

**BATs Social Justice Toolkit**  
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**Committee**

The toolkit includes the following sections:

- General Resources for Educators (admin, counselors, etc): Online and Print
  - Elementary Education: 3 Sample Social Justice Topics with Online Resources, Print Resources, Teaching Activities/Student Activism Ideas
  - Secondary Education: 3 Sample Social Justice Topics with Online, Print, Teaching Activities/Student Activism Ideas
  - Parent Resources: Online and Print
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**Social Justice Toolkit: Sample Resources for Educators & School Personnel**

**Educator Resources:**

*Article or Resource Title, Link, and Description*

1. [Rethinking Schools](#): from *Rethinking Schools* online site -*Our Mission:* “Rethinking Schools is a nonprofit publisher and advocacy organization dedicated to sustaining and strengthening public education through social justice teaching and education activism. Our magazine, books, and other resources promote equity and racial justice in the classroom. We encourage grassroots efforts in our schools and communities to enhance the learning and well being of our children, and to build broad democratic movements for social and environmental justice.”

2. [Teaching for Change](#): Teaching for Change challenges teachers and students to examine their world inside and outside of the classroom in order to “ build a more equitable, multicultural society, and become active global citizens.”
3. [The Zinn Education Project](#)–Offering over 100 free, downloadable lesson plans and articles, The Zinn Education Project promotes and supports the use of [Howard Zinn’s](#) best-selling book *A People’s History of the United States* and other materials for teaching a people’s history in middle and high school classrooms across the country.
4. [Cultural Diverse Texts](#): Includes a Tool for Selecting Multicultural, Diverse Texts for the Classroom While Ensuring Academic Standards Are Met
5. [Mythtakes: Working with Racially and Ethnically Diverse Students](#): Teaching Tolerance provides materials and information for schools to implement a Professional Development session encouraging culturally responsive teaching. This professional development activity examines common beliefs that help and hinder educators when working with racially and ethnically diverse students.
6. [A Social Justice Approach to School Counseling](#): Based on the 2010 Multicultural-Social Justice Leadership Development academy presentation, this article focuses on how school counselors can collaborate with critical stakeholders to help mitigate barriers to academic success for low-income students and students of color.
7. [Teaching Social Justice in the Primary Classroom](#): Includes numerous teaching ideas, including using Disney’s *A Bug’s Life* to teach students about the oppression of others.
8. [Questioning Payne](#): This resource is beneficial for administrators and staff development coordinators. Teaching Tolerance’s article “Questioning Payne” details why using Ruby Payne’s [A Framework for Understanding Poverty](#) is not only ineffective for providing teaching strategies in high poverty schools but also detrimental due to the false stereotypes it promotes.
9. [Perspectives for a Diverse America](#): *Diverse America* is a literacy-based curriculum that marries anti-bias social justice content.

10. [Citizens for Social Justice](#): Curriculum for White Americans to Educate Themselves on Race and Racism—from Ferguson to Charleston
11. [Six Videos to Use in Social Justice Lessons](#)
12. [Culturally Responsive Teaching](#): This resource page focuses on what educators, school leaders and parents can do to promote culturally responsive environments – classrooms where students are connected and active members of the school community. - See more at:  
<http://inclusiveschools.org/category/resources/culturally-responsive-instruction/#sthash.OxCR1Qdz.dpuf>
13. [ELL Best Practice Collection](#): Resources provided by Teaching Tolerance for our English Language Learners
14. [Creating Gender Inclusive Schools](#): Article explains a gender inclusive school makes certain that regardless of one’s gender identity or gender expression, students are openly and freely included in all aspects of the school environment without restriction or limitation of any kind.
15. [Schools in Transition: A Guide For Supporting Transgender Students in K-12 Schools](#)

## **Educator Resources:**

### *Print Resource Title and Author*

1. [Beyond Heroes and Holidays Teaching Guide Edited by Enid Lee, Deborah Menkart and Margo Okazawa-Rey.](#): This award winning interdisciplinary guide for teachers, administrators, students, and parents offers lessons and readings that show how to analyze the roots of racism, investigate the impact of racism on all our lives, our families, and our communities, examine the relationship between racism and other forms of oppression such as sexism, classism, and heterosexism, learn to work to dismantle racism in our schools, communities, and the wider society.
2. [Rethinking Schools Publications and Print/eBook Resources for Educators](#): Highly acclaimed resources for culturally competent teaching and ideas on how to implement social justice issues into your curriculum
3. [Rethinking Schools Extensive List of Social Justice Books for Teens and Older Children](#)
4. *Lesson Plans/Activities*: Marla Kilfoyle's Respecting English Language Learners: A Primer for Non-Bilingual Educators: Age- High School ESL Support Class 9-12

When planning lessons for ELLs, whether it be in a CORE class or in a support class we must keep language acquisition in mind and we must respect/know the culture of our students. The cultures of our students should drive every lesson that we do.

