

# Teaching Matters

## Race Conversations Toolkit

K-2 Resources		
Topic	Description	How
Accessing Knowledge & Comfort	<p>Find out what students know, want to know, and want to talk about.</p> <p>Ask students and caregivers to submit their questions, concerns, and hopes for conversations around race, racism, and currents via email, text message, audio or video message.</p>	<ul style="list-style-type: none"> <li>● Email</li> <li>● Text message</li> <li>● <a href="#">Google Form</a></li> <li>● <a href="#">Screencastify Submit</a></li> </ul>
Checking-in with Students Emotions Before/During/After a Difficult Conversation	<p>Staying on top of the emotional temperature in the classroom and checking in with students about how they are feeling helps you know when to stop and address strong emotions. Checking in nonverbally to gauge students' comfort levels allows all students to participate without being singled out or put on the spot. Try these ideas.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Fist-to-Five</a> (scroll to page 8)</li> <li>● <a href="#">Spotlight</a> (scroll to page 9)</li> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> </ul>
Explaining Tragic Current Events	<p>Clearly name what happened to George Floyd, the protests that have followed, and that it is important to have a space for to be able to share their feelings, thoughts, and reflections.</p> <p>Young children do not need the specific details of George Floyd's death to understand why people are angry.</p> <p>We do not advise showing the video of George Floyd's death.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Video 1</a> and <a href="#">video 2</a> on how to talk to kids about race</li> <li>● <a href="#">Talking With Children About Racism, Police Brutality and Protests</a> (specific examples of language to use to explain the death of George Floyd based on age - starting with age 3)</li> <li>● <a href="#">7 Things to Do When Your Kid Points Out Someone's Differences</a></li> <li>● Example Language about George Floyd: A white police officer hurt a black man named George Floyd, and he died. The protesters believe what happened was wrong." (language from the Chicago Tribune)</li> <li>● <a href="#">NPR Q&amp;A: How to Talk To Kids About Black Lives and Police Violence</a></li> </ul>
Creating Common Ground	<p>Before engaging students in a conversation, establish a baseline of knowledge and dispel misinformation.</p>	<ul style="list-style-type: none"> <li>● Use clips from <a href="#">Sesame Street &amp; CNN Town Hall Meeting</a> to describe and explain racism, protests, and Black Lives Matter.</li> <li>● Ask students to share their feelings, reactions, and thoughts</li> </ul>

		<p>to the clips.</p> <ul style="list-style-type: none"> <li>● Chunk learning over several days - think about students' attention spans at this age.</li> </ul>
Listening Circles	<p>A <a href="#">Listening Circle</a> allows students to say what they are thinking and feeling and can help create systems of support during stressful times.</p>	<ul style="list-style-type: none"> <li>● Prepare specific prompts for students to respond to that addresses the topic you wish to discuss - the topic could be a person or events like protests. Example prompts for a listening circle on George Floyd are below. <ul style="list-style-type: none"> <li>○ What thoughts might you want to share with George Floyd's friends and family right now?</li> <li>○ What thoughts and feelings have you had about the police violence against George Floyd?</li> <li>○ What thoughts and feelings have you had about the protests that have taken place?</li> </ul> </li> <li>● <a href="#">Listening Circle on George Floyd</a></li> <li>● <a href="#">Listening Circle on Protests</a></li> </ul>
Read Alouds	<p>Hold live or recorded read alouds using books that help explain ideas around race, racism, protests, and activism. Also, read books with diverse characters, family structures, and plots.</p> <p>Pause to ask students questions about key vocabulary, to summarize what they have learned, to share reactions, to share connections.</p>	<ul style="list-style-type: none"> <li>● Recorded video read alouds from the <a href="#">BLM Instructional Read Aloud Library</a></li> <li>● Video read aloud by the author of the children's book <a href="#">A Kid's Book About Racism</a></li> <li>● <a href="#">Books to help kids talk about racism</a></li> <li>● <a href="#">NY Times book list</a> to help explain racism and protests divided by age range</li> <li>● <a href="#">Anti-Racist Baby</a> by Ibram Kendi</li> <li>● Dr. Sharroky Hollie's website <a href="#">Responsive Reads</a> shines a light on culturally authentic texts by and about diverse cultures -- includes lesson plans for books</li> </ul>
Reflection	<p>Invite students to name how they are feeling why they are feeling that way.</p> <p>Consider giving students choices with the format of their journal to provide accessibility/interest.</p> <p>Allow students the option of keeping the journal or</p>	<ul style="list-style-type: none"> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> <li>● <a href="#">Google Form</a></li> <li>● Audio, Video, or <a href="#">Journal</a></li> <li>● Drawing</li> </ul>

