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*The Classroom as a Catalyst for Change:
Promoting Anti-Racist Pedagogy Through Tolerance in the Elementary Classroom*

An Honors Thesis submitted in partial fulfillment of the requirements for Honors in the College of Education.

By
Madison Setchell

Under the mentorship of Robert Lake

ABSTRACT

The purpose of this paper is to examine the existing research on anti-racist education and synthesize that information to develop lesson plans that teachers can use to promote tolerance in their classrooms. Review of the literature in this area reveals gaps in current curriculum and teaching practices. The literature on teaching tough topics concludes that difficult subjects should be used as a guide for discussion within the low stakes environment of a classroom. Three tolerance-centered lesson plans were developed using the Inquiry Design Model (Grant, 2017). This model highlights key ideas of a topic, presents three supporting questions related to the topic, and concludes with steps to take informed real-life action based on the content. Each lesson plan centered around one or more of Teaching Tolerance's four domains of social justice education: identity, diversity, justice, and action (Southern Poverty Law Center, 2016). These lesson plans are designed to be used in elementary classrooms, particularly grades three through five. However, they could be adapted to fit the needs of any grade level. The goal of the research is to provide comprehensive tolerance focused lesson plans to promote anti-racism and critical thinking.

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November 2020
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Acknowledgements

I would like to thank my thesis mentors and professors who were instrumental in the development of this thesis.

To Dr. Barrow, thank you for helping me select a topic and fine tune my thoughts. I would like to thank you for your guidance as I created my literature review, methodology, and lesson plans. I also thank you for being flexible with my busy student teaching schedule and always fitting me in when you could.

To Dr. Williams-Johnson, thank you for your willingness to help me develop my ideas and supporting me throughout this process. I am also so grateful for your encouragement to speak at the Georgia Educational Research Association conference. It was extremely rewarding to present my research and hard work to other professionals.

To Dr. Lake, thank you for supporting this passion project of mine. I appreciate all of your encouragement and support. You were always there to remind me of why I chose this topic and why it is important.

Without the mentorship and support of these professors, this project would not have been possible. I thank you all for your time, encouragement, and support.

Introduction

Education is a profession that requires teachers to put their comfort aside for the sake of their students. Sometimes this means not taking a bathroom break or not eating during an eight-hour work day so that students can receive as much instructional time as possible. However, other times this means placing personal bias and opinions aside to best serve the needs of our individual students. In a society where racism is a systemic problem and white privilege is often unaddressed, teachers are forced to either ignore this reality or work diligently to change it (Sinha, 2018). The latter requires more effort and work than a teacher salary accounts for, but the pursuit of justice and equity is a necessity in any line of work. Embracing anti-racist pedagogy can be an arduous and uncomfortable undertaking, yet oftentimes, the most growth comes from places of discomfort and challenge.

Anti-racist teaching begins with a foundation of tolerance. In the context of anti-racist discourse, *tolerance* is defined by Rapp and Freitag (2015) as “a basic democratic principle that helps civil societies cope with rising levels of diversity stemming from increased immigration and individualism” (p. 1031). As cultures collide and interact, tolerance is a crucial aspect of everyday life. UNESCO likens tolerance to “harmony in difference” (1995). In the social sphere of education, tolerance is necessary for both teachers and students. If a teacher is intolerant of a student’s beliefs, values, or culture, then that student will likely be overlooked, discriminated against, or ignored altogether. When students and teachers learn to accept each other's differences and find peace within those differences, education can truly flourish.

Teachers and administrators generally operate under the assumption that their students are too young or too innocent to engage in conversations surrounding race, injustice, and tolerance. This is not the case. Children are exposed to the realities of society from the day they first enter into the world. Schools are a direct reflection of society, and it follows that social injustice manifests itself within that reflection (Stevens, 2005). If tolerance is not suggested, or discussed, within the classroom, students are more likely to internalize the injustices they observe and either perpetuate them or fight against them (Jay, 2018). However, the work does not end at teaching tolerance. Educators need to take the next step forward and incorporate *anti-racist pedagogy* into their classrooms. An examination of curricula today shows that progress has been made, but there is still an overwhelming lack of critical thinking and equitable teaching practices in the modern classroom (Escayg, 2019). It is up to teachers to fill in those gaps and work to incorporate anti-racist pedagogy in their classrooms.

