

TEACHING TOLERANCE INTRODUCES



PERSPECTIVES *for a* DIVERSE AMERICA

A K-12 LITERACY-BASED ANTI-BIAS CURRICULUM

TEACHING
TOLERANCE 

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

TeachPerspectives.org

Anti-bias Framework

Perspectives follows a “backwards design” approach that begins with the Teaching Tolerance Anti-bias Framework. The Framework (anchor standards, corresponding grade-level outcomes and school-based scenarios) is organized into four domains: identity, diversity, justice and action. Together, these domains represent a spectrum of engagement in anti-bias, multicultural and social justice education.

Anchor Standards and Domains

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 affirms and accurately describes 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 than 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 than 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.

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 key figures and groups, seminal events and a variety of strategies and philosophies relevant to the history of social justice action and history 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.

Visit teachperspectives.org for the complete Anti-bias Framework, including grade level outcomes and student scenarios.

At the heart of Perspectives is a carefully curated collection of texts that exemplify the Framework's themes of identity, diversity, justice and action and meet Common Core expectations for complexity.

Excerpts from “The Declaration of Sentiments, Seneca Falls Conference, 1848” by Elizabeth Cady Stanton

Text Type: Informational | CCSS Text Level: Mid 11th to end 12th | Lens: Gender | Anti-bias Domains: Identity, Justice, Action

... The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world. Justice 13

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice. ...

He has taken from her all right in property, even to the wages she earns. ... Justice 12

He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her. ...

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man. ... Justice 14

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life. Identity 1+4

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to effect our object. We shall employ agents, circulate tracts, petition the state and national legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this convention will be followed by a series of conventions embracing every part of the country. Action 19

Action 20

Visit teachperspectives.org to read and download hundreds more diverse texts.

Central Text Anthology

The Perspectives online Central Text Anthology allows educators to search for and select texts based on criteria such as grade band, text type, lens and theme. CCSS text complexity measures and Tier II vocabulary words are provided with each text.

K-2 SAMPLE

“Peace Begins with You” by Katherine Scholes

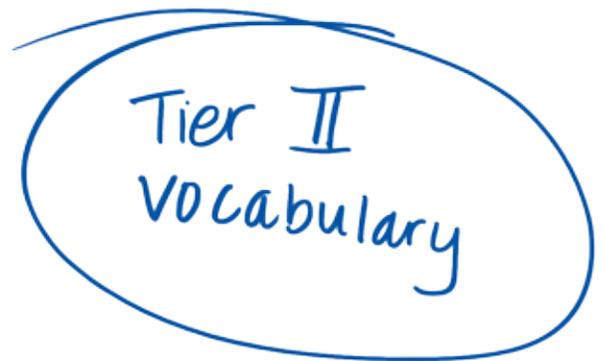
Text Type: Informational | CCSS Text Level: Mid to End 2nd Grade | Anti-bias Domains: Identity, Diversity, Justice, Action

... All through history, there have been peacemakers – people who have worked for peace by trying to make life better for others.

They have worked to have laws changed and things shared more fairly, so that everyone – whoever and wherever they are – can have the chance of a good life.

Being a peacemaker often means saying “No!” It may mean starting a conflict. Because if you believe something is wrong, or unfair, you may have to speak up, and you may have to act.

But there are different ways to speak and act, and some are more likely to bring change, with peace, than others. ...



3-5 SAMPLE

Excerpt from *Esperanza Rising* by Pam Muñoz Ryan

Text Type: Literature | CCSS Text Level: Early to Mid 5th Grade | Lens: Immigration | Anti-bias Domains: Justice, Action

“And what is your purpose for entering the United States?”

“To work,” said Mama, handing him her documents as well. “What work?” demanded the man.

Mama’s demeanor changed. She stood up straight and tall and deliberately blotted her face with a handkerchief. She looked directly into the official’s eyes and spoke calmly as if she were giving simple directions to a servant. “I am sure you can see that everything is in order. The name of the employer is written there. People are expecting us.”

The man studied Mama. He looked at their faces, then the pages, then their faces again.

Standing tall and proud, Mama never took her eyes from his face.

Finally, he grabbed the stamp and pounded each page with the words “Mexican National.” He shoved their papers at them and waved them through.

...Esperanza looked out the window. Across the tracks, several groups of people were being prodded onto another train headed back toward Mexico.

“My heart aches for those people. They came all this way just to be sent back,” said Mama.

Esperanza thought about being separated from Mama and gratefully took her hand and squeezed it.

