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Roosevelt Alumni for Racial Equity (RARE) | Seattle, WA

**CURRICULUM GUIDE (Jan 2022 ed)**

To Accompany RARE DOcumentary – Roosevelt high school: beyond black and white



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*To accompany RARE Documentary*

Lea Vaughn, on behalf of Roosevelt Alumni for Racial Equity (RARE)

Winter 2021/2022

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Note: This guide is for use in high schools and middle schools. The table of contents is by subject area, but material will be apportioned between middle school (Grades 6 -8) and high school (Grades 9 – 12). Designation as suitable for a particular grade level, however, is meant to be flexible – use as you feel is appropriate for your students.

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**INTRODUCTION**

This curriculum guide is designed and written to accompany Roosevelt Alumni for Racial Equity’s (RARE) 2022 documentary titled *Roosevelt High School: Beyond Black and White*. We intend, and hope, that the documentary will be viewed in secondary school classrooms, as well as with groups of adults, most likely parents. Along those lines, we have also prepared a discussion guide for adult groups as well as for school groups for educators who would like a “one and done” approach to the film.

This guide is very much a work in progress, as is our country’s grappling with racism, discrimination and inequity. Most curriculums are living documents; this is no different. It doesn’t purport to be perfect or the final word on teaching this difficult topic. We hope that it will encourage difficult, and at times, uncomfortable conversations. We also hope that it will encourage and inspire young people to get involved at whatever level and in whatever ways they deem appropriate.

The format of this guide is more that of a collection of teaching ideas, and resources. It does not purport to offer classic “lesson plans,” although many of the listed general resources do have such plans. Given the breadth of teaching circumstances and types of students/classrooms that face an educator, particularly in the time of Covid (as this is being written, we are in the middle of the Omicron spike), we don’t want to impose a formula on educators. You know your students and your situation far better than we do. Please feel free to adapt these materials, or to borrow from them, or to be inspired by them as seems appropriate to your situation.

As I write this, I’m not sure what method we’ll use for gathering feedback from educators who use these materials. But we would like to hear from you – details on that to follow. We hope to issue updated versions of this guide in the future as we have more experience with the documentary.

Thank you for going on this journey with us. As we state, we hope that fifty years from now, this curriculum guide won’t be needed.

-Lea Vaughn

Roosevelt High School Class of 1971

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January, 2022

**ENGLISH**

**MIDDLE SCHOOL**

1.Vocabulary: One of the problems people encounter when talking about race, or race equity, is vocabulary. We may use the same words but mean different things. For example, how do you define the following words – take a moment and jot down your thoughts:

Race

Equity

Oppression

Justice

Integration

Assimilation (etc.)

After you’ve finished defining these words, turn to your neighbor and share definitions. Are your definitions the same? Different? In either case, why do you think there are similarities and differences in how we define these words? How does it affect our conversations about race and race equity?

**HIGH SCHOOL**

1. Poetry: The documentary, at time, speaks with passion, and is a form of artistic endeavor to explore the human condition. Before film was possible, many writers, of all races and persuasions, used poetry. Consider Langston Hughes, *Dream Deferred*:

**Dream Deferred by Langston Hughes**

What happens to a dream deferred?  
  
Does it dry up  
Like a raisin in the sun?  
  
Or fester like a sore--  
And then run?  
  
Does it stink like rotten meat?  
Or crust and sugar over--  
like a syrupy sweet?  
  
Maybe it just sags  
like a heavy load.  
  
Or does it explode?

