

2018-19 TeachingWorks Streaming Seminar Series

"Still not Justice" Challenging, structuring and re-creating social studies content to disrupt oppression"

Featuring: Beth C. Rubin, Ph.D. Professor, GSE Rutgers, The State University of New Jersey

Thank you for your patience. The session will begin at 4:10 p.m.

Email questions to twseminar@umich.edu #twseminar

THERE'S STILL NOT JUSTICE

challenging, structuring and re-creating social studies content to disrupt oppression

Beth C. Rubin, PhD

Rutgers, The State University of New Jersey

CHALLENGING, STRUCTURING, AND RE-CREATING SOCIAL STUDIES CONTENT TO DISRUPT OPPRESSION How does knowing content matter for disrupting oppression?

What is the relationship between advancing justice and the teaching of content?

TODAY'S TALK

I. Challenging Content

How is content linked to oppression in the social studies curriculum? What does this mean for students' understandings of themselves and others, of society?

II. Structuring Content

How can and should content be structured? What are official approaches to this, and what are some approaches that build on students' experiences and equip them critically analyze the world around them in relation to questions of inequality?

III. Re-Creating Content

Who gets to create content? How can we open up what knowledge is and who gets to make it? How can student-led inquiry re-create content?

CHALLENGING CONTENT

How is content linked to oppression in the social studies curriculum?

What does this mean for students' understandings of themselves and others, of society?

"MY COLONIAL CHARACTER JOURNAL"

For this project students will travel back in time, create a Colonial character, and write about events that took place during Colonial times from the *perspective* of this Colonial character. Since actually traveling back in time has not occurred yet, the students will be taking a **Virtual** Field Trip back in time!!! They imagine that character they created has been given a journal to record his/her thoughts regarding life during Colonial times. There are 6 journal entries the students will be required to complete. A 7th entry is optional for those who wish to extend their learning.

Introduced		Due
Wednesday, Sept. 12	Creating a Colonial Character (no writing involved) Students choose a colonial first name and last name for their character. They receive their journal and start designing the cover.	Friday, Sept. 14
Monday, Sept. 17	Journal Entry - Day 1 The Night Before You Sail to the Colony of New Jersey Characters are 9-years-old and receive their journal on the eve of them sailing from England to the colony of New Jersey. The characters are asked to write about their thoughts and feelings as they are about to participate in this exciting adventure!!!	Monday, Sept. 24

"Mommy, wouldn't I have been a slave back then?"

Let's Talk/Think About It

If you are in the room...

Please turn to the person next to you, and take a couple of minutes to talk abut what strikes you about this assignment and Lisa's response to it.

If you are watching online...

Use the next couple of minutes to jot down your ideas about what strikes you about this assignment and Lisa's response to it.

When we open up discussion, please:

o email your ideas to <u>twseminar@umich.edu</u>
o or use our Twitter hashtag #TWSeminar,
o or post to the TeachingWorks Facebook page

"CURRICULUM IS ABOUT MEMORY MAKING, OR THE WAY A NATION IMAGINES AND SHAPES WHAT PEOPLE COME TO KNOW ABOUT THE PAST AND PRESENT"

"The degree to which a young person is able to learn about race via the school curriculum will inform his or her understandings of race, both its significance and impact in the present.. This racial knowledge in forms the present-day sociological imagination (Mills, 1959) of students about their own place in a racialized society, whether they are part of a dominant racial group or a historically underrepresented racial group."

- Anthony & Keffrelyn Brown, 2015, 104.



LISA'S MOM'S LETTER TO THE SCHOOL

1

In reviewing the assignment, my husband and I are extremely concerned about the journaling that to go back in time and discuss her life during the colonial period. As I am sure you are aware, requires African Americans were slaves during the colonial period. In fact, slavery existed in every colony; slave labor was used for farming and tobacco cultivation; slaves lived on plantations and were subjected to inhumane treatment; children were brutalized and ripped away from their parents—these are the things would be asked to revisit and reflect on through this assignment. Thus, we hope you can understand why we would be concerned about being asked to journey back to that time and to journal about her experiences. The narrative of her experiences as a young 9-year old during the colonial era would include her life as a slave. We cannot abide with being asked to revisit such a painful time in our nation's history—a time when her ancestors were treated as property and subjected to chattel slavery.

We recognize that teaching about American history is hard work—explaining this country's long and violent history and helping students to understand how the present relates to the past is hard!



CHAPTER 5 Why Geography Matters : The

patterns of immigration

One of the defining attributes of the United States is that it is largely a country of immigrants and their descendants. About 13 percent of people in the United States are foreign born, while Native Americans, Alaska Natives, and Native Hawaiians make up about 2 percent of the population. The remaining population is descended from immigrants. we may see

