

Planning to Change the World

A PLAN BOOK FOR SOCIAL JUSTICE TEACHERS 2009-2010

...an imaginative and innovative idea in the field of education. It is something that teachers all over the country who have social consciences will find useful because it will give them an opportunity and a framework for putting into practice what they believe. I hope it will be widely adopted.

– Howard Zinn, author of *A People's History of the United States*

Planning to Change the World is a plan book for educators who believe their students can and will change the world. It is designed to help teachers translate their vision of a just education into concrete classroom activities. This unique resource has all the things you would expect in a lesson plan book plus:

- Weekly planning pages packed with important social justice birthdays and historical events
- References to online lesson plans and resources related to those dates
- Tips from social justice teachers across the country
- Inspirational quotes to share with students
- Thought-provoking essential questions to spark classroom discussions on critical issues
- Reproducible social justice awards for students

...and much more.

Here's what educators and activists are saying:

"In our daily work, teachers need their feet on the ground and their eyes on the horizon. *Planning to Change the World* provides both: A practical place to record our plans and a weekly reminder that we need to keep bending the curriculum towards justice. This book is one of the gifts I give new teachers."
– Linda Christensen, author of *Reading, Writing, and Rising Up*

"Every teacher needs a plan, and teachers who view themselves as agents of change need tools to enhance their practice and maximize the impact of their work. *Planning to Change the World* is a practical resource that can help teachers be more than merely effective practitioners; it can serve as a guide for approaching teaching in a way that is truly transformative."
– Pedro A. Noguera, PhD, Author of *City Schools and the American Dream*

"To create a more just and equitable world we need new ways of engaging and working together; new ways to name and interrupt systemic oppression. To support this work we need new tools that are as practical as they are thoughtful. *Planning to Change the World* is one of those tools!"
– Tony Smith, PhD, Superintendent, Oakland Unified School District



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A PLAN BOOK FOR SOCIAL JUSTICE TEACHERS

2009-2010

Edited by Tara Mack and Bree Picower

A NYCoRE and Education for Liberation Network Publication

education for liberation network



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education for liberation network
www.edliberation.org

Order your copy at
www.justiceplanbook.com

ISBN-10: 0-615-30156-8 \$18.00
 ISBN-13: 978-0-615-30156-3
 9 780615 301563

Introduction

Welcome to the second edition of *Planning to Change the World*, a plan book for teachers who believe their students can create meaningful social change. It was created by two education networks—the **New York Collective of Radical Educators (NYCoRE)** and the **Education for Liberation Network**—with input from teachers across the country who struggle daily to put their values into practice. As educators, our vision of teaching for liberation often gets buried under the every day realities of teaching. Bombarded with paperwork, tests, curriculum mandates, we feel frustrated, overwhelmed, alone.

This plan book is designed to help teachers translate their vision of a just education into concrete classroom activities. It is both a daily reminder of the importance of teaching for justice and a collection of tools to help you do just that. *Planning to Change the World* is packed with important social justice birthdays and historical events, words of wisdom from visionary leaders, lesson plans, resources, social justice education happenings and more.

It also connects you to a national community of educators who are interested in social justice teaching. In this book we hear from teachers like you who care about their students, respect them and think they can and will change the world. Teachers who believe it is their job to help them learn how to do that. This plan book was created to make that job just a little easier by helping you turn your daily lesson planning into a strategy for teaching toward democracy, equity, fairness and peace.

education
for liberation
network



About Our Organizations

The **Education for Liberation Network** (www.edliberation.org) is a national coalition of teachers, community activists, youth, researchers and parents who believe a good education should teach people—particularly low-income youth and youth of color—to understand and challenge the injustices their communities face. The network aims to help improve the practice of Education for Liberation by bringing people together to learn from each other's experiences. If you would like to join this community of educators, you can sign up for our listserv on www.edliberation.org/join-us.

Looking for social justice teaching materials? Check out the Education for Liberation Network's online database (www.edliberation.org/resources). Called the EdLib Lab, the database is a collection of hundreds of lesson plans and other resources from teachers, organizations and researchers across the country. The Lab allows you both to search for materials and to post your own.

The **New York Collective of Radical Educators** (www.nycore.org) is a group of public school educators in New York committed to fighting for social justice in our school system and society at large by organizing and mobilizing teachers, developing curriculum and working with community, parent and student organizations. We are educators who believe that education is an integral part of social change and that we must work both inside and outside the classroom because the struggle for justice does not end when the school bell rings. Please visit our website to learn more about us or to join our organizing groups on issues such as high stakes testing, military recruitment and supporting queer youth. Also available are announcements about upcoming events and NYCoRE created curricula, including our first book, *Camouflaged: Investigating How the U.S. Military Affects You and Your Community*.

NYCoRE and the **Education for Liberation Network** would like to thank the following people for their assistance in creating this plan book.

Manuela Arciniegas, Matt Bradley, Patrick Camangian, Keith Catone, Franklin Chang, Sam Coleman, Geoffrey Enriquez, Rosie Frascella, Max Fraser, Alanna Howe, Tony DeJesus, Lucine Kasbarian, Eleni Katsarou, Rita Kohli, Kevin Kumashiro, Ariana Mangual, Josephine Mangual, Edwin Mayorga, *The Nation* Magazine, Grace Pai, Barbara Picower, Seth Rader, Betsy Reed, Gloria Rosario, Tim Sanchez, Carrie Secret, Lindsay Shields, Marissa Torres, Dimple Vakharia, April Van Ligten and Christina Vizuete.

School year at a glance

July 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August						
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23 _{/30}	24 _{/31}	25	26	27	28	29

September						
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25	26	27	28	29	30	31

November						
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23 _{/30}	24 _{/31}	25	26	27	28	29

December						
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27	28	29	30	31		

January 2010						
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24 _{/31}	25	26	27	28	29	30

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28						

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21	22	23	24	25	26	27
28	29	30	31			

April						
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May						
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16	17	18	19	20	21	22
23 _{/30}	24 _{/31}	25	26	27	28	29

June						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

How to use this book

First, a note about the dates featured in this book. There are so many events and people that could be included in a planner like this, we had to find a way to narrow the possibilities. So for this calendar we chose significant anniversaries and birthdays, which generally meant (with a few exceptions) anniversaries/birthdays that fell on the 10 year mark (i.e. 20th anniversary of the release of Nelson Mandela, Ghandi's 140th birthday, etc.).

The weekly planning pages include several special features:

Social justice birthdays and historical events, religious and federal holidays

Social justice conferences

These are events for teachers that have a social justice theme. See page 122 for full descriptions of these events.