What is Hughes talking about? How does his poetry compare, say, to the *Migration Series* of paintings by Jacob Lawrence? One might assign an essay on the role of art in fomenting social change? Does it advance or hinder social change? The Poetry Foundation ([Poetry Foundation](https://www.poetryfoundation.org/)) has a lot of on-line resources and has been particularly good at carrying poets of color, as well as poets of color from the 19th and early 20th century. Similarly, you might consider the Presidential Inauguration poems of Maya Angeleou (:[Maya Angelou Inaugural Poem | Pamela E. Oliver (wisc.edu)](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ssc.wisc.edu%2F~oliver%2Fteaching%2Fsoc-220%2Fmaya-angelou-inaugural-poem%2F&data=04%7C01%7C%7C1a5a327b542a42064b3608d9cfbe7352%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637769239154464003%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=bZQpue%2F3VK%2FKrtin37mp9NWUgKig8e8uNZUWVBx0d9k%3D&reserved=0) ) and Amanda Gorman ( [READ: Transcript of Amanda Gorman's inaugural poem | TheHill](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fthehill.com%2Fhomenews%2Fnews%2F535052-read-transcript-of-amanda-gormans-inaugural-poem&data=04%7C01%7C%7C1a5a327b542a42064b3608d9cfbe7352%7C84df9e7fe9f640afb435aaaaaaaaaaaa%7C1%7C0%7C637769239154464003%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=XHipmDP23ubAO%2FpATGCGyNcvzq4oL2hfHcxiYh35%2BTQ%3D&reserved=0) ). What are they saying about the progress of racial equity in America.

Poets of other ethnicities have also written of their experience. What have, for example, Japanese American poets written of the WWII Internment of the Japanese? Or what have Hispanic/Latinx poets written about immigration or their experiences as migrant laborers?

2. Rhetoric and Persuasion: The Greeks were great students of rhetoric and persuasion, and even modern English as well as debating societies use a number of techniques to persuade others. What are those techniques? Etc.

a. Assignment: I recommend the following book: **The Democracy reader: Classic and modern speeches, essays, poems, declarations, and documents on freedom and human rights worldwide Hardcover – January 1, 1992** by [Diane Ravitch](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Diane+Ravitch&text=Diane+Ravitch&sort=relevancerank&search-alias=books) (Editor), [Abigail M. Thernstrom](https://www.amazon.com/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=Abigail+M.+Thernstrom&text=Abigail+M.+Thernstrom&sort=relevancerank&search-alias=books) (Editor); it’s still in print!

Select a speech (preferable social justice or racial justice) and analyze why it is or isn’t successful. Are you persuaded by the speech you just read? Why or why not? Are the author’s examples persuasive? Relatable?

3. Novels/Book Reports: The documentary, given space/time constraints, couldn’t tell everyone’s story. But, there is a growing wealth of literature written by people of color. For example, David Guterson, an RHS alum, wrote *Snow Falling on Cedar,* a novel about the impact of the Japanese internment on a small group of people on Bainbridge Island. Similarly, another local author, Jaimie Ford wrote the novel, *Hotel on the Corner of Bitter and Sweet,*  that chronicles the story of two 12 year olds, one Japanese and the other Chinese, in the lead up to WWII and the internment of the Japanese.

4. Non-fiction Writing: The documentary lends itself to encouraging experiments in several forms of non-fiction writing:

a. Script Writing: Ken Burns doesn’t do all of this work by himself. Someone has to write the script and do the research that informs the script. The research skills are something we learn in History and English, but writing a script probably partakes more of narrative skills learned in an English class. That is, if they were going to write a script for what’s going on at Roosevelt now, what would they say? Who might they interview? Who is their audience?

b. Editorials: In the course of RARE’s work in the last year, two of the students/founders involved with us have written and published editorials in local papers. The obvious assignment angle, here, is to have students write editorials. This isn’t a skill that should be limited to the journalism class – everyone, at some point in their life, may want to write a letter to the editor of their local paper. How do you go about that? Where do you find information about what a newspaper wants, and what their submission guidelines are?

5. Responsible Social Media Use: What are the different forms of social media? How do they improve or degrade our conversations about difficult topics?

a. Assignment: Draft and debate a “best (ethical) practices” social media policy.

b. Assignment: How to write a good email. (as preparation for the work world) Students might want to read this, [How to Write a Proper Email: Make the Right Impression | Grammarly](https://www.grammarly.com/blog/email-writing-tips/), before drafting an email, say, for example, looking for a job, or making an inquiry about racial equity or some policy issue.

c. Assignment: Research paper on legal constraints on use of social media that constitutes hate speech, or threatens violence.

