

**IDRA We All Belong ~ School Resource Hub
Lesson Plan and Teaching Tools Index**

IDRA's award-winning We All Belong – School Resource Hub is designed for educators, families and policy advocates, particularly in the U.S. South, who want to make sure students receive a strong, truthful education in our public schools. It provides and curates lesson plans, instructional best practices, historical resources, and more to support educators and advocates who want to promote culturally-sustaining schools and fight harmful censorship policies.

This list is a reference to show the types of lesson plans and teaching tools on the site as of May 2023. You can visit the site (www.idraseen.org/hub) and use the search filters to get to the resources for your grade or subject.

Title	Description	Author or Source	Grade Level	Subject
Original Lesson Plans				
Yes, She Can: Vice President Kamala Harris	In this lesson, students will read the text entitled, <i>Superheroes Are Everywhere</i> , by Vice President Kamala Harris. Superheroes are people who make a difference by using their superpowers to help others. Students will explore the different ways that superheroes helped Kamala Harris and draw themselves as a hero with a special superpower. Students will understand how they are heroes by how they help and treat others.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	1	English Language Arts, Social Studies, AIM Level 1
Yes, She Can: Michelle Obama	For this lesson, students will read the text entitled, <i>Michelle Obama: First Lady, Going Higher</i> . They will learn about the important experiences that shaped the life of the first Black First Lady of the United States. Students will also understand Mrs. Obama's commitment to service, education and how she inspires children to be healthy. Students will draw lessons from Mrs. Obama's life to write a poem or short story about why they matter.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	2	English Language Arts, AIM Level 1
Yes, She Can: Malala Yousafzai	For this lesson, students will read the text entitled, <i>Little People, BIG DREAMS: Malala Yousafzai</i> . They will learn about Malala Yousafzai's efforts to ensure that young girls have access to education and fair treatment. Students will make connections between her work and problems they are concerned about in their communities and present a one-minute speech about their issues.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	2	English Language Arts, AIM Level 1
Living Museum	Students will learn more about the values and beliefs of their fellow peers through objects brought from home to the classroom.	IDRA Valued Youth Partnership Tutor Workbook	2, 3, 4, 5	Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies, Spanish, Speech, Texas History, Theater, U.S. Geography, U.S. Government, U.S. History, World Geography

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People Who Have Most Influenced Me	Students will reflect on qualities of people who have most influenced them.	IDRA Valued Youth Partnership Tutor Workbook	2, 3, 4, 5	Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies, Spanish, Speech, Texas History, Theater, U.S. Geography, U.S. Government, U.S. History, World Geography
Yes, She Can: Justice Sonia Sotomayor	For this lesson, students will read the text entitled, <i>Sonia Sotomayor: A Judge Grows in the Bronx/La juez que crecio en el Bronx</i> , by Jonah Winter. Students will demonstrate their comprehension by identifying important facts about the first Latina U.S. Supreme Court Justice, Sonia Sotomayor. The lesson concludes with an opportunity for students to write about why Justice Sotomayor is unique and what makes them special.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	3	English Language Arts, Social Studies, AIM Level 1
The Importance of Teaching All Truths	There has never been a time in U.S. education when standards, objectives and curricula were not embroiled in some controversy. Thomas Jefferson embodies those and other controversies to this day and has become one of the most polarizing personalities in U.S. history. These are all important facts that our students must know in tandem with his highest aspirations. Our students should know his personal paradoxes along with his contributions to democracy.	Hector Bojorquez	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
Leading the Fight with Lead	For this lesson, students will analyze the relationship between lead poisoning in children and the racial makeup of communities. Students will develop a public service announcement video to share important information on lead poisoning with their peers.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	6,7,8	Science, AIM Level 2
The Real World: Understanding the Difference Education Makes	The Real World lesson offers students an opportunity to understand how higher education is linked to higher weekly incomes and how income impacts an individual's quality of life. Students will use weekly income for different racial groups with different levels of education to complete a budget for housing, transportation, food and entertainment.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	7, 8	Math, AIM Level 2
We Can and Must Talk about Racism in Classroom Lessons	"No student should fear bringing their experiences to the classroom. As educators, we must facilitate discussions that include students' backgrounds, family histories, and how those are tied to our country's victories and struggles, regardless of the current environment."	Hector Bojorquez	8	U.S. History, Social Studies
#WeGotMadison	This lesson explores the history of the Second Amendment to the U.S. Constitution and how it might be revised to reduce gun violence in the United States.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	9, 10	Debate, English Language Arts, Social Studies, U.S. Government, U.S. History, AIM Level 3

