

[Bio:](#)

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<b>Name:</b>	Jennifer N. Brooks
<b>Overview of Lesson:</b>	<p>In this lesson, students develop their educational philosophy through visual inquiry and archival research focused on Black education. Students begin by observing historical images and generating questions about schooling, care, power, and access. These wonderings guide their exploration of Black education archives in the Library of Congress, where they locate additional primary sources to deepen their understanding.</p> <p>Students connect their observations and research to course readings, including Noddings and Emdin, and to the educational philosophies studied in the course. They then synthesize their learning by creating a one-slide visual collage using Google Slides that brings together images, archival sources, marginal notes, and reflection.</p> <p>The lesson concludes with students articulating what they learned about Black educational philosophy, how it connects to their own beliefs about education, and how it informs the way they want to show up in their future professional roles.</p>
<b>Library of Congress Resources:</b>	<p>In a discussion post, students will follow the Notice/Wonder protocol by selecting one of the following photos to guide their inquiry:</p> <ol style="list-style-type: none"><li>1. <a href="https://www.loc.gov/resource/fsa.8c09557/">https://www.loc.gov/resource/fsa.8c09557/</a></li><li>2. <a href="https://www.loc.gov/pictures/resource/cph.3a27179/">https://www.loc.gov/pictures/resource/cph.3a27179/</a></li><li>3. <a href="http://www.loc.gov/exhibits/brown/brown-segregation.htm/#obj47">www.loc.gov/exhibits/brown/brown-segregation.htm/#obj47</a></li></ol> <p>Students can use the following links to support their projects:</p>

<https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>

<https://www.loc.gov/collections/gladstone-african-american-photographs/>

<https://chroniclingamerica.loc.gov/newspapers/?ethnicity=African+American>

<https://www.loc.gov/search/?in=&q=Rosenwald+school&new=true>

<https://www.loc.gov/pictures/search/?q=African%20American%20schools&sp=1>

**Instruction for Task(s):**

**PT 1: Notice and Wonder Discussion: What Students Need to Do**

1. Review the three archival images posted in the discussion post.
2. Choose one image to focus on and clearly state which image you selected in your post.
3. Write a *Notice* section where students describe only what they see in the image. Focus on observable details without explaining or interpreting meaning.
4. Write a *Wonder* section where you pose questions and discuss what you want to know more about that emerge from what you noticed.
5. Post initial response by the date listed in the module.

6. Respond to at least three classmates by adding to their noticing or offering additional questions that deepen inquiry.
7. Submit all discussion posts by the posted deadline.

## **PT 2: Visual Inquiry Collage**

### **Slide 1**

1. Choose the archival image of Black education you focused on in the Notice and Wonder discussion.
2. Students will use their “I wonder...” questions from the discussion to guide their research.
3. Students will search the Library of Congress Black education archives for materials that help them learn more about their wonderings.
4. Select at least two additional archival sources from the Library of Congress.
5. Create one collage slide that includes:
  - The original image you selected
  - At least two additional Library of Congress sources
  - Words or short phrases pulled from your wonderings
  - Short captions explaining how each image or source helps you think about Black education and the educational philosophies discussed in this course

6. Add at least six marginal notes using text boxes around the slide. These notes must:

- Connect the images to ideas from our course
- Reference ideas from the texts (texts include readings, media, images, etc.) in this course
- Explain how the images connect to your emerging educational philosophy

**Slide 2:**

**Written Explanation**

1. Write one clear paragraph explaining:

- What you learned about Black educational philosophy from the images and archival sources
- How this learning connects to class texts
- How this aligns with or challenges your own beliefs about the purpose of school
- How this shapes how you want to show up in your future role in education

**Student Work:**

**Pt 1 Example:**

Looking at the third photograph listed, there are many inquiries that can be made. Though all three of these pictures have deep meaning, the third one selected has seemingly the most to tell.

I have noticed a separation of one man from the rest of the class. None of the other students in the room look quite like him. It seems that there are about three women in the classroom, but they are so far away that I may be misinterpreting that. It is either a strongly male-dominated class or a full male classroom. All of the students show off a sort of dress code as well.

I do wonder a few things about this photograph. For starters, is the man separated from the rest of the class because he appears to be black whilst the rest of the students in the room appear to be white? Was there any educational benefit for containing one student to his own area? I would think that putting the students all together could help more students than what this picture is showing. I have noticed the man on the end keeps his hat off his head; is there a reason for that? I do not see how wearing a hat could be portrayed as disrespectful when this man is away from the rest of the room. It appears that there is a slight wall in between the man on the end from the others. Was

From my knowledge of schooling during these times, people of color had to work much harder to get a proper and fair education. At the end of the day, however, it usually did not end up being proper or fair. "I would try to make each child know that these things are the result of a criminal conspiracy to destroy him. I would teach him that if he intends to get to be a man, he must at once decide that his is stronger than this conspiracy and they he must never make his peace with it" (Baldwin 5). The man in the photo has to work against the odds and become his strongest version in order to keep up in the cruel world at that time.

