

Inspire Future Voters
PD and Poster Inside!

Matthew Shepard
His Legacy, 20 Years Later

White Privilege
Update Your Understanding

TEACHING TOLERANCE

 ISSUE 60 | FALL 2018
TOLERANCE.ORG

THE SCHOOL-TO-DEPORTATION PIPELINE

Is your school putting undocumented students at risk?



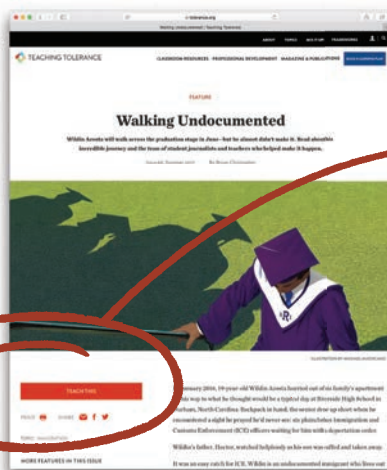
FREE
LEARNING PLANS
GRADES K-12

WHAT CAN TOLERANCE.

EDUCATING FOR A

DIVERSE DEMOCRACY

Discover and develop world-class materials with a community of educators committed to diversity, equity and justice.



You can now build and customize a FREE learning plan based on any Teaching Tolerance article!

TEACH THIS

- 1 Choose an article.
- 2 Choose an essential question, tasks and strategies.
- 3 Name, save and print your plan.
- 4 Teach original TT content!

ORG DO FOR YOU?



Tolerance.org makes it easy to browse professional development and classroom resources that can help you improve your school's climate and help students navigate the complexities of our times.

WHAT ELSE IS NEW AT TOLERANCE.ORG?

YOU CAN NOW ...

- Search hundreds of FREE short texts.
- Apply for a grant.
- Share materials with other educators.
- Get alerts whenever we add new content.

VISIT [TOLERANCE.ORG](https://tolerance.org) TODAY!

BRING SOCIAL JUSTICE TO YOUR CLASSROOM. TRY OUR FILM KITS



SELMA: THE BRIDGE TO THE BALLOT

The true story of the students and teachers who fought to secure voting rights for African Americans in the South.
Grades 6-12



ONE SURVIVOR REMEMBERS

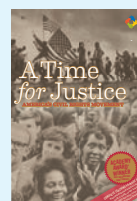
Gerda Weissmann Klein's account of surviving the Holocaust encourages thoughtful classroom discussion about a difficult-to-teach topic.
Grades 6-12

STREAMING ONLINE



VIVA LA CAUSA

An introduction to lessons about struggles for workers' rights—both past and present.
Grades 6-12



A TIME FOR JUSTICE

Follow the civil rights movement from Emmett Till to the passing of the Voting Rights Act.
Grades 6-12



MIGHTY TIMES THE CHILDREN'S MARCH

The heroic story of the young people in Birmingham, Alabama, who brought segregation to its knees.
Grades 6-12



BULLIED

A STUDENT, A SCHOOL AND A CASE THAT MADE HISTORY
One student's ordeal at the hands of anti-gay bullies culminates in a message of hope.
Grades 6-12



AN OUTRAGE

A documentary film about lynching in the American South.
Grades 9-12

STREAMING ONLINE

FREE TO EDUCATORS
All kits include film and viewer's guide.

ORDER ONLINE!
tolerance.org/teaching-kits

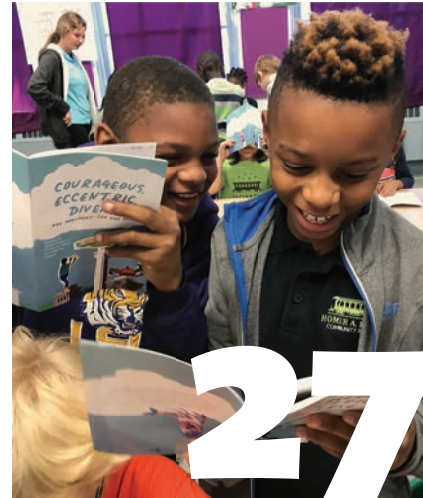


TEACHING TOLERANCE

ISSUE 60 | FALL 2018

DEPARTMENTS

- 5** Perspectives
- 7** Letters to the Editor
- 9** Ask Teaching Tolerance
- 11** Why I Teach
Catherine Alene reflects on the power of positive classroom experiences for our most vulnerable learners.
- 13** Down the Hall
Knikole Taylor explains how technology can be a tool for equity and community.
- 15** PD Café
- 59** Staff Picks
Our book and film reviews can help you keep your practice fresh and informed.
- 62** Story Corner
- 64** One World

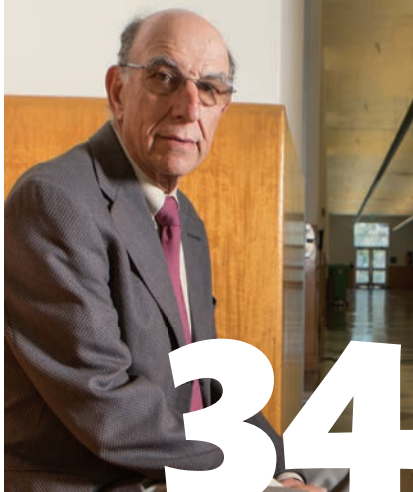


on the cover

Discipline policies coupled with police presence in schools can push undocumented students into the school-to-prison pipeline, or worse, into immigration court. Is your school putting undocumented students at risk?

ILLUSTRATION BY **ROB DOBI**

LOOK INSIDE! ▶
 Prepare your students
 to bust five common
 voting myths with this
 free classroom poster!



FEATURES

19 The Book of Matthew
 Twenty years after his death, Matt Shepard's story matters more than ever.

24 LGBTQ Best Practices Guide
 Use this excerpt from our new guide to tune up your school and classroom policies and help LGBTQ students thrive.

27 Imagining a World Without White Supremacy
 These TT Educator Grant projects invited students to challenge the structures of white supremacy and connect their classrooms to their communities.

30 A Museum. A Memorial. A Message.
 The Equal Justice Initiative's new attractions confront visitors with the truth about racial terror—and offer a path toward healing.

34 Segregation by Design
 Richard Rothstein talks about his book *The Color of Law* and the unsettling history of housing segregation.



38 What Is White Privilege, Really?
 Think you know what white privilege is? Take a closer look with our new resource.

42 The School-to-Deportation Pipeline
 For undocumented students, zero-tolerance discipline policies can lead to outcomes much worse than suspension.

46 This Is Not a Drill
 Your guide to resisting enhanced immigration enforcement.

49 Closing the Diversity Gap
 New research sheds light on how to recruit—and retain—teachers of color.

52 Rebounding from Hate
 When her team faced racist harassment, this middle school girls' basketball coach helped her players "rise up."

56 And the Winners Are...
 Meet the recipients of the 2018 Teaching Tolerance Award for Excellence in Teaching.



VISIT TOLERANCE.ORG!
 Do you have a great idea for a project?
 Don't just think it—do it! Apply for a
 Teaching Tolerance Educator Grant today.
tolerance.org/grants



TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

DIRECTOR Maureen B. Costello
DEPUTY DIRECTOR Adrienne van der Valk
TEACHING AND LEARNING MANAGER Hoyt J. Phillips III

SENIOR EDITOR Monita K. Bell
SENIOR WRITER Cory Collins
ASSOCIATE EDITOR Julia Delacroix
STAFF WRITER Coshandra Dillard
NEW MEDIA ASSOCIATE Colin Campbell
EDITORIAL ASSISTANT Anya Malley
TEACHING AND LEARNING SPECIALIST Stef Bernal-Martinez
PROFESSIONAL DEVELOPMENT TRAINER Valeria Brown
PROGRAM ASSOCIATE Gabriel A. Smith
PROFESSIONAL DEVELOPMENT COORDINATOR Madison Snowden
PROGRAM COORDINATOR Steffany Moyer
TECHNICAL LEAD D. Scott McDaniel
SCHOOL-BASED PROGRAMMING AND GRANTS MANAGER Jey Ehrenhalt
MARKETING COORDINATOR Lindsey Shelton

DESIGN DIRECTOR Russell Estes
SENIOR DESIGNERS Michelle Leland, Scott Phillips, Kristina Turner
DESIGNERS Shannon Anderson, Hillary Andrews, Cierra Brinson, Sunny Paulk, Alex Trott
DESIGN ASSOCIATE Angela Greer

PRODUCTION
ACCOUNTING OPERATIONS MANAGER Regina Jackson
PURCHASING PRODUCTION COORDINATOR Kimberly Weaver

CONTRIBUTORS
Catherine Alene, Joe Anderson, Todd Bigelow, David W. Blight, Dan Chung, Rob Dobi, Dandridge Floyd, Anne Hamersky, T. Elijah Hawkes, Peter Horvarth, Adrian Kraus, Robbie McClaran, Mary Kate McDevitt, Audra Melton, Bob Miller, Josh Moon, Kate Moross, Roman Muradov, Marina Muun, James O'Brien, James Paterson, Omar Ramos, K.L. Ricks, Richard Rothstein, Jack Shuler, Knikole Taylor, Marcin Wolski, Kelsey Wroten

ADVISORY BOARD
Dale Allender, Lhisa Almashy, Julie Bradley, Hayley Breden, Kimberly Burkhalter, Kevin Cordi, Kim Estelle, Carrie Gaffney, Soñia Galaviz, Barbie Garayúa-Tudryn, Angela Hartman, Gail Heath, Michelle Higgins, Amber Makaiau, Amy Melik, Veronica Menefee, Henry Cody Miller, Amber Neal, Sarah Neely, Lois Parker-Hennion, David Paschall, Celeste Payne, Kinetite Richards, Joe Schmidt, Karen Schreiner, Kim Siar, Scott Thomas, Frances Weaver, Christopher Widmaier, Leslie Wills-Taylor

SOUTHERN POVERTY LAW CENTER
CO-FOUNDERS Morris Dees, Joseph J. Levin Jr.
PRESIDENT & CEO J. Richard Cohen
OUTREACH DIRECTOR Lecia Brooks

SPLC BOARD OF DIRECTORS Karen Baynes-Dunning, Jocelyn Benson, Bryan Fair (*Chair*), Bennett Grau (*Vice Chair*), Pam Horowitz, Alan B. Howard, Marsha Levick, Will Little, Howard Mandell, James McElroy, Lida Orzeck, Elden Rosenthal, James Rucker, Henry L. Solano, Ellen Sudow, Joseph J. Levin Jr. (*Emeritus*)

EDITORIAL OFFICE 400 Washington Avenue, Montgomery, AL 36104
EMAIL editor@tolerance.org **SUBSCRIPTIONS** tolerance.org/magazine/subscribe

Teaching Tolerance is mailed twice and released online three times a year at no charge to educators. It is published by the Southern Poverty Law Center, a nonprofit legal and education organization. For permission to reprint articles, email us at editor@tolerance.org. For media inquiries, email Ashley Levett at ashley.levett@splcenter.org.

ISSN 1066-2847 © 2018 SOUTHERN POVERTY LAW CENTER

THE MISSION OF TEACHING TOLERANCE IS TO HELP TEACHERS AND SCHOOLS EDUCATE CHILDREN AND YOUTH TO BE ACTIVE PARTICIPANTS IN A DIVERSE DEMOCRACY.



Printed with inks containing 27.3% renewable resources



Perspectives

“The main resistance to enslavement was survival.”

— HASAN KWAME JEFFRIES



AT THE END of July, a group of students from Marjory Stoneman Douglas High School came through Montgomery on a regional March for Our Lives tour. Before they left Florida, they had visited every congressional district to talk with people about gun violence and to register voters. ¶ When we learned they’d be visiting the Civil Rights Memorial Center right across the street, Teaching Tolerance Deputy Director Adrienne van der Valk invited them to join us for lunch. There was just one caveat: We wanted to ask them some questions. Listening to them, hearing what they’d learned about advocacy

his murder.

Our story about a girls’ basketball team in Ohio reveals all too plainly how racial bias can bring out the worst in our young people.

And our story on the school-to-deportation pipeline points to the daily dangers immigrant students face—even at school.

You’ll also find profiles of the five winners of the 2018 Teaching Tolerance Award for Excellence in Teaching. This summer, these amazing and inspiring teachers visited us, along with our advisory board.

Professor Hasan Jeffries, chair of the advisory board for *Teaching Hard History: American Slavery*, also joined us this summer. He talked about teaching the hard history that is foundational to our national story, noting that much of U.S. history is a series of lost opportunities (e.g., Reconstruction). He urged us to “teach the long history of American repression, regression and lost opportunities.”

That’s hard and uncomfortable history; many teachers worry it will disempower students and make them angry or ashamed. But, as Jeffries reminded us, we’re not teaching slavery if we’re not teaching *resistance* to slavery. “You cannot teach these things without teaching African-American humanity and resistance to oppression in slavery *and* freedom.”

The hope, he told us, was in the resistance.

It reinforced to me that power comes in many forms. Voting is one, resistance another. Young people need to see them all.

—Maureen Costello

and how they were connected to youth activists across the country gave us all a jolt of inspiration. We saw before us an emerging generation that is diverse, woke and ready to be heard.

They understand that marching isn’t enough, that policies and laws only change when people show up at the polls. And so they’ve organized, along with students around the nation, to register voters. It’s working: An analysis published in late July by the data firm TargetSmart reported a surge in registration rates among voters ages 18–29—not just in Florida, but across the country in states like Pennsylvania, New York, Virginia, Arizona and Nevada.

That’s important because, while Americans between the ages of 18 and 29 account for the largest population of eligible voters, voting participation among this group is far below that of other generations. About an overlapping group of young voters, Pew Research Center says, “Millennials have punched below their electoral weight” in recent years. U.S. Census Bureau data show that only 46 percent of 18–29-year-olds turned out to vote in the 2016 presidential election;

among Baby Boomers and their elders, the turnout rate is about 70 percent.

And getting young people to vote will have an impact beyond any one election. People who vote when they are first eligible are more likely to become what political scientists call *habitual voters*, people who vote at each and every opportunity.

With a mission to “prepare youth as active participants in a diverse democracy,” Teaching Tolerance is also hard at work to increase voter registration and turnout. That’s why we’ve teamed up with Rock the Vote this fall on a set of Democracy Class lessons. It’s part of our Voting and Voices project, the aim of which is to activate young people to get out the vote in their cities and towns, no matter their party.

Voting is foundational for a healthy democracy, but it’s not a cure-all. After all, it’s possible (or likely, depending on where you live) that your candidate will lose. And many problems can’t be addressed by voting alone. This issue highlights several of those problems.

Our story on Matthew Shepard talks about the invisibility of violence against the LGBTQ community before

FIRST WE
REGISTER
THEN WE



VOTE

SPLC | ON CAMPUS 



APATHY
IS NOT AN
OPTION.

The 2018 midterm election outcomes lie in the hands of young voters. Americans between the ages of 18 and 29 account for the largest population of eligible voters, giving them the opportunity to choose officials and policies that reflect their values and aspirations. There has never been a more critical time for youth to become involved in the political process.

Launch your own voter registration campaign! Request a registration kit or download materials today.
splconcampus.org

This fall, the **SPLC on Campus** program is empowering and educating college students to register their peers to vote with a new campaign: **First We Register, Then We Vote!**



#FirstWeRegisterThenWeVote

FIRST BELL

LETTERS TO THE EDITOR 7 ASK TEACHING TOLERANCE 9
ARTICLE SPOTLIGHT 10 & 12 WHY I TEACH 11 DOWN THE HALL 13
LESSONS LEARNED 14 FREE STUFF 14



PHOTOGRAPH BY HAYLEY BREDEEN

Reader Reactions

We heard from veteran and pre-service educators alike about “Why We Walked: A Letter to Our Future Educators.”

The job of all involved in public education is to deliver the highest quality education ... in the best manner for students and teachers alike. When administrators put up roadblocks ... members of the profession must find a way to let the administrators and the public understand the problem.

DEB HARTOGENSIS GODDEN

VIA FACEBOOK

I am currently in a field placement with a middle school English teacher and together, we participated in the walk-out in Denver last week. It was inspiring to see how many teachers love their students enough to stand up for them that way! I can't wait to be a teacher!

SHANA FAULKNER

VIA FACEBOOK

Whether discovering older resources or articles, trying out our new podcast or film kit, working on Teaching Hard History or coming to meet us in person at a TT Workshop, our community had a lot to share with us! Please keep the feedback coming our way!

TT WORKSHOPS

The wonderful facilitators of [the TT] workshops ... gave us words to use, connections that strengthen us, and the promise that this work is uncomfortable, but so very worth it. Now that I have the language, the words (power), I am an agent of change.

—MISSY MCCLURE

VIA EMAIL

Editor's note: We offer two workshops—Social Justice Teaching 101 and Facilitating Critical Conversations. Check to see if we're coming to a city near you. tolerance.org/workshops

“BECKY” IS RACIST

[On “Is There a #BBQBecky or #PermitPatty in Your Classroom?”] If teaching tolerance how about not using racist terms. Becky when used to describe white

women is racist. Imagine if you turned it around and referred to Black women by a supposedly common name among the race.

—GARY ROTHSTEIN

VIA FACEBOOK

TEACHING HARD HISTORY PODCAST

I just listened to the first episode and it was extremely well-done and informative. I teach 8th grade and just this episode

includes several tips for teaching the material in class. Every teacher of U.S. history should listen to this! ... I'm looking forward to continuing to refresh my own knowledge so that I can more effectively teach about slavery in my classes. Thank you for this important podcast!

—MOLW
VIA ITUNES

Editor's note: Listen to the Teaching Hard History podcast here: tolerance.org/podcast.

AN OUTRAGE

Many thanks for the information on the newest documentary "An Outrage." I have viewed this with both Seniors in my government class and students in my U.S. History survey class at Texas A&M-Corpus Christi. All were moved by the message and purpose of the documentary.

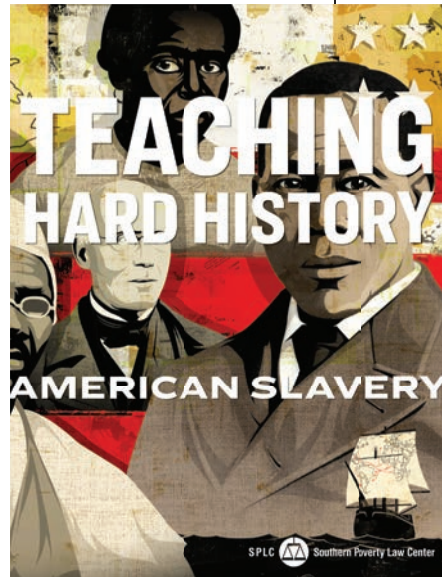
—ED ROEDER
VIA EMAIL

HARD HISTORY ISN'T HARD ENOUGH

You can't teach slavery without teaching its cruelty. The materials you provide give you more than enough information to make this a part of your

framework, but you don't go there. That is the problem with teaching slavery.

There were over seven generations of unthink-



able cruelty perpetrated upon black people in this country, separation of families, women raised to be sex tools, men forbidden to love or made to see love as a weapon, people denied knowledge or the generation of knowledge, people raised to believe themselves inferior and to believe this was how god meant things to be. When you speak of slaves joining the British army, first tell what they were running from.

—ANONYMOUS
VIA EMAIL

WHAT THE NUMBERS DON'T SHOW

Thank you for the very thoughtful and uplifting article that counters the narrative of two of our nation's favorite punching bags, Detroit and public education. I hope realistic depictions like these continue, instead of the caricatures we unfortunately see so often. As a former Detroit public student, I was so happy to read this.

—LARA
VIA ONLINE COMMENT

DIÁ DE LOS MUERTOS

Loved the article, but have one suggestion to make. You mention Día de los Muertos is celebrated in "Mexico and Central and South America"; but then state only that Aztec rituals combined with Catholicism to create what is celebrated today. That is true, but for the country of Mexico. Indigenous cultures throughout the Americas had their way of honoring death, so in places like Central America Mayan rituals combined with Catholicism; likewise in Peru, it was Incan rituals. It's an important detail to include because it shows that we in the Americas are not a monolithic block, but diverse cultures.

—MANUITA
VIA ONLINE COMMENT



Scott Thomas

TT is a crucial resource for all educators if they wish to reach and teach all students in a manner that values their identity, examine real issues facing our nation and children, and think critically their role in this world. In addition to the publication and subscription to email updates, I recommend Teaching Hard History and the Social Justice Standards. Teaching the Movement is also excellent!

VIA FACEBOOK

TELL US WHAT YOU THINK!

Have an opinion about something you see in *Teaching Tolerance* magazine or on our website? Email us at editor@tolerance.org with the subject line "Letter to the Editor." Or mail a letter to 400 Washington Ave., Montgomery, AL 36104.



Americans citizens in Guam, the U.S. Virgin Islands and Puerto Rico are not allowed to vote for president unless they move to the mainland.

