

PROFESSIONAL DEVELOPMENT

THE TEACHING TOLERANCE

SOCIAL JUSTICE STANDARDS

A PROFESSIONAL DEVELOPMENT
FACILITATOR GUIDE



TEACHING
TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

About Teaching Tolerance

Founded in 1991, the mission of Teaching Tolerance is to help teachers and schools educate children and youth to be active participants in a diverse democracy. The program provides free resources to K-12 educators including film kits, lessons, professional development materials and *Teaching Tolerance* magazine.

For more information about

TEACHING TOLERANCE

tolerance.org



About the Southern Poverty Law Center

The Southern Poverty Law Center, based in Montgomery, Alabama, is a non-profit civil rights organization founded in 1971 and dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society.

For more information about

THE SOUTHERN POVERTY LAW CENTER

splcenter.org



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INTRODUCTION

WORKSHOP OBJECTIVES

- Participants will be able to explain the goals of anti-bias education and how the Social Justice Standards support those goals.
- Participants will understand how the Social Justice Standards encompass the goals of prejudice reduction and collective action.
- Participants will learn to integrate the Social Justice Standards into existing classroom and school climate materials.

The Social Justice Standards provide the foundation for Teaching Tolerance’s curricular assets and guide curation of the texts in the Student Text Library.

WHAT IS THIS GUIDE?

This guide provides all the materials required to facilitate a professional development training introducing educators to the Teaching Tolerance Social Justice Standards. The package includes step-by-step procedures, terminology, slides and handouts.

You don’t need to be an expert on Teaching Tolerance to successfully lead a workshop using this guide. All of the necessary information and materials are provided. Be prepared, however, to think about what steps you and the participants you train will take after the training to sustain the learning and help it take root.

WHAT ARE THE TEACHING TOLERANCE SOCIAL JUSTICE STANDARDS?

The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—the Standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education.

“One of the essential, bedrock skills and understandings children can have is how to live in a world that is as **pluralistic, diverse, multicultural and inequitable** as our world is. And that has to be an underpinning for every kid if they’re going to survive and thrive.”

Julie Olsen Edwards, co-author of *Anti-Bias Education for Young Children and Ourselves*

THE BIG PICTURE

While standards and learning outcomes have become staples of curriculum design, such tools have been missing in anti-bias education. Teaching Tolerance filled that gap by creating the Social Justice Standards.

The standards were developed by distilling Louise Derman-Sparks’ goals of anti-bias education in early childhood (as articulated in the books *Anti-Bias Curriculum: Tools for Empowering Young Children* and *Anti-Bias Education for Young Children and Ourselves*) into 20 anchor standards in four anti-bias domains: Identity, Diversity, Justice and Action.

Because the learning outcomes are grouped by grade band (K–2, 3–5, 6–8 and 9–12), educators can use them to engage a range of social justice content and to offer emotional, social emotional and cognitive benefits for children of all ages. By meeting these benchmarks and growing their knowledge and skills over time, children will learn more effectively and grow up with healthy understandings of who they are and how to skillfully live and learn alongside people who may or may not share their identity groups.

GETTING STARTED

This guide is organized to make planning and facilitating as simple as possible. In the front of the booklet, you'll find an overview of the workshop units, important terminology and a planning checklist to keep you on schedule.

Within each unit section, there's an overview of the unit, objectives, terminology and a list of materials available in the Appendix.

All supplemental materials are included in the Appendix of this guide and should be copied for the participants prior to the workshop.

WORKSHOP TERMINOLOGY

➤ ANTI-BIAS EDUCATION

Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities. —Anti-Defamation League

➤ PREJUDICE REDUCTION

The term “prejudice” refers to stereotypes which lead parties to view their opponents as threatening adversaries who are inherently inferior or are actively pursuing immoral objectives. ... Prejudice reduction refers to a collection of techniques designed to break down these destructive stereotypes. —Conflict Research Consortium, University of Colorado

➤ COLLECTIVE ACTION

The term “collective action” refers to the coordinated work of a traditionally marginalized or oppressed group banding together to demand justice and equality. —Teaching Tolerance

AGENDA

UNIT	PURPOSE	CONTENT	TIME	MATERIALS
1 Introduction	Prepare participants	<ul style="list-style-type: none"> ➤ Agenda ➤ Objectives ➤ Norms ➤ Expectations ➤ Terminology 	15 min	Expectations and Commitments handout
2 The Social Justice Standards	Provide a baseline understanding of the Social Justice Standards	<ul style="list-style-type: none"> ➤ Origin ➤ Structure ➤ Pedagogical Uses 	60 min	<ul style="list-style-type: none"> ➤ Sorting Strips handout ➤ Social Justice Anchor Standards handout ➤ Grade-level Outcomes and Scenarios handout
3 Going Deeper	Explore the anti-bias concepts that underpin the Social Justice Standards	<ul style="list-style-type: none"> ➤ Prejudice Reduction ➤ Collective Action 	45 min	N/A
4 Supporting Materials	Review materials TT provides to support IDJA	<ul style="list-style-type: none"> ➤ TT Resources ➤ Exemplars 	45 min	<ul style="list-style-type: none"> ➤ Essential Questions handout ➤ Teaching MLK With the Social Justice Standards handout ➤ Teach Identity and Diversity—Even in Science Class handout
5 Application	Create an Social Justice Standards integration plan	Content-area Group Work	35 min	Goals for Implementing the Social Justice Standards handout
6 Closing	Recap and reflect	<ul style="list-style-type: none"> ➤ Q&A ➤ Review ➤ Goal Setting ➤ Evaluations 	30 min	<ul style="list-style-type: none"> ➤ Goals for Implementing the Social Justice Standards at Your School handout ➤ Professional Development Evaluation handout

Unit 1

INTRODUCTION

UNIT 1 OBJECTIVES

- Review workshop agenda.
- Understand workshop objectives.
- Set group norms.

Suggested Time 15 Minutes

SLIDES

- Agenda
- Objectives
- Norms
- Expectations and Commitments
- Terminology

The purpose of this unit is to establish group norms for the workshop, review the agenda and understand the objectives for the workshop.

MATERIALS IN APPENDIX

Expectations and Commitments handout (pg 22)

TERMINOLOGY

ANTI-BIAS EDUCATION

“Anti-bias education is an approach to teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students’ learning, and strategies to create and sustain safe, inclusive and respectful learning communities.”

Anti-Defamation League

SUGGESTED PROCEDURE

Agenda

Distribute or display the workshop agenda. Review the schedule for the day and allow participants to ask questions.