Resources

E

Elementary school lesson plans/resources icon

M

Middle school lesson plans/resources icon

H

High school lesson plans/resources icon

TR

Teacher Resources icon

E / M / H / TR

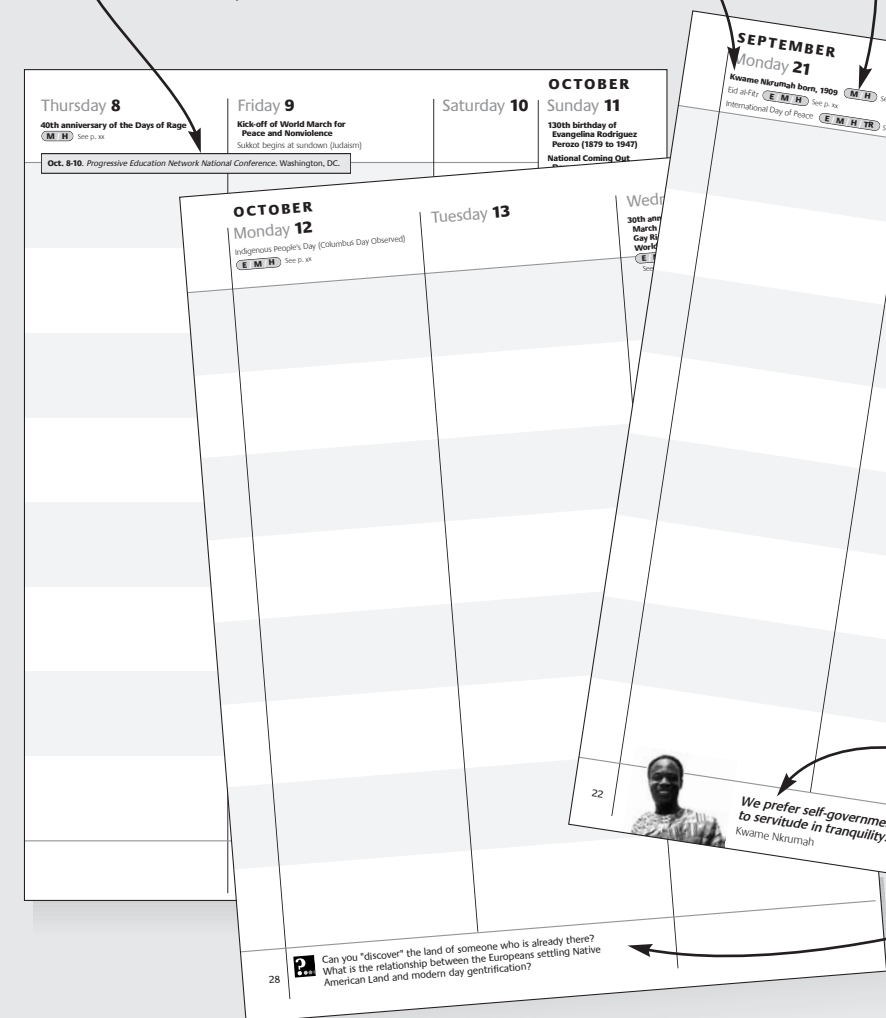
When you see these icons turn to the beginning of that month where you will find a list, organized by date, of online lesson plans, articles, videos or other resources for that month that you can use to teach about that particular event or person.

All of the resources included in the planbook are also listed **THEMATICALLY** at the back of the book beginning at page X.

You can go to a web version of these resources at:

www.justiceplanbook.com/resources

where you will be able to click on the recommended websites and link to them directly.



Quote of the week

Essential Question

A question you can use to start a discussion with your students.

This book has other important features:

- **Reproducible social justice awards for students** (see pages 120-121).
- **A list of organizations** where you can find more resources or meet teachers who share your concerns (see page 123).
- **Tips from fellow social justice educators** (see pages 16-17, 52-53, 90-91).
- **Student information pages** (see pages 124-127).

November at a glance

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

Resources for November (in date order)

1 First day of Native American Heritage Month

American Indians in Children's Literature Blog by Debbie Reese. Debbie Reese's blog is one of the finest collections of resources and critical perspectives on teaching about Native Americans. (E, M, H) <http://americanindiansinchildrensliterature.blogspot.com/>

The ABC's of Native American Heritage Month by Teaching Tolerance. Teaching Tolerance offers a wealth of activity ideas tied to Thanksgiving, Native mascots and indigenous people's proud heritage of resistance. (E, M, H) <http://www.tolerance.org/teach/activities/activity.jsp?ar=750>

The Cradleboard Teaching Project by Nihewan Foundation for American Indian Education. The Cradleboard Teaching Project offers a variety of information on a range of topics related to indigenous peoples of the Americas. Online quiz material is available for students or teachers and some links to sites with additional lesson plans are imbedded within the articles. (E, M, H) <http://www.cradleboard.org>

We Shall Remain by PBS. We Shall Remain is a PBS mini-series and multi-media project that establishes Native history as an essential part of American history. Five 90-minute documentaries spanning three hundred years tell the story of pivotal moments in U.S. history from the Native American perspective. Website

includes teacher's guides. (H) <http://www.pbs.org/wgbh/amex/weshallremain/>

Día de Los Muertos (Day of the Dead)

Día de Los Muertos by Elizabeth Sorace. Students will be learning about Día de Los Muertos through the use of technology, including Webquest, and Powerpoint, as well as reading and writing. (H) <http://www.learnnc.org/lp/pages/sorace324200533253>

3 80th anniversary of the first black radio show.

On this day the first black radio show, known as The All-Negro Hour, went on air. *Urban Radio Nation*. Urban Radio Nation is a history of Black radio. (TR) http://www.urbanradionation.com/history_of_black_radio.html

30th anniversary of the Greensboro Massacre. Five protesters were killed by a group of Klansmen and neo-Nazis during an anti-Klan rally. The rally was planned by the Communist Workers Party as part of their effort to organize black industrial workers.

The Greensboro Justice Fund. Born in the tragedy of the 1979 Greensboro Massacre, the Greensboro Justice Fund is dedicated to assisting grassroots organizations in the South working for racial justice, political and economic empowerment, and an end to racist,

religious and homophobic violence. Includes articles about the incident and profiles of the victims. (H, TR) <http://www.gjf.org/>

Southern Poverty Law Center Website. This site includes information and resources about active hate groups in the United States and what we can do to fight them. (H, TR) <http://www.splcenter.org/>

Election Day

It Ain't Just About a Vote: Defining Democracy for Movement Building by Project South. This toolkit asks students to take a broader look at democracy and citizenship. Each exercise was created specifically to begin conversations on the larger, longer-term view of democracy, struggle, and movement building. (M, H) http://www.projectsouth.org/pages/Resource/Toolkits/toolkits_democracy.htm

9 20th anniversary of the fall of the Berlin Wall.

On this day, the Berlin Wall was opened for East Germans to travel to West Germany, marking the end of the Cold War. In the days that followed people began tearing down the wall with sledgehammers. *Talking Walls* by Margy Burns Knight. The award-winning *Talking Walls* and its sequel, *Talking Walls: The Stories Continue*, introduces young readers to different cultures and different issues around the world by telling the stories of walls and how they can hold a

community together or separate it. (E) http://www.tilburyhouse.com/Childrens%20Frames/child_twseries_fr.html

10 Evangelina Rodriguez Perozo, Dominican health care activist, born (1879 to 1947).

Perozo was a doctor who provided medical care to the needy—founding a tuberculosis clinic, directing the Institute of Senioritas, and doing groundbreaking work on sexually transmitted diseases. She persevered in her work despite facing persecution under the Trujillo dictatorship. Although many experts believe she was likely born on this date, there is still some uncertainty about her birthday. **11 Veterans Day** *Veterans for Peace Speakers Bureau*. This organization provides knowledgeable speakers who share first hand information about military service and war. They present facts and views that are necessary for a young person to consider in making an informed choice about military service. (E, M, H) http://www.veteransforpeace.org/Speakers_List.vp.html

19 Lolita Lebrón Sotomayor, Puerto Rican Nationalist, born (1919).

In 1954 she traveled to the US Capitol building with a few comrades, unfurled the Puerto Rican flag and fired a round of shots inside the House of Representatives. Lebrón remained imprisoned for 25 years until Jimmy Carter issued pardons to those involved. *US-PuertoRicans.org* by Isis Morales. This multimedia community is dedicated to the Puerto Rican Diaspora. US-PuertoRicans.org encourages dialogue and action across geographic and generational lines. The site includes sections such as Puerto Ricans on the Map, History Matters, Arts & Culture and Community & Politics. (M, H, TR) <http://www.us-puertoricans.org/>

20 Transgender Day of Remembrance.

This day is set aside to memorialize those who were killed due to anti-transgender hatred or prejudice. *Beyond The Binary, A Tool Kit for Gender Identity Activism in Schools* by the Gay-Straight Alliance Network, Transgender Law Center and The National Center for Lesbian Rights. This guide includes information for helping students deconstruct some of the myths behind gender identity. It can be used to develop plans for Transgender Day of Remembrance, or for action planning to change school policies that are not supportive of all students. (E, M, H, TR) <http://www.gsanetwork.org/BeyondtheBinary/btbonline.pdf>

Luna by Julie Anne Peters. This novel is told from the perspective of a young woman who is dealing with her brother's decision to live as his true female self, Luna. It is included in the Gay-Straight Alliance Network's list of recommended books for and about LGBTQ youth. You can also find information about Transgender Day of Remembrance through this site. (M, H) <http://www.gsanetwork.org/resources/books.html>

Transgender Youth and the Prison Industrial Complex by FIERCE. This flow chart outlines the life experiences and institutional factors that place trans youth of color within the prison industrial complex. (M, H)

<http://www.edliberation.org/resources/records/transgender-youth-and-the-prison-industrial-complex/view>

40th anniversary of the occupation of Alcatraz.