6-8 SAMPLE**“One School Girl’s Protest of Seventeen Magazine” by Julia Bluhm**

Text Type: Informational | CCSS Text Level: Early to End 8th Grade | Lens: Gender | Anti-bias Domains: Identity, Justice, Action

... “Get ready, Julia,” my mom said. “Your life is about to get pretty crazy.”

That’s when I learned that I would be leaving for New York City the next morning to be interviewed about a change.org petition I had written only a week or two earlier. I’m a member of the SPARKTeam, a group of 20 girl activists from all over the U.S. and Canada...and with their help I was able to create a petition asking Seventeen Magazine to include some photos that aren’t photoshopped. That was enough to spark some media interest.

So, my mom and I hopped on a plane the next morning. A plane that would take me from my small town in Maine all the way to New York City, to represent the tens of thousands of girls, mothers, fathers and supporters who signed my petition.

... Photoshopping can make models look unbelievably “perfect” and...cause girls to develop an unrealistic idea of beauty. By showing girls how different non-Photoshopped images look, we can teach girls to recognize the airbrushed, touched-up, “perfect-ified” images when they come across them. ...

9-12 SAMPLE**Excerpt from *Invisible Man* by Ralph Ellison**

Text Type: Literature | CCSS Text Level: Mid to End 10th Grade | Lens: Race and Ethnicity | Anti-bias Domains: Identity, Justice

... I am an invisible man...I am invisible, understand, simply because people refuse to see me. Like the bodiless heads you see sometimes in circus sideshows, it is as though I have been surrounded by mirrors of hard, distorting glass. When they approach me they see only my surroundings, themselves, or figments of their imagination--indeed, everything and anything except me.

...That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality. I am not complaining, nor am I protesting either. It is sometimes advantageous to be unseen, although it is most often rather wearing on the nerves. Then too, you’re constantly being bumped against by those of poor vision. Or again, you often doubt if you really exist. You wonder whether you aren’t simply a phantom in other people’s minds... It’s when you feel like this that, out of resentment, you begin to bump people back.

Select Texts by

Grade Bands: K-2, 3-5, 6-8, 9-12

Text Type: Literature, Informational, Visual, Multimedia

Lens: Race/Ethnicity, Gender, Class, LGBT, Religion, Ability, Immigration, Bullying

Theme: Individual and Society, Membership and Solidarity, Power and Privilege, Freedom and Choice, Rights and Responsibilities, Struggle and Progress

Visit teachperspectives.org for this and hundreds more diverse texts.

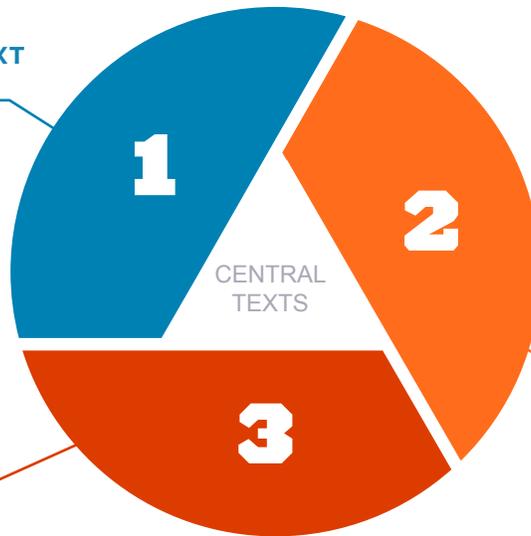
Integrated Learning Plan

The *Perspectives Integrated Learning Plan* accompanies the *Central Text Anthology* and offers a wide variety of Common Core-aligned strategies and tasks for English Language Arts and literacy instruction across disciplines. The ILP is designed to facilitate differentiated instruction by providing teachers choice and flexibility within structure.

Grades K-2

PHASE 1: EXPLORING THE TEXT THROUGH READ ALOUDS

Students define text types and identify how text structure impacts meaning.



PHASE 2: RESPONDING TO THE READ-ALoud TEXT

Students analyze, interpret, critique and make connections to texts to form judgments about themselves and the world.

PHASE 3: DO SOMETHING

Students demonstrate their awareness and learning from earlier phases through performance tasks that build civic engagement and critical literacy skills.