***Second Language Acquisition:*** BICS (Social Language) vs. CALP (Academic Language)

### ***II. Basic Interpersonal Communication Skills (6 months-2 years)***

Language needed in social situations  
day-to-day language needed to interact socially with others  
interactions are usually context embedded  
not very demanding  
language required is not specialized

### ***III. Cognitive Academic Language Proficiency (5-10 years)***

Formal academic language learned includes ability to listen, speak, read, and write about subject area content students need time and support to become proficient in academic areas language becomes cognitively demanding because new ideas, concepts, and language are presented to the students at the same time. Concepts that students learn in their first language will be transferred to their second language

### ***IV Stages of Cultural Accommodation***

Euphoria - ELLs may experience an initial period of excitement about their new surroundings  
Culture Shock - ELLs may then experience anger, hostility, frustration, homesickness, or resentment.  
Acceptance - ELLs may gradually accept their different surroundings  
Assimilation/adaptation - ELLs may embrace and adapt to their surroundings.

### ***V. Five Stages of Second Language Acquisition***

Pre-production (No English) - new learner with up to 500 known words  
Early production (Receptive English Only) - can speak one or two word phrases, have about 1000 known words  
Speech Emergence (Survival English) - can communicate with simple phrases and sentences, have about 3000 known words  
Intermediate Fluency - beginning to use more complex sentences and are willing to express opinions and share thoughts, about 6,000 known words  
Advanced Fluency (Proficient English) - near native in their language skills, takes 4-10 years.

### ***VI. Culturally Inviting Schools***

Find out about your students families and home countries  
Know the correct pronunciation of your students names  
Know their native language, traditions, values, and holidays

explore aspects of your students' cultures in your classroom on a regular basis  
display bias free contemporary cultural images  
let them speak in their own language in class with their peers; try to learn cordials in their language.  
utilize your students' background knowledge and life experiences in lessons and activities. Nourish partnerships with ESL students and their families  
know your students family background, education experiences, and life experiences  
invite parents to share cultural insights (you can use google translate or a variety of apps to help you)  
Let students know when you don't know something about their culture. Learn from them and value their culture.  
Accept gestures or drawing whenever possible.  
when students first arrive keep the academic language in terms they can understand. Give background information using images, film in their language, and internet searches in their language. Multiple exposures is important.  
Understand the many variables influence ability for ELLs to obtain a second language: First language development, access to language, age, personality and learning style, peers and role models, quality of instruction, and cultural background  
Be very mindful that YOUR life experiences are NOT their life experiences.

*Sample Lesson:*

I teach U.S. History support to ELLs. Most of them are speech emergent but as the year goes along I get new arrivals who are pre-production. One thing I do every single day is that I read aloud to my students. If we are covering a topic, say WWII, I give them a short simple reading that I read to them for content. For my pre-production student, I give them the reading in Spanish and have one of my speech emergent students read aloud to them in English (I will be sitting by to help them w/ words they get stuck on). They love this exercise. The books I use have very simple English. I also give them primary resource documents daily. I make sure that the documents are visual and we talk about (either in English or their native language) how the document relates to what we have read and how it relates to to history. I think it is important as I move through history of them that I give them visuals of others who have struggled in American

society and continue to struggle. This seems to peak their interests and leads to many great conversations about how to overcome obstacles and advocate for yourself.

### **Helpful Resources and Websites**

Everything ESL - <http://www.everythingsl.net/>

Professor Garfield - [http://www.professorgarfield.org/pgf\\_home.html](http://www.professorgarfield.org/pgf_home.html)

International Children's Library - <http://en.childrenslibrary.org/>

Colorin Colorado - <http://www.colorincolorado.org/>

#### Sources

Haynes, Judy. "Explaining BICs and CALPs"

Haynes, Judy. "Stages of Second Language Acquisition."

Hearne, D. Teaching Second Language Learners with Disabilities

Hill, Jane D. and Bjork, Cynthia L. "Classroom Instruction That Works with English Language Learners Facilitator's Guide."

