



Confronting Bias In and With Your Curriculum

Holocaust & Human Rights
Center of Maine
August 12, 2020

Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.

Who Am I?

Joe Schmidt

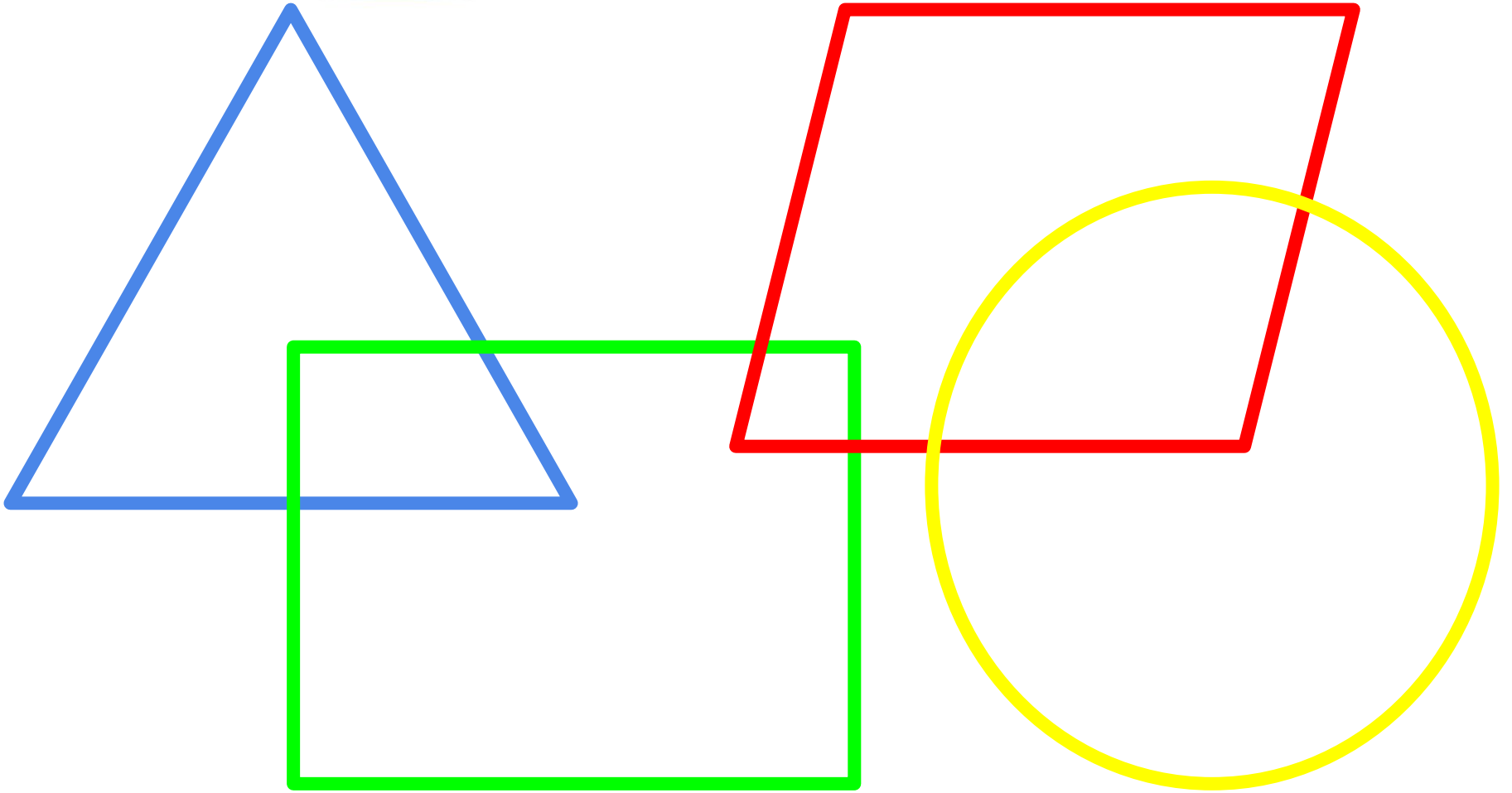
Social Studies Specialist - Maine Dept. of Education

- Will help you connect to Maine Learning Results and best practices in social studies.

Former Teaching Tolerance Advisory Board Member

- Will show you the tools that Teaching Tolerance has to support your teaching and learning.

Reflection



Why I am Here...Why I hope You are Here

Where to Begin?

Now What?



Racial Bias and Racial Anxiety: Prospects for Building Positive Relations Between Diverse Groups

Linda R. Tropp
University of Massachusetts Amherst

Leading Voices in Higher Education Series, Dartmouth College, February 2016

“How do you get people to care when they don’t have to?”
@lindatropp

Now What?

“Most Americans agree that people of all races and ethnicities deserve equal treatment and respect. Yet constant news reports and personal experiences show us that race and ethnicity continue to affect how people are treated and how they interact with each other. We know that racial prejudice impacts our lives and our communities in a major way.”

