom.

STUDENTS DON'T STICK TO THE CLASS NORMS

- Keep the class norms posted where all participants can see them! Students will often moderate each other by reminding everyone of the rules.
- Take a five-minute break. During this time, invite a rule-breaking student to be a co-facilitator and talk with them about what it means to moderate the conversation. Putting a student in a new role may help them see the conversation differently.

STUDENTS DOMINATE THE CONVERSATION

- Ask the student to pause and invite others to react to what has been said.
- Give a general reminder that the goal is to hear all voices and a range of discussion, meaning the floor must be shared.

STUDENTS CHOOSE TO NOT PARTICIPATE

- Start by going around the room or table, and having each student say something. Simply saying a few words out loud in front of a group can release a bit of the pressure a student might be feeling and make it easier for them to speak later on.
- During the discussion, let the student know that you are going to ask for their thoughts after the next few people talk. This gives them time to either check back into the conversation or prepare what they want to say.

- Explain that part of this learning experience is to understand that even if someone opts out, they are still making a conscious choice to participate or not—which is a key concept of democracy. If a student chooses to not participate, ask them to explain their choice to “sit this one out,” or invite them to be a co-facilitator.

STUDENTS CHOOSE TO NOT PARTICIPATE

- Encourage students to think of an example that could illustrate what they are thinking. For instance, a student might not be able to say which amendment gave women the right to vote, but they may be able to describe the woman suffrage movement.
- Pause the activity for a 10-minute research break. During this time, students can grab a textbook or access the internet to pull together evidence that might help them make their case.

STUDENTS ARE READY TO REFLECT

- As the conversation or available time winds down, encourage students to reflect on what they learned about themselves as a member of a democracy and about the role of discussion in making wise decisions about public issues.
- Ask students to share their thoughts on why discussion is an important part of a thriving democracy. Identify where students’ ideas overlap—in other words, where do they share common ground?