

# Critical Race Theory

August 19, 2021

**-what it is, what it isn't, and  
how a ban on "CRT" will impact  
the education system.**

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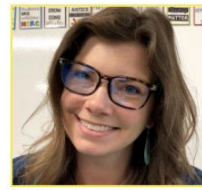
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Esq.



Dr. Janet Niethamer



Mrs. Brunette Richards

# Agenda

- What Critical Race Theory Is
- What Critical Race Theory Isn't
- What is Culturally Responsive Teaching?
- HB 1532
- Q&A



# About the Co-Author!

## Dr. Janet Niethamer - RAMP Director & Teacher Liaison

- 26 years teaching in a public school
- Masters Degrees
  - Special Education
  - Curriculum & Instruction
- Doctorate in Leadership & Administration
- Dissertation- Challenges and Opportunities in the Acquisition and Use of Multicultural Children's Literature
- Adjunct Faculty at Point Park University & CCAC
  - Human Diversity Issues in Education
  - College Reading and Study Skills
- University of Pittsburgh CUESEF Presenter
- University of Pittsburgh CUESEF Panelist

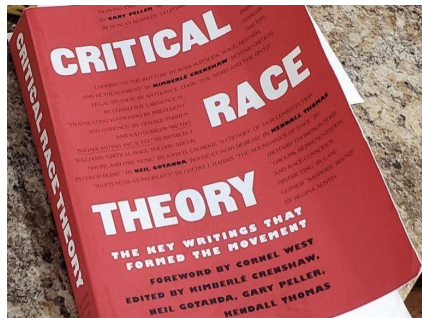
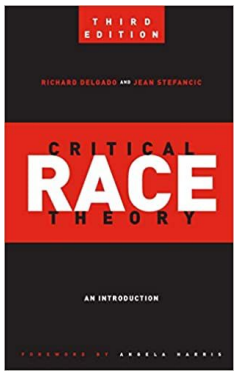
# About the Presenter/Co-Author!

## Dr. Épryl King - Founder and President of RAMP

- 20 years of teaching in public schools
- Masters Degree in Curriculum & Instruction
- Doctorate in Curriculum & Instruction
- Dissertation- Culturally Responsive Teaching
- Adjunct Faculty at Point Park University
  - *Culturally Responsive Teachers, Schools and Communities*
- Curriculum Developer for Gannon University
- *Culturally Responsive Pathways* (model for infusion of culturally responsive practices)
- PSEA Legislative Committee Member
- Eduplanet Online Module Creator
  - Culturally Responsive Pathways
- Justice Works Advisory Committee
- Jefferson Awards for Community Service
- IUP Young Alumni Achievers Award
- Pittsburgh's Fab 40
- Pittsburgh Pirate All Star Teacher
- PSEA Award for Human Rights
- Athena Award
- University of Pittsburgh CUESEF Presenter

# What Critical Race Theory

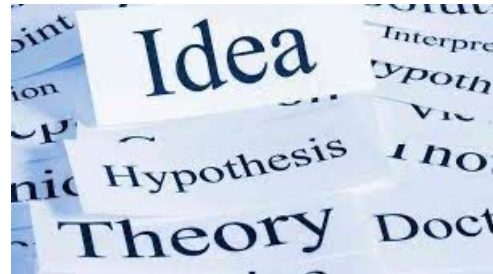
# IS



# Critical Race Theory?

# What is Theory?

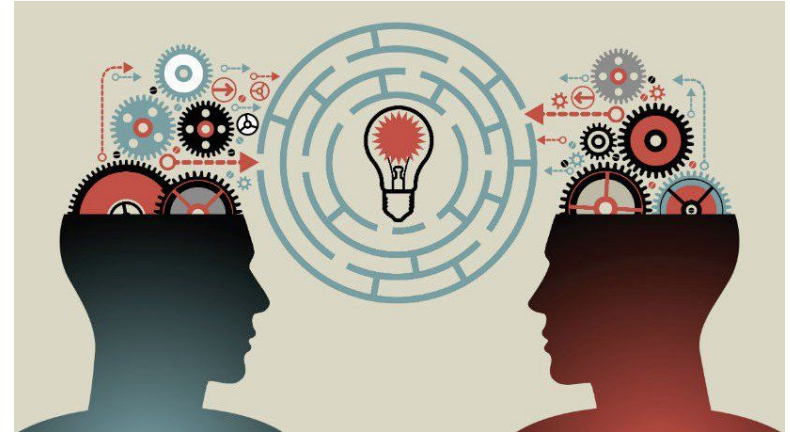
- a system of ideas intended to explain something
- a set of principles on which the practice of an activity is based
- an idea used to account for a situation or justify a course of action





# Types of Theories:

- Theory of General Relativity
- Positivism
- Functionalism
- Postmodernism
- Critical Theory



# Types of Theories: Educational

- Erikson's Psychosocial Developmental Theory
- Bowlby's Attachment Theory
- Bandura's Social Learning Theory
- Piaget's Cognitive Developmental Theory
- Vygotsky's Sociocultural Theory of Cognitive Development
- Bloom's Taxonomy
- Maslow's Hierarchy of Needs
- Kolb's Learning Cycle

**Critical Race Theory?**

## *Critical Theory:*

- Recognizes **different** but *valid* experiences of individuals and groups
- a philosophical approach to culture, and especially to literature, that seeks to confront the social, historical, and ideological forces and structures that produce and constrain it.

# What is Critical Race Theory?



**CRT** began in the field of legal study in the 1970s and grew in the 1980s and 1990s. It persists as a **field of inquiry** in the legal field and in other areas of scholarship.

CRT was a movement that initially **started at Harvard** under Professor Derrick Bell in the 1980s.

Critical race theory provides techniques to **analyze U.S. history and legal institutions** by acknowledging that racial problems do not go away when we leave them unaddressed.

# Originators and Scholars of CRT:

**Derrick Bell** – Harvard Law Professor

**Kimberlé Crenshaw** – Professor of Law @ Columbia and UCLA

**Richard Delgado** – Chair of Law, University of Alabama

**Jean Stefancic** – U. of Alabama, former Derrick Bell Scholar at U. of Pittsburgh

**Cheryl I. Harris** – UCLA Law Professor

**Patricia Williams** – Distinguished Professor of Law & Humanities, Northeastern U

**Gloria Ladson-Billings** – fmr Kellner Family Distinguished Professor of Urban Education, Dept. of Curriculum and Instruction, University of Wisconsin

**Tara Yosso** – University of California, Riverside, Graduate School of Education

**What do *they* say  
about CRT?**



# Richard Delgado & Jean Stefancic

“The critical race theory (CRT) movement is a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power...

