

# How and in what ways do Black women teachers talk about their implementation of anti-racist practices through their science teaching?

## 1 Bringing something new to the community

Where Black and Brown students were typically confined by place and space due to white teachers' apprehension, Dr. Porter believed that camping outside of NYC was worth the extra effort to take her students.

## 3 Teaching at the intersection of history, culture, and science teaching and learning

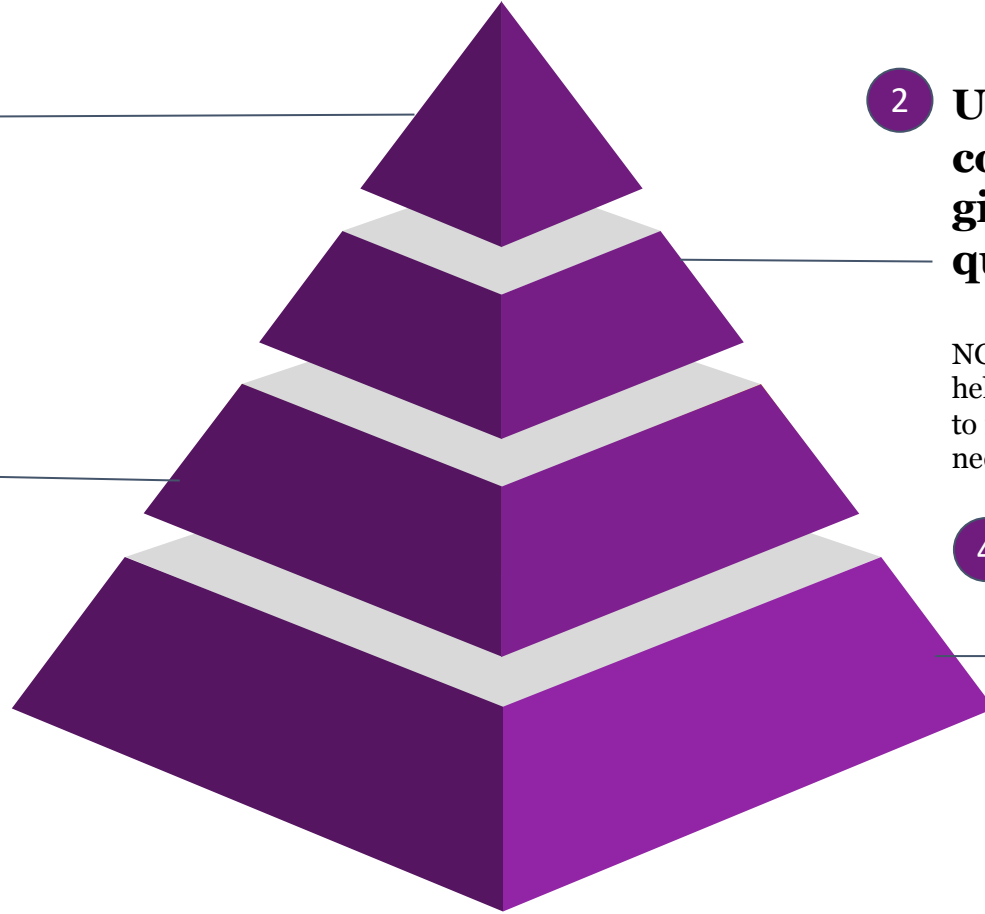
Instead of relegating Black science representation to February [Black History Month], Dr. Patterson asked us to consider with students, “why did that happen?”, ‘what team were they a part of?’, ‘who else did they work with?’” to help students uncover silenced and erased people from science history.

## 2 Using NGSS standards with context of the community by giving space to ask critical questions

NGSS practices that included the context of students helped with building STEM-informed citizens, especially to refute false information running rampant, such as not needing masks while fighting an air-borne disease.

## 4 Building critical consciousness in the science classroom

When teaching in Detroit, Ms. Perez taught about diabetes, a disease heavily affected people in the Black community. She encouraged students to ask questions about the socio-political factors in the community that created these conditions, such as redlining and food deserts.



**Article Title:** “Things your history teacher won’t teach you: Science edition”: Black women science teachers as anti-racist teachers

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