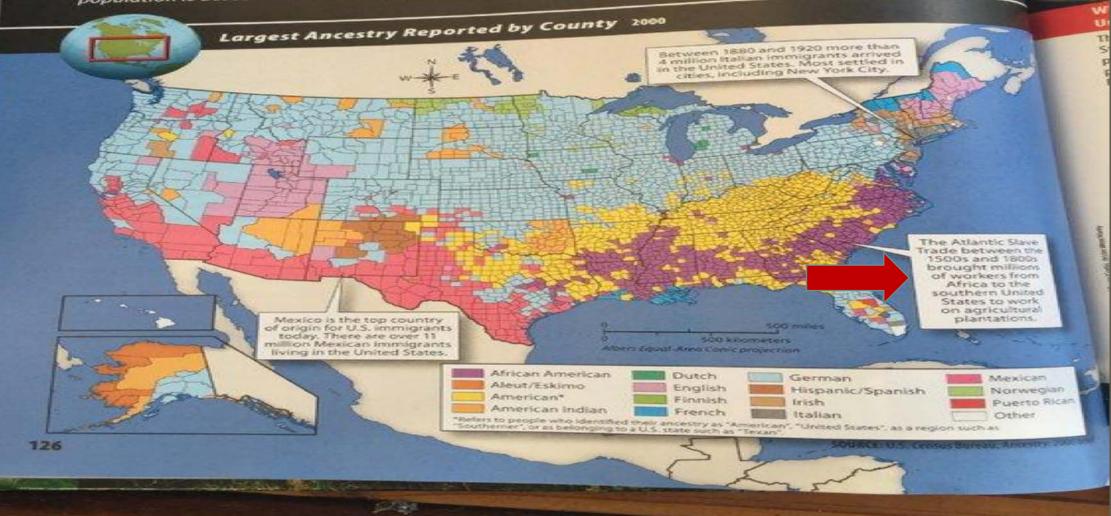






PHOTO FROM THE BEAUVOIR WEBSITE, ENTITLED:

> THE DAVISES MID-1880'S



"To you, Sons of Confederate Veterans, we will commit the vindication of the cause for which we fought. To your strength will be given the defense of the Confederate soldier's good name, the guardianship of his history, the emulation of his virtues, the perpetuation of those principles which he loved and which you love also, and those ideals which made him glorious and which you also cherish."

> Lt. General Stephen Dill Lee, Commander General, United Confederate Veterans, New Orleans, Louisiana, April 25, 1906

Romember it is your duty to see that the true history



Frederick Douglass 1818-1895

American social reformer, abolitionist, orator, writer, and stateman.



1. Frederick had 6 baskets filled with cotton. If each basket held 5 pounds, how many pounds did he have all together?

2. If Frederick got two beatings per day, how many beatings did he get in one week? Two weeks?

3. Each tree had 56 oranges. If eight slaves pick them equally, then how much would each slave pick?

Math word problems given as a homework assignment to third grade students in Norcross, Georgia in 2012.

"Frederick" refers to Frederick Douglass

From King & Woodson, 2016/17, p. 6.



Monday, Oct. 1	Journal Entry - Day 3 Clash of Cultures: Colonists and Native Americans The characters are now 11-years-old and over time have noticed some similarities and differences between the Colonists and the Native Americans. After reading about the Native American way of life, students are asked to compare and contrast both cultures.	Tuesday, Oct. 9
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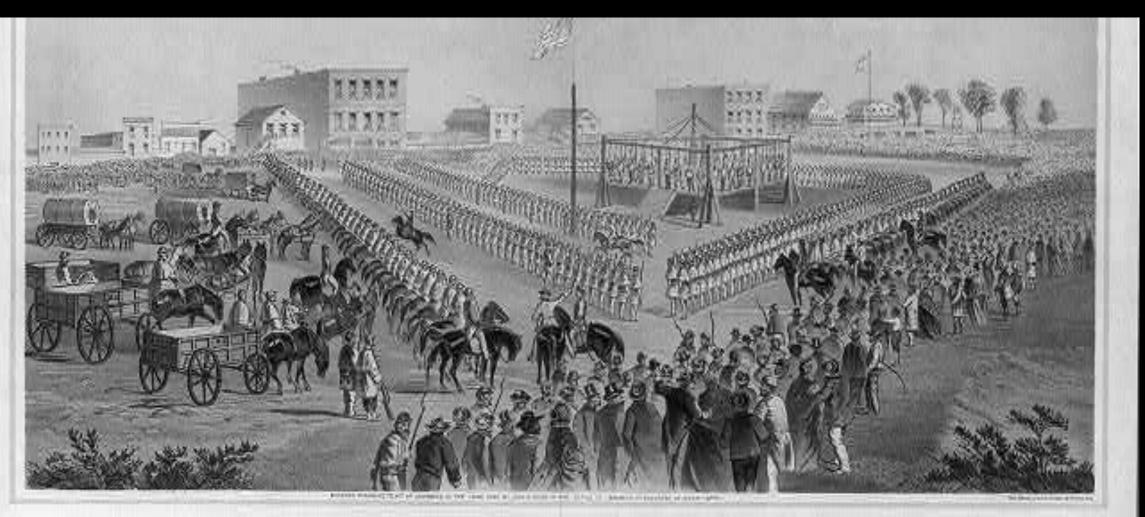
Let's Talk/Think About It

If you are in the room...

Please turn to the person next to you, and take a couple of minutes to talk abut what strikes you about this assignment.

If you are watching online... Use the next couple of minutes to jot down your ideas about what strikes you about this assignment.