Linda Tropp

Now What?

“...we must continue to reduce the impact of racial prejudice and bias and address the structural and institutional conditions that perpetuate our country’s legacy of racial discrimination. While engaged in these efforts, we must also recognize that addressing our racial anxiety is critical to achieving our long-term goals of removing racialized barriers to opportunity, belonging, and inclusion.”

Linda Tropp

<https://www.psychologytoday.com/us/blog/sound-science-sound-policy/201412/racial-anxiety-can-perpetuate-racial-inequalities>

Why Does This Matter?

From the Southern Poverty Law Center:

“Slavery is not simply an event in our history; it’s central to our history.

American enslavement of Africans shaped our country's sociopolitical institutions and formed the cornerstone of our industrial revolution. Today the persistent disparities African Americans face — and the backlash that seems to follow every African-American advancement — trace their roots to slavery and its aftermath.”

Why Does This Matter?

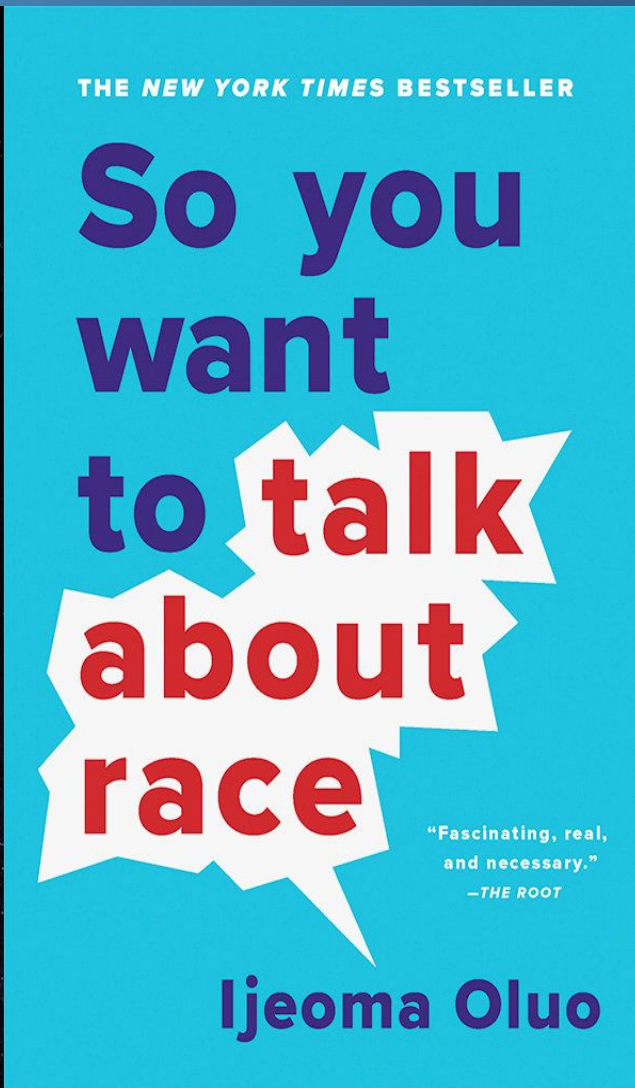
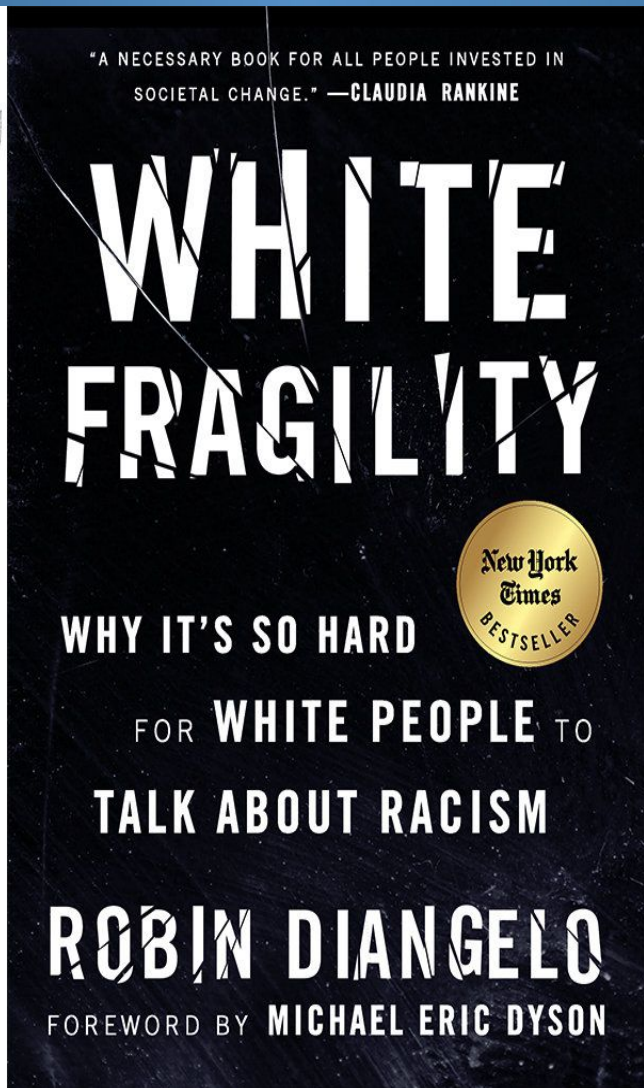
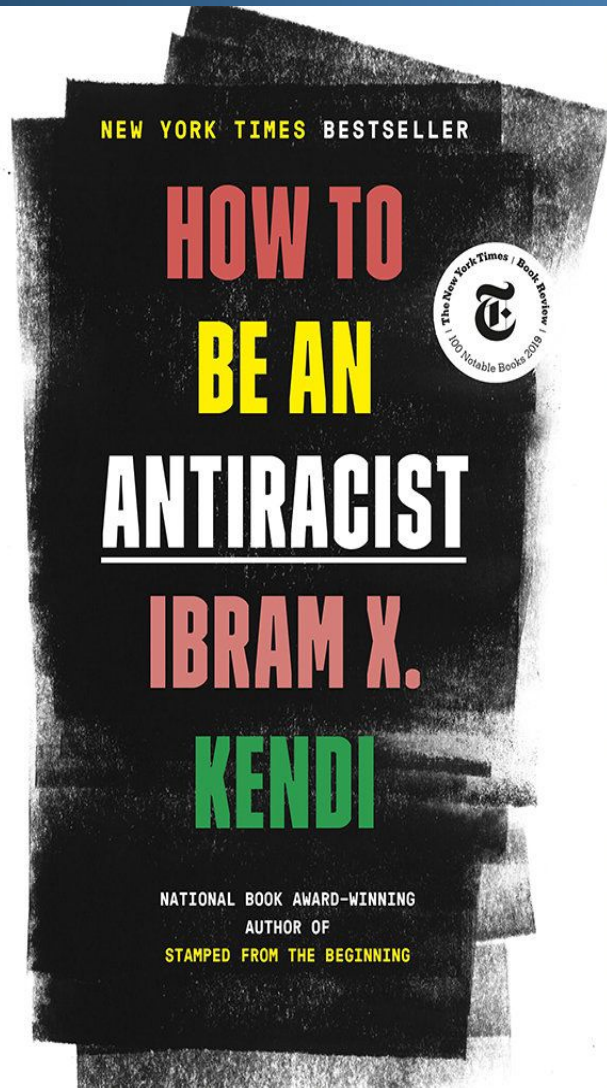
“Anyone reading history should understand from the start that there is no such thing as impartial history,” Howard Zinn writes in a book of essays, *Declarations of Independence*. “All written history is partial in two senses. It is partial in that it is only a tiny part of what really happened. That is a limitation that can never be overcome. And it is partial in that it inevitably takes sides, by what it includes or omits, what it emphasizes or deemphasizes. It may do this openly or deceptively, consciously or subconsciously.”