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<p>CulturED Collection #1 - #GotCulture?: A Lesson on How Culture Shapes Us</p>	<p>For this lesson, students will be introduced to important elements of culture, both surface and deep culture. Students will come to understand how culture shapes the way we see ourselves, others and the world. Through a video analysis, students have the opportunity to discuss cultural similarities and differences in a respectful and supportive manner. CulturED Collection Lesson #1.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>11, 12</p>	<p>English Language Arts, Social Studies, AIM Level 2</p>
<p>CulturED Collection #2 - E-raced: A Lesson Uncovering the False Science of Race</p>	<p>For this lesson, students will be introduced to the history of race. Our modern understanding of race was introduced starting in the 1600s as European scientists and philosophers conducted pseudo-research to prove that humans were not made or evolved equally. Students will learn that modern research disproved virtually all of these claims of racial superiority, and yet the story is passed on despite the lack of scientific evidence. CulturED Collection Lesson #2.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>11, 12</p>	<p>English Language Arts, Social Studies, AIM Level 2</p>
<p>CulturED Collection #3 - They E-raced Us: A Lesson for Exposing the Link Between Racial Discrimination and Research</p>	<p>Prior lessons have introduced students to culture and the history of racism. Race does not exist, but culture is the force that shapes us in ways that make us unique and different from one another. Culture should never be confused with race. Two people placed within the same racial group can have very different cultures. Skin color does not predict human ability nor behavior. But how did Americans come to believe in racial differences? This lesson explores the history of the American Psychological Association (APA), which was founded in 1869 and, unbeknownst to many, until 2021 played a key role in creating research used to promote race as an idea and racial discrimination. CulturED Collection Lesson #3.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>11, 12</p>	<p>English Language Arts, Social Studies, AIM Level 2</p>
<p>CulturED Collection #4 - Free Your Mind: A Lesson for Overcoming Racial Stereotyping</p>	<p>All cultural groups teach future generations cultural understandings that help to shape their identities and interactions with other groups and society at large. Past lessons have explored that race is not culture, but it is a story we tell ourselves to further political aims. Yet, research has confirmed that experiencing acts of discrimination or being exposed to them over social media has a negative impact on the mental and emotional health of minority youth. Students will engage in thoughtful reflection and peer-to-peer discussions to build their empathy and support for creating healthy schools and classrooms. CulturED Collection Lesson #4.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>11, 12</p>	<p>English Language Arts, Social Studies, AIM Level 3</p>

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Currated Lesson Plans

Unladylike2020	UNLADYLIKE2020 is a series of 26 short films and a one-hour documentary profiling diverse and little-known U.S. women from the turn of the 20th century, and contemporary women who follow in their footsteps.	PBS	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, U.S. Geography, World Geography, Journalism, Theater, English Language Arts, Art, Debate, Speech, Library, Music, Science, Spanish, Texas History
From Porciones to Colonias: The Power of Place-and Community Based Learning in K-12 Education	From Porciones to Colonias: The Power of Place- and Community-Based Learning in K-12 Education redefines culturally relevant learning in today's diverse classroom. By integrating an interdisciplinary approach, including anthropology, archeology, biology, geology and history, the CHAPS Program presents an effective method in supporting teachers of the Rio Grande Valley in creating culturally relevant curriculum, while meeting the demands of state and federal mandates. This resource includes eight lesson plans that cover K-12 grade levels.	CHAPS Program at The University of Texas—Pan American	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography, World Geography, Texas History, English Language Arts, Science
Free Expression & Censorship: Banned Books	Students will learn about the First Amendment's guarantee of freedom of expression and about censorship by looking at the examples of banned children's books. Then they will get a taste of the effect censorship has on free expression by creating two murals — one created freely and one censored.	NewseumED	2, 3, 4, 5, 6	English Language Arts
A Case for Reading- Examining Challenged and Banned Books	Any work is potentially open to attack by someone, somewhere, sometime, for some reason. This lesson introduces students to censorship and how challenges to books occur. They are then invited to read challenged or banned books from the American Library Association's list of the most frequently challenged books.	Lisa Storm Fink	3, 4, 5, 6, 7, 8, 9, 10	English Language Arts, Library
Benjamin Franklin: A Film by Ken Burns and Lesson Plan Set	This two-part, four-hour documentary explores the revolutionary life of one of the 18th Century's most consequential and compelling personalities, whose work and words unlocked the mystery of electricity and helped create the United States.	Ken Burns and PBS	3, 4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Science, Journalism, English Language Arts
The Civil War: A Film by Ken Burns and Lesson Plan Set	The Civil War is a nine-part series that explores the most important conflict in our nation's history. It saw the end of slavery and was the watershed of a new political and economic order. Heralded as an unforgettable introduction to the conflict when it was released in 1990, the film draws on archival images of 16,000 photographs, along with paintings, lithographs, and headlines, newsreel footage of Civil War veterans, evocative live cinematography of battle sites, interviews with historians, and numerous first-person accounts. The materials on PBS's Ken Burns in the Classroom include video excerpts, lesson plans and other resources.	Ken Burns and PBS	3, 4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government