— Public Radio International's
The World

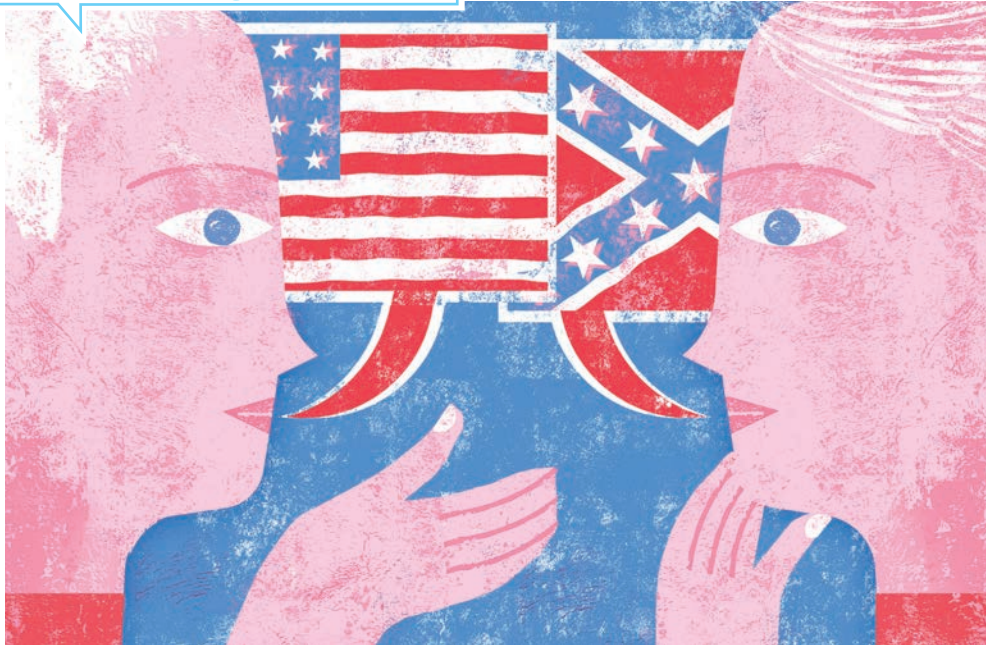


Monica @MissDalmia

I attended a Social Justice Teaching 101 Workshop. ... It was awe-inspiring to be in the presence of such passionate and dedicated educators.



Ask Teaching Tolerance



Q What are some strategies for working with students who come to my class with ingrained political ideologies and misconceptions about U.S. history?

Teachers usually figure out quickly that, when it comes to students who hold misconceptions, bombarding them with facts doesn't work. Often, this tactic backfires, resulting in students reaffirming their unsubstantiated beliefs. There are two ways a teacher could approach this dynamic that will support all students. First, start with primary sources. Providing a counternarrative with primary sources not only supports academic rigor but also provides a powerful look into the past from those who lived it. For example, a student who espouses a "states' rights" cause of the Civil War has a much harder time explaining that reasoning

when confronted with primary sources such as "The Cornerstone Speech" by Alexander Stephens or South Carolina's declaration for why it felt justified to secede from the Union.

A second way to engage students is to explicitly teach how to critically question a text. Move beyond the usual who, what, when, where and why. Instead, ask students to consider a couple of questions: Whose voice is being heard—or not heard—and how does this affect my understanding of the issue? Who is the author, and what is their relationship to this issue? These questions can help students more closely analyze texts, especially more recent texts they might encounter online.

I want to talk about voting in class, but I know that a number of my students have parents who are incarcerated or who are ex-felons. How should I handle it?

Don't shy away from bringing relevant topics to the classroom because of students' personal connections; these connections can provide an even more powerful learning experience for all students. In this case, you can introduce voting rights as a topic of inquiry. Have students share what they know and then research these questions: Who has the right to vote? Who doesn't? Why don't people vote? Why do people lose the right to vote?

After students have presented their findings,

they should do something with their new knowledge. Voting is one way to actively participate in our diverse democracy. So, challenge students to consider what they learned about why people don't vote. Then, have them create plans that will address ways to protect and strengthen voting rights and increase voter registration and participation. One student might focus on how ID laws can suppress voter turnout and create a public education initiative directed at policy leaders. Another student might focus on the movement to restore voting rights to those who were or are still incarcerated and create a campaign to get their state to restore such rights. The use of inquiry and action planning will allow students to engage in dialogue and share as they feel comfortable, without putting anyone on the spot.

ASK TEACHING TOLERANCE!

Need the kind of advice and expertise only Teaching Tolerance can provide? Email us at editor@tolerance.org with "Ask TT" in the subject line.

DID YOU KNOW?

Unmarried white women and free black men who owned a certain amount of property were allowed to vote in New Jersey between 1776 and 1807.

— Smithsonian.com



ARTICLE 2.14.18 // RIGHTS & ACTIVISM, SLAVERY, RACE & ETHNICITY

‘All Our Terrible and Beautiful History’

Teach American History as a Human Story

BY DAVID W. BLIGHT

In America, our preferred, deep national narratives tend to teach our young that despite our problems in the past, we have been a nation of freedom-loving, inclusive people, accepting the immigrant into the country of multi-ethnic diversity. Our diversity has made us strong; that cannot be denied. But that “composite nation,” as Frederick Douglass called it in the 1870s—a dream and not yet a reality—emerged from generations of what can best be called tyranny. When one studies slavery long enough, in the words of the great scholar David Brion Davis, “we come to realize that tyranny is a central theme of American history, that racial exploitation and racial conflict have been part of the DNA of American culture.” Freedom and tyranny, wrapped in the same historical bundle, feeding upon and making one another, created by the late 18th century a remarkably original nation dedicated to Thomas Jefferson’s idea of the “truths” of natural rights, popular sovereignty, the right of revolution, and human equality, but also built as an edifice designed to protect and expand chattel slavery. Americans do not always like to face the contradictions in their past, but in so many ways, we are our contradictions.

And a reader replied...

[Teaching Hard History is] something to share with any friends that teach social studies or American History. Of interest to anyone who has an interest in slavery and race relations, as well as the progressive development of this country.

READ THE FULL ARTICLE HERE:

t-t.site/humanstory

ARTICLE SPOTLIGHT

Check out some of our most talked-about posts. Go to tolerance.org and search for these headlines:



When Trivia Isn’t Trivial
BY KATHERINE WATKINS



Teaching Consent Doesn’t Have to Be Hard
BY BETH HOOVER



Let Día de los Muertos Stand on Its Own
BY LAURYN MASCAREÑAZ



“Families Are Such an Asset”
INTERVIEW WITH ELIZABETH KLEINROCK

DID YOU KNOW? DID YOU KNOW?

In Lawrence v. Texas (2003), the Supreme Court ruled that state sodomy laws—used to criminalize sexual encounters between same-sex couples—are unconstitutional.

– Lambdalegal.org



Catherine Alene teaches language arts at the Central Oregon Intergovernmental Council's alternative high school in Bend, Oregon.

When a Student Picks Up a Book

I was staying in a hotel. Not a nice hotel, just a hotel. The kind where the lamps are bolted to the bedside tables and the glasses beside the bathroom sink covered in plastic wrap ripped from the roll. It was a hotel in a town where I'd lived not too long ago. I'd taught there and had met kids with more and less than I'd ever known.

It was nearly 1 a.m. by the time I pulled into the parking lot. I went into the lobby and rang the buzzer to get a key to the room where dogs are allowed. That is who I was with: my black Lab. He needed to go out. I was standing, admiring the moon, waiting

on my dog to finish sniffing around the base of a tree, when I heard my name. I knew the voice but couldn't place it.

The shadow of a man bounded down the stairs from the second floor of the hotel. It wasn't until he stepped into the puddle of streetlamp light that I recognized him. This man had once been a boy who sat at a table at the back of my class—he and his younger brother, always side by side in jeans three sizes too big that hadn't made the acquaintance of a washing machine even once.

His life between then and now hadn't been good. His father still hit.

His mother had gotten better at forgetting how to cry. His brother wasn't so quiet anymore. He'd learned to yell. Just like Dad.

For this student, it had been meth that made ashes of his life, leaving him here, in this hotel. He could stay as long as he cleaned the parking lot. That's what the manager said.

He bent down to stroke my dog's ears. "Do you remember that book? The first one we read?"

I did. We'd gotten a classroom set. Brand new for kids who swore they never read.

"I got sent to GED after you left. I could see the library from my desk.

SHARE YOUR STORY

What motivates you to get up each morning and serve students in our nation's schools? We want to hear from you. Send your 600-word submission for the "Why I Teach" column to submissions@tolerance.org.

One day, I just went in and checked that book out. You know, the one we read?” He smiled, embarrassed. “I guess I didn’t really check it out. I kind of took it. I’ve still got it. Sometimes I sit down and read it. Did you know it was the first book I ever read all the way through?” He paused. “I guess I should take it back. Do you think I should?”

“No,” I said. “Keep it. That book is exactly where it should be.”

Teaching is hard. Working with alternative learners is even harder. I have been doing it for 10 years. My students struggle with housing and food insecurity, mental health issues and substance abuse. Given these challenges, I sometimes wonder if what I do as a teacher matters. What good will a book do a teen who doesn’t know where they’re going to sleep?

When I see former students, like the one I reunited with in that parking lot, I am reminded of how important a positive classroom experience is for our most vulnerable learners. At school, they can take risks and form connections. Seated at their desk with a book in hand, they are more than the circumstances that surround them.

I know the barriers that life has placed in front of my students will not disappear when they walk out of my classroom. Their lives will continue to be hard. My hope, however, is that when they pick up a book, they will remember what it felt like to succeed.

ARTICLE 4.25.18 // RIGHTS & ACTIVISM

Youth Voice and the Quiet Work of Teachers

BY T. ELIJAH HAWKES

I sat with myself and remembered why I do this work. It is not because I love the long hours or the emotional grappling I have to do with students to get them to focus on the material when their lives are falling apart outside of my classroom. And it is not entirely the realization that the events in Charlottesville and the emotional breakdowns of my students are linked. The type of oppression on public display there is the same type of systemic pressure that causes students to enter my classroom so heavily burdened, though they may not be able to name it.

I am in this work because I am a teacher. I reminded myself that the manifestations of hate like those we saw in Charlottesville—and those we continue to see in the workplace, in the media, and in our own (increasingly gentrified) communities—are really social illnesses. So I remember that I choose to view my work as art, as a form of healing.



And a reader replied...

This is the work of amazing, bold students who are inspired by the work of their amazing, underpaid teachers who burn with passion for teaching and learning, and who recognize hope in tomorrow’s children!

READ THE FULL ARTICLE HERE

t-t.site/quiet-work

DID YOU KNOW?

DID YOU KNOW?

ICE, or U.S. Immigration and Customs Enforcement, was formed in 2003 in response to the 9/11 attacks as a part of the Homeland Security Act of 2002.

– U.S. Department of Homeland Security

In Plyler v. Doe (1982), the Supreme Court ruled that it was unconstitutional to deny access to public education based on immigration status.

– American Immigration Council

Incarcerated people are allowed to vote in only two states—Maine and Vermont.

– National Conference of State Legislatures

Strong Connections

As an instructional technology coordinator at Life School, a K-12 charter school just south of Dallas, Texas, Knikole Taylor supports teachers as they bring technology into their classrooms. Because she sees technology as a tool for building community as well as knowledge, Taylor approaches her role as a combination of teacher advocate, technology champion and educational coach.

As an instructional technology coordinator, who do you work with and how?

I work with teachers and students from K through 12th grade with all things teaching and learning. ... One thing that we're working on right now is when we help teachers to use technology to allow our students to have a voice so that the things that they do in their classrooms don't die in their classrooms.

In your experience, what's the biggest obstacle teachers face when they want to share their students' work beyond the classroom?

I just always assume it's a lack of knowledge or lack of exposure. ... That's one thing that I've noticed—that when it comes to some of the more innovative technology or the exposure, a lot of those things in our Dallas area happen in the north. ... [On the south side], the suburbs of Dallas where we teach predominantly brown and black children, teachers are predominantly brown and black as well. A lot of those opportunities for learning and those areas or practices where companies will come—they'll have it [on the north side of the city], but it's not necessarily on the south side. So we've really worked and



Knikole Taylor is an instructional technology coordinator at Life School, serving Dallas and Ellis Counties in Texas.

been intentional on bringing a lot of those things to our teachers so they can be exposed and then expose our kids to them as well.

One of the things you've worked on with teachers is Ed Camp, which works to build communities of educators. Can you explain a little about that?

About six years ago, I was in a place where I was just kind of going through the motions of an educator. Someone on Twitter said, "Hey, you know, you could go to this Ed Camp." I looked

online and there's one that's four hours away, ... and on my way there, I thought, "We have to have this."

We hosted our first one, I think, about three years ago. ... The secondary teachers were on the second floor, the elementary teachers were on the third floor, and we just allowed them to just talk about the things that they feel like they needed to talk about.

After we had that Ed Camp, we had two of our school districts offer help: a chance to have a student Ed Camp [for] early-college high school

Lessons Learned

The lessons in our Digital Literacy Framework are grade-specific and address key areas in which students need support developing digital and civic literacy skills. Find the lessons at tolerance.org/frameworks/digital-literacy.

Choosing Reliable Sources

(Grades K–2)

In order to verify trustworthy sources, children study the importance of locating and questioning online information.

Understanding Online Searches

(Grades 3–5)

By learning about search algorithms, students will start to understand how an online search works and how to critically evaluate search results.

Social Media for Social Action

(Grades 6–8)

Students explore social activism online and debate about the usefulness of social media as a tool for genuine social change.

How Fair Use Works

(Grades 9–12)

After students discuss copyright laws and fair use, this lesson allows them to create their own projects demonstrating what these concepts mean.

[students]. ... It's just that model of allowing students to self-direct what they need and get it from each other. We've also had Ed Camps and used Ed Camp models for faculty meetings and professional development, so it has really caught on.

How do you use Twitter and other innovative technologies to strengthen your own practice?

I just started to connect with other educators who were similar to me, had some of the same goals and objectives as far as education. And really, I called Twitter a place to kind of vet it out as well as connect with people who were very different from me, to broaden our horizons and really to learn from other people. And to this day, that's generally what I use Twitter for. ...

As a teacher coach, I'm quick to tell [teachers] when they ask me something, "You know, I don't know." ... I've gone to Twitter so many times to say, "Hey guys. I don't know this, but I have a teacher who needs assistance with this. Can you help?"

I've met some amazing people. Teaching Tolerance, I found out about you guys via Twitter, EduColor—a lot of things that have benefited my work as an educator of color and really helped me to see my value as an educator.

What do you wish that educators knew or understood or believed

about the work you're doing?

I'm most passionate about helping educators ... to see the power and the value of their own voice, and not waiting on someone to tell them what they need to know. We teach because we love students and we want to change students, but I feel like it's deeper than that. And I really think that teachers can only find that when they truly find their own style, and they really connect with truly decent work and say, "This is what's really important to me and this is exactly what I want, that's important to be here."

So that's why my role as a coach is so important and so valuable—because the average teacher says, "Hey, you know, I found this, but I don't really know what it is" or "I don't really think I can do it." And I'm like, "Oh, yes you can! Let's do it!"

I think it's really powerful when teachers make that shift from idly sitting by and waiting for someone else to tell them what's important to just breaking down those walls and making those connections on their own. Because then it's reciprocal, and then you see them get the same things for their students, and that's ultimately what we want.

DOWN THE HALL

Know an excellent administrator, librarian or counselor we should interview? Tell us all about them at editor@tolerance.org.

FREE STUFF!

These web resources support and supplement anti-bias education—at no cost!

With interviews from student activists and allies organized into easy-to-follow FAQs, **Youth in Front** encourages students to civic action. It provides the information students need to protest, organize, build alliances and work toward a sustainable movement.

youthinfront.org

The app **We Read Too** recommends books written by authors of color and is appropriate for students of all ages. Users can browse within categories, search for authors or titles, or recommend new titles for review and inclusion.

wreadtoo.com

Youth Radio is a non-profit media company that features youth-produced journalism. Their site includes a page of "storytelling resources for educators," with lesson plans on topics such as podcasting, interviewing and writing a commentary.

yri.youthradio.org/for-teachers

The downloadable curriculum guides from **Oregon Humanities** offer opportunities for high school students to learn about social justice in units like "Good Hair: Exploring Identity and Questioning Expectations" and "Making Peace with Chaos: The Realities of Refugee Experiences."

oregonhumanities.org/curriculum-guides



How Much Do You
Know About Voting in
the United States?

Visit our Voting and Voices Page!

TT has gathered our best election resources on our Voting and Voices webpage. Visit the page for election-year classroom and professional development resources, information on our Voting and Democracy Grants, and materials for helping students lead voter registration drives! tolerance.org/voting



Pop Quiz

- True or False?** The U.S. Constitution guarantees every American citizen the right to vote.
- What percentage** of Americans report that they have never been asked to register to vote?
A. 30 percent B. 45 percent C. 60 percent
- In Ohio's May 2018 primary elections, **how many races** were tied or determined by one vote?
A. 4 B. 23 C. 59
- True or False?** A U.S. resident is more likely to be struck by lightning than to commit voter ID fraud.

ANSWER KEY

- False.** States are in charge of voting laws, and while constitutional amendments tell states what they can't do (deny the vote based on race, gender or age, for example), nothing in the Constitution tells the states what they must do (make sure all citizens can vote).
- C.** According to "Why Are Millions of Citizens Not Registered to Vote?" a brief by the Pew Charitable Trusts, "more than 60 percent of adult citizens have never been asked to register to vote, and the rate was nearly identical among individuals who are and are not registered."
- C.** The Ohio secretary of state reports that in 59 races and one local issue, elections were either tied or decided by one vote.
- True.** In the Brennan Center for Justice's report *The Truth About Voter Fraud*, Justin Levitt writes, "It is more likely that an individual will be struck by lightning than that he will impersonate another voter at the polls."

Vocabulary

► The Voting Rights Act of 1965

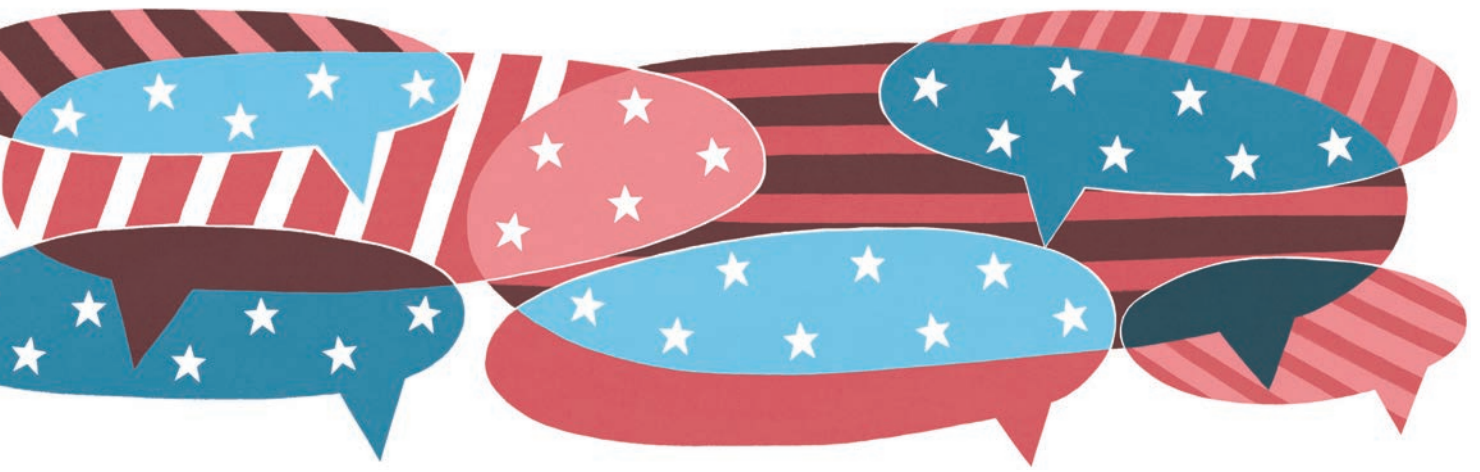
The Voting Rights Act of 1965 prohibited literacy tests as a barrier to voting; empowered the U.S. Department of Justice (DOJ) and federal courts to monitor problem jurisdictions; and, most importantly, required jurisdictions with a history of discrimination to receive federal approval before they could make any changes in voting procedures or requirements. These provisions stood—and were strengthened by Congress—until 2013, when the Supreme Court ruled in *Shelby County v. Holder* that it was no longer necessary to require DOJ approval for changes to voting procedures in these areas.

► Disenfranchisement

Disenfranchisement is the act of depriving someone of the right to vote.

► Gerrymandering

Gerrymandering is the practice of drawing districts with the goal of producing a particular election result. Gerrymandered districts divide communities to weaken their voting power and to protect the power of one political party.



How Do You Talk About Voting With Your Students?

Step 1

There are many reasons that people don't register or vote, and understanding how your experience compares to that of others is insightful on this front. Read through the "voting ease checklist" below; the more statements that apply to you, the easier it is for you to register and vote.

- I have been asked to register to vote.
- My state has automatic voter registration.
- My state has online voter registration.
- My state doesn't require excessive documentation to register to vote.
- It was easy for my grandparents to vote in my state.
- As a child, I accompanied my parent to vote.
- I have reliable transportation to my polling place.
- I've never been told I wasn't on the voting rolls when I've gone to vote.
- My state has same-day voter registration.
- I have never had to get an ID issued specifically for the purpose of voting.
- My state offers opportunities to vote early.
- My state offers opportunities for absentee voting or voting by mail.
- I voted in the first election in which I was eligible.
- I can take time off work to vote.
- I'm not disqualified from voting because of my citizenship status.
- I'm not disqualified from voting because I was convicted of a crime.

Step 2

Talk with students about voter registration and turnout. Explain that a majority of Americans probably won't vote in November. Share some key statistics: Around 40 percent of citizens don't vote in presidential elections. In midterm years, like 2018, that number climbs closer to 60 percent. One in 5 Americans isn't registered to vote.

Ask students to consider why people might choose not to register or vote. Share the voting ease checklist with them. (If you're comfortable, you can share your answers, too.) Ask students what they'd add to the checklist: What are some other reasons people might not register or vote?