	<p>mood meter reflection private.</p> <p>Invite students to share reflections if they wish with you one-on-one or with their classmates in a discussion posting, small group discussion on a video platform.</p>	
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3-5 Resources		
Topic	Description	How
Accessing Knowledge & Comfort	<p>Find out what students know, want to know, and want to talk about.</p> <p>Ask students and caregivers to submit their questions, concerns, and hopes for conversations around race, racism, and currents via email, text message, audio or video message.</p>	<ul style="list-style-type: none"> <li>● Email</li> <li>● Text message</li> <li>● <a href="#">Google Form</a></li> <li>● <a href="#">Screencastify Submit</a></li> <li>● <a href="#">PearDeck Interactive Slides</a></li> <li>● Interactive KWL and students complete the “K” and “W” before the session (use Google extension ReadWrite to have students complete KWL using audio-speech to text).</li> </ul>
Checking-in with Students Emotions Before/During/After a Difficult Conversation	<p>Staying on top of the emotional temperature in the classroom and checking in with students about how they are feeling helps you know when to stop and address strong emotions. Checking in nonverbally to gauge students’ comfort levels allows all students to participate without being singled out or put on the spot. Try these ideas.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Fist-to-Five</a> (scroll to page 8)</li> <li>● <a href="#">Stoplight</a> (scroll to page 9)</li> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> <li>● <a href="#">Oops/Ouch Protocol</a></li> </ul>
Explaining Tragic Current Events	<p>Clearly name what happened to George Floyd, the protests that have followed, and that it is important to have a space for to be able to share their feelings, thoughts, and reflections.</p> <p>We do not advise showing the video of George Floyd’s death.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Video 1</a> and <a href="#">video 2</a> on how to talk to kids about race</li> <li>● <a href="#">NPR Q&amp;A: How to Talk To Kids About Black Lives and Police Violence</a></li> <li>● <a href="#">Kojo for Kids: Jason Reynolds Talks about Racism and the Protests</a> (podcast and transcript) - discusses questions that different aged kids ask</li> <li>● <a href="#">Talking With Children About Racism, Police Brutality and Protests</a> (specific examples of language to use to explain the death of George Floyd based on age - starting with age 3-teenagers)</li> <li>● Example Language about George Floyd: George Floyd, a</li> </ul>