Unlike traditional civil rights, which embraces incrementalism and step-by-step progress, critical race theory questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law.”

^ That is not taught in  
K-12 public schools!

# Kimberlé Crenshaw

“Critical race theory is not one coherent school of thought. It’s simply an effort to confront our history of race and racism and to give us a capacity to think about what its implications are today”

“The ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities.”

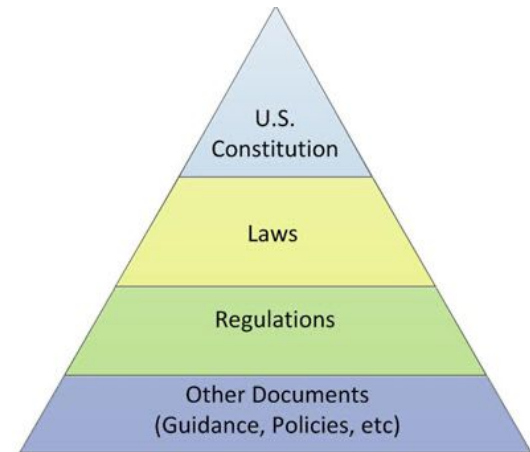
^ That is not taught in K-12 public schools!

## CRT Simplified:

**CRT** was developed by law scholars and is used as **a way of examining legal decisions and policies and how those laws and policies impact people of color.**

The Indian Removal Act of 1830  
Code of Indian Offenses 1800s  
Fugitive Slave Act of 1850  
Foreign Miners Tax 1850  
"Greaser" Act of 1855  
The Black Codes 1860s  
Anti-"Coolie" Act a.k.a. "An act to protect free white labor against competition with Chinese coolie labor, and to discourage the immigration of the Chinese into the State of California" (1862)  
Convict Lease System (1883-1910)  
Page Act of 1875  
Residential School Systems - Indian Schools (1879-1900s)  
Chinese Exclusion Act of 1882  
Dawes General Allotment Act of 1887  
Scott Act 1888

## United States Laws and Policies that were Racist



**More  
United States Laws and  
Policies that were/are  
Racist or Sexist**

Bennett Law of 1889

Geary Act of 1892

Plessy v. Ferguson (1896)

Jim Crow Laws (1876-1965)

The Day Law (1904)

Gentlemen's Agreement of 1907

Indian Citizenship Act of 1924

Mexican Repatriation (1929-1939)

Indian Termination Policy

Japanese-American Internment of 1942  
(Executive Order 9066)

Operation "Wetback" of 1954

Lynching as Unwritten Law (1882-1968)

Anti-Miscegenation Laws (Inter-racial  
Marriage Laws)

Literacy Tests for Voting (1850s-1960s)

Poll Taxes

Women's Right to Vote (Women's Suffrage)

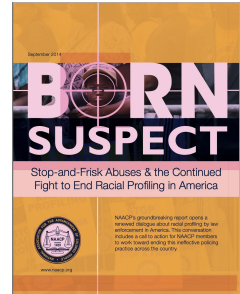
Marriage Equality (CURRENT ISSUE)

# More Laws and Policies - But More Recently:



**Voter Restriction Laws** – 17 were passed just this year and disproportionately affect people of color and people from lower-income backgrounds

**New York City's Stop and Frisk Practices** (not all stop and frisk practices) – Ruled unconstitutional – singled out black and hispanic men ([factcheck.org](https://www.factcheck.org))  
See also “[Born Suspect](https://www.naacp.org)” from naacp.org.



**Critical Race Theory Bans** – actual bill language limits whose perspective can be included in public institutions curriculum AND practices – *even though* CRT is not taught in schools.

# Why are People Upset and Want to Ban It?

They are saying:

It's racist.

It teaches kids to  
hate white people.

It's socialism.

It includes  
EVERYONE.

It makes white  
people feel  
ashamed.

It's communism.

I n d o c t r i n a t i o n .

It's a Marxist  
concept.

It rehashes history  
over and over  
again.

# Why are People Upset and Want to Ban It?



Texas Public Policy Foundation @TPPF · 22h

Are you wondering if Critical Race Theory is being taught in your child's school? Stay on the lookout for some of CRT's less "buzzworthy" names and language 📌 #BanCRT

## *How to identify* **CRITICAL RACE THEORY** **IN THE CLASSROOM**

1. CRT - critical race theory or culturally responsive teaching
2. Equity, diversity, and inclusion
3. Cultural/ multi-cultural competence
4. Implicit/ unconscious/ internalized bias
5. Social justice or restorative justice
6. Systemic/ structural/ institutional racism or oppression
7. Micro-aggressions
8. Anti-racism
9. White privilege/ fragility/ supremacy/ culture/ prejudice
10. CQ - like IQ but cultural intelligence
11. Colonialism/ neo-colonialism/ colonizer/ decolonialism
12. Power structures or racial hierarchies
13. Normative
14. Disparate outcomes or inequity
15. Identity
16. Ally or ally-ship
17. Afrocentric/ Eurocentric
18. Social constructs
19. Black lives matter
20. Reparation/ liberation
21. Ethnocentricity

These are things that some people believe are CRT and want to ban from our schools.



*How to identify*

# **CRITICAL RACE THEORY IN THE CLASSROOM**

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## Why Americans are so divided over teaching critical race theory

Jun 24, 2021 8:25 PM EDT

Transcript Audio

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NEWS YOU CAN TRUST



By Anna Nawaz



Critical race theory, or CRT — often a graduate-level framework examining how the legacy of slavery and segregation in America is embedded in its legal systems and policies — has become the source

foxnews.com

NEA NATIONAL EDUCATION ASSOCIATION

MANDATORY INDOCTRINATION IN EVERY CLASSROOM

TUCKER CARLSON TONIGHT

PRICE DROP HOT HOT HOT

Forever Redwood

**Tucker: Not only are these people crazed ideologues, they're stupid**

Tucker Carlson Tonight host says the United States is a great country filled with decent people

You can now listen to Fox News articles!