Objectives

Display the workshop objectives, and explain that by the end participants will be able to:

- Explain the goals of anti-bias education and how the Social Justice Standards support those goals.
- Understand how the Social Justice Standards encompass the goals of prejudice reduction and collective action.
- Integrate the Social Justice Standards into existing classroom and school climate materials.

Norms

1. Divide participants into randomly selected groups of four.
2. Ask each group to write one group norm that they feel will help the workshop be safe, inclusive and productive. After groups have finished, gather the norms, read them as a group and then display them for the remainder of the workshop.

Expectations and Commitments

1. Distribute the Expectations and Commitments handout to participants.
2. Ask each participant to write down their expectations for the workshop and then record in the commitment section of the handout what they will do to help realize those expectations by the end of the workshop.

Terminology

Read aloud the definition of key words used throughout the training.

UNIT 2 OBJECTIVES

- Understand the origins of the Social Justice Standards.
- Examine the structure of the Social Justice Standards.
- Explore pedagogical uses of the Social Justice Standards.

Suggested Time 60 Minutes

SLIDES

- Origins of the Social Justice Standards
- 4 Goals = 4 Anti-bias Domains
- Sorting Strips Activity
- 20 Social Justice Standards
- Grade-level Outcomes and Scenarios
- Crosswalk Activity
- Closing

Unit 2

THE SOCIAL JUSTICE STANDARDS

The purpose of this unit is to provide a baseline understanding of the structure and use of the Social Justice Standards.

MATERIALS IN APPENDIX

- Sorting Strips handout
- Social Justice Anchor Standards handout
- Grade-level Outcomes and Scenarios handout

SUGGESTED PROCEDURE

Origins of the Social Justice Standards

1. Display the slide showing *Anti-Bias Curriculum: Tools for Empowering Young Children* and *Anti-Bias Education for Young Children and Ourselves*.
2. Ask how many people are familiar with the work of Louise Derman-Sparks and Julie Olsen Edwards. Explain that their work was foundational to the development of the Social Justice Standards and read aloud Derman-Sparks' four goals of anti-bias education.

4 Goals = 4 Anti-bias Domains

Explain that the Teaching Tolerance Social Justice Standards originated in the realization that Derman-Sparks' four goals could be used as anti-bias domains—Identity, Diversity, Justice and Action. TT staff then broke these domains out into a full set of anchor standards, five per domain.

Sorting Strips Activity

1. Divide participants into randomized groups of three or four people, and give each group an envelope containing the standard strips from the Sorting Strips handout.
2. Ask participants to match each anchor standard to the domain they feel it fits with most closely.
3. After the groups have finished categorizing all 20 anchor standards, have them check their work against the Social Justice Anchor Standards handout. Discuss why the groups made their choices, particularly those that differ from the official organization of the anchor standards.
 - ➔ Are there any standards that you weren't sure about or that you sorted incorrectly?
 - ➔ What criteria did you use to make decisions while sorting?
 - ➔ What do you notice about standards 5, 10 and 15? (Note that these standards act as bridges between the domains.)

20 Social Justice Standards

Remind participants that the standards are not meant to be linear but should function instead as a series of cogs or gears that interlink. Ask how keeping this in mind affects participants' thoughts about how the anchor standards are grouped.

Point out that the anchor standards are written in a way that includes some difficult vocabulary and complex concepts. Explain that, to make the standards more accessible, Teaching Tolerance wrote developmentally appropriate student learning outcomes.

Grade-level Outcomes and Scenarios

Next, draw participants' attention to the anti-bias scenarios in the far-right column of the Grade-level Outcomes and Scenarios handout. The Social Justice Standards are not meant to be assessed through grading; however, it is helpful to have an example of what success may look like. Notice that there is one scenario per grade level per anti-bias domain.

Crosswalk Activity

Have each small group choose an anchor standard. Ask them to crosswalk it through K–2, 3–5, 6–8 and 9–12 using the Grade-level Outcomes and Scenarios handout. Group members should discuss what is similar or different across grade-level outcomes. What changes do they see from kindergarten to grade 12? How is each outcome a foundation for the next?

Closing

Bring the entire workshop group back together to debrief on Unit 2. Answer any remaining questions participants have about the origin, structure or use of the Social Justice Standards.

Unit 3

GOING DEEPER

UNIT 3 OBJECTIVES

- Understand the difference between prejudice reduction and collective action.
- Explore why anti-bias education has often focused primarily on prejudice reduction.
- Discuss the importance of ensuring that collective action is also part of anti-bias education.

Suggested Time 45 Minutes

SLIDES

- Maurianne Adams Quote
- Terminology: Ingroup/Outgroup
- Terminology: Prejudice Reduction/Collective Action
- Prejudice Reduction and Collective Action: ID↔JA
- Prejudice Reduction vs. Collective Action
- What Could Prejudice Reduction and Collective Action Look Like in Your Classroom?
- Turn and Talk: #MeToo

The purpose of this unit is to explore two anti-bias concepts that underpin the Social Justice Standards—prejudice reduction and collective action.

TERMINOLOGY

INGROUP

The “ingroup” is the group that a person psychologically identifies with. In certain contexts, the ingroup may also be a socially dominant identity group, but in others it may not.

OUTGROUP

The “outgroup” is the group with which a person does *not* psychologically identify. In certain contexts, the outgroup may also be a socially marginalized identity group, but in others it may not.

PREJUDICE REDUCTION

“The term ‘prejudice’ refers to stereotypes which lead parties to view their opponents as threatening adversaries who are inherently inferior or are actively pursuing immoral objectives. ... Prejudice reduction refers to a collection of techniques designed to break down these destructive stereotypes.” —Conflict Research Consortium, University of Colorado

COLLECTIVE ACTION

The term “collective action” refers to the coordinated work of a traditionally marginalized or oppressed group banding together to demand justice and equality.

SUGGESTED PROCEDURE

Terminology: Ingroup/Outgroup

1. Present the definitions of “ingroup” and “outgroup.” Participants may have divergent understandings of these terms, so make sure to clarify both definitions for the purposes of this training.
2. Explain that ingroups and outgroups are contextual and may change depending on location and circumstances. For example, a white woman engaged in collective action on behalf of women’s right to equal pay is in the ingroup. The same white woman engaged in activism to ensure equal pay for black and white workers is in the outgroup.

