

HOW OUR WORKSHOPS MEET TEACHING TOLERANCE SOCIAL JUSTICE STANDARDS

Our curriculum meets the following common core standards. It also incorporates educational standards established by Teaching Tolerance that explicitly focus on teaching about social justice. Their standards are explained [here](#). In our experience teaching these units in the classroom, it's important that teachers review the standards and explicitly reference standards when they present the unit. So, for example, in the Oral History workshop, teachers might tell students that group identities tell us something but not everything about who we are. Each person has their own story. Another example might be, in the high school workshop on Structural Racism, teachers can draw attention to the idea that people's identities are unique but also reflect larger social/institutional structures and ask students to reflect on what this means and how this might be manifested.

LESSON 1

Northside Community Storybooks

Grades K-2

- **Identity:** I see that the way my family and I do things is both the same as and different from how other people do things, and I am curious about both.
- **Diversity:**
 - I want to know about other people and how our lives and experiences are the same and different.
 - I find it interesting that groups of people believe different things and live their daily lives in different ways.
- **Justice:**
 - I know when people are treated unfairly.
 - I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
 - I know that life is easier for some people and harder for others and the reasons for that are not always fair.
 - I know about people who helped stop unfairness and worked to make life better for many people.
- **Action:**
 - I care about those who are treated unfairly.
 - I will speak up or do something if people are being unfair, even if my friends do not.
 - I will join with classmates to make our classroom fair for everyone.

LESSON 2

Northside Community Pillars Mural Project

Grades 3-5

- **Identity:**
 - I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- **Diversity:**
 - I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- **Justice:**
 - I know when people are treated unfairly, and I can give examples of prejudice, words, pictures and rules.
 - I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
 - I know that life is easier for some people and harder for others based on who they are and where they were born.
 - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- **Action:**
 - I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
 - I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
 - 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.
 - I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

LESSON 3

Doing Oral History: Active Listening

Grades 3-5

- **Identity:**
 - I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too.

- **Diversity:**
 - I like knowing people who are like me and different from me, and I treat each person with respect.
 - I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
 - I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- **Justice:**
 - I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.
 - I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.
 - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- **Action:**
 - I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. [Listen, listen and listen again!]

Grades 6-8

- **Identity:**
 - I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
 - I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
- **Diversity:**
 - I interact with people who are similar to and different from me, and I show respect to all people.
 - I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
 - I know I am connected to other people and can relate to them even when we are different or when we disagree.
- **Justice:**
 - I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
 - I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
- **Action:**
 - I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

LESSON 4

With My Mind Set on Freedom

Grades 3-5

- **Identity:**
 - I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.
- **Diversity:**
 - I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
- **Justice:**
 - I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
- **Action:**
 - I know it’s important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this.
 - I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.
 - 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.
 - I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

Grades 6-8

- **Identity:**
 - I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
- **Diversity:**
 - I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
 - I know I am connected to other people and can relate to them even when we are different or when we disagree.
- **Justice:**
 - I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.

LESSON 5

Digital (and other) Communities

Grades 6-8

- **Identity:**
 - I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
 - I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
- **Diversity:**
 - I interact with people who are similar to and different from me, and I show respect to all people.
 - I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally.
 - I know I am connected to other people and can relate to them even when we are different or when we disagree.
- **Justice:**
 - I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using.
 - I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
- **Action**
 - I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.

LESSON 6

Structural Racism

Grades 9-12

- **Identity:**
 - I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
- **Diversity:**
 - I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
- **Justice:**
 - I can recognize, describe and distinguish unfairness and injustice at different levels of society.

- I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.
- I am aware of the advantages and disadvantages I have in society because of my membership in different identity groups, and I know how this has affected my life.
- I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- Action:
 - I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
 - I take responsibility for standing up to exclusion, prejudice and injustice.
 - I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.