Here is my question to all of you: Obviously the school system has made many positive strides in creating a space of equality in the classroom since this photo was taken. That being said, even if it is harder to see, racism is still a very prevalent issue in the school system. Stereotypes and micro-aggressions still happen very often. According to Muhammad, "culturally and historically responsive pursuits" (Muhammad). are a necessity for the classroom. What will you, as educators, do to maintain a bias-free and equal classroom for all students?

Reply | 

## Pt 2 Example:

**HISTORY**

Schools in South Boston, Virginia

make it happen

Why show just this much in image?

Interaction?

What is in their Curriculum?

Rules? Management?

set intentions

PERSONAL NARRATIVE  
Mrs. Margaret Rossiter  
THE SOUTHERN WOMAN  
EDUCATED IN THE SOUTH  
EDUCATED IN THE NORTH  
THE LIFE OF MARGARET  
ROSSITER

I know this isn't for my image that I chose, but one of my wonderings is what does it look like inside of a schoolhouse. This image from Library of Congress shows a plan for inside a schoolhouse. I got to see the measurements and the small environment it creates. It definitely puts things into perspective when looking at conditions African American students had to endure just because of their skin color.

Right here is two different images of schools. On the left is an all black school in South Boston, VA. Then on the right is a all white school in the same exact location but the all whites school has an automobile parked at entrance. I used these images to connect further into what schools looked like during segregation. I am sure students in the all black school harsh learning conditions compared to their white folks.

I added "NEED CHRE" into my collage because after this modules reading it showed me how it will be added into my teachings and philosophy. CHRE is Culturally and Historically Responsive Education. It entails 5 pursuits such as, identity, skills, intellectualism, criticality and joy. All of these need to be in our curriculum and us future teachers can make that happen.

This image here I found from Library of Congress and it shows teachers of (agents of) Rosenwald Rural Schools. Julius Rosenwald (1862-1932), provided funds for Tuskegee Institute to construct six schools for African American children in rural Alabama. These people had a goal to improve and add schooling for all and they succeeded. They gave so many other students of color opportunities that they weren't fortunate to have, like going to school.

This text box is for the image of the all black school in the right-hand corner. You can see that it is basically half the size of the school next to it (all white school). Connecting from the other images of image #2, from module 3, it goes to show that African American students had to adapt and learn in smaller conditions just because of their skin color.

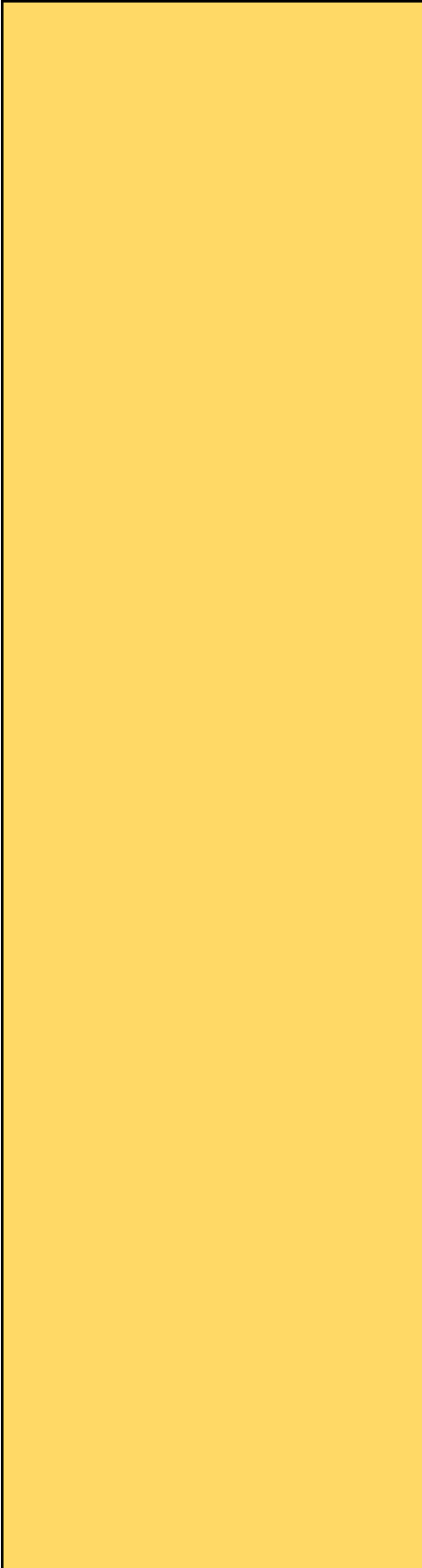
When I found this image it shocked me. A Southern woman was trying to educate colored children how to read and ends up in jail for a month. Teaching a white child how to read is praised but when the skin color is different, that makes it illegal. Young black children are havin to face racial battle fatigue just for trying to learn.




