

Staff,

This is a collection of resources from many places. This is not a complete list and I have not organized this list into categories yet. Some are for adults and some for young people.

Resources and Understanding

[Video](#) Race and housing

Stanford [paper](#) how educators can talk about race

[MN State leaders](#) that worked on social justice

[Workforce bias](#)

[Confederate Flag](#) - History

[What is Cultural teaching - utube](#)

[ADL - on George Floyd and a history with education](#)

[The 74](#)

[N-Word article](#) The [lesson](#) that goes with this article

[In defense of a loaded word](#)

[MDE resource](#)

[Teaching tolerance website](#)

[New York Times 1619 Project](#)

[CNN history of black shootings](#)

[Duluth Lynching](#) [Another video](#) 15 min.

[U Tube racism Ted Talk injustice](#)

Animation "[something happened in our town](#)" video book read 8:50 min.

[The choices Program website](#)

[Stockton University](#)

TCM video on the history of Black Face https://www.youtube.com/watch?v=tf4OKW_fgYU
Very informative as to the history and the insensitivity.

Below is some resources from our district office:

Books

- [So You Want to Talk About Race?](#) (Ijeoma Oluo, 2018) This book is an accessible read - not too heavy with great information from a clear perspective. The chapter titles are set up for easy perusing if you like to read/review based on timely topics (3: What if I talk about race wrong? 6: Is police brutality really about race?)
- [White Fragility: Why It's So Hard for White People to Talk About Racism](#) (Robin DiAngelo, 2018) - The clarity of DiAngelo's language illustrates common MN teacher "archetypes" (if there is such a thing), shedding insight into understanding the defensive positionality coined "White Fragility". Understanding is a precursor to action, and this book guides a reader to action!
- [How to be an Anti Racist](#) (Ibram X. Kendi, 2019) - Kendi weaves Black history with his own story of growing up as a Black man. He discusses Race as a social construct giving definitions to form a common vocabulary, and also addresses racism White to Black, Black to Black, Lighter skin to Darker skin etc.
- [I Am Still Here: Black Dignity in a World Made for Whiteness.](#) (Austin Channing Brown) A brilliant short read (3 hours?) about a Black woman's experience and how _everything_ white people do has an impact on the world. Brown details about her journey to self-worth and the pitfalls that kill our attempts at racial justice, in stories that bear witness to the complexity of America's social fabric--from Black Cleveland neighborhoods to private schools in the middle-class suburbs, from prison walls to the boardrooms at majority-white organizations.
- **Stamped From the Beginning: The Definitive History of Racist Ideas in America** Ibram X. Kendi
<https://www.theguardian.com/books/2017/aug/24/stamped-from-beginning-ibram-x-kendi-review>

Articles

- [Avoiding Racial Equity Detours](#) - Paul Gorski, ASCD, [April 2019](#) - we may have gotten off track with a few of these (common) detours...we will get back on track!

- [Who Gets to Be Afraid in America?](#) - Ibram X. Kendi, The Atlantic, May 2020 - this was what brought me to his book as my first summer read!
- [Why White Students Need Multicultural and Social Justice Education](#) - Sheldon Eakins guest column, Cult of Pedagogy. June 2020
- [Black Citizens Are Angry...How Can White Leaders Help](#)- Jason Wingard, Forbes. June 4, 2020.
- [COVID-19 Is Shaping Tech Use: What That Means for Schools](#)- Kevin Bushweller, Ed Weekly. June 2, 2020.

Webinars, Podcasts, People

- [Discovery Education – Equity Talks](#) - whether watched live or later through the archives, these webinars are among the fastest, most energizing, and super insightful hours I have ever spent!
- [Sheldon Eakins - Leading Equity Center](#)
- Podcasts: [“Seeing White”](#)

Organizations/Websites

- [Equity Literacy Institute](#) - Paul Gorski and the team at Equity Literacy Institute have a phenomenal way of developing understanding and action.

[Scaffolded List of Resources](#)

ZHS Staff collection:

[Be The Bridge Organization](#)

Authentic racial bridge-builders.

