

Miami Dade County Public Schools

# Anti-Racism Resource Guide

A Collection of Resources for Teaching Social Justice



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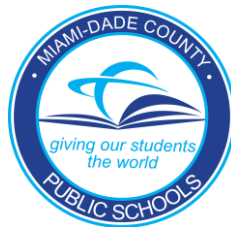
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# Anti-Racism

Introduction

# Resource Guide

Introduction to our Anti-Racism Resource Guide:

*"It's necessary to talk about race because most of the time race takes the backseat to everything," -Jotham White, another Chapel Hill junior and student facilitator. "Once they know that we need to talk about race, we can help students build a positive race identity."*

In the past, many parents and teachers of young children shared the concern that children should be shielded from learning explicitly about race and racial differences. Adults often worry that introducing these topics too early could be harmful (Husband 2010). Early childhood educators who wish to make space for learning about race and racism in their classrooms may feel unprepared to approach these complex issues (Vittrup 2016). Shaped by their own experiences with issues of race and racism, parents and teachers may hold differing views regarding the appropriateness of teaching about this topic in the early childhood classroom.

Despite our reluctance to discuss race, research demonstrates that children's awareness of racial differences and the impact of racism begins quite early (Tatum 2003; Winkler 2009). Multiple studies document the ways that young children take notice of racial differences and note that as early as preschool, children may begin excluding their peers of different races from play and other activities (Winkler 2009). (Young Children, 2018).

Kids who grow up having more conversations about race with their parents and families are better at navigating situations around race, including speaking up for themselves, studies show. Compared with children who don't ever talk about race, they also tend to perform better on tests of conflict resolution and anger management, "Racial socialization and literacy is more important than your own racial background,"

Creating safe spaces for children to explore these topics is more important than ever with the recent incidents of George Floyd, Breonna Taylor, and Ahmad Aubrey, continuing to shy away from the conversation of race has not only proven difficult but needed. It was and is imperative that as a responsible educational institution that stands on "Giving our students the World" must also prepare our students for the world they live in to be guardians of democracy and change agents to ensure that we all stand on the foundation of our fore fathers that, "all men are created equal" and there is no place for injustice in the 21<sup>st</sup> Century. This guide was compiled to provide teachers with background information, classroom lessons, and conversations starter's and best practices on how to discuss racism in the classroom.

Source: <https://www.usatoday.com/story/news/education/2020/06/04/george-floyd-protests-kids-coronavirus-school-closures/3128780001/>

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# Protests

Protests have long been an essential part of American life, employed to draw attention to critical issues, events, and injustices. Ranging from peaceful marches to powerful acts of civil disobedience, protests can be found in nearly every political and social movement of the past century from the Civil Rights Movement of the 1950s and 1960s to anti-war protests of the 2000s.

Today, protests remain relevant—providing essential ways to speak out on political issues and injustices. In the past five years, movements including Black Lives Matter, Occupy Wall Street, the Tea Party, and opposition to the Dakota Access Pipeline, commonly known as NoDAPL, have used protests as a way to make their voices heard. By learning about our right to protest and the historic protests of the past, we can gain insight into how the freedom to speak out and challenge popular viewpoints has and will continue to shape American political life.

## Protests and Public Programming

When reporting on the role of public television in 1967, the Carnegie Commission advocated for public programming that captured the voices and protests of ordinary citizens, writing that:

Public television] should be a forum for debate and controversy. It should bring into the home meetings, now generally untelevised, where major public decisions are hammered out, and occasions where people of the community express their hopes, their protests, their enthusiasm, and their will. It should provide a voice for groups in the community that may otherwise be unheard."<sup>1</sup>

Reflecting this early commitment to capturing debates and protests, the American Archive of Public Broadcasting (AAPB) holds a rich array of films, documentaries, radio interviews, and news programs highlighting the protests and movements that have shaped American policy and opinion. From the contentious 1960s and 1970s to the current day, the AAPB preserves the voices of concerned citizens captured through the vivid mediums of radio and television.

Source: <https://americanarchive.org/exhibits/first-amendment/protests-60s-70s>

Note to Teachers: Below is a brief overview of the Black Lives Matters organization as found on their website which provides a brief history and outlines the organization's purpose. See the end of the next page for some sample discussion questions to use with students.

Letter from the founders of

# Black Lives Matter

In 2013, three radical Black organizers — Alicia Garza, Patrisse Cullors, and Opal Tometi — created a Black-centered political will and move-ment building project called #BlackLivesMatter. It was in response to the acquittal of Trayvon Martin's murderer, George Zimmerman.

The project is now a member-led global network of more than 40 chapters. Our members organize and build local power to intervene in violence inflicted on Black communities by the state and vigilantes.

Black Lives Matter is an ideological and political intervention in a world where Black lives are systematically and intentionally targeted for demise. It is an affirmation of Black folks' humanity, our contributions to this society, and our resilience in the face of deadly oppression.

As organizers who work with everyday people, BLM members see and understand significant gaps in movement spaces and leadership. Black liberation movements in this country have created room, space, and leadership mostly for Black heterosexual, cisgender men — leaving women, queer and transgender people, and others either out of the movement or in the background to move the work forward with little or no recognition. As a network, we have always recognized the need to center the leadership of women and queer and trans people. To maximize our movement muscle, and to be intentional about not replicating harmful practices that excluded so many in past movements for liberation, we made a commitment to placing those at the margins closer to the center.

As #BlackLivesMatter developed throughout 2013 and 2014, we utilized it as a platform and organizing tool. Other groups, organizations, and individuals used it to amplify anti-Black racism across the country, in all the ways it showed up. Tamir Rice, Tanisha Anderson, Mya Hall, Walter Scott, Sandra Bland — these names are inherently important. The space that #BlackLivesMatter held and continues to hold helped propel the conversation around the state-sanctioned violence they experienced. We particularly highlighted the egregious ways in which Black women, specifically Black trans women, are violated. #BlackLivesMatter was developed in support of all Black lives.

In 2014, Mike Brown was murdered by Ferguson police officer Darren Wilson. It was a guttural response to be with our people, our family — in support of the brave and courageous community of Ferguson and St. Louis as they were being brutalized by law enforcement, criticized by media, tear gassed, and pepper sprayed night

after night. Darnell Moore and Patrisse Cullors organized a national ride during Labor Day weekend that year. We called it the Black Life Matters Ride. In 15 days, we developed a plan of action to head to the occupied territory to support our brothers and sisters. Over 600 people gathered. We made two commitments: to support the team on the ground in St. Louis, and to go back home and do the work there. We understood Ferguson was not an aberration, but in fact, a clear point of reference for what was happening to Black communities everywhere.



When it was time for us to leave, inspired by our friends in Ferguson, organizers from 18 different cities went back home and developed Black Lives Matter chapters in their communities and towns — broadening the political will and movement building reach catalyzed by the #BlackLivesMatter project and the work on the ground in Ferguson.