EXECUTION OF THE THIRTY-EIGHT SIDUX INDIANS. AT MANUATO MUNICATO ATORNIAN DECEMBER 261862









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theshaderoom #PressPlay: This!! #MichelleObama's speech was everything!! She definitely deserved that standing ovation 🌂 🙌 #FLOTUS via: @cnn

Load more comments

lady_sag_86 Yessss ms first lady yes 😔

adore_neaveh She's literally everything!!!!

maanmustia Vas Vas



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JULY 25, 2016

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...

"THE DILEMMA IS HOW TO TEACH ABOUT 'CORE VALUES' SUCH AS 'FREEDOM,' 'LIBERTY' AND 'JUSTICE FOR ALL' IN A COUNTRY THAT HAS A CONTINUING LEGACY OF **OPPRESSION AND** INTIMIDATION WITHIN ITS **OWN BOUNDARIES**" FRANCES V. RAINS, 2003



SOCRATIC SEMINAR ON THE PLEDGE OF ALLEGIANCE IN AN URBAN MIDDLE SCHOOL

Amber: We are the one nation, under God. One nation.

Jessica: When the Pledge of Allegiance says, "under God," it can't actually say that and expect people to pledge allegiance to the flag. Because there's other races that really don't believe in God. So, if you don't believe in God why would you pledge allegiance to the flag that states "under God?" You won't...it's...

Angelica: Well, me and her [points] were discussing. She said that it's not one nation because of segre... like we had segregation, all this stuff, all this hate. But you're not pledging to the people in America, you're pledging to America itself. "I don't think I have to pledge to a flag to show honor for my country when the words that we say are not true. One nation under God. Well, we are under God, but I don't feel like we are all one nation because some people still do segregate, and there's still not justice—liberty and justice for all people."

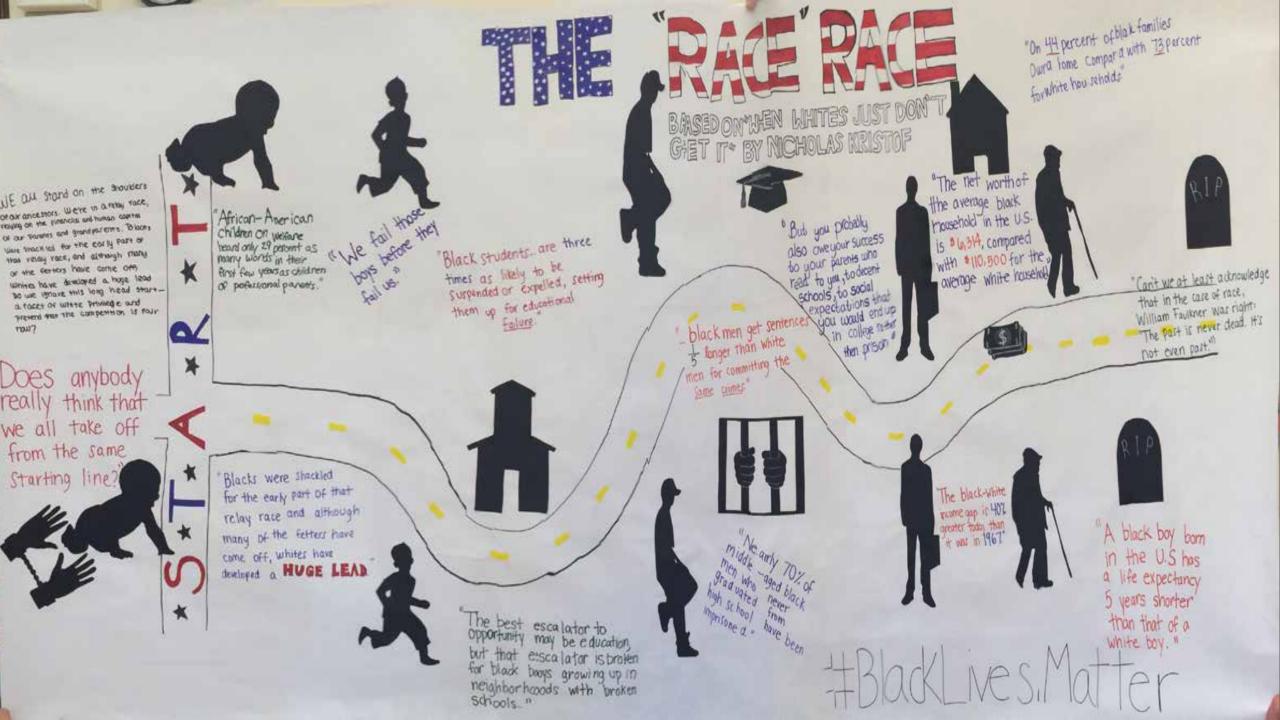
— Zaria, African American eighth grade student in an urban middle school

How can and should content be structured?

STRUCTURING CONTENT

What are official approaches to structuring content?

What are approaches that build on students' experiences, equip them to analyze the world around them in relation to questions of inequality, and create critical consciousness?