Purpose

The purpose of this paper is to examine the existing research on anti-racist education and then synthesize that information in order to develop strategies that teachers can use to promote tolerance in their classrooms. This research will explore the existing literature that discusses addressing race in the classroom and use it to create three tolerance-centered lesson plans for elementary teachers to implement within their own classrooms. These lesson plans will provide an accessible and readable way for teachers to promote tolerance and anti-racism in their classrooms without having to spend copious amounts of time researching. The three lesson plans, each focused on one of Teaching Tolerance's social justice frameworks (identity, diversity, justice, and action), are meant

to introduce the idea of tolerance in the classroom setting and provide next steps for teachers who wish to provide enrichment or incorporate these types of lessons into their everyday curriculum. These lesson plans address how to navigate tolerance topics while also exposing students to discourse that is often left out of textbooks.

Research Questions

1. How can teachers promote tolerance amongst their students?
2. What does a tolerance based anti-racist lesson plan look like?

Literature Review

Students need to have the tools, and schema, to think critically about difficult topics. If students are not exposed to controversial issues in schools, then they lack the skills to converse about them in real life scenarios. This can lead to harmful biases and prejudices. In order for society to progress, tolerance and racism need to be addressed at the most basic level in elementary schools. Opening the floor for discussion in younger grades not only shows students that they are capable of higher-level thinking, but also sets them up for real world success in navigating controversial conversations. The purpose of this research is to explore the existing literature that discusses addressing race in the classroom and synthesize it to provide logical next steps for teachers to implement within their own classrooms.

This research will provide teachers with an increased understanding of how to address difficult topics in the elementary setting. Review of the literature in this area reveals gaps in current curriculum and teaching practices. State standards and textbooks offer mainly surface level insight into difficult topics such as race, religion, and gender. The literature on teaching tough topics concludes that these difficult subjects should be used as a guide for discussion. Rather than memorizing facts, names, and dates, the following research claims that students should be encouraged to engage in productive conversations within the safe environment of a classroom.

The Concept of Tolerance

The Southern Poverty Law Center (2019) has developed a biannual magazine to educate readers on issues of tolerance and social justice. Their website defines *tolerance* as “respect, acceptance and appreciation of the rich diversity of [the] world's cultures, [one’s] forms of expression and ways of being human” (Southern Poverty Law Center, 2019). Elliot (2006), a former third grade teacher, witnessed the power of tolerance in an experiment she conducted in 1985. Throughout two weeks’ time she managed to separate students based on eye color, establish norms for how people of certain eye color were treated, observe the academic performance of students depending on how they were treated, and compare her experiment to the realities of modern society (Elliot, 2006). After viewing her experiment, it can be deduced that children imitate the biases and attitudes of those around them. In the elementary setting, students spend an enormous amount of their time within school walls. If children imitate the actions of those around them, and they spend a large portion of their day in class, it makes logical sense to introduce and model tolerance within those same school walls.

In her book, *Understanding and Teaching Slavery*, Jay (2018) addresses the threats caused by unchecked privilege, whitewashed curriculum, and ignorance. According to Jay (2018), students are harmed more than helped by ignoring race in the classroom. Students of color experience instances of racism from as young as infancy into elementary school. When teachers ignore these realities, they perpetuate discrimination and do a disservice to their students of color. Students are accustomed to questioning and learning in a classroom environment, which makes it the ideal venue to introduce the notion of tolerance (Jay, 2018).