Terminology: Prejudice Reduction/Collective Action

1. Ask participants if they have ever participated in a world culture day or diversity celebration at school. If they have, they are already familiar with the idea of prejudice reduction—the concept that underpins the identity and diversity domains of the Social Justice Standards. Read the definition of prejudice reduction together.
2. Introduce the idea that there is another important concept that helped shape the Social Justice Standards—collective action. Then, read the definition of collective action together.
3. Ask participants to consider another way of thinking about these two terms—prejudice reduction is teaching ingroups to stop negatively stereotyping outgroups; collective action is a traditionally marginalized or oppressed group banding together to demand justice and equality. *Remember, outgroups are not always traditionally marginalized groups!*

Prejudice Reduction and Collective Action: ID↔JA

Explain that the identity and diversity domains of the Social Justice Standards address prejudice reduction, while the justice and action domains address collective action. There is a tendency for anti-bias educators to focus on prejudice reduction, in part because it seems more positive. But, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

Prejudice Reduction vs. Collective Action

Look at the differences between prejudice reduction and collective action:

- Prejudice reduction seeks to minimize conflict; collective action directly challenges inequality.
- Prejudice reduction generally focuses on changing the attitudes and behaviors of an

ingroup; collective action focuses on improving conditions for traditionally marginalized or oppressed groups.

- ➔ When engaging in prejudice reduction, individual identities do not stand out. When engaging in collective action, individual identities do stand out.
- ➔ In prejudice reduction, group boundaries are usually seen to be permeable; in collective action, they are impermeable.

Once workshop participants have reviewed the differences, offer these scenarios as examples of prejudice reduction versus collective action:

- ➔ Mix It Up at Lunch Day—a Teaching Tolerance campaign that asks students to eat and interact with someone they normally wouldn't—is an example of prejudice reduction. The point of this activity is to include *all* identities, which makes individual identities become less noticeable. Crossing of group boundaries is the goal of the program. And participants usually view the experience of interacting with students previously avoided in a positive light.
- ➔ A student walkout to support DREAMers and protest the nonrenewal of DACA is a good example of collective action. The walkout directly challenges inequality and demands better conditions for marginalized groups in supporting the equal treatment and citizenship for DREAMers. The student walkout highlights the plight of a specific group: DREAMers. Because of this, individual identity stands out. People who share this identity bond as they work to improve their situation. While allies participate, the goal of the walkout is not to cross group boundaries, but to elevate the voice and humanity of one specific group. Since one must be a student to participate, a strong collective identification exists.

What Could Prejudice Reduction and Collective Action Look Like in Your Classroom?

1. Ask participants to identify work they are already doing that they recognize as prejudice reduction. What are they doing that they consider collective action? Do any of their activities overlap?
2. Ask them to think, write and share out examples from their own practice.

Turn and Talk: #MeToo

1. Ask participants to form small groups of three or four and discuss the #MeToo movement. (Note: Feel free to have groups discuss a social movement that may be more timely or relevant for your school community such as #BlackLivesMatter or #TakeAKnee.) Why is this movement an example of collective action? What prejudice reduction work needs to take place to help change the circumstances that caused the movement?
2. Bring the entire workshop group back together to debrief Unit 3. Answer any remaining questions that participants have about prejudice reduction or collective action.

Unit 4

SUPPORTING MATERIALS

The purpose of this unit is to explore other Teaching Tolerance resources that support the Social Justice Standards and learn how some educators have implemented the standards.

MATERIALS IN APPENDIX

- Essential Questions handout
- Teaching MLK With the Social Justice Standards handout
- Teach Identity and Diversity—Even in Science Class handout

UNIT 4 OBJECTIVES

- Explore Teaching Tolerance resources that support the Social Justice Standards.
- Examine real-world examples of implementation.

Suggested Time 45 Minutes

SLIDES

- Learning Plan Builder
- Student Text Library
- Essential Questions
- Teaching Tolerance Lessons
- 20 Face-to-Face Advisories
- Social Justice Standards Bulletin Board
- Teaching MLK With the Social Justice Standards
- Teaching Identity and Diversity—Even in Science Class
- Social Justice Standards Work With All Content
- Essential Questions: Identity
- Essential Questions: Diversity
- Essential Questions: Justice
- Essential Questions: Action
- Social Justice Standards in Use

SUGGESTED PROCEDURE

1. Begin by telling participants that Teaching Tolerance didn't stop with the creation of the Social Justice Standards; there is a broad array of other resources to help teachers implement the standards in their classrooms and broader school community.
2. Using the slides provided, introduce these Teaching Tolerance resources:
 - The Teaching Tolerance Learning Plan Builder: This interactive web tool allows users to build customized literacy-based plans that combine the Social Justice Standards, Common Core-aligned literacy strategies and student performance tasks with windows-and-mirrors texts from the Student Text Library.
 - Student Text Library: Teaching Tolerance's searchable library of short texts offers a diverse mix of stories and perspectives. This multigenre, multimedia collection aligns with the Common Core's recommendations for text complexity and the Social Justice Standards. Choose from informational and literary nonfiction texts, literature, photographs, political cartoons, interviews, infographics and more. Use them independently or as part of a customized Learning Plan.
 - Essential Questions: Essential questions (or EQs) drive student inquiry. They are sorted by grade level and aligned to the Identity, Diversity, Justice and Action domains of the Social Justice Standards. Educators can access a bank of essential questions in the Teaching Tolerance Learning Plan Builder.

Read aloud these examples.

How does my race influence who I am? (Identity)

How are my experiences similar to and different from people of other racial backgrounds? (Diversity)

What kinds of bias and privilege do individuals and groups experience because of their race? (Justice)

What can we do to address racial prejudice and to advocate for racial justice? (Action)

- Teaching Tolerance Lessons: These robust, ready-to-use classroom lessons offer breadth and depth, spanning essential social justice topics and reinforcing critical social emotional learning skills. Lessons can be filtered by anti-bias domain.
- 20 Face-to-Face Advisories: These 20 student-friendly activities can help students make the shift from awareness to action. Use these activities, grouped by anti-bias domain, in homeroom or during advisory periods to build social justice knowledge and competencies.

3. Display the slide showing one teacher's Social Justice Standards bulletin board. Explain that this teacher from Wisconsin posted some of the anti-bias grade-level outcomes and anchor standards alongside the Common Core Standards to help students become accustomed to talking about their development of anti-bias attitudes and beliefs alongside academic goals. In the same school, the administration is using some of the grade-level outcomes when they set goals with students, have conversations about behavior expectations and conference with parents. It's a great example of how the Social Justice Standards can be integrated into all elements of a school community's communication.