Our vision is that people and organizations are aware and responding to the racial brokenness and systemic injustice in our world. People are no longer conditioned by a racialized society but are grounded in truth. All are equipped to flourish. (Note: This is a Christian Organization so that may not be your preference, but the training is amazing.)

[I Bring the Voices of My People: A Womanist Vision for Racial Reconciliation](#)

Disrupting the racist and sexist biases in conversations on reconciliation

Chanequa Walker-Barnes offers a compelling argument that the Christian racial reconciliation movement is incapable of responding to modern-day racism. She demonstrates how reconciliation's roots in the evangelical, male-centered Promise Keepers' movement has resulted in a patriarchal

and largely symbolic effort, focused upon improving relationships between men from various racial-ethnic groups. Walker-Barnes argues that highlighting the voices of women of color is critical to developing any genuine efforts toward reconciliation. Drawing upon intersectionality theory and critical race studies, she demonstrates how living at the intersection of racism and sexism exposes women of color to unique experiences of gendered racism that are not about relationships, but rather are about systems of power and inequity. Refuting the idea that race and racism are “one-size-fits-all,” *I Bring the Voices of My People* highlights the particular work that White Americans must do to repent of racism and to work toward racial justice and offers a constructive view of reconciliation that prioritizes eliminating racial injustice and healing the damage that it has done to African Americans and other people of color.

[Seeing White](#) Scene On Radio Podcasts: 14 Episodes

Scene on Radio is a podcast that tells stories exploring human experience and American society. Produced and hosted by John Biewen, *Scene on Radio* comes from the [Center for Documentary Studies](#) (CDS) at Duke University and is distributed by PRX. In Season 2, the Peabody-nominated *Seeing White*, Biewen and collaborator Chenjerai Kumanyika explored the history and meaning of whiteness;

On Social Media (Instagram) [Share the Mic Now](#) @sharethemicnow 50 white women with a combined 30 million followers shared their Instagram accounts with 50 black women for the day of June 10th.

- **The Dreamkeepers: Successful Teachers of African American Children**
Gloria Ladson-Billings
- **The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools**
- **Blindspot: Hidden Biases of Good People** [Mahzarin R. Banaji](#)
- **For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education (Race, Education, and Democracy)** Dr. Christopher Emdin
- **Pushout: The Criminalization of Black Girls in Schools** Monique Morris

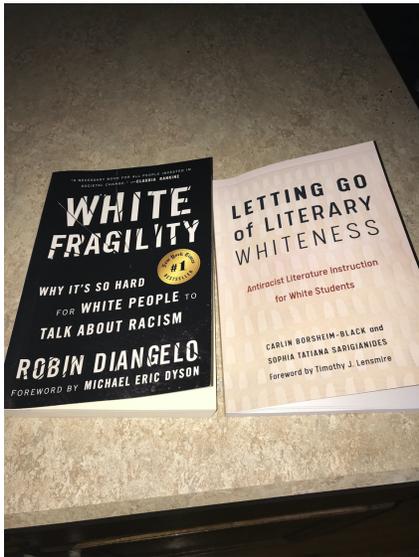
Oprah Winfrey’s Panel on Race; Where do we go from here? – In these discussions, Part 1 and Part 2, Oprah draws out ten noted African-American thinkers, writers, and politicians on the question of racial justice. Guests include Charles Blow, Stacey Abrams, Bishop William Barber II, Keisha Lance Bottoms, Ava DuVernay, Jennifer Eberhardt, Nikole Hannah-Jones, Ibram Kendi, David Oyelowo, and Rashad Robinson.

[Anti-racist teacher article](#)

Books.

“Teaching About Race and Racism in the College Classroom” notes from a White professor by Cyndi Kernahan.

