FIGHTING HATE
TEACHING TOLERANCE
SEEKING JUSTICE
SOUTHERN POVERTY LAW CENTER
splcenter.org
The SPLC is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education and other forms of advocacy, the Center works toward the day when the ideals of equal justice and equal opportunity will be a reality.
SELMA
The Bridge to the Ballot
TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
Using Photographs to Teach Social Justice: Exposing Gender Bias

Classroom Resources: Media Library, Gender Equity
Anti-Bias Domains: Active, Grades 6-8, Grades 9-12
Subject: Reading and Language Arts, Social Studies, Arts, ESL / ELL

Objectives:

Activities:
- analyze
- explore
- capture

Essential Questions:
- How can you use photographs to tell a story?
- How do we treat people who are homeless?
- How do we think about homelessness and poverty in our own communities?

This lesson is part of the Using Photographs to Teach Social Justice series.

Photograph
Examine the photograph.

A History of Children as Heroes

On May 2, 1963, more than 4,000 students in Birmingham, (Ala.) joined the protest for equal rights in a series of marches. Their effort 50 years ago helped change segregation in the United States.

On May 2, 1963, more than 4,000 students in Birmingham, (Ala.) joined the protest for equal rights in a series of marches. Their effort 50 years ago helped change segregation in the United States.
Teaching 'The New Jim Crow'

Blogs and Articles: Civil Rights Movement
Grade Level: Grades 9 to 12

In many ways, this is a dream come true. I have long hoped that a set of materials would be created that would support high school teachers who want to explore the myriad issues surrounding race and justice in our society, and who hope to use my book, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, as a resource. I am thrilled that Teaching Tolerance has created The New Jim Crow curriculum, specifically designed for students in grades 9-12. Read more from Michelle Alexander’s Introduction to the Teacher’s Guide.

- Introduction to the Teacher’s Guide
- Acknowledgments
- Preparing to Teach *The New Jim Crow*
- Lesson 1: Talking About Race and Racism
- Lesson 2: Introducing *The New Jim Crow*
- Lesson 3: Slavery as a Form of Racialized Social Control
- Lesson 4: Jim Crow as a Form of Racialized Social Control
- Lesson 5: Mass Incarceration as a Form of Racialized Social Control
- Lesson 6: The War on Drugs—Mechanisms and Effects
- Lesson 7: Racial Disparity in the Criminal Justice System
- Lesson 8: Understanding the Prison Label
- Lesson 9: Parallels Between Mass Incarceration and Jim Crow
- Lesson 10: Dismantling Racial Caste
- Assessments
- Supplementary Resources

Add new comment
Critical Practices for Anti-bias Teaching

This professional development seminar is designed to help teachers take action and create the conditions that bring the main components of Culturally Responsive Pedagogy to life.

Duration:
4 1-hour Modules

This professional development is designed to help teachers take action and create the conditions that bring the seven main components of Culturally Responsive Pedagogy to life:

- building and drawing upon intergroup awareness, understanding and skills
- creating classroom environments that reflect diversity, equity and justice
- engaging families and communities in ways that are meaningful and culturally competent
- encouraging students to speak out against bias and injustice
- making the implementation of anti-bias curriculum part of larger individual, school and community action
- supporting students’ identities and making it safe for them to fully be themselves
- using instructional strategies that support diverse learning styles and allow for the development of critical thinking skills.

We offer here a set of critical practices to help teachers effectively implement culturally responsive components in their own practice. This professional development is divided into four main sections: Instruction, Classroom Culture, Family and Community Engagement and Teacher Leadership. Each section includes five carefully chosen approaches that we believe are crucial to anti-bias/social justice education. For each of these you will find a brief description and specific examples of implementation strategies.

The professional development here can be done in a small group setting or individually. Many of the exercises will assume you are working independently, but participants working in small groups can adapt the work for collaborative practice as well. The complete Critical Practices for Anti-Bias Education is available for download here.

Four Professional Development Modules

Critical Practices for Anti-bias Education: Instruction
Define critical engagement with material; explore differentiated instruction methods; identify key components of cooperative and collaborative learning; explore methods for making real-world connections to instruction; and evaluate grading procedures to look at more value-based assessments and evaluations.

Critical Practices for Anti-bias Education: Classroom Culture
Identify thoughtful classroom actions that honor student experience; establish norms for shared inquiry and dialogue; establish how to create an environment that is focused on students’ values-based components.

Critical Practices for Anti-bias Education: Teacher Development strategies to tap into students’ unique anti-bias perspectives and the standards that accompany them are listed throughout the meaningful and complex mail in Perspectives for a Diverse America’s Central Text Anthology. Teachers and students are able to further develop their understanding of these standards through examination of the examples highlighted in the texts.