4. Display the Social Justice Standards Work With All Content slide. Give each participant copies of the Teaching MLK With the Social Justice Standards handout and the Teach Identity and Diversity—Even in Science Class handout.
5. Explain that the two articles offer some suggestions for how the Social Justice Standards and other supporting Teaching Tolerance materials can be used in the classroom. If time allows, split the participants into two groups and assign an article to each group. Then, ask each participant to pair up with someone from the other group and share what they learned.
6. Revisit the essential questions. Explain that EQs are a simple way to begin integrating the Social Justice Standards into your teaching. Display and read aloud the four EQ slides. Distribute the Essential Questions Mapped by IDJA handout, and remind participants that each EQ maps to a domain of the Social Justice Standards.
7. Ask each participant to write EQs for a topic that they teach on the back of the handout. If time allows, ask participants to share examples of EQs either with a partner or with the whole group.
8. Share the Social Justice Standards in Use slide. Remind them of the school in Wisconsin that featured the standards on its bulletin board. Then, discuss the example of a school in Pleasanton that integrates the Social Justice Standards in its unit plans. Point out the sample lesson plan template on the slide and explain that it can be used as an integration tool as well.
9. As a group, debrief Unit 4. Answer any remaining questions that participants have about how the Social Justice Standards can be integrated into classroom resources.

Unit 5

APPLICATION

The purpose of this unit is to allow all participants to create a plan to integrate the Social Justice Standards into various content areas.

MATERIALS IN APPENDIX

Goals for Implementing the Social Justice Standards handout

SUGGESTED PROCEDURE

1. Divide participants into groups according to content area. Split groups if necessary to ensure that no group is larger than five people.
2. Give each group a copy of the Goals for Implementing the Social Justice Standards handout.
3. Ask each group to discuss for 15 minutes how they might be able to integrate the Social Justice Standards in their content area and grade levels.
4. After the groups have finished discussing, ask a representative from each group to report on the ways in which their group thinks the Standards could be most effectively integrated into their content area.
5. As a group, discuss which ideas might be helpful across content areas.
6. As a group debrief Unit 5. Answer any remaining questions that participants have about how to integrate the Social Justice Standards.

UNIT 5 OBJECTIVES

- Create Social Justice Standards integration plans for a specific content area.

Suggested Time 35 Minutes

SLIDES

- Goals for Implementing the Social Justice Standards

Unit 6

CLOSING

The purpose of this unit is review the information covered in the previous five units, discuss any remaining questions, and allow participants to complete an evaluation survey.

MATERIALS IN APPENDIX

- Goals for Implementing the Social Justice Standards at Your School handout
- Professional Development Evaluation handout

SUGGESTED PROCEDURE

1. Using the recap slide provided, briefly review the information covered during the previous five units. Ask for volunteers to summarize what they've learned about each of the following topics:

- Anti-bias domains (IDJA)
- Social Justice Standards
- Grade-level outcomes
- Prejudice reduction and collective action
- Supporting Teaching Tolerance resources

2. Ask participants to divide into pairs or small groups. Ask them to consider possibilities for incorporating the standards in their school over the next two weeks (short term), six months (medium term) and two years (long term). Then, ask them to think about what support or resources they need to accomplish these goals. Ask them to complete one handout for the whole group that they can submit to the facilitator.

3. Ask participants if they have any remaining questions. Discuss and answer each question as a group.

4. Distribute a copy of the Professional Development Evaluation handout to each participant. Remind them that the surveys are anonymous; they should not put their names on the handout.

5. Collect the evaluations once all participants have finished.

UNIT 6 OBJECTIVES

- Review information from first five units.
- Discuss any remaining questions.
- Complete participant survey.

Suggested Time 30 Minutes

SLIDES

- Recap
- Evaluation

FACILITATOR REFLECTION

You did it! Thanks to your planning and commitment, you've successfully facilitated a professional development workshop on Teaching Tolerance's Social Justice Standards. You deserve a minute to breathe and feel good about the work you've done.

What's next?

When you're ready, the next step is to reflect back on this workshop and see what went well and what could be improved. Then, you can get to work implementing training materials and building on prior learning!

REVIEW EVALUATIONS

Thumb through the evaluations you received from workshop participants. Did any of the questions consistently receive highly positive or negative responses? If so, look at those first.

Comments are also important because they allow participants to give you specific feedback—so make sure to read them all! Please consider letting the Teaching Tolerance staff know how your training went and offering any feedback you would like to pass on (either from the participants or yourself) at workshop@tolerance.org.

WHAT WORKED? WHAT COULD BE IMPROVED?

You can learn a lot about what worked and what didn't from the evaluations you received, but don't ignore your instincts either. When did it feel like participants were most engaged? Were there times you noticed people zoning out or looking confused? Use those cues along with the evaluation results to guide the modifications you make to your next workshop.

NEXT STEPS FOR IMPLEMENTING TRAINING MATERIAL AND BUILDING ON LEARNING

Review the goals set by the participants in this training, paying close attention to the resources and support that have been identified as necessary to reach those goals. Summarize these needs so you can either use them in future discussions with school or district leaders or share them with someone who can.

Finally, consider using one of the other Teaching Tolerance facilitator's guides to build on the foundation you've created by introducing the Social Justice Standards.

APPENDIX

Handout 1

EXPECTATIONS AND COMMITMENTS

List three expectations for and three commitments to this workshop (e.g., “I expect to take away at least one strategy for teaching literacy” or “I commit to lean into discomfort when difficult conversations arise”).

EXPECTATIONS

COMMITMENTS

Handout 2

SORTING STRIPS ACTIVITY

Each social justice domain is broken down into five anchor standards, 20 in all. In this activity, we'll look closely at each of the anchor standards.

DIRECTIONS

Remove the following pages containing the 20 anchor standards and the IDJA sorting guide. Separate each anchor standard along the perforations. You now have the 20 standards on individual strips.

Next, match the standards with their respective social justice domains—Identity, Diversity, Justice and Action—so that you have five standards in each domain.

When finished, check your work using the Social Justice Anchor Standards handout.

DEBRIEF

- Are there any standards that you weren't sure about or that you sorted incorrectly?
- What criteria did you use to make decisions while sorting?
- What do you notice about standards 5, 10 and 15?



Students will develop positive social identities based on their memberships in multiple groups in society.

Students will recognize traits of the dominant culture, their home cultures and other cultures and understand how they negotiate their own identities in multiple spaces.

Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.



Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).

Students will recognize that people's multiple identities interact and create unique and complex individuals.