The Fourth of July is still a day worth celebrating. Despite what you may read, day in and day out, this is still a great country. Where are you going to go that's better? Nowhere. America is still full of happy, decent, independent-minded people. The attitudes of our leaders may have changed dramatically in recent years, but the virtues of our population really have not changed. That's the good news. The bad news is, the people in charge are

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CONSIDER THIS FROM NPR

## How Critical Race Theory Went From Harvard Law To Fox News

July 6, 2021 5:03 PM ET

14-Minute Listen

Rep. Marjorie Taylor Greene, R-Ga., speaks at a news conference about banning federal funding for the teaching of critical race theory

Michael Bruchstein/Sipa USA via Reuters Corbis

90.5 WESA

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# What Critical Race Theory **ISN'T!**

It is not a curriculum.

It is not being taught in K-12 schools.

It is not against equality of opportunity.

# What Critical Race Theory ISN'T!



in·doc·tri·na·tion

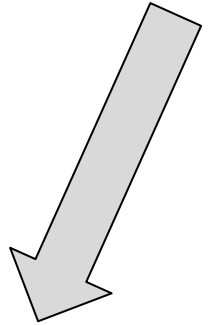
/in ,däkrə 'näSHən/



Learn to pronounce

*noun*

the process of teaching a person or group to accept a set of beliefs uncritically.



# What Critical Race Theory **ISN'T!**

It is **not against equality of opportunity.**  
It facilitates equality of opportunity.

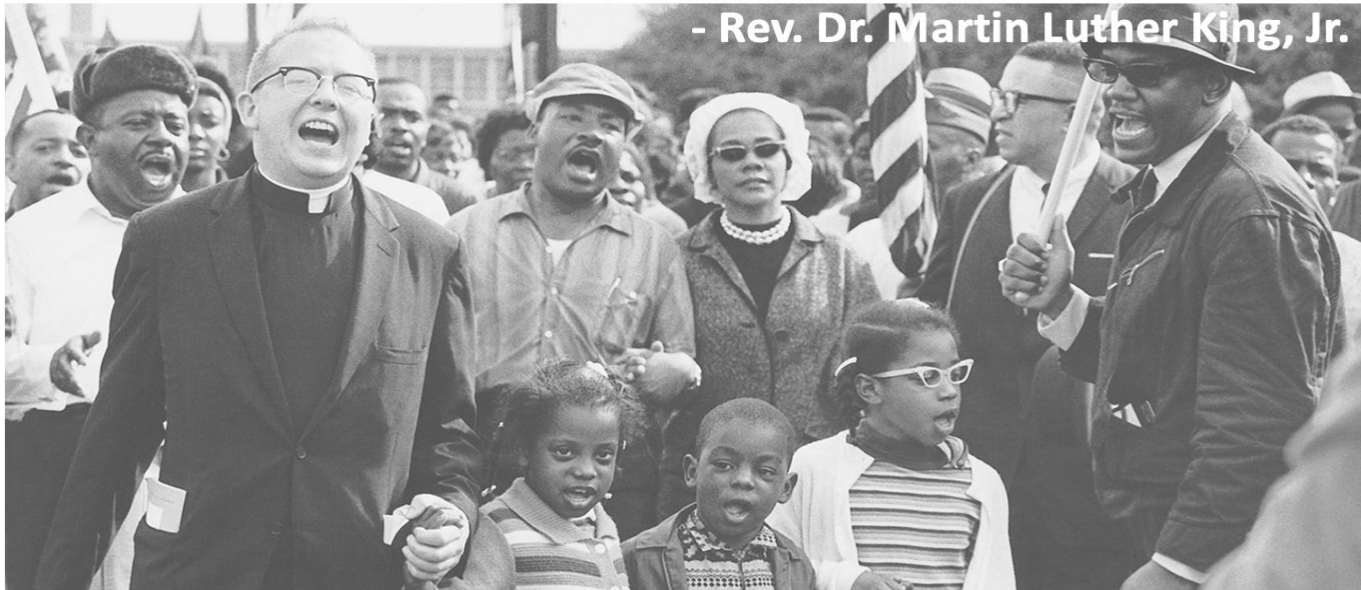
It's **not anti-American**  
Its pro-Americans.

It is not a way to teach people to *hate* America. It combats hate.

It is **not racist;**  
CRT **investigates racism** (past, present) in our laws and policies

It is not a curriculum. It is **not being taught in K-12 schools.**

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”



# What Critical Race Theory ISN'T!

“As a philosopher of race and racism, I can safely say that **critical race theory does not assert the following:**

- (1) One race or sex is inherently superior to another race or sex;*
- (2) An individual, by virtue of the individual's race or sex, is inherently privileged, racist, sexist, or oppressive, whether consciously or subconsciously;*
- (3) An individual should be discriminated against or receive adverse treatment because of the individual's race or sex;*



**David Miguel Gray**

Assistant Professor of Philosophy,  
Affiliate, Institute for Intelligent  
Systems, University of Memphis

# What Critical Race Theory ISN'T!

...

*(4) An individual's moral character is determined by the individual's race or sex;*

*(5) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by other members of the same race or sex;*

*(6) An individual should feel discomfort, guilt, anguish, or another form of psychological distress solely because of the individual's race or sex.”*



**David Miguel Gray**

Assistant Professor of Philosophy,  
Affiliate, Institute for Intelligent  
Systems, University of Memphis





**How does this relate  
to K-12 education and curriculum?**

CRT isnt K-12 curric.



**Culturally Responsive Teaching**

**is what we do!**

# What is Culturally Relevant Teaching?

## Culturally Responsive Teaching

- “A pedagogy that **empowers students** intellectually, socially, emotionally and politically by **using cultural referents** to impart knowledge, skills and attitudes” (Ladson-Billings, 2009, p. 20).

## Gay’s (2000) five components:

- developing a knowledge base about **cultural diversity**
- **including ethnic and cultural diversity** content in the curriculum
- demonstrating caring and building learning communities
- communicating with ethnically diverse students
- responding to ethnic diversity in the delivery of instruction

# What is Culturally Relevant Teaching? Multicultural Teaching?

## Culturally Responsive Teaching



# Examples of Culturally Responsive Teaching

## Teaching the Historical Struggle



### Teaching of the Historical Struggle

Slavery and Emancipation

Civil War

Civil/Equal Rights Movement

Discrimination Policies/Laws

Education/Job/Income Equity

### Social Studies:

When teaching a lesson on the Declaration of Independence or the U.S. Constitution include references to the Emancipation Proclamation. Have students evaluate the Constitution's impact on non-whites and why the Emancipation Proclamation was necessary.