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Stereotypes vs. Statistics (Grades 4-8)	There are many preconceptions and stereotypes about Latinos and how they have come to the United States. In this activity, students will examine some of the myths and compare these to actual demographic data. A reflective pre-activity is followed by analysis of statistical graphs from the Pew Research Center.	PBS	4, 5, 6, 7, 8	U.S. History, Social Studies, U.S. Geography
Manilamen: The First Asian American Settlement	According to many social studies state standards, students will study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came. However, Asian American histories or contributions are not specifically mentioned in the standards that could inaccurately lead students to believe that Asian American communities did not exist during this time period. In fact, Asian Americans, specifically Filipino Americans, settled in the U.S. as early as 1763. Asian Americans were here at the formation of the United States. Filipino sailors arrived in California as early as 1587. In 1763, Filipino sailors settled in a Louisiana bayou, and became the first Filipino immigrants to settle in the United States, known as "Manilamen." Along with enslaved people and other people of color, the Filipino immigrants built a small fishing village called Saint Malo. The Manilamen made many contributions, including revolutionizing the shrimping industry.	The Asian American Education Project	4, 5, 6, 7, 8	U.S. History, Social Studies, English Language Arts, World History
Who Are Latinos?	Who are Latinos? What does the term Latino American reference? In this quick, introductory activity, students consider their own preconceptions of Latinos, view a trailer for the documentary series Latino Americans and identify new topics questions to investigate further.	PBS	4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Stories of Arrival	Latinos have come to be part of the United States through many different avenues: immigrants seeking a better life, refugees driven by war, and those who did not move at all, but who found themselves on the other side of redefined borders as the United States expanded. Students will document details of historical characters from the program and plot their movements on a map. In this activity, students will trace the varied stories of becoming Latino in the United States and dispel common generalizations. In addition, they will compare and contrast these stories with the arrival experiences of their own families.	PBS	4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography
What's In a Name?	Structured as game questions, this activity challenges students to identify cities, states and geographical features whose names tell the story of the Indigenous, Spanish and Mexican settlement that predated the United States. The investigative questions can be used alone as a geography trivia game, as a matching activity or in conjunction with analysis of historical maps.	PBS	4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography

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Rio Grande Valley Civil War Trail: 40 Lesson Plans	Dr. Rolando Avila, in this collection of 40 lesson plans, brings the era of the American Civil War in the opportunity to understand the significant role the region played in the larger conflict.	CHAPS Program at the University of Texas Rio Grande Valley	4, 7, 8, 11	U. S. History, Social Studies, U.S. Geography, Texas History
Sí, Se Puede: Making a Difference, One Letter at a Time	In this lesson, students read the book ¡Si, Se Puede!/Yes, We Can!: Janitor Strike in L.A., and discuss unions, strikes and organizing for change. Students then develop questions and interview a staff member in their school to learn about their daily work life. Students determine the criteria for effective letters and write letters to the editor advocating for fair wages and working environments (or another local, contemporary work-related issue). Students draft their letters, then peer review and revise them. Finally, they publish their letters using an online tool, and mail a copy to the newspaper, if desired.	Cathy Allen Simon	6, 7, 8	English Language Arts, Social Studies, U.S. History
Successes and Failures in Resistance to Slavery	In this lesson, students examine efforts made by African slaves in the New World to resist slavery. The lesson would ideally follow a unit on the colonization of the New World. Students begin by reviewing the geography of the trans-Atlantic slave trade and identifying colonies held by different European powers around the year 1750. They then view segments of the PBS series The African Americans: Many Rivers to Cross to compare several attempts at resistance and revolt.	PBS	6, 7, 8, 9, 10	U.S. History, Social Studies, U.S. Geography, World Geography, World History
African American History: Climbing the Wall	In this lesson, students learn how the life of an enslaved person changed from the Antebellum period through Emancipation. They analyze primary source documents in order to create a timeline of an individual slave's life and then watch a clip from the episode Bill of Sale, to confirm their findings.	PBS History Detectives	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
Students Rising	Students view a clip on the situation of Mexican American students in Los Angeles in the 1960s, and how self-concepts and expectations began to change during the Chicano Movement. Students can respond individually or in small groups, in writing or through discussion. Two extensions offer options for connecting the history to current student activism.	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
Extranjeros and Expansion	In this lesson plan drawing on material from Latino Americans, students learn about how regions, such as Texas, New Mexico and California, had established Mexican and Indigenous communities already in place as the United States expanded westward. Students review the different ways that Mexican citizens come to terms with the expansion of the United States and the ways in which they became foreigners in their own lands within a very short time.	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography

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<p>Organizing the Farm Worker Movement</p>	<p>Explore the early days of the United Farm Workers of America under the guidance of César Chavez and Dolores Huerta. See the conditions that led to the organization of a farm labor union and the initial challenges to its work: the strike in Delano and the march to Sacramento. Contrast the leadership styles of its leaders and examine the movement's use of symbols.</p>	<p>PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>The Address: A Film by Ken Burns and Lesson Plan Set</p>	<p>This 90-minute film tells the story of a school in Vermont where each year students are encouraged to practice, memorize and recite the Gettysburg Address. In its exploration of this practice, the film also unlocks the history, context and importance of President Abraham Lincoln's memorable speech. The Address explores how Lincoln's historic words can motivate and engage present-day students a century-and-a-half after he delivered a speech that ultimately emboldened the Union cause with some of the more stirring words ever spoken.</p>	<p>Ken Burns and PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, Speech, Debate</p>
<p>Jackie Robinson: A Film by Ken Burns</p>	<p>This two-part, four-hour film, tells the story of a U.S. icon whose life-long battle for first class citizenship for all African Americans transcended even his remarkable athletic achievements. Jack Roosevelt Robinson rose from humble origins to cross baseball's color line in the 1940s. A fierce integrationist, he used his immense fame to speak out against discrimination on and off the field. After baseball, he was a widely-read newspaper columnist, divisive political activist, and tireless advocate for civil rights.</p>	<p>Ken Burns and PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, U.S. Government</p>
<p>Unforgivable Blackness, The Rise and Fall of Jack Johnson: A Film by Ken Burns</p>	<p>This two-part, 3.5-hour film tells the story of the first Black boxer to win the most coveted title in sports, "Heavyweight Champion of the World," in 1908. The film follows Johnson's journey from his beginnings in Galveston, Texas, to his entry into the world of professional boxing, and documents his struggle, in and out of the ring, to live his life as a free man in Jim Crow America. Jack Johnson's story is central to understanding America's ongoing struggle to deal with the question of race.</p>	<p>Ken Burns and PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Jazz: A Film by Ken Burns</p>	<p>This 19-hour series explores the evolution of America's greatest original art form, focusing on the men and women who could do something remarkable: create art on the spot. Jazz celebrates their music in the context of the complicated country that gave birth to and influenced it, and was in turn transformed by it. This film traces the history of the rise of records, radio, and television, as well as the sufferings of the Great Depression, the nation's sacrifices during two world wars, and our long struggle over civil rights.</p>	<p>Ken Burns and PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Music</p>