		<p>46-year-old Black man, was killed by police in Minneapolis on Monday May 25, 2020. Bystanders captured white police officer Derek Chauvin kneeling on Floyd’s neck, while three other police pinned him down, and bystanders pleaded with them to stop. In a video that circulated widely on social media, Floyd is heard repeatedly saying, “Please, please, please, I can’t breathe,” and “don’t kill me.” After being transported to a medical center, Floyd was pronounced dead. (language from Facing History)</p>
<p>Creating Common Ground</p>	<p>Before engaging students in a conversation, establish a baseline of knowledge and dispel misinformation.</p>	<ul style="list-style-type: none"> <li>● Share a resource from a trusted news outlet or invite students to read a particular article about the events using a tool such as <a href="#">Newsela</a> that permits you to assign leveled texts at a variety of lexile levels for asynchronous sessions or independent reading.</li> <li>● <a href="#">PearDeck Interactive Slides</a></li> </ul>
<p>Listening Circles</p>	<p>A <a href="#">Listening Circle</a> allows students to say what they are thinking and feeling and can help create systems of support during stressful times.</p>	<p>Make sure the circle focuses on one person or topic</p> <ul style="list-style-type: none"> <li>● <a href="#">Listening Circle on George Floyd</a></li> <li>● <a href="#">Listening Circle on Protests</a></li> </ul>
<p>Read Alouds &amp; Book Studies</p>	<p>Hold live or recorded read alouds using books that help explain ideas around race, racism, protests, and activism. Also, read books with diverse characters, family structures, and plots.</p> <p>Choose a chapter book, graphic novel, or several higher level picture books to read.</p>	<ul style="list-style-type: none"> <li>● Pause to ask students questions about key vocabulary, to summarize what they have learned, to share reactions, to share connections.</li> <li>● Recorded video read alouds from the <a href="#">BLM Instructional Read Aloud Library</a></li> <li>● <a href="#">Books to help kids talk about racism</a></li> <li>● Use excerpts from <a href="#">Stamped: Racism, Anti-racism, and You</a> (Teaching Matters program <i>Elevating Voices</i> has a unit plan and teaching resources for this book -- reach out via our website to find out more)</li> <li>● <a href="#">NY Times book list</a> to help explain racism and protests divided by age range</li> </ul>

Reflection	<p>Invite students to name how they are feeling why they are feeling that way.</p> <p>Consider giving students choices with the format of their journal to provide accessibility/interest.</p> <p>Allow students the option of keeping the journal or mood meter reflection private.</p> <p>Invite students to share reflections if they wish with you one-on-one or with their classmates in a discussion posting, small group discussion on a video platform.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> <li>● <a href="#">Google Form</a></li> <li>● Audio, Video, or Written Journal</li> <li>● <a href="#">Reflection Questions</a></li> </ul>
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## Middle School & High School Resources

Topic	Description	How
Accessing Knowledge & Comfort	<p>Find out what students know, want to know, and want to talk about.</p> <p>Ask students and caregivers to submit their questions, concerns, and hopes for conversations around race, racism, and currents via email, text message, audio or video message.</p>	<ul style="list-style-type: none"> <li>● Email</li> <li>● Text message</li> <li>● <a href="#">Google Form</a></li> <li>● <a href="#">Screencastify Submit</a></li> <li>● <a href="#">PearDeck Interactive Slides</a></li> <li>● Interactive KWL and students complete the “K” and “W” before the session (use Google extension ReadWrite to have students complete KWL using audio-speech to text).</li> </ul>
Checking-in with Students Emotions Before/During/After a Difficult Conversation	<p>Staying on top of the emotional temperature in the classroom and checking in with students about how they are feeling helps you know when to stop and address strong emotions. Checking in nonverbally to gauge students’ comfort levels allows all students to participate without being singled out or put on the spot. Try these ideas.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> <li>● <a href="#">Oops/Ouch Protocol</a></li> </ul>
Explaining Tragic Current Events	<p>Clearly name what happened to George Floyd, the protests that have followed, and that it is important to have a space for to be able to share their feelings, thoughts, and reflections.</p>	<ul style="list-style-type: none"> <li>● <a href="#">NPR Q&amp;A: How to Talk To Kids About Black Lives and Police Violence</a></li> <li>● <a href="#">Kojo for Kids: Jason Reynolds Talks about Racism and the Protests</a> (podcast and transcript) - discusses questions that different aged kids ask</li> <li>● <a href="#">Table Talk: Family Conversations about Current Events</a></li> <li>● <a href="#">Talking With Children About Racism, Police Brutality and</a></li> </ul>