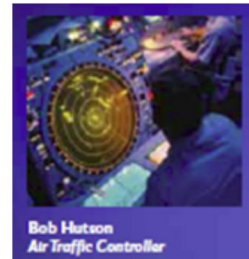
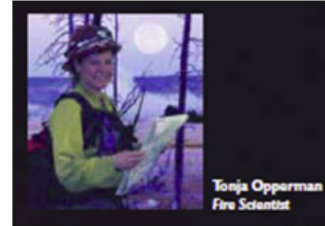
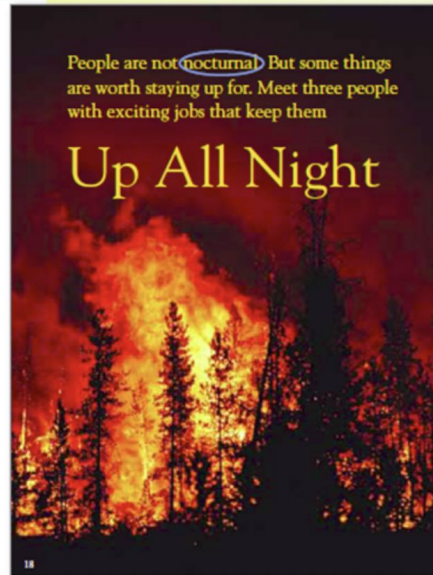
Then have students evaluate whether *all* Americans have achieved "equal rights" and what kinds of laws need enforced or changed in order for all Americans to achieve equal rights.

# Examples of Culturally Responsive Teaching

## Equity Monitoring

## District-Selected Reading Program Material

<i>Equity Monitoring</i>
Access to Resources
Discipline
Questioning Practices
Relationship-Building
Representation Among Staff



When there is no non-white representation in textbooks....



# Examples of Culturally Responsive Teaching

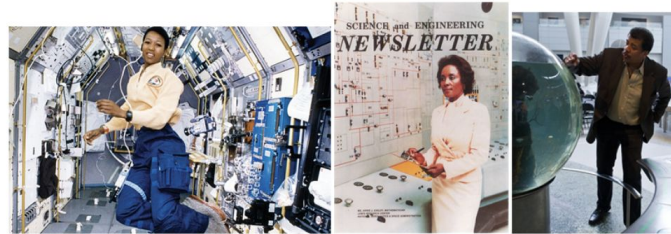
## Equity Monitoring

<i>Equity Monitoring</i>
Access to Resources
Discipline
Questioning Practices
Relationship-Building
Representation Among Staff

...supplement so that the unintended consequence of students feeling excluded does not happen.

## Supplement with African-American Photos

Scientists at Work



# Examples of Culturally Responsive Teaching

## Family and Community Engagement

<i>Family and Community Engagement</i>
Communication of Expectations
Opportunities for Parental Inclusion in Learning
School/Parent Partnership
Parent Organizations
Providing Resources and Workshops

### Parents can be invited into the classroom to

- share about their careers.
- share about their culture.
- be guest readers.
- be a part of their child's projects.
- view children's presentations.



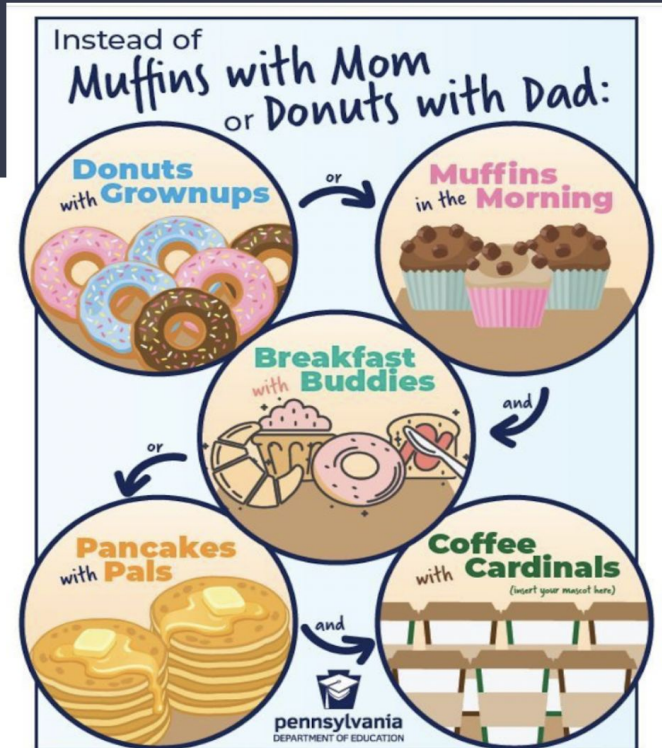


# Examples of Culturally Responsive Teaching

## Family and Community Engagement

Family and Community Engagement
Communication of Expectations
Opportunities for Parental Inclusion in Learning
School/Parent Partnership
Parent Organizations
Providing Resources and Workshops

Be inclusive!



# Examples of Culturally Responsive Teaching

## Teaching Cultural Figures

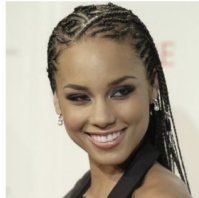
### Teaching of Cultural Figures

Historical and Influential Figures

Inventors, Authors, Scientists, Mathematicians  
Famous Firsts

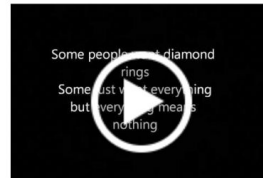
Sports and Entertainment Figures

Across Content Areas



### Music:

While teaching about Johann Strauss and the time signature he is known for ( $\frac{3}{4}$  time), make a comparison to a modern day entertainer who also used the time signature such as Alicia Keys' *If I Ain't Got You*.



### IF I AIN'T GOT YOU

Words and Music by ALICIA KEYS

Moderately slow, in 3/4

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The image shows the musical score for the song "If I Ain't Got You" by Alicia Keys. It is written in 3/4 time and includes piano and bass line notation. The score is divided into four systems, each with a key signature change indicated by a red arrow and a chord symbol (Cmaj7, Bm7, F#m7, Cmaj7, F#m7, Bm7). The tempo is marked "Moderately slow, in 3/4".