K-2 | 3-5 | 6-12

Realia

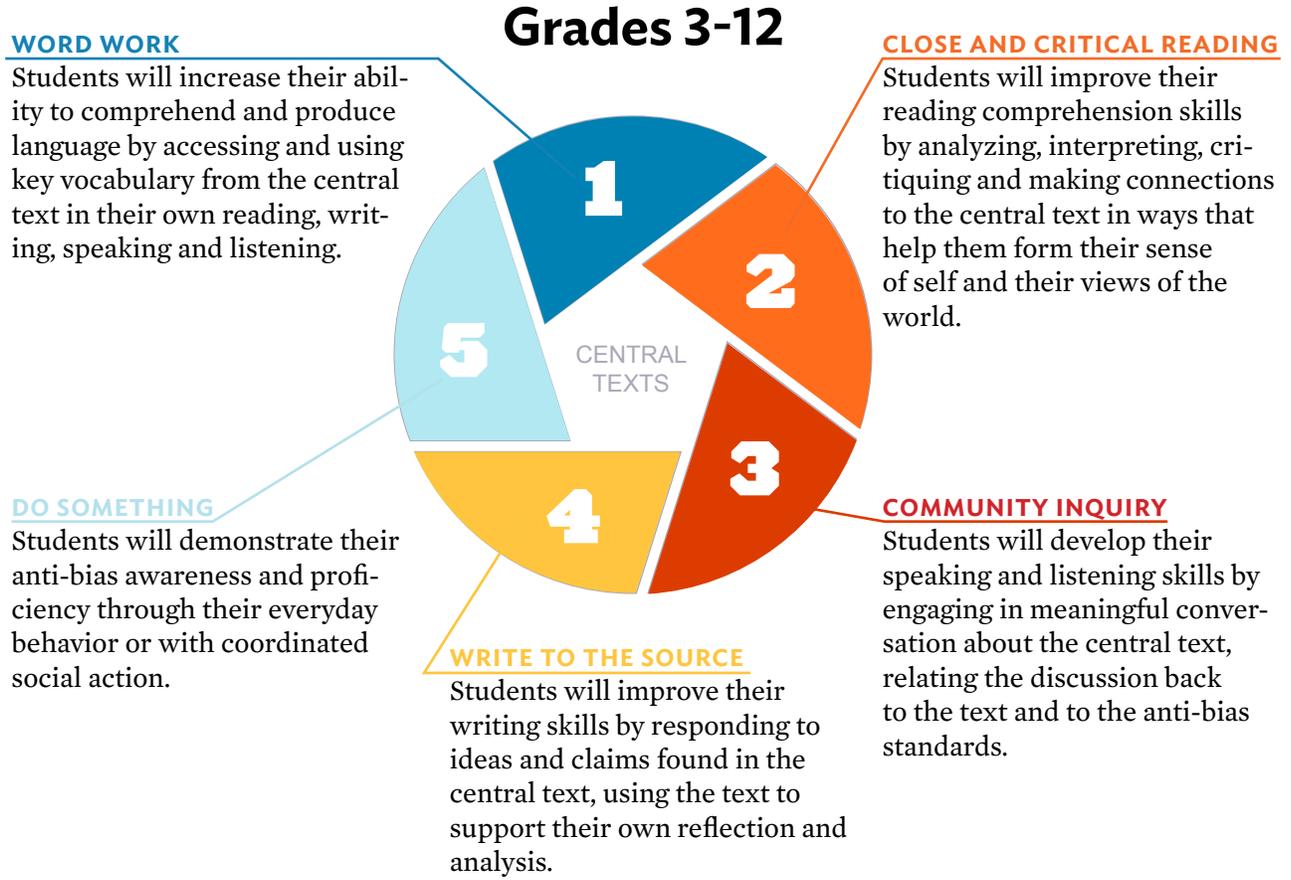
CCSS

RL.K.1, RL.1.1, RL.2.1, RL.K.2, RL.1.2, RL.2.2, RL.K.3, RL.1.3, RL.2.3, RI.K.1, RI.1.1, RI.2.1, RI.K.2, RI.1.2, RI.2.2, RI.K.3, RI.1.3, RI.2.3

WHAT?

Realia are real-life objects that enable children to make connections to their own lives as they try to make sense of new concepts and ideas. This strategy brings the *Perspectives* central text to life for students by using everyday objects during the read aloud.

Early ILP phases align to the Common Core reading, writing, speaking and listening and language domains, while the final phase—Do Something—adds an important dimension where literacy learning transfers into social action and civic engagement.



K-2 | 3-5 | 6-12

What Would They Say?

CCSS

R.6.1, R.7.1, R.8.1, R.9-10.1, R.11-12.1, SL.6.1, SL.7.1, SL.8.1, SL.9-10.1, SL.11-12.1, SL.6.3, SL.7.3, SL.8.3, SL.9-10.3, SL.11-12.3, SL.6.4, SL.7.4, SL.8.4, SL.9-10.4, SL.11-12.4, SL.6.6, SL.7.6, SL.8.6, SL.9-10.6, SL.11-12.6

WHAT?

A discussion strategy that asks students to infer how a particular author or character from a text would respond to questions and scenarios. Students must defend their conclusions using evidence from the text.

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