It became clear that we needed to continue organizing and building Black power across the country. People were hungry to galvanize their communities to end state-sanctioned violence against Black people, the way Ferguson organizers and allies were doing. Soon we created the Black Lives Matter Global Network infrastructure. It is adaptive and decentralized, with a set of guiding principles. Our goal is to support the development of new Black leaders, as well as create a network where Black people feel empowered to determine our destinies in our communities.

The Black Lives Matter Global Network would not be recognized worldwide if it weren't for the folks in St. Louis and Ferguson who put their bodies on the line day in and day out, and who continue to show up for Black lives.

Source: <https://blacklivesmatter.com/>

### Discussion Questions and Statements to Use with Secondary Students

1. Based on the purpose and brief history provided about Black Lives Matter (BLM) found above, would you classify BLM as an organization or movement? Explain with evidence.
2. Objections to the title "Black Lives Matters" are often stated as "All Lives Matter." What is your opinion regarding such objections? Explain using evidence.
3. BLM has been seen as an organization to address issues of racial and economic inequities; however, some of their members or people claiming to support BLM are often criticized for spreading dislike towards other groups. Research this idea and report back to your class what you have found and engage in a class discussion accordingly.



# Sample Lesson-Elementary

## Coming together

### Essential Questions

1. How can we identify with activism and protests?
2. What is a protest and why do they take place?

### Learning Objectives

1. Students will gain an understanding of protests and activism.
2. Students will be able to develop a shared understanding of the basic facts surrounding the events in Minneapolis.

### Overview

This lesson provides the foundation for the lessons that follow. Because the events and issues at the center of this exploration are difficult, this lesson focuses on protests and activism.

### Introduction:

This lesson is designed to assist with the instruction of protests and activism. It is critical that instructors use content to provide students with relevant empirical knowledge related to race issues. This often involves providing the historical context needed for students to understand patterns and engage in informed social analysis. Yet, racial justice education requires much more than simply correcting misinformation or developing and applying a racial justice analysis. The reliance on knowledge and rationality may enable many transformations, but it is often insufficient to address the affective ways that racism is constructed and experienced. Powerful emotions — anger and fear, hope and love — flow from the collective memory we experience around our social structures of race and the identities they constitute.

### Background Information:

“Speaking and Protesting in America,” presents a diverse range of public radio and television content including radio programs, local news, raw footage, and interviews that reveal the profound impact of the First Amendment on American life. Focusing on our right to speak, assemble, and petition, this exhibit explores the role of dissent in American life in its protected and unprotected expressions ranging from peaceful marches to acts of civil disobedience.

### Freedom to Assemble and Petition

Protests have long been an essential part of American life, employed to draw attention to critical issues, events, and injustices. Ranging from peaceful marches to powerful acts of civil disobedience, protests can be found in nearly every political and social movement of the past century from the Civil Rights Movement of the 1950s and 1960s to anti-war protests of the 2000s.

Today, protests remain relevant—providing essential ways to speak out on political issues and injustices. In the past five years, movements including Black Lives Matter, Occupy Wall Street, the Tea Party, and opposition to the Dakota Access Pipeline, commonly known as NoDAPL, have used protests as a way to make their voices heard. By learning about our right to protest and the historic protests of the past, we can gain insight into how the freedom to speak out and challenge popular viewpoints has and will continue to shape American political life.

### Protests and Disobedience

The First Amendment of the United States Constitution provides protection for many acts of protest by protecting the right to conduct a peaceful public assembly and the right to free speech. Our right to free speech and assembly encompasses a wide scope of protest activities ranging from flag burning to picketing. In the United States, individuals and groups that wish to protest can make their voices heard in public spaces like parks and sidewalks. Some cities, however, require local permits to protest and have local ordinances determining the size, volume, and location of protesters. Throughout history, this permit system has been misused by some local governments in order to block unpopular protests. During the civil rights movement, many black activists found their peaceful protests blocked by white town governments who refused to issue permits or arrested peaceful

protesters. In 1961, 187 black students were convicted of “disturbing the peace” for protesting in front of the South Carolina courthouse. The Supreme Court later overturned the discriminatory convictions, citing the importance of freedom of speech and quoting Justice William Douglas, who wrote: “Speech is often provocative and challenging. It may strike at prejudices and preconceptions, and have profound unsettling effects as it presses for acceptance of an idea. That is why freedom of speech is protected against censorship or punishment...”

Materials:

1. Video: [Coming Together: Standing Up to Racism](#) 21:28min (click title to access video)

Introduction:

1. Ask students if they have an idea of what a protest is, ask them what racism is?
2. Distribute the KWL ask them what they know about racism, have them to complete the K and the W (provided)

KWL Chart		
Know	Want to know	Learned

3. Show the video portion #1 "How to Talk to Kids about Racism" from Coming Together: Standing Up to Racism. See materials above.
4. Ask students to share their views on racism after viewing the video.



5. Have student watch the 2nd video found in the town hall titled "Abby Cadabby Shares a Personal Story."

After watching the 2nd video, ask students to summarize Abby's story and discuss how the story made them feel.

## Activities

### Questions to Start the Conversation

Have students complete the following to start the conversation **Anti-Racism Activity: 'The Sneetches'** : Through Teaching Tolerance, this curriculum for grades K-5 uses Dr. Seuss's book, "The Sneetches" as a springboard for discussion about discrimination and how students can take responsibility for their environment.

**Sneetches video:** <https://www.youtube.com/watch?v=PdLPe7XjdKc> or

**Full Text:** <http://bowmanatbrooks.weebly.com/uploads/8/3/8/3/8383240/the-sneetches.pdf>

- What did you learn that you didn't know before?
- Ask students to complete the L section on the KWL chart
- Have you seen, read about, or participated in any of the recent protests? What do you think about the protests?
- Have you ever been to a protest? What was that like?
- What different thoughts and feelings do people express through protests?
- What impact do you think the current protests (about the police-involved killing of George Floyd and other African American people) are having? What changes do you see or hear about taking place?

### Questions to Dig Deeper

- What have you heard from friends and seen in the news and on social media about protests? How does the media cover protesting?
- Why do you think the media chooses certain images or video to show and not others? Have you seen images or video on social media that are not being shown by news media?
- If you were to organize a protest, what issues matter most to you and what kind of changes would you be looking for through a protest?
- In what ways do you think protests impact individuals and society as a whole?

### Take Action

Ask: What can we do to help? What actions might make a difference?

- Learn more about the history of protests and their contribution to societal change. Identify one that you find most interesting and research the issue, the activism and protests that took place and how those actions

made a difference. Share what you learned with others.

- Find out about a protest in your local community and explain if you would feel comfortable participating in it or having a family member participate.
- Think about: If you want to make change, is protest the only way? With your teacher, research when positive changes to society have been made without protests?