A group of Native Americans occupied Alcatraz prison for 19 months demanding the land be returned to Native people. The U.S. government forcibly ended the occupation in 1971. *Alcatraz is not an Island*, is a documentary by PBS. The PBS website provides lesson plans and resources for teaching about the American Indian Movement. (M, H) <http://www.pbs.org/itvs/alcatrazisnotan-island/educators.html>

22 100th anniversary of Clara Lemlich giving a speech that helped inspire a major strike.

Lemlich, a 19-year-old garment worker who became a union leader, gave a speech in Yiddish calling on workers to strike. Called the Uprising of 20,000, workers went on strike for better working conditions and pay. The strike lasted until February, 1910, producing union contracts with most companies. *Parade Classroom*. Short article about Clara Lemlich. Includes some essential questions and activities. (M, H) http://www.paradeclassroom.com/DL/TG/TG_03202005.pdf

Labor Matters by Teaching Tolerance. Draws on your students' prior knowledge to help them understand the importance of the labor movement. (M, H) <http://www.tolerance.org/teach/activities/activity.jsp?ar=1054>

23 70th anniversary of Jews being required to wear yellow stars in German-occupied Poland

U.S. Holocaust Memorial Museum. USHMM provides a number of resources for students and educators. It includes samples of primary documents, and suggested lessons and activities for students and teachers. (E, M, H, TR) <http://www.ushmm.org/education/>

26 Thanksgiving

Oyate. Oyate is a Native American organization that lists recommended children's books on Native American history and culture. The website features a list of Thanksgiving books to use and ones to avoid. (E, M, H) <http://www.oyate.org/catalog/index.html>

Unlearning Indian Stereotypes by Rethinking Schools. Narrated by Native American children, the DVD Unlearning "Indian" Stereotypes teaches about racial stereotypes and provides an introduction to Native American history through the eyes of children. Includes teacher guide and other resources. (E, M, H) <http://www.rethinkingschools.org/publication/uis-dvd/>

27 Fanny Kemble, actress and abolitionist, (1809 to 1893).

Kemble, who was British, married an American plantation owner. She wrote a book about her experiences on that Georgia plantation. This is the closest, most detailed look at a plantation ever written by a white abolitionist. *Journal of a Residence on a Georgia Plantation*. This site includes a preview of Kemble's book in which she chronicled her observations and arguments against slavery and the inhuman treatment of blacks in America. Her journal became a popular work of abolitionist writing, and she donated some of the proceeds from its publication to the cause of ending slavery. (H) <http://books.google.com/books?id=21gt0flcplkC&printsec=frontcover&dq=fanny+kemble>

Buy Nothing Day. Held the day after Thanksgiving. Buy Nothing represents a protest against consumerism.

The Story of Stuff by Annie Leonard. The Story of Stuff is a 20-minute, free downloadable video that explores consumption and exposes the connections between different environmental and social issues, while providing suggestions for action. (E, M, H) <http://www.storyofstuff.com/>

Labor Rights in the Classroom. Workers all over the world suffer from conditions that many would consider unbearable. These conditions are in part a result of corporations taking advantage of workers and their rights. The lessons on this website help students to understand how consumerism and corporate greed in the US affect workers around the world. (M, H) <http://www.laborrights.org/labor-rights-in-the-classroom#sweatshops>

Merchants of Cool by PBS (55 minutes). This PBS Frontline documentary is available online for free, it makes a compelling case for the distortion of youth culture by its massive commercialization. Site includes teachers guide. (H) <http://www.pbs.org/wgbh/pages/frontline/shows/cool/>

28 Eid al-Adha.

Eid al-Adha is the Islamic festival of sacrifice. It commemorates the occasion when Allah (God) commanded the prophet Ibrahim to sacrifice his son and then substituted his son with a ram. Eid al-Adha occurs as the Muslim pilgrimage in Mecca is coming to an end. *The Best Eid Ever* by Asma Mobin-Uddin. During Eid, Aneesa is sad that her parents are thousands of miles away for the Hajj pilgrimage until her grandmother gives her a beautiful gift that comes in handy when she meets two sisters who are refugees and in need of her help. (E) <http://books.google.com/books?id=yEgP9Zq7QAMC&pg=PT39&dq=My+Name+is+Bilal,+Asma+Mobin-Uddin&client=safari#PPP1,M1>

Continues...

You can go to a web version of these resources at: www.justiceplanbook.com/resources where you will be able to click on the recommended websites and link to them directly.

29 Pearl Primus, dancer, (1919 to 1994). Primus, a Trinidadian American dancer, choreographer and anthropologist, helped establish the importance of African American dance in American culture. She often focused on issues of racism, oppression and violence in her work.

Blackpast.org Remembered and Reclaimed. This is a searchable online reference guide to African American history. It includes links to multiple timelines, speeches, primary references, digital archive collections and more. This specific link leads to biographical information about Pearl Primus. (TR) <http://www.blackpast.org/?q=aah/primus-pearl-1919-1994>

Pearl Primus's Strange Fruit. This is a performance of Pearl Primus's Strange Fruit, performed to Lewis Allan's poem about two black men being lynched. (E, M, H) http://www.youtube.com/watch?v=ziCWkLD_H5E

10th anniversary of protests against the World Trade Organization meeting in Seattle. Popularly known as the Battle in Seattle, the protests against the World Trade Organization (WTO), the world's most influential trade-governing bodies, lasted for five days and was successful in disrupting the meetings.

WTO History Project Website. This site includes photographs, interviews with protesters, timelines and more to better understand this complex historical event. (H, TR) <http://depts.washington.edu/wtohist/index.htm>

Rethinking Globalization by Bill Bigelow. A Rethinking Schools Publication. It includes a wealth of resources for teaching about globalization and the WTO. (E, M, H) <http://www.rethinkingschools.org/publication/rg/RGTable.shtml#legacy>

The Yes Men. The Yes Men film and website documents the way this group of pranksters exposed the oppression created by international trade policies. (H,TR) <http://theyesmen.org/>



This photo was taken of Josephine and the children with the work from the school study behind us. They created maps with the field notes they took while observing the person being interviewed. The lanterns are from the school visit to chinatown where the children worked together to make them.

Teacher²Teacher

Honoring students' home language

Dual language instruction

Josephine Mangual



The students in classroom K-124 at P.S. 87 in New York City all live within blocks of each other, yet they come from different worlds that represent

eight nationalities, five home languages and different class backgrounds. When they arrive in Josephine Mangual's dual-language Kindergarten class, they share the experience of learning in two languages—Spanish and English. Josephine says being a teacher is about creating community. Her work as a teacher is to “facilitate shared classroom experiences that incorporate and unify the diverse backgrounds of my students,” she says. “In this way,

the children find their voice and realize that it is valuable.” Josephine creates this community by engaging her young students in common experiences that celebrate diversity.