6. How Language Changes: We are now capitalizing the word “Black” when it refers to African-Americans. How does social change affect language change, and vice versa? Do you agree with the reasoning in these articles? Why or why not? Is this a trivial or significant change? Why?

Resources for this lesson:

[Why we capitalize ‘Black’ (and not ‘white’) - Columbia Journalism Review (cjr.org)](https://www.cjr.org/analysis/capital-b-black-styleguide.php)

[Why We’re Capitalizing Black - The New York Times (nytimes.com)](https://www.nytimes.com/2020/07/05/insider/capitalized-black.html)

**SOCIAL STUDIES/HISTORY**

**MIDDLE SCHOOL**

1. Oral History, Families, and People of Color: The story told in this film focuses, largely, on the relationship between Black and white students. It also talks about immigration and the immigrant experience in America. Does you family have a story about racism, race equity, or immigration?

Assignment: Interview a family member about race, race equity, or immigration. Please write up their story in about a paragraph. In a second paragraph, please tell the reader what you learned from doing this interview.

Skills: Interviewing, History content, and Writing a descriptive, fact-based essay

**HIGH SCHOOL**

1. Oral History and People of Color: The narrative arc of the film focuses, largely, on the relationship between Black and white students. In fact, much of American history has made the “race problem” a conversation about Black and white. What are the stories of other groups at Roosevelt and in Seattle? What do you know about the experience of the following groups, for example:

Japanese Americans and the Internment of World War II

Chinese Immigrants and the Chinese Exclusion Act

Hispanics/Latinx and the Bracero program; current issues in farm labor

The experience of African immigrants coming to Seattle/U.S. in the last two decades

Jewish Americans – excluded from certain NE Seattle neighborhoods like Sand Point Country Club to say nothing of the Holocaust, or another interesting angle is the historical alliance between Jews and Blacks. For example, *see* [New virtual tours highlight Black and Jewish history in Seattle's Central District (mynorthwest.com)](https://mynorthwest.com/2976529/virtual-tours-highlight-black-jewish-history-seattle-central-district/).

One of the things this film works from are a series of interviews of past and former students. These interviews are a form of oral history, which has become an increasingly important way to collect history. *See*, e.g., Story Corps at [StoryCorps – Stories from people of all backgrounds and beliefs](https://storycorps.org/).

Assignment: Interview someone from your family or community about their experiences dealing with race equity. It doesn’t have to be a person of color; we all have stories to tell.

2. Covenants and Housing Segregation: The story of racial covenants raises interesting issues and material about Seattle’s history as well as Seattle’s geography. Compared to many east coast and Midwest cities, the fact that Seattle is bounded by water and view property on two sides changed the dynamic of property ownership and demographic patterns. But how? What is a racial covenant? Do you know if your house still has one? What is the Open Housing ordinance? Has it been successful? This video, *Segregated by Design*, is instructive: [Segregated By Design on Vimeo](https://vimeo.com/328684375).

3. Make your own documentary: Students in many parts of the country have made their own race equity/historical documentaries. (Find cite to Boston video!!!)

4. Kerner Commission: What is the Kerner Commission Report (1967/68)? Is it still relevant today? Why or why not? *See, e.g.,* this article from the *Washington Post*: [The Kerner Commission gave a divided America a roadmap 50 years ago. We ignored it. - The Washington Post](https://www.washingtonpost.com/opinions/2021/03/16/kerner-comission-police-reform/).

5. Social Activism – Race Equity Activism: The film was not meant to be a “how to” for social activism. The format and the time/budget constraints didn’t allow that. What forms of social activism are available for challenging racism in your community? How would you prepare yourself to be informed on these topics? Take a look at the UW Library guide of social justice groups: [Groups by Issue - Social Justice Organizations in Washington State - Library Guides at University of Washington Libraries (uw.edu)](https://guides.lib.uw.edu/law/social-justice-orgs/issues). Encourage students to volunteer, if appropriate.

