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learning that connects

## **Growing the Educurious Social Studies Collective:**

An Educator Consortium to Teach Hard History with Culturally  
Affirming Project-Based Learning



# Introductions

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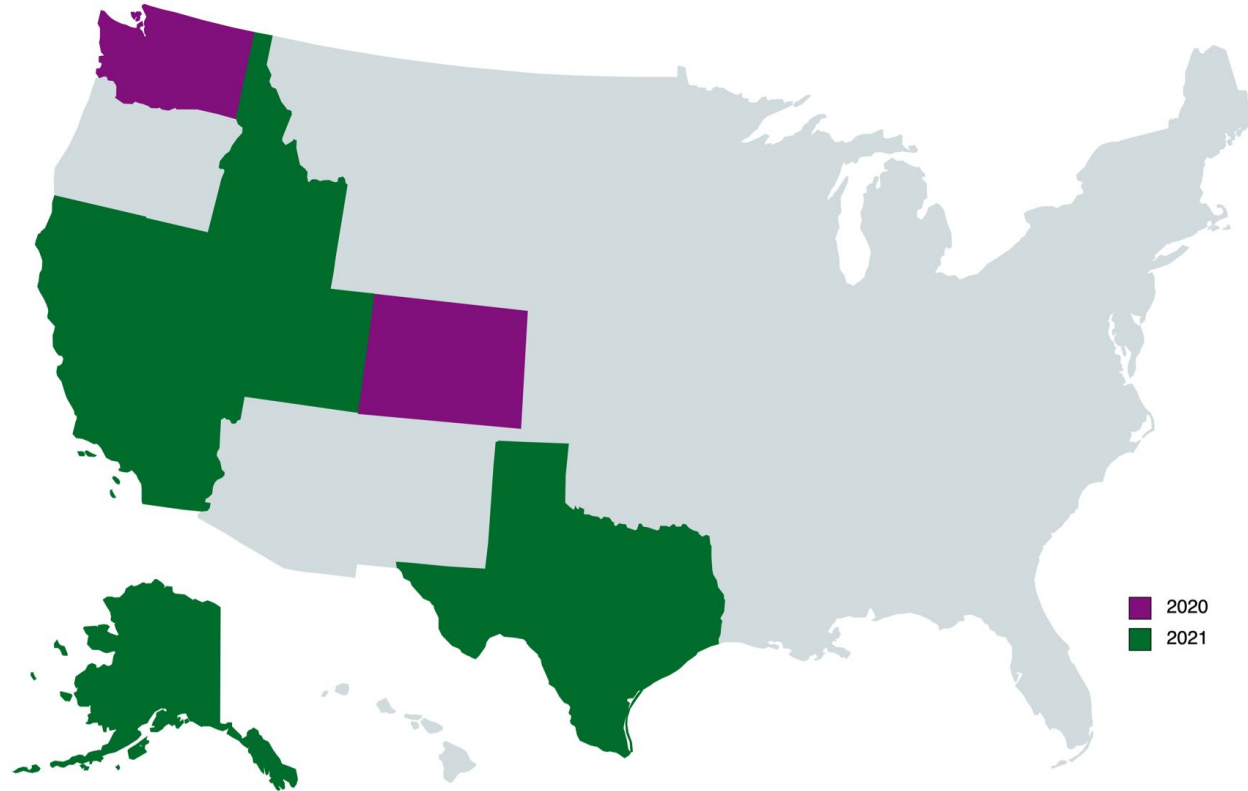
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# The Social Studies Collective



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# What is culturally affirming project-based learning?

## PBL Design Framework for Equity

**Mission:** We will hold ourselves accountable for ensuring the project-based curricula we provide and the instructional practices we teach are grounded in principles of equity so we are able to confront policies, practices, and norms in education that contribute to disproportionality and lead to American society's difficulties in confronting racism and other injustices in our history, schools, communities, and workplaces.

### Teachers support the project work by...

- leveraging and building on students' cultural & identity-related experiences related to project work

### Student products showcase...

### Teachers support the project work by...

- engaging students in cycles of feedback and reflection to monitor learning and project progress.

	Culminating Product Speaks to a local or global audience
<p>perspectives on</p> <p>and bias.</p> <p>, apply, and</p> <p>identities and lived</p>	<p><b>Student products showcase:</b></p> <ul style="list-style-type: none"> <li>understanding and application of disciplinary content knowledge.</li> <li>craftsmanship and creativity.</li> <li>connections to the world beyond the classroom.</li> <li>strengthened personal and civic responsibility, courage and empathy.</li> <li>challenges to systemic inequities and opportunities for transformational action.</li> <li>use of technologies in innovative ways.</li> </ul>

R S	to their lived experiences and knowledge.
P R O J E C T  D E S I G N	<p><b>PBL units launch by:</b></p> <ul style="list-style-type: none"> <li>sparking students' motivation creating a need to know in response to a compelling driving question.</li> <li>grounding academic work in authentic contexts that matter to learners.</li> </ul>



# Initial Social Studies Collective Units

## Voices of the Transatlantic Slave Trade

How can we better understand America's past and present by listening to often omitted and unheard voices from the slave trade?

### Module 1

How can we understand the story of the Atlantic slave trade?

### Module 2

How did people experience the system of slavery differently?

### Module 3

How can we understand the lasting effects of the transatlantic slave trade on America today?

**Final Product:** Students collaboratively create a podcast based on one person's historical experience of the transatlantic slave trade to start a conversation about the importance of Black history in America.



## Pursuit of a More Perfect Union

How can we use examples of activism from the past and present to recognize America's potential for living up to its democratic ideals?

### Module 2

How did activists advance the ideas of equality and justice promised in America's constitution?

### Module 1

What people, ideas, and events influenced the creation of the U.S. Constitution?

### Module 3

How can participatory journalism help America live up to its democratic ideals?

**Final Product:** Students create and share an original pamphlet that tells the story of people seeking justice and equal rights in America.



## Reporting on Reconstruction's Legacy

How can journalism challenge inequality and injustice?

### Module 1

What were the goals of Reconstruction?

### Module 2

How can journalism help us uncover the deeper truths of Reconstruction?

### Module 3

How can we report on Reconstruction's failures and advance its goals?

**Final Product:** Students research and write feature stories that explore the legacy of Reconstruction and propose solutions to the systemic problems that continue to divide America.





# Successes and Challenges

## **Successes:**

- Widespread positive feedback and support on social media.
- Participants were engaged and grateful for the resources and support (survey).
- Teachers across the nation excited about what's next.

## **Challenges:**

- Attrition from the initial number of registrants to actual participants.
- Most attrition was from Texas participants - our professional development coincided with timing of legislation to restrict curricular content



## Lessons learned

- Teachers reported they were very excited to teach the curriculum (survey).
- The materials and professional development can be adapted for a range of grade levels.
- Teachers are concerned about teaching this content in our current political context.



# Next Steps for The Collective

## **Open Educational Resources:**

- Curriculum
- PBL Design Framework

## **Expanding the Social Studies Collective:**

- 2021 - 2022 (w/ option to continue for 3 years)
- History of Asian American and Pacific Islanders in the U.S.
- Latinx history in the U.S.







# Q&A



If you are interested in learning more about the Social Studies Collective as it continues to grow, contact Blake [bkonrady@educurious.org](mailto:bkonrady@educurious.org).



## Discussion Questions:

- How are you supporting **teachers** as they take courageous steps towards anti-racist education in our current political context?
- How are you supporting **school leaders** as they take courageous steps towards anti-racist education in our current political context?