



Unearthing Thought (Chapter 1)

- 1 What type of PreK–12 education have you experienced? Whose cultures, stories, and histories were taught and represented? Whose were not? What type of learning did you experience or not experience?
- 2 What were problems from your own education? Do you still see those problems in schools today?
- 3 What examples of genius from your childhood helped you to learn and experience joy? Do you still see those examples in schools today?
- 4 If you could offer a metaphor for the educational system, what would it be and why?
- 5 What theories and models prepared you to be a teacher or leader? Are there theories and models that you still need? What are they?
- 6 Equity, justice, and culturally responsive practices have been around throughout history but have never been mandated in schools. Why do you think that is?
- 7 What is needed for equity, justice, and culturally responsive practices to be adopted and mandated in policy?
- 8 What are your thoughts when analyzing and critiquing these five parts of the system: 1) learning standards; 2) curriculum; 3) assessment/standardized tests; 4) teacher and leader evaluations; and 5) teacher education programs? How do those parts capture, express, evaluate, and build genius and joy? How is there a lack of culturally and historically responsive education?
- 9 What historical triumphs have shaped the system?
- 10 Given your state, district, and board policies, what kind of advocacy is needed to advance the system?



Unearthing Thought (Chapter 2)

- 1 How do you define joy?
- 2 What is an experience from your own PreK–12 education that brought you joy in learning? What did the teacher do or not do?
- 3 How (often) was joy centered in your teacher preparation, and now in your school or district?
- 4 How are your communities, schools, and classrooms absent of joy?
- 5 How are your communities, schools, and classrooms rich with joy?
- 6 In what ways do you observe joy in your curriculum (instruction and assessment)?
- 7 What do you believe is the purpose of curriculum?
- 8 How do your observations align with your beliefs about the purpose of curriculum?
- 9 What child do you hope your instruction and leadership will cultivate? What are the qualities and characteristics of that child? Will skills-only curriculum and instruction help you nurture that child?
- 10 How do you currently teach and lead for joy?



Unearthing Thought (Chapter 3)

- 1 How's your heart?
- 2 Who are you? When did you know you wanted to be a teacher and learner?
- 3 Growing up, what or who shaped your beliefs, values, and thoughts about humanity and those in the world who are often marginalized?
- 4 What do you know about the genius and joy of Black people and other people of color?
- 5 When you think about people who have been historically marginalized, what are narratives or labels that need to be unlearned and disrupted?
- 6 What legacy or imprint do you desire to leave as an educator? How are you working toward it?
- 7 In what ways are the five pursuits of identity, skills, intellect, criticality, and joy familiar to you? What are your experiences with and beliefs about them?
- 8 What do you still struggle with when it comes to culturally and historically responsive education?
- 9 Why do you think there is so much resistance to education rooted in Black histories?
- 10 When you encounter resistance to culturally and historically responsive education, how do you respond?

Unearthing Thought (Chapter 4)

- 1 How do you define curriculum?
- 2 What meanings and feelings come to mind when you think about assessment?
- 3 What creative steps do you take when writing or adapting lessons or unit plans?
- 4 How do you see the world as curriculum? When you walk about, what curriculum do you see on the earth? How might you connect it to your content area(s)?
- 5 Of all the things in the world, what must you teach?
- 6 Which curricular stories, topics, or teachings do you wish you had learned in your PreK–12 education?
- 7 How was your school's curriculum developed? Were teachers, parents, and young people involved?
- 8 What is a metaphor to represent the goals of curriculum, instruction, and assessment? Describe why you chose it.
- 9 How can we reimagine and redesign curriculum, instruction, and assessment?
- 10 What do you hope curriculum and assessment will accomplish?



Unearthing Thought (Chapter 5)

- 1 How can the HILL Model best be used in your learning space?
- 2 How confident are you in your understanding of each pursuit and why?
- 3 How do you plan to start implementing the HILL model?
- 4 Which pursuits are new to you, and which are you already using in your instruction?
- 5 In which pursuits do you feel your students already excel, and in which do they need more support?
- 6 What new and creative ideas do you have for enacting the five pursuits?
- 7 When coming up with curricular ideas, what feelings and emotions do you experience?
- 8 What creative texts can you bring into teaching and learning that would help you carry out your ideas?
- 9 Will you begin adapting an existing lesson or unit in your curriculum or creating something new altogether?
- 10 Do you work most creatively alone or in collaboration with others?

Unearthing Thought (Chapter 6)

- 1 How do you define leadership?
- 2 What are roles and responsibilities of leaders?
- 3 What are your special interests in and talents for leadership?
- 4 Is culturally and historically responsive education possible without strong leaders at the center? If not, why is leadership key for successful implementation?
- 5 Where do you notice the five pursuits in policies, equity plans, equity documents, recruitment and interview protocols, mission statements, and other leadership tools?
- 6 When designing (or helping to design) policies and protocols, what feelings and emotions do you experience?
- 7 In what ways could the five pursuits be enacted at a leadership level?
- 8 What role should district and school leaders play when it comes to implementing culturally and historically responsive teaching and learning?
- 9 What systemic and instructional changes are needed in your school, district, or university, given the current landscape?
- 10 What barriers do leaders face when adopting and overseeing culturally and historically responsive programs? What are constructive responses to those barriers?



Unearthing Thought (Chapter 7)

- 1 How does it feel to congregate and collaborate with conscious colleagues and youth?
- 2 How do you know when you see excellence in teaching and learning?
- 3 Why do some people feel it is more difficult to implement CHRE in some grades and content areas than others? What do you feel is difficult? Less difficult?
- 4 How do students respond to the joy of teaching and learning?
- 5 How would you continue to strive for CHRE in spaces where you feel intellectually constrained?
- 6 What does educational freedom mean to you?
- 7 What do educational and curricular reparations mean to you?
- 8 Why are models and mentors of teaching and learning important?
- 9 How do you celebrate yourself, students, and colleagues when you share genius?
- 10 What beautiful gift will you share with the world next?