## My Experience and Explanation

From this visual inquiry collage, module 3 readings, and my additional research from the Library of Congress, I have learned just how important identity is. I learned just how important it is to teach children to have and create their own sense of identity. I really enjoyed the reading from this module by James R. Squire Office of the National Council of Teachers of English. Where they talk about how we can implement CHRE (Culturally and Historically Responsive Education) in every curriculum. I love the 5 pursuits it discusses because those should be just as important in teaching our children (Identity, Skills, Intellectualism, Criticality and Joy). I can see ways that, I as a future educator, can demand new standards and better curriculum for our future students. This module has taught me such important things and ideas for my future classroom. I am very fortunate enough to have a professor that looked at history the correct way, and it is very sad that I even say this. We looked at history through different cultures, perspectives, and lens to fully grasp and understand our world. It allowed myself to go against cognitive dissonance and what I have been taught so I can teach the future in a different way for them to get a sense of their identity and others. Also when we implement CHRE, students gain personal development and do better academically.

I learned more about black history and educational philosophy during this activity. That goes with the first paragraph where I learned CHRE, what it entails, how to bring it to curriculum and the effects it has already given from assessments. Another big takeaway from this is giving the chance for students to learn more about themselves and their peers background. It is so important to help guide the students so they can create an identity for themselves and be able to have opinions and share them with the world without being afraid/hesitant. This helps form my own beliefs about the purpose of school and what is taught in our curriculum. Lastly, I learned that it is so much better being different and teaching in different ways to show all walks of life, instead of being like the rest and going off current standards.




**"WHAT DOES THE NEGRO WANT?"**  
JAMES BALDWIN



**AFRICAN-AMERICAN SCHOOL IN SUMMERVILLE C. 1900**

COMMENT: AN EXAMPLE OF AN AFRICAN-AMERICAN SCHOOL IN THE SAME PLACE, NEAR, BIGGER. THIS PHOTO CONTRASTED WITH THE CENTER PHOTO HIGHLIGHTS THE ENORMOUS DISPARITIES IN EDUCATION AT THIS TIME, EVEN BETWEEN BRACED STUDENTS.




**"NEGRO SCHOOLHOUSE NEAR SUMMERVILLE, SC" - 1938**

**"HOW WOULD A TEACHER IN SUCH A SETTING?"**

**"DID THEY LEARN DESPITE IT ALL?"**

COMMENT: THEY DID LEARN, DESPITE IT ALL. AFRICAN-AMERICAN EDUCATORS FOUND WAYS TO WORK AROUND AN OPPRESSIVE SYSTEM TO TEACH AFRICAN-AMERICAN STUDENTS. THE PHOTO ABOVE SHOWS WHAT THE SYSTEM WAS WILLING TO GIVE AFRICAN-AMERICAN KIDS FOR AN EDUCATION. THE OTHER PHOTOS SHOW THE RESILIENCE OF BLACK EDUCATORS AND CHILDREN TO WORK AROUND AND OVERCOME, AS MUCH AS POSSIBLE, SYSTEMIC INEQUALITIES THAT WERE MEANT TO KEEP THE POOR AND IGNORANT.



**AFRICAN-AMERICAN SCHOOL CHILDREN SURROUND THE STATUE OF GEORGE WASHINGTON ON THE U.S. CAPITOL GROUNDS. AROUND 1900.**

COMMENT: AN EXAMPLE OF AFRICAN-AMERICAN STUDENTS GETTING OUT AND LEARNING, ONE WAY OR ANOTHER. ALSO, THE IMAGE IS STRIKING: AFRICAN-AMERICAN CHILDREN VISITING A STATUE OF GEORGE WASHINGTON, A SLAVE OWNER. I WONDER WHAT THE TEACHER TAUGHT THE KIDS ON THAT DAY?