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Find Someone Who Knows About Mexican American Studies	This lesson is based on Kagan’s cooperative learning structure: “Find Someone Who…” Determine how much the class knows about Mexican American history and culture in San Antonio.	Lucero Saldaña	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, English Language Arts, Spanish, Texas History
Corridos sin Fronteras: A New World Ballad Tradition	Corridos, as a world ballad tradition, afford teachers and students a primary source based on an oral tradition that spans nearly two centuries. Corridos reflect the evolving perspectives and concerns of urban and rural working-class peoples from the United States and Mexico. Using the lyrics and music of the corridos along with the accompanying website, students will have the opportunity to analyze written texts, visual images and objects to develop their understanding of various themes, regions and perspectives of North American history.	Smithsonian Center for Education and Museum Studies	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography, Music, Spanish
Corridos and Al Otro Lado; Lesson Plans for the Spanish and English Language Classroom	This collection of lesson plans and classroom activities was created by educators who participated in the CLAS 2015 Summer Institute <i>in Focus: Latin America Through Film</i> . They were inspired by the film <i>Al Otro Lado (2006)</i> , a documentary about the tradition of <i>corridos</i> , a genre of narrative folk ballads developed in Mexico during the 1800s that share about historical events, figures and socially topics.	Center for Latin American Studies at Vanderbilt University	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography, English Language Arts, Music, Spanish, World Geography
Grace Abbott – Social Worker Pioneer & Champion of Children, Immigrants, and Women’s Rights	Examine the life and legacy of the health, labor and immigrant rights reformer Grace Abbott in this resource from Unladylike2020. Born into a progressive family of abolitionists and suffragettes in Nebraska, Abbott made it her life’s work to help those in need, focusing on fighting for the rights of children, recent immigrants, and new mothers and their babies	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Charlotta Spears Bass – Newspaper Editor, Civil Rights Crusader & First African American Woman Vice Presidential Candidate	Learn about Charlotta Spears Bass, a crusading newspaper editor and politician who was one of the first Black women to own and operate a newspaper in the United States. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Journalism
Gladys Bentley – Gender-Bending Harlem Renaissance Performer and Musician	Learn about the trailblazing, gender non-conforming performer Gladys Bentley with this digital short from Unladylike2020.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Music
Louise Arner Boyd – First Woman to Lead Arctic Expeditions	Learn how Louise Arner Boyd defied expectations and gender roles to become a world famous Arctic explorer. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Science, World Geography

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Martha Hughes Cannon – First Woman State Senator & Public Health Pioneer	Learn about Martha “Mattie” Hughes Cannon, an accomplished physician, suffragist and the first woman state senator in the United States, elected in 1896 in the state of Utah. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
Sonora Webster Carver – Daredevil Equestrian & Advocate for the Blind	Sonora Webster Carver became one of the most famous horse divers in the world, diving 40 feet on horseback into a tank of water. Webster was blinded after one of her performances in 1931 but continued to dive horses for another 11 years. Learn how this inspiring woman persevered, undaunted by her blindness. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Margaret Chung – First American-Born Chinese Female Doctor	In 1916, Margaret Chung became the first U.S.-born Chinese female doctor. Throughout her career, Chung persevered against discrimination based on her race, gender, and presumed sexuality. Learn about Chung’s inspiring career in medicine and her contributions to the U.S. war effort during WWII. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Bessie Coleman – First African American Woman Aviator	Explore how Bessie Coleman became the first female Black pilot and the first Black person to hold an international license to fly. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Gertrude Ederle – First Woman to Swim the English Channel	Learn about record-breaking swimmer Gertrude Ederle who rocketed to international stardom in 1926 at the age of 20, as the first woman to swim across the English Channel. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Williamina Fleming – Trailblazing Astronomer and Discoverer of Stars	Williamina Fleming was a trailblazing astronomer and discoverer of hundreds of stars who paved the way for women in science. Learn about her contributions to the fields of astronomy and astrophysics. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Science
Meta Warrick Fuller – Trailblazing Sculptor & First African American Woman Recipient of Federal Art Commission	Learn about artist Meta Warrick Fuller, forerunner to the Harlem Renaissance. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Art
Lillian Gilbreth – Pioneering Inventor & Industrial Engineer	Learn about the pioneering industrial engineer and psychologist, Lillian Moller Gilbreth. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
Jovita Idar – Educator, Journalist, Suffragist & Civil Rights Activist	Learn about Jovita Idar, a teacher, journalist, nurse and civil rights activist who grew up in Texas and endeavored to expose segregation, lynching and other injustices endured by Mexican Americans in the early 20th century. This is part of the Unladylike2020 series.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Texas History, Journalism