The most effective way to implement tolerance discussions in the classroom is to first include those topics in teacher education curriculum. Whether it be in a university setting or professional development, providing a platform for discussion about these topics is crucial to implementing them in classrooms (Ivey-Soto, 2013). Many researchers and teachers have developed specific guidelines to help universities better prepare their teacher candidates (De Oliveira, 2013). Each year, a teacher leads their class on an exploration through content, strategies, experiments, arguments, discussions and daily life. Teachers need to also be prepared to lead their students on an exploration of biases, social justice, and tolerance.

Systemic Racism in Schools

The United States school system perpetuates racism on a systemic level. From the school-to-prison pipeline to funding based on property taxes, the school system continues to put Black students and students of color at a disadvantage. Ironically, officials have proudly stated that they will mend the “achievement gap” when the very term

“achievement gap” calls attention to the blatant educational disparities between white and BIPOC students. Focusing on the “achievements” of students contributes to the deficit-based thinking that surrounds Black students and students of color. A shift in language from *achievement gap* to *opportunity gap* is a simple way to acknowledge the cultural assets of these students instead of focusing on cultural liabilities and imposed deficits.

The opportunity gap is just one facet of how systemic racism manifests itself in American public schools. Another obvious example of racial disparities in schools is the lack of teachers of color. As Shields (2019) stated in her article, “although there is widespread acknowledgement of an increasing diversity of students in today’s schools, in most Western countries, the educator workforce is predominantly White” (p. 4). To improve and counteract racial injustices in schools:

Students, teachers, parents, and educators must expect, receive, and give affection (nurturing), protection (monitoring), and correction (accountability) while they take risks to become aware of and learn to resolve racial stress and conflict in daily social interactions. Without these ingredients, the risks of racial avoidance will be too great, and the improvement of race relations and racial climates within schools too arduous to complete. (Stevenson, 2014, p. 125)

The first step to confronting racial bias in education is educating teachers and becoming comfortable with the uncomfortable. Getting comfortable with race requires teachers, parents, and students to work together.

Starting the Conversation

Anti-racism cannot flourish in a classroom that is separated from current events. The most effective anti-racism work “happens through educational work that is embedded in practical political struggles... [and] does not happen in classrooms cutoff from social movements” (Holst, 2020, p. 185). Through her research, Husband (2012) has discovered that all children are more than capable of discussing topics like race; the issue lies in the teachers’ comfort and unwillingness to engage in those conversations for fear of being too “political.” At its very core, however, teaching in itself is a political act that shapes the foundation of the country.

Husband (2012) recommends that teachers use visual supports that they and their students are already acquainted with to address more complex topics. For example, creating graphic organizers that students are already familiar with. There is also another technique called using the “teacher as text” that can help teachers learn how to address these topics in their classroom. Using the teacher as text involves the teacher using their experiences to relate to and empathize with students. Connecting on an emotional level rather than relying on textbooks and prescribed curriculum allows both the students and the teacher more freedom to actively engage in the discussion (Barnes, 2017).

Race is a key aspect of teaching and learning the concept of tolerance. If teachers do not first acknowledge race and the biases associated with it, then their students will be lacking an essential piece of prerequisite knowledge that they need in order to begin discussing tolerance and anti-racism. Klienrock (2019), a former third grade teacher and current professional development educator, has made a conscious effort to address race in

classrooms. She states that children are not born racist, but they are born into a largely racist society. The choices that people—adults and children alike— make either perpetuate or dispel the problem. As teachers it is our job to teach children to make the right choices to stop the continuation of racism. The way to accomplish this is by explicitly teaching children about race and modeling for them what that looks like (Klienrock, 2019). According to Stanley (2017), writing is the ultimate platform for coherently conveying thoughts, ideas, and opinions, and because of this, the English Language Arts classroom is the ideal setting to address race and bias. Writing provides students with a low-stakes environment to express their thoughts without feeling shame, judgement, or backlash from peers (Stanely, 2017).