6. Comparative Analysis: This documentary tells the story of what happened in Seattle. What happened in other cities? Consider, for example, Boston. See [A History of Segregation in the Boston Public Schools · Back to Square One: Racial Imbalance in the Boston Public Schools · Stark & Subtle Divisions: A Collaborative History of Segregation in Boston (omeka.net)](https://bosdesca.omeka.net/exhibits/show/racial-imbalance_bps/hist-segre-bps) or Jonathan Kozol’s book, *Death at an Early Age.* What was the experience of integration like in the South? What are the differences between the Northern and Southern experiences? Why do you think those differences exist? How would you determine how or why those differences exist? (Actually, the city of Boston School District has developed some great instructional materials on busing, etc.)

**LAW AND LEGAL HISTORY**

1. Take a look at the Street Law Curriculum – some of the materials could be adapted to use in coordination with this film. See [Street Law, Inc.](https://www.streetlaw.org/) There are resources, many of them free, for educators as well as civil society groups.

2. Interviews with the Justices: Trevor Noah recently interview Sonia Sotomayor (whose memoir is absolutely wonderful!). Although some of it is about her new children’s book, other parts are about the Court: <https://youtu.be/HcMhgKywE1c>

3. Sources of Law and Social Change: The premise of a unit of this type would be to teach students both about the underlying legal structure of the United States government, and how to utilize that knowledge to effect social change.

a. Constitution: The Civil Rights Amendments (13th – 15th) are the foundational works of equality in our society and government. Students should read the text, and discuss what the text means. (TBD)

1. *The Federalist Papers* can be great reading to supplement a unit on the Constitution as well, and the Papers on factions, etc. are useful for discussing legislation and interest group politics.

b. Court Decisions and Persuasion: One of the primary vehicles for changing race relations in the United States arose from a series of Supreme Court decisions, most notably Brown v. Board of Education. It’s worth reading some of these decisions in either their entirety or in part. (We could supply edited versions; Street Law has some as well.) For example, when it comes to *Brown*, one of the contested points is the role of social science in making the decision. For example, the Court relied upon the doll studies of Dr. Clark, a noted Black social scientist at the time. To what extent should the Court consider science, or experts, in making decisions? (Parallels to the abortion cases can be drawn here for the very brave.)

a. Instructional point: All citizens should be given some basic instruction, in high school or college, about how to read a case. Lawyers/law students use this rubric for analyzing and taking notes on a case:

1. Facts: What led to the dispute prior to the lawsuit? Who are the parties?
2. Procedural Posture: Consider three points
   1. What is the procedural issue before the court?
   2. What procedural steps got it to this point?
   3. What was the outcome at each step on the procedural issue?
3. Strategy: What arguments did each party make? What procedural choices did each party make? Does the judge seem to have a point of view? What is it?
4. Holdings/Rule: What does the case hold? What rule/doctrine does the case stand for?
5. Reasoning: Why does the court adopt this particular rule/outcome/doctrine? Is it linked to the facts? How?
6. Are there dissenting opinions? On what basis?

It makes sense to read a case several times, and one of the readings should be critical:

1. Read all material critically: Why was it decided this way? Does the doctrine make sense? Does its application make sense? What alternatives are there? Why if this were slightly different – “what if.” Do I agree with the reasoning of the court? Why? Did the court use appropriate interpretive strategies (where a rule or statute is involved)?
2. Look up what *you do not know*. Words. Rules.

...what you know is what you do not know. T.S. Eliot, *Four Quartets*

1. What influence might the case’s historical, economic and political context have on the decision?
2. What effect will this decision have on the people in the case, and on others affected by the decision?
3. Other: How best to study/summarize/remember? Study group?

Another angle that can be fruitful to pursue is the role of the National Association for the Advancement of Colored People’s (NAACP) legal strategy. The NAACP began its litigation strategy by attacking segregation in professional and college education, on the theory that it was more palatable to southern judges to erase segregation among adults. But these cases also became the precedent (define) upon which the legal strategy of *Brown* was shaped. This strategy, of building up from smaller cases to set precedent to bigger groundbreaking cases, was ultimately borrowed by the environmental movement and the feminist movement. Although a research paper on this would probably be beyond the capacity of most high school students, it's worth a few minutes of lecture time.