To better understand how state laws can affect voter registration and turnout, look with students at Rock the Vote's "Voting Rights in ..." tool, which identifies each state as a "blocker," "slacker" or "leader" in voting rights based on 11 policy categories.

Step 3

Remind students of the importance of voter registration. In the last five presidential elections, the difference between the two main candidates was 2 percent in 2016, 4 percent in 2012, 7 percent in 2008, 2.5 percent in 2004 and 0.5 percent in 2000. If even half of unregistered Americans had registered and voted, they could have swayed the presidency for the last 20 years.

Work as a class to come up with counter-arguments to the three or four most popular reasons why people might choose not to register or vote. (The "Five Myths About Voting" poster available in this issue might offer some useful evidence for student arguments.)

Ask students to predict how the number of unregistered voters and nonvoters in your community compares to the rest of the country. Do they think your community will meet, exceed or fall below national averages? Return to the checklist and to student comments and discuss why they chose their answers.

Step 4

Assign students to conduct an informal poll. Outside of class, each student should poll five people they see regularly who are over the age of 18, asking the following questions:

- Are you registered to vote?
- Do you plan to vote?
- Why or why not?
- Why do you think people don't vote?

Step 5

Tally the results of the student survey. Have students compare their findings to national averages (80 percent would answer "yes" to question 1, 40 percent to question 2) and to your own class hypotheses about why people do or don't register and vote.

Ask students to write letters to those people who aren't registered or aren't planning to vote. In their letters, they can explain both why people would be reluctant to vote and why voting is important. Have them return to the adults they surveyed and give those adults a letter and a voter registration form.

You can't tell the story of the United States
without talking about lynching.

RECOMMENDED
FOR GRADES

9-12

AN OUTRAGE

A FILM BY HANNAH AYERS AND LANCE WARREN

VIEWER'S GUIDE NOW AVAILABLE

Download the accompanying viewer's guide for activities and lessons that support teaching about this difficult subject matter.

OUR 33-MINUTE DOCUMENTARY, *AN OUTRAGE*,
IS AVAILABLE TO SCHOOLS EXCLUSIVELY
THROUGH TEACHING TOLERANCE.

For decades following the Civil War, racial terror reigned over the United States, claiming thousands of black lives. Lynching—an extralegal system of social control—left in its wake a pain that still lingers. Help your students understand how this terrible legacy affects individuals, communities and institutions today.

AVAILABLE FOR STREAMING ONLY AT [TOLERANCE.ORG/OUTRAGE](https://tolerance.org/outrage)



The Book of Matthew

A Tribute to Matt Shepard, 20 Years Later

BY CORY COLLINS ILLUSTRATION BY PETER HOVARTH

HOW MATT BECAME MATTHEW

IN THE FIRST HOUR OF OCTOBER 7, 1998— as the windchill dipped into the 20s and clear skies allowed the stars to break apart the darkness—this much remained true: Most of the world had never heard of Matt Shepard. And he was alone.

The detail most often cited to underscore the brutality of what he'd been through is the blood. According to the people who first saw Matt's unconscious body, his face was covered in it, his skin visible only in the tracks left by his tears. But there's another detail that truly illustrates how much Matt endured: His own mother didn't recognize his face, but for the telltale bump on his left ear and the blueness of his half-open eye, piercing through bruise, blood and bandage.

As if he had wanted to see her one last time.

Yet, by the first hour of October 12, 1998—as Matt Shepard died in his bed at Poudre Valley Hospital in Fort Collins, Colorado, having never come out of his coma—something had changed: People in every corner of the country had seen his face. And he had become a catalyst.

The victim of a crime that demanded reaction.

Just after midnight on October 7, at the Fireside Lounge in Laramie, Wyoming, Aaron McKinney and Russell Henderson had offered Matt a ride. According to police and prosecutors, they lured Matt with the intent to rob him, perhaps by pretending to be gay. McKinney's confession would later include repeated references to Matt as a “queer”—as “that fag.”

They took him east of Laramie. And they brutally beat him. According to the autopsy report, Matt suffered about 20 blows to the head from a .357 Magnum. His attackers tied his wrists to a crude wooden fence, took his shoes and wallet, and left him for dead.

Matt held on as long as he could. Only after a cyclist stumbled upon him—famously mistaking

the 5-foot-2 figure for a fallen scarecrow—did Matt receive transport to a hospital; he arrived there 21 hours after the attack. It took another 43 hours for his parents to get to him from Saudi Arabia, where they were living. Matt died three days after their arrival.

Meanwhile, national media outlets descended on Laramie. Any household that tuned in to the news saw Matt's cherubic face. In that face, some viewers saw themselves, vulnerable to attack. Others saw their complicity and silence staring back at them.

Matt's death marked a beginning. Two days later, a vigil in Washington, D.C., drew thousands of people. Lawmakers and celebrities spoke out, demand-

ing better laws, an end to violence, and an awareness that gay people not only exist but deserve to have their humanity respected. In the coming days and months, Matt's funeral and his assailants' trials garnered national attention, thrusting opposing groups into the spotlight. Followers of Fred Phelps's Westboro Baptist Church protested both Matt's funeral and McKinney's trial with hateful signs, determined to depict Matt as a symbol of sin. At the trial, a group of Matt's supporters—led by his friend Romaine Patterson—dressed as angels, shielding the Shepard family from the disturbing words and images.

In his statement to the court during McKinney's trial, Matt's father Dennis Shepard would later say, “Matt became a symbol, some say a martyr, putting a boy-next-door face on hate crimes. That's fine with me. Matt would be thrilled if his death would help others.”

On December 1, 1998—what would have been Matt's 22nd birthday—Judy and Dennis Shepard incorporated the Matthew Shepard Foundation, a nonprofit education and advocacy program that has worked tirelessly to champion better hate-crime laws and better reporting and investigation of them. It has since created a suite of resources for LGBTQ youth and inspired allies around the world to take action.

Ever since, we've been reminded—even now, 20 years after his death—that Matthew Shepard changed the world. In some ways he never left; his legacy lives on in the work carried out in his name.

“What he held in his heart was equity and equality. Even on the playground, playground bullies were what he hated the most and he would try to arbitrate. ... He never understood why people felt the need to bully someone else.”

—Judy Shepard, mother of Matt Shepard and co-founder of the Matthew Shepard Foundation

THE WIND PASSED THROUGH WYOMING AND HELD YOUR NAME

BY CORY COLLINS

On a Wednesday night
they found you,
tied to a two-post fence on a two-rutted road,
your straw-colored hair painted red.
Your body stuffed
with swallowed blood.

Your body—
unmoving,
barely held together,
so broken and still
the passing cyclist
struggling through deep sand
nearly mistook you for
an effigy.
But you drew breath,
and kept the birds at bay.

I wonder if you held on to life
so you could breathe it into the wind.
That wind that connects
all of the “funny” children,
the “beat-of-their-own-drum” children.

The wind we breathe in at birth
and exhale in the exact moment
we are reminded what we are.

The wind that Rebecca Wight[∞] felt on
Dead Woman’s Hollow—
before five bullets hurt her lover,
before the seventh bullet hit her liver.

The wind that cooled the concrete
on a summer night in Jackson Heights,
where three skinheads brought a hammer
to a schoolyard;
where Julio Rivera[∞] took his last.

The wind passed through Wyoming,
and held your name.
We still hear it when it soughs
through the trees—
us children still standing
in this forest where those trees
fall, but don’t always
make noise.

The wind left your lips,
Hopecrow,
and caressed cheeks
that should have been kissed:

I hope that
Billy Jack[∞]
Steen Fenrich[∞]
Fred Martinez[∞]
Gwen Araujo[∞]
Sakia Gunn[∞]
Scotty Joe Weaver[∞]
Lawrence King[∞]
Angie Zapata[∞]
Paige Clay[∞]
Giovanni Melton[∞]
and her
and him
and them
and them[∞]
breathed in the love
you whispered into the wind
before breathing out life,
and passing it on.

Like a love note
signed by those who hope
their name
is the last.

And I dream that you all
will rise again
from the ashes
of the UpStairs Lounge[∞];
that you will breathe again
through Pulse’s[∞] bullet holes;
your own heartbeat
restored,
and allowed to love—
untethered.

Where there are no fences.

[∞]Google them.
Write their names in stone.
And trace them.
Hold the wind inside your hands.
And embrace them.

ARE WE BETTER NOW?

Matt’s death cut deep. For the LGBTQ community, he was the worst that could happen to them. For parents, he was the all-American son they could have—or should have—loved. For homophobes, he

was their worst fear: a sympathetic figure. They all attached themselves to Matt and helped create the man we know as Matthew Shepard: a symbol, a martyr, a catalyst for a cause.

“A profound sense of injustice for Matt is, I think, what drives [Judy and Dennis], because they are acutely aware of how bright he was, [and] what his ambitions were in the areas of human rights and civil rights, which he was very passionate about. They feel like they’re carrying out the work that he was destined to do.”

—Jason Marsden,
executive director of
the Matthew Shepard
Foundation

Before Matt’s death, violence against LGBTQ people—when it wasn’t state-sanctioned—had largely gone under the radar. The AIDS crisis had been dismissed by many people as a side effect of the gay “lifestyle.” With so little pop-culture representation, so little access to unbiased information and so little access to queer communities, it was easy in 1998 for LGBTQ people to feel—and be—ignored.

A generation has passed since we lost Matt Shepard. We are a world away from the world he knew. But violence against the queer community continues to occur. Many young LGBTQ people still do not feel safe.

Tracking violence against LGBTQ people then and now remains difficult. Before

FOUR WAYS TO BRING MATT TO YOUR CLASSROOM

the landmark Shepard-Byrd Act of 2009, violence based on gender identity was not considered a hate crime. Due to this, violence against transgender people remained unrecorded. Even now, the voluntary system of reporting hate crimes to the FBI is inadequate. The most recent FBI data details hate crimes committed in 2016. We know the 1,076 reported hate crimes that targeted victims due to their sexual orientation—and the 124 crimes committed based on someone’s gender identity—represented but a fraction of the violence enacted against queer people across the country.

Cynthia Deitle, a former FBI agent and currently the Matthew Shepard Foundation’s programs and operations director, says that systems of accountability are broken.

“It’s lack of reporting; it’s counting too many things too many times; it’s not reporting when you should; it’s misidentifying the biased motivation if you’re the police officer,” she says. “It’s a whole host of breaks in that circle that need to be fixed.”

There is some evidence to suggest that the number of physical assaults targeting LGBTQ kids at school has decreased since Matt’s death. In 2001, GLSEN’s National School Climate Survey found that more than 20 percent of LGBTQ students had been physically assaulted because of their sexual orientation. By the 2015 survey, the figure was 13 percent. The portion of those students who said they felt unsafe at school went from 68.6 percent to 57.6 percent in that same time span.

But violence still looms over the lives of many LGBTQ kids. A 2018 Human Rights Campaign report revealed that more than 70 percent of LGBTQ students had heard verbal threats because of their identity; 3 in 10 experienced physical threats. More than 1 in 10 had been sexually attacked or raped.

The Shepards know that these kids live in a reality that’s different from Matt’s. But in the face of pushback against LGBTQ rights and acceptance, the Shepards also know that these kids deserve better.

Discussing Matt’s story in your classroom can help non-LGBTQ students better empathize with the struggles and strengths of their LGBTQ classmates. It can also help LGBTQ students see themselves in your curriculum and learn about the resources available to them.

PROLOGUE AND EPILOGUE

THE LIFE AND LEGACY OF MATT SHEPARD

DECEMBER 1, 1976 Matthew Wayne Shepard is born in Casper, Wyoming.

MAY 1995 Matt graduates from the American School in Switzerland, mere months after surviving a violent assault and rape during a school trip to Morocco.

SUMMER 1998 Matt moves to Laramie and enrolls at the University of Wyoming after brief stints at Catawba College in North Carolina and Casper College in Wyoming. He chooses to study political science and foreign relations.

OCTOBER 7, 1998 Matt is brutally beaten by Aaron McKinney and Russell Henderson, who leave him tied to a fence not long after midnight. Matt isn’t discovered until 6 p.m.; he is admitted into a hospital sometime after 9 p.m., approximately 21 hours after his assailants had left him.

“As an [FBI] agent that worked these violations, I knew we had no jurisdiction to help them, and that was quite crushing.”

—Cynthia Deitle

OCTOBER 12, 1998 Matt succumbs to his injuries, dying just after midnight. The University

of Wyoming’s long-planned Gay Awareness Week begins.

OCTOBER 14, 1998 A vigil in Matt’s honor is held on Capitol Hill in Washington, D.C. It draws thousands of people, including celebrities and lawmakers. Among the speakers is an emotional Ellen DeGeneres, whose TV show had been canceled that April, less than a year after she came out.

“I’m so pissed off. I can’t stop crying. ... This is what I was trying to stop. This is exactly why I did what I did.”

—Ellen DeGeneres

OCTOBER 16, 1998 Matt’s funeral is held in Casper, Wyoming.

DECEMBER 1, 1998 The Matthew Shepard Foundation is incorporated.

APRIL 6, 1999 Russell Henderson pleads guilty to the murder and kidnapping of Matthew Shepard and is sentenced to two consecutive life terms in prison.

NOVEMBER 5, 1999 A day after Dennis Shepard delivers an emotional statement, Aaron McKinney is sentenced to two consecutive life sentences.

FEBRUARY 26, 2000 *The Laramie Project*—a play by Moisés Kaufman and members of the Tectonic Theater



Here's how you can do it:

1. Matthew Shepard Foundation resources

The Matthew Shepard Foundation offers several opportunities for schools and educators to take advantage of its expertise and resources. These range from affordable speaking engagements to its guide *Commemorating the Life of Matthew Shepard: Supporting LGBT Students*, which includes lessons and discussion guides for telling Matt's story. The team also offers to video conference with classrooms for Q&As or discussions.

2. The Laramie Project

Bring *The Laramie Project*, one of the nation's most-performed plays, to your school's stage or to your English and history classrooms. The Matthew Shepard Foundation provides supplemental resources, including photography, video, historical context and

post-show conversations via Skype. English students can explore such themes as who gets to tell this story, who is notably absent, and the relationship between place and perspective. History students can place the story within the context of hate crimes and civil rights martyrs throughout U.S. history.

3. Matt Shepard Is a Friend of Mine

Educators can stream or show *Matt Shepard Is a Friend of Mine*, a documentary by Matt's close friend Michele Josue. The film not only provides a nuanced, empathy-inspiring biography of Matt but also situates his death within the history of LGBTQ history

and hate crimes, allowing for a broader discussion about Matt's influence.

4. October Mourning

On October 12, 1998—the day Matt died—author Lesléa Newman arrived in Laramie, where she was scheduled to be the keynote speaker for the University of Wyoming's Gay Awareness Week. Matt's murder inspired her to write *October Mourning: A Song for Matthew Shepard*, a book of 68 connected poems about Matt, the circumstances of his death and its impact. The poems are for young readers, and the book's appendices include explanations of the different poetic forms used and additional resources to guide students. ♦

Collins is the senior writer for Teaching Tolerance.

“There’s a generation of advocates and activists that I don’t know would have gone down that path, had they not witnessed what happened to Matt. ... Those people are now in the corporate world. They are educators. They are parents themselves. ... Those folks are now the influencers. Change is coming, and Matt opened the door. Matt’s story opened the door.”

—Judy Shepard

GETTY IMAGES

Project—premieres in Denver, Colorado. Based on interviews conducted in Laramie after Matt's murder, the play has since been performed for more than 30 million people.

“The Laramie Project was transformative to so many people who participated, either in the production or even as an audience member.”

—Judy Shepard

MARCH 30, 2000 Iowa Governor Tom Vilsack announces the Matthew Shepard Scholarship Program, annual full scholarships for LGBTQ high school seniors who'll be attending Iowa state schools. (Scholarships across the country—from Baruch College in New York City to Los Medanos College in

Pittsburg, California—now bear Matt's name.)

MARCH 27, 2001 The first attempt at hate crime legislation that specifies sexual orientation is sponsored by Massachusetts Senator Edward (Ted) Kennedy and fails in the U.S. Senate.

JANUARY 10, 2002 The film version of *The Laramie Project* premieres at the Sundance Film Festival. Later featured on HBO, it receives four Emmy nominations.

“I don’t think [recent gay rights advances] would have happened in the way and in the pace that they did without Matt’s story galvanizing so many hearts.”

—Jason Marsden

OCTOBER 12, 2009 On the 11th anniversary of Matt's death, the script of *The Laramie Project: Ten Years Later* premieres, with more than 100 readings taking place across the United States and in 14 different countries.

OCTOBER 22, 2009 Congress passes the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act, an expansion of existing U.S. hate crime law. Among other things, the law redefines hate crimes to include those motivated by a victim's sexual orientation, gender identity or disability.

OCTOBER 28, 2009 President Barack Obama signs the Shepard-Byrd Act into law.

“Right away, we had greater jurisdiction to investigate hate crimes

against a protected class we had otherwise denied for decades. ... It's never lost on me how powerful Matt's case was to so many people and how one set of parents could change the law in such a dramatic way.”

—Cynthia Deitle

OCTOBER 4, 2013 Matt's childhood friend Michele Josue debuts her documentary *Matt Shepard Is a Friend of Mine*. It goes on to receive wide critical acclaim and a 2016 Daytime Emmy Award.

MAY 13, 2015 The city council of Laramie, Wyoming, passes an ordinance that prohibits employment, housing and public-facility discrimination based on sexual orientation or gender identity.



NEW

Teaching Tolerance
{SNEAK PREVIEW}

LGBTQ

BEST PRACTICES

GUIDE

We've learned a lot in the last few years about what LGBTQ students need to thrive.

This excerpt from our brand-new guide offers insight into how even small policy adjustments can make a big difference in the lives of queer and nonbinary students.

BY CORY COLLINS

TO FEEL SAFE and to feel seen. To feel valued and to feel capable of growth. These are simple concepts—basic pillars of student achievement and the results of good pedagogy.

For many LGBTQ students, these rights remain out of reach.

According to data from GLSEN—an organization that provides resources, research and advocacy in support of queer youth—more than half of LGBTQ students feel unsafe at school. Fewer than 25 percent of those students see positive representations of queer people in their classrooms; more than half hear negative remarks about their sexuality or gender identity from school staff. And due to these and other circumstances, LGBTQ students are more likely to miss school, experience homelessness and see their grades suffer.

There is also much hope, but hope requires action. For the LGBTQ students who go to school in a fully inclusive environment—where both curriculum and schoolwide policies value their identities—we see more positive outcomes. These students experience less harassment, feel more valued by school staff and face fewer barriers to success.

We also know that an LGBTQ-inclusive school benefits *all* students. Seeing LGBTQ identities valued in the classroom, in the curriculum and in day-to-day interactions inspires empathy, understanding and respect. The overall school climate is safer. The lessons on history, literature and culture are more complete. And the dangerous expectations of performed gender roles—from the mask of suppressed emotional expression placed on boys to

the unrealistic beauty standards facing girls—can give way to a culture that values all students.

With our new guide *Best Practices for Serving LGBTQ Students*, we hope to help more schools adopt pedagogy and practices that can help all students feel safe, seen and capable of success. Read this excerpt, download the full guide and be a voice for change in your school this year!

Policy Checkup

Policies do not only reflect a school's rules and expectations; they reflect its priorities. Like a budget, a policy reveals just as much by what it leaves off the page. It's time that more schools put LGBTQ kids on the page—and in doing so, put LGBTQ kids in a position to feel safe in the classroom and the bathroom, at prom and at practice.

School leaders who champion inclusive policies set the tone for entire districts and schools. But sometimes, educators don't realize how policies that sound standard or fair on the surface can marginalize or discriminate against LGBTQ students. The following examples point to aspects of school that can be tough for kids with queer identities—and offer ways to both follow the law and create more inclusive, fairer policies.

Know Your Students' Rights

Creating more inclusive policies begins with an understanding of students' basic rights, as determined by both the law and educational best practices. These rights serve as the backbone to the policies that follow, and they arm school leaders with a legal and moral defense against backlash. All educators—and students themselves—should know that these rights are guaranteed to kids who attend public schools:

- **No matter what sex a student was assigned at birth, they have a right to express their gender as they wish.** While students must follow basic dress codes—e.g., no profanity or pornography on T-shirts—they cannot be forced to align with gender-specific guidelines. If students have to wear a drape or tuxedo for their senior portraits, the choice between those two styles of dress is the student's to make, regardless of assigned sex. The same is true of hair length, makeup, prom attire, jewelry, footwear and so on. This even extends to non-tactile forms of expression, such as mannerisms and voice. Gender-specific guidelines based on a student's assigned sex violate a student's rights to freedom of expression. As long as one student can wear an outfit without breaking rules, so can another.



Students from a local GSA participate in the Miami Beach, Florida, Ocean Drive Gay Pride Parade.

- **Students have a right to be free from discrimination or harassment based on religious views.** Be it from a fellow student, teacher or school leader, LGBTQ students in public schools have the same rights as their peers. The right to freedom from religious persecution extends to making sure students can't be denied equal access to safety and opportunity due to someone else's religious beliefs.

- **Students have a right to express LGBTQ pride.** School officials can restrict student freedom of expression only in certain circumstances. But if your school's dress code allows students to wear T-shirts with slogans or pictures, it's unlawful for your school to ask a student to take off their shirt just because it endorses LGBTQ pride or makes a statement about one's LGBTQ identity.

- **Students have a right to form GSAs.** If your school permits other student clubs, then it should allow students to form and publicize a Gay-Straight Alliance (GSA). As long as that GSA complies with rules your school sets

up for all student clubs, it must be treated accordingly.