America for Americans - A history of Xenophobia in the United States by Erika Lee



Materials from PD Learners Edge Class - Notes from Class

[Article](#)

UTube teachers in [urban areas](#)
[Article](#) - starts with caring/relationships

[I wish my teacher knew - utube](#)

Teaching Channel -

- *Creating a “comfortable” classroom environment
- *Advisory check-in and support
- *Building advisory relationships
- *Making personal in the classroom

10 ways to build relationships [article](#)
Cultivating a culturally responsive classroom - [article](#)

Creating an environment for Learning



Mirrors, Windows and Sliding Doors

Scholar, [Emily Style](#), first brought forward the analogy that curriculum serves as both a window and mirror. She stated that “education needs to enable the student to look through window frames in order to see the realities of others and into mirrors in order to see her/his own reality reflected.” When it comes to curriculum, some students find many mirrors and few windows from which to view the lives of others (getting a distorted view of the world). Other students find almost no mirrors, only windows. She asserts that a balanced education should be for all of us, including

- knowledge of both self and others
- clarification of the known and illumination of the unknown

Later, Rudine Sims Bishop advances the theory with the addition of sliding doors:

Windows, Mirrors, + Sliding Glass Doors

"Books are sometimes **windows**, offering views of worlds that may be real or imagined, familiar or strange. These windows are also **sliding glass doors**, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a **mirror**. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books."

Dr. Rudine Sims Bishop

Bishop, R.S. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), pp. ix-xi.

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Stories from childhood that illustrate the need for diverse resources and materials for students.

Youtube on Windows in [curriculum](#) - books -Grace Lin (Where the Mountain Meets the Moon) 12:23 min.

Chimamanda Ngozi Adichie (Americanah) - [Youtube curriculum](#) - danger of a single story. 19:16 min.

Take a look at this infographic on [the diversity gap in children's books!](#)

As you consider the information above, reflect on your own experiences with books, curriculum, and materials.

- Have you, as a student, had opportunities to see yourself and others in what you were learning? Now consider your students.
- What single stories have you heard about others? About yourself? In what way(s) are these stories incomplete?
- How much of the curriculum that you teach reflects the lives of the students?
- In what ways are you providing not only a window into the realities of others but also a chance to become immersed in that world?

One way that you can better frame the world for your students (and yourself) while building empathy is through curriculum and materials. Read through the resources below and consider the following:

- How does each resource contribute to greater knowledge for you and your students?
- How does each resource further clarify the known and illuminate the unknown?

Systematic Racism explained - [Youtube](#) 4:23min.

Three myth about Racism - [youtube](#) - 10:23min.

[20 Picture Books for 2020](#): Readings to Embrace Race, Provide Solace & Do Good

Guiding Questions:

- How does systemic racism impact students through systems, particularly the educational system?
- How might you facilitate awareness-building, discussion, and action steps that work to reverse these effects?

Sex? Sexual Orientation? Gender Identity? Gender Expression? - [article](#)

The Gender Spectrum-Move beyond the pink/blue binary to support students who don't conform to narrow gender norms.-[article](#)

[15 LGBT books](#)

Guiding Questions:

- Review the definitions listed in the articles. Which, if any, surprised you or challenged your thinking? Which definitions make you think more in-depth about how these words are used in society?
- How can you personally contribute to a gender inclusive (including the spectrum of biological sex, gender identity, gender expression and sexual orientation) school and classroom environment?

ACHIEVING EQUAL EDUCATIONAL OPPORTUNITIES FOR NATIVE AMERICAN YOUTH:
LESSONS FROM COMMUNITIES WORKING FOR CHANGE - [article](#)

Molly of Denali - [PBS series](#)

PBS video collection [Alaska Native Perspectives on Earth and Climate](#) are infused with Alaska Native values, history, traditions, language, as well as contemporary life.

Guiding Questions:

- What single stories have you heard about American Indian and Alaska Native students? In what way(s) are these stories incomplete?
- What specific teaching practices and content could you adapt to “clarify the known or illuminate the unknown” for your students?
- Encourage disability awareness with the information in the article, [Beautiful Differences](#) and the [Student Mental Health Matters webinar](#) (Teaching Tolerance) that focuses on mental health challenges facing different groups of students. Then, explore these [children's books portraying people with disabilities](#).