		<p><a href="#">Protests</a> (specific examples of language to use to explain the death of George Floyd based on age - starting with age 3-teenagers)</p> <ul style="list-style-type: none"> <li>● Example Language about George Floyd: George Floyd, a 46-year-old Black man, was killed by police in Minneapolis on Monday May 25, 2020. Bystanders captured white police officer Derek Chauvin kneeling on Floyd’s neck for eight minutes and 46 seconds, while three other police pinned him down, and bystanders pleaded with them to stop. In a video that circulated widely on social media, Floyd is heard repeatedly saying, “Please, please, please, I can’t breathe,” and “don’t kill me.” After being transported to a medical center, Floyd was pronounced dead. (language from Facing History)</li> </ul>
Creating Common Ground	<p>Before engaging students in a conversation, establish a baseline of knowledge and dispel misinformation.</p> <p>We do not advise showing the video of George Floyd’s death.</p>	<ul style="list-style-type: none"> <li>● Share a resource from a trusted news outlet or invite students to read a particular article about the events using a tool such as <a href="#">Newsela</a> that permits you to assign leveled texts at a variety of lexile levels for asynchronous sessions or independent reading.</li> <li>● <a href="#">PearDeck Interactive Slides</a></li> </ul>
Listening Circles	<p>A <a href="#">Listening Circle</a> allows students to say what they are thinking and feeling and can help create systems of support during stressful times.</p>	<ul style="list-style-type: none"> <li>● Make sure the circle focuses on one person or topic <ul style="list-style-type: none"> <li>○ <a href="#">Listening Circle on George Floyd</a></li> <li>○ <a href="#">Listening Circle on Protests</a></li> </ul> </li> <li>● Consider listening circles on Ahmaud Arbery, Breonna Taylor, Christian Cooper, Rayshard Brooks, Policing</li> <li>● Invite students to suggest topics for listening circles</li> </ul>
Talking Circles	<p>Debrief a text, movie, documentary, podcast, poem, quote, song with a talking circle.</p>	<p>Gather in a circle (literal or nonliteral in the virtual space). Have a talking piece or virtual talking piece. Pose a question or raise a topic related to</p>

		<p>what was read and then pass the talking piece around the Circle moving clockwise. Students can pass if they want. Remember, only the student holding the talking piece can speak. Others listen.</p>
<p>Books, Short Stories, &amp; Articles</p>	<p>Choose a text or excerpt from a text for students to read collectively. Throughout the text, pause to ask students questions about key vocabulary, to summarize what they have learned, to share reactions, to share connections.</p>	<ul style="list-style-type: none"> <li>● <a href="#">Stamped: Racism, Anti-racism, and You</a></li> <li>● <a href="#">NY Times book list</a> to help explain racism and protests divided by age range</li> <li>● <a href="#">The New Jim Crow Lesson Plans</a></li> <li>● <a href="#">Two Articles &amp; Lesson Plan: Police Violence Toward Black Americans</a></li> <li>● Teaching Ideas and Resources from the <a href="#">NY Times</a></li> <li>● <a href="#">BLM: From Hashtag to Movement Lesson Plan</a></li> <li>● <a href="#">Article: The Reality of Racial Profiling and the Dangers of Stereotyping</a></li> <li>● <a href="#">Between the World and Me</a></li> <li>● <a href="#">The Color of Law: A Forgotten History of How Our Government Segregated America</a></li> <li>● <a href="#">A Young People's History of the United States: Columbus to the War on Terror</a></li> <li>● <a href="#">An Indigenous People's History of the United States</a></li> <li>● <a href="#">Just Mercy</a> (also a movie)</li> </ul>
<p>Media Clips and Documentaries</p>		<ul style="list-style-type: none"> <li>● <a href="#">Reflect on Protests with Trevor Noah Clip Lesson Plan</a></li> <li>● <a href="#">1619 Project &amp; Podcast -- 1619 Lesson Plans</a></li> <li>● <a href="#">NPR Podcast: Code Switch</a></li> <li>● <a href="#">13th Documentary</a></li> <li>● <a href="#">What It Takes to Be Racially Literate</a></li> </ul>
<p>Reflection</p>	<p>Invite students to name how they are feeling why they are feeling that way.</p> <p>Consider giving students choices with the format of their journal to provide accessibility/interest.</p> <p>Allow students the option of keeping the journal or mood meter reflection private.</p> <p>Invite students to share reflections if they wish with</p>	<ul style="list-style-type: none"> <li>● <a href="#">Mood Meter</a></li> <li>● <a href="#">Mood Emojis</a></li> <li>● <a href="#">Google Form</a></li> <li>● Audio, Video, or Written Journal</li> <li>● <a href="#">Reflection Questions</a></li> <li>● <a href="#">Share Reflections Publically via NY Times</a></li> </ul>