<https://www.zinnedproject.org/about/a-peoples-history-a-peoples-pedagogy/>

Why Does This Matter?

In a **comprehensive study** of the benefits students of color accrue from multicultural education, Celestial Zaldana of Claremont McKenna University found overwhelming evidence for the positive social and emotional effects of diverse curricula. Reading texts written by members of the ethnic groups that are underrepresented in school curricula improves the self esteem of students of that ethnic group, and caused all students to have a greater appreciation for cultural difference.

What Should We Do?



What Should We Do?

Nobody is a lesson, a unit, a day, or a month.

We need to ensure that all students see themselves as an important part of their history and their education.

How do we work toward this goal?

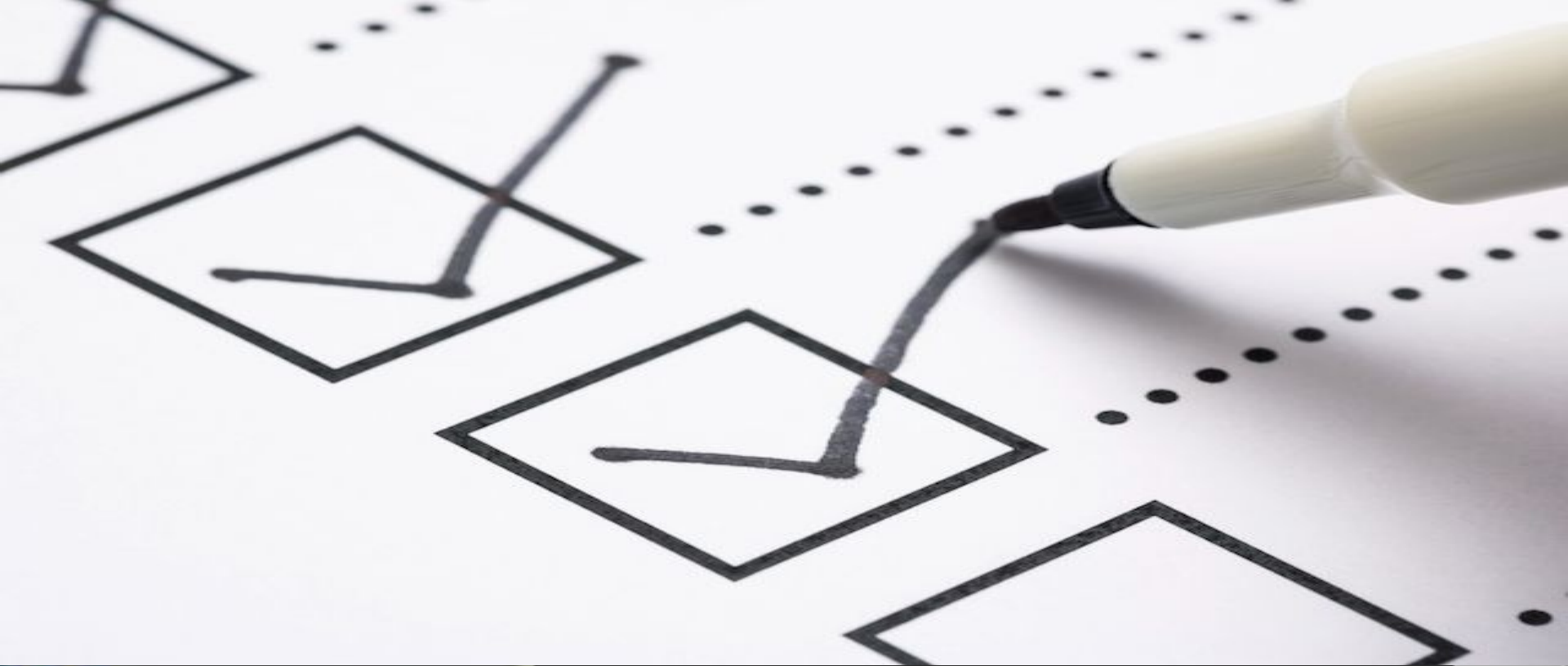
Let's take a first step with your learning today by putting on your teacher lens.

What Should We Do?

Let's create a list of "look fors" to help you process what you heard so far as part of this work series, absorb what you are about to hear today, and be on the lookout moving forward.

Complete these sentences:

- "When I interact with people whose background and experiences are different than my own, I can learn from them by..."
- "I can share what I learned with my students by..."



 Breakout Rooms ✕



The host is inviting you to join Breakout Room:
Breakout Room 1



Join

Later

Why Does This Matter?

The [National Association of Independent Schools](#) advises that when white parents avoid helping younger children understand how to talk about race and racism, it can affect the children's ability to have effective and productive conversations about race as an adult. It also perpetuates the harmful notion that race is just another topic that “nice” people avoid. We would all like our children to remain innocent as long as possible, but it's never too soon to start having these difficult discussions.



penny kittle @pennykittle · Jul 22



"...when white parents avoid helping younger children understand how to talk about race and racism, it can affect the children's ability to have effective and productive conversations about race as an adult." This also applies to teachers.

#ILA18



Opinion | The Heartbreak of Raising a Black Daughter in a Red State

She has been rejected by classmates because of her race and called "the maid." Given the messages from the White House, I'm not surprised.

[nytimes.com](https://www.nytimes.com)

[Article Link](#)

Annotating a Text

Underline any statements that you find interesting

 Circle any statements that surprise you

 Star any statements that you want to share with others.

 Question mark anything you have a question about.

Be Aware of Mirrors and Windows



Mirrors, Windows, and Sliding Doors



Be Aware of Mirrors and Windows

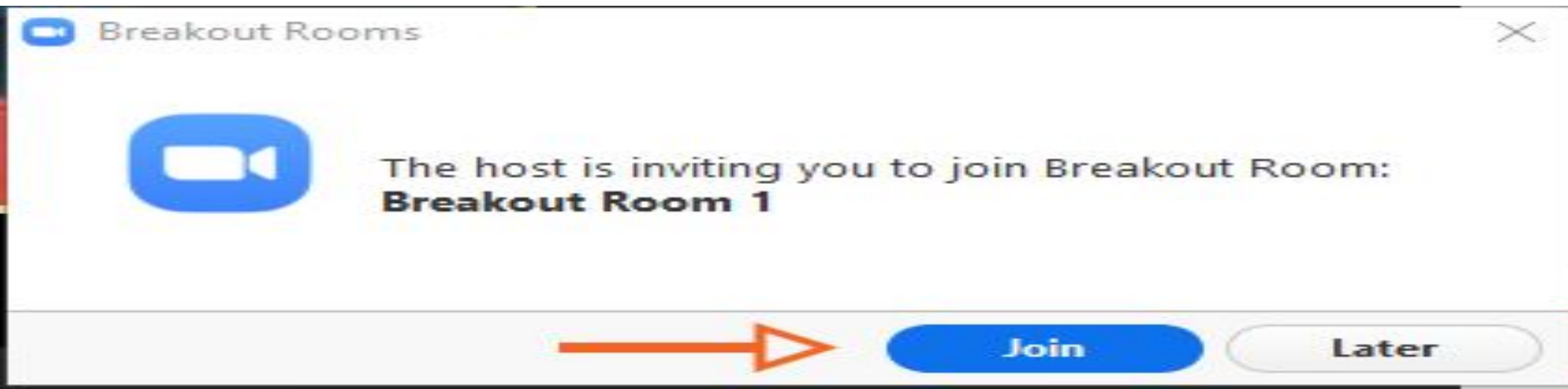
- What are you mirrors?
- What are your windows?
- Are you giving all of your students a chance to see both windows and mirrors?