Conclusion

Addressing tolerance in the classroom, like any other subject or topic, is overwhelming without an outline of specific content. The Southern Poverty Law Center (2019) has created just that with a list of Social Justice Standards (2016). These standards are broken into four domains: identity, diversity, justice, and action. The standards outline tolerance education in chunks, the same way other subjects are taught. The standards start small by addressing self-identity, identity of groups, and cultural identity. They then move on to address diversity and how differences should be respected and celebrated, not ignored or shamed. Finally, students learn about the concept of justice and how to take action against injustice when they encounter it. (Social Justice Standards, 2016)

The existing literature on discussing tolerance in the classroom is comprehensive but lacks accessibility and relatability. These sources all emphasize pedagogy, theory, and methods without highlighting many real-life efforts made within schools or classrooms. In order for tolerance education to become the norm, it first has to garner public and government support. To receive public support, tolerance education has to be presented in a way that is both readable and relatable. The academic language and professional jargon of most literature is not accessible and proves difficult to use in reality. Everyday teachers and administrators do not have the extra time to sift through lengthy academic articles to pull out ideas to teach in their classrooms. However, those same teachers and administrators are likely to take the time to read through a lesson plan that clearly and concisely explains a topic. The goal of my research is to provide comprehensive tolerance-focused lesson plans that include specific teaching strategies that teachers can implement in their classrooms with little prep work.

Methodology

The design of this study is to create three tolerance-centered lesson plans using the Inquiry Design Model (Grant, 2017). This model highlights key ideas of a topic, presents three supporting questions related to the topic, and concludes with steps to take informed real-life action based on the content that was taught. This model aligns with teaching anti-racism and tolerance in the classroom because it does not rely on memorization of facts and dates, but rather it encourages discussion, questioning, and real-life application. Each lesson plan is centered around one of Teaching Tolerance's four domains of social justice education: identity, diversity, justice, and action (Southern Poverty Law Center, 2016).

These lesson plans are designed to be used in the elementary classroom, particularly grades three through five. However, they could be adapted to fit the needs of any grade level. These lesson plans are created for teachers who wish to incorporate tolerance ideals into their curriculum but lack the resources. The content of these lesson plans is intended to impact both teachers who lack tolerance training, and teachers who are already invested in the work of anti-racist and anti-bias education. These lesson plans also serve as a model for teachers who wish to design additional lessons on anti-racism and tolerance.

Each lesson was planned using the Inquiry Design Model and is not limited to a specific time frame to allow teachers to fully address each topic in a way that fits the specific needs of their students. The inquiry model follows the C3 Inquiry Arc: students are asked a compelling question, then they are given supporting questions, formative performance tasks and various sources. Finally, students answer the initial question in the form of a summative argument (Grant, 2017). The lesson plans include a leading essential question, three formative performance tasks, one summative argument, extension ideas, and steps that students can use to take informed action. The standards and essential questions addressed in each lesson plan are centered around Teaching Tolerance's social justice standards.

The first portion of each lesson consists of the compelling question and staging the question sections of the template. The following portions are each focused around one of the three supporting questions and the accompanying source and formative performance task. The sources are in the form of a read aloud or kid-friendly article that will help deepen students' understanding of the concept as well as support them in the

completion of their formative performance task. The last portion of instruction is focused on the summative argument and steps to take informed action.

Lesson Plans

Lesson 1: Identity

Lesson one focuses on building the prerequisite knowledge required to engage in conversations about more difficult topics. This lesson introduces the idea of identity, the first domain of the Social Justice Standards (See Appendix A). Students may have a vague understanding of what identity is but being explicitly taught about what identity means helps them to become more comfortable with themselves and others (Rapp, 2015). The compelling question, similar to an essential question, for this lesson is “How can we affirm our identities without making someone else feel badly about their own identity?”

The compelling question is broken down during the following three days into three supporting questions. Each supporting question includes a children's book and guiding questions that can be used to further explain the content. The inclusion of these books also helps teachers meet the literacy standards within each lesson. The last day of instruction for this lesson plan is focused on developing an argument in the form of a picture, sentence, or paragraph (depending on grade level) to answer the question “How will you go out of your way to support people who are different from you?” After completing the summative performance task, to close the lesson, students will participate in a whole group discussion about how they can use what they learned to inform their actions towards others. This last activity is the bridge between in-classroom learning and real-life application. The goal of this lesson is to make students comfortable with the

topic of identity and encourage them to investigate their own identity, as well as be accepting of the identities of others.

Lesson 2: Leadership

Lesson two centers around leadership and what it means to be a leader, a key theme in the action domain of Teaching Tolerance's Social Justice Standards (see Appendix B). Students will learn that anyone can be a leader, and that leaders are responsible for bettering their communities through helpful action. The compelling question for this lesson is "How can I be a leader in my community?" This lesson leads students through the definition of a leader by focusing on what a leader looks like, what a leader can do, and how leaders are actively involved in the communities they lead.

The goal of this lesson is to transform the way students think about leadership. The activities and literature in this lesson enforce the belief that leadership is an active role and that anyone can be a leader no matter how old they are, what race they are, or what gender they identify as. As students move through formative performance tasks, they get the opportunity to communicate their thoughts and opinions on leadership, as well as develop an idea of what they would like to accomplish as a leader. By the end of this lesson, students will feel empowered to be leaders in their communities and use their voice to help others.

Lesson 3: Racism

Lesson three explicitly introduces the topics of racism and injustice, which addresses the Social Justice framework of justice (See Appendix C). After students have

become comfortable with the themes of identity and leadership, they are now prepared to engage in a more difficult conversation about injustice. In this lesson students take a look at how some identities are treated differently than others, and how they can be leaders and fight against those injustices.

This lesson centers around three specific pieces of children's literature: *Don't Touch My Hair* by Sharee Miller, *Chocolate Me* by Taye Diggs, and *Not Quite Snow White* by Ashley Franklin. The students will read these books throughout the lesson and use them to help understand the concepts of injustice and racism. The first time they interact with the books, they will be searching for the injustices and instances of racism that occur in the stories. Next, students will revisit the books and discuss how they would work to be anti-racist leaders and stand against the injustices if they were characters in that story.

By the end of this lesson, students will be armed with the vocabulary and skills to confront racism and injustice in their everyday lives. However, this lesson is not a one-time anti-racism crash course for kids; it is only the starting point. Teachers and students alike must work together after completing this lesson to continually practice and model anti-racism in their everyday lives.

Discussion

How Can Teachers Promote Tolerance Amongst Their Students?

Tolerance is the first baby step in the long process of becoming actively anti-racist. Teachers can promote tolerance amongst their students by first creating a

classroom environment that is inherently comfortable and low stakes. A low stakes environment is crucial for students to feel comfortable to share their thoughts and be okay with mistakes (Jay, 2018). In the world outside of the classroom, mistakes and underdeveloped opinions surrounding controversial issues are often met with aggressive and divisive language. The classroom provides a unique venue to discuss controversial issues because the environment welcomes mistakes and encourages growth.

Within this low stakes classroom environment, teachers have the opportunity to explicitly teach lessons that center around themes of tolerance. These lessons can be easily incorporated into everyday academics by making them cross curricular to meet multiple standards. The themes of tolerance can be observed in history, literature, scientific discoveries and even in math. Incorporating tolerance can be as simple as using literature outside of the traditional cannon to teach point of view, or as complex as developing units surrounding diverse perspectives and discoveries.

What Does a Tolerance Based Anti-Racist Lesson Plan Look Like?

Anti-racism is an active practice of identifying racism, acknowledging its existence, and challenging the structures that allow it to continue (McIntosh, 2000). Racism is often seen as only individual acts of blatant hatred rather than as systems that perpetuate privilege for some and oppression for others (McIntosh, 2000). Anti-racism requires these systems to be identified and addressed (McIntosh, 2000). The lesson plans included in the appendices have been developed to intentionally introduce anti-racism at a kid-friendly level suitable for elementary school students.

The created lesson plans take students through the process of identifying themselves, learning about racism and injustices, and developing plans to take action against injustice. These lessons are just the starting point for teachers to begin building an anti-racist classroom. By focusing on the themes of identity, leadership, justice and action both students and teachers begin the process of claiming their identities and analyzing them. Critical thinking is a key aspect of tolerance and anti-racism (Holst, 2020). The open-ended discussion prompts and graphic organizers used in all three lessons allow students to develop and organize their own thoughts in a way that fill-in-the-blank and multiple-choice activities cannot provide.

The lesson plans are based in tolerance and gradually move students towards anti-racism as they learn the vocabulary and context to help them make connections between the two. This gradual shift allows for teachers to scaffold with their students and develop their prerequisite knowledge before using complicated terminology and introducing complex topics. Elementary students are more than capable of engaging with complex topics such as race, but they need to be set up for success before doing so.

When new math concepts are introduced in a classroom, the Concrete Representational Abstract , or CRA, model is often utilized to help students gain conceptual understanding (Flores, 2019). First students use concrete objects to show a concept, then they move into representations, and finally the abstract form of the concept (Flores, 2019). These lessons apply that same model to the concept of anti-racism. First students are introduced to the concrete aspect- their own identities. Then they interact with representations through children's literature. And finally, they begin discussing the abstract concepts of race and systemic racism.

Conclusion

As stated previously, students need to have the tools, and schema, to think critically about difficult topics. When students are sheltered from these difficult topics in schools, they develop a deficit of skills that would aid them in navigating the real world outside of the classroom (Jay, 2018). In order for students to develop the skills needed to navigate our current society, tolerance and racism need to be addressed at the most basic level in elementary schools. Teachers can help prepare their students for the real world by encouraging them to become active participants in their communities, or upstanders, rather than passive bystanders. In the face of injustice, it is important to be upstanders and fight for what is right.

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Appendix A

Lesson 1: Identity	
Compelling Question	What makes us who we are?
Standards and Practices	<p>Teaching Tolerance Standard- ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are.</p> <p>CCSS.ELA-LITERACY.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>C3 Framework: D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p>
Staging the Question	Complete an OWL (observation-wonder-learned) anchor chart with the class. Ask students what identity means to them based on what they have <u>observed</u> in their lives. Have students discuss in small groups and then write their individual responses on sticky notes and place them on the anchor chart. Repeat this process a second time, asking students what they <u>wonder</u> about identity. Use the first two sections of the chart to guide a whole group discussion about identity. (The last section, <u>learn</u> , will be revisited at the end of the lesson.)

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What is my identity?</p>	<p>What are some identities that are different from mine?</p>	<p>How can I support people whose identities are different from mine?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Create an identity bubble map with your name at the center. Each bubble should contain an element of your identity. (ex. girl, boy, artist, student, reader, etc.)</p>	<p>Divide students into groups. Give each group a book from the list below. Have each group read their story and discuss the similarities and differences between themselves and the characters. Using the guiding questions, have each group prepare a brief summary of their story and how their story relates to the theme of identity. Have the groups share with each other so that all students are exposed to both texts.</p>	<p>Divide students into pairs or small groups. Give each group a small poster board or piece of chart paper. Ask students to create an informative poster that tells people how to support people with different identities (i.e. being kind, not stereotyping, sticking up for others, etc.)</p>

Featured Sources		Featured Sources	Featured Sources
<p>The Mixed Up Chameleon by Eric Carle</p> <p>Guiding Questions: How did the chameleon’s identity change? What are some words that describe the chameleon? How are we like the chameleon? What are some words that describe you?</p>		<p>The Name Jar by Yangsook Choi</p> <p>Guiding Questions: How was the main character different from her classmates? How did her differences make her feel? How could her classmates have helped her feel supported? How is she different from you?</p> <p>Why am I Me? by Paige Britt</p> <p>Guiding Questions: What makes you you? What makes someone else them? How can you support people who are different from you? Are differences bad? How should you treat someone who is different than you?</p>	<p>NewsELA Article (Lexile 660L): What is intersectionality?</p> <p>NewsELA Article (Lexile 600L): Why stereotypes should be avoided</p> <p>NewsELA Article (Lexile 580L): Young college student learns to live with her autism</p>
Summative Performance Task	Argument	<p>How will you go out of your way to support people who are different from you? Construct a picture, sentence, or paragraph (depending on grade level) to tell why. Be sure to give reasoning and use examples from class.</p>	

