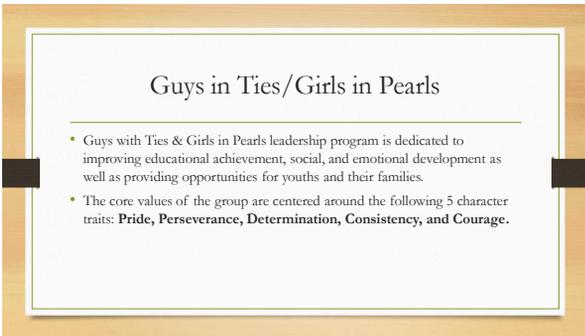
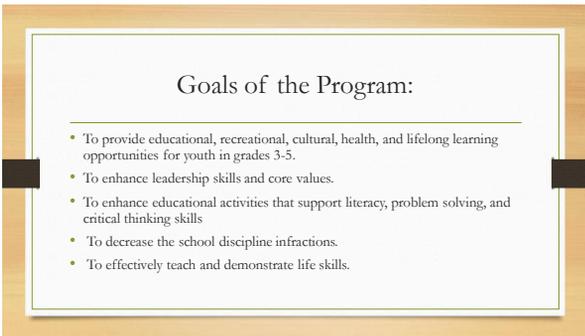


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Why Mentoring Groups?

- Solely focusing on academic achievement and teacher performance is often not enough to achieve academic success for students of color.
- Students of color thrive on positive relationships and encouragement from authority figures. Encouragement from authority figures often involves setting high expectations which is often not the norm for many students of color. In order for schools to exhibit the success model, these relationships must be fostered as well as addressing academic achievement and teacher performance.
- When positive/meaningful relationships are built, behavior, grades and attendance at school improve (Lawner, Beltz, & Moore, 2013).
- Students having the opportunity to participate in the mentoring program from 3rd – 5th grades are even more positively impacted than students just participating in a 1 year mentoring program (Lawner, Beltz, & Moore, 2013). This program is successful because students participate for 3 years.
- Mentoring groups also provide a sense of belonging that most children crave and is considered a high need according to Maslow's Hierarchy of Needs.

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Power of Field Trips

- Connects every student to the real world.
- Makes learning fun and exciting for all students.
- Students receive better grades and test scores because concepts are learned in a more memorable way.
- Students learn about and become more empathetic towards different cultures and learn to think about topics from different perspectives.
- Students access tools and environments not available at school or home, especially important for students whose parents may not be able to afford field trips.

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Lesson Activities Related to Field Trips

- Researching all historical figures and places visited
- Watching clips of Roots and other movies and discussing what was viewed
- Developing interview questions and practicing interviewing skills
- Reading books about topics and discussing
- Toastmasters activity
- Campaigning for President, Debate, Inauguration

6

Themes for Each Year

- Year 1: From the Civil War to Civil Rights (Little Rock 9)
- Year 2: Leadership at All Levels
Memphis - Mayor, Nashville - Governor, & Washington DC - Congress, Senate, President
- Year 3: Understanding Civil Disobedience
Selma, Alabama - Voting Rights
- Year 4: Theories, Conspiracies, and Evidence
Compared the assassinations of Martin Luther King to President Kennedy

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Pictures and Video of Debate Lesson Activities

- [Debate Video](#)



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Slave Haven Underground Railroad Museum – Memphis, TN



9

Alex Haley House and Museum –
Henning, TN



10

Voting Rights Museum – Selma, AL



11

Little Rock 9, Central High School, Clinton
Library – Little Rock, AR



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Video From St. Louis/Ferguson Trip

- [Students Interviewing Ferguson Police Officer](#)
- [Oral History Civil Rights Exhibit MO History Museum](#)

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King Monument – Washington, D. C.

15

National Civil Rights Museum – Memphis, TN



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Why These Trips?

- These field excursions were developed to make historical connections with issues related to the Civil War era (Slave Haven), Civil Rights Movement (Selma Trip), and the Black Lives Matter Movement (Ferguson, Missouri Trip).
- Field excursions were developed to support inquiry collaborative assignments and active discussions/debates on how to address civil rights as it relates to the perception of civil disobedience.

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Purpose of Involving Parents in Trips

- Parents were involved in the field excursions to stimulate a student/parent partnership in the learning process.
- Parents were provided collaborative assignments for debating, question/answering sessions, and parent/child presentation.
- The field excursions were 1-3 days; therefore, parents were used as an extra layer of security to ensure the safety of the students.

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Culturally Relevant Teaching

- Ladson-Billings (2001) defines culturally relevant pedagogy as:
 1. successful teachers focusing on students' academic achievement;
 2. successful teachers developing students' cultural competence;
 3. and successful teachers fostering students' sense of sociopolitical consciousness.
- Cultural competence teaches students to understand and respect their own cultures.

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Culturally Responsive Teaching

- Gay (2000, 2002) defines culturally responsive teaching as:
 1. using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.
 2. This definition illustrates that when academic tasks are connected to students' personal experiences, those tasks become more meaningful to students, are more interesting, and are learned more easily and thoroughly.
 3. This leads to diverse students performing better academically because they are learning from their own cultural frame of reference.

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Educational Benefits of CRP Practices for Mentoring Groups:

- Each trip and project taught students to understand and respect their own cultures (developed cultural competence).
- Each trip and project exposed students' to sociopolitical consciousness (how their school-community-nation-world all connect together and to them).
- Each trip and project connected to students' personal experiences which made them more meaningful to them.
- Each trip and project evoked interest about the topics being covered.
- Connecting to students' personal experiences, making learning more meaningful to them, and evoking interest in the topics led to diverse students performing better academically because they are learning from their own cultural frame of reference.

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Let's Brainstorm – Your Turn Audience

- How did these activities engage students in culturally relevant learning experiences and critical thinking?



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What questions do you have?

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