The first week of school, Josephine gives her students mirrors and multi-cultural crayons, and asks them to draw their self-portraits. This initial self-exploration, coupled with a series of conversations about language and identity, begins the year-long process of learning to be bilingual and bicultural. As she teaches her students to live and learn in two languages, Josephine also takes every opportunity to explore social issues relevant to language, race and culture. Josephine says the key, or “la clave” to social justice teaching “is how you promote conversation and the questions you ask.”



Class Project: Each child was given a square and asked to draw and write about an important place in the school. They sewed it together to create this beautiful wall hanging.

She engages her students in discussions about segregation on Dr. King's birthday, plans fieldtrips to visit students in Chinatown's Mandarin-English dual-immersion school during Chinese New Year, includes parents in discussions about and events around the students' cultures and traditions and partners with environmental justice groups to learn about fuel consumption in their neighborhood.

Josephine's Kindergarten class is a place where students learn two languages, Spanish and English, and where they share rich experiences that transcend cultural differences. She and her students ask each other questions and listen closely for the answers, activities that are the cornerstone of her philosophy of learning. As Josephine puts it, “these inquiry-based experiences teach children to be socially conscious and responsible members of a community that they value.”

Embracing Ebonics

Carrie Secret



There was one thing Carrie Secret knew for sure when she started teaching in 1966: “I didn't want to be like any teacher I ever had.” At age 24, in the midst of

the Civil Rights Movement, Carrie began learning about her African American history and heritage in order to design a pedagogy that looked very different from the one used by her own teachers.

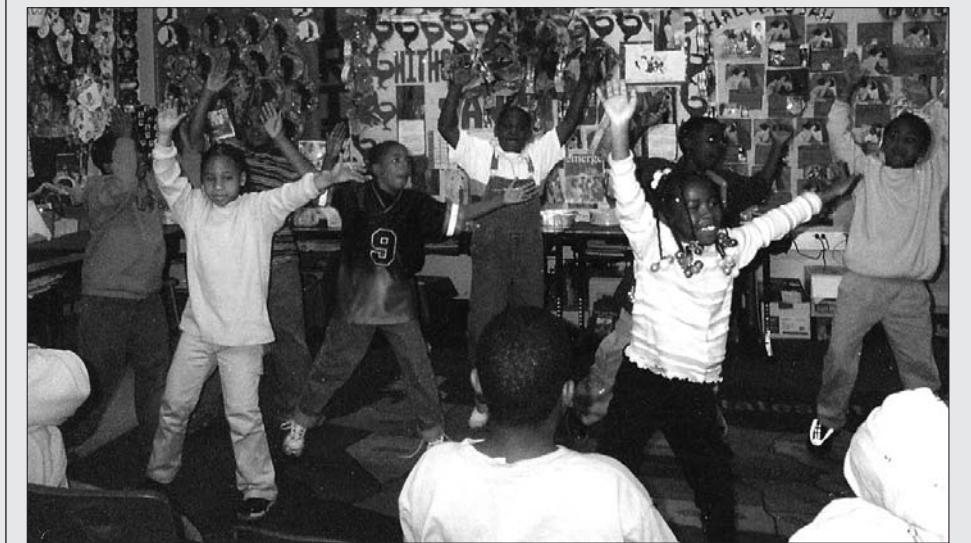
“My teachers in Omaha, Nebraska were not into me as a child. They were into me as a student who needed to score in the 99th percentile,” said Carrie, who retired from teaching in Oakland, California after a forty year career. “I wanted children to know what I didn't know...When I decided to be a teacher, I knew I would be totally different.”

For Carrie, that meant that learning in school should incorporate students' identities, language, history and culture. At times, she had to take a stand and make controversial classroom and curricular decisions. In the 1990's, when the Standard English Proficiency Program was adopted by the Board of Education in Oakland, Carrie and her colleagues met weekly for an entire year to plan strategies and lessons that incorporated Ebonics into the traditional English curriculum. They taught their students that Ebonics was a unique language of its own, not a dialectic of standard English. Drawing upon local university resources and each other, they developed strategies to explicitly teach students about the structural difference between Ebonics and Standard English.

One of Carrie's strategies was “English-only Day.” On Wednesdays, Carrie's students were only permitted to speak standard English. An Ebonics judge was appointed, and every time the judge

heard an Ebonics structure, he/she would call for the speaker to provide a translation. Carrie also remembers translating works originally written in Ebonics into standard English. “This was powerful because the students were able to see how the poems lost their beauty and power when they were no longer written in Ebonics,” she said.

Reflecting upon her experiences in the classroom, Carrie talks of a “spiritual oneness” that she felt in the classroom, a powerful bond between the students, the teacher and the curriculum. This bond is what created the excitement for learning in her classroom and is the type of unique alchemy that exists in classrooms only when students are recognized as whole beings. “If you recognize the home language of the students, and allow the children to learn their history with you, and honor their language, then you will have receptive learners,” she said. “We just belonged to each other.”



Students perform as part of Prescott's annual Black History Walk-Through.

Resources

Black communication by Evelyn Dandy

Talkin and Testifyin: The Language of Black America by Geneva Smitherman

Exploding the Myth: Nile Valley Contributions to Civilization by Anthony T. Browder

African American History: A Journey of Liberation by Moleshi Asante

To be a Drum by Evelyn Coleman

<http://www.amazon.com/Be-Drum-Evelyn-Coleman/dp/0807580074>

The Eagles Who Thought They Were Chickens by Michael Wynn

Masankho Banda retelling the fable:

<http://www.youtube.com/watch?v=OYzRVhRBGZU>

Teacher's guide:

http://www.rsublishing.com/sitebuildercontent/sitebuilderfiles/teachers_guide.pdf

NOVEMBER

Monday 2

Tuesday 3

Election Day **M H** See p.40

80th anniversary of the first black radio show

TR See p.40

30th anniversary of the Greensboro Massacre

H TR See p.40

Wednesday 4

Thursday 5

Friday 6

Nov. 5-7, Changing Schools: Changing Lives, Coalition of Essential Schools Fall Forum.
New Orleans, LA.

Saturday 7 Sunday 8

20th anniversary of Douglas Wilder being elected first black Governor

See p.40



What is the relationship between individual prejudice and institutionalized racism?



What hurts Indians most is that our costumes are considered beautiful, but it's as if the person wearing them didn't exist.

Rigoberta Menchu Tum, Guatemala
Mayan human rights activist

NOVEMBER

Monday **9**

20th anniversary of the fall of the Berlin Wall

E See p.40

Tuesday **10**

Evangelina Rodriguez Perozo, Dominican health care activist, born (1879 to 1947)

Wednesday **11**

Veterans Day

E M H See p.41

Thursday **12**

Friday **13**

Saturday **14** Sunday **15**

After which war did you get free education?

After which war did you get free healthcare?

After which war did you get social security?

U.S. wars do not help working people here. When the wars come, they turn working class people into killers.

Elias Rashmawi, coordinator of the National Council of Arab Americans



To what extent do borders keep us together?
To what extent do they pull us apart?

NOVEMBER

Monday 16

Tuesday 17

Wednesday 18

Thursday 19

Lolita Lebrón Sotomayor, Puerto Rican Nationalist, born (1919)

M / H / TR See p.41

Friday 20

Transgender Day of Remembrance E / M / H / TR See p.41

40th anniversary of the occupation of Alcatraz M / H See p.41

Saturday 21

Teachers For Social Justice Curriculum Fair. Chicago, IL.

Sunday 22

100th anniversary of Clara Lemlich giving a speech that helped inspire a major strike

M / H See p.41

I draw my greatest hope from the Native notion of Two Spirit. I dream a world where truly Two Spirit folks—I speak here especially of my younger transgendered brothers and sisters—can fully inhabit the gender they experience.