# Sample Lesson-Secondary

## Civil Discourse-An Open Discussion-Mike Brown and George Floyd

### Essential Questions

1. How can teachers and students create a safe and supportive classroom space in which to discuss difficult issues?
2. What are the different ways that people receive information about current events?

### Learning Objectives

1. Students will be able to establish a safe space for holding difficult conversations.
2. Students will be able to acknowledge one another's complicated feelings about race.
3. Students will be able to develop a shared understanding of the basic facts surrounding the events in Ferguson.

### Overview

This lesson provides the foundation for the lessons that follow. Because the events and issues at the center of this exploration are complex and disturbing, an essential first step is to create a safe and reflective classroom where students feel they can speak honestly about difficult issues without being judged or shut down by others, where they develop listening skills and the ability to hear perspectives different from their own, and where they learn to have civil discourse and not debate. Students are then given the opportunity to express and process their initial emotional reactions to Ferguson as they develop a common understanding of the basic events.

### Materials

1. Video: ["How to Tell Someone They Sound Racist"](#) (click title to access video)
2. Graphic organizer: [Know-Heard-Learned Chart](#) (see attachments)

### Activities

#### 1. Introduce the Unit

The overarching goal will be to consider what journalism means in the digital age, what role it plays in maintaining and strengthening democracy, how we can become effective and responsible consumers and producers of news and information, and how these activities can support civil dialogue about sensitive issues.

1. Begin by asking students:  
How do you find out what's going on in the world?  
Where do you get your news? On chart paper, brainstorm a list of the most common news sources for teens.  
Then ask: How do you think your parents or other older people might answer that question? (Make sure to save this list, as you will refer to it later.)
2. Define social media and brainstorm a list of the most common platforms. Make sure students are familiar with how Twitter and Instagram work, as these were key social media platforms used to share information about Ferguson. If not, ask for volunteers to explain.
3. To introduce the unit, explain that this is a news literacy case study that will explore how established news organizations reported on the events surrounding the shooting of Michael Brown in Ferguson, Missouri, and how the information shared by the public on social media added to this coverage.

#### 2. Establish a Safe Space

One of the underlying themes that we will be navigating in this unit is race. We believe that conversations about race should be conducted in a safe space. The following activities are designed to create that space.

1. Start with a journal prompt: Tell students that the following writing exercise is a *private* journal entry that they will not be asked to share with anyone, so they should feel free to write their most honest reflection. Have students take several minutes to complete this sentence: "I *mostly* feel \_\_\_\_\_ when discussing race, because \_\_\_\_\_."
2. Now that students have gathered their thoughts, tell them you are going to do a group brainstorm. They should not make "I" statements or share how they feel or \_\_\_\_\_ when discussing race, because \_\_\_\_\_."
3. Now that students have gathered their thoughts, tell them you are going to do a group brainstorm. They should not make "I" statements or share how they feel or what they wrote. Tell students: Let's put words on the board that represent the feelings that we think may be in the room when we discuss race. At this point, we will just list and not comment on them.

4. Now look at the list. Ask students: What do the words have in common? *(The words are usually mostly, but maybe not all, negative.)* What else do you notice? *(The words are not just surface observations; they are deeply personal feelings.)* Do you have any other important reflections? *(The words represent a wide and varied range of responses.)* Which of these feelings are most valid? *(They are all valid. You may want to acknowledge that this is a rhetorical question, but it is important to validate everyone's feelings.)* Where do these feelings come from? *(Personal experiences, stereotypes, etc.)*
5. It's important for teachers and students to acknowledge that these feelings are in the room and that they need not be afraid of them. Each person should be allowed to enter this conversation wherever he or she is without being judged or shut down. Everyone needs to feel free to participate without fear of being called racist or given any other label.

**Create a Classroom Contract** To access Introduction of Contracting video click here [VIDEO CONTRACT](#) (Provided) (Contracting is an effective strategy to create a reflective classroom. In this video, a teacher leads a class through the contracting process and students discuss expectations and norms of how class members will treat each other.)



### Classroom Contract

Follow this discussion with the short video [“How to Tell Someone They Sound Racist,”](#) (click title to access video) by New York City hip-hop DJ and blogger Jay Smooth. Give students an opportunity to discuss their responses, in pairs or as a group.



Ask: What does Smooth mean by the “what they did” conversation? How is that different from the “what they are” conversation?

1. Ask: Do you agree with what Smooth suggests when he says people should focus on “what they did” versus “what they are”? How is the difference important?
2. You may also want to share the definition of racism by Dr. Beverly Daniel Tatum, or another definition you have used in the classroom, and discuss students’

### 1. Review the Events of Ferguson

The [Know-Heard-Learned Chart](#) will ground students in the basic timeline of events in Ferguson and provide a place to take notes as they gain more information throughout this lesson.

Year	Event	What I Know or Heard	What I Learned
2014	August 9	Michael Brown shot	
	August 10	Police officers	
	August 15	Police officers	
	August 16	Police officers	
2015	November 17	Police officers	
	November 24	Police officers	

Invite students to begin your exploration of Ferguson by establishing a basic understanding of the events, which students will add to throughout this lesson.

Distribute the timeline. Have students take ten minutes to fill in what they can in the “What I Know” column for each event on the timeline, identifying the source of that knowledge if possible (they can add to the “What I Learned” column at any time; the timeline is for their reference only). When their initial timelines are complete, have students spend five minutes reflecting in their journals on what revisiting these events makes them feel. What do they feel confused or uncomfortable about?

## Current Events timeline - George Floyd.

- Ask students to create a timeline of the George Floyd incident Have students create a Know-Herd-Learned Chart concerning George Floyd.
- Ask students to research the incident and share their views and thoughts as they compare the Ferguson Mike Brown case and outcome expressing how they feel this case will be resolved.
- Compare the protests, Provide students with a copy of *Protesting in part of American history* article provided.
- Ask students to review the history of protests and share their views and thoughts comparing the history of protests.
- Discuss the media, and timeframe of how the two cases compare.

## Additional Resources

Description: a summary, including video of the death of George Floyd and related protests with accompanying discussion questions/ (grades 6-12)

**Q and A- How to Talk to Kids about Black Lives and Police Violence** Description: A questions and answer episode from NPR with educators about how to speak to students about racism and police violence. (grades 4-12)

**Reflecting on George Floyd's Death and Police Violence Towards Black Americans** Description: Facing our collective history and how it informs our attitudes and behaviors allows us to choose a world of equity and justice. Facing History's resources address racism, antisemitism, and prejudice at pivotal moments in history; we help students connect choices made in the past to those they will confront in their own lives. (grades 6-12)

Have students compare the difference in the two videos below and write about the differences: Keedron Bryant Good Morning America interview as he shares what inspired him to sing the song "I Don't Want to Live" Keedron Bryant Click here to access the interview [goodmorninginterview](#)

Keedron Bryant - I Just Wanna Live (Official Lyrics Video)  
[https://www.youtube.com/watch?v=NbF\\_jwUtxsE](https://www.youtube.com/watch?v=NbF_jwUtxsE)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## KWL Chart

Select a topic you want to research. In the first column, write what you already **know** about the topic. In the second column, write what you **want** to know about the topic. After you have completed your research, write what you **learned** in the third column.