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<p>Sissieretta Jones – Opera Star & First African American Woman to Headline a Concert at Carnegie Hall</p>	<p>Sissieretta Jones was heralded as one of the greatest singers of her generation and a pioneer in the operatic tradition at a time when access to most classical concert halls in the United States were closed to Black performers and patrons. Learn more about this trailblazing classical performer. This is part of the Unladylike2020 series..</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Music</p>
<p>Queen Lili'uokalani – First Sovereign Queen and Last Monarch of Hawai'i</p>	<p>Queen Lili'uokalani was the first sovereign queen, and the last monarch, of the Kingdom of Hawai'i. At the time of her reign, a new Hawaiian constitution imposed by white Americans had reduced the voting rights of Hawaiian citizens and much of the monarchy's powers, transferring power to U.S. business owners and missionaries. Learn how Lili'uokalani fought to restore native Hawaiian rights. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>Annie Smith Peck – Record-Breaking Mountaineer, Suffragist & Educator</p>	<p>Learn about Annie Smith Peck, one of the first women in America to become a college professor and who took up mountain climbing in her forties. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Susan La Flesche Picotte – First American Indian Physician</p>	<p>Learn about Susan La Flesche Picotte, the first American Indian physician and the first to found a private hospital on an American Indian reservation. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Ynés Mexía – Accomplished Latina Botanist</p>	<p>Learn about the life and scientific achievements of botanist, explorer and environmentalist Ynés Mexía. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Science</p>
<p>Jeannette Rankin – Suffragist, Peace Activist & First Woman Member of Congress</p>	<p>Learn how Jeannette Rankin became the first woman in U.S. history elected to the U.S. Congress, representing the state of Montana in the U.S. House of Representatives. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>Rose Schneiderman – Pioneering Labor Organizer & Suffragist</p>	<p>Learn how Rose Schneiderman, an immigrant whose family settled in the tenements of New York City's Lower East Side, became one of the most important labor leaders in U.S. history. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Tye Leung Schulze – Advocate for Trafficked Women & First Chinese American Woman Federal Government Employee</p>	<p>Tye Leung Schulze became the first Chinese American woman to work for the federal government and the first Chinese American woman to vote in a U.S. election, in 1912. Learn how this inspiring woman resisted domestic servitude and an arranged child marriage to provide translation services and solace to Asian immigrant victims of human trafficking in San Francisco. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>

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<p>Mary Church Terrell – Educator, Suffragist, Civil Rights Activist & Co-Founder of the NAACP</p>	<p>Learn about Mary Church Terrell, daughter of former slaves and one of the first Black women to earn both a bachelor's and a master's degree, who became a national leader for civil rights and women's suffrage. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Maggie Lena Walker – Entrepreneur & First African American Woman Bank President</p>	<p>Learn about Maggie Lena Walker, the first Black woman to found a bank in the United States. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Lois Weber – Actor, Screenwriter & First Woman to Direct a Feature-Length Film</p>	<p>Students learn about Lois Weber, the first woman director of a feature film, and her impact on silent film and early Hollywood. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Theater</p>
<p>Anna May Wong – Trendsetting Movie Star and Fashion Icon</p>	<p>Learn about actress Anna May Wong, the first Chinese American Hollywood movie star, producer and one of the most influential style icons of her time. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Theater</p>
<p>Zitkála-Šá (Gertrude Simmons Bonnin) – Composer, Author & Indigenous Rights Activist</p>	<p>Learn about Zitkála-Šá, also known as Gertrude Simmons Bonnin, a Yankton Sioux author, composer and indigenous rights activist. This is part of the Unladylike2020 series.</p>	<p>PBS Unladylike2020</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts, Music</p>
<p>Amplifying Indigenous Experiences PBS All-Stars Lessons</p>	<p>Students will watch three episodes of the UNLADYLIKE2020 series of 26 short films and explore the similarities in issues affecting these women while also identifying the qualities that made them unique. The lessons are about finding common threads between the women and also between the past and the present. This student-centered lesson follows the '5E' instructional model. Students will explore the lives of these incredible figures through a gallery walk, discuss their findings, research events of the present and create their own gallery walk to present their research.</p>	<p>PBS Unladylike2020 - Sarah Dahl and BJ Garcia</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, English Language Arts, Art</p>
<p>Evaluating and Reshaping Timelines in the 1619 Project: New York Times for Kids Edition</p>	<p>This lesson plan guides students in exploring a special kids' section of The New York Times titled "Why You Should Know About the Year 1619." Students will analyze historical timelines and construct timelines of their own.</p>	<p>Merrabelle Jesuthasan/Pulitzer Center Alum</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, World History</p>

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<p>Japanese American Internment Camps during WWII</p>	<p>This lesson examines the incarceration of 120,000 people of Japanese ancestry during WWII. Students will analyze primary sources to learn about the consternation caused by the questionnaire that was used to determine the loyalty of the Japanese and Japanese Americans incarcerated in War Relocation Authority (WRA) camps, and the subsequent removal of “disloyals” to the Tule Lake Segregation Camp.</p>	<p>Maureen Burns, EdD, Nicole F. Gilbertson, PhD, Gregory L. Williams, MA</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Why Are Books Being Banned Across the U.S.?</p>	<p>Recently, Texas schools and those in dozens of other states banned books deemed inappropriate by politicians and a few parents, although many have been in school libraries for years. Why are books — especially those about people of color and queer individuals — now being banned? Watch the video clip below from NBC News and use this banned books lesson plan to work through discussion questions and exercises.</p>	<p>Andy Kratochvil with Share My Lesson</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>English Language Arts, Library, Debate</p>
<p>History of Juneteenth and Why It's Now a National Holiday</p>	<p>In this lesson, students will explore and discuss the history and context around the Juneteenth holiday in the United States. Topics explored will include the history of racial injustice in the United States, the Civil War and the limitations of the Emancipation Proclamation. Additionally, students will be encouraged to explore the modern significance of Juneteenth and its long-term impact.</p>	<p>PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Texas History, U.S. Geography</p>
<p>The U.S. and the Holocaust: A Film by Ken Burns, Lynn Novick, and Sarah Botstein</p>	<p>This three-part, six hour series examines this country’s response to one of the greatest humanitarian crises of the twentieth century. Americans consider themselves a “nation of immigrants,” but as the Holocaust unfolded in Europe, the United States proved unwilling to open its doors to more than a fraction of the hundreds of thousands of desperate people seeking refuge. Through firsthand testimony of witnesses and survivors, the series delves into the tragic human consequences of public indifference, bureaucratic red tape, and quota laws.</p>	<p>PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, World History, European History, U.S. Government, English Language Arts, Journalism, Art</p>
<p>Latinos and the Fourteenth Amendment: A Primary Document Activity</p>	<p>In this lesson, students will work in pairs and use expert reading strategies to analyze the Court’s ruling in Hernandez v. Texas. After participating in a carousel discussion, students will write a three-minute paper describing how the United States would be different if the Court had reached an alternate conclusion.</p>	<p>Learning for Justice</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, English Language Arts</p>

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<p>Learning About Slavery With Primary Sources</p>	<p>In August 2019, The New York Times Magazine published The 1619 Project, an ongoing initiative that aims to reframe the country's history by placing the consequences of slavery and the contributions of Black Americans at the very center of our national narrative. In this lesson, you will read an essay that uses primary sources as a point of entry to making sense of the history of slavery in the United States. The primary sources were selected by Mary Elliott, a curator at the Smithsonian's National Museum of African American History and Culture. The featured article was written by both Ms. Elliott and Jazmine Hughes, a New York Times writer and editor.</p>	<p>Nicole Daniels with <i>The New York Times</i></p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, English Language Arts</p>
<p>The Emmett Till Story</p>	<p>Emmett Till was a 14-year-old African-American boy from Chicago, Illinois who went to visit his family in Mississippi in 1955 before the start of a new school year. In this lesson, students will view videos to hear eyewitness accounts of what occurred while he was visiting with them, from working in the cotton fields, to the fateful trip into Money, Mississippi. Students will learn about the timeline of events, how they unfolded and the subsequent trial for the men involved. Students will also consider the impact this had on the Civil Rights movement and the legacy.</p>	<p>C-Span Classroom</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>The Civil Rights Movement According to John Lewis</p>	<p>In this lesson, students will compare a firsthand account of the Civil Rights Movement with their preconceptions of it. Specifically, they will (a) know pivotal moments in the Civil Rights Movement, (b) understand the relationship of grassroots action with congressional action, (c) compare their preconceptions and textbook with a primary source, and(d) use appropriate questioning strategies to understand a source.</p>	<p>C-Span Classroom</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>Women Who Shaped The Supreme Court</p>	<p>Using a video featuring Justice Ruth Bader Ginsburg, students compare legal and historical interpretations of seven women in Supreme Court history.</p>	<p>NewseumED</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>George Washington: Slave Holder and Abolitionist?</p>	<p>Was George Washington a man of his time, a slaveholder in a state where 40% of the population were slaves? Was George Washington a conflicted abolitionist, searching for a solution to the slavery dilemma? In this 21-page lesson published from Project Tahoe, students will watch videos, read essays, quotes and speeches and discuss George Washington's conflicted past.</p>	<p>Vallarie Larson with Project Tahoe</p>	<p>7,8</p>	<p>U.S. History, Social Studies, English Language Arts, Debate, Speech</p>