Robertson, Kristina and Ford, Karen. "Language Acquisition: An Overview

Roseberry-McKibbin, C. Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention

#### Print Resources: Perceptions of Black Youth

1. [How Can No One Be to Blame for Tamir Rice's Death?](#)

2. [Why police so often see unarmed black men as threats](#)

3. Journal of Personality and Social Psychology-- a paper  
(March 6, 2014)

["Black Boys Viewed as Older, Less Innocent Than Whites, Research Finds"](#)

4. Interpersonal Relations and Group Processes-- a paper

[The Essence of Innocence: Consequences of Dehumanizing Black Children \(pp.526 - 545\)](#)

[Fiction Books to Teach Social Justice](#): A list of fiction titles with thematic social justice issues organized by grade level

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## **Social Justice Toolkit: Sample Resources for Parents**

### **Parent Resources**

*Article or Resource Title, Link, and Description*

1. [Teaching for Change articles](#): Offering [free downloadable PDF articles](#) in English and Spanish on the Classroom and Environment, Cultural and Racial Diversity, Working With Parents, Working with Educators, Identity Development, Language Development, and Parent Resources.
2. [DoSomething.Org](#): Connects teens (according to beliefs and interests) to a cause
3. [Change the World, Kids!](#): This website includes a non-profit 501c3 corporation founded in 2003 consisting of an energetic group of middle and high school age youth. Changetheworld.org undertakes humanitarian and environmental efforts to make a positive difference in their local communities and across the globe. Now chapters of Change the World Kids are forming across the United States!
4. [The Hard Talk](#): Parents discussing racism with white children
5. [It's My Job to Not Only Raise Children Who Are Not Only Not Racist but Actively Anti-Racist](#)



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## **Social Justice: Sample Resources for the Elementary Classroom**

### **Ethnic Diversity**

#### *Article or Resource Title, Link, and Description*

1. [Teaching for Change's Anti-Bias Education](#): Anti-bias curriculum is an approach to early childhood education that sets forth values-based principles and methodology in support of respecting and embracing differences and acting against bias and unfairness.
2. [Immigration: Stories from Yesterday and Today](#): Includes an interactive tour of Ellis Island, interactive map of immigrant settlement, book lists divided according to grade level, lesson plans, and first hand accounts from immigrant children

### **Ethnic Diversity**

#### *Ideas for Teaching/Sample Student Activism Ideas*

1. [Different Colors of Beauty - Reflection](#): Teaching Tolerance lesson plan for grades 3-5 teaches students that no racial group is superior to others and how to apply knowledge and understandings gained to consider their potential role as activists in their school, home and community
2. [We Can All Be Kid President](#): This lesson uses Kid President's recent video on Martin Luther King, Jr. as a jumping off point to talk with elementary students about activists. Students in grades 2-5 will have the opportunity to learn more about the activities and qualities of activists, identify and explore famous and ordinary activists and conduct research on an activist of their choice which will culminate in a written speech and video that is similar in style to Kid President's video.

3. [The Sneetches](#): Lesson plan for the early grades using a simulation activity the story *The Sneetches*, written by Dr. Seuss, yellow bird-like creatures take students on an adventure where green stars become the symbol of discrimination and privilege.
4. [Human Rights Lessons for elementary school](#): Includes lessons and resources exploring the concepts of justice and equality by teaching about discrimination and other issues they encounter in their own lives.
5. [Diverse Voices: 50 of the Best Culturally Diverse Children's Books](#): An incredible list of the 50 best children's books published from 1950 to the present day that celebrate cultural and ethnic diversity is released today

## **Bullying**

Please provide both age-appropriate specific online and print resources according to the following topics. At the end of this document, please include source citations for any resources listed. *Do not worry about source citation order. All resources will be listed alphabetically on a Bibliography Page.*

### *Article or Resource Title, Link, and Description*

1. [Anti-Defamation League Cyberbullying Site](#): Includes lesson plans for elementary school students, facts/statistics, and a bibliography of resources to implement in the classroom
2. [National Bullying Prevention Activities for Kids](#): Toolkit of activities for elementary school students

3. [Kids Against Bullying](#): Pacer Kids Against Bullying is a creative, innovative and educational website designed for elementary school students to learn about bullying prevention, engage in activities and be inspired to take action.

## **Bullying**

*Print Resource Title and Author*

1. [Using Words that Heal](#): Using children's literature to address bullying. Includes book list and teaching guide.