Teaching Tolerance’s Anti-bias Framework

Anti-bias Framework (ABF) is a set of 20 anchor standards and 86 grade-level outcomes organized into four main areas: Identity, Diversity, Justice and Action – that reflect the desired impact of successful anti-bias and cultural education on student personal and social development. The standards provide a common language, organizational structure, and a platform for the standards to guide curriculum development, administrators can use the ABF to make schools more just, equitable, and safe.

Professional Development Modules

- Identity Framework: Unpacking Identity, develop strategies to tap into students’ unique identity perspectives and the standards that accompany them are listed throughout the meaningful and complex mail in Perspectives for a Diverse America’s Central Text Anthology. Teachers and students are able to further develop their understanding of these standards through examination of the examples highlighted in the texts.

- Diversity Framework: Unpacking Diversity, develop strategies to tap into students’ unique identity perspectives and the standards that accompany them are listed throughout the meaningful and complex mail in Perspectives for a Diverse America’s Central Text Anthology. Teachers and students are able to further develop their understanding of these standards through examination of the examples highlighted in the texts.

- Justice Framework: Unpacking Justice, develop strategies to tap into students’ unique identity perspectives and the standards that accompany them are listed throughout the meaningful and complex mail in Perspectives for a Diverse America’s Central Text Anthology. Teachers and students are able to further develop their understanding of these standards through examination of the examples highlighted in the texts.

The Anti-bias Framework: Unpacking Action

Understand the five Action anchor standards and how they can be used to move students from prejudice reduction to collective action.
Appendix D

A Tool for Selecting Diverse Texts
TEACHING THE MOVEMENT

The Initiative

Teaching the Movement
The State of Civil Rights Education
A Report by the Southern Education Board

Teaching the Movement
A Tool for Teaching the Movement

Civil Rights Done Right
Five Essential Practices

Teaching Tolerance
**SCHOOL CLIMATE QUESTIONNAIRE**

This simple one-page questionnaire can be used to uncover differences in teacher and student perceptions, as an activity to open professional development programs related to school climate and safety, or as part of larger school climate assessments that also include interviews, focus groups and other tools. It also can be adapted for use with parents.

Please indicate how strongly you agree or disagree with the following statements.

<table>
<thead>
<tr>
<th>Agree Strongly</th>
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</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>b. Students choose to interact primarily with people most like themselves.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>c. All students know how to report harassment to school officials.</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>d. The school would feel comfortable reporting racial abuse to school officials.</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>e. The school actively work to create a safe learning environment for every student.</td>
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<tr>
<td>1</td>
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<tr>
<td>f. I feel safe when I'm at school.</td>
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<td>1</td>
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</tbody>
</table>

**RESPONDING TO HATE AND BIAS AT SCHOOL**

A GUIDE FOR ADMINISTRATORS, COUNSELORS AND TEACHERS

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SPEAK UP!

RESPONDING TO EVERYDAY BIGOTRY

TEACHING TOLERANCE

A project of the Southern Poverty Law Center

www.tolerance.org
Building a Responsive Practice
Nichole Berg - December 29, 2014
A new educator mentor shares strategies for building a culturally and linguistically responsive practice.
Read the full post |

What We’re Reading This Week: December 24
Teaching Tolerance Staff - December 24, 2014
A weekly sampling of articles, blogs and reports relevant to TT educators.
Read the full post |

Caring for Plants and Animals Fosters Empathy
Dr. Ruth A. Wilson - December 23, 2014
Empathy and caring need to be nurtured through direct involvement in meaningful activities. Involving children in the care of plants and animals is an excellent way to do this.
Read the full post |

Showing Students and Families You Care
Teaching Tolerance Staff - December 22, 2014
In the event of a tragedy, teachers can make powerful connections with students and families by showing they care.
Read the full post |
PERSPECTIVES for a DIVERSE AMERICA
A K-12 LITERACY-BASED ANTI-BIAS CURRICULUM
Anti-Bias Curriculum: Tools for Empowering Young Children

Anti-Bias Education for Young Children and Ourselves

Louise Derman-Sparks and Julie Olsen Edwards
Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.

Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.

Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.

Demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.
K-12 Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirms and accurately describes their membership in multiple identity groups.
3. Students will recognize that peoples’ multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different than them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different than each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
Anti-bias Framework

Perspectives follows a “backwards design” approach that begins with the anti-bias anchor standards and grade-level outcomes from the Teaching Tolerance Anti-bias Framework (ABF).