An interesting exercise that I had law students do, but which I think high school students could handle, was to compare Martin Luther King’s *Letter from the Birmingham Jail* (which every person should read!!!!) to the judge’s decision in *Walker v. City of Birmingham* (S Ct 1967), the case that upheld the City of Birmingham’s decision to jail people for their protests. I have some powerpoint slides that I can share. I frame this discussion by asking students, in th”eir second or third day of law school (so they really don’t know much more than high school students), “Why should we, or do we, obey the law?” On this point, who is more instructive or persuasive – Dr. King (who argues for civil disobedience) or the Supreme Court? Why? This is really an important foundational question that all people need to ask. It can be related to the insurrection at the Capitol on 6 January 2020, which was noted in the documentary, as well as to some of the other scenes of civil protest shown in the documentary.

c. Statutes: Although most people think that court decisions are at the center of American law, they’re wrong. Most modern rules, rights and responsibilities flow from statutes. At this point, there are a couple of well-worn civic lessons:

1. Our federalism – federal vs. state control of law making; 10th Amendment, Supremacy Clause, etc.

2. How a Bill Becomes Law: School House Rocks’ video is still worth showing; there may be updates. I am always profoundly amazed at how most law students don’t understand this material that they should have learned in high school.

3. Assignment: In order to relate this to the documentary, it might be useful to teach students how to write to a legislator. I’ve also had students write a lobbying letter on a particular bill. (Materials to be supplied – Appendix) (I have materials on how to write/draft a statute but this is typically curriculum that is taught in either law school or graduate policy programs.)

d. Regulations: The real heart of rulemaking, and in that sense, social/economic/political change takes place largely out of view in administrative agencies. The School Board, for example, is one such agency as is the State Superintendent of Public Instruction. Similarly, there is a federal Department of Education. How do those organizations makes rules? How can a person know what they’re doing? How can ordinary people play a role? A couple of assignments come to mind:

1. Learning about the Freedom of Information Act (WA – Public Records Act): How can people get information from agencies? How much does it cost? How do you make a request? There’s a lot of information available on the internet. *See, e.g.*, [Public records requests - Washington State Department of Ecology](https://ecology.wa.gov/Footer/Public-records-requests#:~:text=The%20Washington%20Public%20Records%20Act%2C%20Chapter%2042.56%20RCW%2C,Public%20Records%20Act.%20Records%20available%20on%20our%20website). (And part of the point here would be that social justice techniques one learns in civil rights work can be transferred to environmental work, etc.)

2. Writing a comment on a Federal Rule: The federal government makes rules largely through “notice and comment” rulemaking, which is a public process. Regulations are posted at a website: Regulations.gov. The site also has a nice four minute video that would be viewed in class: [Welcome to the new Regulations.gov - YouTube](https://www.youtube.com/watch?v=29O-jouzwDc) I ask my students to find a regulation of interest and submit a comment on the website. There should be a number of equity issues in the Department of Education upon which they could comment.

3. Engage in Rulemaking: I used to run a rulemaking simulation for my law students – it would be like a mock trial. I broke them into interest groups, and two or three students would be the “agency.” Each group would have to testify at a public hearing. This kind of exercise could be useful to prepare students to speak before the School Board, or other local boards in Seattle – even the city council has public hearings.

This last unit, in fact, may be the most important one. Much of the efforts in police reform are political efforts carried out through agency hearings. For example, the U.S. Civil Rights Commission hosted hearings and inquiries in a number of cities last winter and spring regarding police reform. What has happened with that effort? Take a look at the report on Seattle, for example.

**MATH**

**MIDDLE SCHOOL**

1. Making and Deciphering Graphs and Charts: The documentary makes use of a number of graphs and charts – it might be worth talking about how to construct and analyze this type of data.

**HIGH SCHOOL**

2. Graphical Display of Information: My social statistics teacher, Edward Tufte, made a career of talking about the idea that it’s not just the data one collects, but how it is displayed for people. He’s written a series of very beautiful books about this. Might be worth a look – also a nice intersection of math and art!

3. Logic: A few lessons in mathematical logic can help clear up muddled thinking, and attack stereotyping. For example, learning the difference between “all” and “some” can influence, hopefully, one’s willingness to utter such canards as “They’re *all* like that.” Really?