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

Name:

Date:



Lesson 1: Preparing Students for Difficult Conversations

# Know-Heard-Learned Chart

	What I Know or Heard	What I Learned
<b>2014</b>		
<b>August 9</b>	• Michael Brown is shot	
<b>August 10</b>	• Protests begin	
<b>August 14</b>	• State trooper takes over operations from local police	
<b>August 15</b>	• Officer who shot Michael Brown identified	
<b>September 3</b>	• Justice Department opens inquiry	
<b>November 24</b>	• Grand jury decides not to indict Darren Wilson	
<b>2015</b>		
<b>March 4</b>	• Department of Justice releases reports	



## Viewing Guide: Introduction to Contracting

### Overview

In this classroom video, English language arts teacher Alysha Bird is about to begin her unit on *To Kill a Mockingbird* with her eighth-graders. Before they delve into the novel, Ms. Bird introduces contracting, the process of openly discussing with your students expectations about how classroom members will treat each other. Contracting is of particular importance when approaching a text like *To Kill a Mockingbird*, with its difficult language and themes of race, violence, and rape. Contracting is an effective strategy for making your classroom a reflective community. Reflective classroom communities are places where explicit rules and implicit norms protect everyone's right to speak; where differing perspectives can be heard and valued; where members take responsibility for themselves, each other, and the group as a whole; and where each member has a stake and a voice in collective decisions. This type of classroom community is deliberately nurtured by students and teachers who have shared expectations about how classroom members will treat each other.

### As you watch, consider the following:

1. What has the teacher done ahead of time to prepare for this lesson? What scaffolding might you need to do to use this lesson in your own classroom context?
2. At 2:00, Ms. Bird explains to the students that "the contract you all will buy into is so that we can be safe with each other." What does Ms. Bird mean when she says "be safe"? Why is this important, particularly when preparing students to grapple with sensitive or emotionally challenging content? How does such a sense of safety allow students to ask questions and take intellectual risks?
3. What is the difference between a class norm and a school rule? Why does Ms. Bird have her students make this distinction?
4. In creating a reflective classroom, one of the challenges faced by educators is ensuring that a variety of student voices are heard. How do you promote equity in classroom participation?



### In this video:

Alysha Bird, teacher  
8th grade, Maxine Smith STEAM Academy  
Memphis, TN

### Video Goals:

The purpose of watching this video is to:

- Witness how to create a reflective classroom community through the use of contracting
- Observe students taking responsibility for themselves and their expectations of each other
- Understand how to nurture such an environment in one's own classroom context



### Lesson Resources:

- [Teaching Strategy: Contracting](#)

# Protesting is part of American history, these historic demonstrations led to changes in US policy

## Protests made way for the American Revolution, women's suffrage

**ORLANDO, Fla.** – The death of George Floyd has sparked global unrest and ultimately, change.

With Floyd's death, the nation saw the revival of the Black Lives Matter movement. As large-scale protests calling for police accountability persist across the U.S. for the third week, elected leaders at the nation's capital have introduced the Justice in Policing Act which would limit legal protections for police, create a national database of excessive-force incidents and ban police use of choke holds, among other changes, according to an early draft. This legislation comes after many states and cities have changed their own policing policies, including in Orange County, Florida.

Protests, a civil right protected under the First Amendment in the U.S., often come as a reaction to another event or piece of legislation.

The George Floyd protests began in Minneapolis on May 26, the day after Floyd was suspected of being asphyxiated by now-former Minneapolis police officer Derek Chauvin. Video of Floyd's death shows the moments when Chauvin knelt on Floyd's neck for more than eight minutes. The video sparked outrage as protests popped up in all 50 states in opposition to police brutality and institutionalized racism.

These protests are not the first of their kind. Demonstrations have a rich history woven into America's fabric with a certain amount of success in creating the change protesters demanded.

Below is a timeline of some memorable demonstrations in American history. Keep reading for details on these history-making protests and how it changed the country.

### **Boston Tea Party**

Before the Bill of Rights even existed, Americans were protesting unjust treatment. One of the most famous protests is often outlined in American history books: The Boston Tea Party.

The political protest happened on Dec. 16, 1773. Colonists were frustrated and angry at Britain for imposing taxes on the colonies when they had no representation in Parliament, the British government -- hence "taxation without representation." A large group of men boarded docked British ships and dumped 342 chests of tea into the Boston harbor, according to [History.com](https://www.history.com).

Although the movement was supported by patriotic leaders like John Adams and John Hancock, other colonists leaders like George Washington and Benjamin Franklin thought the act was distasteful causing confusion on how to handle the protest.

This was the first major act of defiance to British rule and copy-cat tea-dumping demonstrations happened again in Massachusetts as well as Maryland, New York and South Carolina. This eventually led to the First Continental Congress in which colonial leaders decided despite their disagreements on these tea-dumping protests they all wanted independence from British rule. The fight for independence played out through the American Revolution and the rest is history.



1774: The first Continental Congress adjourns in Philadelphia, but agrees to reconvene in May 1775 if the British Parliament does not address their grievances over mounting taxation without representation and the British blockade of Boston Harbor following the Boston Tea Party. (Robert Edge Pine via Wikimedia)

### Women's Suffrage Parade

Though women had been fighting for the right to vote for 60 years, the 1913 Women's Suffrage Parade was the first national event hosted for the movement.

Thousands of women gathered in Washington D.C. to call for a constitutional amendment allowing women to cast their ballots and their voices be heard. Masked as a parade, the largely peaceful protest had more than 20 parade floats, nine bands and four mounted brigades. The event was intentionally held March 6, 1913, the day before Woodrow Wilson would be inaugurated as president, according to the Library of Congress archives.

Though the parade was peaceful, spectators in town to watch Wilson take the White House tripped and even violently attacked the women. More than 100 women were hospitalized for injuries, but the parade went on. Their experiences made national headlines and resulted in congressional hearings. Though the 19th Amendment wasn't ratified until Aug. 18, 1920, historians often credit the Women's Suffrage Parade for paving the way for other female activists to enfranchise women. This event is a large reason why [Women's History Month is celebrated in March](#).