Dr. Annette Laing's NON-BORING HISTORY

FIFT

"Clever and C

A REAL Historian Models orical Thinking for K-12

Books

Standards into Units

Unit	World History CCSS (Grades 9-10)	US History I CCSS (Grades 9-10)	US History II CCSS (Grades 11-12)
1	The Emergence of the First Global Age (1350-1770)	Colonization, Revolution and Constitution (1585-1800)	The Great Depression, New Deal and World War II (1929-1945)
2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	New Nation, Expansion and Reform (1801-1861)	Postwar United States: Cold War (1945 to early 1970s)
3	Age of Revolutions (1750-1914)	Civil War and Reconstruction (1850-1877)	Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
4	A Half-Century of Crisis and Achievement (1900-1945)	The Development of the Industrial United States and the Emergence of Modern America (1890-1930)	Contemporary United States: Domestic Policies (1970-Today)
5	The 20th Century Since 1945 (1945-Today)	The Emergence of Modern America: World War I and Roaring Twenties (1890-1930)	Contemporary United States: International Policies and Interconnected Global Society (1970- Today)





A Message from the State Board of Education and the State Superintendent of Public Instruction
Introduction v
Kindergarten Through Grade Five
Historical and Social Sciences Analysis Skills1
Kindergarten: Learning and Working Now and Long Ago
Grade One: A Child's Place in Time and Space5
Grade Two: People Who Make a Difference7
Grade Three: Continuity and Change9
Grade Four: California: A Changing State12
Grade Five: United States History and Geography: Making a New Nation
Grades Six Through Eight
Historical and Social Sciences Analysis Skills
Grade Six: World History and Geography: Ancient Civilizations
Grade Seven: World History and Geography: Medieval and Early Modern Times
Grade Eight: United States History and Geography: Growth and Conflict
Grades Nine Through Twelve
Historical and Social Sciences Analysis Skills
Grade Ten: World History, Culture, and Geography: The Modern World
Grade Eleven: United States History and Geography: Continuity and Change in the Twentieth Century
Grade Twelve: Principles of American Democracy and Economics

California Department of Education

Changing Standards in Texas

The two examples below show, **in bold**, the changes to the state's social studies curriculum that were approved by the State Board of Education. The changes were sought by conservatives on the board to place more importance on the accomplishments and efforts of Republicans in history and economics textbooks.

HIGH SCHOOL SOCIAL STUDIES

History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to: (A) describe Richard M. Nixon's **leadership** role in the normalization of relations with China and the policy of détente;

(B) describe Ronald Reagan's **leadership in** domestic and international policies, **including** such as Reaganomics and Peace Through Strength;

(C) compare the impact of energy on the American way of life over time;

(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis; and

(E) describe the causes, key organizations, and individuals of the conservative resurgence of the 1980s and 1990s, including Phyllis Schlafly, the Contract with America, the Heritage Foundation, the Moral Majority, and the National Rifle Association; and

(E)(F) describe significant societal issues of this time period.

MIDDLE SCHOOL SOCIAL STUDIES

Economics. The student understands the origins and development of the free enterprise system in the United States. The student is expected to:

 (A) explain why a free enterprise system of economics developed in the new nation, including minimal government intrusion and taxation, and property rights; and

(B) describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.

HISTORICAL FIGURES IN SOCIAL STUDIES TEKS - MAY 2010

Last name	First name	Grade level/Course	
Adams	John	Grade 5	
Adams	Samuel	Grade 5	
Adams	Abigail	Grade 8	
Adams	John	Grade 8	
Adams	John Quincy	Grade 8	
Adams	Samuel	Grade 8	
Adams	John	U.S. Government	
Armistead	James	Grade 8	
Armstrong	Neil	Grade 5	
Attucks	<u>Crispus</u>	Grade 8	
Austin	Stephen F.	Grade 4	
Austin	Moses	Grade 7	
Austin	Stephen F.	Grade 7	
Austin	Stephen F.	Kindergarten	
Baker III	James A.	Grade 7	
Banneker	Benjamin	Grade 3	
Bell	Alexander Graham	Grade 5	
Blackstone	William	U.S. Government	
Bolívar	Simón	World History	
Bonaparte	Napoleon	World History	
Boone	Daniel	Grade 3	
Bowles	Chief	Grade 7	
Bradford	William	Grade 5	
Bradley	Omar	U.S. History Since 1877	
Cabeza de Vaca	Alvar Nuñez	Grade 4	
Calhoun	John C.	Grade 8	
Carver	George Washington	Grade 5	
Chávez	César	U.S. History Since 1877	
Cheswell	Wentworth	Grade 8	
Childress	George	Grade 7	
Churchill	Winston	World History	
Clark	William	Grade 5	
Clay	Henry	Grade 8	
Clinton	Bill	U.S. History Since 1877	
Columbus	Christopher	Kindergarten	
Columbus	Christopher	Grade 3	
Comte	Auguste	Sociology	
Coronado	Francisco	Grade 4	
Davis	Jefferson	Grade 8	
Davis De León	Martín	Grade 4	
De León	Martín	Grade 7	
Deere	John	Grade 5	
DeWitt	Green	Grade 7	
Durkheim	Emile	Sociology	
Edison	Thomas	Grade 5	
Eisenhower	Dwight	U.S. History Since 1877	

Black-Current TEKS Green-Committee changed or added Blue-SBOE changed Blue-SBOE added Purple-Committee deleted and SBOE reinstated



WIKIPEDIA National Council for the Social Studies

From Wikipedia, the free encyclopedia

Social Studies[edit]

NCSS defines social studies as "the integrated study of the social sciences and humanities to promote civic

COMPETENCE.^{II} Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. In essence, social studies promotes knowledge of and involvement in civic affairs. And because civic issues—such as health care, crime, and foreign policy—are multidisciplinary in nature, understanding these issues and developing resolutions to them require multidisciplinary education. These characteristics are the key defining aspects of social studies.