Cherríe Moraga, playwright



? What is the difference between your sex and your gender?

NOVEMBER

Monday 23

70th anniversary of Jews being required to wear yellow stars in German-occupied Poland

E / M / H / TR See p.41

Tuesday 24

Wednesday 25

Thursday 26

Thanksgiving

E / M / H See p.41

Friday 27

Fanny Kemble, actress and abolitionist, born (1809 to 1893) **M / H** See p.41

Buy Nothing Day **E / M / H** See p.41

Saturday 28

Eid al-Adha

E See p.41

Sunday 29

Pearl Primus, dancer, born (1919 to 1994)

E / M / H / TR

See p.41

10th anniversary of protests against the World Trade Organization meeting in Seattle

E / M / H / TR

See p.41



*Why do I dance?
Dance is my medicine.
It's the scream which eases for a while the terrible frustration common to all human beings who because of race, creed, or color are 'invisible.' Dance is the fist with which I fight the sickening ignorance of prejudice.*

Pearl Primus

? How have dance and other art forms been used as a means of social protest?

List of resources by theme

(Key: **E** = Elementary, **M** = Middle, **H** = High, **TR** = Teacher Resources)

You can go to a web version of these resources at: www.justiceplanbook.com/resources where you will be able to click on the recommended websites and link to them directly.

Abolitionism and Slavery

Perspective on the Slave Narrative by EDSITEment. This lesson is about the *Narrative of William W. Brown, An American Slave (1847)*. The book is analyzed both as a work of literature and for its contribution to the abolitionist movement. **(H)**
http://edsitement.neh.gov/view_lesson_plan.asp?ID=321

“Been Here So Long”: Selections from the WPA American Slave Narratives by the New Deal Network. Here are seventeen of the approximately 2,300 American Slave Narratives collected by the Federal Writers Project and includes lesson plans. **(H)**
<http://newdeal.feri.org/asn/index.htm>

Slavery and Indentured Servitude by Michael Ray. This six minute digital history of slavery includes the voices of slave survivors as well as pictures that depict the struggles and inequities that these individuals had to face. **(E, M, H)**
http://www.digitalhistory.uh.edu/digital_stories.cfm
(click on "Slavery and Indentured Servitude")

Slavery and the Making of America by PBS. The website for this documentary includes timelines, multimedia narratives, children's literature and other resources for teaching about the impact of slavery on the history of America. **(M, H)**
<http://www.pbs.org/wnet/slavery/index.html>

The Atlantic Slave Trade and Slave Life in the Americas: A Visual Record by Jerome S. Handler and Michael L. Tuite Jr. This collection contains over 1,200 images, most of them dating from the period of slavery. It is envisioned as a tool to teach about the experiences of Africans who were transported to the Americas and the lives of their descendants in the slave societies of the New World. **(E, M, H, TR)**
<http://hitchcock.itc.virginia.edu/Slavery/index.php>

Lest We Forget This is an online exhibit by the Schomberg Center and The UNESCO Slave Route Project **(H, TR)**
<http://digital.nypl.org/lwf/flash.html>

Africans in America by PBS. "Memoir of Captain Paul Cuffee" is an entry in the Resource Bank of Africans in America, a site that documents African contributions to the making of the United States. **(E, M, H, TR)**
<http://www.pbs.org/wgbh/aia/part3/3h485.html>

The Abolition of the Slave Trade by the New York Public Library. This extensive multimedia website explores the history and events leading up to the abolition of the slave trade. **(M, H)**
<http://abolition.nypl.org/>

John Brown's Holy War. This companion site to the 1999 PBS documentary on John Brown uses a timeline, an interactive map, short biographies and histories and a teacher's guide to explain the story of Brown's life and times. **(M, H, TR)**
<http://www.pbs.org/wgbh/amex/brown/>

The Underground Railroad by National Geographic. This website has lesson plans, simulations and information about the Underground Railroad and the people involved, including Thomas Garrett.

(E, M, H, TR)
<http://www.nationalgeographic.com/railroad/lp2.html>

The Better Hour: The Legacy of William Wilberforce. The documentary explores the 20-year effort of William Wilberforce to abolish the British slave trade. The film shows how strength of character is harnessed in the service of high and seemingly unattainable goals. **(M, H)**
<http://www.thebetterhour.com/tbh/Documentary/index.htm>

The African American Experience: North Carolina Freedom Monument Project. These lessons plans help students become familiar with the life and contributions of David Walker. **(M, H)**
<http://www.ncfmp.org/curriculum/pdf/davidwalker.pdf>

Samuel J. May Anti-Slavery Collection. This site features one of the richest collections of anti-slavery and Civil War materials in the world. The collection now consists of more than 10,000 pamphlets, leaflets, broadsides, local and regional anti-slavery societies newsletters, sermons, essays, and arguments for and against slavery. **(H, TR)**
<http://dlxs.library.cornell.edu/m/mayantislavery/>

Journal of a Residence on a Georgia Plantation. This site includes a preview of Kemble's book in which she chronicled her observations and arguments against slavery and the inhuman treatment of blacks in America. Her journal became a popular work of abolitionist writing, and she donated some of the proceeds from its publication to the cause of ending slavery. **(H)**
<http://books.google.com/books?id=21gt0flcpLkC&printsec=frontcover&dq=fanny+kemble>

Write the Truth by Bob Peterson, Rethinking Schools. Peterson describes an inquiry project in which his 5th graders investigated which U.S. Presidents owned slaves. Students wrote letters to text book publishers asking that this information be included. **(E, M)**
http://www.rethinkingschools.org/archive/16_04/Writ164.shtml

Why Is John Brown Still Controversial? by Jon Moscow. This is an outline for a workshop on John Brown and the issues he raises. It explores critical questions such as why do white historians understand him differently than black historians? Was Brown a terrorist? Was he justified in his use of violence? Lists suggested readings. **(H)**
<http://www.edliberation.org/resources/records/why-is-john-brown-still-controversial/view>

African American Arts

Sweet Chariot: The Story of the Spirituals. This multimedia website provides historical overviews, audio clips and historical analysis of the significance of spirituals in African American history. **(H)**
<http://ctl.du.edu/spirituals/>

Spirituals by Edsitement. This lesson plan introduces students to the role that spirituals have played in African American history and religion. **(H)**
http://edsitement.neh.gov/view_lesson_plan.asp?id=318

Lift Every Voice and Sing by the Kennedy Center. This lesson explores the origins of The Black National Anthem and compliments the Scholastic Book, *Color Me Dark*. This lesson can stand individually and may be taught without referencing the book or the Kennedy Center play. **(E, M)**
<http://artsedge.kennedy-center.org/content/2369/>

Bronzeville Boys and Girls by Gwendolyn Brooks and illustrated by Faith Ringgold. This collection of poems about a Chicago neighborhood, celebrates the joy, beauty, imagination, and freedom of childhood. **(E, M)**
<http://www.powells.com/biblio/1-9780060295059-0>

Quest for the American Dream in A Raisin in the Sun. This lesson explores how the play *A Raisin in the Sun* mirrors the social, educational, political and economic climate of the 1950's. It asks how the play illustrates the impact this climate had on the African Americans' quest for "The American Dream." **(H)**
http://edsitement.neh.gov/view_lesson_plan.asp?id=449

A Raisin in the Sun: A Unit Plan by Mary B. Collins. This unit was designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Raisin in the Sun*. It includes eighteen lessons which are supported by extra resource materials. **(H)**
<http://www.bmiedserv.com/pdf/RaisinintheSun.pdf>

American Negro Theater by Cobblestone and Cricket. This publication, which can be purchased for \$7, introduces the history and main actors of The American Negro Theater. The website includes a free teacher's guide. **(M, H)**
<http://www.cobblestonepub.com/issue/FTP0105.html>
<http://www.footstepsmagazine.com/TGTheatre.html>

