|  |  |
| --- | --- |
| Susy Remillard | [EXAMINATIONS OF STEREOTYPE AND BIAS SURROUNDING IMMIGRATION USING A BOOK GROUP MODEL](https://youtu.be/xLkFXs0FfwA)Susy Remillard 6th Grade ELA Teacher | Cape Cod Lighthouse Charter School Video URL: <https://youtu.be/xLkFXs0FfwA>  |
| *Immigration Book Groups focus on middle grade novels set primarily in the Middle East. Students belong to two different book groups in this curriculum. In the first group, students discuss a single title shared by all group members. For example, a group of four students would come together to discuss their work on The Breadwinner while a different group would convene to discuss The Red Pencil, etc. Following these discussions, the groups would be mixed so that everyone in the second group is reading a different title. Each group member in this second group becomes an expert on his or her novel. In this second group, using multiple text references, larger themes are discussed, such as conflict, stereotypes, and the push/pull factors that influence the difficult decisions many families make around immigration.* |

|  |
| --- |
| Learn more about this video and Susy’s culturally responsive teaching (CRT) journey: |
| **What are you proud of and excited to share from this video? Why do you think this is a strong example of culturally responsive teaching?** | *In this video, students are engaged with relevant content about the migrant experience, examining stereotypes, bias, conflict, and power using text-to-self connections. Students are engaging in discourse and sharing their learning in an equitable platform created within the virtual environment. Routines in this remote space allow all voices to be heard, and sharing is based on a mutual sense of purpose and safety. Boundaries exist, but trust allows for in-depth discussion of topics and embraces all opinions as students work together to share their ideas and reflections.* |
| **What does culturally responsive teaching and/or anti-racist teaching mean to you?** | *As an ELA teacher, the way into depth of understanding and empathy is through story. I have found that text-to-self connections made through novels really help students push back against oversimplified news narratives around immigration, and that lessons that provide clear structure in the process of discussing the novels give an opportunity for equality of voice and ideas. In a more general sense, listening, understanding power, breaking down stereotypes, and building empathy for the human journey all work to counter racism in our communities, and lessons can be structured intentionally to support these skills and ways of seeing the world.* |
| **Describe your journey to becoming a more culturally responsive, anti-racist educator. What has helped you grow your CRT practice?** | *As teachers, we all come to this profession to help build better human beings. What I have come to learn over the years by working with teachers from around the world is that people carry their history with them, and often there is trauma here, including historical imbalances in power and opportunity. It is not enough to teach our children to be kind and respectful because we value these traits in our society. We must also teach children in developmentally appropriate ways that many have suffered, that the playing field has not always been equal or just, but that we will all be stronger if we can see and acknowledge this and work together toward a nation of greater equality. Keeping in mind that we are shaping the next generation of citizens always inspires me to look for ways to grow by CRT practice.* |
| **What advice would you give to another educator who wants to develop their CRT skills?** | *Try not to be afraid. Often, I am exploring topics with students that are outside of my own history or experiences. I frequently make mistakes, but try to keep in mind that I am creating lessons that are intentionally built around authentic voices and knowledge from primary sources. I often see myself as a facilitator for respectful but difficult discussions and supported arguments, and that in doing this, I provide students with important content and practice in the skills of an engaged and open minded citizenry.* |
| **What are some of the most valuable resources you’ve come across to support your CRT learning journey?** | *I am involved with the First Book Empowering Educators Guidebook on Race and Racism. In this series, First Book presents background information and tools for Anti-Racist pedagogy that have definitely helped me to see and revise my lessons in powerful ways.* |