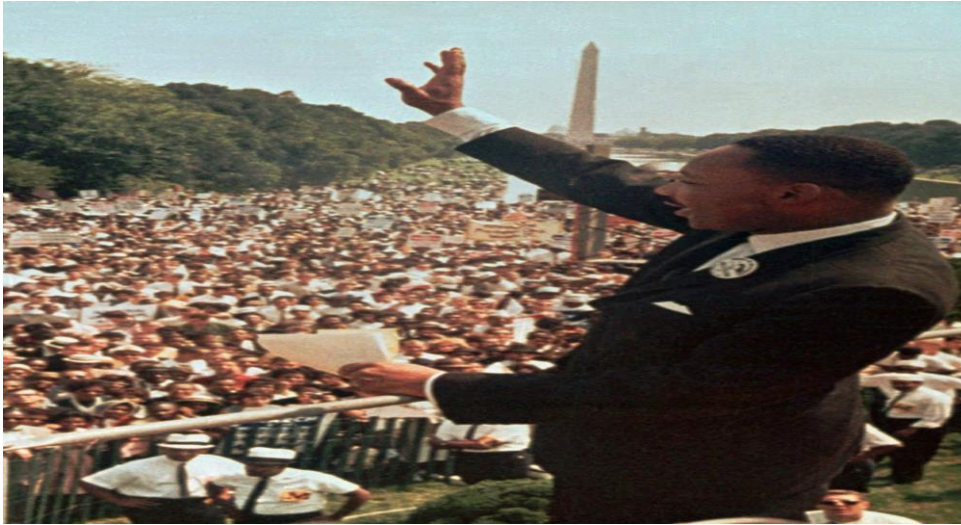


## March on Washington

Attended by more than 250,000 people in Washington D.C., the 1963 March on Washington for Jobs and Freedom was to protest the challenges and inequalities African Americans still faced even a century after emancipation.

Dozens of civil rights leaders helped organize the march, emphasizing its need to be peaceful, [according to History.com](#). The milestone in history most notable for Dr. Martin Luther King's "I Have A Dream" speech.

The march, years in the making, came during a very divisive time. Alabama's Gov. George Wallace just tried to physically stop the racial integration of the University of Alabama and Dr. King was thrown in jail in Birmingham. Despite the racial tension, hundreds of thousands called for fair treatment and equal opportunity for black Americans and demanded the passage of the Civil Rights Act that was stalled in Congress at the time. The peaceful interracial assembly at the nation's capital pressured lawmakers to pass sweeping legislation a year later and it guarantees equal voting rights, outlawed discrimination in restaurants, theaters and other public places.



FILE - In this Aug. 28, 1963, file photo, the Rev. Martin Luther King Jr. acknowledges the crowd at the Lincoln Memorial for his "I Have a Dream" speech during the March on Washington. During the critical era of the 1950s and '60s, King, who led the 250,000 strong March on Washington, and Malcolm X were colossal 20th century figures, representing two different tracks: mass non-violent protest and getting favorable outcomes by any means necessary." (AP Photo/File) (AP1963)

## Stonewall Inn Riots

The Stonewall Inn Riots, also known as the Stonewall Uprising, occurred in June of 1969 and was established as a landmark in the fight for LGBTQ+ rights.

According to PBS, the riots began on June 28 in New York at Greenwich Village's Stonewall Inn, which was home to a mafia-run bar that was popular among the gay community. At the time, homosexuality was illegal in New York.

The city would raid institutions that openly served members of the LGBTQ+ community and shut them down. The Stonewall Inn, according to [History.com](#), had a relatively cheap cover charge and allowed drag queens, and "was a nightly home for many runaways and homeless gay youths, who panhandled or shoplifted to afford the entry fee. And it was one of the few—if not the only—gay bar left that allowed dancing."

On June 28, police raided the Stone Wall Inn and what began as a fairly typical operation for the time escalated into a nearly week-long string of riots and protests after some patrons refused to leave the property.

According to [History.com](#), the raid sparked a riot among bar patrons and neighborhood residents as police roughly hauled employees and patrons out of the bar. On that night, officers entered the club, eventually arresting 13 people and, including those who were found to be in violation of the state's gender-appropriate clothing statute; to enforce the statute and make arrests, female officers would take suspected cross-dressing patrons into the bathroom to check their sex, according to [History.com](#).

The protests that the raid sparked often drew thousands of demonstrators. While the Stonewall Riots were not the beginning of the movement for LGBTQ+ rights, it was a landmark in an uphill battle.

### **The March for Our Lives**

On Feb. 14, 2018, 17 people were killed and 17 more were injured when a former student opened fire on the Marjory Stoneman Douglas High School campus in Parkland, Florida.

This mass school shooting, one of the most deadly in American history, would change the trajectory of the lives of the survivors and the lives of those who lost loved ones; it would also ignite one of the largest and longest lasting pushes for gun reform in the nation.

[The March for Our Lives](#) protests sparked a nation-wide movement composed of mostly young people and students who demanded better laws and increased governmental action to protect schools against mass shootings.

Following the Parkland shooting and outcry from students and parents alike, new laws were implemented in Florida as part of the [Marjory Stoneman Douglas High School Safety Act](#).

Lawmakers in the Florida House and Senate each filed corresponding legislation to address firearm and school safety. Later, the bills would be combined to [create the Marjory Stoneman Douglas High School Safety Act](#). The Safety Act, signed into law by then Gov. Rick Scott, was the first sweeping legislative action in the state specifically meant to prevent more public mass shootings.

The safety act implemented the following changes in Florida:

- Raised the minimum age for a person to purchase a gun from 18 to 21
- Created a waiting period so gun buyers would have to wait three days, or until a background check is complete, to purchase a gun - whichever is longer
- Banned bump stocks, which are devices that attach to rifles allowing them to fire faster
- Allowed armed School Resource Officers to patrol campuses and respond to threats when necessary
- Allocated millions of dollars in funding to make school buildings and campuses more secure, and to hire more school-based police officers
- Expanded mental health services and regulations to Florida school districts by allocating funding to provide proper care to students

Nine other states also implemented “red flag-type laws” following the Parkland mass shooting.



FILE - In this March 24, 2018, file photo, crowds of people participate in the March for Our Lives rally in support of gun control in San Francisco. The National Rifle Association of America dropped on Thursday, Nov. 7, 2019, its lawsuit against the city of San Francisco over a resolution passed by the Board of Supervisors labeling the gun lobby a terrorist organization. (AP Photo/Josh Edelson, File)

## Youth Climate Protests

Climate change, while a sometimes polarizing topic, has taken the forefront of campaigns organized across the country as more and more people realize that the mistreatment of the earth now may lead to catastrophic consequences later.

Young people across the globe mobilized to demand action and policy change to help the planet amid what many experts called an ongoing climate crisis.

[Swedish activist Greta Thunberg](#), 17, became one of the most prominent faces of the youth climate movement, traveling internationally to personally join climate protests and mobilize activism groups.

On Sept. 20, 2019, hundreds of thousands of people called out of work, school and other obligations to take to the streets of their cities to protest climate change.

According to the Associated Press, [marches, rallies and demonstrations](#) were held from Canberra to Kabul and Cape Town to New York. More than 100,000 turned out in Berlin alone.

In New York, where public schools excused students with parental permission, tens of thousands of mostly young people marched through lower Manhattan, briefly shutting down some streets, AP reported.