- **LGBTQ students have a right to attend proms, field trips and dances.** Students cannot be denied equal access to school events or school learning opportunities because of their identities. Students also have the right to take a same-gender date to school dances as long as their date satisfies all the same requirements that apply to different-gender dates, such as age limits.

- **Students have a right to access facilities and opportunities that match their gender identity.** This includes bathrooms, locker rooms and gender-specific activities.

- **Students have a right to an education free from harassment and to have harassment treated seriously.** Public schools must address harassment or bullying that targets LGBTQ students with the same vigor and process they would

use in a case of harassment against any other child. Ignoring harassment and bullying is a violation of Title IX.

● **LGBTQ students have a right to privacy and, thus, a right not to be “outed.”** Even if people within the school know about a student’s sexual orientation or gender identity, educators cannot disclose a student’s private information without consent. Outing LGBTQ students has led to tragic, even fatal consequences, and violates their constitutional rights.

● **LGBTQ students have a right to be “out.”** Educators can always ask students to stop disruptive speech—in the classroom during a lecture, for instance. But schools cannot tell a student not to talk about their sexual orientation or gender identity while at school.

Schools that successfully put these rights into practice and policy provide an environment where LGBTQ students can succeed, feel supported and have access to the same opportunities as their peers.

Anti-bullying/Harassment Policies

Research shows that LGBTQ students in schools with inclusive policies are less likely to experience harassment and more likely to advocate for themselves in the event that they do. Naming LGBTQ identities within the policy is therefore paramount in promoting physical safety in your school. An inclusive policy:

● **Includes gender identity, gender expression and sexual orientation** (actual or perceived) as protected, immutable identities, alongside race, religion, ethnicity, disability and so on. Unfortunately, this isn’t possible in South Dakota (as of 2018), where naming protected groups in anti-bullying policies is illegal.

● **Lays out a clear expectation that all incidents of bullying will be investigated seriously.**

● **Lays out a clear expectation that staff will intervene** to stop all forms of bullying and harassment, and will report incidents when they occur.

● **Includes digital harassment** within the scope of potential investigation and punishment, as students often face the worst bullying from peers while online. According to GLSEN, nearly half of LGBTQ students face cyberbullying—a persistent threat that cannot be ignored by schools just because it sometimes occurs “off school grounds.”

● **Makes it clear that students and educators will be held responsible** for bullying behavior and protected from harassment.

Most importantly, these inclusive policies must be known. A policy only has an impact if it’s read. Make sure students, educators and the school community not only have easy access to the anti-bullying policy, but that it’s made visible to them from the beginning of the year. This will help LGBTQ students feel safer and valued. And this will clearly articulate the expectations to all students and educators.

Bathroom and Locker Room Access

Students should have access to bathrooms, locker rooms and other gender-specific spaces that best match their gender identity. Basing bathroom access on assigned sex can have dangerous ramifications for students whose gender expression does not match their assigned sex. According to a survey from UCLA’s Williams Institute, 68 percent of transgender people faced verbal harassment while in the bathroom; nearly 10

percent endured physical assault. Those who fear such harassment will often not go to the bathroom at all, risking their physical health. Meanwhile, intersex students are caught in the crosshairs of a debate that forgets them entirely. Biological or birth certificate criteria might force them to use facilities that do not correspond with their gender expression.

Instead, school leaders can make clear policy stating that students can use facilities that correspond with their gender identity.

A common pushback educators may hear from parents is, “I am (or my child is) uncomfortable being in the bathroom with a transgender student.” Be prepared to respond. Point out the difference between accommodation and discrimination. If someone is uncomfortable being in a shared space—for whatever reason—give them the option of a more private facility. Just remember that their discomfort isn’t justifiable cause to force another student to use a different bathroom or locker room. A gender-neutral or single-stall bathroom can be made available to any student—LGBTQ or not—who desires more privacy. If such a facility is available, make sure students know they have the option. At primary, public-use bathroom locations, post a map that points to where students can find the single-stall or gender-neutral bathroom.

A comprehensive policy check-up should also include evaluating the inclusiveness of your school’s sports policies, dress code and sex education curriculum. Learn more about all these policies—and much more—in the full version of our new *Best Practices for Serving LGBTQ Students*. tolerance.org/lgbtq-guide ♦

Collins is the senior writer for Teaching Tolerance.

IMAGINING A WORLD WITHOUT WHITE SUPREMACY

Meet two innovative educators who help students face their communities' painful histories and envision brighter futures.

BY JEY EHRENHALT

When the Teaching Tolerance Educator Grants program launched in 2017, we wanted to support educators in embedding anti-bias principles throughout their schools, creating affirming school climates and educating youth to thrive in a diverse democracy.

An important aspect of this work is meaningfully addressing the ways in which racial injustice grounds American history *and* our present.

This year, two educators who received Teaching Tolerance Educator Grants braved the topics of white supremacy and racial injustice in their classrooms and tied the roots of those topics to the lived experiences of people of color today.

While one class thought creatively about Confederate monuments in their city, the other explored racism and privilege in a thematically designed curriculum. Both projects modeled the power of student voices to shift the narrative about race in the United States, and to enact change in their communities with curiosity, solidarity and strength.

New Orleans, Louisiana

When New Orleans Mayor Mitch Landrieu ordered the removal of four Confederate monuments from his city in 2015, he announced a public process to determine their replacement. Amy Dickerson, a third-grade teacher at Homer A. Plessy Community School, wanted to give her students a voice in the decision. Two-thirds of Homer A. Plessy students identify as people of color; 57 percent are African American. Dickerson intended for her students to write persuasive essays on how



Lee Circle in New Orleans, Louisiana, was home to a statue of Confederate General Robert E. Lee until it was removed in May 2017. Amy Dickerson's students suggested monuments to be erected in Lee's place as part of her Educator Grant-funded project.

to reimagine the public space of Lee Circle, where a statue of Robert E. Lee had been removed.

But first she needed to provide historical context. Louisiana state standards offered scarce guidance, with no mention of slavery until fifth grade. She decided to traverse the terrain on her own, being careful not to shelter her students from the truth while

presenting the information in an age-appropriate manner.

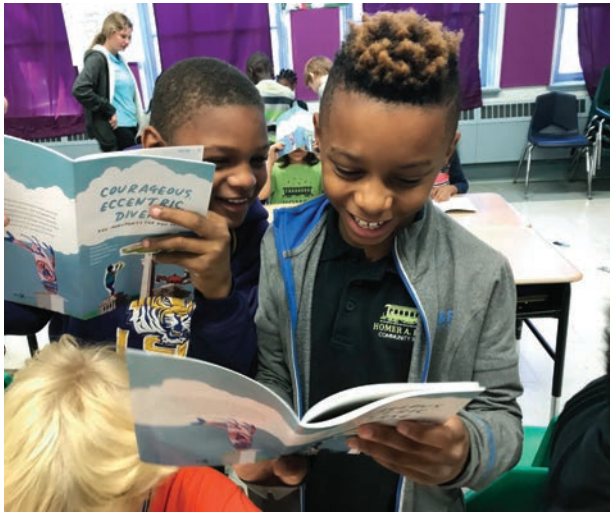
“It was interesting for me to navigate through the material because they are third-graders and haven’t been exposed to that history yet,” she recalls. “So we talked about how slavery began, what people thought about it, how and why the Civil War began, and important figures in the civil rights movement. I tried to tie it all together in a way that made sense to them.”

Dickerson did not dwell on the controversy about Confederate monuments, as the statues had already been taken down. She instead focused on the question of what should replace them. This tactic, she says, helped build community investment.

Christina Kiel, mother of one of Dickerson’s students, initially hesitated at the thought of discussing the topic at an early age. “When I first heard about it, I was excited,” she says, “but I was

Educators can use their Teaching Tolerance Grants to fund projects for their classrooms, to start initiatives in their schools and to embed anti-bias programs throughout their school districts. Awards range from \$500 to \$10,000 and help students develop strong identities, honor diversity and think critically about injustice.

Grants are awarded on a rolling basis. Visit tolerance.org/grants.



Students in Amy Dickerson's third-grade class delight in seeing their essays and drawings published in a book.

also really nervous. I thought, 'How do you talk to third-graders about Confederate monuments without indoctrinating them into your political views?'" Overall, however, Kiel supported the project. "There's really no way of making this pretty," she recalls. "You have to learn about it."

After visiting the sites where the monuments once stood, Dickerson led her students in an open inquiry about their symbolism. "This man was a general in the Confederacy," Dickerson told her students. "[H]ow does it make you feel to know people didn't want that taken down? That they wanted to continue to celebrate that person?"

Students explored the complexities underlying the simplistic narrative of good and evil and concluded that no history is black and white. Instead, they determined that the past transpires in shades of gray. "[Confederate leaders] might have done good things in other ways," Dickerson's students speculated. Eventually the class decided that, while the men honored by Confederate monuments may not have been wholly bad people, the monuments themselves represented exclusionary ideals.

Students then considered how to inclusively represent New Orleans' identity. They worked with 826 New

Orleans, a national network of nonprofit youth writing and publishing centers. Tutors from 826 conferred with students about their ideas, research and writing. Students illustrated their proposed monuments, mounting their drawings on photographs of the empty spaces where the Confederate monuments once stood. The class' selections ranged from alligators, beignets and crawfish to artists, civil rights activists and Solomon Northup, a free black man who famously wrote about being abducted into slavery. Students published their work in a book they titled *Courageous Eccentric Diverse: New Monuments for New Orleans*.

Upon the book's publication, students read their pieces at a community brainstorming session for selecting new public monuments. One student wrote about local artist George Rodrigue and presented the book to Rodrigue's widow, Wendy, when he spotted her in attendance. "She looked at it, started reading it, and she just started crying," remembers Dickerson. "The student saw his impact. He saw that his words have power and meaning."

Floyd, Virginia

Jenny Finn lives in Floyd, Virginia, a one-stoplight rural Appalachian town with 425 residents. After moving to the area several years ago, she heard about black residents feeling unwelcome. When numerous Confederate monuments were being taken down in the region, for instance, the town circulated a petition to keep their Confederate monument outside the courthouse. Finn says when high

school students flew Confederate flags from their trucks parked in front of school, no one commented.

Finn explains that overt racism has occurred in Floyd, like when a white teenager shouted, "White power!" at an African-American student on school grounds. Yet more common, she says, are the subtle racial tensions, which are as persistent as they are insidious. "It's shoved down underneath," she says. "Kind of like the rest of our country."

To start a discussion about race in her community, she created a course called *Courageous Conversations: A Course on Race, Racism and White Privilege and the Role of Creativity in Transformation*. She implemented the curriculum at Springhouse Community School, where she is the head of school and a teacher. The 99 percent white micro-school (a modern equivalent of a one-room schoolhouse) serves students in grades 7–12.

Finn strove to cultivate a culture of discomfort from the outset. "If you want to be comfortable, things will continue in the way that they have," she told her students. "To be a citizen of this country who cares about everyone in it, you're going to have to take on some discomfort."

Finn's students completed the "Difficult Conversations" self-assessment in the Teaching Tolerance guide *Let's Talk!* to initiate reflection. They composed a list of their vulnerabilities when it came to talking about race, such as, "I'm overwhelmed by the complexity," "I don't have it all figured out" and "I'm scared I might be racist."

Next, the class dove into a firsthand history lesson about white supremacy. With the help of the TT grant, they traveled to Charleston, South Carolina, where they visited the Slave Dwelling Project—a program that brings together historians, writers, educators and legislators to document and preserve dwellings of enslaved people. Students spent the night in restored slave quarters on the Magnolia Plantation and learned

about the dwellings' history from the project's founder, Joe McGill. Rather than engaging students in a simulation, the project focused on remembering the past and preserving these spaces.

The class met with a historical scholar at the Old Slave Mart Museum, a site where enslaved people had once been sold. They also met with Cleveland Sellers, a survivor of the 1968 Orangeburg Massacre—an act of police violence against segregation protesters. Students completed research projects related to a site they had visited in Charleston.

With historical grounding in place, the class turned its attention to allyship. Finn emphasized the importance

predominantly African-American Mt. Zion Christian Church in Floyd. Congregation members spoke about being black in Floyd County and about the town's potential to overcome its racial divide. One couple retold their experience as the first black members of the town's rescue squad. When students asked if they had encountered racism while entering people's homes, they replied, "Honestly, there were a couple of times when we were coming into somebody's house, and you've got people who are hurting and they're asking if there's anybody white they can call."

"It gave the students pause," recalls Kevin McNeil, the church's pastor. "For them it was like, 'Wait a minute.' You hear about things, you see them in movies, but to have somebody sitting there in front of you—that makes it very real. It makes it live in your moment."

The conversation series ended with a community potluck. "We had fellowship together," remembers McNeil. "We experienced a very spiritual moment where people who would not normally be found together were singing together, laughing together."

Finn's curriculum exemplifies her profound investment in mutual partnership. "Her commitment to the exposure of truth is remarkable," recalls project collaborator Shana Tucker. "It's infectious. Her integrity is transparent. She brings all of that in when she asks, 'Will you participate in this with me?' That makes it very easy to say yes." ♦

Ehrenhalt is the school-based programming and grants manager for Teaching Tolerance.



Jenny Finn's Courageous Conversations students travel to Charleston, South Carolina, to visit the Old Slave Mart.

of listening and standing beside—not in front of—those experiencing the effects of racism and white supremacy. "Can we as white people develop the skills to listen to people of color? To those who are having a different experience in this country?" she asked her students. She led students in lessons about the pitfalls of colorblindness and "reverse racism," exploring people's tendency to evoke these notions to avoid honest discussions about race and racism.

The semester culminated with a series of conversations hosted at the

TT Grants in Action!

Love Your Magic Conference

Massachusetts educators organized a conference focused on self-love, empowerment, self-advocacy and sisterhood for black and brown girls.

The Social Construction of Normalcy

In Charleston, South Carolina, third-graders and their families read children's books with diverse characters and wrote to each other about what was being perceived as "normal" in the stories.

Housing Injustice in NYC

High schoolers worked with professional photographers and journalists to investigate local housing injustice, then presented their findings at a public symposium.

Humans at the Border

Student activists created a photojournalism project to investigate the collision of politics and culture at the U.S.-Mexico border.

Art for Dreamers

In Chicago, high school students created art to affirm immigrant, refugee and undocumented students; sold their work; and donated the proceeds to a scholarship fund for undocumented students.

Inclusive Playground

A school in Arizona adapted its playground to be wheelchair-accessible so that all students could enjoy it.

Read more about these TT-funded projects at [teachingtolerance.org](https://www.teachingtolerance.org)



BALLARD
COUNTY
KENTUCKY

EAST BATON ROUGE
PARISH
LOUISIANA

LAMA
COUNTY
MISSISSIPPI

BARREN
COUNTY
KENTUCKY

FORSYTH
COUNTY
GEORGIA

CALVIN SAINES
1860-1897

FELICIANA
PARISH
LOUISIANA

EAST BATON ROUGE
PARISH
LOUISIANA

DESOTO
COUNTY
FLORIDA

ROBERT EDWARDS
1810-1812

BOONE
COUNTY
KENTUCKY

CHARLES HARRISON
1812-1815

BARREN
COUNTY
KENTUCKY

PARTICIANO
1812-1817

GEORGE HENRY
1812-1815

LAUDER
COUNTY
MISSISSIPPI

HUGHES DANIEL
1812-1817

CHARLES HARRISON
1812-1815

SAMUEL ALES
1812-1815

EAST FELICIANA
PARISH
LOUISIANA

JOHN WARE
1812-1814

1812-1814

BOWMAN COOKE
1812-1814

JOHN BOWNE
1812-1814

BENJAMIN HART
1812-1814

LESLIE PHILLIPS
1812-1814

ELIZABETH BURNHAM
1812-1814

ELIZABETH
1812-1814

1812-1814

JOSEPH WATSON
1812-1814

JOHN WATSON
1812-1814

1812-1814

1812-1814

1812-1814

HITT
COUNTY
MISSISSIPPI

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814

1812-1814



A MUSEUM. A MEMORIAL. A MESSAGE.

Montgomery, Alabama, is home to two new attractions focused on the history of racial terror. Share the lessons of the Legacy Museum and the National Memorial for Peace and Justice with your students.

BY JOSH MOON

THERE IS A LOOK OF REALIZATION, followed by one of shame and embarrassment, that Michelle Browder has come to expect. With her company, More Than Tours, Browder leads visitors through the most famous, and infamous, civil rights sites in Montgomery, Alabama. On her tours, she tells stories that have been lost along the way. In March 2018, the Equal Justice Initiative's (EJI) National Memorial for Peace and Justice and their Legacy Museum: From Enslavement to Mass Incarceration became part of her tours.

For the first time, many of her customers—from Montgomery and beyond—are learning how the sins of the past play a big role in how we think about race in the present.

"It's like for the first time in their lives, it makes sense to them," Browder said of her tour customers. "We've had some pretty remarkable conversations with people from all over, and not just white people, who were realizing for the first time how these things tied together."

The two new attractions tell their stories in very different ways. The memorial, set on a hill a few blocks from downtown Montgomery, utilizes a powerful, haunting silence to communicate to visitors the prevalence of lynchings in the United States. Eight hundred steel columns are suspended from the ceiling, each one labeled with the name of a U.S. county and etched with the names of the lynching victims

who were brutally killed there. It is vast and overwhelming by design. As visitors near the end, they are greeted with descriptions of the alleged "crimes" that led to many of the recorded lynchings. It's a poignant reminder that the seemingly endless columns include victims who were children, victims who were denied due process and victims who were tortured and killed for so-called transgressions as minor as failing to call someone "sir." EJI makes sure visitors walk away understanding the size of the death toll *and* the scope of the injustice.

The museum, located in an 11,000-square-foot warehouse in downtown Montgomery, is a more tangible experience. Hard history feels close.

A sculpture commemorating the slave trade greets visitors at the entrance of the National Memorial for Peace and Justice.

The museum reclaims a space once used to warehouse enslaved people, and sits just a block away from what used to be one of the largest ports for trafficking them. Visitors encounter firsthand accounts from enslaved people depicted by actors. Then, they weave through a timeline of artifacts and statistics that carefully spell out the roots of white supremacy. Visitors see the connections between white supremacy and the many manifestations of legal and extralegal racial terror that have been used to uphold it (including slavery, lynching and police violence). Toward the end of the exhibit, they hear directly from incarcerated people, picking up a phone as though nothing but a glass partition separates them.

The exhibit is data-rich and highly educational. It is also an indictment of the way we typically learn about the United States' history of racial injustice. To see the linear timeline on the museum's guiding wall is to see a clear connection between past and present, but one that is new for many visitors. The road from slavery to convict leasing to Jim Crow laws to the criminalization of black people makes perfect sense in context, and immediately exposes the miseducation that occurs when curricula leave out what happened between Emancipation and the civil rights movement.

"One of the first things we wanted to do was just educate people who might not have been exposed to this history," said Jonathan Kubakundimana, who helped develop a learning curriculum that accompanies the museum and memorial experience. "We were very focused on creating a new consciousness about this history and helping people form a new relationship with it and the world we currently live in."

A number of student groups have been to the memorial and museum, and schools are starting to plan for trips this fall, developing their own curriculum plans and guidelines.



Browder estimated that she's already personally taken more than 200 school-age children on tours that included EJI's memorial and museum. She has spoken to uneasy parents who were struggling with how to prepare their kids for the painful images and history they were about to encounter.

"I always tell them to just focus on where we are today and relate it to current events, like the child separations happening at the border," Browder said. "I haven't had a young person yet who wasn't very upset by what they've seen with our immigration troubles. It's much easier for them to draw the line than most people realize. And it's a way to make the experience real to them."

Browder has witnessed what happens when that history isn't properly taught, or when it is purposefully hidden. For example, she said a group of older, white women—women who had lived in Montgomery all of their lives and grew up in the days of Jim Crow—recently signed up for a tour. She took them to various "hidden" landmarks, such as the back doors to notable Montgomery stores—the doors black citizens were forced to use during segregation.

"They were stunned," Browder said. "They just kept saying over and over, 'I had no idea.' One lady said, 'You know, I always saw my maid sitting in the back of the kitchen eating alone, but it never dawned on me why.' These sorts of things weren't in the history books in Alabama. This history wasn't taught.

It's so bad that even the people who lived it are unaware of it."

Browder said she has watched people of all ages and races leave the memorial or museum with tears streaming.

"There's just a lot of sadness, a lot of disbelief," she said. "But it's because it hit home for them, and they finally understood why a whole lot of things are the way they are."

Tracing the History of Why Things Are the Way They Are

Founder Bryan Stevenson started his work at EJI as a lawyer defending inmates on death row—work that continues at EJI today. But he realized that the injustices he encountered day after day were, in his words, "symptoms of a larger disease." Stevenson recognized that his clients were often victims of an American tradition of seeing human beings through the lens of racial difference. He recognized that progress would require more than people like him fighting for criminal justice reform; it would require a national reckoning that acknowledged the direct line between slavery and injustices faced by black people today.

Teachers have the opportunity to trace that history for students and to connect the past to the present. It doesn't require a visit to the museum in Montgomery, but it does require confronting dark and often forgotten or intentionally omitted periods in U.S. history.

AUDRA MELTON/THE NEW YORK TIMES/REDUX (OPENER), BOB MILLER/GETTY IMAGES (STATUES)

Schools, for example, rarely talk about the forms of legal and extralegal racialized social control that occurred between the era of slavery and the present-day era of mass incarceration. EJI has received special attention for their work in documenting one of those forms: lynchings.