Students will recognize stereotypes and relate to people as individuals rather than as representatives of groups.

Students will develop language and knowledge to accurately describe how people (including themselves) are both similar to and different from each other and others in their identity groups.

Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Students will develop language and historical and cultural knowledge that affirms and accurately describes their memberships in multiple identity groups.

Students will respond to diversity by building empathy, respect, understanding and connection.

Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

SORTING STRIPS GUIDE

IDENTITY

DIVERSITY

JUSTICE

ACTION

Handout 3

SOCIAL JUSTICE ANCHOR STANDARDS

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 affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's 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 from 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 from 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).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

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.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Handout 4

GRADE-LEVEL OUTCOMES AND SCENARIOS

K–2 Grade-level Outcomes and Scenarios

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Identity 1	ID.K-2.1	I know and like who I am and can talk about my family and myself and name some of my group identities.	For show and tell, Joi brings in a picture of her family on a church camping trip. “My family goes camping a lot. I like camping,” she says. “I’m a Christian, and sometimes my family goes camping with the church. I’m also a big sister, so I have to help my parents take care of my little brother, especially when we go camping.”
Identity 2	ID.K-2.2	I can talk about interesting and healthy ways that some people who share my group identities live their lives.	
Identity 3	ID.K-2.3	I know that all my group identities are part of me—but that I am always ALL me.	
Identity 4	ID.K-2.4	I can feel good about myself without being mean or making other people feel bad.	
Identity 5	ID.K-2.5	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.	
Diversity 6	DI.K-2.6	I like being around people who are like me and different from me, and I can be friendly to everyone.	As children are funneling into her classroom on a Monday morning, Ms. Franklin overhears a conversation between two students.
Diversity 7	DI.K-2.7	I can describe some ways that I am similar to and different from people who share my identities and those who have other identities.	“What did you do last weekend?” Kevin asks Lisa. “My moms took me to the zoo!” Lisa replies.
Diversity 8	DI.K-2.8	I want to know about other people and how our lives and experiences are the same and different.	“You have two moms? Do you call both of them Mom?” “I call them Mamma Kendra and Mamma Sam,” Lisa says.
Diversity 9	DI.K-2.9	I know everyone has feelings, and I want to get along with people who are similar to and different from me.	
Diversity 10	DI.K-2.10	I find it interesting that groups of people believe different things and live their daily lives in different ways.	

K–2 Grade-level Outcomes and Scenarios (cont'd)

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Justice 11	JU.K-2.11	I know my friends have many identities, but they are always still just themselves.	Shawna timidly approaches her teacher, Mr. Bradley, after school. She explains that her uncle, who picks her up from school, frequently says negative things about black people, and it has been making her feel uncomfortable. “He says that I shouldn’t be friends with Renee and Jeffrey anymore because they’re black,” Shawna says, “but I love all my friends!” Mr. Bradley tells Shawna that he’s proud of her and is sorry that she has to deal with something so difficult. He knows that Shawna’s parents would never approve of the way her uncle is talking and promises to call them that evening to discuss the situation.
Justice 12	JU.K-2.12	I know when people are treated unfairly.	
Justice 13	JU.K-2.13	I know some true stories about how people have been treated badly because of their group identities, and I don’t like it.	
Justice 14	JU.K-2.14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.	
Justice 15	JU.K-2.15	I know about people who helped stop unfairness and worked to make life better for many people.	
Action 16	AC.K-2.16	I care about those who are treated unfairly.	At recess, Joe notices that Stephen has chosen to play with a baby doll. Joe snatches the doll away from Stephen, saying, “Dolls are for girls, not boys.” Anne notices the incident from across the room and decides to intervene. “Don’t be mean to Stephen. It’s OK that he likes different things than you or the other boys. How would you feel if someone told you that you couldn’t play with your favorite truck?” Their teacher, Mrs. Johnson, has taken notice of the situation. “Anne is exactly right,” she says. “As long as no one is being hurt, you shouldn’t judge someone for what they like.”
Action 17	AC.K-2.17	I can and will do something when I see unfairness—this includes telling an adult.	
Action 18	AC.K-2.18	I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don’t like something they say or do.	
Action 19	AC.K-2.19	I will speak up or do something if people are being unfair, even if my friends do not.	
Action 20	AC.K-2.20	I will join with classmates to make our classroom fair for everyone.	

3–5 Grade-level Outcomes and Scenarios

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Identity 1	ID.3-5.1	I know and like who I am and can talk about my family and myself and describe our various group identities.	<p>Omar’s mother is serving as a chaperone on her son’s field trip. On the bus ride, the teacher, Ms. Robin, overhears a conversation between Omar and Peter. “What is your mother wearing on her head?” Peter asks.</p> <p>“It’s called a hijab,” Omar replies. “Many Muslim women wear them.”</p> <p>“Why does she wear it?”</p> <p>“Our religion teaches us that the hijab is a way of being humble and modest. Muslim women wear it to show they love God.”</p>
Identity 2	ID.3-5.2	I know about my family history and culture and about current and past contributions of people in my main identity groups.	
Identity 3	ID.3-5.3	I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.	
Identity 4	ID.3-5.4	I can feel good about my identity without making someone else feel badly about who they are.	
Identity 5	ID.3-5.5	I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me.	
Diversity 6	DI.3-5.6	I like knowing people who are like me and different from me, and I treat each person with respect.	<p>Ms. Ramirez has divided her class into small groups for a mapping activity. As the students are gathering to begin work, she overhears one student, Joao, tell the others that he doesn’t want Jonah, a classmate who uses a wheelchair, in his group. Just as Ms. Ramirez is about to intervene and facilitate a discussion with Joao and the rest of the group, she hears another student say, “Joao, Jonah has a lot to share with our group. It’s important for us to all work together. You shouldn’t think that his physical disability makes him a less important member of our group.”</p>
Diversity 7	DI.3-5.7	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.	
Diversity 8	DI.3-5.8	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.	
Diversity 9	DI.3-5.9	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.	
Diversity 10	DI.3-5.10	I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.	