# Examples of Culturally Responsive Teaching

## Teaching Cultural Figures

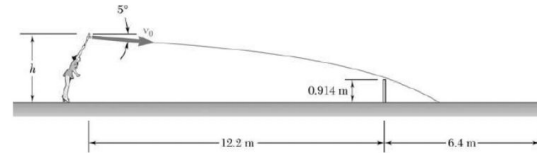
Teaching of Cultural Figures
Historical and Influential Figures
Inventors, Authors, Scientists, Mathematicians
Famous Firsts
<b>Sports and Entertainment Figures</b>
Across Content Areas

Figures

One of the fastest serve speeds was served by Serena Williams at 122 miles per hour!

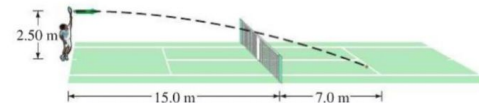


**Problem 1:** A tennis player serves the ball at a height  $h = 2.5$  m with an initial velocity of  $v_0$  at an angle of  $5^\circ$  with the horizontal. Determine the range for  $v_0$  for which the ball will land in the service area that extends to 6.4 m beyond the net.



A tennis player serves the ball horizontally.

- What minimum speed is required for the ball to clear the 0.9 m high net that is 15 m from the server? The server strikes the ball horizontally at a height of 2.5 m. (4 marks)
- How far does the ball travel in the horizontal direction before it hits the ground? Will the ball land "in", i.e. within the 7 m zone after the net? (1 mark)
- How long is the ball in the air? (2 marks)
- What is the maximum speed that the server can hit the ball horizontally and still have the ball land "in", i.e. right at the 7 m line after the net? (3 marks)



# Examples of Culturally Responsive Teaching

## Teaching Cultural Figures



Teaching of Cultural Figures
Historical and Influential Figures
Inventors, Authors, Scientists, Mathematicians
Famous Firsts
Sports and Entertainment Figures
Across Content Areas

### Math:

Marian Anderson was the first African American soloists to sing at New York's Metropolitan Opera. A group of adults and students bought tickets for the performance.

- Each ticket costs \$4.65.
- The total cost of the tickets for the group is \$93.00.
- There are exactly 3 adults in the group.

What is the number of students in the group?

- A. 17
- B. 20
- C. 23
- D. 31



# Examples of Culturally Responsive Teaching

## Teaching Cultural Figures

<i>Teaching of Cultural Figures</i>
Historical and Influential Figures
Inventors, Authors, Scientists, Mathematicians
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### Verbal Reference:

Maya Angelou was a well known author and poet. According to Thoughtco.com, Maya Angelou published 36 books during her lifetime.



### Math lesson on arrays:

Using rectangles to represent each book, can you organize her books into an array?

### Math lesson on elapsed time:

If she started writing a poem at 6:00 pm and ended at 9:00 pm, how many hours did it take to write the poem?

# Examples of Culturally Responsive Teaching

## Environmental Inclusion

### Environmental Inclusion

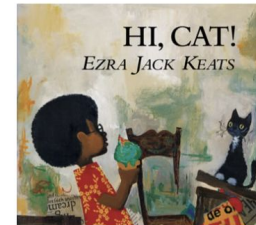
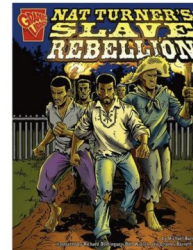
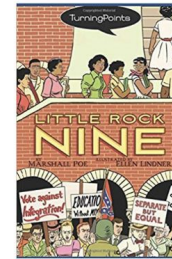
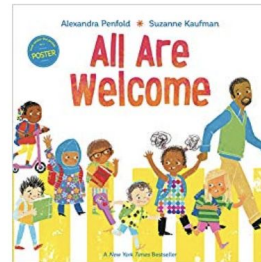
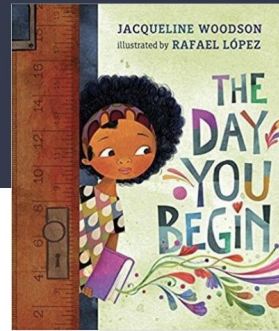
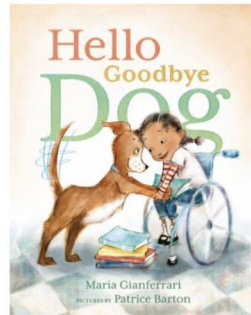
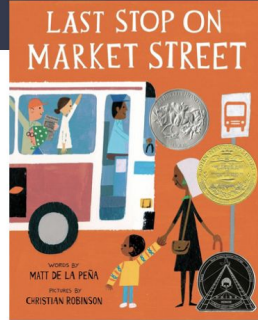
Pictures in Room/School

Bulletin Boards

Pictures in Presentations

Authentic Representative Literature

Connections to Home Environment



# Examples of Culturally Responsive Teaching

## Environmental Inclusion

<i>Environmental Inclusion</i>
Pictures in Room/School
Bulletin Boards
Pictures in Presentations
Authentic Representative Literature
Connections to Home Environment

### REAL WORLD PROBLEM SOLVING



Imagine Col. Guion Bluford went to space. For each day in space, he had 3 packets of food per day. The expression  $3p$  represents the amount of packets used per day. Complete the table for the given number of days in space.

Number of Days in Space	Number of Food Packets Eaten
1	$3p$
15	
40	
60	

Substitute each number of days for  $s$

$$3 \times 15 = 45$$

$$3 \times 40 = 120$$

$$3 \times 60 = 180$$

**Because of the language in HB 1532, a ban would stifle ...**

- **History classes**
- **Multicultural Teaching**
- **Culturally Relevant Teaching**



# Where is HB 1532 Now?



The screenshot shows the Pennsylvania General Assembly website. At the top, there are navigation tabs for 'general assembly', 'senate', 'house', 'session info', 'legislation', 'statutes', and 'login'. Below this is a search bar with 'Legislation Quick Search' and 'Advanced Search' options. The main heading is 'Bill Information' for 'Regular Session 2021-2022 House Bill 1532'. There are buttons for 'Text', 'History', and 'Votes'. A 'Short Title' section contains the text: 'An Act providing for restrictions on racist and sexist concepts, for contracts, for penalty and for private cause of action.' At the bottom, it lists the 'Prime Sponsor: Representative DIAMOND' and a 'Subscribe for updates' button.