**SCIENCE**

**MIDDLE SCHOOL**

**HIGH SCHOOL**

Read Sapolsky, *This is Your Brain on Nationalism*. What does neuroscience suggest may be part of the cause of the difficulties in members of different racial or ethnic groups engaging in cooperative or social behavior? Is this hard-wired into our brains? If not/so, are there ways to overcome it?

Sapolsky also, *In Why Zebras Don’t Get Ulcers*, talks at length about the fight or flight response, and the stress that it causes on the human organism. What are those harms? Although many of his concerns are focused on the impact of this prolonged stress on the the poor due to economic inequality, might they not also apply to race? Discuss.

**ART/MUSIC**

**MIDDLE SCHOOL**

**HIGH SCHOOL**

1. Art History: Art history has often neglected important artists of color – some are even from this area. Consider the art of Isamu Noguchi ([Isamu Noguchi - Wikipedia](https://en.wikipedia.org/wiki/Isamu_Noguchi) ), James Washington ([James W. Washington Jr. - Wikipedia](https://en.wikipedia.org/wiki/James_W._Washington_Jr.)), or Jacob Lawrence (the *Migration Series* had been at the Seattle Art Museum). Similarly, Northwest Coast Native American art has become famous throughout the world. The Steinbrueck Gallery, near the Public Market, has an incredibly knowledgeable staff (I went to junior high with one of the owners) and the Burke Museum at the University of Washington has an incredible collection of NW Coast art although the best collection is at the University of British Columbia, in Vancouver, B.C., probably has one of the best curated collections in North America.

2. Cartoons/Comics: Both comics and editorial cartoons are a way to express points about racism, race, and inequality. For example, the comic strip, *The Boondocks*, excelled at ironic, but pointed, statements about race. ([The Boondocks (comic strip) - Wikipedia](https://en.wikipedia.org/wiki/The_Boondocks_(comic_strip)), which was also a several season TV series.)

**HOME ECONOMICS**

**MIDDLE SCHOOL**

**HIGH SCHOOL**

1. Please read: [#VeryAsian hashtag goes viral after racist criticism of Korean American news anchor (nbcnews.com)](https://www.nbcnews.com/news/asian-america/veryasian-hashtag-goes-viral-racist-criticism-korean-american-news-anc-rcna10777)In this story, a Korean-American news broadcaster was criticized by a white viewer for mentioning that her family ate dumplings on New Years Day. The viewer accused her of being “very Asian.” Many ethnic groups have a variety of food-based customs regarding New Year’s Day; in fact, they may celebrate their own New Year’s. For example, many Chinese Americans celebrate Chinese New Year, which is based on a lunar calendar. Similarly, many members of the Jewish faith celebrate Rosh Hashanah, or Jewish New Year.

Assignment:

1. Research: What ethic traditions can you find regarding special foods for New Year’s Day?

2. Cooking: In class, try cooking one or two of these dishes.

3. Discussion: Many ethnic groups have foods that are similar, like dumplings or noodles (Chinese, Japanese, Italian). Can you think of any other overlaps?

**GENERAL RESOURCES**

Asian Nation – Asian American History, Demographics and Issues: [Asian-Nation : Asian American History, Demographics, & Issues](http://www.asian-nation.org/index.shtml)

Prof. C.N. Le (U Mass – Amherst) has developed this relatively new site that is meant to be a one stop exploration of Asian culture and history in the United States. It has a particularly rich and extensive set of links to sites about Asian history, culture and issues as well as Asian American organizations. The site defines Asian broadly, and includes materials about East, Southeast, and South Asia as well as Filipinos and Pacific Islanders.

