



STUDY GUIDE

What is Critical Race Theory?

KEY TERMS:

theory
racism

victim
value system

privileged
Civil Rights Movement

<i>Detail Focus: Complete this section <u>during</u> the video.</i>	<i>Main Summary Focus: Complete this section <u>after</u> the video.</i>
<p>1. Critical Race Theory asserts that the most important thing about you is your what?</p> <p>2. In Critical Race Theory, what are you a victim of if you are in a minoritized racial group?</p> <p>3. According to Critical Race Theory, when does racism occur?</p>	<p>1. What are the tenets of Critical Race Theory?</p> <p>2. How does Critical Race Theory align with American values and with the Civil Rights Movement?</p>

Discussion & Review Questions

1. Towards the beginning of the video, Dr. Lindsay explains that, “Critical Race Theory asserts that the most important thing about you is your race. The color of your skin. That’s who you are. Not your behavior. Not your values. Not your environment. Your race.” Why do you think that Critical Race Theorists claim to believe such hypocritical nonsense? Explain. Since we should NOT judge others based on superficial traits that people have no choice about, what do you think *should* be the most important factors when judging another person? Explain.
2. Dr. Lindsay goes on to point out that, “In Critical Race Theory, if you are a member of a ‘minoritized’ racial group... you are a victim of a system that is rigged against you- a system that doesn’t want you to succeed. On the other hand, if your race is ‘privileged,’ you’re an exploiter- whether you intend to be or not.” How and why do you think that the creators of CRT came up with such demonstrably ridiculous lies? Explain. What are the dangers of thinking in such a narrow, fallacious, extreme, black and white, and broadly general manner, especially towards others? Explain.
3. Further, Dr. Lindsay goes on to share with us that, “Critical Race Theory begins from the assumption that racism occurs in all interactions... ...Critical Race Theory proponents assume racism is present everywhere and always, and they look for it ‘critically’ until they find it. And they always find it. It has to be there because that’s how the Imperial European powers and then America set things up. “ What is wrong with this underlying presumption of ubiquitous racism? Explain. What does blaming colonization indicate to you about the mindset of CRT proponents? Explain.
4. Later in the video, Dr. Lindsay notes that, “ ... the Western world and most especially America has spent a lot of time, money and blood breaking free of its racist past. It’s been a rocky road, for sure, but great progress has been made. Critical Race Theory says all this progress is a mirage: racism never died; never even faded a little bit. It just hid itself better. Critical Race Theory, therefore, is not a continuation of the Civil Rights Movement. It is in fact a repudiation of it. To Critical Race Theorists, Martin Luther King was both wrong and naïve. White Americans can never judge blacks by the content of their character. They can only judge them, always unfavorably — consciously or unconsciously — by the color of their skin.” Do you agree that the United States has made progress in evolving beyond its racist past? Why or why not? Do you agree with the Critical Race Theorists that all white Americans in every case are incapable of judging blacks by anything other than skin color? Why or why not?
5. At the end of the video, Dr. Lindsay asks, “So how do we stop Critical Race Theory before it infects the brains of too many decent Americans, especially young people, and turns us into something we have never been and shouldn’t ever want to be? The answer is simple. Refuse to accept it. Don’t be intimidated by ‘the heads I win, tails you lose’ logic of this self-destructive, America-hating, anti-reality idea. Don’t be bullied into thinking that you’re racist when you know you’re not. Or that you’re a victim when you know you’re not. Defend yourself. While you still can.” How would you answer Dr. Lindsay’s question about how to stop CRT? What do you think Dr. Lindsay means, exactly, when he encourages you to ‘defend yourself?’ Explain.

Extend the Learning:

Case Study Oregon math materials

INSTRUCTIONS: Read the article “Oregon promotes teacher program that seeks to undo ‘racism in mathematics’ and “Debate emerges over racism and white supremacy in Oregon math instruction,” then answer the questions that follow.