Pearl Primus's Strange Fruit. This is a performance of Pearl Primus's Strange Fruit, performed to Lewis Allan's poem about two black men being lynched. **(E, M, H)**
http://www.youtube.com/watch?v=ziCWkLD_H5E

Hip Hop and the Classics for the Classroom by Alan Sitmor and Michael Cirelli. This collection of lesson plans analyzes the poetry of hip-hop and compares its motifs, themes, and general poetic devices to the poems traditionally studied in order to teach the core elements of the poetic craft in an appealing, relevant and accessible manner. **(M, H)**
<http://www.hiphopintheClass.com/>

The Hip-Hop Education Guidebook Volume 1 (H2ED) by Marcella Runnell Hall and Martha Diaz. The H2ED Guidebook addresses the tenets of critical hip-hop pedagogy, framing the issues of concern and strength within hip-hop culture. The book offers an array of innovative and interdisciplinary lesson plans for teachers by teachers. **(M, H)**
<http://www.lulu.com/content/656880>

Growing up Hip-Hop by kahlil almustafa. In this collection, written throughout his youth and young adulthood, award winning poet kahlil almustafa captures the experiences, contradictions and healing that have defined the hip-hop generation. **(E, M, H)**
http://kahlilalmustafa.com/_product_28961/Growing_Up_Hip-Hop

African American History, Issues and Rights

African American Odyssey by Library of Congress. This is a comprehensive online display of materials and primary resources related to the African American experience. **(E, M, H)**
<http://memory.loc.gov/ammem/aaohml/exhibit/aointro.html>

U.S. History—African American: Lesson Plans by EdSITEment. This site provides multiple K-12 lesson plans on African American History. **(E, M, H)**
http://edsitement.neh.gov/tab_lesson.asp?subjectArea=3&subcategory=18

The African American Experience and Issues of Race and Racism in U.S. Schools compiled by Working to Improve Schools and Education (WISE). This site provides a list of links to a tremendous amount of resources that are useful in teaching about African American schooling experiences. **(E, M, H)**
http://www.ithaca.edu/wise/topics/race_african_american.htm

The Face of Our Past: Images of Black Women from Colonial America to the Present edited by Hilary Mac Austin and Kathleen Thompson, with an introduction by Darlene Clark-Hine. This comprehensive pictorial history tells the story of Black women (including Boswell) in eight parts: Family Life, Work, Hair, Resistance, Class, Education, Religion, Community, and Inner Life. **(E, M)**
http://www.iuinfo.indiana.edu/homepages/2-25-2000/text/face_past.htm

Blackpast.org Remembered and Reclaimed. This is a searchable online reference guide to African American history. It includes links to multiple timelines, speeches, primary references, digital archive collections and more. This specific link leads to biographical information about Pearl Primus. **(TR)**
<http://www.blackpast.org/?q=aah/primus-pearl-1919-1994>

After Reconstruction: Problems of African Americans in the South by The Library of Congress. This site provides a brief history of the emergence of the National Afro-American Council as a revival of the Afro-American League. You can find text to the Council's constitution here. Follow the link to "The Learning Page" where an index of lessons and resources by the Library of Congress is available. **(E, M, H, TR)**
<http://memory.loc.gov/learn/lessons/rec/congress.html>

Oklahoma Historical Society's Encyclopedia of Oklahoma History and Culture. A brief history of Oklahoma's All-Black Towns. **(H, TR)**
<http://digital.library.okstate.edu/encyclopedia/entries/A/AL009.html>

Blood in Their Eyes: The Elaine Race Massacres of 1919 by Grif Stockley. This book tells the history of the Elaine, Arkansas massacre. **(H)**
<http://books.google.com/books?id=P9BoU7V6dEAC>

African American Historical Register and the ***Smithsonian Museum of American History.*** These two websites provide historical information and timeline that contextualizes this case in the history of segregation and the struggle for desegregation. **(M, H)**
<http://www.aaregistry.com/detail.php?id=1462>
<http://americanhistory.si.edu/Brown/resources/timeline.html>

Fulfilling the Promise of America: The Struggle for Voting Rights by Ohio Youth Voices. This curriculum provides resources on the historic struggle for voting rights. It contextualizes the importance for people to not only vote, but to continue the various social justice movements that have fought for a more democratic country. **(E, M, H)**
<http://ohioyouthvoices.org/VotingRights.pdf>

Black Americans in Congress by the Office of the Clerk of the US House of Representatives. This site includes biographical information on Revels and his role in congress. There is also a link to an interactive map to identify African American representatives and senators throughout history and in the present day. The main page will link you to Kids in the House a congressional guide for young learners. **(E, M, H, TR)**
<http://baic.house.gov/member-profiles/profile.html?intID=14>

Black Americans in Congress. This website includes a biography of Langston and artifacts about his experience in Congress. Be sure to look at "A Picture is Worth a Thousand Words" lesson plans. **(H)**
<http://baic.house.gov/member-profiles/profile.html?intID=18>

The Black Press: Soldiers without Swords by PBS. This film provides an historical account of the pioneering men and women of the Black press who gave voice to Black America. The website includes an education section with a study guide and lesson plans. **(M, H, TR)**
<http://www.pbs.org/blackpress/film/index.html>
Lesson Plans: <http://www.kqed.org/w/mosaic/africanamerican/index.html>

Urban Radio Nation. Urban Radio Nation is a history of Black radio. **(TR)**
http://www.urbanradionation.com/history_of_black_radio.html

KQED: Bay Area Mosaic. This site provides educators with tools to integrate cultural and historical issues into their curriculum through the use of films, resources and lesson plans that have been correlated with state standards. The Black Studies section includes several films and lessons connected to black media. **(M, H)** <http://www.kqed.org/w/mosaic/africanamerican/index.html>

We Are The Ship: The Story of Negro League Baseball by Kadir Nelson. This picture book shares the story of the Negro Leagues. For too long students have only learned about Jackie Robinson integrating the white leagues, but not about the leagues organized by African Americans where Jackie Robinson was one of many outstanding players. **(E)** <http://www.wearetheship.com/>

Heroes of the Negro Leagues with DVD: Only the Ball Was White. First published as trading cards in 1990, this book includes watercolor images with text about the legendary Negro Leagues and the role it played in black history. The publication of these cards marked the first time most of these players ever appeared on baseball cards. Order from Amazon and receive a free DVD on the topic. **(E, M, H)**
<http://www.amazon.com/Heroes-Negro-Leagues-free-DVD/dp/0810994348>

The Official Kwanzaa Website maintained by Dr. Maulana Karenga, the creator of Kwanzaa. This website provides information about the symbols, values and rituals of Kwanzaa. **(E, M, H)**
<http://www.officialkwanzaawebsite.org/index.shtml>

African History, Issues and Rights

African Studies Website. This website shows that that it is important to teach that Africa is not a country, but a continent with a variety of nation states. The African Studies website has a variety of information for teachers of grades K-12 covering many countries of Africa. This is a good place for people unfamiliar with countries in Africa to start their inquiries. **(E, M, H)**
http://www.africa.upenn.edu/K-12/menu_EduBBS.html

Africa is Not a Country by Margy Burns Knight, Mark Melnicove, Anne Sibley O'Brien. Rather than treating Africa as a homogenous setting, this book follows children from several diverse countries on the continent. **(E)**
<http://books.google.com/books?id=sqxG9dnyeesC&printsec=frontcover>

DestinationAfrica Lesson Plan: The Colonization of Liberia. African American Emigration Experience. This WebQuest introduces students to the repatriation of freed slaves and freeborn African Americans to the continent of Africa. **(H)**
http://www.inmotionaame.org/education/lesson.cfm?migration=4&id=4_003LP