**"AFRICAN AMERICAN SCHOOL CHILDREN AND TEACHER, STUDYING LEAVES." C. 1899**

COMMENT: IF THE SCHOOLHOUSES LOOKED LIKE THE PHOTO IN THE CENTER, IT'S NO SURPRISE THAT TEACHERS TOOK STUDENTS OUT OF DOORS TO TEACHER THEM EFFECTIVELY.

**QUOTE: "BLACK ANCESTORS EMBODIED, LIVED, AND TAUGHT THE FOLLOWING GOALS: IDENTITY, SKILLS, INTELLECT, CRITICALITY, AND JOY." - GHOLDY MUHAMMAD, UNIVERSITY OF ILLINOIS, CHICAGO**

**QUOTE BY NODDING FROM OUR TEXTBOOK: "WE DEMAND THIS NOT BECAUSE 'CHILDREN CAN'T LEARN' IN WORSE CONDITIONS BUT BECAUSE IT REALLY IS SAVAGE TO ALLOW CHILDREN TO LIVE IN UNSAFE, UNHYGIENIC, AND UNATTRACTIVE PLACES. WELL-TO-DO PARENTS PROVIDE DECENT ENVIRONMENTS FOR ALL THEIR CHILDREN—BRIGHT AND DULL, AMBITIOUS AND LAZY. GOOD AND BAD. SURELY THE COMMUNITY OWES ALL ITS CHILDREN A DECENT LIVING ENVIRONMENT FOR AT LEAST THE SCHOOL DAY."**


**- NODDING IN "PHILOSOPHY OF EDUCATION, PAGE 181"**

**HOW DOES THIS CONNECT TO MY EDUCATIONAL PHILOSOPHY?**  
A REMINDER THAT EVERYONE DESERVES AN EQUALLY HIGH-QUALITY EDUCATION. I WILL GIVE MY BEST TO EVERY STUDENT, EVERY DAY, NO MATTER WHAT.

Something I learned about Black education philosophy is that traditional pedagogy grounded in systems of racial oppression will very often perpetuate those systems. This was my takeaway from reading Jennifer Martin's article on microaggressions. According to her, when traditional educational methods emphasize obedience and conformity over learning, students are being "prepared for a future of compliance" (Martin, 114). This doesn't prepare them to question the very system that is failing them, just as it failed previous generations. One of my main takeaways from this assignment is seeing photographic evidence of the gross inequities that existed in America a century ago, just as they still do today, though in different ways. Gholdy Muhammed, on the other hand, believes that black students should draw on a rich tradition of black pedagogy that focuses on Identities, Skills, Intellect, Criticality, and Joy (Muhammed, 4). She notes that these five are called "culturally and historically responsive pursuits rather than learning standards, because pursuits carry the goals of self-reliance, self-empowerment, and self-determination" (Muhammed, 5). This mostly aligns with my own emerging teaching philosophy. If something's not working, then new methods must be tried. I witnessed this firsthand last semester during observations at Youthbuild. This is an alternative high school of last resort for struggling teens who, for various reasons, could not thrive in a traditional educational setting. Youthbuild takes a non-traditional approach and, as far as I can see, embodies those five principles Muhammad lists above. One size should not fit all; indeed, it never will. I'm convinced it's a teacher's job to figure out what works for their students, especially those who are struggling. I want to be the teacher who makes every effort to reach every teen, regardless of race, gender, or sexual orientation.

**Schooling is Not Neutral:**  
In class we discussed how education reflects power and social structures. The segregation laws connected to these images show that classrooms were shaped by racism, not neutrality.

**Education As Resistance?**




**Non-Religious Community**

**Non-White Authority**

A Black teacher at the front of the classroom represents intellectual authority and leadership. This challenge to conventional expectations of who should teach and who holds authority in their spaces, and how it is exercised, is a form of resistance.

**Why Is the Gendered Separation?**



This image shows an older Black male student engaged in a task with students of different genders. The gendered separation in these spaces is not about authority, race, and educational goals, but about social structures during segregation.

**Literacy as Empowerment:**  
The slave narrative demonstrates that learning to read was not dangerous, because it gave people power. This shows education as more than academic; it can change lives.

**Access Has Not Been Equal:**  
Reformed schools highlight that Black communities had to create their own educational spaces. This connects to the idea that access to schooling has historically been unequal.

**Education Reflects Power:**  
These images show that schooling has been shaped by laws and social inequality. They remind me that classrooms are influenced by larger systems, not just individual teachers.

**My Educational Philosophy:**  
These images push me to believe that certain students are equity, belonging, and opportunity. As a future educator, I want to create spaces where no student felt excluded or marginalized.

**Images:**

Discussion Post Images:

