Teaching Tolerance
Perspectives for a Diverse America K-12 Curriculum

Long Island Bilingual/ENL Coordinators’ Meeting
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Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance is dedicated to reducing prejudice, improving intergroup relations, and supporting equitable school experiences for children.

http://www.tolerance.org
Classroom Resources

Madres de Plaza de Mayo

"What remains in the end is a deep longing for justice... We want you all to remember what happened to our children so that it never happens again."

Type: Activity
Topic: Gender Equity
Anti-bias domain: Justice
Grade Level: Grades 9 to 12

Discovering My Identity

In this lesson, students will describe aspects of their identities such as race, gender, class, age, ability, religion and more. They will watch two video clips featuring Marley Dias, an eleven-year-old girl who started the #1000BlackGirlBooks campaign, a book drive with the goal of collecting 1,000 books featuring African-American girls. After learning about the campaign, students will review illustrated books in their classroom and school library and analyze whether the characters in the books reflect their own identities or the identities of their families and friends. Finally, students will write a book review on one of the books and examine how the book’s characters are similar to or different from them.

Type: Lesson
Topic: Ability | Appearance | Race and Ethnicity | School Culture
Anti-bias domain: Identity
Grade Level: Grades 3 to 5
Build Literacy-Based, Anti-Bias Learning Plans.

Teaching Tolerance’s FREE Perspectives for a Diverse America is a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards.

3 EASY STEPS

SELECT AN ESSENTIAL QUESTION
Drive student learning with a question aligned to your instructional goals.

SELECT A CENTRAL TEXT
Browse a carefully curated collection of rigorous texts that exemplify anti-bias themes.

SELECT TASKS AND STRATEGIES
Build literacy skills and active citizenship with activities and assessments designed to help students deeply engage the text.
The Anti-Bias Framework (ABF) is leveled for every stage of K-12 education and includes school-based scenarios to show what anti-bias attitudes and behavior may look like in the classroom.

[http://perspectives.tolerance.org/node/494](http://perspectives.tolerance.org/node/494)
Perspectives for a Diverse America K-12 Curriculum

My Learning Plan

- Essential Question
- Central Texts
- Tasks and Strategies
- Anti-Bias Framework
Select from a variety of tasks and strategies that help students explore the central text.

You do not have to follow the entire sequence. You can skip to the categories that you’d like to include in your lesson.
Set Your Essential Question

The essential question drives your learning plan. Write your own or start with a question aligned to one of the anti-bias domains: Identity, Diversity, Justice or Action. Open the domain to review its outcomes and select a question.

Write Your Own

What forms of cooperation are necessary within diverse societies?

Use the Anti-bias Framework

Identity-based Questions

Diversity-based Questions

General Essential Questions

- How do our similarities and differences impact the relationships we have with people inside and outside our own identity groups?
- What do we gain when we learn about the lived experiences of other people?
- What are the challenges of celebrating what we have in common while also honoring our differences?
- How do we connect in meaningful ways with people who are different from us?
- What is the relationship between diversity and inequality?

Diversity Outcomes

Selecting an identity-based question drives learning toward these outcomes.

DI.9-12.6
I interact comfortably and respectfully with all people, whether they are similar to or different than me.

DI.9-12.7
I have the language and knowledge to accurately and respectfully describe how
The ABF Central Texts, Writing Assignments and Tasks are standards-based and aligned to the Common Core.

Special consideration is given to the instructional needs of ELLs and creating a classroom that supports diversity.

[Link to Tolerance.org for ELL best practices collection]

http://esboces.org/Page/1442

The Linguistic Demands from the Bilingual Common Core Initiative (BCCI) can also be incorporated into the ABF’s planning for instruction.
President Franklin D. Roosevelt delivered this speech on January 6, 1941. It is also considered his State of the Union Address for 1941.

Mr. President, Mr. Speaker, Members of the Seventy-seventh Congress:

I address you, the Members of the Seventy-seventh Congress, at a moment unprecedented in the history of the Union. I use the word “unprecedented,” because at no previous time has American security been as seriously threatened from without as it is today.

What I seek to convey is the historic truth that the United States as a nation has at all times maintained clear, definite opposition to any attempt to lock us in behind an ancient Chinese wall while the procession of civilization went past. Today, thinking of our children and of their children, we oppose enforced isolation for ourselves or for any other part of the Americas.

Even when the World War broke out in 1914, it seemed to contain only small threat of danger to our own American future. But, as time went on, the American people began to visualize what the downfall of democratic nations might mean to our own democracy.

Every realist knows that the democratic way of life is at this moment being directly assailed in every part of the world—assailed either by arms, or by secret spreading of poisonous propaganda by those who seek to destroy unity and promote discord in nations that are still at peace.

During sixteen long months this assault has blotted out the whole pattern of democratic life in an appalling number of independent nations, great and small. The assailants are still on the

Tiered vocabulary lists are provided for each Central Text.
Make it your own

The lesson plans are not prescriptive. Make it your own, by adding resources that scaffold the central text.

Artists sometimes create paintings of scenes that reflect history.

Los artistas a veces crean pinturas de escenas que reflejan la historia.

Grade 6 (RI.6.1):
Use words and phrases to explain inferences drawn from the text, or in this case the artwork (e.g., this means that; the author thinks that; this makes me reach the conclusion that).

Look at this illustration by Norman Rockwell. Can you describe the four freedoms mentioned in President Roosevelt’s speech?

Mira esta ilustración de Norman Rockwell. ¿Puede Ud. describir las cuatro libertades mencionadas en el discurso del Presidente Roosevelt?

http://mediad.publicbroadcasting.net/p/wamc/files/201601/four-freedoms-by-norman-rockwell.jpg
### Select a Task: Write to the Source

Students use argumentative, explanatory and persuasive writing to respond to ideas and claims found in the central text, using the text to support their own reflection and analysis.

#### Choose from a variety of customizable writing activities.

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Pages of My Life 6-12</td>
<td>Follow these steps to customize this personal narrative task. Review the steps in Plan for Write to the Source. Fill in the task template...</td>
</tr>
<tr>
<td>Put the Story in History 6-12</td>
<td>Follow these steps to customize this historical narrative task. Review the steps in Plan for Write to the Source. Fill in the task template...</td>
</tr>
<tr>
<td>In Their Shoes 6-12</td>
<td>Follow these steps to customize this imaginary narrative task. Review the steps in Plan for Write to the Source. Fill in the task template...</td>
</tr>
<tr>
<td>What's the Impact? 6-12</td>
<td>Follow these steps to customize this explanatory/cause and effect task. Review the steps in Plan for Write to the Source. Fill in the task template...</td>
</tr>
<tr>
<td>Break It Down 6-12</td>
<td>Follow these steps to customize this explanatory/description task. Review the steps in Plan for Write to the Source. Fill in the task template...</td>
</tr>
<tr>
<td>A Two-Sided Coin 6-12</td>
<td>Follow these steps to customize this explanatory/comparison task. Review the steps in Plan for Write to the Source. Fill in the task...</td>
</tr>
<tr>
<td>So What? 6-12</td>
<td>Follow these steps to customize this...</td>
</tr>
<tr>
<td>Problem Solver 6-12</td>
<td>Follow these steps to customize this...</td>
</tr>
<tr>
<td>Are You Convinced? 6-12</td>
<td>Follow these steps to customize this...</td>
</tr>
</tbody>
</table>

**Essential Question:**
What forms of cooperation are necessary within diverse societies?

**Central Text:**
Four Freedoms

"Skip to "DO SOMETHING"
## Rubrics

Rubrics are available for a wide variety of different tasks.

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### Explanatory Writing Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ATTEMPTING 1</th>
<th>PROGRESSING 2</th>
<th>ACCOMPLISHING 3</th>
<th>EXCEED 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOCUS</td>
<td>Writing is not sufficiently focused on addressing the essential question and fails to meet most of the task demands.</td>
<td>Writing is somewhat focused on addressing the essential question and meets some of the task demands.</td>
<td>Writing is focused on addressing the essential question and meets all task demands.</td>
<td>Writing is strongly and consistently focused on addressing the essential question and meets all task demands.</td>
</tr>
<tr>
<td>CONTROLLING IDEA</td>
<td>Writing attempts to explain a controlling idea but it does not address or clarify the essential question.</td>
<td>Writing explains a controlling idea that generally addresses but does not clarify the essential question.</td>
<td>Writing explains a strong controlling idea that addresses and clarifies the essential question.</td>
<td>Writing explains a strong controlling idea that thoroughly addresses and clarifies the essential question.</td>
</tr>
<tr>
<td>TEXTUAL EVIDENCE</td>
<td>Writing attempts to support the controlling idea with inaccurate or irrelevant references to the central text.</td>
<td>Writing supports the controlling idea with inconsistent or irrelevant evidence from the central text.</td>
<td>Writing supports the controlling idea with accurate and relevant evidence from the central text.</td>
<td>Writing supports the controlling idea with well-chosen, accurate and relevant evidence from the central text.</td>
</tr>
<tr>
<td>DEVELOPMENT</td>
<td>Writing attempts to explain the controlling idea but details are insufficient or not relevant in meeting the task demands.</td>
<td>Writing explains the controlling idea using inconsistent or insufficient details to meeting the task demands.</td>
<td>Writing explains the controlling idea using relevant and sufficient details that meet the task demands.</td>
<td>Writing skillfully explains the controlling idea using meaningful details throughout the response that meet all task demands.</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Writing is organized in a way that does not explain the controlling idea or meet the task demands.</td>
<td>Writing is organized but may not clearly explain the controlling idea or meet all of the task demands.</td>
<td>Writing is organized with a structure that clarifies and explains the controlling idea and meets the task demands.</td>
<td>Writing is organized with a purposeful structure that clarifies and thoroughly explains the controlling idea and meets the task demands.</td>
</tr>
<tr>
<td>WORD CHOICE</td>
<td>Writing uses no academic language (including words from the text) or uses it incorrectly or in a way that does not communicate appropriate tone and purpose.</td>
<td>Writing uses academic language (including words from the text) but sometimes uses it incorrectly or in a way that is not appropriate for the tone and purpose of the task.</td>
<td>Writing uses academic language (including words from the text) correctly and communicates appropriate tone and purpose for the task.</td>
<td>Writing incorporates academic language (including words from the text) in a precise and interesting way to communicate appropriate tone and purpose for the task.</td>
</tr>
<tr>
<td>CONVENTIONS</td>
<td>Writing has consistent errors and uses language that is inappropriate for the audience and purpose.</td>
<td>Writing has some errors and uses language that is not consistently appropriate for the audience and purpose of the task.</td>
<td>Writing has few errors and uses appropriate language for the audience and purpose of the task.</td>
<td>Writing has few to no errors and consistently uses language appropriate for the audience and purpose of the task.</td>
</tr>
</tbody>
</table>
Do Something

Listen Up! PSA for Change 6-12

Students build awareness through performance tasks and civic engagement.

**What?**

Students produce digital media to raise awareness and encourage change related to an anti-bias theme.

**Estimated time**

Two to three weeks

**Why?**

*Quality technology use in the classroom, focused on social justice and active learning, engages students and promotes academic achievement.* PSA for Change allows students to explore social justice ideas and themes using familiar technology they enjoy.

**How?**

**Get Ready**

1. Assess technology strengths among your students. Many know how to record, edit, and post a video, but others may need assistance. Consult technology teachers or media specialists in your school.
2. Review your school’s policies on use of student images and using social media in the classroom. Secure permission slips if necessary.
3. Inventory resources and supplies such as digital cameras and computer lab access. Some students may have phones with video capability; make sure to provide all students access without singling any out.

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**Essential Question:**

What forms of cooperation are necessary within diverse societies?

**Central Text:**

Four Freedoms

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**Handouts**

- Do Something Student Planning Guide
- Progress Monitoring Worksheet
- Assessing Your School & Community

**Rubric**

- Listen Up! Rubric

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Word Work

The site includes printable teaching guides for implementing student tasks.

What?
Students use a concept map to organize their vocabulary learning. This tool requires students to define words, find examples, draw on prior knowledge and connect related concepts.

When?
Before, during or after reading

Why?
Word wheels allow for thorough word analysis and deep understanding of unfamiliar words. Students must explore a word from several angles. The word wheel provides a visual reference for concepts and vocabulary.

How?
Graphic Organizers are included with many of the tasks.