Lynchings were violent enforcements of a social code that demanded black people treat their white neighbors with reverence and subservience. Without a trial or fair hearing, black people accused of breaking laws or social codes were dragged away by lynch mobs to be publicly tortured and killed. Victims were frequently hung for all to see. Photographs of lynchings show crowds with their necks craned, their faces upturned—the same posture visitors to the memorial have to take to read the victims’ names on the suspended columns.

Because they were so public, lynchings were a form of racial terror. They signaled to black and white people alike that, while the 13th and 14th Amendments may have ended slavery and granted black Americans citizenship, nowhere in the South did black people really have the rights to life and liberty outlined in the Constitution. Lynchings made it clear that there were two codes of justice in the United States. Some could kill with impunity, while others could be killed for imagined crimes.

In addition to lynching, the Legacy Museum teaches its visitors about other ways black people have been criminalized throughout U.S. history. For example, the so-called “black codes” were a series of laws passed after the Civil War that applied only to black people. Including offenses such as failing to carry proof of employment or owning a weapon, these laws exploited a loophole in the 13th Amendment—the outlawing of slavery “except as punishment of a crime”—to support the practice of convict leasing. Those who violated black codes were imprisoned and leased as unpaid labor to private enterprises, including mines and plantations, to

Teaching about the history of racial violence isn’t easy, but it’s necessary. Use these resources to bring the themes of the Legacy Museum and National Memorial for Peace and Justice into your classroom.

Teaching the Legacy of Lynching in the United States

Common Core-aligned lesson plans based on the EJI reports *Lynching in America* and *Slavery in America*
t-t.site/legacy-of-lynching

An Outrage (includes viewer’s guide)

A 30-minute documentary introducing viewers to the devastating impact of lynching on families and communities
tolerance.org/outrage

Teaching Hard History

A comprehensive framework for teaching about white supremacy and American slavery
tolerance.org/hardhistory

Teaching The New Jim Crow

Classroom lessons and readings about the roots of mass incarceration, based on the book by Michelle Alexander
tolerance.org/new-jim-crow

work in a system that was essentially a perpetuation of slavery. This practice continued into the 1930s.

Even after convict leasing was eventually outlawed, Jim Crow laws were firmly in place; black citizens were still denied basic rights and subjected to strict laws that often singled them out for legal persecution. Those laws, along with segregation and a general mistreatment of black Americans by the country’s law enforcement agencies, continued unabated until 1964 and the passage of the Civil Rights Act. But the ingrained biases and a chasm of mistrust that had opened between black communities and law enforcement remained.

Pushback against the civil rights movement, the Reagan-era War on Drugs and the Clinton-era “tough on crime” policies all capitalized on the

same sort of racial anxiety and law-and-order justifications that occurred during Reconstruction. This cumulative history set the stage for our modern criminal justice system, which is more likely to kill unarmed black suspects, more likely to charge and convict innocent black people, and more likely to use the death penalty against them.

When Stevenson seeks justice for his clients, he knows they have centuries of history already stacked against them.

Bringing the Museum and Memorial Into the Classroom

Helping young people connect the historical mistreatment of black Americans to today’s racial injustices is a particular focus for the EJI team. Their staff worked with curriculum writers to develop detailed, Common Core-aligned lesson plans to help teachers prepare students for the history addressed by the museum and the memorial (see sidebar). With titles such as “Racial Terrorism and the Ideology of White Supremacy” and “Racial Terror and the Great Migration,” these lessons push beyond a black-and-white history; they work to move students toward a deeper understanding of how these injustices helped shape the criminal justice system in the United States. Educators can supplement these lessons with EJI’s interactive online timelines and maps.

“Students in an ideal world would know these things already and be able to recognize the through line,” said Kiara Boone, the deputy program manager for EJI’s memorial and museum. “We’re hoping this material could contextualize these experiences in today’s world. This isn’t meant to be shameful or hurtful. We’re talking about healing. We want young people in particular to engage and come away with a better understanding of the country they live in.” ♦

Moon is an award-winning columnist and investigative reporter working in Montgomery, Alabama.





Segregation by Design

Our national understanding of segregation is incomplete unless we face the history of residential redlining. Richard Rothstein, author of *The Color of Law*, explains why.

INTERVIEW CONDUCTED BY VAL BROWN | EDITED BY MONITA BELL

RICHARD ROTHSTEIN'S 2017 bestseller *The Color of Law: A Forgotten History of How Our Government Segregated America* has captivated readers—and most certainly educators. Rothstein talked with Teaching Tolerance about the history and endurance of racial and residential segregation, the inadequacy of how we teach and learn about this topic, and our collective power to turn things around.

What does the phrase “Color of Law” mean, and why did you choose this as the title of your book?

In the 1960s, when, for example, the police were enforcing segregation in Southern schools and colleges, the phrase “operating under color of law” was a very commonplace phrase that was used to describe officials, government officials, who used their official positions to act in unconstitutional ways to violate civil rights. ...

It has other references as well. ... The maps that I described were color-coded. The book's cover is a redlining map created by the Home Owners' Loan Corporation in the 1930s, a federal government agency that colored red the neighborhoods where African Americans lived, indicating these were neighborhoods that would be too high-risk for federal mortgage guarantees. ...

Of course, the theme of the book is that we have de jure segregation, not de facto segregation. That is, it's segregation that is imposed by government, by law. So those references came together.

What is the connection between housing segregation and school segregation?

Schools are more segregated today than at any time in the last 45 years. The reason that they're more segregated is because the neighborhoods in which they're located are segregated. ...

I began this research because I understood that we could never solve the problems of American education, particularly the achievement gap between African-American and white children, so long as we had segregated schools, because when you take children with serious social and economic disadvantages and concentrate them in single schools, it's impossible for those schools to produce students who, on average, achieve at high levels. So I came to believe and concluded that racial segregation is the single biggest problem impeding school improvement in this country.

In 2007, I read a Supreme Court case, with which you may be familiar. ... It was a case in which the Supreme Court looked at desegregation plans in both Seattle, Washington, and Louisville, Kentucky. Both districts had choice plans—very, very modest choice plans. ... So if you had, for example, in either Louisville or Seattle, a school which was all white or mostly white, and both a black and a white child applied for the last remaining place in that school, the black child would be given some preference. To the Supreme Court, it was a violation of the Constitution to take race into account in a pupil assignment program.

Chief Justice John Roberts wrote the plurality opinion. He said the reason it was unconstitutional was that the schools in Louisville and Seattle were segregated because the neighborhoods in which they were located were segregated. ... Then he went on

TT is developing a set of curricular materials to accompany *The Color of Law*. Stay tuned!

to say that neighborhoods in Louisville and Seattle were segregated by accident, because of ... private choice and private prejudice and income differences and demographic trends. Government had nothing to do with it. He said if government had nothing to do with it, it's a violation of the Constitution to take explicit action to remedy it.

But I happened to remember a number of cases ... of government involvement in residential racial segregation, and decided to investigate whether this involvement was systematic, not simply occasional. That was the origin of the book.

One point your book drives home effectively is that white policy makers at every level of government went through considerable lengths to enforce neighborhood segregation. How can educators explain this fact to students or colleagues who reject the concept of institutional racism?

The facts speak for themselves. I am not an educator, but it seems to me that the best remedy for myths is facts, and I think that these facts should be described not only to young people but to adults in as unpassionate a way as possible. Just tell the facts, and I think if we tell the facts unemotionally but descriptively and realistically, I think people and students can come to the conclusion themselves that it was government sponsorship that created this racial segregation. ...

Residential segregation is an unconstitutional creation of government, a violation of civil rights that should be remedied.

How did the segregationist housing practices you identify in the book affect white people in the short term and in the long term?

I think we're all affected by it, white and black. I don't think that white people were affected more than African Americans, certainly. Both were affected. Today, the most serious social problems

that we face in this country ... are the result of residential segregation that we've not attempted to address. We've not attempted to address it because we've deluded ourselves into thinking that it's some kind of natural phenomenon.

The achievement gap in schools is a direct result, as I've said before, of racial segregation. Disparate health outcomes for African Americans and whites are the results of racial segregation. It's not that the better health outcomes of whites—their longer life expectancies—are the result of segregation, but the shorter life expectancies of African Americans who live in less-healthy neighborhoods certainly are.

One of the most serious consequences of residential segregation is the way it reinforces our national racial polarization. ... It's hard to mobilize support for universal programs and social programs because some people, some whites—not all, but some—are not willing to support programs that they think help black people. This is all the result of the distance between African Americans and whites that's created by residential racial segregation.

Is there anything else you wanted to add about the effects on African Americans?

A big one is ... the police community violence that we've recently seen expressed in places like Ferguson and Baltimore and Milwaukee that only exists because of racial segregation. If we weren't concentrating the most disadvantaged young men in neighborhoods where they had little access to jobs and little opportunity, these confrontations wouldn't exist, couldn't exist.

The corruption of our police and criminal justice system is a direct result of racial segregation, and yet even progressive policymakers spend a lot of time trying to address only the symptoms, by reforming police and incarceration practices. Of course, we have to

address the symptoms ... but we never deal with the underlying cause of all of these problems, which is that we've created a segregated society.

Can you explain the phrase “badges and incidents of slavery” that you mention in the book? Why is it important, and how might it be used today to upend the racial caste system we still live with?

I think it's indisputable that the segregation that we have today is a legacy of slavery. It's a legacy of second-class citizenship that emerged out of slavery in violation of the 13th Amendment. The 13th Amendment emancipated slaves, but it had a second provision ... that required Congress to implement this emancipation by enacting laws that would protect the civil rights of African Americans. Very shortly after the 13th Amendment was passed, Congress passed a law that prohibited housing discrimination. The Supreme Court in the 1880s prohibited the enforcement of that law.

In 1968, almost 100 years later, the Supreme Court recognized that it had been wrong in the 1880s, that Congress indeed had the authority under the 13th Amendment to ensure that African Americans would be equal, not second-class, citizens. ... The term you're talking about is not having the badges and incidents of slavery, which include housing discrimination and the inability to participate fully as American citizens. It was the failure to fully implement the 13th Amendment ... that led to the inequalities that we have today.

What makes you hopeful after doing all of this research?

I'm hopeful because if we understand that residential segregation was created purposely, by policy, then it's easier to understand and to have the kinds of conversations necessary to develop policies to remedy it. ...

I am hopeful also because we do have the very, very small beginnings now of a new civil rights movement in

this country. ... The Black Lives Matter movement has helped provoke it. We have things going on like the removal of statues throughout the South that commemorate slavery and the defenders of slavery, and the reception to my book has been quite surprising. It's not just my book. The [books of] Ta-Nehisi Coates have gotten a wide readership. Michelle Alexander's book *The New Jim Crow* helped to stimulate these kinds of discussions. So have others, like Bryan Stevenson's *Just Mercy*, and Matthew Desmond's *Evicted*.

It's not enough, obviously. We don't have, really, a civil rights movement to abolish residential segregation, similar to the civil rights movements we had in the 1960s—and we need one, and I'm hoping it can develop—but we do have the beginnings of it. Notwithstanding the empowerment of white supremacy that the president of the United States has pursued, at the same time there is also a development of race consciousness and awareness in this country, an awareness of the legacies of slavery and of Jim Crow that we haven't previously had.

What types of professional learning experiences do educators need if they want to teach history thoroughly and accurately?

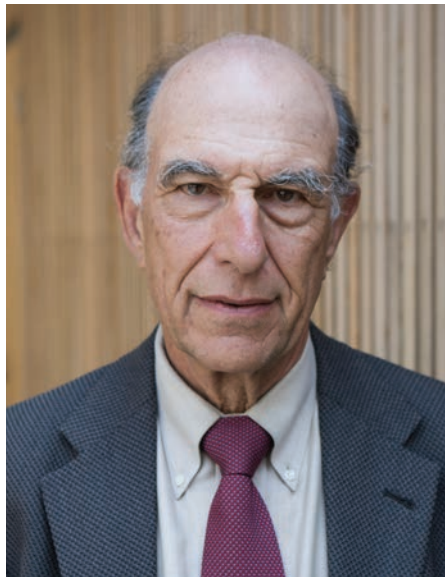
They need a curriculum they can use. They need to be able to present these facts to students. I will say that ... the textbooks that we use to describe racial segregation all lie about it.

In the course of writing my book, I examined the most popularly used textbooks everywhere in the country. The most widely used textbook when I examined these was *The Americans*—1,200 pages. There was one paragraph in the textbook in that 1,200 pages called “Discrimination in the North”—not “Segregation” but “Discrimination in the North.”

There was one sentence—and you can get the exact quote from my book—but it's something like “In the North,

African Americans found themselves forced into segregated housing or segregated neighborhoods.” You know, they woke up one day, they looked out the window and they said, “Hey we're in a segregated neighborhood.”

That's what we're teaching our young people! And if our young people don't learn this any better than my generation and your generation and the several generations between us ... they're going to be in as poor a position to remedy it as we have.



How do we, as a country generally, make this important for people who aren't in the housing field or in education, who are just American citizens?

I think there are two things that are necessary. One is that people need to learn the history so that they understand that they, as American citizens, have an obligation *as citizens* to remedy the violations of their Constitution. We all implicitly accept the obligation, as American citizens, to enforce our Constitution, and all Americans should learn about this so that we can accept this obligation, even if we are not personally involved in it.

But secondly, understanding alone is not going to make a difference. In addition to understanding the history, we

need a new civil rights movement that's mobilized around an attack on residential segregation. We abolished other forms of segregation in the 20th century with a civil rights movement that was biracial. It included both blacks and whites. It wasn't just promoted by people who wanted to drink out of a water fountain. It was provoked by a national movement of people who understood that this violation of civil rights was a stain on our national character that was inconsistent with our self-conception as a constitutional democracy.

What would you say to people who feel that our country is already too far gone?

You know, I'm older. I lived through the 1950s and '60s. The improvements that we made, the reforms that we made, were unimaginable before they happened.

One of the first jobs I had was in the early to mid-1960s. I worked for the Chicago Urban League as a research assistant. My job was to help with a study in which we tried to identify every polycymaking position in the corporate sector of Chicago. We identified 4,000 jobs in the corporate sector of Chicago that were executive positions of one kind or another. Of those 4,000 not a single one was held by an African American.

Today, you could not have a corporation in the city of Chicago that did not have a diverse executive leadership. It couldn't exist. If you had told people in the 1960s that the corporate sector of Chicago would look today the way it does, they would tell you, “That could never happen. We'd be happy with one executive.”

So one of the benefits of being older is you've seen things change that people who haven't seen changes find hard to imagine, but the only limitation on what can happen is our lack of determination to make it happen. ♦

Brown is the professional development trainer and Bell is the senior editor for Teaching Tolerance.





What is White Privilege, Really?

RECOGNIZING WHITE PRIVILEGE BEGINS WITH
TRULY RECOGNIZING THE TERM ITSELF

BY CORY COLLINS ILLUSTRATION BY MARCIN WOLSKI

So, What Is White Privilege?

White privilege is—perhaps most notably in this era of uncivil discourse—a concept that has fallen victim to its own connotations. The two-word term packs a double whammy that inspires pushback. 1) The word *white* creates discomfort among those who are not used to being defined or described by their race. And 2) the word *privilege*, especially for poor and rural white people, sounds like a word that doesn't belong to them—like a word that suggests they have never struggled.

This defensiveness derails the conversation, which means, unfortunately, that defining white privilege must often begin with defining what it's *not*. Otherwise, only the choir listens; the people you actually want to reach check out. White privilege is *not* the suggestion that white people have never struggled. Many white people do not enjoy the privileges that come with relative affluence, such as food security. Many do not experience the privileges that come with access, such as nearby hospitals.

And white privilege is *not* the assumption that everything a white person has accomplished is unearned; most white people who have reached a high level of success worked extremely hard to get there. Instead, white privilege should be viewed as a built-in advantage, separate from one's level of income or effort.

Francis E. Kendall, author of *Diversity in the Classroom and Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race*, comes close to giving us an encompassing definition: "having greater access to power and resources than people of color [in the same situation] do." But in order to grasp what this means, it's also important to consider how the definition of white privilege has changed over time.

White Privilege Through the Years

In a thorough article, education researcher Jacob Bennett tracked the history of the term. Before the Civil Rights Act of 1964, "white privilege" was less commonly used but generally referred to legal and systemic advantages given to white people by the United States, such as citizenship, the right to vote or the right to buy a house in the neighborhood of their choice.

It was only after discrimination persisted for years after the Civil Rights Act of 1964 that people like Peggy McIntosh began to view white privilege as being more

psychological—a subconscious advantage perpetuated by white people's lack of awareness that they held this power. White privilege could be found in day-to-day transactions and in white people's ability to move through the professional and personal worlds with relative ease.

But some people of color continued to insist that an element of white privilege included the aftereffects of conscious choices.

The more complicated truth: White privilege is both unconsciously enjoyed and consciously perpetuated. It is both on the surface and deeply embedded into American life. It is a weightless knapsack—and a weapon.

It depends on who's carrying it.

White Privilege as the "Power of Normal"

Sometimes the examples used to make white privilege visible to those who have it are also the examples least damaging to people who lack it. But that does not mean these examples do not matter or that they do no damage at all.

These often-used examples include:

➔ The first-aid kit having “flesh-colored” Band-Aids that only match the skin tone of white people.

➔ The products white people need for their hair being in the aisle labeled “hair care” rather than in a smaller, separate section of “ethnic hair products.”

➔ The grocery store stocking a variety of food options that reflect the cultural traditions of most white people.

But the root of these problems is often ignored. These types of examples can be dismissed by white people who might say, “My hair is curly and requires special product,” or “My family is from Poland, and it’s hard to find traditional Polish food at the grocery store.”

This may be true. But the reason even these simple white privileges need to be recognized is that the damage goes beyond the inconvenience of shopping for goods and services. These privileges are symbolic of what we might call “the power of normal.” If public spaces and goods seem catered to one race and segregate the needs of people of other races into special sections, that indicates something beneath the surface.

White people become more likely to move through the world with an expectation that their needs be readily met. People of color move through the world knowing their needs are on the margins. Recognizing this means recognizing where gaps exist.

White Privilege as the “Power of the Benefit of the Doubt”

The “power of normal” goes beyond the local CVS. White people are also more likely to see positive portrayals of people who look like them on the news, on TV shows and in movies. They are more likely to be treated as individuals, rather than as representatives of (or exceptions to) a stereotyped racial identity. In other words, they are more often humanized and granted the benefit of the doubt. They are more likely to receive compassion, to be granted individual potential, to survive mistakes.

This has negative effects for people of color, who, without this privilege, face the consequences of racial profiling, stereotypes and lack of compassion for their struggles.

In these scenarios, white privilege includes the facts that:

➔ White people are less likely to be followed, interrogated or searched by law enforcement because they look “suspicious.”

➔ White people’s skin tone will not be a reason people hesitate to trust their credit or financial responsibility.

➔ If white people are accused of a crime, they are less likely to be presumed guilty, less likely to be sentenced to death and more likely to be portrayed in a fair, nuanced manner by media outlets (see the #IfTheyGunnedMeDown campaign).

➔ The personal faults or missteps of white people will likely not be used to later deny opportunities or compassion to people who share their racial identity.

This privilege is invisible to many white people because it seems reasonable that a person should be extended compassion as they move through the world. It seems logical that a person should have the chance to prove themselves individually before they are judged. It’s supposedly an American ideal.

But it’s a privilege often not granted to people of color—with dire consequences.

For example, programs like New York City’s now-abandoned “Stop and Frisk” policy target a disproportionate number of black and Latinx people. People of color are more likely to be arrested for drug offenses despite using at a similar rate to white people. Some people do not survive these stereotypes. In 2017, people of color who were unarmed and not attacking anyone were more likely to be killed by police.

A study conducted in Australia (which has its own hard history of subjugating black and Indigenous people) perfectly illustrates how white privilege can manifest in day-to-day

interactions. In the experiment, people of different racial and ethnic identities tried to board public buses, telling the driver they didn’t have enough money to pay for the ride. Researchers documented more than 1,500 attempts. The results: 72 percent of white people were allowed to stay on the bus. Only 36 percent of black people were extended the same kindness.

Just as people of color did nothing to deserve this unequal treatment, white people did not “earn” disproportionate access to compassion and fairness. They receive it as the byproduct of systemic racism and bias.

And even if they are not aware of it in their daily lives as they walk along the streets, this privilege is the result of conscious choices made long ago and choices still being made today.

White Privilege as the “Power of Accumulated Power”

Perhaps the most important lesson about white privilege is the one that’s taught the least.

The “power of normal” and the “power of the benefit of the doubt” are not just subconscious remnants of historical discrimination. They are the purposeful results of racism, and they allow for the continuous re-creation of inequality.

These powers would not exist if systemic racism hadn’t come first. And systemic racism cannot endure unless those powers still hold sway.

McIntosh asked herself an important question that inspired her famous essay, “White Privilege: Unpacking the Invisible Knapsack”: “On a daily basis, what do I have that I didn’t earn?” Our work should include asking the two looming follow-up questions: *Who built that system? Who keeps it going?*

The answers to those questions could fill several books. But they produce examples of white privilege that you won’t find in many broad explainer pieces.

For example, the ability to accumulate wealth has long been a white privilege—a

privilege created by overt, systemic racism in both the public and private sectors. In 2014, the Pew Research Center released a report that revealed the average net worth of a white household was \$141,900; for black and Hispanic households, that dropped to \$11,000 and \$13,700, respectively. The gap is huge, and the great “equalizers” don’t narrow it. Research from Brandeis University and Demos found that the racial wealth gap is not closed when people of color attend college, when they work full time or when they spend less and save more.