Asian Pacific American Heritage Month: [Asian Pacific American Heritage Month 2021 (asianpacificheritage.gov)](https://asianpacificheritage.gov/)

Maintained by a collaboration between national government museums and organizations, this site has resources for teachers as well as extensive links to archival and collected materials on Asian American culture, and history that is maintained across a wide variety of federal government institutions and musems. It has a great set of primary documents and art. The link for teachers is: [Asian Pacific American Heritage Month 2021 - For Teachers (asianpacificheritage.gov)](https://asianpacificheritage.gov/for-teachers/)

Black Past.Org: [Welcome to Blackpast •](https://www.blackpast.org/)

This invaluable resource was started by UW history professor Quintard Taylor. It is now the “go to” source for Black history in the United States as well as for peoples of African descent.

Edcitement: Hispanic and Latino Heritage and History in the United States: [Hispanic Heritage and History in the United States | NEH-Edsitement](https://edsitement.neh.gov/teachers-guides/hispanic-heritage-and-history-united-states)

This National Endowment for the Humanities (NEH) sponsored site includes resources for teachers: lesson plans, historical timelines, video clips/media resources, student activities, etc.

Facing History and Ourselves: [Facing History and Ourselves](https://www.facinghistory.org/)

This resource rich site contains formal lesson plans on a wide variety of topics: racism, bullying, democratic engagement, immigration, human rights, etc. It also has a page for up-to-the-moment current events. It is easily searchable, and the lesson plans includes assignment, videos, etc. It also has educator development resources and other materials.

The Hispanic Museum and Library: [Collections | Hispanic Society of America](https://hispanicsociety.org/collection/)

This privately support library, founded in 1904 in New York, NY, it houses an extensive collection of art from countries where Spanish or Portuguese is spoken, including the Philippines.

International Society for Technology in Education: [We are ISTE | ISTE](https://www.iste.org/?_ga=2.92196446.518045711.1641874905-263739252.1641874905)

Although their mission is not focused on race equity per se, it does provide some useful information about the use of technology in education. For example, there is a good set of materials on helping students to resist conspiracy theories. It focuses on evidence-based education and teaching.

Latino History – National Museum of American History: [Latino History | National Museum of American History (si.edu)](https://americanhistory.si.edu/topics/latino-history)

This page contains a wealth of material, including links the Smithsonian’s oral history archives, archival materials, and food history materials. It seeks to document the role of Laintos in American history

Latino-American History: [Home | Latino Americans | PBS](https://www.pbs.org/latino-americans/en/)

Although a bit dated now, this is the resources page for the homepage for the 2013 six hour documentary on Latino American history. In addition to the video, it includes teaching resources. A linked page ([Lesson Plans | Latino Americans | PBS](http://www.pbs.org/latino-americans/en/education/lesson-plans/)) contains grade appropriate lesson plans.

Learning for Justice: [Topics | Learning for Justice](https://www.learningforjustice.org/topics)

Formerly *Teaching Tolerance*, this website and organization was started by the Southern Poverty Law Center. It is geared to the K-12 classroom, and has scads of ready made lesson plans and downloadable materials. It also provides downloadable materials for professional development for teachers, as well as materials to encourage community engagement.

National Hispanic American Heritage Month: [Collections | Hispanic Society of America](https://hispanicsociety.org/collection/)

Maintained by a collaboration between national government museums and organizations, this site has resources for teachers as well as extensive links to archival and collected materials on Hispanic culture, and history that is maintained across a wide variety of federal government institutions and musems. It has a great set of primary documents and art. The link for teachers is: [National Hispanic American Heritage Month 2021 - For Teachers (hispanicheritagemonth.gov)](https://www.hispanicheritagemonth.gov/for-teachers/)

Native American Heritage Month: [National Native American Heritage Month](https://www.nativeamericanheritagemonth.gov/)

Maintained by a collaboration between national government museums and organizations, this site has resources for teachers as well as extensive links to archival and collected materials on Native American culture, and history that is maintained across a wide variety of federal government institutions and museums. It has a great set of primary documents and art. The link for teachers is: [National Native American Heritage Month - For Teachers](https://www.nativeamericanheritagemonth.gov/for-teachers/)

Project Implicit: [Education (harvard.edu)](https://implicit.harvard.edu/implicit/education.html)

Many of us have heard about implicit bias. This is the research center that hosts the implicit bias test. It provides visitors to its site the opportunity to take the test as well as explore materials about the test.