1. What is the ODE, and what did it encourage teachers to do? Who and what was the micro-course designed for? What does the toolkit include? What does the toolkit say about math and objectivity? How does the associated workbook characterize objectivity? What does the toolkit encourage teachers to do? One of the guidelines in the toolkit instructs educators to ‘identify and challenge the ways that math is used to’ do what? The newsletter surfaced amid what? What does the ‘Dismantling Racism’ workbook argue, in terms of white people and racism? What does the workbook say about how to go about dismantling racism? Who is Angela Onwuachi-Willig, and what does she say about racism? What is A Pathway to Equitable Math Instruction, and what does it claim that its 82-page workbook can help teachers to do? What does the group claim about white supremacy culture? How and why does the group claim that teachers should go about ‘centering ethnomathematics?’ Who is Muhammad Rahman, and what did he have to say about the course? What did the ODE say in its statement and response to KATU’s invite for an interview?
2. What do you think was the REAL reason that the Math Equity Micro Course was canceled? Explain. Do you think that schools should compel students to learn propaganda from Leftist political groups? Why or why not? Who do you think should decide what students are taught and not taught, and who should be held accountable for not letting political propaganda metastasize throughout school culture and curriculum? Explain. Why do you think that teacher’s unions support CRT? Explain. Why do you think that so many educators are ‘drinking the Kool-Aid’ of CRT and supporting it? Explain.
3. What evidence and reasoning invalidates CRT? Explain. What do you plan to do, if anything, to stop the spread and adoption of CRT in schools? Explain.

Oregon promotes teacher program that seeks to undo 'racism in mathematics'

A toolkit includes a list of ways 'white supremacy culture' allegedly 'infiltrates math classrooms'

By Sam Dorman | Fox News

The Oregon Department of Education (ODE) recently encouraged teachers to register for training that encourages "ethnomathematics" and argues, among other things, that White supremacy manifests itself in the focus on finding the right answer.

An ODE newsletter sent last week advertises a Feb. 21 "Pathway to Math Equity Micro-Course," which is designed for middle school teachers to make use of a toolkit for "dismantling racism in mathematics." The event website identifies the event as a partnership between California's San Mateo County Office of Education, The Education Trust-West and others.

Part of the toolkit includes a list of ways "white supremacy culture" allegedly "infiltrates math classrooms." Those include "the focus is on getting the 'right' answer," students being "required to 'show their work,'" and other alleged manifestations.

"The concept of mathematics being purely objective is unequivocally false, and teaching it is even much less so," the document for the "Equitable Math" toolkit reads. "Upholding the idea that there are always right and wrong answers perpetuate objectivity as well as fear of open conflict."

The ODE, led by Colt Gill, confirmed the letter to Fox News. ODE Communications Director Marc Siegel also defended the "Equitable Math" educational program, saying it "helps educators learn key tools for engagement, develop strategies to improve equitable outcomes for Black, Latinx, and multilingual students, and join communities of practice."

An associated "Dismantling Racism" workbook, linked within the toolkit, similarly identifies "objectivity" -- described as "the belief that there is such a thing as being objective or 'neutral'" -- as a characteristic of White supremacy.

Instead of focusing on one right answer, the toolkit encourages teachers to "come up with at least two answers that might solve this problem."

It adds: "Challenge standardized test questions by getting the 'right' answer, but justify other answers by unpacking the assumptions that are made in the problem."

It also encourages teachers to "center ethnomathematics," which includes a variety of guidelines. One of them instructs educators to "identify and challenge the ways that math is used to uphold capitalist, imperialist, and racist views."

The newsletter surfaced amid a broader uproar over critical race theory and diversity training sessions in government entities. For example, a media frenzy erupted last year after a controversial graphic on "whiteness" surfaced from National Museum for African American History and Culture.

The museum's graphic broke the "aspects and assumptions of whiteness" into categories such as "rugged individualism" and "history." For example, under "future orientation," the graphic listed "delayed gratification" and planning for the future as ideas spread by White culture.

The training promoted by Oregon references a 2016 workbook titled "Dismantling Racism."

"We do not claim to have 'discovered' or to 'own' the ideas in this workbook any more than Columbus can claim to have discovered or own America," the workbook reads in one section.