## UPDATE ON BILL MOVEMENT

<https://www.legis.state.pa.us/cfdocs/billInfo/BillInfo.cfm?year=2021&ind=0&body=H&type=B&bn=1532>

## HOW TO READ A LEGISLATIVE BILL

[https://www.legis.state.pa.us/cfdocs/billinfo/how\\_to\\_read.pdf?t=20190326](https://www.legis.state.pa.us/cfdocs/billinfo/how_to_read.pdf?t=20190326)

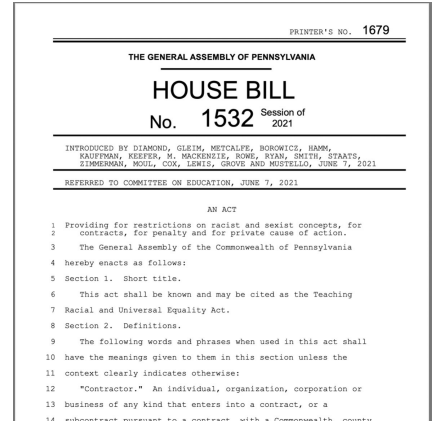
### EXPLANATION TO FACILITATE READING OF LEGISLATIVE BILLS

[Light face brackets] are used only in bills amending an existing law. They indicate that anything enclosed thereby appears in the existing law, but that it is proposed to omit it from the law as amended. The brackets and anything enclosed by them are carried along into the pamphlet law version of the bill, if the bill is finally enacted; thus, the reader of the pamphlet law can tell the exact date that the bracketed material was removed from Pennsylvania law. All bracketed language is **shaded** so the reader knows that the language has been marked to be removed from law.

Underscoring is used only in bills amending an existing law. It indicates that the underscored matter does not appear in the existing law, but that it is proposed to insert it in the law as amended. The underscored matter will be carried into the law if the bill is finally enacted.

Ellipses (\*\*\*) are used only in bills amending an existing law. They indicate omitted law which is not proposed to be changed in the bill.

[Dark] face brackets are used only in bills that have been amended, either in committee or on the floor of either House. They indicate brackets inserted by such amendment and have the



The image shows a printed document titled 'THE GENERAL ASSEMBLY OF PENNSYLVANIA HOUSE BILL No. 1532 Session of 2021'. It includes the printer's number '1679'. The text states it was introduced by Diamond, Gleim, Metcalfe, Bormicek, Hamm, Kaufman, Keefer, M. MacKenzie, Rowe, Ryan, Smith, Staats, Zimmerman, Witt, Cow, Leibel, Grove and Rustello on June 7, 2021, and referred to the Committee on Education. The bill is an act providing for restrictions on racist and sexist concepts, for contracts, for penalty and for private cause of action. It contains sections for short title, definitions, and the act's purpose.

## READ THE ACTUAL BILL LANGUAGE

<https://www.legis.state.pa.us/CFDOCS/Legis/PN/Public/btCheck.cfm?txtType=PDF&sessYr=2021&sessInd=0&billBody=H&billType=B&billNbr=1532&pn=1679>

# Pennsylvania: Teaching Racial and Universal Equality Act

(not yet voted into law)

PRINTER'S NO. 1679

THE GENERAL ASSEMBLY OF PENNSYLVANIA

## HOUSE BILL

No. 1532 Session of  
2021

INTRODUCED BY DIAMOND, GLEIM, METCALFE, BOROWICZ, HAMM,  
KAUFFMAN, KEEFER, M. MACKENZIE, ROWE, RYAN, SMITH, STAATS,  
ZIMMERMAN, MOUL, COX, LEWIS, GROVE AND MUSTELLO, JUNE 7, 2021

REFERRED TO COMMITTEE ON EDUCATION, JUNE 7, 2021

AN ACT

1 Providing for restrictions on racist and sexist concepts, for  
2 contracts, for penalty and for private cause of action.

**Pennsylvania HB 1532: Teaching Racial and Universal Equality Act**  
([not yet voted into law](#))

"Contractor." An individual, organization, corporation or business of any kind that enters into a contract, or a subcontract pursuant to a contract, with a Commonwealth, county or municipal agency, public school district entity or public postsecondary educational institution.

**"Racist or sexist concept." Any of the following concepts:**

- (1) One race or sex is inherently superior to another race or sex.
- (2) An individual, by virtue of race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

- (3) An individual should be discriminated against or receive adverse treatment due to the individual's race or sex.
- (4) An individual should receive favorable treatment due to the individual's race or sex.
- (5) An individual or institution cannot or should not treat individuals without regard to race or sex.
- (6) An individual's moral character is determined by the individual's race or sex.
- (7) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by members of the individual's race or sex.

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

(8) Meritocracy or merit-based systems are either racist or sexist.

(9) The United States of America or the Commonwealth of Pennsylvania is fundamentally racist or sexist.

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

(a) General rule.--No communication by a Commonwealth, county or municipal agency, school district or public postsecondary institution, or an official representative, shall adopt, express or promote any racist or sexist concept.

## Pennsylvania: Teaching Racial and Universal Equality Act

(not yet voted into law)

The following shall apply: (1) **No instructor, teacher or professor** at a public school district or public postsecondary institution **shall: (i) teach,** advocate or encourage the adoption of **a racist or sexist concept** while instructing students; or (ii) penalize or treat adversely a student who refuses to adopt or **express any racist or sexist concept.**

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

(b) Noncompliance.--In the event of a contractor's noncompliance with the requirements of this section, or with any rules, regulations or policies that may be promulgated in accordance with this section, the contract may be canceled, terminated or suspended, in whole or in part, and the contractor may be declared ineligible for further government contracts.

(c) Contract requirement.--A contractor shall include the provisions of this section in each subcontract, so that the provisions shall be binding upon each subcontractor.

### **Section 6. Enforcement.**

(a) Investigations.--The Attorney General shall investigate any complaint by a resident of this Commonwealth that a Commonwealth, county or municipal agency, school district entity or public postsecondary institution has violated a provision of this act.



# Pennsylvania: Teaching Racial and Universal Equality Act

([not yet voted into law](#))

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

## 3rd Grade

### Standard - 8.2.3.D

Identify and describe how **conflict** and cooperation among groups and organizations have impacted the history and development of Pennsylvania.

- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability



## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

### 6th Grade Standard

- **Standard - 8.2.6.A**
- Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.



# Pennsylvania: Teaching Racial and Universal Equality Act

([not yet voted into law](#))

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

## 6th Grade Standard

- **Standard - 8.2.6.D**
- Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
  - Ethnicity and race
  - Working conditions
  - Immigration
  - Military conflict
  - Economic stability



## Pennsylvania: Teaching Racial and Universal Equality Act

(not yet voted into law)

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

### 12th Grade Standard

- **Standard - 8.1.12.C**
- Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)



# Pennsylvania: Teaching Racial and Universal Equality Act

(not yet voted into law)

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

## 8th Grade Standards

- **Standard - 8.1.8.B**
- Compare and contrast a historical event, using multiple points of view from primary and secondary sources.