“BOOKS ARE SOMETIMES WINDOWS, OFFERING VIEWS OF WORLDS THAT MAY BE REAL OR IMAGINED, FAMILIAR OR STRANGE. THESE WINDOWS ARE ALSO SLIDING GLASS DOORS, AND READERS HAVE ONLY TO WALK THROUGH IN IMAGINATION TO BECOME PART OF WHATEVER WORLD HAS BEEN CREATED OR RECREATED BY THE AUTHOR. WHEN LIGHTING CONDITIONS ARE JUST RIGHT, HOWEVER, A WINDOW CAN ALSO BE A MIRROR. LITERATURE TRANSFORMS HUMAN EXPERIENCE AND REFLECTS IT BACK TO US, AND IN THAT REFLECTION WE CAN SEE OUR OWN LIVES AND EXPERIENCES AS PART OF THE LARGER HUMAN EXPERIENCE. READING, THEN, BECOMES A MEANS OF SELF-AFFIRMATION, AND READERS OFTEN SEEK THEIR MIRRORS IN BOOKS.”

Dr. Rudine Sims Bishop

Be Aware of Mirrors and Windows

- What are your mirrors?
 - Your students?
- What are your windows?
 - Your students?
- Are you giving all of your students a chance to see both windows and mirrors?



A pair of bright pink, semi-transparent sunglasses is centered in the image. The text is overlaid on the sunglasses and the background. The background features a window with white vertical blinds and a green plant with small leaves on the left side.

When You Look

in the Mirror,

What Do

You See?

Anti-Bias Framework

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that peoples' multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Anti-Bias Framework

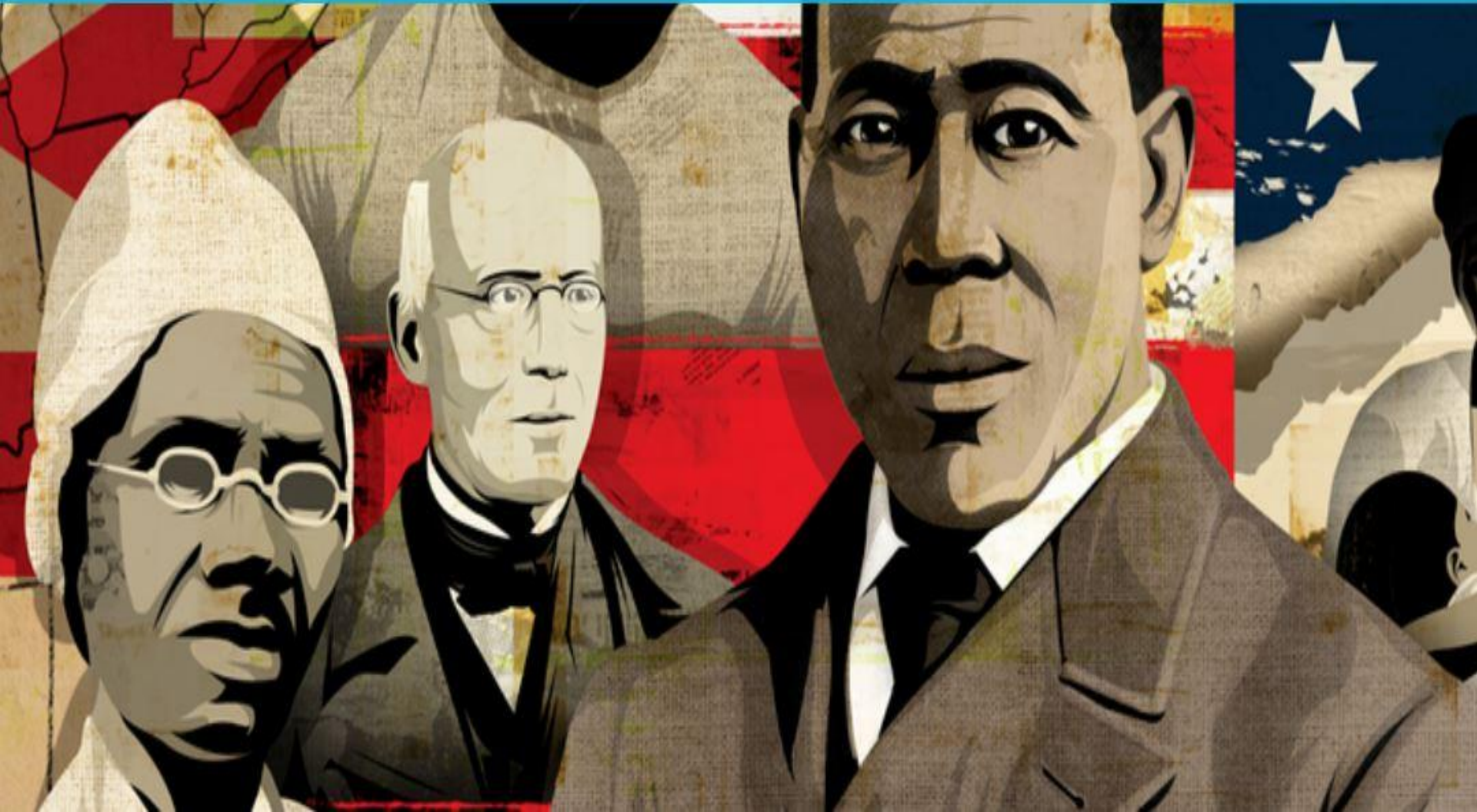
JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