It's unclear to what extent, if at all, teachers would be involved with this particular workbook, created by the group DismantlingRacism.org, but it appeared to form part of the foundation for the course's material.

"The framework for deconstructing racism in mathematics offers essential characteristics of antiracist math educators and critical approaches to dismantling white supremacy in math classrooms by visualizing the toxic characteristics of white supremacy culture," the toolkit reads before linking to both the workbook and a paper on "white supremacy culture."

The toolkit adds that "building on the framework, teachers engage with critical praxis in order to shift their instructional beliefs and practices toward antiracist math education. By centering antiracism, we model how to be antiracist math educators with accountability."

In one section of the "Dismantling Racism" workbook, the argument is made that "only white people can be racist in our society, because only white people as a group have that power." Another section seems to justify anti-cop sentiments.

"In some cases, the prejudices of oppressed people ('you can't trust the police') are necessary for survival," it reads.

That particular workbook seems to take a decidedly anti-capitalist tone as well.

"We cannot dismantle racism in a system that exploits people for private profit," it reads. "If we want to dismantle racism, then we must build a movement for economic justice." One of the graphics includes protesters calling for taxes on corporations. Quotes are also featured from Howard Zinn, a self-described socialist, and Marxist revolutionary Che Guevara, although the quotes are more generally about activism rather than economics.

Anti-racism curricula have received an array of criticism and support.

For example, political scientist Carol M. Swain told Fox News' Laura Ingraham last week that certain curricula "put forth by Black Lives Matter and being embraced in too many places is really destructive of the Black community and the Black family and racial justice."

Angela Onwuachi-Willig, an expert on critical race theory at Boston University School of Law, told the Boston Globe that critical race theory helped people understand the complexity of race – beyond "simple" narratives that they may have been taught.

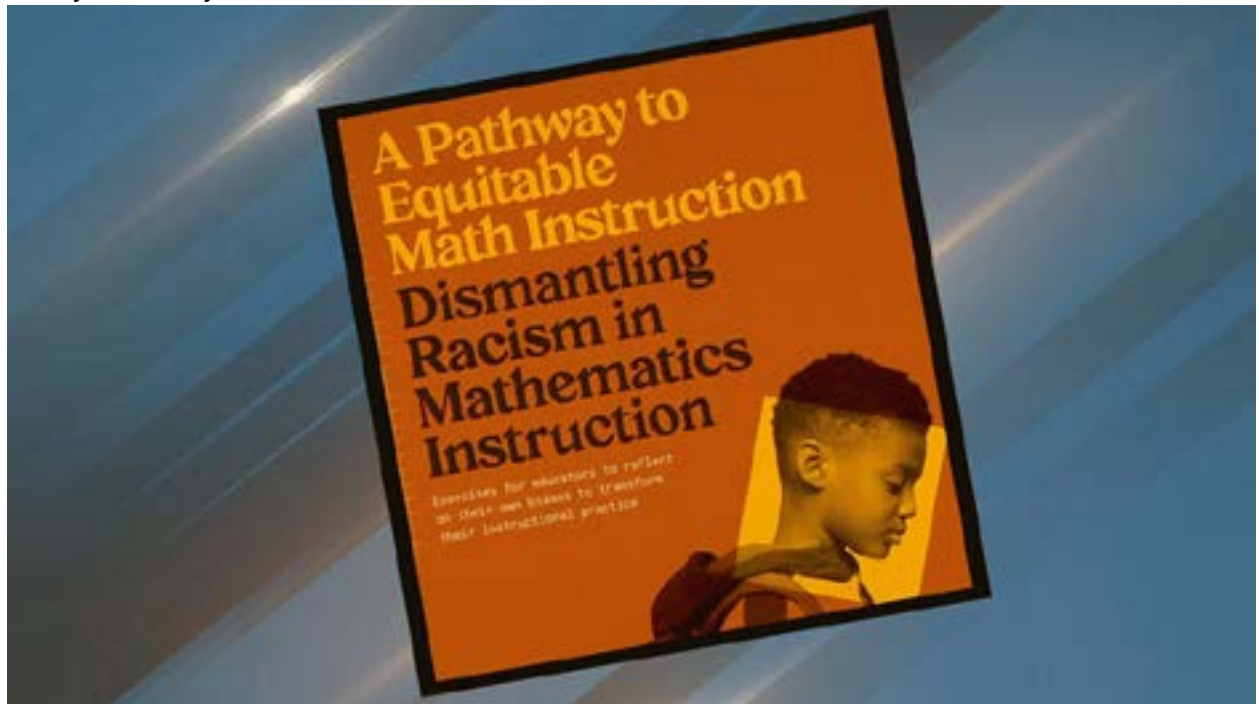
"Racism is not extraordinary," she continued. "Race and racism are basically baked into everything we do in our society. It's embedded in our institutions. It's embedded in our minds and hearts."