**Grade 6 (RI.6.5)**
Identify words and phrases that indicate the structure of a nonfiction text.
The site provides a variety of planning templates for teachers.

### Vocabulary Selection Planner

**DIRECTIONS**: Use this planning template to select appropriate vocabulary words for instruction. Answer the questions to arrive at a list of target words.

**CENTRAL TEXT**

<table>
<thead>
<tr>
<th>TIER TWO WORDS IN THIS TEXT</th>
<th>TIER THREE WORDS IN THIS TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the Tier Two words in this text, which are likely unfamiliar to my students?</td>
<td>Of the Tier Three words in this text, which are likely unfamiliar to my students?</td>
</tr>
<tr>
<td>Which Tier Two words from this text are essential for comprehension?</td>
<td>Which Tier Three words from this text are essential for comprehension?</td>
</tr>
<tr>
<td>Which Tier Two words will I target for explicit instruction?</td>
<td>Which Tier Three words will I target for explicit instruction?</td>
</tr>
<tr>
<td>Which Tier Two words will I cover through incidental instruction?</td>
<td>Which Tier Three words will I cover through incidental instruction?</td>
</tr>
</tbody>
</table>

**FINAL LIST OF TARGET WORDS**
Close and Critical Reading

Students analyze, interpret, critique and make connections to text.

Grade 6 (RL6.6)
Use sentence structures to explain how an author conveys his or her point of view (e.g., the author’s stance is ____; the author uses ____ to show ____).

Close and Critical Reading

Challenge the Text 6-12

What?
Challenge the Text helps students ask and answer their own text-dependent questions by taking multiple perspectives and uncovering assumptions and biases within the text.

When?
During or after reading

Why?
Asking critical questions encourages students to examine the validity of a text and of an author’s arguments. By considering and challenging what is said in a text, students enter their voices into the textual discourse and develop agency.

Generating questions also provides a purpose for reading. Students’ engagement in the reading process increases when they explore their own interests. Written questions and responses also increase text comprehension, improve performance on writing assessments, and prepare students to generate and answer questions in college, career and civic life.

How?
Challenge the Text can be structured in a number of ways, incorporated into other strategies, and implemented during shared or independent reading. (Suggestions for using Challenge the Text are provided.) This strategy always includes these steps:

1. Choose the central text: Challenge the Text works with either literary of informational texts. Consider selecting two or more texts that approach the same aspect from different perspectives.

Essential Question:
What forms of cooperation are necessary within diverse societies?

Central Text:
Four Freedoms

Handouts
Sample Challenge the Text Questions
Challenge the Text! Asking Critical Questions

Rubric
Not Available

Community Inquiry

Students engage in meaningful listening and speaking tasks that foster academic discussions.

Grade 6 (SL.6.1)
Use words and phrases to contribute to conversations (e.g., I want to add; I think that).

Select a Strategy: Community Inquiry

Students develop their listening and speaking skills by analyzing, interpreting, critiquing and making connections to text during meaningful discussions.

- **Save the Last Word for Me 6-12**
  A comprehension strategy that builds speaking and listening skills through structured text-based discussion. Students record sentences from a text and then discuss their...

- **Text-based Fishbowl 6-12**
  A strategy for organizing medium- to large-group discussions. Students are separated into an inner and outer circle. In the inner circle, or fishbowl, students have a text...

- **Socratic Seminar 6-12**
  A structured discussion in which students examine issues and respond to open-ended questions about a text. Students use dialogue rather than debate to communicate with each...

- **What Would They Say 6-12**
  A discussion strategy that asks students to infer how a particular author or character from a text would respond to questions and scenarios. Students must defend their...

- **Text Talk Time 6-12**
  A whole class discussion structured to facilitate rich dialogue, active listening and sharing of ideas. Students respond to a text-based prompt...

- **Say Something 6-12**
  A comprehension strategy during which student take turns reading aloud to each

Essential Question:
What forms of cooperation are necessary within diverse societies?

Central Text:
Four Freedoms
A final thought…

“We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community - and this nation.”

~ Cesar Chavez

Chavez and his mother, Juana Estrada, at a rally in Modesto, Calif., in 1973.

Credit: Bob Fitch photography archive, © Stanford University Libraries.