Reading Standards for Literacy in History/Social Studies

The Reading standards specific to the content areas begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

					INDIVIDUALLI AND WITH OTHERS, STODENTS			
Reading Informational Text Key Ideas and Details					D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places.	D2.Geo.1.3-5. Construct maps and other graphic rep- resentations of both familiar and unfamiliar places.	D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
9-10.RH.1 9-10.RH.2	COURCOS	c textual evidence to support analysis of primary and secondary TABLE 1: C3 Framework Organization			D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic
9-10.RH.3 Craft and St	Analyze earlier e tructure	DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3 EVALUATING SOUI AND USING EVIDE	D2.Geo.3.K-2. Use maps, globes, and other simple geo- graphic models to identify cultural and environmental characteristics of places.	D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics.	D2.Geo.3.6-8. Use paper based and electronic map- ping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	dynamics. D2.Geo.3.9-12. Use geo- graphic data to analyze vari- ations in the spatial patterns of cultural and environmental characteristics at multiple scales.
9-10.RH.4	Determi includin history/: Analyze explanat	Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating	g Communicating ar	nd		
9-10.RH.5			Economics	Sources	Critiquing Conclus			
	copianal			Douglaping Claims and I	laina Taking Informed A	ation		
			Geography	Developing Claims and Using Evidence	Jsing Taking Informed A	uon		
			History					

TABLE 16: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Geographic Representations

BY THE END OF GRADE 8

INDIVIDUALLY AND WITH OTHERS, STUDENTS...

BY THE END OF GRADE 2

RACIAL PEDAGOGICAL CONTENT KNOWLEDGE

"social studies teachers' racial knowledge and how it influences content and pedagogical choices" (King & Chandler, 2016, p. 6).

Pollack's (2008, XX) four principles of anti-racist education,

- I. Rejecting false notions of human difference
- 2. Acknowledging lived experiences shaped along racial lines
- 3. Learning from diverse forms of knowledge and experience
- 4. Challenging systems of racial inequality

FORESTS, TREES AND TWIGS LOEWEN, 2009

Forests: Major, enduring, generative themes Trees:

Essential, relevant, meaningful, significant topics Twigs: Facts, dates, events

FORESTS, TREES AND TWIGS (LOEWEN, 2009)

FORESTS

- How cultures change through diffusion and syncretism
- Taking the land
- The individual versus the state
- The quest for equity
- Sectionalism
- Immigration and Americanization
- Social class; democracy vs. plutocracy
- Technological developments and the environment
- Relations with other nations
- Historiography, how we know things

MAKING CITIZENS PROJECT: DESIGN PRINCIPLES

Civic education should:

- build upon students' own experiences with civic life, including their daily experiences with civic institutions
- 2. provide opportunities for students to consider and discuss key controversies in civic life
- 3. build students' skills of discussion, analysis, critique, and research
- 4. build students' knowledge of their rights and responsibilities as citizens in a way that connects directly to their own concerns

MAKING CITIZENS

"The really big one was 'What is an American?' You know, that was the basis of the course. It's a big question, 'What makes an American?"

- Vincent, high school junior

	Overarching Question WHAT IS AN AMERICAN?					
Theme						
	Essential Questions	Content (not inclusive)				
		branches of government;				
	What purpose does government serve?	democracy;				
Government	What is a good American citizen?	federalism;				
	Am I a good American citizen?	political ideology;				
		electoral politics				
	What do Americans owe each other?	capitalism; stock market; Great Depression;				
Economics	Why are some rich and some poor?	industrialization;				
	Is the American economy fair?	economic reforms;				
		world economy				
		WWI; WWII;				
	What is America's role in the world?	Cold War;				
Conflict and Resolution	Why does the U.S go to war? When should it?	Vietnam War; Korean War;				
	Can nations cooperate?	Gulf War; Iraq War; war on				
		terror; genocide				
		immigration;				
Movement of	Who is an American? Why do people come to America?	migration (various groups); Japanese internment;				
People	How do different groups define their American identities?	gentrification;				
	rane rear activities.	globalization				
	Are all Americans equal?					
Social	How do Americans make social change?	race/civil rights movement; Latino rights movement;				
Change	Who has the power to make change?	gender/women's rights movement;				

TABLE 2.2 Social Change Theme with Essential Questions, Units, Content and Sample Assignments