The gap, instead, depends largely on inheritance—wealth passed from one generation to the next. And that wealth often comes in the form of inherited homes. When white families are able to accumulate wealth because of their earning power or home value, they are more likely to be able to support their children into early adulthood, helping with expenses such as college education, first cars and first homes. The cycle continues.

This is a privilege denied to many families of color, a denial that started with the work of public leaders and property managers. After World War II, when the G.I. Bill provided white veterans with “a magic carpet to the middle class,” racist zoning laws segregated towns and cities with sizeable populations of people of color—from Baltimore to Birmingham, from New York to St. Louis, from Louisville to Oklahoma City, to Chicago, to Austin, and in cities beyond and in between.

These exclusionary zoning practices evolved from city ordinances to redlining by the Federal Housing Administration (which wouldn’t back loans to black people or those who lived close to black people) to more insidious techniques written into building codes. The result: People of color weren’t allowed to raise their children and invest their money in neighborhoods with “high home values.” The cycle continues today. Before the 2008 crash, people of color were disproportionately

White privilege is both unconsciously enjoyed and consciously perpetuated. It is both on the surface and deeply embedded into American life.

targeted for subprime mortgages. And neighborhood diversity continues to correlate with low property values across the United States. According to the Century Foundation, one-fourth of black Americans living in poverty live in high-poverty neighborhoods; only 1 in 13 impoverished white Americans lives in a high-poverty neighborhood.

Why mention these issues in an article defining white privilege? Because the past and present context of wealth inequality serves as a perfect example of white privilege.

If white privilege is “having greater access to power and resources than people of color [in the same situation] do,” then what is more exemplary than the access to wealth, the access to neighborhoods, and the access to the power to segregate cities, deny loans and perpetuate these systems?

This example of white privilege also illustrates how systemic inequities

trickle down to less harmful versions of white privilege. Wealth inequity contributes to the “power of the benefit of the doubt” every time a white person is given a lower mortgage rate than a person of color with the same credit credentials. Wealth inequity reinforces the “power of normal” every time businesses assume their most profitable consumer base is the white base and adjust their products accordingly.

And this example of white privilege serves an important purpose: It re-centers the power of conscious choices in the conversation about what white privilege is.

People can be ignorant about these inequities, of course. According to the Pew Research Center, only 46 percent of white people say that they benefit “a great deal” or “a fair amount” from advantages that society does not offer to black people. But conscious choices *were* and *are* made to uphold these privileges. And this goes beyond loan officers and lawmakers. Multiple surveys have shown that many white people support the idea of racial equality but are less supportive of policies that could make it more possible, such as reparations, affirmative action or law enforcement reform.

In that way, white privilege is not just the power to find what you need in a convenience store or to move through the world without your race defining your interactions. It’s not just the subconscious comfort of seeing a world that serves you as normal. It’s also the power to remain silent in the face of racial inequity. It’s the power to weigh the need for protest or confrontation against the discomfort or inconvenience of speaking up. It’s getting to choose when and where you want to take a stand. It’s knowing that you and your humanity are safe.

And what a privilege that is. ♦

Collins is the senior writer for Teaching Tolerance.



THE SCHOOL-TO-DEPORTATION PIPELINE

Zero-tolerance policies paired with police presence in schools can push undocumented students into the criminal justice system and, potentially, out of the country.



BY COSHANDRA DILLARD ILLUSTRATION BY ROB DOBI

On a Saturday afternoon in Houston, Dennis Rivera-Sarmiento crossed a stage donning a green graduation gown. The 19-year-old was proud of this moment—one he wasn't sure would happen.

JUST MONTHS BEFORE, a scuffle with a classmate near Stephen F. Austin High School threatened his future in the United States. Charged with assault, he was arrested by campus police, sent to county jail, then held in three different Texas immigration detention centers, including one located more than an hour from his home.

He'd been bullied at school because he's an undocumented immigrant, but he usually kept a cool head about it. On that fateful day in late January, he felt threatened enough to respond to an attack.

He says the classmate repeatedly shouted a racial slur before hurling a Gatorade bottle at him. Then she walked toward him. He pushed her, knocking her to the ground. The student alleges Rivera-Sarmiento punched her in the head, although he denies this.

He knew there would be fallout from the incident, so he reported to the school's office to explain what happened.

This is the moment Rivera-Sarmiento entered the school-to-deportation pipeline—a channel in which undocumented students are subjected to interacting with law enforcement and subsequently funneled into the punitive immigration system.

"At the beginning, I was feeling like everything was going to be OK for me," he recounts. "But then when they told me that they were going to detain me, I knew I was in trouble."

Rivera-Sarmiento's experience is a direct result of the school-to-prison pipeline (STPP)—a phenomenon in which students are criminalized

through punitive discipline practices that push them out of school, increasing the likelihood they'll come into contact with the criminal justice system. The STPP disproportionately affects black and brown students and students with disabilities. These students are also disciplined more often and more harshly compared to their white and Asian counterparts, regardless of income level, reinforcing the opportunity gap for historically marginalized groups.

Disciplinary protocols that involve school resource officers (SROs), combined with stricter immigration enforcement, leave undocumented students in a particularly vulnerable position.

An estimated 725,000 students in grades K–12 are undocumented, according to the most recent Pew Research Center data. Some of these students have stories like Rivera-Sarmiento's. However, no one is certain how broad the school-to-deportation pipeline is since there are no quantitative studies. Advocates suspect it happens more often than is reported.

A dramatic increase in school security measures since the 1999 Columbine High School shooting has multiplied young immigrants' vulnerability. In the intervening years, the number of SROs on K–12 campuses has increased by 50 percent, according to a February 2018 Immigrant Legal Resource Center report.

Schools inadvertently participate in

the school-to-deportation pipeline with zero-tolerance policies and the use of SROs. In California, for example, a teen who'd fled abuse in Mexico is at risk of having his green card application denied because a teacher found a small amount of marijuana on him—a federal offense on school premises. He was arrested by the SRO and given a ticket, which he must report in special immigrant juvenile status and green card applications.

In a smaller but growing number of instances, schools may be directly involved. According to the American Civil Liberties Union (ACLU) of Arizona, in 2013 a 15-year-old Arizona student was interrogated by school officials, then handed over to U.S. Immigration and Customs Enforcement (ICE) officials after being accused of stealing school property.

Members of the coalition Organizing Network for Education (ONE Houston) have been pushing for alternatives to policing in Houston schools and are working to prevent other students from experiencing what Rivera-Sarmiento is going through.

"If I think back on my adolescence, a fight was not something that would end up with you getting arrested," says Catlin Goodrow, an educator and ONE

Houston leader. "We really have criminalized a lot of adolescents and that's much more serious for kids of color."

Rivera-Sarmiento's immigration attorney, Brandon Roché, became concerned about the case because it comes on the heels of the passage of SB4—a Texas law that

requires law enforcement agencies to cooperate with ICE.

He said Rivera-Sarmiento's detention is the most direct case of the school-to-deportation pipeline he's handled.

"My first impression was, 'It sounds like a compelling case,'" Roché says. "He is a kid who had a 3.4 GPA. He'd never been

SCHOOL-TO-PRISON PIPELINE

A term describing how students are criminalized through punitive discipline practices that push them out of school and increase the likelihood they'll enter the criminal justice system



in any trouble at all in school. All of the teachers and counselors at school told me right away he was a model student.”

Rivera-Sarmiento’s peers were in his corner as well. Hundreds of students staged a walkout in protest of his detention. As of this writing, Rivera-Sarmiento is out on bond and awaits the ruling of an immigration judge—a process that could take months or even years.

Cortez Downey, a college success adviser at Austin High School, raised money for Rivera-Sarmiento’s legal fees, penned an editorial for the local newspaper and spoke openly about his dismay about Houston Independent School District’s (HISD) protocols regarding SROs.

“There isn’t a defined policy. That’s what the problem is,” Downey says. “There are no clear guidelines on what resource officers are supposed to do in these situations. What happens to this student could set a precedent for what happens to the rest of our students. I felt that, whatever the consequences may have been for me helping the student, it was going to be worth it.”

Rethinking Discipline

Advocates like ONE Houston’s Goodrow say SROs shouldn’t be allowed to arrest students for minor infractions and should provide a different system for arrests that would include family communication before a student is removed from campus.

“We really have the know-how now with restorative justice and mood behavioral support to make sure that kids aren’t being arrested, but I think that we really haven’t had the will,” Goodrow says. “HISD is spending \$18

million on police officers, but they’re spending a tiny fraction of that on social workers, for extracurricular activities and college readiness. So, it’s really about what we have the will and priorities to do.” Schools often struggle to find balance. In the era of school mass shootings, how do they protect students without doing harm?

“I think this has been a real challenge lately because safety is on everyone’s mind after Parkland, after Santa Fe, and so people are talking about having more armed officers in schools,” says Caroline Duple, a statewide engagement manager at ACLU of Texas and ONE Houston leader. “We

really need to open the conversation about how, [for] students of marginalized identities ... that might make them feel less safe versus more safe.”

HISD released a statement addressing its policy following Rivera-Sarmiento’s arrest, stating that it “has not used district resources to assist in deportation actions and we do not report students to ICE.”

District officials contend that “students are and will continue to be safe in our classrooms.”

However, some educators believe the school failed Rivera-Sarmiento because leaders didn’t explicitly consider how contact with SROs could harm undocumented students.

“Although HISD itself may not be cooperating with ICE, by handing them over to Harris County Jail, HISD is putting our students in a position where they can interact with ICE and ultimately face deportation,” Downey says. “The very system that allows undocumented students to be handled this way

is the same system that also disproportionately criminalizes our black students. So, this isn’t simply an immigrant issue or a brown issue. This is very much an issue for all our students of families of color.”

The Uptick Of “Crimmigration”

In “School to Deportation Pipeline,” Laila Hlass, professor of practice at Tulane University School of Law, writes that gang affiliation accusations are “the next frontier in ‘crimmigration.’”

This term was coined by legal scholar Juliet Stumpf in 2006.

“In part, it’s used to describe the way that the immigration enforcement system has, over the last 20 years, taken on many aspects of the criminal justice system, so it’s become more and more punitive,” Hlass says.

Undocumented students are increasingly being accused of having ties to gangs, pushing them into the school-to-deportation pipeline. School incident reports often make their way into federal immigration investigations, helping to build deportation cases.

Kyle Morishita, a Nevada-based immigration attorney, says this targeting has been commonplace for some time, as federal officials work to address gang influence stemming from Central American countries.

“But I think it gets a lot more attention based on the president focusing on gangs and trying to portray a lot of immigrants as gang members,” he says. “It just adds to the national hysteria.”

In the 1990s, Congress expanded statutes that created more criminal grounds for deportation. Hlass says it incentivized large, for-profit detention centers, mimicking the mass incarceration state. Today, more local law enforcement agencies collaborate with immigration officials.

CRIMMIGRATION
A term describing how the immigration enforcement system has taken on many aspects of the criminal justice system

President Barack Obama made gangs an immigration enforcement priority during his administration. What seems to be new is the scale and willingness to use these allegations in immigration proceedings. Allegations are usually based on vague standards, such as certain types and colors of clothing, tattoos, friends and family members. In 2017, the ACLU brought suit against ICE for illegally detaining teenagers in Long Island, New York. Officers claimed the teens were members of the gang MS-13, but offered little evidence other than the youths' appearance.

Immigration officials can consider almost anything in immigration court.

"That's another issue of why people say school resource officers are difficult to have," Morishita says, "because if they simply write some type of allegation that the person might be in a gang, and it might be noted in that report, that could come out in immigration court even if there's no proof."

Fighting gang affiliation allegations is difficult, especially if the allegations are made in school. Immigrants usually aren't aware they've been labeled or included in a federal gang database, making it nearly impossible to prepare witnesses and other defenses in court.

While extolling an undocumented person's moral character, community service and work history may be great

defenses, any report from law enforcement is still a red flag to an immigration judge.

Looking Forward

Roché says all options are on the table for Rivera-Sarmiento, including seeking asylum. The government may grant asylum if there is a reasonable fear of persecution in the immigrant's home country due to race, religion, nationality, political opinion or membership in a particular social group. The danger level is often higher in Honduras, Guatemala and El Salvador. Asylum applications from these countries, known as the Northern Triangle, have increased by more than 25 percent between 2016 and 2017, adding to a growing backlog, and being granted asylum on the basis of violent threat is quite difficult if the threat comes from the private sector, e.g., gang members or abusive spouses.

While Rivera-Sarmiento is from the Northern Triangle and has been an ideal student, his character assessment won't necessarily save him from deportation.

"Immigration-wise, they don't care about that," Roché says. "They don't care if you're a good person, if you've never been in trouble, at least nowadays. With the current administration, it's all irrelevant."

Meanwhile in Houston, the work continues. Downey and other ONE Houston

activists say educators must explicitly support undocumented students.

"If I believe that one of my students does not belong in this country, how can I honestly say that I am going to give them the same level of care and support and level of education that I would give a student who is a United States citizen?" Downey asks. "My challenge for educators is to question their implicit bias."

Work also continues for Rivera-Sarmiento. He was accepted to at least three colleges and sets his eyes on the University of Houston-Downtown, where he hopes to study computer science. Whether he'll be able to do so depends on how judges view his participation in the altercation with his classmate.

Days before his high school graduation, he reflected on how the public may view him following local and national news reports about him.

"I feel like they were saying things that made me look bad," he says. "And not only me, but the people that come from other countries, just like me. I feel like they were trying to make another picture of me. But that is not the real me. I don't think that I'm a bad person." ♦

Dillard is a staff writer for Teaching Tolerance. Lauryn Mascareñas contributed research for this story.

IMPLICATIONS OF INCREASED "CRIMMIGRATION"

Dennis Rivera-Sarmiento's case may also yield consequences for his mother and siblings, all of whom fled Honduras in 2013. He's been advised that they could be on ICE's radar. But the implications of policing in schools, layered with immigration enforcement and hateful rhetoric targeting immigrants, affects far more than undocumented individuals.

"The anxiety goes beyond students who are just undocumented to students who have all kinds of identities that are currently being marginalized," says Catlin Goodrow, who has taught elementary and middle school students. "I've had kids ask me, 'Why does the president hate me?' So, kids who were born in the United States that might be of Mexican heritage, they also feel like there's a threat to them."

For students who are undocumented, related stress can

manifest in behaviors that might be misinterpreted as discipline problems. American Psychological Association studies have shown that immigrant youth, particularly those who enter the United States as unaccompanied minors, have higher rates of anxiety, depression and post-traumatic stress disorder.

Viridiana Carrizales is co-founder and CEO of ImmSchools, an organization that provides resources and support to immigrant students. As an immigrant from Mexico, she knows firsthand how the fear of deportation negatively affects these students.

"Undocumented students experience so much pain, fear and so much trauma," says Carrizales, who is now a U.S. citizen. "An educator who does not have a relationship with their students is only going to see a kid who is misbehaving or disengaged."





Educators across the country are taking action when ICE raids happen in their communities. Here's how you can stand with undocumented students and families—whether or not you live in a vulnerable community.

BY JULIA DELACROIX AND COSHANDRA DILLARD ILLUSTRATION BY MARY KATE McDEVITT

WHEN THEY WALKED into school on the morning of April 5, no one who worked at Russellville Elementary planned to be there past midnight. But after Immigrations and Customs Enforcement (ICE) officers raided a nearby meat-packing plant in Bean Station, Tennessee, detaining 97 of the town's 30,000 residents, the educators of the county sprang into action.

The superintendent opened the school so families could wait for information about loved ones held nearby. Bus drivers ensured kids had someone waiting at home when they dropped off students. More than 120 teachers, staff and administrators responded to a call from the Tennessee Immigrant and Refugee Rights Coalition. They moved through the crowd, feeding children and comforting them until word came down: The people who would be released already had been. Some families would have to go home without their loved ones. In the following days, more than 500 students reportedly missed school, a stark reminder of how the effects of a raid can ripple through a community.

ICE announced last year that they planned to quadruple workplace raids in 2018, and it seems that they're following through. The raid in Bean Station was the largest in

a decade, but two months later ICE arrested 114 workers in Ohio. We don't know how many students, grieving or frightened, missed school during that time.

Here's what we do know:

- Nationwide, 1 in 14 K–12 students have at least one undocumented parent.
- 5.9 million U.S. citizen children have an undocumented family member.
- Around 725,000 students are undocumented.

Educators are uniquely positioned to offer support to immigrant students and families—support that's needed now more than ever in communities across the country. We talked to Dr. Julie Sugarman, a senior policy analyst at the Migration Policy Institute's National Center on Immigrant Integration Policy, who reinforces the significance of this work. "School is really such a central part of the community," Sugarman explains. "If kids or families don't feel like they're welcomed, that can really affect the future of that child."

Here are five steps every educator in the United States can take—along with extra recommendations for teachers serving communities with many undocumented families—to support some of our most vulnerable students.





ACROSS THE COUNTRY

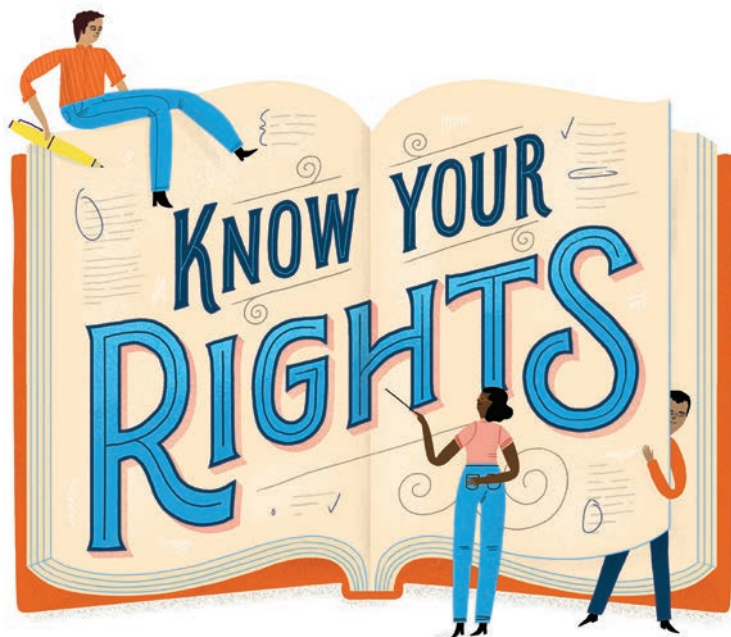
Enroll in National Institutions Coming Out Day of Action.

Every April, United We Dream's National Institutions Coming Out Day (NICOD) serves as the culmination of a longer project supporting undocumented students. When schools pledge their participation, they commit to taking at least one concrete step toward educating allies, building better support systems for undocumented students or advocating for systemic policy change. The NICOD toolkit provides practical recommendations for action—for example, devoting a section of the school website to resources for undocumented students.

IN VULNERABLE COMMUNITIES

Teach immigrant rights.

Consider holding a teach-in featuring local immigration experts or using resources from the National Education Association (NEA). Distribute “know your rights” cards—in English and home languages—that walk families through the steps they should take during a raid. (The American Civil Liberties Union and the Immigrant Legal Resource Center have ready-to-print documents you can share.) Invite an immigration resource organization to lead school personnel in a workshop outlining protocols protecting undocumented students.



ACROSS THE COUNTRY

Let undocumented students know you stand with them.

Be vocal about your support of undocumented teachers, students and their families. This makes it clear to those with undocumented or mixed-status families that you are a safe person to talk to. Going public also models the value of upstanding to students for whom immigration status isn't a daily concern. Display signs with messages like “Migration Is Beautiful” and “No Human Being Is Illegal.” Show your support on social media with the #UnafraidEducator hashtag.

In class, model allyship. Don't ignore current events or rhetoric about immigration, but be prepared to immediately address dehumanizing attitudes or language. Ensure that no one's humanity is ever up for debate in your classroom.

IN VULNERABLE COMMUNITIES

Advocate for specific students and their families.

If your students or their families are detained, you can support them publically by testifying at hearings, offering interviews to local media or writing letters of support. In Bean Station, for example, teachers wrote to federal officials, asking them to reconsider the deportation of students' family members. (See the accompanying toolkit for sample letters.)





SUPPORT ORGANIZATIONS AND ACTIVISTS

ACROSS THE COUNTRY

Offer financial support if you can.

Many nonprofit organizations supporting immigrant communities, particularly local ones, need financial support. The website Charity Navigator can help you learn more about organizations supporting immigrants and refugees.

IN VULNERABLE COMMUNITIES

Help organizations and activists build a rapid response team.

Designate a multilingual point person to recruit and notify volunteers. Check with students and families to ensure they have plans for guardianship and child care in the event of a raid. Work with local immigration advocacy organizations and pro bono immigration lawyers so you know who you can call in an emergency. (Immigrationlawhelp.org can help you find local lawyers.) Include religious and community leaders, social workers and mental health workers. Assess your team with a Community Raid Preparedness Checklist from the National Immigration Law Center.



USE YOUR VOICE

ACROSS THE COUNTRY

Mobilize your privilege to speak up for undocumented people.

Advocate for undocumented people at faculty, PTA, neighborhood association,

school board and city council meetings. Write editorials or letters to your local newspaper, neighborhood association or church bulletin. If you're a citizen who's anxious about speaking out, consider what's stopping you—and how those fears compare to the consequences an undocumented person might face.

One of the most powerful ways to use your voice is to contact your elected officials when it's time to ask them to support or fight legislation affecting undocumented students and their families.

IN VULNERABLE COMMUNITIES

Make a plan in case ICE shows up at your school.