3–5 Grade-level Outcomes and Scenarios (cont'd)

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Justice 11	JU.3-5.11	I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.	A class is discussing César Chávez and the American labor movement. Kelly mentions seeing on TV that most of the clothes sold in the United States are made in other countries where workers aren't protected the way U.S. laborers are. She notes that even though worker conditions have improved in the United States, it doesn't mean that we should ignore injustice elsewhere. She and several other students are inspired to go home and talk to their parents about purchasing clothes from companies that practice ethical manufacturing. They also plan to set up a clothes swap to help reduce wastefulness.
Justice 12	JU.3-5.12	I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.	
Justice 13	JU.3-5.13	I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.	
Justice 14	JU.3-5.14	I know that life is easier for some people and harder for others based on who they are and where they were born.	
Justice 15	JU.3-5.15	I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.	
Action 16	AC.3-5.16	I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated.	Jessica notices that one of her classmates, Jeremy, always sits alone at lunch. She asks her friend Samantha if she knows why. "He's gross!" Samantha replies. "His family is super poor, and he's always coughing." "You shouldn't be so mean to him, Sam," Jennifer responds. "You don't know what his life is like. It's not fair to exclude someone because his family doesn't have as much money." "Maybe you're right. I'm sure it makes him feel terrible," says Samantha. "I have math class with him. I can try to get to know him better."
Action 17	AC.3-5.17	I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.	
Action 18	AC.3-5.18	I know some ways to interfere if someone is being hurtful or unfair, and will do my part to show respect even if I disagree with someone's words or behavior.	
Action 19	AC.3-5.19	I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.	
Action 20	AC.3-5.20	I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.	

6–8 Grade-level Outcomes and Scenarios

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Identity 1	ID.6-8.1	I know and like who I am and can comfortably talk about my family and myself and describe our various group identities.	Patrick is being raised in a traditional Christian home. This year in Mr. Sanderson's social studies class, he has been learning about the world's different beliefs systems. Patrick enjoys the company of friends from different religions and is interested in their beliefs and practices. Though he remains devout, he wonders if being curious makes him a bad Christian. Patrick talks to his Sunday school teacher Mrs. Patterson who assures him that he can be Christian and befriend and learn from people of different religions as well. In fact, her best friend of thirty years is a Jewish woman she grew up with.
Identity 2	ID.6-8.2	I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.	
Identity 3	ID.6-8.3	I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.	
Identity 4	ID.6-8.4	I feel good about my many identities and know they don't make me better than people with other identities.	
Identity 5	ID.6-8.5	I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.	
Diversity 6	DI.6-8.6	I interact with people who are similar to and different from me, and I show respect to all people.	Darius tells Melissa that he thinks he might be gay. Melissa is taken aback. She and Darius have been close friends for many years. No one in Melissa's circle identifies as LGBTQ, and she feels that her family would not approve. After gathering her thoughts, she hugs Darius and tells him she wants him to know he can be himself with her. She just wants him to be happy with himself. Because neither knows much about what it means to be gay, Melissa accompanies Darius to see their history teacher, Mr. Gilbert, who has a safe zone sticker on his door.
Diversity 7	DI.6-8.7	I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups.	
Diversity 8	DI.6-8.8	I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.	
Diversity 9	DI.6-8.9	I know I am connected to other people and can relate to them even when we are different or when we disagree.	
Diversity 10	DI.6-8.10	I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.	

6–8 Grade-level Outcomes and Scenarios (cont'd)

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Justice 11	JU.6-8.11	I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.	While Mrs. Douglas' class is discussing immigration, some of the students start talking negatively about a Latino student in another class, accusing his family of immigrating illegally. Julian speaks up, telling his classmates that it's not appropriate to use stereotypes and spread rumors about others. Julian tells them that the student's family immigrated because they believe in American ideals and feel that the United States offers more opportunities. He urges his classmates to respect their decision and says that the family's status is none of their business. "Life must be hard enough moving to a strange new country," he says. "Don't make it harder for him by saying that he doesn't belong." Mrs. Douglas affirms Julian's sentiments and asks her class to think about how this discussion relates to the historical distrust and unfair treatment of other immigrant groups, such as those from Ireland or China.
Justice 12	JU.6-8.12	I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.	
Justice 13	JU.6-8.13	I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.6-8.14	I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.	
Justice 15	JU.6-8.15	I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.	
Action 16	AC.6-8.16	I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.	During gym class, Jenny's friends are making fun of a girl in their class for being fat. Jenny speaks up to tell her friends how harmful such speech can be. She calmly explains to them that a person's weight is determined by a lot of different factors and that weight is not necessarily a sign of good or bad health.
Action 17	AC.6-8.17	I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice.	
Action 18	AC.6-8.18	I can respectfully tell someone when his or her words or actions are biased or hurtful.	
Action 19	AC.6-8.19	I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.	
Action 20	AC.6-8.20	I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.	

9–12 Grade-level Outcomes and Scenarios

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Identity 1	ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.	As part of a class project, Rebecca completes the following personal mission statement: “I am more than one identity. I will celebrate all of my ingroup and outgroup identities and work to understand how they overlap to make up who I am as an individual. I will not allow others to put me into boxes.” Rebecca explains to her peers in small-group discussion that being a student, sister, female, Latina, Spanish speaker and dancer are all interconnected and equally important. She displays her personal mission statement on the outside of her class binder.
Identity 2	ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.	
Identity 3	ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	
Identity 4	ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.	
Identity 5	ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	
Diversity 6	DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.	Sheri is a student ambassador, welcoming new students and showing them around the school. She mentions to one new student, Kyle, that she helped found the school’s Gay-Straight Alliance (GSA). Kyle confides in her that he is actually transgender and changed schools after beginning transition. Sheri tells him that she will be discreet and assures him that the administration is welcoming. Kyle recounts this story fondly at a later meeting with the school’s counselor.
Diversity 7	DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.	
Diversity 8	DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	
Diversity 9	DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.	
Diversity 10	DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.	

9–12 Grade-level Outcomes and Scenarios (cont'd)

ANCHOR STANDARD	CODE	GRADE-LEVEL OUTCOME	ANTI-BIAS SCENARIO
Justice 11	JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	Karen notices that many of her school's facilities are not friendly to those with disabilities. Many students have difficulty navigating the school and are often late to class as a result. Karen decides to look into building plans to determine if any accommodations are present for those in the community with physical limitations. She forms a focus group of students and faculty to come up with effective solutions to the situation.
Justice 12	JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Justice 13	JU.9-12.13	I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.	
Justice 14	JU.9-12.14	I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.	
Justice 15	JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	
Action 16	AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	Lee has grown weary of the bullying he sees at his school each day. He discusses his concerns with classmates, teachers and administrators to develop a plan to combat the situation. Together, they plan Mix It Up at Lunch Day to promote a greater sense of cohesion among the diverse student body. The day is used to celebrate the launch of a new diversity club, aimed at bringing diverse students together and combating baseless animosity through ongoing intergroup activities.
Action 17	AC.9-12.17	I take responsibility for standing up to exclusion, prejudice and injustice.	
Action 18	AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.	
Action 19	AC.9-12.19	I stand up to exclusion, prejudice and discrimination, even when it's not popular or easy or when no one else does.	
Action 20	AC.9-12.20	I will join with diverse people to plan and carry out collective action against exclusion, prejudice and discrimination, and we will be thoughtful and creative in our actions in order to achieve our goals.	