## **Bullying**

*Ideas for Teaching/Sample Student Activism Ideas*

1. [Pacer's National Bullying Prevention Center](#): Includes Anti-Bullying Kit, along with lesson plans and ideas on how to begin the discussion with younger students
2. [Activist Ideas for Young Students Taking a Stand Against Bullying](#)

## **Gender Issues/Stereotypes**

Please provide both age-appropriate specific online and print resources according to the following topics. At the end of this document, please include source citations for any resources listed. *Do not worry about source citation order. All resources will be listed alphabetically on a Bibliography Page.*

*Article or Resource Title, Link, and Description*

1. [Welcoming Schools: A Project for the Human Rights Campaign Foundation](#): Website includes lesson plans on gender stereotyping, resources for teachers, and recommended books for both students and adults
2. [Anti-Defamation League article on discussing transgender and gender nonconforming identity and issues](#): “In order to provide a safe and welcoming learning environment for all students, it is important to discuss transgender and gender non-conforming identity and issues in schools and classrooms”
3. *Bullied: A Student, a School and a Case That Made History*  
Grade Level:  
[Grades 6 to 8](#)  
[Grades 9 to 12](#)

*Bullied* is a documentary film that chronicles one student's ordeal at the hands of anti-gay bullies and offers an inspiring message of hope to those fighting harassment today. It can become a cornerstone of anti-bullying efforts in middle and high school

## **Gender Issues/Stereotypes**

*Print Resource Title and Author*

1. [12 Children Picture Books that Challenge Traditional Gender Roles](#): “Research shows that [even young children can quickly fall into these sex-based stereotypes and prejudices](#). In honor of celebrating our gender diversity, here are 12 children's picture books that challenge traditional gender roles.”
2. [Books to Engage Young Students](#): The books in these annotated bibliographies have been carefully chosen to help educators lead discussions on family diversity, gender and bias-based bullying with elementary age students.
3. [Welcoming Schools List of Books](#): Titles that Challenge Gender Limits for Elementary
4. [LGBT books for young children](#): Books inclusive of LGBT families and/or characters

## **Gender Issues/Stereotypes**

*Ideas for Teaching/Sample Student Activism Ideas*

1. [Girls Can Be Plumbers?](#) This activity helps early-grade students begin to think about gender roles, stereotypes and career choices.
2. [Who We REALLY are:](#) Sometimes students get stuck on superficial notions of identity, both in understanding themselves and in looking at their classmates. This activity uses literature to challenge stereotypes and help children think about their inner selves. It also allows them to explore metaphor, other poetic language and visual artistic expression as they get to know themselves and one another better.
3. [I See You. You See Me:](#) Lesson plan on body image and social justice
4. [Welcoming Schools Lesson Plans:](#) Lessons to teach students about bullying, being proactive vs. a bystander, etc
- 5.

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## **Social Justice Toolkit: Sample Resources for the Secondary Classroom**

### **Racism**

#### *Article or Resource Title, Link, and Description*

1. [Barnaga Game:](#) Free game download designed for teens. The goal of the game is to raise awareness of cultural differences, especially when people move from one culture to another.

2. [International Justice Commission](#): Social Justice Curriculum for High School students. Includes lesson plans, resource lists, classroom activities, etc. on the issues of slavery and modern day trafficking
3. [Heritage Teaching Resources](#): Digital resources - including print and multimedia - provided by Smithsonian Museum
4. [TeacherVision's Guide for Teaching Civil and Human Rights](#) Resources include curriculum connections, film, artwork, lesson plan ideas, book lists, etc
5. [Black Lives Matter: from Hashtag to Movement](#): This high school lesson provides an opportunity for students to learn more about Black Lives Matter and the activists involved, explore the controversy about using the term "All lives matter," and posit their point of view in writing to a person of their choice.
- 6.

## **Racism**

### *Print Resource Title and Author*

1. [Holding fast to dreams : empowering youth from the civil rights crusade to STEM achievement](#) by Freeman A. Hrabowski, III from Beacon press

## **Racism**

### *Ideas for Teaching/Sample Student Activism Ideas*

1. Civil Rights/ Civil Rights Activists Lesson Ideas: Students can research contemporary artists involved in civil rights and human rights activism. Center dialogue on the multiple forms that non-violent protest may take. A few artists to consider are listed below:

[Ai-Weiwei](#)

[María Magdalena Campos-Pons](#)

[Michael Ray Charles](#)

[Glenn Ligon](#)

[Kerry James Marshall](#)

[Mary Reid Kelley](#)

[Yinka Shonibare MBE](#)

Websites to Teach About Civil Rights:

[Teaching for Change](#)

[Putting the Movement Back into Civil Rights Teaching](#)

[The Zinn Education Project](#) The Zinn Education Project's Teaching a People's History is free for teachers.

