

ACTIVITY

Supporting Question 1: Defining Educational Justice

Overview

About This Activity

Students will consider the meaning of *educational justice* by reviewing documents and accounts of African American, Latinx, and Chinese American Bostonians' experiences in Boston schools in the 1960s. Students will then complete a Frayer model graphic organizer and write their own definitions of *educational justice*.

Supporting Question	How did African American, Latinx, and Chinese American Bostonians envision educational justice for their children in the 1960s and 1970s?
Formative Task	Students will write a working definition of <i>educational justice</i> , list its characteristics, and name examples and non-examples.
Featured Sources	<ul style="list-style-type: none"> • Reading: Vision for a New Quincy School in Chinatown • Reading: A Latina Mother Responds to Conditions at School • Reading: African American Parents Decry School Conditions • Reading: Student Protests at English High School • Reading: Report on the Exclusion of Latinx Children from Schools (High School) • Reading: Roxbury Parents Write to Mayor Collins (High School) • Handout: Defining <i>Educational Justice</i> <p>Find these materials in this Google Folder.</p>

Preparing to Teach

Notes to Teacher

1. A Note about Featured Sources and Chronology

The sources that students engage with for this supporting question have been curated to support students in the task of defining *educational justice*, and these have therefore been pulled from different times in the chronology of the history explored in this inquiry. Each source includes any context that students need in order to complete the formative task.

Starting with the second supporting question, students will look more closely at the chronology of this period of Boston's history.

2. A Note about Language

The term “Negro” is used in the primary source reading **Roxbury Parents Write to Mayor Collins**. While outdated and offensive today, this word was used by both white and Black Americans as a standard term for African Americans during the desegregation era. It is important to explain to students that this antiquated term is now considered offensive.

3. Adapting Activity 1 for High School

This supporting question's featured sources include two that are labeled for high school. The conceptual level and length of these texts is more appropriate for older students. If you wish to adapt the activity for high school, we recommend that you use one or more of the following texts in addition to (or in place of) the texts listed.

- **Reading: Report on the Exclusion of Latinx Children from Schools (High School)**
- **Reading: Roxbury Parents Write to Mayor Collins (High School)**

Activities

Activity 1: Read Documents in Expert Groups

Give each student one of the sources for this activity:

- **Reading: Vision for a New Quincy School in Chinatown**
- **Reading: A Latina Mother Responds to Conditions at School**
- **Reading: African American Parents Decry School Conditions**
- **Reading: Student Protests at English High School**

Explain to students that these sources provide evidence about how African American, Latinx, and Chinese American parents and students in Boston in the 1960s and early 1970s defined a just, fair, and equal education.

Ask students to read and annotate the source they have been given. As they read, they should highlight words and phrases as follows:

- Highlight (or circle) words or phrases that describe **education that is just, fair, and equal for all students**—*examples* of educational justice.
- Highlight *in a different color* (or underline) words or phrases that describe **education that is NOT just, fair, and equal for all students**—*non-examples* of educational justice. (If necessary, explain to students that a *non-example* is something that shows a lack of educational justice.)

Note that students will likely end up with a disproportionate number of examples or non-examples, depending on the source each student is working with. This is due to the nature and purpose of the documents themselves.

Give students a few minutes to share their annotations with a partner who has read and annotated the same source.

Activity 2: Use Evidence from Sources to Name Characteristics and Examples of Educational Justice

The class will now use a [Frayer model](#) graphic organizer to determine the meaning of *educational justice* and (for the formative task) create a definition for it.

But first, because students worked with different sources in the previous activity, begin by briefly summarizing each source. Ask for volunteers who worked with each of the sources to answer the following questions:

- What kind of source is it?
- Whose perspective does it represent?
- What does it say?

Then put students in groups so that each group includes at least one person who annotated each source in the previous activity. Pass out the **Defining Educational Justice** handout. In their groups, students will use details from the sources they analyzed to fill in the *Characteristics*, *Examples*, and *Non-examples* sections of the graphic organizer. For now, students should leave the *Definition* section blank. Remind students that even though they have their own copy of the handout, their graphic organizer should reflect input from all of their group members and the sources they analyzed.

Time permitting, you might wrap up the activity with a whole-group debrief in which volunteers share some of the characteristics, examples, and non-examples their groups discussed.

Formative Task

Define *Educational Justice*

Students will write their own definition of *educational justice* and add it to the *Definition* section of their **Defining Educational Justice** handout. They should base their definition on the characteristics, examples, and non-examples they already listed on the handout during Activity 2.