Mandela: An Audio History by Radio Diaries. This five-part radio series documents the struggle against apartheid through sound recordings. It includes the voice of Nelson Mandela as well as those who fought with him and against him. **(M, H)**
<http://www.mandelahistory.org/>

Twelve Disciples of Nelson Mandela by PBS. This site consists of the PBS documentary, Twelve Disciples of Nelson Mandela. The film is accompanied by lesson plans that use video clips and photo images about apartheid. **(M, H)**
<http://www.pbs.org/pov/pov2006/twelvedisciples/for.html#activity>

Tutu and Franklin: A Journey Towards Peace. This is a VHS documentary which is accompanied by a Study Guide. This film is about Nobel Peace Prize winner Archbishop Tutu and the recently passed historian and Presidential Medal of Freedom recipient Dr. John Hope Franklin. Set on a former slave port off the coast of Senegal in West Africa, the two discover surprising truths about their personal histories and their nations' struggles for racial peace. They are joined in these conversations by an international, interracial group of 21 teenagers. This PBS site includes teacher's guide. **(M, H)**
<http://www.pbs.org/journeytopeace/thedoc/index.html>

Kwame Nkrumah Information Sites. These websites include photos, biographical information and text and audio excerpts from Nkrumah's speeches. **(M, H)** <http://www.africawithin.com/nkrumah/nkrumah.htm>
<http://www.nkrumah.net/800-index.html>

Wangari's Trees of Peace: A True Story from Africa. *Wangari's Trees of Peace* is an account of the work of Kenyan environmental/political activist Wangari Maathai. **(E)**
<http://2009bookclubblog.blogspot.com/2009/02/wangaris-trees-of-peace-true-story-from.html>

Taking Root: The Vision of Wangari Maathai. This film tells the story of Maathai and Kenya's Green Belt Movement, a grassroots organization encouraging rural women and families to plant trees in community groups. The website also hosts multiple lesson plans and resources for taking action. **(M, H)**
<http://www.pbs.org/independentlens/takingroot/>

The Lost Boys of Sudan directed by Megan Mylan and Jon Shenk. *Lost Boys of Sudan* is an Emmy-nominated documentary that follows two Sudanese refugees on an extraordinary journey from Africa to America. The site includes information, action, study guides and links to other information about refugees. **(M, H)** <http://www.lostboysfilm.com/take.html>

Not Yet Rain by Lisa Russell of Governess Films. This film is about unsafe abortion and reproductive rights in Ethiopia. It is told through the voices of women who have struggled for safe health care. The website has other resources about how to get involved. **(H)** <http://www.NotYetRain.org>

Asian / Asian Pacific Islander / Asian American History, Issues and Rights

Asian American Curriculum Projects. This is an extensive catalog of resources and services that underscore the importance and diversity of the Asian-American experience. **(E, M, H)** <http://www.asianamericanbooks.com>

Ancestors in the Americas. This PBS series by Loni Ding and its companion website provides stories, timelines and historical resources that are helpful in teaching about the experiences of Asian Americans. **(M, H)**
<http://www.pbs.org/ancestorsintheamericas/>

Lunar New Year books reviewed by The Asian American Curriculum Project. This is a review of children's books from several Asian cultures about the Lunar New Year. **(E)** http://www.asianamericanbooks.com/lny_bks.htm

Searching for Asian America. This film profiles four Asian Americans who are leaders in their communities. A governor, two doctors, and an artist/cartoonist; each wrestle with the roles they have taken on in their local communities and how it reflects upon their evolving identities. The lesson plans include research, writing, and discussion activities related to cultural identity. **(M, H)**
Educators Guide: <http://uw.kqed.org/edresources/plan.php?id=290>
Film info: <http://www.pbs.org/searching/>

Becoming American: The Chinese Experience. This PBS curriculum and documentary depicts the ways the first arrivals from China in the 1840s, their descendants, and recent immigrants have "become American." Facing History and Ourselves also offers a teaching unit to accompany the film. **(E, M, TR)**
<http://www.pbs.org/becomingamerican/>
<http://www2.facinghistory.org/Campus/reslib.nsf/lvideos/1bcc69982717633185257181006d2a90?OpenDocument>

Discovering Angel Island: The Stories Behind the Poems. Curricular resources from Angel Island Immigration Station include poems from Chinese immigrants written on the walls of the detention center, online videos and lesson plans. **(M, H, TR)** <http://www.kqed.org/w/pacificlink/lessonplans/>

Angel Island Immigrant Journeys: A Curriculum Guide by the Angel Island Immigration Station Foundation. This site provides free resources, book recommendations and information as to how to order a \$15 curriculum guide for teaching about Angel Island. **(E, M, H, TR)**
http://www.aiisf.org/index.php?option=com_content&view=article&id=77&Itemid=87

Teaching with Documents: The 1897 Petition Against the Annexation of Hawaii. This lesson plan uses original documents about the Native Hawaiians who organized against the annexation of Hawai'i by the United States. **(H)**
<http://www.archives.gov/education/lessons/hawaii-petition/>

Statehood Hawai'i Website. This website has many links to resources and information on statehood and commemorative events. **(TR)**
<http://www.statehoodhawaii.org/>

Hiroshima: Why America Dropped the Atomic Bomb by Ronald Takaki. In this book, Takaki considers the ways in which stereotypes of the Japanese influenced public opinion and policymakers. This is useful for educators teaching about Hiroshima or U.S. foreign policy. **(H, TR)**
<http://www.h-net.org/reviews/showrev.cgi?path=3009874075652>

Hidden Memory: Internment: Knowing Your Family's Story and Why it Matters. This site provides three lesson plans with audio downloads of women storytellers. **(M, H)** <http://www.racebridgesforschools.com/womenshistory>

Vietnamese AmericansInterdisciplinary Curriculum Guide by Teaching Tolerance. This curriculum guide sheds light on the complexities of the Vietnamese Americans experience. **(M, H)**
<http://www.tolerance.org/teach/web/vietnamese/index.jsp>

Rethinking the Teaching of the Vietnam War, inside A People's History for the Classroom by Bill Bigelow. This lesson helps students uncover the historical roots of the Vietnam War to better understand why and in whose interest this war was fought. **(M, H)** <http://www.rethinkingschools.org/publication/aphc/>

The Cambodian Genocide Program. This website hosts bibliographic records, photographs, documents, translations, maps, and an interactive Cambodian Geographic Database that documents the Cambodian genocide that occurred between 1975-1979. **(H, TR)** <http://www.yale.edu/cgp/>

Refugee: Revisiting the Killing Fields. The film follows three young Cambodian American men on their journey to Cambodia to find family members. Students evaluate the sacrifices and benefits of becoming a refugee in another country. **(M, H)**
<http://uw.kqed.org/edresources/plan.php?id=280>
<http://www.pbs.org/independentlens/refugee/>

A Century of Challenge and Change: The Filipino American Story. This curriculum highlights the historical and cultural experiences of Filipino Americans within a multicultural and global context by emphasizing ethnic pride, cultural connections, critical thinking and community activism. **(E, TR)**
<http://www.filam.si.edu/curriculum/index-teacher.html>

The South Asian Forum. This site aims to tell the story of South Asians through the lens of its organizations and organizing work. **(M, H, TR)**.
<http://southasianforum.org/>

Turbans by PBS. This is a PBS documentary and curriculum on South Asian Americans. **(M, H, TR)**
<http://www.kqed.org/w/mosaic/asianamerican2/index.html>

A Dream in Doubt by Independent Lens. This documentary follows Rana Singh Sodhi as he attempts to fight the hate threatening his Sikh family and community after his brother is murdered in a hate crime following 9/11. **(H)**
<http://www.pbs.org/independentlens/dreamindoubt/index.html>

One Night in Bhopal Website for programs broadcast 20 years after the December 3, 1984, Bhopal, India, gas disaster, in which nearly 3,000 people died and thousands more were treated for medical conditions after toxic gas leaked from a Union Carbide plant. The program "tells the story of the disaster with a drama reconstruction through the eyes of five survivors." Provides audio clips, photos, and articles and analysis. Also includes material in Hindi. From BBC News. **(H, TR)** <http://news.bbc.co.uk/2/hi/programmes/bhopal/>

Civil Rights, Black Power, Student and 1960's Movements

Putting the Movement Back Into Civil Rights Teaching by Teaching for Change and PRRAC. The book includes interactive and interdisciplinary lessons, readings, writings, photographs, graphics and interviews, with sections on education, labor, citizenship, culture and reflections on teaching about the Civil Rights Movement. **(E, M, H)** <http://www.civilrightsteaching.org>.