	<p>Extension</p>	<p>Participate in a whole group discussion about the importance of supporting others and embracing multiple identities. Fill out the “learn” portion of the OWL chart from earlier. Ask students what they have learned about identity.</p>
<p>Taking Informed Action</p>	<p>Understand: Ask students to brainstorm ways they can use their new knowledge to inform their actions. Look for answers along the lines of: making an active effort to include those who may typically be excluded, sticking up verbally for those who may be bullied, not avoiding someone just because they are different, etc.</p> <p>Assess: In groups, discuss why identity is important. What would the world be like if everyone had the same identity? Why is it important to know about different identities?</p> <p>Act: Write a pledge to yourself stating how you plan to support someone with a different identity than you. Ex. “I pledge to learn about autism so I can better support my friend with autism.”</p>	

Appendix B

Lesson 2: Action		
Compelling Question	How can I be a leader in my community?	
Standards and Practices	<p>Teaching Tolerance Standard- AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.</p> <p>CCSS.ELA-LITERACY.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>C3 Framework: D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>	
Staging the Question	Have students create a bubble map to brainstorm what they think a leader is. The word “leader” should be in the middle circle and students will create “bubbles” around the center with words, pictures, or sayings that make them think of the word “leader.”	
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who can be a leader?	How can leaders help people?	How can I help people as a leader in my community?

Formative Performance Task		Formative Performance Task	Formative Performance Task
<p>Write a list of all the leaders you know. Research additional leaders that do not share your same identity. Make note of how the leaders are similar to and different from you. How old are they? Are they women? Men? What do you notice about them?</p>		<p>Create a graphic organizer to show all the ways a leader can help their community. What steps might they take to help people? What might they need to help them take those steps?</p>	<p>Read about other young people being leaders in their communities. Brainstorm a project that you would want to do to help better your community. What injustice would you fight against? How would you make your community a better place?</p>
Featured Sources		Featured Sources	Featured Sources
<p>“What is a Leader?” video by the Greater Baltimore Medical Center: https://www.youtube.com/watch?v=dtNZYe8fYN4</p> <p>Kid President “What Makes an Awesome Leader?” video: https://www.youtube.com/watch?v=KdL4o7wU0CQ</p>		<p>NewsELA Article (Lexile 800L): The many black women who helped to build the civil rights movement</p> <p>NewsELA Article (Lexile 750L): Birmingham's children marched and went to jail to end segregation</p>	<p>NewsELA Article (Lexile 600L): South Carolina teen raises \$70,000 for community by organizing basketball games</p> <p>NewsELA Article (Lexile 540L): She’s only 10 and already making a big difference in cleaning up the beaches</p>
Summative Performance Task	Argument	<p>Will you work to be a leader in your community? Talk in small groups about how you can be leaders in your current community: the classroom. What can you do in your classroom to help others?</p>	

	Extension	Create a poster or flyer to spread awareness about an injustice you see happening in your community.
Taking Informed Action	<p>Understand: Create your own definition of “leader.” Draw a picture to accompany your definition.</p> <p>Assess: Make a list of all the needs you see in your community. Is there a group of people that need help? Is there a problem that needs to be fixed? Write down the needs you observe and potential steps that you can take to meet those needs.</p> <p>Act: As a class, develop a project that can help out your community. Think about the needs your community has and how you can be a leader and take action against any injustices. The project should be reasonable and effective. For example, creating recycling bins for the hall or forming an anti-bullying club.</p>	