HANDOUT 5

ESSENTIAL QUESTIONS GROUPED BY IDJA

One prominent area of the Learning Plan Builder in which the standards appear is in the Essential Questions (EQ). What are EQs?

Essential Questions are:

- ➔ lifelong questions that could be discussed 50 years from now.
- ➔ open-ended questions that will not typically have a single, correct answer.
- ➔ thought-provoking questions that typically raise additional questions.
- ➔ multi-dimensional questions that point toward transferable ideas within and across disciplines.

Example: Notice how the topic of race and ethnicity can be approached in a more comprehensive way through the four domains of the Standards.

IDENTITY PERSPECTIVE

How does my race influence who I am?

DIVERSITY PERSPECTIVE

How are my experiences similar to and different from those of people from other racial backgrounds?

JUSTICE PERSPECTIVE

What kinds of bias and privilege do individuals and groups experience because of their race?

ACTION PERSPECTIVE

What can we do to address racial prejudice and to advocate for racial justice?

Try it on your own. Create EQs related to a topic you teach. Write the topic at the top. Write an EQ for each domain. Use the race example as a model if you need.

TOPIC	
IDENTITY	DIVERSITY
JUSTICE	ACTION

DEBRIEF

- How do EQs facilitate student learning?
- How can EQs extend student understanding of the Social Justice Standards?
- How do/will you use EQs in your teaching and learning?

HANDOUT 6

TEACHING MLK WITH THE SOCIAL JUSTICE STANDARDS

Lauryn Mascareñaz

Editor’s note Several useful readings from the Teaching Tolerance Student Text Library are included in this article. Visit tolerance.org and create your free account so that you may explore these items. Also, find more suggestions for a meaningful MLK Day here: t-t.site/extramile.

As Dr. Martin Luther King Jr. Day approaches, many of you may be making plans to teach about him and his legacy. It’s important to seize the opportunity this holiday affords to focus on King’s inspiring activism and on students’ own capacity to be change agents. Too often, however, lesson plans fail to move beyond “[I Have a Dream](http://t-t.site/4famouswords)” (t-t.site/4famouswords), to examine King’s status as a “hero” or to acknowledge the depth and complexity of the movement he helped to lead.

Instead of doing the “same old, same old,” consider a wider range of approaches to teaching about King that will deepen your students’ understanding of [his legacy](http://tolerance.org/ttm) (tolerance.org/ttm) and his role in a broad, dynamic movement that involved many people, organizations, strategies and events. The four domains of Teaching Tolerance’s [Social Justice Standards](#)—Identity, Diversity, Justice and Action—can guide you.

IDENTITY AND DIVERSITY

For elementary students, the identity and diversity lenses are good initial approaches to King’s work, which called for everyone to love one another, regardless of skin color. Lessons in which students create their own [beautiful self-portraits](http://t-t.site/portraits) (t-t.site/portraits) and examine racial identities in [children’s books](http://t-t.site/childrensbooks) (t-t.site/childrensbooks) or through writing

[poetry](http://t-t.site/sharingcolors) (t-t.site/sharingcolors) encourage students to be proud of their identities and appearance while still validating and respecting others’. For even younger learners, try a lesson focusing on [different types of hair](http://t-t.site/whohashair) (t-t.site/whohashair) and watch as students delight in their differences while celebrating their individuality.

This article was originally published in 2017 by Teaching Tolerance. Find more short articles at tolerance.org/magazine/articles.

JUSTICE AND ACTION

King’s masterful “[Letter From a Birmingham Jail](#)” (t-t.site/birminghamjail) presents an opportunity to go beyond the most familiar King quotes and to do more critical analysis. For example, help students draw connections between his stance on nonviolent resistance and the number of times he was arrested and jailed. It’s also a great chance to compare King’s concept of justice with that of the clergy he addresses in the letter, including those he identifies as “white moderates.” Another consideration is to tie the systemic function of his jail time as a movement leader to that of [Nelson Mandela](#) (t-t.site/nelsonmandela), who was jailed for 27 years for leading a civil rights movement in South Africa.

When it comes to King’s philosophy of nonviolence, mention to students that he was inspired by Mahatma Gandhi to lead through peaceful resistance. Then read educator and activist [Septima Clark’s experiences](#) (t-t.site/2septimaclark) as a witness to King’s nonviolence in the face of physical violence, threats and anger. Then you might have students create a timeline of specific events—in-

cluding triumphs and obstacles—on the path toward equal civil rights in the United States. Students can interact with multiple readings, photographs and more to create a [dynamic timeline](#) online (t-t.site/timeline) or one on paper that will help them see the scope of the [civil rights movement](#) (t-t.site/civilrights), of which King was one of many participants.

The movement was multifaceted. One aspect, for instance, concerned workers’ rights to fair wages and humane working conditions. King’s last speech, the night before he was killed, was about sanitation workers’ rights, and he was one of many people fighting for workers during the civil rights era. (Listen to “[Dr. King’s Final Speech](#)” (t-t.site/finalspeech), a StoryCorps interview in which a couple recall hearing this speech in person.) [César Chávez](#) (t-t.site/lacausa) was fighting the battle to form unions for California’s migrant workers during the same time. [Explore a telegram](#) (t-t.site/mlktelegram) from King to Chávez, and have students discuss similarities and differences between the two leaders and their work.

ADDITIONAL APPROACHES

Interact with Dr. King! Show your students images, [video clips and audio recordings](#) (t-t.site/kingspeeches) of him. Let them experience the dynamic leader and orator he was instead of just filling out a one-dimensional worksheet. Try beautifully illustrated books like the ones recommended by [Black Children’s Books and Authors](#) (t-t.site/mlk-books). If you can find books that come with audio files featuring King, students can listen along to his words.

King’s words are powerful and full of symbolism and imagery—another way into his messages. Teach a lesson on figurative language and do a close reading of one of his [speeches](#) (t-t.site/mlkspeech). Parse out pieces of the text to your students and have them analyze the meanings, look up places he may ref-

erence, and encourage them to come to their own conclusions about his language choices.