The ABCs of Dr. Martin Luther King, Jr.'s Legacy by Teaching Tolerance. This site provides lessons and resources for addressing Dr. King and his dream, including a 'do's and don'ts' guide for MLK day. **(E, M, H)**
<http://www.tolerance.org/teach/activities/activity.jsp?ar=904>

Liberation Curriculum by the Martin Luther King Jr. Research and Education Institute. Lesson plans, primary resources and articles based on the Martin Luther King archives at Stanford University. **(H)**
http://www.stanford.edu/group/King/liberation_curriculum/resources/

Greensboro Sit-ins: Launch of a Civil Rights Movement. This site includes a multimedia timeline, photos, newspaper stories, and audio clips. **(E, M, H, TR)**
<http://sitins.com/index.shtml>

February One: The Story of the Greensboro Four. This is a PBS film and website on the Greensboro sit-in. The link includes lesson plans for high school classrooms. **(E, M, H, TR)**
<http://www.pbs.org/independentlens/februaryone/edu.html>

Freedom on the Menu: The Greensboro Sit-Ins by Carole Boston Weatherford. This site includes lesson plans to be used with the picture book *Freedom on the Menu*, which helps students explore how segregation affected everyday life. The book includes ways to respond to injustice and discrimination. **(E)** http://www.caroleweatherford.com/freedom_lesson_plan.htm

Eyes on the Prize, America's Civil Rights Movement, 1954-1985. The last episode, Back to the Movement (1979-mid 80s), includes information about the Miami riots. This page also has a description of the event, images and video. **(M, H)**
http://www.pbs.org/wgbh/amex/eyesontheprize/story/23_florida.html

Spartacus Educational. This site offers a history, quotes and links about James Farmer. **(M, H, TR)** <http://www.spartacus.schoolnet.co.uk/USAFarmerJ.htm>

The Murder of Fred Hampton (1971). This film documents the Chicago police murder of Fred Hampton. The New York Times reviews the film and provides a link to where it can be purchased. It is also available on YouTube. **(H)**
<http://movies.nytimes.com/movie/155135/The-Murder-of-Fred-Hampton/overview>

Black Panther Party Research Project. This academic site is designed to provide information for individuals who want to locate primary and secondary sources about the Black Panther Party for Self-Defense, the organization co-founded during October 1966 by Bobby Seale and the late Dr. Huey P. Newton in Oakland, California. **(M, H, TR)**
<http://www.stanford.edu/group/blackpanthers/index.shtml>

SNCC Project Group. This site provides a history of Julian Bond and SNCC including a short audio clip of Bond talking about SNCC as well as links to other resources. **(M, H, TR)** <http://www.ibiblio.org/sncc/bond.html>

Kent May 4 Center. This website discusses some of the impacts of the national student strike. **(M, H)** <http://www.may4.org/?q=node/8>

Forgotten tragedy: Jackson State shootings often forgotten by Taylor Nelson, Rocky Mountain Collegian Online. This college newspaper article provides a brief overview of the killings at Jackson State University, raising the issue that this "forgotten tragedy" is often overshadowed by the Kent State shooting just ten days earlier. **(M, H)**
<http://media.www.collegian.com/media/storage/paper864/news/2004/05/04/News/Forgotten.Tragedy.Jackson.State.Shootings.Often.Forgotten-1704303.shtml>
http://www.may41970.com/Jackson%20State/jackson_state_may_1970.htm

Jackson State Shootings, 35 Years Later by Ed Gordon, NPR. NPR news radio account of the tragic events at Jackson State. It includes an interview with the current President, Dr. Ronald Mason, Jr., who discusses how students today can understand what happened 40 years ago. **(M, H)**
<http://www.npr.org/templates/story/story.php?storyId=4653325>

The Turbulent 60s: Youth Counterculture and Activism by Utah Education Network. This unit focuses on the student free speech movements and anti-war demonstrations of the 1960s linking them to the civil rights movements for minority and women's rights in the 1950s and 1970s. A component of it focuses on the music of Woodstock and the role of music in understanding the times. **(H)** <http://www.uen.org/Lessonplan/preview.cgi?LPid=13411>

The Chicago Seven Trial from the Famous American Trials Website. This website has several primary resources about the trial of the Chicago Eight, including biographies, audio testimonies, trial transcripts and more. **(H)**
<http://www.law.umkc.edu/faculty/projects/ftrials/Chicago7/Chicago7.html>

Freedom Fighter Award

This recognition goes to

.....
S/he stood up for freedom and justice by
.....

.....
"It is our duty to fight for our freedom. It is our duty to win. We must love each other and support each other. We have nothing to lose but our chains."

Assata Shakur



Knowledge is Power Award

This recognition goes to

.....
for using his/her knowledge to make a difference.
.....

.....
"The end of all education should surely be service to others."
César Chávez



Social justice conferences

September 2009

- September 26, St. Louis, MO. **5th Annual Educating for Change Fair.** University of Missouri-St. Louis. <http://www.umsl.edu/~lsjtrg/upcoming.htm>

October 2009

- October, New York, NY. **New York City Hip Hop Theater Festival** (date TBA). <http://www.hhtf.org>
- October 2-4, New York, NY. **Preemptive Education: Language, Identity & Power**, Urban Word NYC's Annual Mentor, Teacher, Educator and Community Activist Training. <http://www.urbanwordnyc.org>
- October 3, Olympia, WA. **Rethinking our Classrooms Organizing for Better Schools**, 2nd Annual Northwest Conference on Teaching for Social Justice. <http://www.nwtsj.org>
- Oct. 8 to 10. Washington, DC. **Progressive Education Network National Conference.** (<http://www.progressiveed.org/>)
- October 10, San Francisco, CA. **9th Annual Teachers for Social Justice Conference.** <http://www.t4sj.org>
- October 21, Hartford, CT. **14th Annual New England Conference on Multicultural Education.** <http://www.nameorg.org/conferences/stateconferences.html#nename>
- October 28-November 1, Denver, CO. **National Association for Multicultural Education's 19th Annual International Conference.** <http://www.nameorg.org/conferences.html>

November 2009

- November 5-7, New Orleans, LA. **Changing Schools: Changing Lives**, Coalition of Essential Schools Fall Forum. http://www.essentialschools.org/pub/ces_docs/fforum/fforum.html
- November 21, Chicago, IL. **Teachers for Social Justice Curriculum Faire.** <http://www.teachersforjustice.org>

April 2010

- April 7-10, LaCrosse, WI. **White Privilege Conference.** <http://www.uccs.edu/~wpc/>
- April 15-18, Raleigh, NC. **50th Anniversary of SNCC Conference.** Contact Martha Prescott Noonan (marthapnoonan@verizon.net)
- April 30-May 4, Denver, CO. **American Educational Research Association Annual Meeting.** <http://www.aera.net>

Want to stay up to date about conferences, events and other social justice education news? Please join the Education for Liberation Network listserv, an active community of hundreds of teachers, activists and students who want to use education as a tool for liberation. www.edliberation.org/join-us.

Addresses

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