Like hospitals and places of worship, schools are “sensitive” locations; ICE generally doesn't detain people in these spaces. This policy could be changed, however, and there have been reports of ICE enforcement actions in the immediate vicinity of sensitive locations. Now is the time to develop a procedure to follow if ICE does come. If you need a model, the NEA's online sample Safe Zone Resolution includes one on its last page. After writing the plan and securing approval from your administration, make sure all staff members—particularly those in the front office—know how to respond if ICE officers want to see a student's records or detain a student.



BUILD A COMMUNITY OF SUPPORT

ACROSS THE COUNTRY

Join your voice with others.

Show up for undocumented students and their families at protests or rallies. Start, circulate and sign petitions protesting deportations. Fundraise for organizations supporting undocumented families. By doing so, you create a community of support—one that is ready to respond should a crisis arise.

IN VULNERABLE COMMUNITIES

Advocate for district policies safeguarding students.

Lobby your school board to create a Safe Zone resolution to ensure all schools in your district have policies in place in the event of an ICE raid. The National Immigration Law Center offers helpful resources including key legal memos, talking points, FAQs and model resolutions. Again, the NEA has a sample Safe Zone Resolution you can adapt for your district. ♦

Delacroix is the associate editor and Dillard is the staff writer for Teaching Tolerance.





Closing the Diversity Gap

New research sheds light on how to inspire, recruit and retain teachers of color.

BY JAMES PATERSON ILLUSTRATION BY K.L. RICKS

STACEY McADOO WAS NEARLY IN TEARS, though she knew the move was for the best. She'd been excited to find her seventh-grade English teacher, one of the few Black teachers at her school, taking an interest in her—noticing that she was smart and motivated. But McAdoo needed more advanced work; she was soon transferred out of the class. “I was devastated,” she says. “I hated having to leave.”

“I can count on one hand the number of Black teachers I had in K-12,” says McAdoo, now an award-winning teacher herself. “Every single one of them had a profound effect on me. They had a way of seeing me like no others could. They made me feel brilliant and empowered.” Her experiences confirm stacks of research produced over the last three decades exploring how a diverse

faculty can motivate students of color, and more recent work showing how it benefits the whole school community.

Recently, the Brookings Institution published a series of reports confirming the benefits of a diverse teaching staff for students of color. And a researcher at Princeton University recently surveyed more than 50,000 Black and Hispanic students, finding those with teachers whose identities matched their own “report significantly better experiences than their non-matched peers.”

Jayne Ellspermann, a veteran teacher and principal and former president of the National Association of Secondary School Principals, explains how a diverse staff can increase family and community engagement in a school. “A parent, for instance, who doesn't

speak English feels more welcome when they are greeted by someone who speaks their language and can help them navigate the school,” she says. “It also provides the unexpected benefit of giving parents and community members the opportunity to interact with adults who represent the diversity of the school, which can help break down barriers.”

Even so, there is a sizable gap between the number of people of color behind the teacher's desk and those in front of it. About half of all U.S. students are white, but white people account for four of every five teachers. This imbalance—what some researchers refer to as the “diversity gap”—is exacerbated by a nationwide teacher shortage that tends to disproportionately affect communities of color.

What Now?

Experts say that the diversity gap begins early, using the metaphor of a “leaky pipeline”—the path through education, recruitment, hiring and continued support—to explain how we begin with a diverse student body full of potential teachers but end up with a workforce that’s overwhelmingly female and white.

Lisette Partelow, director of K–12 strategic initiatives at the Center for American Progress and author of several studies on the topic, says that focusing on hiring and supporting teachers of color isn’t enough. “District-level hiring strategies alone won’t successfully close the diversity gap,” she says, noting that the degree to which faculty and student identity align varies widely from region to region.

Many of Partelow’s conclusions are supported by a series of reports from the Brookings Institution identifying “four key moments along the teacher pipeline” to address. Each represents a crossroad for potential teachers: Will they complete college? Will they choose a career in teaching? Will they be hired? Will they remain in the profession? At each point, the pipeline leaks, and the pool of future teachers becomes less diverse. “Making serious progress toward a teacher workforce which is as diverse as the students it serves will require exceptionally ambitious patches,” Brookings researchers write. “The path toward reaching a diverse teacher workforce is much steeper than anyone has acknowledged.”

The Leaky Pipeline

While it’s tempting to begin with teacher recruitment, research suggests that repairs to the pipeline need to begin even earlier, with increased opportunities and support for college students of color. Constance Lindsay, an expert on teacher diversity at the Urban Institute, offers a statistic illustrating the need for an early start. “Even if all black college graduates became teachers,” she says, “the number of black teachers would only barely exceed the number of white teachers.”

Increasing the diversity of the average graduating class may patch an early point of weakness in the pipeline, but it’s only the first step. Another crucial moment arrives when students or graduates choose a career. Here, again, the potential workforce becomes less diverse. Partelow doesn’t mince words: “We are simply losing minority students in those college years at too high a rate,” she explains.

Lindsay suggests we look beyond traditional training programs. Paraeducators, she notes, tend to be a more diverse group than teachers, and may have an interest in teaching but not the resources for a degree. And some alternative certification

Patching the pipeline can begin before students even choose a college. Organizations like Educators Rising promote teaching as a viable and valuable professional career path by promoting education-focused learning tools, conferences, micro-credentials, and other meaningful resources and opportunities for students as early as high school. educatorsrising.org

programs, like Teach for America, produce a more diverse pool of applicants than traditional pathways to the classroom.

But Partelow believes teacher training programs can do a better job recruiting and supporting teachers of color, suggesting that programs report on—and be held publically accountable for—their efforts to recruit students of color. She says schools of education need to be innovative in their approaches, recommending more face-to-face recruitment efforts, more black and Latinx

young people in recruiting and more sophisticated prospect-tracking tools focused on students of color.

To invite a wider range of future teachers into the field, she also proposes highly competitive scholarships, with money for living expenses. And she recommends higher levels of compensation, along with other incentives like paying off student loans. These programs would benefit all future teachers, of course, but they would also make teaching a more viable option for some students of color. According to the Brookings Institution, student debt for black college graduates is \$7,400 higher on average than for their white classmates.

Looking for Ways to Build Diversity?

Take these three steps.

BY DANDRIDGE FLOYD

1. Build Investment.

Ask these questions to build a community that values diversity and works to support it.

What constitutes diversity?

Consider a multitude of identities, including but not limited to race, ethnicity, religion, ability, gender, sexual orientation and veteran status.

How does our current culture support diversity and inclusion?

Will new hires be welcomed into a space that’s accessible to all and respectful of difference?

How will building a more diverse team benefit our students and community? Studies show the value of a diverse educational workforce. Review these studies together and discuss practical ways that a commitment to diversity will directly benefit your district and students.

2. Recruit Deliberately.

Instead of relying on job posts and word of mouth (and attracting candidates whose identities align with those of current employees), recruit strategically.

Share advertisements with diverse networks.

Fraternalities and sororities, veteran job boards and professional associations like Hispanic/Latino Professionals

“Improved pay will be most effective as a recruitment lever for high-achieving, diverse candidates,” Partelow explains, “if it is coupled with the kinds of working conditions that such candidates can expect in other professional fields, such as high-quality onboarding or induction, relevant professional learning opportunities, opportunities to collaborate with colleagues and opportunities to advance within the profession.”

Later Leaks

If districts have less control over early leaks in the pipeline, there are some simple steps they can take while hiring teachers to increase the diversity of faculty (check out “Looking for Ways to Build Diversity?”). But Partelow’s research shows that, when hiring teachers, 40 percent of districts consider “contribution to workforce diversity minimally or not at all.” In 80 percent of districts, there are no specific supports geared toward inducting teachers of color.

The absence of support leads us to the last leak in the pipeline: retention. While recruitment campaigns have been shown to double the number of teachers of color in schools, these same teachers are also 24 percent more likely than their white colleagues to change careers.

Some districts have taken steps to address this issue. The Building Our Network of Diversity (BOND) project has worked with about 350 educators in

Montgomery County, Maryland, offering mentoring and support. Organizers say that one reason teachers of color may leave the profession is that they encounter problems their white colleagues don’t have to deal with. “Oftentimes the issues they face are different and more difficult—and they make staying in these important positions challenging,” says Inger Swimpson, a leader of the BOND project.

Swimpson notes that support programs need to consider the intersection of identities. She offers the example of male teachers of color who, given the demographics of the field, may feel particularly isolated. Moreover, she says, they can be burdened with expectations and responsibilities their peers don’t share. “They are often seen as the disciplinarian,” Swimpson says, “responsible for fixing every black and Latino boy.”

At times, the leaky pipeline feels more like a feedback loop: The few teachers of color who make it all the way through are overworked, which is in part why so few teachers of color make it all the way through.

Benefits for All

When he was a student, Michael Williams, head of the history department at John F. Kennedy High School in Wheaton, Maryland, shared McAdoo’s search for teachers who reflected his identity. “I had one male black teacher throughout school,” he says. “There was a lot of comfort in knowing he may have

experienced what I had and would have something to share with me that would be different. But, then, I also think we offer that to all the students.”

“There is this assumption that we just inspire the black or Hispanic students,” he says. “I think my presence has an impact on all the students. White students get to see things from our perspective. And maybe they believe we offer them something different.” Experts agree. Two years ago, researchers at NYU found that—regardless of their own identities—students across the board had more favorable impressions of teachers of color.

As McAdoo explains, some of the benefits that a diverse faculty can offer to students are subtle. “Because we have matriculated through an educational system anchored in white, middle-class American values,” she says, “we understand the nuances of that culture juxtaposed against our own. We often are able to season the curriculum with our own perspective and offer it up in a much more digestible way.”

Other benefits may be more obvious, but they’re no less important. “When a teacher of color flips the existing narrative, it can be very powerful,” Williams says.

McAdoo agrees. “Our mere presence often debunks stereotypes.” ♦

Paterson is a Lewes, Delaware-based freelance writer who covers education for a number of national publications.

Association, IMDiversity, Professional Diversity Network and HBCUConnect are all good places to start.

Partner with or recruit from alternative certification programs.

Teaching residency programs and alternative certification programs can provide access to a candidate pool that is more diverse than the national average.

3. Fight Bias During Screening and Interviewing.

You can counter even unconscious bias with training and careful preparation.

Acknowledge unconscious bias.

Plan facilitated discussions and trainings to challenge it.

Use blind screenings.

Remove nonessential data that can lead to biased assumptions,

including name, address, college(s) attended and graduation date.

Build diverse teams for screenings and interviews.

Create a team with varied identities and experience levels.

Audit questions for bias.

Interview questions should not provide information that could bias interviewers. Instead of asking a candidate, “Tell us about

yourself,” try asking, “Tell us how your experience has prepared you for this position.”

Keep interviews structured.

Using the same series of questions in all interviews ensures that each candidate has an equal opportunity to demonstrate their competencies.



REBOUNDED FROM HATE

When members of this middle school basketball team experienced bigotry and harassment, they had a choice: Give up or rise up.

BY JACK SHULER ILLUSTRATION BY KELSEY WROTEN

IT'S JUST A PHOTO.

Eleven girls, each on one knee, in white uniforms in the shadow of a basketball hoop. Two other players and their coach are standing, hands over hearts. Some of the kneeling players also have their hands on their hearts and look in the direction of the flag. Others look around at each other, seeming confused. In the stands behind them, some people stand at attention; others look disengaged. 📸 Snap. A moment. A photo. 📸 But then, that photo gets shared on social media. The caption reads: "Licking Heights 8th grade girls basketball team during the national anthem. Can't believe this." 📸 The comments were instantaneous:

“*“Let's go to next game An smack their coach”*
“Disgraceful little nappy headed hoes...shame on that gutless school for not doing anything about it.”
“I hope you booed them””

Just like that, a middle school girls basketball team in central Ohio was caught up in their own Colin Kaepernick moment—stories in local newspapers and Columbus-area TV stations spread the photo across social media. Some local residents supported them, but the loudest voices came from those who believed the girls were disrespectfully protesting the flag.

A Coach Speaks Out

Coach Sonya Glover, who comes from a military family, confronted the situation directly. In an interview on a local television station, she explained that the team captain had been kneeling

throughout the season, a quiet response to police brutality and the treatment of African Americans. She said she'd discussed the student's decision to kneel with the player and her parents. And

besides, Glover pointed out, her players—most of whom are also African American—had faced hate speech from hecklers in the stands all season long.

But the photo that sparked the social media storm had little to do with the captain's personal protest. At their last home game, each player was presented a rose before playing. Immediately after, the announcer said, "Please stand for the playing of our national anthem." Coach Glover didn't have time to move the team over to the bench before the anthem began to play. There was some confusion, and players started following what their captain was doing without understanding why.

"I noticed all of my girls started to kneel and I looked over at them and I said to them, 'Those that are not understanding why they're kneeling should get up.'"

Most of the students stood up. But the photo had already been taken and shared.

A Population in Transition

Licking Heights Local School District is on the edge of mostly rural Licking County and urban Franklin County in central Ohio. Franklin is home to Columbus, a city experiencing booming growth, and that growth is spreading outward. Last year, this school district was the fastest-growing in central Ohio. Just outside the district, Amazon has built a distribution center that employs more than 4,000, and Facebook has announced a new data center squarely in the district.

In 2011, according to district Superintendent Dr. Philip Wagner, there were about 3,300 students in the district. Today, there are nearly 4,400. Some corners of the state are losing people; central Ohio is becoming an economic engine.

More people of color, including recent immigrants from Somalia and Bhutan, are moving to the area and attending schools in a region that's historically been majority white. Wagner sees these changes as a way for the

"My mother's middle school story and my daughter's middle school story should not be the same."

district to reimagine itself, but acknowledges that they have work to do.

While the Licking Heights Local School District's demographics are changing quickly, its student athletes play against many schools where the population has remained relatively unchanged. Its athletic league is in Licking County, which is about 93 percent white.

Enter a basketball team that is predominantly African American, coached by a dynamic African-American woman and includes a student who takes a knee during the national anthem.

"Rise Up"

Glover says that, throughout the season, the team was heckled when playing at other schools. It started slowly. At one game folks in the stands shouted, "Caesar!" at players. Glover was confused.

"[The girls] were like, 'Coach, the talking ape. Caesar.' I'm like, 'What?'"



'Planet of the Apes. His name was Caesar.' On another occasion, a white player was called a "[n-word] lover." Glover told her team to ignore them—to "shut them out."

She worried about her team's safety. After an argument broke out at one game, the girls were told they should exit from the back of the school. At another game, the opposing team's coach refused to shake Glover's hand.

As one player put it in an online report about the season, "You will never know what we had to go through. You were never there during the games."

And then, sometime in December, a Snapchat exchange between some of Glover's players and students who apparently attended another school led to the cancellation of a game and the suspension of players from both schools. Students from the other school wrote: "White power," "[N-word] go home," "KKK," "6 [n-words] in a tree is a Alabama wind chime" and "The KKK go burn your ass on a cross."

Things were bad; after the photo was posted they got worse. That's when the

Hate in schools is on the rise. How will your school respond if it happens in your cafeteria, hallway or basketball court? Our publication *Responding to Hate and Bias at School* can help you plan for the worst and take the steps necessary to prepare, prevent and protect. tolerance.org/responding-hate-bias



assistant principal shared a song called “Rise Up” with Glover. “I hear this song and I think of you and your girls,” she told her.

The discouraged team gathered around their coach’s cellphone. They listened, transfixed, as Andra Day crooned: “And I’ll rise up / I’ll rise like the day / I’ll rise up / I’ll rise unafraid / I’ll rise up.”

The team felt renewed, inspired, ready to play again.

The Fabric of the Community

Superintendent Wagner says the school district has hired a diversity consultant. The Licking County League is revising its sportsmanship guidelines and plans to do some interteam work next season. There’s a consensus, he says, across the district and in the athletic league that there needs to be an intervention.

But he wants to be intentional about what they do. “You can’t treat things like you’re checking a box,” he says. “It’s got to be interwoven into the fabric of the community.”

Some of the players’ parents hope the events of the season serve as a wake-up call for the district and the league. Rokeidra Currie and Santino Torres, who each have a daughter on the team, say they didn’t want to miss a game because they worried for their daughters’ safety.

It was stressful. “Your heart’s pounding. You’re hot. You’re sweating,” Currie says. She’s relieved the season is over.

Currie is originally from mid-east Ohio. “My mom was one of the first black students integrated into a middle school there, so my mother’s middle school story and my daughter’s middle school story should not be the same.”

Torres and Currie are grateful for the school’s guidance counselor and for Glover; both were invaluable to them during the season. But they are even more grateful for the team itself.

“There was never any divide,” Currie says. “They went through it all as a team. They stuck together as a team, and they supported each other as a team.” In her estimation, they handled it better than most adults would have.

“And they’ve shaken things up. I tell my daughter and the other girls on the team, I’m like, ‘You guys have no idea how big of an impact you guys are having on the school by just being brave enough.’”

The Future Is Now

On a cold day in February 2018, the Licking Heights Middle School team played their first game following the social media storm. The girls walked out on the court wearing black shirts emblazoned with the words “Rise Up.”

Three sheriff’s deputies were conspicuously present, but so was a large crowd that had shown up to support the girls.

It was the epitome of what’s good about sport—a close game between two teams that love playing the game. The Licking Heights girls won. They shot from the field, playing hard and aggressive; they picked each other up when they fell.

They were also awkward at times, a reminder that they are, in fact, middle schoolers. And yet, unafraid and strong.

Coach Glover says this is what it may have looked like from the stands, but it was more complicated on the court and on the bench. She and her players had noticed those sheriff’s deputies. Her players asked her, “Wait a minute, Coach—are we OK?”

The fear her girls felt rattled her as well, she says, and made her wonder about every person who entered the gym.

This is not what Glover expected during her first season coaching this team. It has been an eye-opener, she says, coming in at a moment when there’s such division in the United States and encountering people who feel emboldened to speak hate aloud.

But throughout the season, she says, she was proud of her players. “I’m proud of the fact that at no point did we jump out of character.”

Glover is looking forward to next season. She’s excited about the group of seventh-graders moving up. They ended the season with “Rise Up,” and she hopes to start the next with a new theme: “The Future Is Now.” She admits she’s not just talking about basketball. She’s talking about America.

“This group of young ladies, they are the future. And so, the future is now. One, two, three,” she says, clapping her hands. “The future is now!” ♦

Shuler is a writer and associate professor of English at Denison University in Ohio.

2018

TEACHING TOLERANCE AWARD

EXCELLENCE IN TEACHING

And the Winners Are ...

Meet the recipients of the 2018 Teaching Tolerance Award for Excellence in Teaching.

BY JULIA DELACROIX

“IF WE’RE GOING TO SOLVE THE PROBLEMS OF THE WORLD,” former U.S. Poet Laureate Rita Dove is credited with saying, “we have to learn how to talk to one another.” The teachers we celebrate here—the recipients of the 2018 Teaching Tolerance Award for Excellence in Teaching—work every day to create spaces where students learn how to talk to one another. They model ways to value identity, diversity, justice and action in their classroom instruction and culture, and they’re guided by those values in their work with families, communities and fellow educators.

Awarded biennially, the Award for Excellence in Teaching recognizes five classroom educators who help students develop positive identities, exhibit empathy, consider different perspectives, think critically about injustice and take informed action. Our 2018 nominees were an impressive group, and the winners inspired us with their dedication to—and effectiveness in—creating spaces, curricula and communities where all students can thrive.

Because their exemplary practices and professional accomplishments are too numerous to list, here’s just a small sampling of the work that each of these exceptional teachers is doing every day.

Delacroix is the associate editor for Teaching Tolerance.

PHOTOGRAPHY BY TODD BIGELOW & DAN CHUNG



MAYRA ALMARAZ

Teaching Students at William Howard Taft High School
to Recognize and Fight Systemic Inequality

Chicago, Illinois

WHAT HER STUDENTS SAY ...

“I learned from Miss Almaraz that in order to create change, you have to analyze the root problems of an issue.”

“Teaching ethnic studies is so important, so vital in our society right now,” Mayra Almaraz explains. “People want to be in these conversations.” In her 11th- and 12th-grade Latin American history and ethnic studies classes, Almaraz encourages her students to look at systems “to understand why there’s inequality, why there’s discrimination, why some of us have more privileges than others.” To support students as they work to answer these questions, she established the Issues to Action Social Justice Club. Members work on projects educating, advocating and protesting to address problems they’ve studied in class.

In the club, as in her classes, Almaraz’s students examine their own experiences and learn about the experiences of others. This is one of the goals around which she’s built her curriculum and her classroom’s culture. “I think something powerful happens when you hear different stories,” she says. “Reconciliation begins with truth.”



REBECCA COVEN

Encouraging Students at The Workshop School to Solve Real-World Problems

Philadelphia, Pennsylvania

WHAT HER STUDENTS SAY ...

“When I want to give up, I think of Miss Coven and what she would say to me and what she would do to help me figure it out.”

It’s pretty difficult to play it cool in Rebecca Coven’s 10th-grade English/language arts classroom. “All of my students care really deeply about something,” she says, explaining that she sees her job as “helping them find what they care about and then translating that passion into action.” Providing students with an “authentic audience” for their work, Coven shows them how they can use their voices to create change.

For their mass incarceration project, for example, Coven’s students spend eight weeks studying the topic. The project concludes with the students leading a public, citywide symposium, bringing their class conversations to the broader community and encouraging others to take action. Erasing the line between schoolwork and “real-world work,” Coven says, helps students see “that the work they’re doing now and the work they’re producing now can actually have an effect on their communities now.”