King’s life and legacy are dynamic and complex. As you prepare to honor him this month, next month and beyond, take the time to place his life and legacy in the context of the civil rights movement at large. Doing so will allow your students to see King and the movement beyond the most famous words and images. It will also set the stage for more robust teaching about the civil rights movement, which relied on thousands of foot soldiers too often obscured by a narrative that focuses exclusively on King.

For more ideas about how to teach the civil rights movement, explore our [Teaching the Movement](#) (tolerance.org/ttm) resources.

Mascareñas is the director of equity for the Wake County Public School System.

HANDOUT 7

TEACH IDENTITY AND DIVERSITY— EVEN IN SCIENCE CLASS

Chris Widmaier

We were having a classroom discussion when things got really interesting: A student, almost out of nowhere, mentioned that five people had been shot in our city over the weekend. As the facilitator of the discussion, I decided to connect his comments to our conversation. “Is violence natural?” I asked. This question sparked a deep dialogue about how weapons and anger relate to our views of the place people have in nature. We had started the class by talking about nature as trees and birds and how our ideas of nature were formed by experiences at parks and in the woods, but this turn in the discussion got us below the surface to a level where we could analyze rather than just describe. This level of critical thinking was essential to meeting our course objective: to assess how people’s ideas about nature have shaped the past, inform our present and will create our future.

The course I teach, *Global Environment*, includes reading *Guns, Germs, and Steel* by Jared Diamond and several other texts about the general role of European imperialism in shaping the world we live in today. These readings offer important ideas for us to think about, but they haven’t really engaged students in the past. A recent course I took inspired me to shift the focus from the readings and content to essential questions designed to address the [Teaching Tolerance Social Justice Standards](#) related to identity and diversity. Through these questions, stu-

dents explored why they didn’t think people and the things we make—like guns—are part of nature, how other cultures think about nature and where students’ own ideas come from. This approach provided an opportunity for critical and creative thought, as well as a motivation to explore the content from different perspectives.

During the course I took, we dove deep into Teaching Tolerance’s Learning Plan Builder. Studying critical literacy with this tool in mind led me, for the first time in my career as a science teacher, to make a conscious effort to include diverse voices and ways of knowing in my daily practice. Most of my ideas about nature had come from reading authors like John Muir and E.O. Wilson—after all, my teachers had told me that these were the naturalists—and I had never critically examined the fact that all of them look more like me than my students.

But when I made the effort to include articles that discussed nature from scientific, artistic and traditional ways of knowing, written by authors of different cultural backgrounds, we all became immersed in the complexity of varying perspectives and deeper knowledge. Students appreciated not reading an academic text written by yet another white man. Lucille Clifton’s poem “[The Earth Is a Living Thing](#)” ([t-t.site/livingthing](#)) mingled in their minds with Raymond Pierotti and Daniel Wildcat’s [Traditional Ecological](#)

Knowledge: The Third Alternative (t-t.site/eco-knowledge). Pierotti and Wildcat’s discussion of the Rock Creek and Oglala Lakota perspectives on nature shared space in students’ brains with the philosophies of the Akamba and Chagga people of eastern Africa, presented in Bakanja Mkenda’s “[Environmental Conservation Anchored in African Cultural Heritage](#)” (t-t.site/conservation).

The week ended with a student-led discussion, and we all connected American Indian and African ideas that humans are threads in a web of life. We recognized that we can follow the thread of violence through evolutionary history back to the first time two

animals fought for resources. We reflected on how Muslims and Christians agree that nature was God’s creation and that people have the obligation to be stewards of it. We accepted that our American ideas are formed by the collision of European, African and indigenous cultures in the age of imperialism and colonization. Our group realized that we connected with the ideas of our African ancestors more than our European ones.

We didn’t agree on what nature is or our place in it, but there was general agreement around the table when one student said senior year was way too late to have thought about these things for the first time.

Widmaier is an instructional coach and science teacher at World of Inquiry School #58 in Rochester, NY. He is also a recipient of the 2016 Teaching Tolerance Award for Excellence in Teaching. This article was originally published in 2017 by Teaching Tolerance. Find more short articles at [tolerance.org/magazine/articles](https://www.teachingtolerance.org/magazine/articles).

HANDOUT 8

GOALS FOR IMPLEMENTING THE SOCIAL JUSTICE STANDARDS

Now that you have a thorough understanding of the Teaching Tolerance Social Justice Standards, think about how you plan to implement this tool in your practice. In pairs or as a small group, explore possibilities for incorporating the standards in your classroom and school over the next two weeks (short term), six months (medium term) and two years (long term). Then think about what support or resources you need to accomplish these goals.

SHORT-TERM GOALS

SUPPORT OR RESOURCES

MEDIUM-TERM GOALS

SUPPORT OR RESOURCES

LONG-TERM GOALS

SUPPORT OR RESOURCES

HANDOUT 9

GOALS FOR IMPLEMENTING THE SOCIAL JUSTICE STANDARDS AT YOUR SCHOOL

Now that you have a thorough understanding of the Teaching Tolerance Social Justice Standards, think about how you plan to implement this tool throughout your school. In pairs or as a small group, explore possibilities for incorporating the standards in your school over the next two weeks (short term), six months (medium term) and two years (long term). Then think about what support or resources you need to accomplish these goals.

SHORT-TERM GOALS

SUPPORT OR RESOURCES

MEDIUM-TERM GOALS

SUPPORT OR RESOURCES

LONG-TERM GOALS

SUPPORT OR RESOURCES

HANDOUT 10

PROFESSIONAL DEVELOPMENT EVALUATION

WORKSHOP TITLE _____

LOCATION _____ DATE _____

FACILITATOR _____

For each statement, choose the number that best describes how you feel about your experience in this professional development (1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree).

1. The outcomes of this professional development were clearly identified and met.

1 2 3 4 5

2. The professional development will affect my professional growth or student growth in regards to content knowledge or skills or both.

1 2 3 4 5

3. Overall, the presenter appeared to be knowledgeable of the content provided.

1 2 3 4 5

4. Overall, the presenter was responsive to the needs of participants and handled questions and comments effectively.

1 2 3 4 5

5. The materials and presentation techniques utilized were well organized and engaging.

1 2 3 4 5

6. The professional development aligned to my district or school improvement plans.

1 2 3 4 5

7. Participation in this professional development increased my understanding about anti-bias education.

1 2 3 4 5

8. The material covered in the professional development will be used in my classroom immediately.

1 2 3 4 5

9. I plan to share what I learned today with other educators.

yes no

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