Guiding Questions:

- What are some of the challenges students with disabilities face in school and in the community? How can you facilitate greater awareness and action?
- Which of the children’s books listed could you weave into your curriculum as a mirror, window, or door?
- To better understand and reframe the culturally and geographically-influenced styles of communication of the community that you serve, read this piece, [Translanguaging: An Asset Based Approach](#) and this look at dialect in [Everyone Has an Accent](#).

Guiding Questions:

- How is language difference perceived in your school community?
- Identify specific actions you can take to educate students and colleagues about language diversity and an asset-based approach to diverse home languages.

- To better educate students about religious diversity, use the [Teaching About Religion](#) guidelines and watch the [Extreme Prejudice webinar](#) (Teaching Tolerance).

Guiding Questions:

- In what ways has your understanding of religion in schools been expanded? Challenged?
- How might you go about facilitating inclusivity and tolerance in your school community?

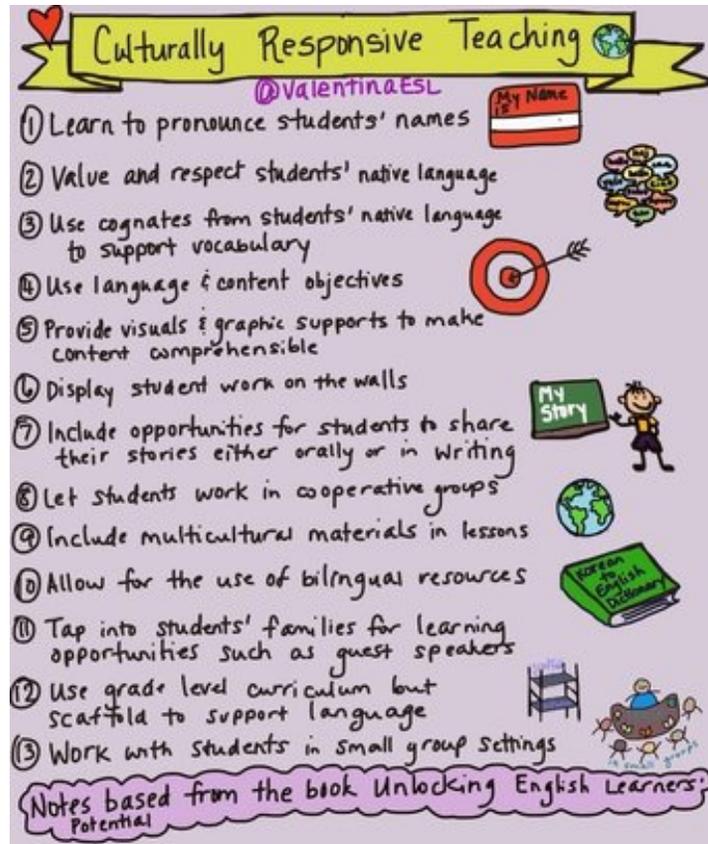
**Bonus Curricular Resources: Search this [comprehensive list of books](#) for secondary readers from the University Of Missouri-Kansas City that addresses equity and inclusion topics such as classism (socioeconomic status), age (ageism), disability (ableism), immigration/nativism, religion, mental health, and gender identity and download this great [questionnaire](#) to help you evaluate the contents of your current library or select new texts.

Culturally Responsive Lessons

To further create an environment for learning, teachers must not only consider the materials students are engaged in but also tap into the cultural learning styles and information processing systems that students in your classroom may have. As you read, we encourage you to jot down ways in which you can alter an existing lesson or ideas to create new lessons that include CRT strategies.

Hammond's [3 Tips to Make Any Lesson Culturally Responsive](#) describes how educators can gamify, storify, and make instruction social for increased engagement and “sticky” learning.

The article, [Ways to Become More Culturally Responsive in Engaging American Indian and Alaska Native Families](#), is a great resource for understanding how a more responsive and welcoming environment can have a positive impact on outcomes for American Indian and Native students.



Scaffolds can greatly impact the accessibility of instruction for English language learners. This overview of [4 easy-to-implement strategies](#) is a great place to start. Building prior knowledge, pre-teaching vocabulary, using graphic organizers and sentence frames are supports that assist not only ELLs, but also students from underserved populations with limited background and experiences.