	you one-on-one or with their classmates in a discussion posting, small group discussion on a video platform.	
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## Websites & Webinars with K-12 Lesson Plans, Protocols, and Activities

Resource Name	Description	Link
Teaching Tolerance	Provides free resources to educators—teachers, administrators, counselors and other practitioners to use to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants.	<a href="#">Teaching Tolerance Lesson Plans Link</a>  <a href="#">Teaching First Graders About Microaggressions</a>  <a href="#">Let’s Talk: Facilitating Critical Conversations with Students</a>  <a href="#">Race Talk When Diversity Equals One</a>
Morningside Center for Teaching Social Responsibility - Teachable Moments	TeachableMoment, a project of Morningside Center for Teaching Social Responsibility, provides timely and free classroom lessons and activities for K-12 educators. TeachableMoment includes hundreds of lessons to help students: <ul style="list-style-type: none"> <li>● Learn about, discuss, and engage in current issues</li> <li>● Develop essential social and emotional skills, from active listening to standing up to bias</li> </ul>	<a href="#">Lesson Plans and Listening Circles on Current Issues &amp; SEL Practices</a>
Share My Lesson - Lesson Plans	A collection of lessons for students K-12 about race, racism, and social justice.	<a href="#">K-12 Race and Racism Lessons</a>  <a href="#">K-12 Social Justice Lessons</a>
Share My Lesson - Webinar	This webinar reviews lessons on the events in Charlottesville, covering topics such as the so-called alt-right, the history of hate and white supremacy, how to talk about race and religion, memorials and monuments, the First and Second amendments, and the emotional impact on our students. The presenters share resources on these topics and concrete examples of how to discuss these issues with students in elementary, middle and high school.	<a href="#">Webinar: When Hate is in the Headlines</a>
Pollyanna’s Racial Literacy Curriculum (K-8)	Pollyanna’s Racial Literacy Curriculum for Grades K-8 is designed to help students gain knowledge about race as it has been constructed in the United States, and aims to help students acquire an	<a href="#">Pollyanna’s Racial Literacy Curriculum</a>

	<p>awareness of their own racial socialization and skills for engaging in productive conversations about race and racism. Both fiction and nonfiction texts—such as picture books, primary sources, historical articles, current events—and other forms of media are incorporated throughout the curriculum to serve as talking points for classroom dialogue and to widen students’ cultural lens. For younger students, lessons may take place during read-aloud or small group instructional periods, and for older students, lessons may be implemented during elective or advisory periods, and may also support humanities courses.</p>	
Facing History	<p>Facing History’s resources address racism, antisemitism, and prejudice at pivotal moments in history; we help students connect choices made in the past to those they will confront in their own lives.</p>	<p><a href="#">Facing History Reflecting on Georgy Floyd and Violence Toward Black Americans Lessons</a></p>
The National Council of Teachers of English Committee Against Racism and Bias	<p>The National Council of Teachers of English Committee Against Racism and Bias has curated resources for working with white children, understanding white supremacy, and bias.</p>	<p><a href="#">There is no Apolitical Classroom</a> is a blogpost and resources for teaching white children, white supremacy, and bias</p> <p><a href="#">Printable PDFs and Classroom Materials</a></p>
National Museum of African American History and Culture	<p>The National Museum of African American History and Culture is the only national museum devoted exclusively to the documentation of African American life, history, and culture.</p>	<p><a href="#">How to Talk About Race as an Educator, Parent, or Person Committed to Equity</a></p>
Colorín Colorado	<p>A bilingual site for educators and families of English language learners</p>	<p><a href="#">Talking About Racism and Violence: Resources for Educators and Parents</a></p>
Center for Racial Justice in Education	<p>The Center for Racial Justice in Education’s mission is to train and empower educators to dismantle patterns of racism and injustice in our schools and communities. At the Center for Racial Justice in Education, we envision a world where all young people learn and thrive in racially equitable, liberating, and empowering educational spaces.</p>	<p><a href="#">Resources for talking about race, racism, and racialized violence with kids</a></p>
Chalkbeat	<p>5 experts weigh in on how to do antiracist work in NYC school communities</p>	<p><a href="#">How to Do AntiRacist Work</a></p> <p><a href="#">Having Tough Conversations Virtually</a></p>
Anti-Defamation League	<p>Article with resources about how to create a safe space for conversations on race and racism and how to have the conversations.</p>	<p><a href="#">Engaging Young People in Conversations about Race and Racism</a></p>
Pear Deck	<p>Pear Deck is an interactive platform to engage</p>	<p><a href="#">Discussion Hard Topics With Students</a></p>

