

## Inquiry Blueprint

### The Pursuit of Educational Justice in Boston

| <b>Compelling Question: What can we learn from Boston’s past about what it takes to make progress toward educational justice today?</b> |   |
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| <b>Staging the Compelling Question</b>  | Students will complete an anticipation guide and engage in a class discussion previewing some of the issues related to educational justice that they will explore in this inquiry. They will then learn about the racial and ethnic communities in Boston in the 1960s and 1970s. |
| <b>Supporting Question 1</b>  | How did African American, Latinx, and Chinese American Bostonians envision educational justice for their children in the 1960s and 1970s?   |
| <b>Formative Performance Task</b>   | Students will write a working definition of educational justice, list its characteristics, and name examples and non-examples.  |
| <b>Supporting Question 2</b>  | How did African American, Latinx, and Chinese American Bostonians pursue educational justice in the 1960s and 1970s?  |
| <b>Formative Performance Task</b>   | Students will make self, text, and world connections with the strategies used and actions taken by African American, Latinx, and Chinese American Bostonians in their pursuit of educational justice in the 1960s and 1970s.  |
| <b>Supporting Question 3</b>  | What impact did the 1974 decision in Morgan v. Hennigan have on Boston’s African American, Latinx, Chinese American, and white children and parents, and how did they respond?  |
| <b>Formative Performance Task</b>   | Students will make a three-column list naming the ways that Judge Garrity’s ruling in Morgan v. Hennigan (1) resulted in progress, (2) led to setbacks, and (3) highlighted the work that was left to do in the pursuit of educational justice in Boston.                         |
| <b>Supporting Question 4</b>  | What does the pursuit of educational justice in Boston look like today?   |
| <b>Formative Performance Task</b>   | Students will write a short paragraph describing at least two ways that the pursuit of educational justice in Boston is different than it was in the 1960s and 1970s and at least two ways that it is similar.  |

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### Supporting Question 1 Featured Sources

**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 *Educational Justice*

### Supporting Question 2 Featured Sources

**Handout:** Sources of Power in the Pursuit of Educational Justice in Boston

**Handout:** Event Cards | Boston Educational Justice Timeline

**Handout:** Year-by-Year Titles | Boston Educational Justice Timeline

**Handout:** Year-by-Year Summaries | Boston Educational Justice

**Timeline:** Boston Educational Justice, 1945–1973 (Teacher Reference)

**Handout:** Action/Power Graphic Organizer

### Supporting Question 3 Featured Sources

**Reading:** Judge Orders Immediate Desegregation of Boston Schools

**Reading:** African American Parents Organize Bus Monitors

**Video:** "Busing: A Rough Ride in Southie"

**Reading:** White Opposition to the Desegregation Order

**Reading:** Latinx Parents Demand to Be Recognized by the Court

**Video:** "Dos Idiomas, Una Comunidad: The Story Behind Bilingual Education"

**Reading:** Chinese American Families Boycott the Schools

**Reading:** Interview with Ellen Jackson

**Reading:** Chinese American Parents Demand Safety for Children

**Reading:** Hispanic Parents Advocate for Bilingual Education for Their Children

**Handout:** Document Analysis Form

**Timeline:** Movements for Educational Justice in Boston, 1972–1979 (Teacher Reference)

### Supporting Question 4 Featured Sources

**Reading:** Changing Demographics in Boston and Its Schools

**Handout:** Educational Justice Today Graphic Organizer

**Video:** "Different Trajectories and Inequity in Boston Schools"

**Handout:** Articles and Discussion Questions | Boston Educational Justice Gallery Walk

**Handout:** Quotations | Boston Educational Justice Gallery Walk

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| <b>Summative Performance Task</b> | <p><b>ARGUMENT</b> What can we learn from Boston’s past about what it takes to make progress toward educational justice today?</p> <p>In a format of your choice (e.g., digital presentation, poster, essay), discuss two to three actions taken by Bostonians in the 1960s and 1970s as part of their pursuit of educational justice for all of the city’s children. Explain how each example offers lessons or inspiration for those who continue to fight today for educational justice in Boston, your community, or in the United States.</p>  |
| <b>Taking Informed Action</b>     | <p><b>UNDERSTAND</b> You have built understanding through the supporting questions and formative tasks. You may do additional research about challenges facing public schools in Boston or other places today.</p> <p><b>ASSESS</b> Building on the self, text, and world connections you made in Supporting Question 2, as well as the past and present comparisons you made in Supporting Question 4, identify a challenge related to educational justice that your community experiences today. If you identified multiple challenges, choose one to work with for this activity.</p> <p>Once you’ve identified a challenge to educational justice, research answers to the following questions:</p> <ul style="list-style-type: none"><li>• How is this challenge impacting young people in your community?</li><li>• What are the root causes of this challenge?</li><li>• Which individuals, groups, organizations, or leaders have the power to address this challenge? What should they do?</li><li>• What new sources of power can you or others seek to cultivate in order to address this challenge?</li><li>• What lessons from history might inform or inspire us as we address this challenge to educational justice today?</li></ul> <p><b>ACT</b> Engage more deeply with your community about the challenge to educational justice by taking one or more of the following actions:</p> <ul style="list-style-type: none"><li>• Interview a community member about the challenge to educational justice that your community is experiencing. Your interviewee might be someone who is directly affected by the challenge, a community leader who has power to directly address the challenge, or an activist who is starting or participating in a campaign to solve the issue. Report back to the class what you learn from the interview, or invite the interviewee to class to discuss educational justice in your community with the entire class.</li><li>• Create a class position paper that (1) describes the challenge to educational justice that your community is facing, (2) explains why it must be addressed, and (3) identifies actions that members of your community—including yourself—should take. Consider sending the position paper to one or more community members who have power or influence to address the challenge, or to a local newspaper or website.</li></ul> |