## Pennsylvania: Teaching Racial and Universal Equality Act ([not yet voted into law](#))

Examples of PA State Standards which will no longer be able to be taught because they address events which pertain to racial or sexist concepts:

### 2nd Grade Standards



- **Standard - 8.2.2.A**
  - Identify historical figures in the local community.
- **Standard - 8.2.2.D**
  - Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
- **Standard - 8.3.2.A**
  - Identify groups and organizations and their contributions to the United States.

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

- (2) No public school district or public postsecondary institution shall:
- (i) host, pay or provide a venue for a speaker who espouses, advocates or promotes any racist or sexist concept; or
  - (ii) **require a student to read, view or listen to a book, article, video presentation, digital presentation or other learning material** that espouses, advocates or promotes a racist or sexist concept.

**Pennsylvania: Teaching Racial and Universal Equality Act**  
([not yet voted into law](#))

Section 5. Requirements for public contractors.

(a) General rule.--A contract entered into by a Commonwealth, county or municipal agency, school district or public postsecondary educational institution with a contractor after the effective date of this section shall include the following provision:

During the performance of this contract, the contractor shall not engage in workplace training that teaches or encourages the contractor's employees to engage in any form of the following racist or sexist concepts:



## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

- (1) One race or sex is inherently superior to another race or sex.
- (2) An individual, by virtue of the individual's race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously.
- (3) An individual should be discriminated against or receive adverse treatment due to the individual's race or sex.
- (4) An individual should receive favorable treatment due to the individual's race or sex.

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

- (5) An individual or institution cannot or should not treat individuals without regard to race or sex.
- (6) An individual's moral character is determined by the individual's race or sex.
- (7) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by members of the individual's race or sex.
- (8) Meritocracy or merit-based systems are either racist or sexist

## **Pennsylvania: Teaching Racial and Universal Equality Act**

(not yet voted into law)

(b) Noncompliance.--In the event of a contractor's noncompliance with the requirements of this section, or with any rules, regulations or policies that may be promulgated in accordance with this section, the contract may be canceled, terminated or suspended, in whole or in part, and the contractor may be declared ineligible for further government contracts.

(c) Contract requirement.--A contractor shall include the provisions of this section in each subcontract, so that the provisions shall be binding upon each subcontractor.

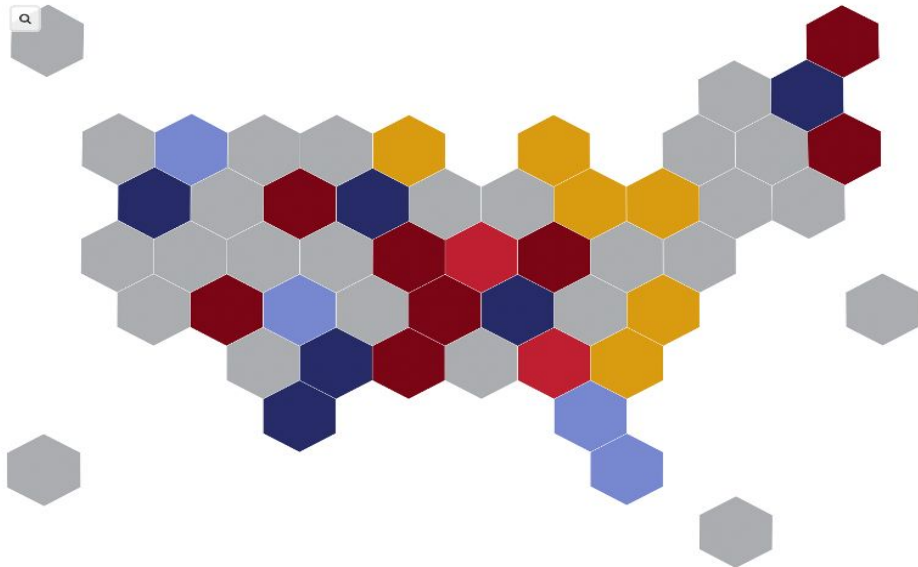
### **Section 6. Enforcement.**

(a) Investigations.--The Attorney General shall investigate any complaint by a resident of this Commonwealth that a Commonwealth, county or municipal agency, school district entity or public postsecondary institution has violated a provision of this act.

# States with Proposed or Active Bans on Critical Race Theory

Map: Where Critical Race Theory Is Under Attack

- Bill has been pre-filed for next legislative session
- No state-level action or bill introduced
- Bill has been withdrawn or stalled indefinitely or legislative session has ended with no further action on the measure
- Other state-level action
- Bill has been signed into law
- Bill has been proposed or is moving through state legislature



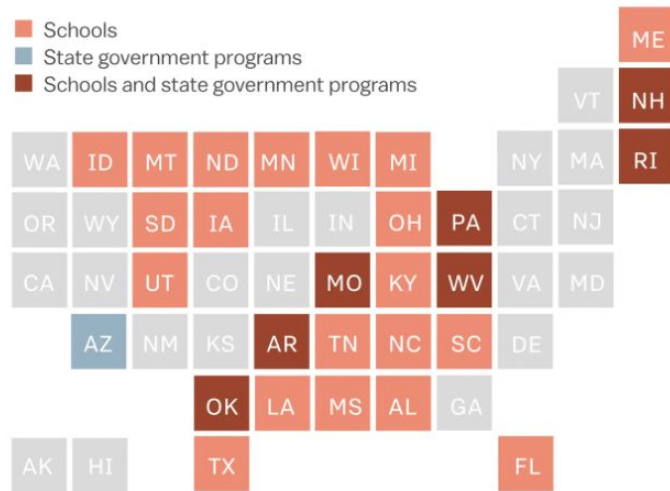
## Education Week

<https://www.edweek.org/policy-politics/map-where-critical-race-theory-is-under-attack/2021/06>

# States with Proposed Legislative Bans on CRT

## States that have proposed legislative bans on anti-racist teachings and trainings

Updated as of June 16, 2021



Some states that aren't noted, like Georgia, have pushed bans via their respective school boards.