Essential Questions

	1	/ho has the power to make change? Do you? it ever okay to break the law? When?		
Unit title	Content O	Sample projects/assignments/discussions		
Unit 1: African American Struggle for Rights	Reconstruction, Amendments, KKK, White citizens; Birth of a Nation, Freedman's Bureau, Black codes, Jim Crow, Plessy, WEB Dubois/Booker T. Washington, NAACP/Marcus Garvey, Segregation/ Integration of the armed forces, Brown v. Board, Montgomery bus boycott, MLK/Malcolm X, Civic rights act, voting rights, Freedom Riders, Civil rights movement, Black Panthers, Jackie Robinson, Black Power movement	Newscast reporting on a moment in civil rights history.		
Unit 2: Latino Struggle for Rights	Braceros, United Farm Workers, Cesar Chavez, Bilingual education, Immigration rights/ who is an American, English only	Carousel on Latino social protest movements.		
Unit 3: Women's Struggle for Rights	Women's suffrage movement; Seneca Falls Convention; Susan B. Anthony; Elizabeth Cady Stanton; Margaret Sanger; 19 th Amendment; 1920s' flappers; Mary McLeod Bethune; Women and the home front during WWII; 1950s; Betty Friedan; Gloria Steinem; E.R.A.; Roe vs. Wade; Title IX; Labor Issues	Jigsaw on women's rights from Seneca Falls to the present. Comparison of primary documents from the 1950s. "Take-A-Stand" on Title IX.		
Unit 4: Social Protest	This unit is devoted to the individualized social protest projects and presentations.	Social Protest Project: Students prepare a four-minute presentation and display describing a social protest of the 20 th or 21 st century. The project must answer the essential questions and consider why this social protest is important in a democracy. It should include a KWL chart and at least four images.		

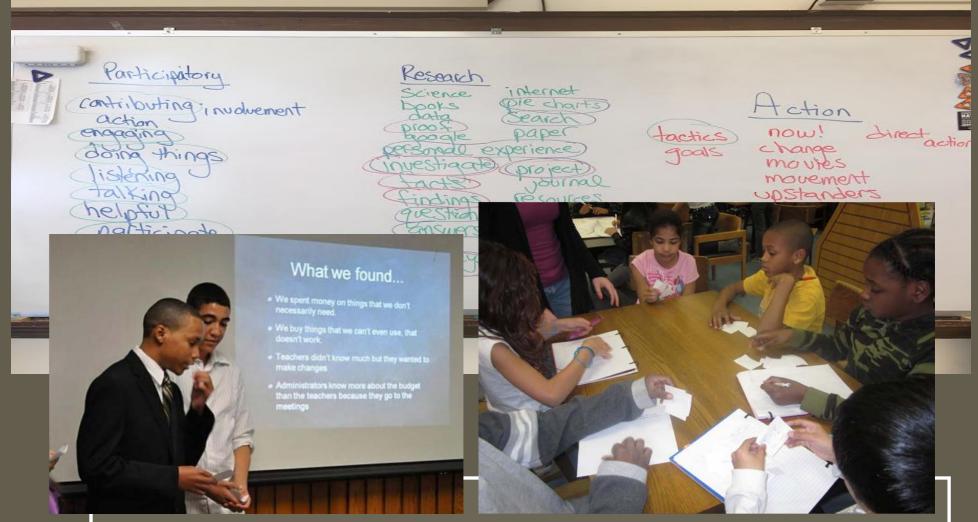


Who gets to create content?

RE-CREATING CONTENT

How can we open up what knowledge is and who gets to make it?

How can student inquiry be used to re-create content?