TEACHING HARD HISTORY



What Should We Do?

1. Know the history
2. Know your classroom
3. Know yourself
4. Know your school
5. Know your community



“Discrimination is the process of the othering of others.”

“Teach the resistance of black and brown skin people...”

“Enslaved people, not slaves.”

@ProfJeffries

Be Aware of Reductionist Views

- Linear Progression
 - History is NOT always moving in a smooth path towards progress
 - Usually see history as improving societies and technologies but often leaves out the downturns or back steps that are part of the growth process.
 - Ignoring minority viewpoints
 - Columbus “discovered” America
 - Western expansion vs. eastern encroachment

Dr. Jeffrey Nokes

Use Teaching Tolerance Resources!!

CLASSROOM RESOURCES

PROFESSIONAL DE

PROFESSIONAL DEVELOPMENT

MAGAZINE & PUBL

Classroom Resources

- Teaching Tolerance Lessons
- Learning Plans
- Perspectives Texts
- Student Tasks
- Teaching Strategies
- Film Kits
- Printable Posters



Professional Development

- School Climate
- Instruction
- Classroom Culture
- Family & Community Engagement
- Teacher Leadership
- Webinars
- Teaching Tolerance Workshops



Filter Texts

Text Type

- Literature
- Multimedia
- Visual
- Informational

Grade Level

- K-2
- 3-5
- 6-8
- 9-12

Social Justice Domain

- Identity
- Diversity
- Justice
- Action

Subject

- Social Studies
- Civics
- History
- Economics
- Geography

Topic

- Slavery
- Race & Ethnicity
- Religion
- Ability
- Class
- Immigration
- Gender & Sexual Identity
- Bullying & Bias
- Rights & Activism

127 TEXTS

Sort Results

LITERATURE

Thomas H.

Thomas was born into slavery and lived a harsh life, but he was finally able to escape and reunite with his family.

GRADE LEVEL: 3-5, 6-8 LAURYN MASCAREÑAZ

TOPIC: SLAVERY SUBJECT: HISTORY SOCIAL JUSTICE DOMAIN: IDENTITY, JUSTICE, ACTION

[Link to Texts](#)

Essential Questions

- How do we meet the standards while teaching this important topic?
- How can schools affirm identity, celebrate diversity, teach justice and inspire action among students?
- How do we create literacy experiences that are both culturally relevant and academically rigorous?
- How do we help the students of Maine understand the perspectives of others?