Attorney M.E. Hart, who has conducted these types of training sessions, told The Washington Post that the training helped people live up to "this nation's promise – 'We hold these truths to be self-evident, that all men are created equal.'"

Debate emerges over racism and white supremacy in Oregon math instruction

by Lincoln Graves, KATU Staff

Friday, February 26th 2021



The front cover of the 82-page workbook. (KATU)

PORTLAND, Ore. (KATU) — A new debate has emerged over the controversial topic of white supremacy and racism in school math instruction.

The Oregon Department of Education (ODE) recently sent a newsletter to math educators in the state. The newsletter contained information about a **virtual micro-course in math equity instruction that teachers could sign up for**. It was titled "Pathway to Math Equity Micro Course 2.0: Valuing and elevating student discourse in the math classroom." The course was provided by **A Pathway to Equitable Math Instruction**, an entity focused on dismantling racism in mathematics instruction.

The course offering started to garner headlines, as some wondered how a topic like math instruction could be rooted in racism or white supremacy.

A Pathway to Equitable Math Instruction does offer an **82-page workbook** on how teachers can "examine their actions, beliefs, and values around teaching mathematics." The group claims white supremacy culture can show up in the classroom in various ways, including when "the focus is on getting the 'right' answer," and when "students are required to 'show their work.'"

The group also says educators should try to "center ethnomathematics" by identifying and challenging the ways that "math is used to uphold capitalist, imperialist, and racist views."

Allen Alley, former chairman of the Oregon Republican Party, says ODE should never have offered the course.

"Trying to introduce something other than the correct answer in math and then somehow tying it with white supremacy is ridiculous as far as I'm concerned," said Alley. "I can't disagree with it more."

However, the approach to teaching does have supporters.

Oregon Democratic state Rep. Janelle Bynum says she generally supports most ideas in the workbook, while understanding some can challenge current opinions.

"I will admit that to the naked eye, the proposal is pretty bold," said Bynum. "It's going in a very curious direction. But I think if we try to experiment with different ideas, experiment with different ways of learning, to try to capture the talents that our kids have, that to me is the most important thing."

Bynum highlights other items mentioned in the workbook, including highlighting mathematicians of color and giving rightful credit to the discovery of math concepts by mathematicians of color. Bynum is a former engineer and says her schooling involved focused lessons on those kinds of topics.

"We were very familiar with Benjamin Banneker and Garrett Morgan, even Madam C.J. Walker," said Bynum. "So that was just kind of baked into the curriculum from an equity standpoint. I think if someone looked back on it, they would be like, 'that was equity.' This, I think, is a courageous jump in a bold direction is how I would describe it, and I'm curious to see what the results would be."

Bynum did express hesitation with some concepts in the workbook, including one suggestion to "have students create TikTok videos, silent films, or cartoons about mathematical concepts or procedures."

"A first, the TikTok example really challenged me," said Bynum. "But then I said, 'Well you know, there are some kids that can explain things through a video.'"

One Oregon teacher who is currently exploring some of the concepts in the workbook says there is somewhat of a middle ground in the debate. He supports some concepts but disagrees with others, like the idea students shouldn't show their work.

"It says students are required to show your work and that's one I like, you know," said Muhammad Rahman, a math teacher in the David Douglas School District. "I'm the type of teacher where I give them the answers and I want to see their thinking."