The ABF includes 20 anchor standards, five within each domain. Each anchor standard has corresponding grade-level outcomes for K-2, 3-5, 6-8 and 9-12. School-based scenarios show what anti-bias attitudes and behavior might look like in students.

Standards and Outcomes
Select the grade level of your students and an anti-bias domain to view the anchor standards and outcomes

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain</td>
<td>Identity</td>
<td>Diversity</td>
<td>Justice</td>
<td>Action</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>DI.6 - Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</td>
<td>DI.3-5.6 - I like knowing people who are like me and different from me, and I treat each person with respect.</td>
</tr>
<tr>
<td>DI.7 - Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</td>
<td>DI.3-5.6 - I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities.</td>
</tr>
<tr>
<td>DI.8 - Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</td>
<td>DI.3-5.7 - I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.</td>
</tr>
<tr>
<td>DI.9 - Students will respond to diversity by building empathy, respect, understanding and connection.</td>
<td>DI.3-5.8 - I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree.</td>
</tr>
<tr>
<td>DI.10 - Students will examine diversity in</td>
<td>DI.3-5.9 - I know that the way groups of</td>
</tr>
</tbody>
</table>

Understanding the Anti-bias Domains

Identity
Students will understand the multiple facets of their identities, know where those traits come from, and feel comfortable being themselves in a diversity of settings.

Diversity
Students will recognize the diversity of people in the world, be able to identify differences and commonalities, express interest in the lived experiences of others and develop genuine connections with others.

Justice
Students will be aware of bias and injustice, both individual and systemic, will understand the short and long-term impact of injustice, and will know about those who have fought for more fairness and justice in our world.

Action
Students will feel confident that they can make a difference in society and will commit to taking action against bias and injustice even when it is not popular or easy.
Anti-bias Framework

The Anti-bias Framework (ABF) is a set of anchor standards and age-appropriate learning outcomes divided into four domains—identity, diversity, justice and action (IDJA). The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe. The ABF is leveled for every stage of K-12 education and includes school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

Teaching about IDJA allows educators to engage a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. Prejudice reduction seeks to minimize conflict and generally focuses on changing the attitudes and behaviors of a dominant group. Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The ABF recognizes that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood. The Teaching Tolerance Anti-bias Framework was prepared under the guidance of Teaching Tolerance Director Maureen Costello. The principle writer was Emily Chiariello, with Julie Olsen Edwards, Sara Wicht and Natalie Owen contributing. Sixteen educators on the 2012 Teaching Tolerance Advisory Board provided feedback. The Framework was edited by Alice Pettway and designed by Sunny Paulk.

The Anti-bias Framework was developed to support the Perspectives for a Diverse America K-12 curriculum. For more information about Perspectives, visit http://perspectives.tolerance.org.

File(s):

Teaching Tolerance Anti-bias Framework
TEACHING TOLERANCE

THE STORYTELLING ISSUE
Share the world with your students—and invite them to share theirs—through graphic novels, role-play, primary sources and more!
11 Things You Can Do (This Week) to Join the Teaching Tolerance Community

1. SIGN UP FOR OUR WEEKLY NEWSLETTER.
tolerance.org/newsletter/signup

2. LIKE US ON FACEBOOK.
facebook.com/teachingtolerance.org

3. SUBSCRIBE TO TEACHING TOLERANCE MAGAZINE.
tolerance.org/magazine/subscribe ...

and download the free Teaching Tolerance App on your iPad

4. ORDER ONE OF OUR FILM KITS.
tolerance.org/teaching-kits

5. FOLLOW US ON TWITTER.
@tolerance_org

6. DOWNLOAD ONE OF OUR GUIDES OR PUBLICATIONS.
tolerance.org/publications

7. PRINT AND DISPLAY A ONE WORLD POSTER IN YOUR CLASSROOM.
tolerance.org/one-world-posters

8. READ, SHARE AND COMMENT ON OUR BLOGS.
tolerance.org

9. USE OUR FEATURED LESSON. OR CHOOSE FROM OVER 400 OTHER CLASSROOM ACTIVITIES.
tolerance.org/classroom-resources

10. REGISTER FOR MIX IT UP AT LUNCH DAY.
mixitup.org

11. REGISTER FOR, EXPLORE AND USE OUR NEWEST CURRICULUM, PERSPECTIVES FOR A DIVERSE AMERICA, A K-12 LITERACY-BASED, ANTI-BIAS CURRICULUM.
perspectives.tolerance.org

11 Things you can do today!
PERSPECTIVES for a DIVERSE AMERICA
A K-12 LITERACY-BASED ANTI-BIAS CURRICULUM

http://perspectives.tolerance.org