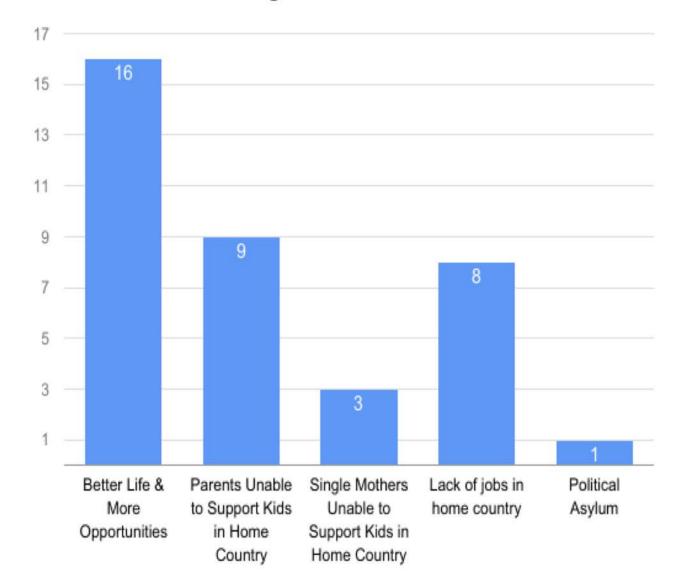


CIVIC INQUIRY: YOUTH PARTICIPATORY ACTION RESEARCH



Greater Brunswick Charter School

Reasons for Coming to US

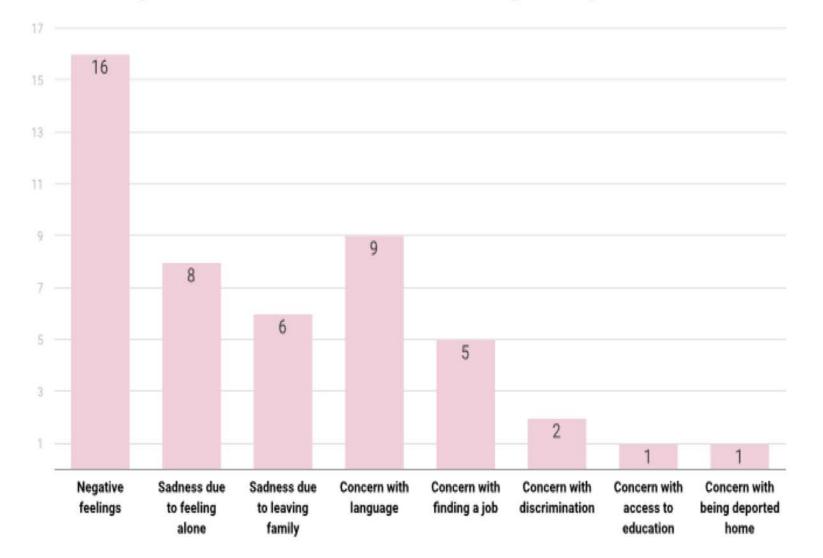


QUOTES

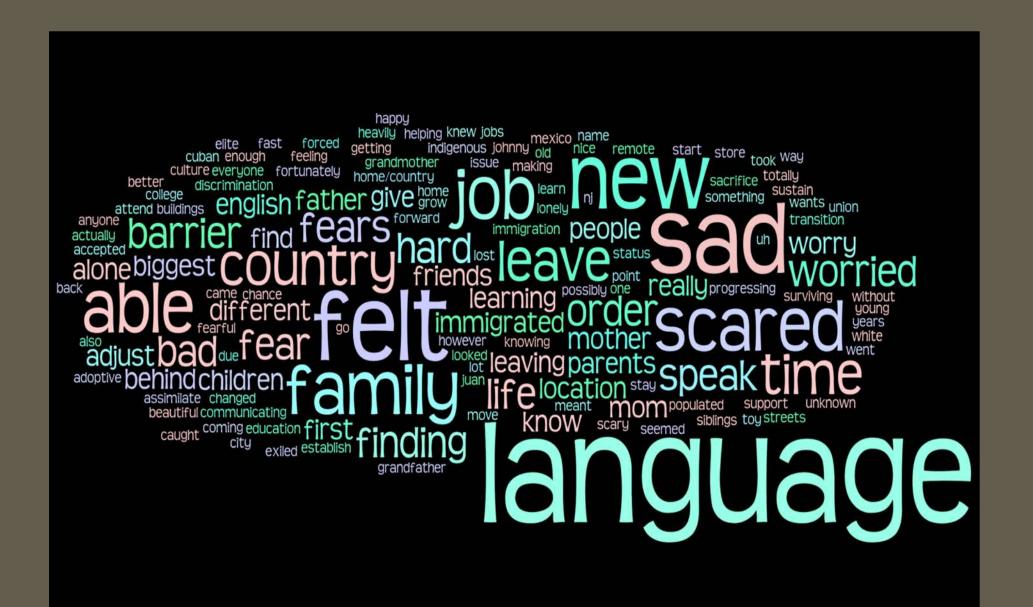
"Poverty, family, we had a big family, and not a lot of money and there was barely enough food for all of us and I had to emigrate even if it was to another part of the country to make my life conditions better."

"I immigrated at the age of 32 when my 2 children were going to start middle school in my country. I didn't have the money necessary to provide them with a better education at a good school. I had little to give them."

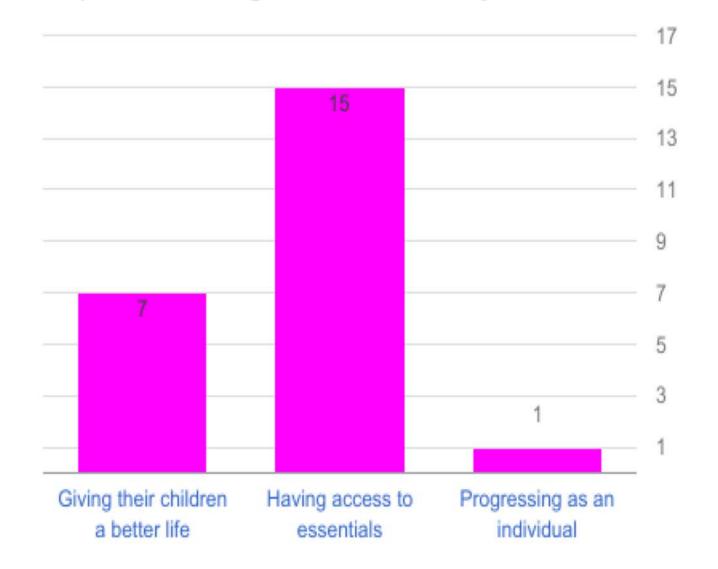
Feelings and Concerns With Immigrating



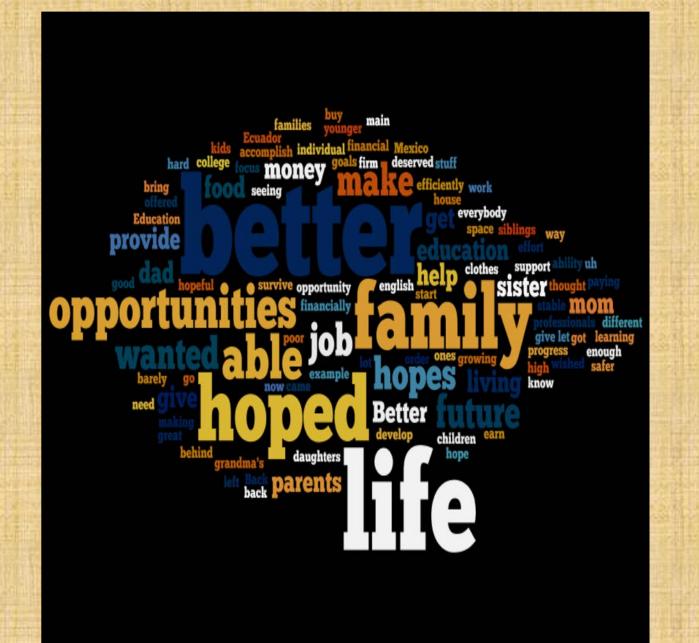
FEELINGS AND CONCERNS FELT WHEN IMMIGRATING