Maine Learning Results

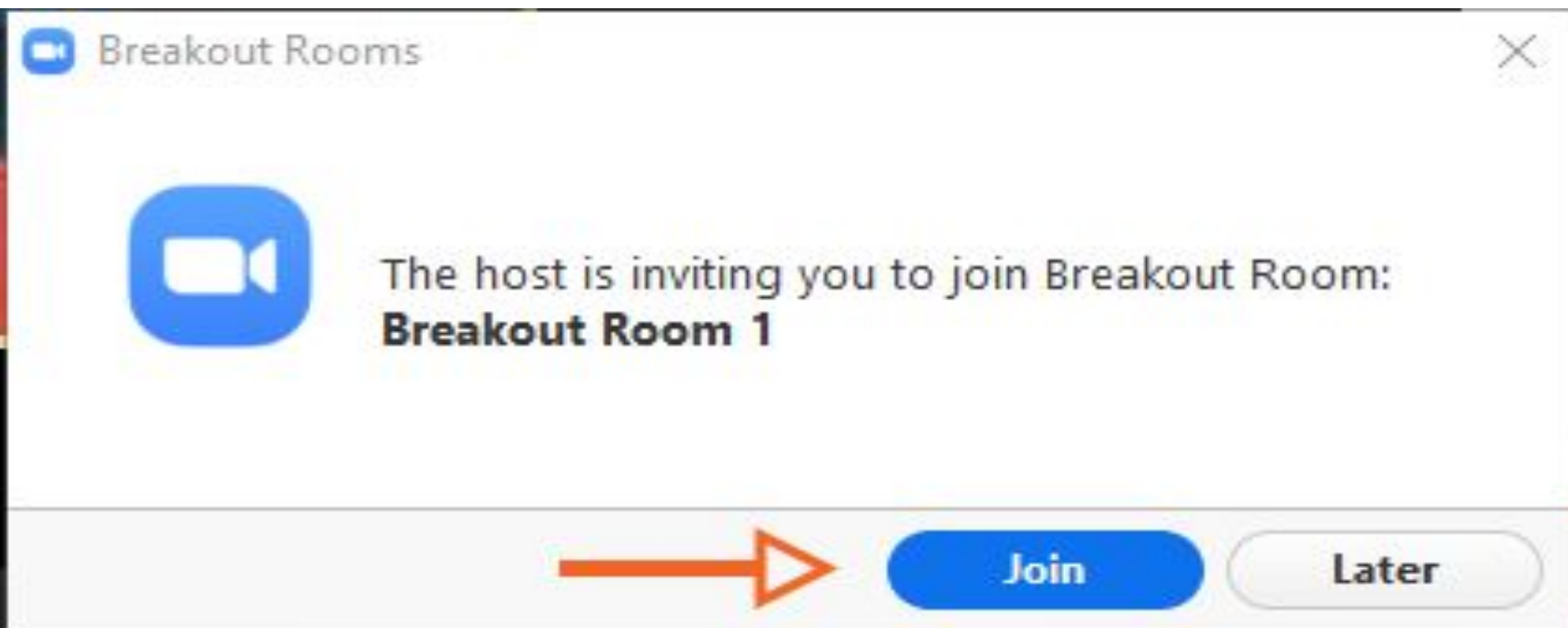
Take a moment to visit:

<https://www.maine.gov/doe/learning/content/socialstudies/standards>

Check out your grade level and look for something that you can work with during this session and take a closer look at implementing in your class.



How Does This Connect to Your Unit?



Breakout Rooms

The host is inviting you to join Breakout Room:
Breakout Room 1

Join Later

An orange arrow points to the 'Join' button.

The image shows a Zoom software dialog box for 'Breakout Rooms'. At the top left is a small video camera icon and the text 'Breakout Rooms'. At the top right is a close button (X). In the center, there is a large blue video camera icon on the left, followed by the text 'The host is inviting you to join Breakout Room: Breakout Room 1'. At the bottom, there are two buttons: a blue 'Join' button and a grey 'Later' button. An orange arrow points from the left towards the 'Join' button.

New Page in the Works

Diversity, Equity, and Inclusion

ADDITIONAL RESOURCES COMING SOON



INTRODUCTION & OVERVIEW

These webpages below are inspired by the [Facing History and Ourselves Pedagogical Triangle](#) (see below for more information) and conversations with staff at the [Holocaust and Human Rights Center of Maine](#). The resource pages are meant to not only provide resources that provide intellectual rigor for students as they learn about different topics, but also to provide school districts with the tools to engage in ethical reflection about the curriculum that are being offered for their students and resources for individual teachers and students to practice emotional engagement in their own personal work and beliefs. While all of the resources are can be used individually to support and enhance social studies education, only through the use of all three types of resources (or sides of the triangle), will students be given the tools necessary to become informed and civically responsible participants in their school and communities.

Content Area Studies

- [African American and Ethnic Studies](#)
- [Holocaust, Anti-Semitism, and Genocide](#)
- [LGBTQ+ Studies](#)
- [Women and Gender Studies](#)

[Curriculum Review & Reflection](#)

[Personal, Student, and Staff Reflection and Engagement](#)

The Pedagogical Triangle

To Facing History, pedagogy is not a set of teaching techniques that can be used to get across particular ideas or encourage effective practice of specified skills. It is an active process of engaging young people with challenging content through a process that builds the knowledge, skills, and dispositions of deep civic learning.

Where to Begin

- Start small
- Look for what is obvious
- Use what is already out there
 - <https://www.maine.gov/doe/learning/content/socialstudies/prolearning>
- Adapt to the needs of your students/community
- Build allies
- Continue to grow
- Understand the growth includes both steps forward and steps backwards
- Reach out
- And breathe!!



Variety
is the
spice of life!