Mindset

At the forefront of CRT, is mindset. This “inside-out” work helps educators to develop an understanding of racial, ethnic, social, linguistic and socio-economic issues that affect students as well as focus on a practice of self-reflection.

In order to be responsive to your students, you must acknowledge your own culture and the way in which your blind spots and biases inform your interactions and

teaching. Hammond explains that this process is about “rewiring our brains to not respond unconsciously to the negative dominant narratives about the learning capacity of poor students, students of color, or English learners. We have to tame our amygdala, our brain's fight or flight defense mechanism, to respond differently to emotionally charged situations, like talking about race, culture, and inequity.” With intention, time, and some practice these cognitive habits can be broken.

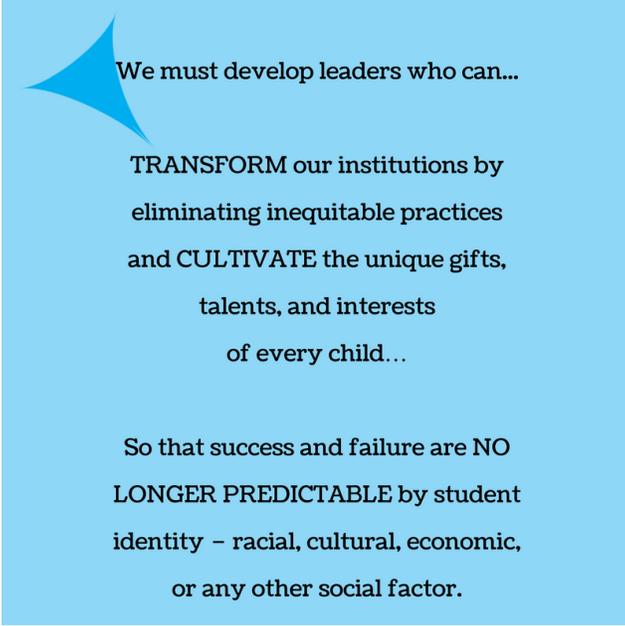
First, take a moment to examine some of your beliefs about diverse students using this helpful tool from Tolerance.org-- [Common Beliefs Survey](#). Now read the entries on the [Discussion Prompts](#) sheet. Reflect on your initial responses, add additional thoughts and consider the questions provided for your plan of action. No need to submit anything here.



****To dig deeper into the psychology of unconscious or automatic bias (built on our innate instincts to perceive danger), read the article, [Test Yourself for Hidden Bias](#). Here you can take one of the Implicit Association Tests (IATs) meant to measure possible bias via virtual laboratory. Then, listen to Harvard University Professor, Mahzarin Banaji, author of the book, [Blindspot: Hidden Biases of Good People](#), shares surprising findings from (IATs) taken by over 18 million people from over 30 countries-- [Podcast](#)**

Hammond's, [Four Tools for Interrupting Implicit Bias](#) for some practical strategies that can re-program your thinking, including Re-Association, Refuting, Perspective-Taking and Increasing Opportunity for Positive Contact. Of the 4 strategies listed, choose 1 or more to commit to practicing weekly.

Culturally relevant [teaching webinar](#) 35min.



We must develop leaders who can...

TRANSFORM our institutions by
eliminating inequitable practices
and CULTIVATE the unique gifts,
talents, and interests
of every child...

So that success and failure are NO
LONGER PREDICTABLE by student
identity - racial, cultural, economic,
or any other social factor.

Consider the questions below and even better, discuss them with a colleague or interested friend! You can also share them on the Discussion Forum! (Directions below.) These questions are for your own development and exploration and do not need to be submitted as part of your assessment.

- What was one takeaway for you that will transform your professional practice or influence colleagues in a positive way?
- What challenges do you see with implementing culturally responsive teaching practices? How could you proactively solve for those ahead of time?
- What is a next step for you to continue learning about this topic after completing this course?

Uncomfortable [conversations](#) 9:27min.

Kimbery Jones - [conversation](#) 6:42min. Profanity note