ELIZABETH KLEINROCK

Starting Critical Conversations at Citizens of the World Charter School Silver Lake

Los Angeles, California

WHAT HER STUDENTS SAY ...

“I would describe her as amazing.”

In her fourth-grade classroom, Elizabeth Kleinrock delights in watching students tackle critical topics. Kleinrock explains that her students are already thinking about ideas like racism, civil rights for LGBTQ people and privilege. “I think it’s very important to have these conversations with children,” she explains, saying she ultimately wants them all to understand that “somebody else’s differences don’t threaten or change your identity.”

To ensure these conversations continue beyond her class, Kleinrock pulls family voices into the classroom. She began her class discussion on racism, for example, by surveying students on their comfort levels when talking about race—then revealing an online form showing how their families had (anonymously) responded to the same question. And she plans activities, like a field trip to the Japanese American National Museum, where families can learn together and practice working through their discomfort to discuss critical topics. After all, as Kleinrock says, “There has been no problem in the history of our world that has been solved by not talking about it.”



DANNA LOMAX

*Developing Curricula for Peace Education
at Anacapa Middle School*

Ventura, California

WHAT HER STUDENTS SAY ...

“In her classroom, you feel safe and you know you’re going to get the education you deserve.”

Danna Lomax had been teaching middle school for 10 years when everything changed after she was asked an important question. “I thought I was at the top of my game,” she explains, until an eighth-grader asked, “Miss Lomax, this whole year has been about how we’re not supposed to treat each other. When are you going to teach us how we are *supposed* to treat each other?”

As a result, Lomax says, “I changed my entire pedagogical approach. I started creating units that deal with peace with ourselves, peace with each other and peace with our planet.” Central to this work is the “peace spectrum,” which places actions that isolate an individual at one end and those that build community at the other. In class, Lomax’s students use it to analyze the choices made by literary or historical figures—and to consider their own. Lomax has produced dozens of project-based units, which she shares with other educators at conferences. The curricula she’s designed are open-source and freely available, and they’ve been taught in classrooms across the United States and around the world.



CHARLIE MCGEEHAN

*Collaborating With Colleagues to Support
Students at The U School and Beyond*

Philadelphia, Pennsylvania

WHAT HIS STUDENTS SAY ...

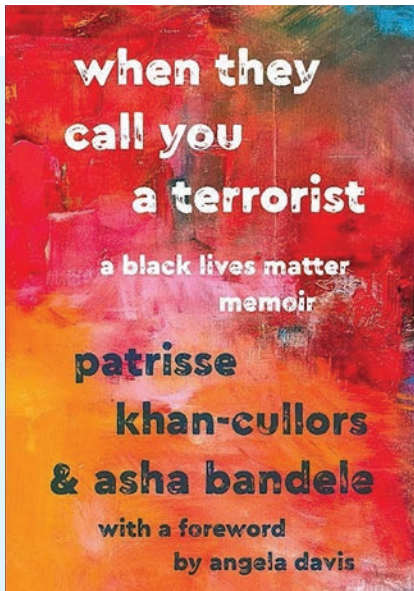
“He taught me how important it is to accept my identity.”

For Charlie McGeehan, a high school humanities teacher, the collaboration and shared growth that characterize his relationships with colleagues expand beyond his school. With the Teacher Action Group–Philadelphia (TAG) and the Caucus of Working Educators (WE), last year McGeehan helped organize the Black Lives Matter Week of Action—a Philadelphia event they’ve already begun preparing to take national this year.

He’s also joined with other educators from TAG and WE to form and lead reading and discussion groups for white educators committed to anti-racist action. Ultimately, McGeehan explains, the understanding he and his colleagues share is simple: “It is our work as white people to help other white people develop these habits and practices to really live out fully anti-racist lives and that it is not the burden of people of color to educate us. ... We can challenge each other, and we can challenge ourselves.”

What We're Reading

Teaching Tolerance loves to read! Check out a few of our favorite books for diverse readers and educators.

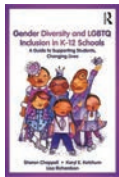


In her searing memoir, written with Asha Bandele, Black Lives Matter co-founder Patrisse Khan-Cullors invokes communal love and political resistance to jolt the public out of complacency and into awakening. With grace and vulnerability, she recounts in *When They Call You a Terrorist* an upbringing plagued by interlocking oppressions and generational trauma, and illustrates the gut-wrenching power of her movement's message: Black lives must be recognized as worthy in this world.

PROFESSIONAL DEVELOPMENT

“Unites the personal and political in honest affirmation that ‘all our bones matter, that all the broken pieces of us somehow make a whole.’”

–Jey Ehrenhalt



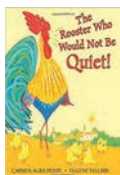
PROFESSIONAL DEVELOPMENT
Gender Diversity and LGBTQ Inclusion in K-12 Schools: A Guide to Supporting Students, Changing Lives edited by Sharon Verner Chappell, Karyl E. Ketchum and Lisa Richardson



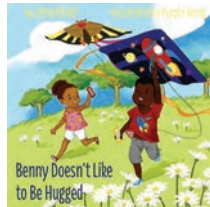
HIGH SCHOOL
Deep Dark Blue: A Memoir of Survival by Polo Tate



MIDDLE SCHOOL
Forget Me Not by Ellie Terry



ELEMENTARY
The Rooster Who Would Not Be Quiet! by Carmen Agra Deedy, illustrated by Eugene Yelchin

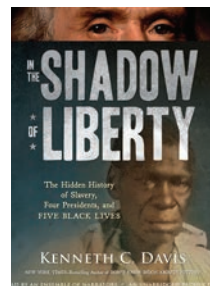


Benny Doesn't Like to Be Hugged, written by Zetta Elliott and illustrated by Purple Wong, tells the heartwarming story of friendship between a girl and a boy, Benny, who has autism. Illuminating Benny's neurological difference, which includes heightened sensitivities, this book encourages children to recognize and celebrate diversity, from race to disability. It also reinforces the importance of respect through the loving and accommodating actions of peers and adults.

ELEMENTARY SCHOOL

“This beautifully illustrated book captures an environment that celebrates difference.”

–Coshandra Dillard



In this engaging and eye-opening YA read, we learn about the institution of American slavery through the experiences of five people enslaved by none other than four American presidents. With *In the Shadow of Liberty*, Kenneth C. Davis manages to do two things really well. The first is to paint vivid portraits of human beings who lived under the yoke of slavery while also sketching the big picture. The second is to explore the great contradiction of the American story: that the men who eloquently shaped our ideals of freedom derived their comfort and their wealth from forced labor.

MIDDLE SCHOOL

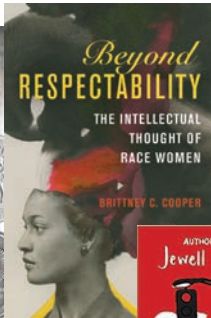
“Recommended not only for tweens and teens. Adults will learn something too.”

–Maureen Costello



“One of those books that makes kids fall in love with reading.”

— Julia Delacroix



“Put your thinking cap on and add these must-know thinkers to your reading list.”

— Monita K. Bell



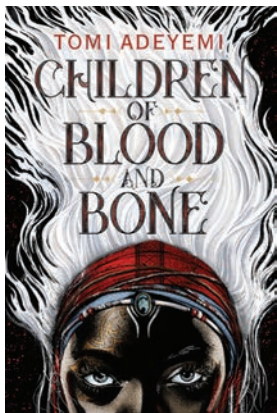
“The kind of book that will shape young people’s sense of justice for years to come.”

— Cory Collins



“An inclusive story that explores sexuality, acceptance and love in an age-appropriate way.”

— Lindsey Shelton



“Presents nuanced discussions of colorism, class and justice all within an emotionally gripping adventure.”

— Gabriel A. Smith

Long Way Down is a collection of poems that begs to be read in one sitting, describing one minute and seven seconds in the life of 15-year-old Will. That’s the time it takes him to ride an elevator down seven floors, and the time it takes him to decide whether he wants to kill the man who murdered his brother, Shawn. In his bio, author Jason Reynolds says he writes for “young people who are tired of feeling invisible,” a dedication that shines through every page of this book.

HIGH SCHOOL

When black women found themselves free from slavery but still extremely vulnerable and disenfranchised in their black, female bodies, how did they add their voices to movements for justice and equality? With **Beyond Respectability: The Intellectual Thought of Race Women**, Brittney C. Cooper charts the journey of black women thinkers’ meticulous and unorthodox cerebral work to uplift their race and gender, from the post-slavery era through the 1970s. They made the personal political and intellectual—and formed foundational social theories that predate such concepts as intersectionality. These days especially, it’s time to take black women seriously as knowledge producers.

PROFESSIONAL DEVELOPMENT

Daniel Haack’s **Prince & Knight** tells the story of a charming prince who, at the behest of his

parents, sets out to find the perfect bride. But not every prince wants to marry a princess. On his path to self-discovery, vibrantly and colorfully illustrated by Stevie Lewis, the prince battles a fire-breathing dragon with the help of a handsome knight—in shining armor, no less—and finds love in an unexpected place.

ELEMENTARY SCHOOL

Jewell Parker Rhodes’ poignant and poetic novel **Ghost Boys** features narrator Jerome Rogers, a 12-year-old boy killed by police in Chicago. Only in death can he freely explore his city, meet the ghost of Emmett Till and meet Sarah, the living daughter of the policeman who killed him. Connecting past to present, the novel shows readers the consequences of racial bias and illustrates the importance of listening to the ghost boys, silenced by death and misinformation. Until now.

MIDDLE SCHOOL

Tomi Adeyemi’s debut novel, **Children of Blood and Bone**, is set in Nigeria-inspired Orisha. Here, diviners, a race of magic bearers known for their darker skin, are treated like second-class citizens after being stripped of their full powers 11 years earlier. Zélie, a diviner herself, is chosen by her ancestors to restore magic and justice to Orisha, but she’ll need all the power she can muster—and the support of friends—to succeed.

HIGH SCHOOL



What We're Watching

Dim the lights and get ready to learn with these TT-approved films!

Lou is a Pixar short about a trash-monster that will steal your heart. Composed entirely of lost-and-found items, Lou feels a childlike, innate anger when witnessing injustice. So when one student begins bullying his classmates at recess, Lou can't help but step (or, more accurately, tumble) in to help. Funny, sweet and lovely by turns, the Oscar-nominated short offers a great way to start classroom conversations about bullying, restorative justice, empathy and friendship. (6 min.)

Available for purchase on iTunes or Amazon.com

pixar.com/lou

ELEMENTARY AND MIDDLE SCHOOL

RBG documents the life and legacy of Supreme Court Justice Ruth Bader Ginsburg and her strategic work to bring equal gender rights to the United States. The documentary allows viewers an inside look at Ginsburg's personal life as well as her roles as an icon and a dissenter. A must-see for everyone who believes that one person can truly change the world. (98 min.)

Widely available for purchase

rbgmovie.com

MIDDLE AND HIGH SCHOOL

A project of *The New York Times'* Retro Report, **Safe Haven: The Sanctuary Movement** explores the roots of an interfaith movement built to protect refugees in the 1980s. The short film profiles some of the original leaders of the sanctuary movement and follows its 21st-century resurgence. As attacks on immigrants, refugees and their families increase, places of worship and cities across the United States are declaring themselves sanctuary spaces. *Safe Haven* is an informative, in-depth story of compassion, resistance and struggle. (13 min.)*

Available from *The New York Times*

t-t.site/safe-haven

UPPER MIDDLE AND HIGH SCHOOL

In the new documentary **King in the Wilderness**, close friends of Martin Luther King Jr. tell the story of his last years, from his role in the passage of the 1965 Voting Rights Act to his assassination in 1968. Toward the end of a 12-year era of tireless civil rights advocacy, the film shows, King and the Southern Christian Leadership Conference expanded their focus to address the triple evils of racism, poverty and militarism. *King in the Wilderness* also touches on King's personal side, his intimate relationships and the toll his work

took on his mental health in the final years of his life. With a quiet elegance and historical acuity, the film explores King's unshakeable commitment to nonviolence as an immutable principle in the face of a swiftly changing movement. (111 min.)

Available from HBO

hbo.com/documentaries/king-in-the-wilderness

HIGH SCHOOL AND PROFESSIONAL DEVELOPMENT

We ask students to speak up when they hear hate speech at school. But what about hate speech witnessed in digital spaces? **Countering Online Hate Speech**, TT's most recent digital literacy video, offers the specialized skills and strategies students need to interrupt and redirect online harassment.

Available from Teaching Tolerance

tolerance.org/digitl-videos

MIDDLE AND HIGH SCHOOL

*This film contains content that students may find disturbing. TT recommends that educators preview the film before deciding to show it to students.



Having the Talk

BY CORY COLLINS

The bus let out its usual sigh as it stopped with a lurch and the door folded open. Jeremiah and Noelle exchanged tired glances. They were only two weeks into fifth grade, and it already felt like being the big kids in school meant having big responsibilities.

And now *this*. They looked at the sheets of paper Ms. Choi had sent home with them.

“What if we just...don’t talk to our families?” Jeremiah asked as they stepped off the bus.

“I think we have to,” Noelle said.

Jeremiah shuddered. He always asked his parents for help on homework and stuff. But this was different. It was more personal. And they were, like, *old*. He was afraid it would be awkward.

“FaceTime me when you’ve done it,” Noelle said. She knew interactions with adults about anything serious made Jeremiah nervous. “Promise?”

“Promise,” Jeremiah said. They did their secret handshake since third

grade—*one hand slap, two claps, three slaps, dab*—and parted ways.

Jeremiah could see his mom and dad sitting at the kitchen table. He took a deep breath, marched into the kitchen and placed his notes on the table. His parents looked over, startled by his sudden entrance and serious face.

“We need to talk,” he said. “Ms. Choi gave me this paper to have you sign.”

Jeremiah’s parents’ eyes got wide.

“Were you doing the *floss dance thing* from Fortnite in class again?!?” his mom yelled.

Jeremiah squirmed. “Well, *yes*, but—”

“Mijo, did you get into trouble?” his dad asked.

“What? No!” Jeremiah said. His parents sighed with relief.

“This is an interview,” Jeremiah continued. “I’m supposed to ask if you vote.”

Jeremiah’s parents suddenly looked as awkward as he felt.

“No,” his mom said. “I guess I don’t.”

“Why not?” Jeremiah asked.

“Well,” his mom answered, “I don’t feel like my vote for president really counts. Most of our state usually doesn’t vote for the issues I care about.”

Jeremiah thought about everything he had learned that week in social studies about voting.

“Well, Ms. Choi had us do research. I found that lots of other stuff gets decided by voters,” Jeremiah said. “Like who is on the school board! Don’t you want to help choose what happens at my school?”

“Of course I do,” his mom said, surprised by how much Jeremiah knew. “But you know, son, I only have one vote. What I think doesn’t matter.”

Jeremiah looked at his mom. He felt his nerves go away. Thanks to what he’d done in class, he was more prepared for this than he thought.

“Of course what you think matters, Mom!” he said. “All votes get counted. In Ms. Choi’s class, we looked up elections where people won by just *one vote*.”



Isn't that cool?! You could be the person who decides who wins!"

Jeremiah's mom raised her eyebrows, impressed. "I guess you're right."

"What about you, Dad?" Jeremiah asked. His dad looked sad.

"Well, *mijo*, I can't vote," his dad said. "I still only have my green card. I may not be a U.S. citizen for another year. So, there isn't much I can do about it."

Jeremiah felt silly. He knew that. His dad had only joined him and his mom two years ago after living in Mexico for most of his life. Jeremiah looked down at his notes from class and remembered something.

"Sorry, Dad," he said. "But there are things you *can* do! Ms. Choi had us brainstorm. We said that even people who can't vote can still go to town halls or protests or even help register other voters in our neighborhood. You could be like a superhero for other voters!"

Jeremiah's dad smiled wide. "I like that!" he said.

Jeremiah put his paper between his parents. "So, will you sign? If you sign, you commit to voting or helping other people with their vote!"

His parents nodded, looking proudly at their son. Jeremiah jumped and danced in celebration. "I have to FaceTime Noelle!" he said, darting out of the room.

"I did it! They signed!" Jeremiah shouted into the phone. Noelle's face beamed back. "How did it go for you?" he asked her.

"Good!" Noelle said. "I talked to Dad and Grandma. She told me about how *her* grandma used to have to walk miles to find a place where she could vote. And even then, people would make her pay money to vote! Sometimes she didn't have the money."

"That's not fair!" Jeremiah said.

"Right?" Noelle agreed. "Grandma says she always votes because she knows how hard it was for our ancestors. She said even today some people have trouble voting. So, as long as

Grandma can vote, she says she will!"

"Cool!" Jeremiah said. Then he had an idea. He was done with homework, but this was important.

"Mom!" he yelled over his shoulder. "Will you call Grandma and Grandpa? I want to ask them if they vote!" ♦

Questions for Readers

RIGHT THERE (IN THE TEXT)

Why did Jeremiah feel like he couldn't ask his parents for help with his special homework?

THINK AND SEARCH (IN THE TEXT)

Why is it important for Noelle's grandma to vote?

AUTHOR AND ME (IN MY HEAD)

Why does Jeremiah's mom feel like her vote doesn't matter?

ON MY OWN (IN MY HEAD)

What facts do I know about voting?

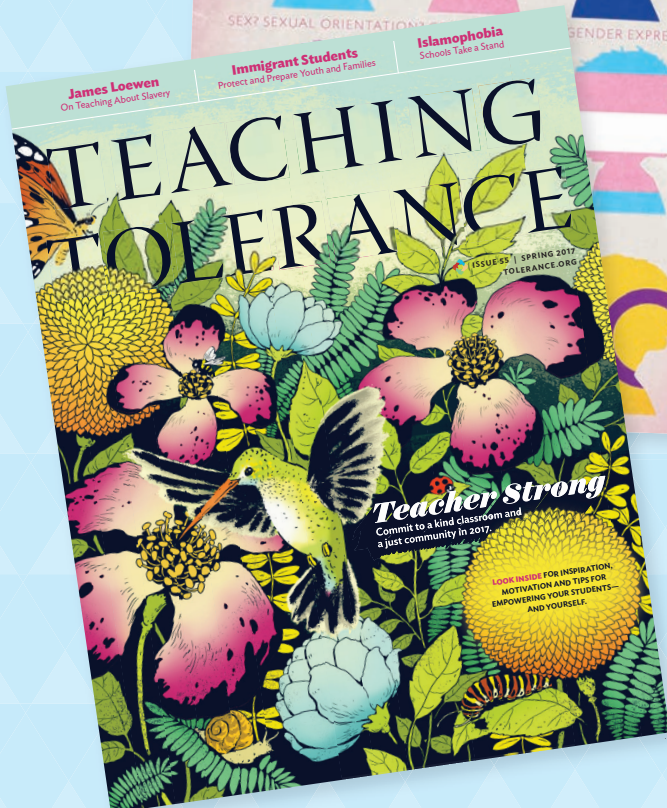
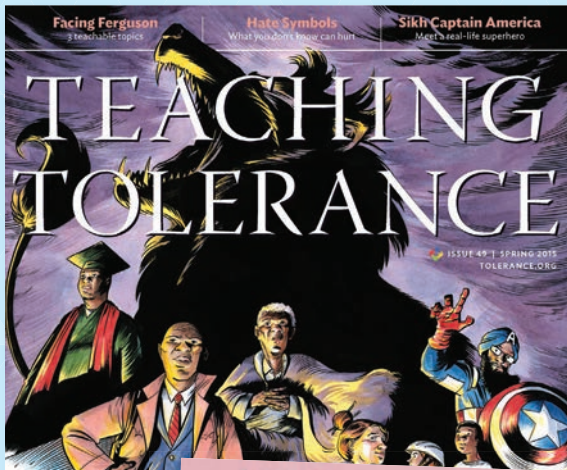
WE ARE NOT
WHAT OTHER PEOPLE
SAY WE ARE
WE ARE WHO WE
KNOW OURSELVES
TO BE AND WE ARE
WHAT WE LOVE
Laverne Cox



Actress Laverne Cox is a vocal advocate for the transgender community. She's known for an impressive series of firsts, including being the first openly transgender person to be nominated for an Emmy in acting or to be featured on the cover of *Time* magazine.



GET YOUR FREE SUBSCRIPTION TODAY!



IS YOUR
TEACHING
TOLERANCE
SUBSCRIPTION
UP TO DATE?
ARE YOU SURE?

Update your information at tolerance.org/magazine/subscribe, and never miss an issue.

PLUS remain eligible for special promotions and giveaways!

DON'T FORGET TO TELL A COLLEAGUE about the best-kept secret in education!

TOLERANCE.ORG



DO YOU HAVE A GREAT IDEA FOR A PROJECT? DON'T JUST THINK IT—DO IT!

APPLY TODAY!

SOCIAL JUSTICE EDUCATOR GRANTS

Educators know best how to build empathy, develop positive identities, and promote critical thinking about injustice. Our grants fund creative classroom, school and district-level initiatives to make schools safe, just and equitable places for all students to learn.

To apply, review the guidelines and complete the online application at tolerance.org/grants. Applications are considered on a rolling basis.

WHO IS ELIGIBLE?

Educators who work in U.S.-based K-12 schools, alternative schools, school districts, and therapeutic or juvenile justice facilities may apply.

TEACHING TOLERANCE
EDUCATOR GRANTS RANGE FROM
\$500 - \$10,000

VISIT [TOLERANCE.ORG/GRANTS](https://tolerance.org/grants) AND SUBMIT YOUR APPLICATION TODAY!