Additional Perspectives

Maine Memory Network - Immigration

- Download the lesson plan *Immigration: Challenges and Opportunities*
- Download the lesson plan *U.S. Immigrants and the Land of Opportunity*
- Download the lesson plan *The Not So Open Door* |
Download samples of student work from the *The Not So Open Door* lesson plan

Additional Perspectives

DPLA - Maine State Archives Immigration, Migration Primary Source Sets, Immigration

Smithsonian's History Explorer - Immigration

Library of Congress - Immigration Presentation, Immigration Themed Resources, TPS-Barat Immigration, Student Discovery Sets Immigration (iTunes)

National Archives - Immigration, Docs Teach Immigration, Docs Teach Vault Immigration

Additional Perspectives

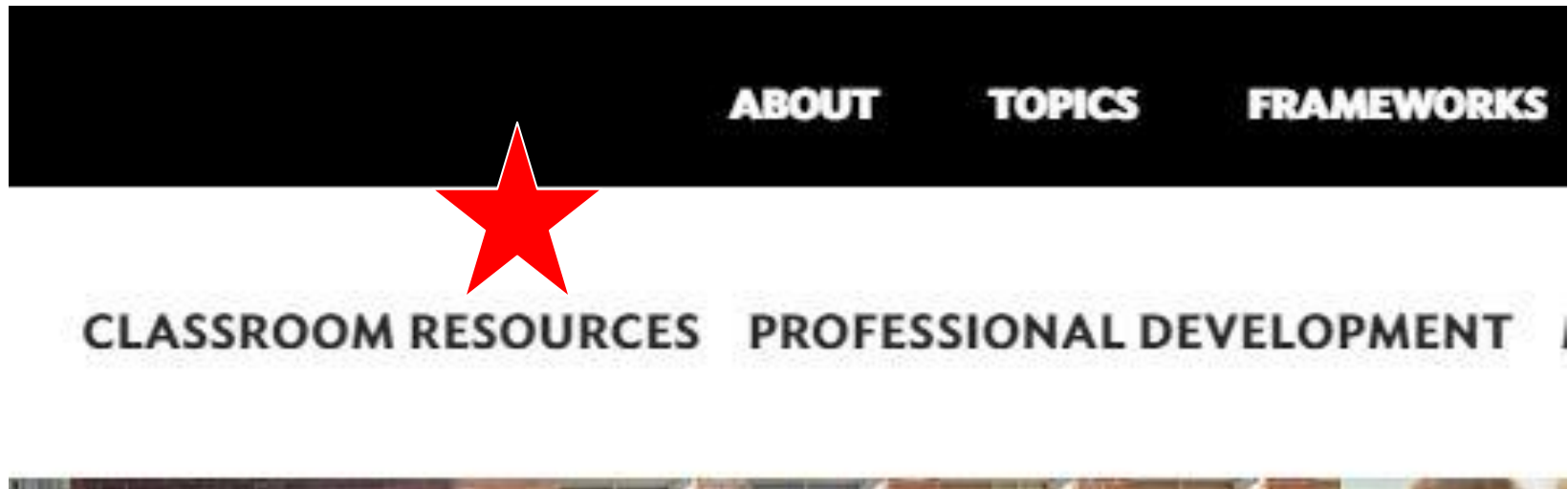
Others w/ Immigration - [Gilder Lehrman](#), [EDSITEment!](#),
[World Digital Library](#), [Newseum](#), [America in Class](#),
[Photogrammar](#)

[Diverse BookFinder](#) - Bates College

Joe's [Diigo](#)

Use Teaching Tolerance Resources!!

<https://www.tolerance.org/>



Additional Perspectives

[Teaching Hard History: American Slavery - Take The Quiz](#)

[Teaching Tolerance Framework & Resources](#)

[Mount Vernon - Lives Bound Together](#)

[Unchained Memories - Video & Student PDF](#)

[Slavery and the Making of America](#)

[Slave Narrative Project Resources](#)

[Facing History and Ourselves](#)

[Equal Justice Initiative - Evolution of Slavery](#)

Additional Perspectives

[Maine Memory Network - Slavery](#)

[DPLA - Slavery - Slaves - Slave - Enslaved](#)

[Smithsonian's History Explorer - Slavery](#)

[Library of Congress - Slavery - TPS-Barat Slavery](#)

[National Archives - Slavery,](#)

[Docs Teach Slavery](#)

[Docs Teach Vault Slavery](#)

Additional Perspectives

Gilder Lehrman

EDSITEment! - Slave & Slavery

World Digital Library - Slave & Slavery

Newseum - Slave & Slavery

America in Class - Slave & Slavery

BookFinder at Bates College - Slave & Slavery

Joe's Diigo - Slavery



TAKE TIME TO

Explore

Questions?



NEXT STEPS

The word "NEXT" is in red, with the second 'X' being a teal color. The word "STEPS" is in red. To the right of "STEPS" are two blue footprints, one above the other, with wavy lines representing the tread pattern.