In Florida, high school students shouted “Miami is under attack” in Miami Beach, where some worried about losing their homes to rising water, according to AP. On the West Coast, student-led protests drew in some Google and Amazon employees.

The protests continue even in the age of the COVID-19 pandemic, as innovative activists find ways to bring their protests online using livestreams and social media to further campaigns for change.



Students march through UM's campus as part of the global Youth Climate Strike on March 15, 2019 (Photo: Meredith Bruckner)



FILE - In this Saturday, Feb. 15, 2003 file photo, protesters pack London's Whitehall during a march to Hyde Park, to demonstrate against a possible war against Iraq. The Iraq war is widely seen as damaging the reputation of then Prime Minister Tony Blair and put a break on his ambitions to cement Britain's role inside the European Union. On Jan. 31, 2020, Britain is scheduled to leave the EU after 47 years of membership. (AP Photo/Alastair Grant, File) (AP2003)

Source: <https://www.clickorlando.com/features/2020/06/10/protesting-is-part-of-american-history-these-historic-demonstrations-led-to-changes-in-us-policy/>

## Social Conscious Videos/Songs

**Elementary: K-5**

Click here to access the [nytimesaddressesracism](https://www.nytimes.com/2018/05/16/us/politics/racism-addresses.html)

Sesame Street Elmo's Dad Explains to him why people are Protesting Matter click here [sesamestreetprotesting](https://www.sesamestreet.org/2018/05/16/Elmo-Dad-Explains-to-him-why-people-are-protesting-matter)

Watch the entire CNN/Sesame Street racism town hall click here [Sesamestreetracismtownhall](https://www.cnn.com/2018/05/16/ SesameStreetRacismTownHall/index.html)

Keedron Bryant Good Morning America interview as he shares what inspired him to sing the song "I Don't Want to Live" Keedron Bryant Click here to access the interview, click here [goodmorninginterview](https://www.goodmorninginterview.com/2018/05/16/keedron-bryant-interview/)

**Elementary**

21 Anti-Racism Videos To Share With Kids. These videos help to explain complex topics to young audiences , click here <https://www.weareteachers.com/anti-racism-videos/>

**Grades 6-12**

Media coverage of community racial trauma and civil unrest can cause children to experience fear, worry, sadness, confusion, and anger. Video click here <https://www.youtube.com/watch?v=0Qtn2ZFx6ZM&feature=youtu.be>

10 socially conscious songs you should know (Marvin Gaye, Bruce Hornsby, Tupac) click here [10 socially conscious songs](https://www.youtube.com/watch?v=0Qtn2ZFx6ZM&feature=youtu.be)

Keedron Bryant - I Just Wanna Live (Official Lyrics Video) [https://www.youtube.com/watch?v=NbF\\_jwUtxsE](https://www.youtube.com/watch?v=NbF_jwUtxsE) Have students listen to the video song **Glory with lyrics, click here to access [Gloryvideo](https://www.youtube.com/watch?v=NbF_jwUtxsE) song** Have students listen to [MarvinGayewhatgoingon](https://www.youtube.com/watch?v=NbF_jwUtxsE) ask them to decipher the lyrics of the song. Grades 4-12 (click titles to access resource)

[Minneapolis residents explain experiences with overt and systemic racism](https://www.pbs.org/newshour/2018/05/16/minneapolis-residents-explain-experiences-with-overt-and-systemic-racism) Description: from PBS Newshour watch the video and use the discussion questions to engage in a conversation about over and systemic racism.

## Direct Instruction (Lesson Plans, Resource Guides, Books)

**Elementary:**

**[Conversation Starters](#)** Description: a book list with appropriate children's stories and literature to begin discussing the issues of race with younger students (grades K-5)

**[From Brain Pop](#)** Description: As a teacher, parent, or caregiver, you may be at a loss for words right now. But silence is not an option. Racism thrives in silence and having open and honest conversations with kids is crucial, even at a very early age.

Brain Pop has resources for Kindergarten–Grade 3–“Profiles in Activism,” [Click HERE](#)

George Floyd [lesson plan for K-8](#), from the Colorful Pages blog on multicultural literature

[Resource guide](#) for talking about race and violence with kids, from the Center for Racial Justice in Education "[Ending Police Brutality: At-Home Family Action Toolkit](#)," from Raising Luminaries

List of [children's books on police brutality](#) from Feminist Books for Kids.

**Grades 6-12**

Over 1000 Writing prompts for students to include the following an index of topics: Technology (1-74): Social Media • Smartphones • Internet & Tech Civics & History (1,147-1,225): Guns & the Justice System • Government Policy • History & News click here [NewYorktimes1000prompts](#)

The Chronicle of Higher Education- Want to Reach All of Your Students? Here's How to Make Your Teaching More Inclusive [ADVISE GUIDE](#) click here [teaching more inclusive advice guide](#)

[Teaching Tolerance](#) A project of the Southern Poverty Law Center, Teaching Tolerance includes lesson plans and discussion guides.

[Perspectives for a Diverse America](#) An online tool for helping educators to build lesson plans around diversity themes and literature.

## Giving Students' &amp; Teachers A Voice

How to bring spoken word to the classroom for students [How to bring spoken word to the classroom](#)

**MDCPS' Co-Curricular Programs****“Say My Name” Essay Contest**

**The ABOTA Teachers' Law School workshop** is designed for the secondary (6-12) Social Sciences' teacher who seeks to strengthen their civics and history content knowledge. • The mission of the American Board of Trial Advocates is to preserve the constitutional vision of equal justice for all and preserve the civil justice system for future generations.

**Law Studies Academy** the Division of Academics, Department of Social Sciences is offering training for teachers who teach middle or senior high school law-related elective courses to better prepare students to participate in the various District sponsored law programs; such as “We the People... The Citizen and the Constitution” program, the “Project Ci

The Division of Academics, Department of Social Sciences is announcing the following Miami-Dade County Public School's Student Government Association meetings with senior high schools' school representatives in order to discuss issues that are affecting students throughout the District. “Say their Names” competition

**Art competition****Theodore Gibson oratorical competition****James Otis Lecture Series****We the People Competition**

## Direct Instruction (Lesson Plans, Resource Guides,

## Direct Instruction (Lesson Plans, Resource Guides, Books)

## Giving Students' A Voice

**[Teaching About Race, Racism, and Police Violence](#)**

Description: This resource can help spur much-needed discussion around implicit bias and systemic racism and can also empower student to enact change that will create a more just society. grades 6-12

Grades 6-12

This lesson provides guidance on how create a safe and reflective classroom where students learn to exchange ideas and listen respectfully to each other? What strategies are most effective in helping students practice constructive civil discourse? [fosteringcivildiscoursefacinghistory](#)

**[Minneapolis residents explain experiences with overt and systemic racism](#)** Description: from PBS Newshour watch the video and use the discussion questions to engage in a conversation about over and systemic racism.