[Hidden in Plain Sight: Martin Luther King, Jr.'s Radical Vision](#)

[The Limits of Master Narratives in History Textbooks: An Analysis of Representations of Martin Luther King, Jr.](#)

[Dr. Martin Luther King Jr's: "Beyond Vietnam"](#)

[Rethinking Schools](#) offers numerous resources created by and for teachers:

["When Silence is Betrayal" If the United States is to get on the 'right side' of world events, it must declare 'eternal hostility' to poverty, racism and militarism](#)



## [Distorting the Civil Rights Legacy](#)

## [Our Grandparents' Civil Rights Era : Family letters bring history to life](#)

Sample Songs/Music Videos:

[I know why the caged bird sings - Buckshot LeFonque, Branford Marsalis](#)

[The Maccabeats and Naturally 7 - Shed a Little Light - MLK Jr. Day](#) - (James Taylor Cover)

[Common Feat. Will I Am - I have a dream](#)

2. [I Am Indopino](#): An American Indian's Search for Identity: This lesson plan uses the original story "I Am Indopino" by Gene Tagaban. He is a noted storyteller and story artist whose heritage is Tlingit, Cherokee, and Filipino. This story brings together Tagaban's personal story and the history of discrimination against American Indians in Alaska. He also weaves into this rich narrative the story of Elizabeth Peratrovich, who helped pass the 1945 Anti-Discrimination Act in Alaska, the first of its kind in the country.

This unit contains:

- Downloadable printable lesson plan
- Teacher guide
- Student activities
- Printed text of story
- Audio-downloads of story told by Gene Tagaban with his evocative music
- Other Resources

3. [From Flint, Michigan to Your Front Door: Tracing the Roots of Racism in America](#):

This lesson plan uses excerpts from the story "From Flint, Michigan to Your Front Door: Tracing the Roots of Racism in America" by professional storyteller La'Ron Williams to

inspire conversation among students about the issues of institutional racism, living in two cultures at once, and claiming one's own history and culture. This story and lesson plan address the White, Euro-centrism of our history and culture and the use of story to challenge that mono-cultural understanding of history.

2. [WHAT'S RACISM GOT TO DO WITH ME? How Our History and Context Shape Us and Others](#): Lesson plan seeks to help students understand how history influences the present and to be open to the complexity of societal structures, historical causes, and environmental context both in their own lives and in the lives of other individuals and groups.

### **Secondary Social Justice Topic: Becoming a Social Justice Activist**

#### *Article or Resource Title, Link, and Description*

1. "What we Want, What We Believe': Teaching with the Black Panthers'Ten Point Program": <http://zinnedproject.org/materials/black-panthers-ten-point-program/>

2. **America's Civil Rights Movement: A Time for Justice**  
In *A Time for Justice*, four-time Academy Award-winning filmmaker Charles Guggenheim captured the spirit of the civil rights movement through historical footage and the voices of those who participated in the struggle.

3. **Selma: The Bridge to the Ballot**

Grade Level:

[Grades 6 to 8](#)

[Grades 9 to 12](#)

This film tells the story of a courageous group of students and teachers who, along with other activists, fought a nonviolent battle to win voting rights for African Americans in the South. Standing in their way: a century of Jim Crow, a resistant and segregationist state, and a federal government slow to fully embrace equality. By organizing and

marching bravely in the face of intimidation, violence, arrest and even murder, these change-makers achieved one of the most significant victories of the civil rights era.

4. <http://civilrightsteaching.org/>
5. *Eyes on the Prize: America's Civil Rights Movement 1954-1985*. DVD. Available at <http://www.pbs.org/wgbh/amex/eyesontheprize/about/index.html>

## **Secondary Social Justice Teaching Topic: Becoming a Social Justice Activist**

### *Ideas for Teaching/Sample Student Activism Ideas*

1. [He Named Me Malala](#): Student activism ideas taught through the use of film
2. [Teaching Tolerance](#): Lesson plans using art to teach students about activism
3. [Social Activism in the United States](#): This lesson examines some of the turbulent events that affected the United States during the 1950s, '60s, and '70s.

## **Secondary Social Justice Teaching Topic: Immigration Issues**

### *Article or Resource Title, Link, and Description*

1. "Behind the Mountains" by Edwidge Danticat:  
<http://www.americanimmigrationcouncil.org/education/behind-mountains-edwidge-danticat>
2. Council on Foreign Relations, Campaign 2016:  
<http://www.cfr.org/campaign2016/#/immigration>  
<http://www.tolerance.org/>
3. Multimedia Resources and Guides:

[Films from Tribeca Film Institute:](#) Includes film suggestions and study guides on a variety of social justice topics.

**\*\*\*This document will continue to be a living breathing document. If you feel there are resources that need to be added please send them with a heading to [Contact.BATmanager@gmail.com](mailto:Contact.BATmanager@gmail.com). We will be honored to add any suggestions you have.**