Appendix C

Lesson 3: Racism		
Compelling Question	What is racism and what does it mean to be anti-racist?	
Standards and Practices	<p>Teaching Tolerance Standard- AC.3-5.19 I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.</p> <p>CCSS.ELA-LITERACY.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>C3 Framework: D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>	
Staging the Question	Work together as a class to create a bubble map for the word “injustice.” Ask students what they think the word injustice means and what types of things could be considered an injustice. Keep the bubble map displayed throughout the lesson and add to it as students come up with more ideas.	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What is injustice?	What is racism?	What does it mean to be anti-racist?

Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Have students divide into groups and watch the read aloud videos. While they are watching the videos, ask them to write down what they notice about how the characters are being treated.</p> <p>Are they being treated fairly? Are any injustices happening?</p>	<p>Break students into 2 groups (or 4 for larger classes). Give each group the link or physical copy of one of the books below. Have them write down or draw the things that stick out to them. When they are done, have each group share out what their book was about. Lead a class discussion about the two books.</p> <p>Discussion Questions:</p> <p>What is the difference between racism and bullying? How does your race affect the way you are treated? What are some examples of racism from the books?</p>	<p>Using the same read alouds from supporting question 1, have students rewatch the stories in a group. While students are rewatching the stories, ask them to think about how they would intervene if they were there. How would they speak out against racism? Explain that it is not enough to just know that something is racist, to be anti-racist means we need to be comfortable speaking up for people when racism occurs.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Don't Touch My Hair by Sharee Miller: https://www.youtube.com/watch?v=OItfXaBoCb4</p>	<p>Let's Talk About Race by Julius Lester: https://www.youtube.com/watch?v=zoDUJY9u9Jw</p>	<p>Don't Touch My Hair by Sharee Miller: https://www.youtube.com/watch?v=OItfXaBoCb4</p>

<p>Chocolate Me by Taye Diggs: https://www.youtube.com/watch?v=gF4E_eT6h1o</p> <p>Not Quite Snow White by Ashley Franklin: https://www.youtube.com/watch?v=cD1OtB6XzY0</p>	<p>A Kids Book About Racism by Jelani Memory: https://www.youtube.com/watch?v=LnaltG5N8nE</p> <p>Let the Children March by Monica Clark-Robinson: https://www.youtube.com/watch?v=bnptqGnM4xQ</p>	<p>Chocolate Me by Taye Diggs: https://www.youtube.com/watch?v=gF4E_eT6h1o</p> <p>Not Quite Snow White by Ashley Franklin: https://www.youtube.com/watch?v=cD1OtB6XzY0</p>
<p>Summative Performance Task</p>	<p>Argument</p>	<p>As a class, create a list of all the injustices you can think of. Go back and look through the list to find examples that are also racism. Help students see the difference between an injustice and a racial injustice (i.e. racism). For example, not having a wheelchair ramp at a popular store may be an injustice but it is not racism because the injustice is not happening based on race.</p>
	<p>Extension</p>	<p>Watch the read aloud of Something Happened in Our Town https://www.youtube.com/watch?v=lcOhOFGcWm8</p> <p>Have a class discussion about the injustices talked about in the story. How did each character react to the injustice? How did it affect people differently? What did you learn?</p>
<p>Taking Informed Action</p>	<p>Understand: Have students write a short paragraph about a time that they have either observed or experienced racism. Ask them to write how they knew it was racism. (Do not require students to share their responses.)</p>	

Assess: In groups, create a list of the ways that you can be anti-racist. Individually, create a goal for yourself. Write 2-3 sentences about how you plan to be anti-racist in the future.

Act: Watch the video read aloud I Promise by LeBron James (<https://www.youtube.com/watch?v=YvaCf85KH5w>)

Make a class promise to treat all people with kindness and respect, no matter their skin color. Discuss how it is important to address racism whenever it occurs and to work to be anti-racist. Write your class promise on a large piece of paper and display it for students to see.