	students both in the traditional classroom and the virtual classroom. They have created a series of slides that teachers can easily use to discuss hard topics in the virtual classroom.	<a href="#">Blog and Resources</a>
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## Adult Learning Resources, including Racial Literacy Resources

Title	Description
<a href="#">Teaching for Black Lives</a>	<i>Teaching for Black Lives</i> grows directly out of the movement for Black lives. We recognize that anti-Black racism constructs Black people, and Blackness generally, as not counting as human life. Throughout this book, we provide resources and demonstrate how teachers connect curriculum to young people's lives and root their concerns and daily experiences in what is taught and how classrooms are set up. We also highlight the hope and beauty of student activism and collective action.
<a href="#">The Anti-Racist Reading Instruction Workbook</a>	In this book you'll find hands-on strategies couched in love and justice. The author walks the reader through some theoretical and research-based frameworks to develop anti racist reading instruction practices.
<a href="#">This Book Is Anti-Racist: 20 Lessons on How to Wake Up, Take Action, and Do The Work</a>	This book is written for <b>EVERYONE who lives in this racialized society</b> —including the young person who doesn't know how to speak up to the racist adults in their life, the kid who has lost themselves at times trying to fit into the dominant culture, the children who have been harmed (physically and emotionally) because no one stood up for them or they couldn't stand up for themselves, and also for their families, teachers, and administrators.
Blogpost <a href="#">"Being an Anti-Racist Educator is a Verb"</a>	The Committee Against Racism and Bias in the Teaching of English has produced a series of blogs and educational videos for teachers in order to motivate us all to anti-racist teaching. Join us as we push toward righting wrongs and engaging students in necessary conversations.
<a href="#">How to Be an AntiRacist</a>	Ibram X. Kendi's concept of antiracism reenergizes and reshapes the conversation about racial justice in America--but even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. Instead of working with the policies and system we have in place, Kendi asks us to think about what an antiracist society might look like, and how we can play an active role in building it.
<a href="#">White Fragility</a>	Antiracist educator Robin DiAngelo illuminates the phenomenon of white fragility and "allows us to understand racism as a practice not restricted to 'bad people' (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in