Source: The African American Policy Forum; Vox analysis

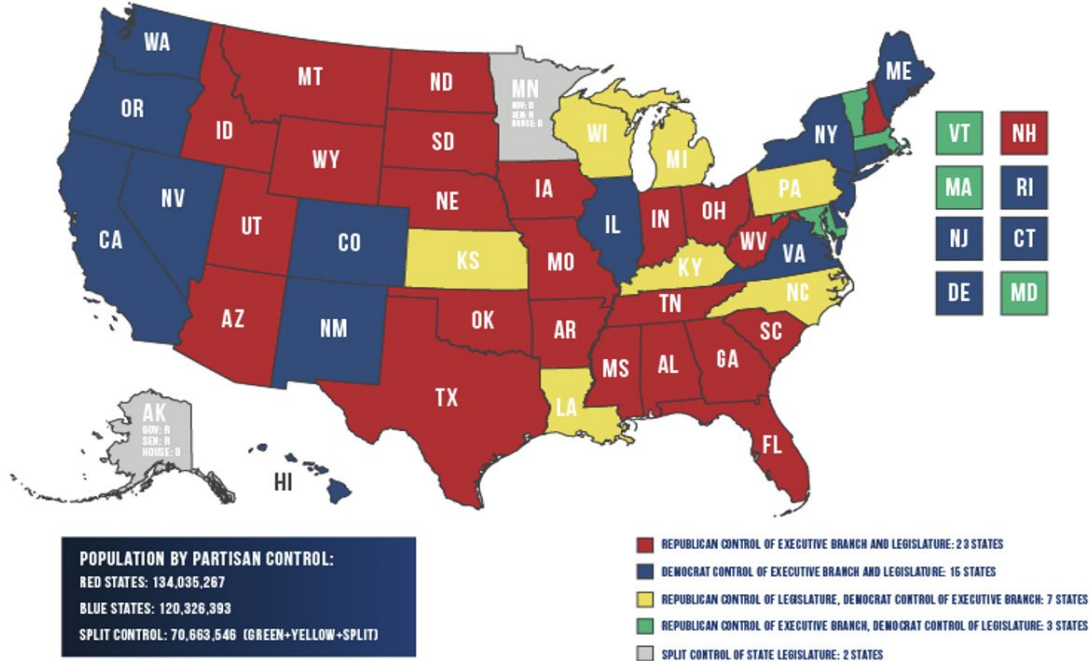


# 2021 Map: Republicans to Have Full Control of 23 States, Democrats 15

<https://www.ATR.org/map?amp>

AMERICANS  
for  
TAX REFORM

## 2021 REPUBLICAN AND DEMOCRAT CONTROL IN THE STATES



# What can we do?

- **District Level**
  - Email school board members
  - Rally community members to attend board meetings
- **State Level**
  - Write congressperson
    - Representative Brandon Markosek
    - Senator Jim Brewster
  - Contact the Pennsylvania Department of Education
    - Secretary of Education, Noe Ortega
  - Contact State Governor Tom Wolf

## House Bill 1532:

### Teaching Racial and Universal Equality Act

“The following shall apply: (1) **No instructor, teacher**

**or professor** at a public school district or public

postsecondary institution **shall: (i) teach,** advocate or

encourage the adoption of **a racist or sexist**

**concept** while instructing students; or (ii) penalize or treat adversely a student who refuses to adopt or **express any racist or sexist concept.**”

**Teachers may not teach about historical or current events or concepts which are rooted in any of the following according to HB 1532**

“Racist or sexist **concept.**” Any of the following concepts: (1) One race or sex is inherently superior to another race or sex. (2) An individual, by virtue of race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously. (3) An individual should be discriminated against or receive adverse treatment due to the individual's race or sex. (4) An individual should receive favorable treatment due to the individual's race or sex. (5) An individual or institution cannot or should not treat individuals without regard to race or sex. (6) An individual's moral character is determined by the individual's race or sex. (7) An individual, by virtue of the individual's race or sex, bears responsibility for actions committed in the past by members of the individual's race or sex. (8) Meritocracy or merit-based systems are either racist or sexist. (9) The United States of America or the Commonwealth of Pennsylvania is fundamentally racist or sexist.“

# Education for All Students!

## Stop House Bill 1532!

### Who to contact:

- **District Level**
  - Email school board members
  - Attend board meetings & advocate for D, E, I
- **State Level**
  - Contact your local representatives.
    - Rep. Brandon Markosek, 412-856-8284
    - Senator Jim Brewster, 412-380-2242
  - Call Rep. Diamond, author of HB 1532, 717-787-2686
  - Call Rep. Sonney, Majority Chairman, 717-783-9087
  - Call Rep. Longietti, Minority Chairman, 717-772-4035
  - Call the PA Dept. of Education, 717-783-6788
  - Call Governor Wolf, 717-787-2500
  - Tweet Governor Wolf, @GovernorTomWolf
  - Tweet Noe Ortega, Secretary of Ed, @PDESecretary



# Examples of PA State Standards Affected

(There are many more!)

## 3rd Grade Standard

- **Standard - 8.2.3.D**
- Identify and describe how **conflict** and cooperation among groups and organizations have impacted the history and development of Pennsylvania.
- **Ethnicity** and race
- Working conditions
- Immigration
- Military **conflict**
- **Economic** stability

## 8th Grade Standard

- **Standard - 8.1.8.B**
- Compare and contrast a historical event, using multiple points of view from primary and secondary sources.

## 2nd Grade Standards

- **Standard - 8.2.2.A**
  - Identify historical figures in the local community.
- Standard - 8.2.2.D
  - Identify how conflict is impacted by ethnicity and race, working conditions, immigration, military conflict, and economics.
- Standard - 8.3.2.A
  - Identify groups and organizations and their contributions to the United States.

## 6th Grade Standard

- **Standard - 8.2.6.A**
- Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.

## 12th Grade Standard

- **Standard - 8.4.12.A**
- Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history.

# Michael Thornhill



# Questions?



Michael has spent the last several years as the National Associate Director of Cross Cultural Ministry at a college campus ministry that serves over 150 universities throughout the US.

He spent his time studying the intersection of trauma and race in the church as well as discipling ministers on what it means to serve God from your particular racial, ethnic, social spheres of influence, faithfully.

He is a local salsa instructor and DEI consultant.



**Find us on Facebook!**

**@RaisingAchievementinMonroevilleandPitcairn**

**Find us on Weebly!**



**<https://raisingachievement.weebly.com>**

**Thank you**