Hopes in Coming to a New Country



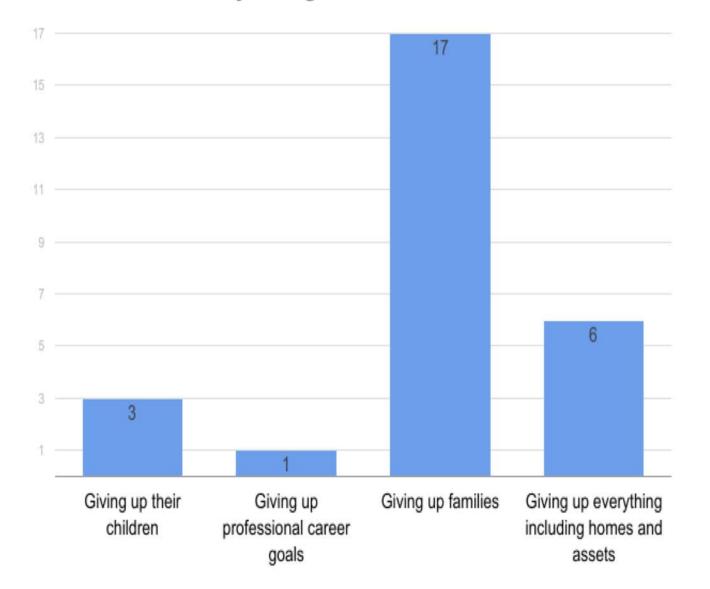
HOPES IN COMING TO A NEW COUNTRY



"I had hopes in seeing my daughters with a firm future in which they could develop as professionals and be able to accomplish their goals."

"My parents hoped we would all go to college and get the education they thought we deserved."

Sacrifices Made by Immigrants

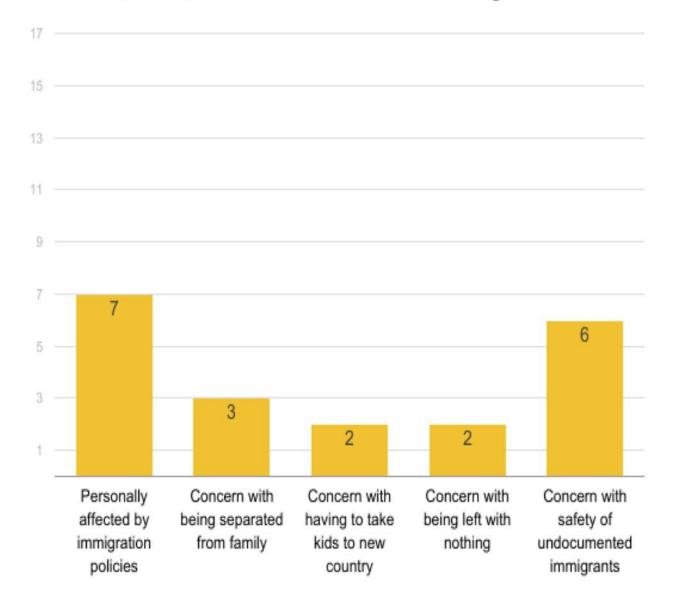


QUOTES

"We had to leave our loved ones, our house, and I had to quit my job."

"I had to leave behind everything. I had to leave behind my family, I had to leave behind my home. I had nothing but I feel like leaving my family and home is a lot to sacrifice."

Effects, Fears, or Concerns with Current Immigration Climate





"A lot of families are being separated due to the current situation. The family is an important cell in our society and to separate it is very painful...parents and children being separated is very difficult."

"It is hard to sometimes go on social media and look at all the news and things that are happening."

YPAR at Franklin High School



Our Research Question:

How and why does race, language, and ethnicity affect students' decisions to become friends with someone at Franklin High School? CHALLENGING, STRUCTURING AND RE-CREATING SOCIAL STUDIES CONTENT TO DISRUPT OPPRESSION How does knowing content matter for disrupting oppression?

What is the relationship between advancing justice and the teaching of content?

How can we support beginning teachers to learn content in ways that are intermeshed with the imperative to use teaching to disrupt racism?

THANK YOU!

I can be reached at <u>beth.rubin@gse.rutgers.edu</u>

Helpful Resources:

Facing History and Ourselves: <u>https://www.facinghistory.org/</u>

Rethinking Schools: https://www.rethinkingschools.org/

Zinn Education Project: https://www.zinnedproject.org/

Teaching Tolerance: <u>https://www.splcenter.org/teaching-tolerance</u>

Teaching for Change: https://www.teachingforchange.org/

The YPAR Hub: http://yparhub.berkeley.edu/