	<p>turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively.</p>
<p><a href="#">Tell Me Who You Are: Sharing Our Stories Of Race, Culture, and Identity</a></p>	<p>Winona Guo and Priya Vulchi recount their experiences talking to people from all walks of life about race and identity on a cross-country tour of America. Spurred by the realization that they had nearly completed high school without hearing any substantive discussion about racism in school, the two young women deferred college admission for a year to collect first-person accounts of how racism plays out in this country every day--and often in unexpected ways.</p> <p>In <i>Tell Me Who You Are</i>, Guo and Vulchi reveal the lines that separate us based on race or other perceived differences and how telling our stories--and listening deeply to the stories of others--are the first and most crucial steps we can take towards negating racial inequity in our culture. Featuring interviews with over 150 Americans accompanied by their photographs, this intimate toolkit also offers a deep examination of the seeds of racism and strategies for effecting change.</p>
<p><a href="#">The New Jim Crow: Mass Incarceration in the Age of Colorblindness</a></p>	<p><i>The New Jim Crow</i> is a stunning account of the rebirth of a caste-like system in the United States, one that has resulted in millions of African Americans locked behind bars and then relegated to a permanent second-class status—denied the very rights supposedly won in the Civil Rights Movement.</p>
<p><a href="#">Ted Talk: How to overcome our biases? Walk boldly toward them</a></p>	<p>Our biases can be dangerous, even deadly — as we've seen in the cases of Michael Brown in Ferguson, Missouri, and Eric Garner, in Staten Island, New York. Diversity advocate Verna Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.</p>
<p><a href="#">Ted Talk: How to build an antiracist world</a></p>	<p>There is no such thing as being "not racist," says author and historian Ibram X. Kendi. In this vital conversation, he defines the transformative concept of antiracism to help us more clearly recognize, take responsibility for and reject prejudices in our public policies, workplaces and personal beliefs. Learn how you can actively use this awareness to uproot injustice and inequality in the world -- and replace it with love.</p>
<p><a href="#">The Minor Collective: Engaging in Community Literacy with Fortitude in Racially Divergent Times</a></p>	<p>A guide and curation of resources for those who participate in schools. Compiled by Kass and Cornelius Minor.</p>
<p><a href="#">Scaffolding anti-racism resources</a></p>	<p>This is a working document for scaffolding anti-racism resources. The goal is to facilitate growth for white folks to become allies, and eventually accomplices for anti-racist work. These resources have been ordered in an attempt to make them more accessible. We will continue to add resources.</p>

<p>Interview: <a href="#">Abolitionist Teaching in Action: Q&amp;A with Bettina L. Love</a></p>	<p>Bettina Love notes that students of color are <u>erased in curricula, disciplined and arrested at higher rates</u> than their white peers, and subject to policies and practices that signal they do not matter. Love urges educators to tear down schools as they know them and rebuild using the intersectional tactics of past and present abolitionists. Love, an associate professor of educational theory and practice at the University of Georgia, spoke with ASCD by phone about the theories and practices behind an abolitionist lens and the journey toward imagining schools where all students thrive.</p>
<p><a href="#">The Racial Literacy Project at Teachers College, Columbia University</a></p>	<p>The Racial Literacy Project was established in 2016. The project is an expansion of the success of the established Racial Literacy Roundtable Series that started back in 2009.</p> <p>Since 2009, the Racial Literacy Roundtable Series has been a space for students at TC, alumni, as well as youth, practicing teachers, social workers, counselors, psychologists, and other professionals in the Greater New York area to voice their concerns, share their research and experiences, and find constructive ways to improve their practice by challenging their notions about race.</p>
<p><a href="#">New York State Culturally Responsive and Sustaining Education (CR-SE) Framework</a></p>	<p>The CR-S Framework helps educators create student-centered learning environments that:</p> <ul style="list-style-type: none"> <li>● Affirm racial, linguistic, and cultural identities</li> <li>● Prepare students for rigor and independent learning</li> <li>● Develop students’ abilities to connect along lines of difference</li> <li>● Elevate historically marginalized voices</li> <li>● Empower students as agents of social change</li> </ul>
<p><a href="#">4 Visions of Racial Literacy</a></p>	<p>In the journal article “Racial Literacy Is Literacy: Locating Racial Literacy in the College Composition Classroom,” author Mara Lee Grayson discusses the 4 Visions of Racial Literacy:</p> <ul style="list-style-type: none"> <li>● Identity Development</li> <li>● Critical Whiteness</li> <li>● Anti-racism</li> <li>● Literacy</li> </ul>