Talking about Race: [Talking About Race | National Museum of African American History and Culture (si.edu)](https://nmaahc.si.edu/learn/talking-about-race)

This site provides tools and resources for a wide variety of audiences to talk about race, and racism. Although it is sponsored by the National Museum of African American History and Culture, the site is meant to be used by all people, regardless of race or ethnicity to foster conversation and change.

Teaching for Change: [Teaching for Change - Building Social Justice Starting in the Classroom](https://www.teachingforchange.org/)

The mission of this organization is to provide teachers and students materials for social change. Although they maintain a national program, they have demonstration projects in the D.C. area. Recently, they’ve added a Central American focus. They also curate a book list of books that emphasize multiculturalism, antibias education and resources for educators: [**SocialJusticeBooks.org**](https://socialjusticebooks.org/) . They also sponsor virtual curriculum fairs.

The *New York Times* 1619 Project: [The 1619 Project - The New York Times (nytimes.com)](https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html) (The NYT Official Site) or [1619 Project : The New York Times : Free Download, Borrow, and Streaming : Internet Archive](https://archive.org/details/1619project/full_issue_of_the_1619_project/)

In August, 2019, on the 400th anniversary of the first slaves arriving on American shores, the *New York Times* published a series of roughly thirty essays about slavery, and how it infects/affects nearly every American institution. The publication in the newspaper’s Sunday Magazine sought to reframe the discussion of slavery, and some regard it as a piece of contested history.

The *New York Times* also maintains a small collection of lesson plans about race and racism: [Resources for Teaching About Race and Racism With The New York Times - The New York Times (nytimes.com)](https://www.nytimes.com/2021/03/04/learning/lesson-plans/resources-for-teaching-about-race-and-racism-with-the-new-york-times.html).

Smithsonian – National Museum of American History – Asian History Resources: [Asian Pacific American History | National Museum of American History](https://americanhistory.si.edu/topics/asian-pacific-american-history)

This page contains a wealth of material, including links the Smithsonian’s oral history archives, archival materials, and food history materials. It seeks to document the role of Asian Americans and Pacific Islanders in American history.

UFT Resources for Teaching about Race and Social Justice: [Resources for Teaching About Race and Social Justice (uft.org)](https://www.uft.org/teaching/classroom-resources/resources-teaching-about-race-and-social-justice)

This site contains links to lesson plans, sorted by grade level.

United States Holocaust Memorial Museum: [United States Holocaust Memorial Museum (ushmm.org)](https://www.ushmm.org/)

Dedicated in 1993, this museum is intended to be a *living* museum that documents the Holocaust, that is, the World War II German genocide of people of Jewish descent as well as other people considered “undesirable.” It contains resources for teachers at: [Teach — United States Holocaust Memorial Museum (ushmm.org)](https://www.ushmm.org/teach)

University of Washington – Multiple Sites

The University has a wide variety of resources for educators and community members who wish to learn more about race equity.

* [Teaching Children About Racial Justice - Racial Justice Resources - Library Guides at University of Washington Libraries (uw.edu)](https://guides.lib.uw.edu/racial-justice/children)
* [Keeping Current - Racial Justice Resources - Library Guides at University of Washington Libraries (uw.edu)](https://guides.lib.uw.edu/racial-justice) : This site has more high school appropriate materials and is very up-to-date.
* [Groups by Issue - Social Justice Organizations in Washington State - Library Guides at University of Washington Libraries (uw.edu)](https://guides.lib.uw.edu/law/social-justice-orgs/issues)
* [Seattle Civil Rights and Labor History Project Seattle Civil Rights and Labor History Project (washington.edu)](http://depts.washington.edu/civilr/index.htm) : This set of pages is rich with materials regarding Seattle’s past, and in over 300 pages of online resources, addresses the history of PNW ethnic groups as well as LGBTQ+ issues.
* Center for Communication, Difference and Equity: [CCDE – Center for Communication, Difference, and Equity (washington.edu)](http://ccde.com.washington.edu/)
* There are also other centers at UW. The Medical School, Nursing School and Public Health Schools are increasingly involved in access to medical care issues that impact communities of color.