**History of Protests :**

<https://www.history.com/tag/protests> Why MLK Encouraged 225,000 Chicago Kids to Cut Class in 1963 -'Freedom Day' didn't succeed, but it made de facto school segregation the talk of Chicago.

**[The Death of George Floyd sets off Massive Protests](#)** Description: a summary, including video, of the death of George Floyd and related protests with accompanying discussion questions/ (grades 6-12)

Brain Pop has resources for 4th grade and 5th grade students which cover Institutional Racism in its many stages throughout U.S. History including slavery, Reconstruction, Jim Crow Segregation, Brown v Board of Education and the Civil Rights Movement. **Click HERE**

**[The Death of George Floyd sets off Massive Protests](#)**

Description: a summary, including video, of the death of George Floyd and related protests with accompanying discussion questions/ (grades 6-12)

**[Q and A- How to Talk to Kids about Black Lives and Police Violence](#)** Description: A questions and answer episode from NPR with educators about how to speak to students about racism and police violence. (grades 4-12)

**[Reflecting on George Floyd's Death and Police Violence Towards Black Americans](#)** Description: Facing our collective history and how it informs our attitudes and behaviors allows us to choose a world of equity and justice. Facing History's resources address racism, antisemitism, and prejudice at pivotal moments in history; we help students connect choices made in the past to those they will confront in their own lives. (grades 6-12)

Have students compare the difference in the two videos below and write about the differences: Keedron Bryant Good Morning America interview as he shares what inspired him to sing the song "I Don't Want to Live" Keedron Bryant Click here to access the interview [goodmorninginterview](#)

Keedron Bryant - I Just Wanna Live (Official Lyrics Video) [https://www.youtube.com/watch?v=NbF\\_jwUtxsE](https://www.youtube.com/watch?v=NbF_jwUtxsE)

Ethical Governance Day-This event bridges community leaders to speak to students on the importance of civic participation as an avenue to promoting more ethical government at all levels. Public officials, civic leaders, attorneys with significant civic involvement or government experience, and other community leaders will join in this community conversation by sharing their knowledge and insight with the next generation of voters.

Facing History and Ourselves – is a unique approach to pedagogy, classroom resources, professional development, coaching, and support and equips teachers with the tools and strategies they need to help students become thoughtful, responsible citizens. Integrating the study of history, literature, and human behavior with ethical decision making and innovative teaching strategies

Facing History's program enables secondary school teachers to promote students' historical understanding, critical thinking, and social-emotional learning. As students explore the complexities of history, and make connections to current events, they reflect on the choices they confront today and consider how they can make a difference.

What to do with Confederate monuments: Seven lessons from Germany

<https://www.washingtonpost.com/news/made-by-history/wp/2017/08/17/what-to-do-with-confederate-monuments-seven-lessons-from-germany/>

Germany's struggle with its brutal history provides a useful guide for Americans struggling with theirs **Do not destroy Confederate monuments**<https://www.baltimoresun.com/opinion/readers-respond/bs-ed-rr-confederate-monuments-future-letter-20190930-7h6hgutazzbitbe6z5lvyatzcy-story.html>

THE BEST RESOURCES FOR TEACHING ABOUT CONFEDERATE MONUMENTS a plethora of videos on confederate monuments

<https://larryferlazzo.edublogs.org/2017/08/14/the-best-resources-for-teaching-about-confederate-monuments/>

Stand Up (From Harriet

<https://www.youtube.com/watch?v=xa5XBLDSmA0>

Collection of K-12 classroom blended and online learning solutions for educators and students promotes critical thinking and learning around historical and current events topics through the lens of diversity, bias and social justice.

[Antidefamationleaguelessons](#)

How do monuments that venerate individuals who promoted hate and bigotry affect our efforts to create a more tolerant society?

<https://www.tolerance.org/magazine/summer-2013/set-in-stone>

Teaching for Black Lives [web site](#), includes teaching materials and resources.

[Teaching Tolerance](#), a project of the Southern Poverty Law Center. This lesson provides guidance on how to create a safe and reflective classroom where students learn to exchange ideas and listen respectfully to each other? What strategies are most effective in helping students practice constructive civil discourse? [fosteringcivildiscoursefacinghistory](#) (Grades 6-12)

[Fake News: Teaching Kids the Difference Between Bias and Truth](#) (PODCAST)

The need to help students do high-quality research begins with teaching students how to distinguish between fake news, bias, truth, and credible sources.

Teaching Ideas and Resources to Help Students Make Sense of the George Floyd Protests - Putting the demonstrations into a larger context, with help from The Times and other news and educational organizations.

[Newyorktimesteachingideasandresources](#)

[Why White Silence on Racism is Deadly](#)

Description: An opinion piece from Canada emphasizing that racism and related police violence is only an American problem. (Grades

**[The Storytelling Project Curriculum: Learning About Race and Racism Through Storytelling and the Arts](#)**

(this [Columbia University form](#) enables free use of the curriculum and requests feedback to the creators): The Storytelling Project Curriculum, created through [Barnard College](#), analyzes race and racism in the United States through storytelling and the arts.— to make the information more accessible to students, to connect the political and the personal, and to inspire change. For middle and high school students.

## Talking About Race

Check out resources to help facilitate conversations about race, including classroom appropriate lesson plans, guides on how to have tough conversations with peers and students, and more.

[Teaching for Black Lives](#), Edited By Dyan Watson, Jesse Hagopian, Wayne Au. Rethinking Schools.

[Black Lives Matter at School](#), website of the national coalition organizing for racial justice in education.

[2020 Curriculum Resource Guide](#), BlackLivesMatteratSchool.com

[Creating the Space to Talk about Race in Your School \(PDF\)](#), National Education Association

[Lessons by grade-level and educator resources](#), Washington DC Black Lives Matter

[Classroom Activities, Circle Scripts, and Promoting Positive School Climate](#), Rochester City School District

[Black Lives Matter Week of Action in Schools – Schedule and Resources](#), DC Area Educators for Social Justice

[Discussing Race, Racism and Other Difficult Topics With Students](#), NEA and Teaching Tolerance Webinar

[Free resources from the book “Teaching for Black Lives.”](#) Rethinking Schools

[Teaching Guide](#), Seattle Education Association

[Classroom Lessons](#), Seattle Education Association

### [Promoting Educational Equity](#)

Although I know education begins at home and have heard endlessly all the rest of the ad hominem attacks on parenting, I think we educators need to pause and personally reflect on the ways in which we perpetuate the systems of inequity that facilitate these circumstances. What follows is a list of three things all educators can do to facilitate the process of realizing education equity within our classrooms and schools.

### [Preparing Our Students to Be Civically Powerful](#)

In recent years, we've seen turmoil in the United States that could rival that of the civil rights era. Issues of social justice are ever present in today's conversations, and classroom conversations are no exception.