Rahman says exploring the concepts in the workbook has been a journey for him and he's happy that his traditional methods of teaching are being challenged.

"There's something I might be doing that could be problematic, so just looking inside and trying to make sure I'm the best version of myself and make sure I'm teaching the best way I can to my students," Rahman said.

KATU has learned the micro-course, to be offered on Feb. 25, was canceled but the reasons are unknown.

KATU repeatedly reached out to ODE for an on-camera interview but they declined. Instead, they sent the following statement.

The micro-course entitled, "Pathway to Math Equity Micro-Course 2.0: Valuing and elevating student discourse in the math classroom" was included in the newsletter as an optional professional learning tool for educators looking to better engage students and improve outcomes for students of color and multilingual learners. Building math instruction on an equitable foundation can better ensure all our students have a pathway to success in math.

The course is focused on: 1) providing culturally responsive, asset-based practices, 2) providing meaningful access to priority math content; and, 3) as mentioned, improving equitable outcomes for Black, Latinx, and multilingual students.

Rigorous Instruction For Every Student

ODE stands behind the value that high-quality, rigorous mathematics instruction must be prioritized for every student in Oregon. These goals are shared by many of our professional education partners across the state. The training opportunity shared in the Math Educator Update reminds teachers what we know is true in teaching all students: that high expectations, high-quality content, and strong relationships with students and families lead to substantive increases in student achievement.

Accuracy and precision are important aspects of mathematics. Our discussions and resources reinforce the presence of correct answers to foundational mathematical problems. Challenging math experiences include the understanding of key concepts and the ability to use math flexibly for applications in problem-solving contexts. A rich math experience provides opportunities for students to explore multiple strategies, to see math as more than a set of discrete procedures, and to apply math to real-world problems.

Engaging Our Students Will Help Oregon Overcome Systemic Inequities

Oregon's mathematics achievement data highlights systemic inequities for Oregon's students of color. This is not a new story. The idea is to remove barriers for students based on ideas of mathematics readiness that may contain racial and ability biases. One way to do this is to incorporate the history of mathematics and how many different cultures have contributed to our understanding of mathematical concepts over human history.

Cultural context is helpful for all of our students in learning. Not all tools provided by A Pathway to Equitable Math Instruction may make sense for each individual school; the content is simply to generate new ideas for engagement and strategies for educators. For example, students in rural districts may not necessarily benefit from a mathematics lesson plan that incorporates public transit, one idea mentioned in one of the toolkits. However, another idea for students to go on walks to engage with slope would have more practical application.

Background Information On The Course

For more background information on this course, it is sponsored by the San Mateo County Office of Education with partnership from the Association of California School Administrators, California Association for Bilingual Education, California Association of African-American Superintendents and Administrators, California Together, California Partnership for Math and Science Education, California STEM Network, Californians Dedicated to Education Foundation, Parent Institute for Quality Education, Quetzal Education Consulting, Sacramento County Office of Education, Merit Research, Policy and Evaluation, San Diego County Office of Education, Teach Plus, TODOS: Mathematics for All, UnboundEd, & WestEd.



QUIZ

What is Critical Race Theory?

1. **Critical Race Theory asserts that the most important thing about you is your _____.**
 - a. economic status
 - b. race
 - c. vocation
 - d. physical strength

2. **In Critical Race Theory, what are you a victim of if you are in a minoritized racial group?**
 - a. biological inferiority
 - b. intersectionality
 - c. a system that is rigged against you
 - d. ethnic diversity

3. **Critical Race Theory begins from the assumption that racism occurs in all interactions.**
 - a. True
 - b. False

4. **Human beings were not preoccupied with race until _____.**
 - a. the 12th century
 - b. the 14th century
 - c. the 16th century
 - d. the 18th century

5. **How do we stop Critical Race Theory before it turns us into something we have never been and shouldn't ever want to be?**
 - a. support the BLM movement
 - b. make sure schools are teaching it
 - c. embrace the outcomes of it
 - d. refuse to accept it.



QUIZ: ANSWER KEY

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