### [Disrupting Poverty: Creating a Poverty Literate Culture for Student Success](#)

Based on recent research focused on these successes, William Parrett and Kathleen Budge, authors of the award-winning ASCD book *Turning High-Poverty Schools into High-Performing Schools*, will share a framework for collaborative action in classrooms and schools. Practical strategies and specific examples will "jump-start" your thinking about what it takes to disrupt poverty's adverse effects on learning to help your students succeed.

### [Welcome to the Nest: The Benefits of Using Trauma-Informed Practices in the Classroom](#)

In this engaging webinar, you'll learn from licensed mental health therapist Kristin Souers and veteran school principal Pete Hall, coauthors of *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*, about how to care for yourself, recharge when you need it most, and be on your A-game for your valuable and vulnerable students. Strategies such as "Stay Out of Oz" and "Doors and Windows" will prep you to tackle a 28-day self-care challenge, allowing you to refresh your mental energy and be at your best, every moment of every day.

### [Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student](#)

Although the movement for standards and accountability has largely succeeded in bringing greater attention to disparities in student achievement, surprisingly little attention has been given to what it takes to create conditions in schools that will make achievement for all students more likely. Missing from much of the policy

### [Learning for All: The Importance of Culturally Responsive Classrooms](#)

Classrooms today educate increasingly diverse students who live in a globalized and interconnected world. To ensure our children are prepared to thrive in this environment, we must deliver each of them the high-quality education they deserve—one that focuses on the whole child and ensures access to high-quality teachers, provides use of high-quality learning tools and professional development for their educators, and establishes safe and supportive learning environments.

### [Diversity: From Abstract Idea to Concrete Reality](#)

Inclusion, diversity, culture, equity—what do you think when you hear these words and how do you define these concepts? Depending on your background, these words may take on various meanings. When you discuss these topics, do you feel happiness, fear, joy, or confusion? Perhaps you think, *here we go again* or *haven't we gotten past this by now?* When I hear these words, I think, *what are we doing to make these words become more than just words on paper?*

### [How School Leaders Can Address Equity and Engagement](#)

When it comes to parents, students, or any stakeholder in the school community, engagement is something that schools need to constantly work on. Whether it's making sure marginalized populations such as LGBT students are included in the school dialogue or reaching out to parents using the flipped leadership method, engaging the school community is a never-ending job.

fall flat. Maybe we truly do need to rethink what it means to be *civically powerful*, and empower our students accordingly.

### [5 False Assumptions About Teaching Students of Color](#)

In schools, I've noticed false assumptions about children of color, which all relate more to how the teachers feel about the quality of their teaching than the quality of their students' learning. Here are the five myths that bother me the most.

### [How Trust and Communication Can Energize School Culture](#)

Join us as we look at the pivotal levers of school culture, including school climate, trust, and communication.

### [How Great School Leaders Manage Resistance to Change](#)

Join us as we discuss practical ways school leaders can better manage individual resistance to change.

### [Where Do Educators Fit In the Battle for Educational Equity?](#)

Every educator has a role to play in creating educational equity. What specifically can educators do?

### [How Safe and Supportive Is Your School Climate?](#)

Creating a school climate that supports all children from all backgrounds and orientations requires intentionality. Where should school leaders begin?

### [Five Principles of Courageous School Leadership](#)

Pedro jumps headfirst into the deep end of the issues that determine whether all kids are reached, inspired, and taught.

### **Books**

#### [Building Equity: Policies and Practices to Empower All Learners](#)

Build on the authors' own experiences and those of hundreds of educators throughout the United States, this book is filled with examples of policy initiatives and practices that support crucial standards of equity and high-quality, inclusive learning experiences.

#### [Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom](#)

In *Keeping It Real and Relevant: Building Authentic Relationships in Your Diverse Classroom*,

*How Teachers Learn to Discuss Racism*, The Atlantic, <https://www.theatlantic.com/education/archive/2017/01/how-teachers-learn-to-discuss-racism/512474/>

*Can Science Help People Unlearn Their Unconscious Biases?*, Smithsonian Magazine, <http://www.smithsonianmag.com/science-nature/can-science-help-people-unlearn-their-unconscious-biases-180955789/>

*Can You Unlearn Racism By Re-training Your Brain?*, Bustle, <https://www.bustle.com/articles/184790-can-you-unlearn-racism-by-re-training-your-brain>

*How Do We Unlearn Racism?* Complex Life, <http://www.complex.com/life/2016/11/how-do-we-unlearn-racism>

*5 key anti-racism resources for teachers, courtesy of #CharlottesvilleCurriculum*, Chalkbeat, <https://www.chalkbeat.org/posts/us/2017/08/14/5-key-anti-racism-resources-for-teachers-courtesy-of-charlottesvillecurriculum/>

*Racism in America: It's so pervasive that white people pay less for car insurance*, Salon, [http://www.salon.com/2017/04/07/racism-in-america-its-so-pervasive-that-white-people-pay-less-for-car-insurance\\_partner/](http://www.salon.com/2017/04/07/racism-in-america-its-so-pervasive-that-white-people-pay-less-for-car-insurance_partner/)

*Racial Progress Is Real. But So Is Racist Progress.*, New York Times, <https://www.nytimes.com/2017/01/21/opinion/sunday/racial-progress-is-real-but-so-is-racist-progress.html?mcubz=0>

White Anti-Racism: Living the Legacy, Teaching Tolerance, <https://www.tolerance.org/professional-development/white-antiracism-living-the-legacy>

[Study Guides for Teaching "The New Jim Crow" by Michelle Alexander](#) Various resources presented for teaching Alexander's 2012 book.

[National Archives' Special Topics & Tools Educator Resources](#) Includes ideas for teaching Black American history and race issues in present day.

[Educational Leadership Magazine Teaching "Ferguson"](#)

A St. Louis elementary school helps students think about difficult events just outside their door.

[The Story Behind Ferguson](#)

A look at the policies that have led to segregated neighborhoods—and why we need to teach students about racial history.

[The Culture-Friendly School](#)

The message in this school is clear: Cultures are welcome and cultural differences are worth embracing.

[The Antidote to Extremism](#)

Does a more peaceful world begin with education?

[Helping Students Discuss Race Openly](#)

Learning to have honest discussions about race, class, and equity is vital to our students' development.

[Conversation Interrupted](#)

Here's what to do when discussions on race and equity issues stall.

[Let's Talk about Racism in Schools](#)

Vitriol and violence connected to race are running high. K–12 classrooms are where we must start to build an equitable, nonracist society.

## **Anti-Discrimination Policy Federal and State Laws**

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA) as amended** - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

**The Equal Pay Act of 1963 as amended** - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

**Americans with Disabilities Act of 1990 (ADA)** - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)** - Prohibits discrimination against employees or applicants because of genetic information.

*Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.*

**In Addition: School Board Policies 1362, 3362, 4362, and 5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited. **Rev. (05-12)**