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Lincoln-Douglas Debates	<p>How can we understand the conflicts and issues afflicting the United States prior to the outbreak of the Civil War by examining the Lincoln Douglas Debates? This lesson, geared for 7th, 8th, and 11th graders, will examine and analyze primary source documents. Students will compare viewpoints of Republicans and Democrats during the 19th century and understand the conflicts that led to a growing feeling of sectionalism prior to the Civil War.</p> <p>Additional Lincoln-Douglas Debates can be found at the House Divided Lincoln-Douglas Debates Digital Classroom at https://housedivided.dickinson.edu/debates/lesson_plans.html</p>	Bill Hendrick with House Divided Dickinson College	7, 8, 11	U.S. History, Social Studies, U.S. Government, Debate, Speech
The History of Book Banning in America	<p>Throughout history, books have been banned for a host of reasons, from politically controversial content to profane language or violence. The First Amendment of the U.S. Constitution guarantees that writers may write and readers may read freely, but many books continue to draw scrutiny from certain officials and institutions.</p>	Thaisi DaSilva and Veronica DeVore with PBS NewsHour	7, 8, 9, 10, 11, 12	English Language Arts, Library
Latinos at the Ballot Box	<p>This lesson drawing on content from Latino Americans examines the evolution of Latino electoral participation with specific reference to the growth of voter participation in South Texas and New York in the 1950s to 1970s, as well as the impact of Latino voters in major elections of the early 2000s. Students will explore early efforts to mobilize disenfranchised voters, examine watershed campaigns and elections and consider major issues, including the politics of immigration. They will reflect on the major paradigm shifts that have occurred within the last 60 years.</p>	PBS	7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Texas History
Lesson: Black Americans and the Nazi Olympics	<p>Although different in many ways, antisemitism in Nazi Germany during the 1930s and anti-Black racism in Jim Crow-era America deeply affected communities in these countries. While individual experiences and context are unique and it is important to avoid comparisons of suffering, looking at these two places in the same historical period raises critical questions about the impact of antisemitism and racism in the past and present.</p>	United States Holocaust Memorial Museum	7, 8, 9, 10, 11, 12	U.S. History, Social Studies, World History, European History
Japanese American Internment: Fear Itself	<p>What was the World War II experience like for the thousands of Japanese Americans living on the West Coast? The activities in this lesson are designed to provide a window into the war years. Using primary sources, students will explore a period in U.S. history when 120,000 Japanese Americans were evacuated from the West Coast and held in internment camps.</p>	Gail Desler at Library of Congress	8, 9, 10, 11, 12	U.S. History, Social Studies

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<p>Exploring the Stories Behind Native American Boarding Schools</p>	<p>In the late 1800s, the United States began an educational experiment that the government hoped would change the traditions and customs of Native Americans. Special boarding schools were created in locations all over the United States with the purpose of educating American Indian youth. Most of these schools sought to suppress any sign of students' tribal heritage and to "Americanize" them. Thousands of Native American children were sent far from their homes to live in these schools and learn the ways of white culture. Many struggled with loneliness and fear away from their tribal homes and familiar customs. Some lost their lives to the influenza, tuberculosis and measles outbreaks that spread quickly through the schools. Others thrived despite the hardships, formed lifelong friendships and preserved their tribal identities. Through primary source documents, students explore the experiences and perspectives of individuals involved in Native American boarding schools.</p>	<p>Library of Congress</p>	<p>8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>The Geography of Racism: Housing Policy</p>	<p>The Geography of Racism: Housing Policy features a 12-minute video that shows students how racism has affected the built landscape and physical infrastructure of U.S. cities, and how experimental voucher programs have been used to relocate Black families from poor neighborhoods to more prosperous ones. Using data to explore how geography can become destiny for many young people, the video helps students see the intersection of racism and urban planning in American cities. Useful for lessons focused on how values and culture become embedded in the landscape of urban areas, the video shows how geographic data can be used to inform policy decisions. Content Advisory: This video shows protesters using racist language.</p>	<p>Retro Report in the Classroom</p>	<p>8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Stereotypes vs. Statistics (Grades 9-12)</p>	<p>There are many preconceptions and stereotypes about Latinos and how they have come to the United States. In this activity, students will examine some of the myths and compare these to actual demographic data. A reflective pre-activity is followed by analysis of statistical graphs from the Pew Research Center.</p>	<p>PBS</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Geography</p>
<p>East Lake Meadows, A Public Housing Story: A Film by Ken Burns</p>	<p>In 1970, the Atlanta Housing Authority opened a public housing community called East Lake Meadows. Before Atlanta bulldozed the housing project in the mid-1990s to make way for new mixed-income housing, many thousands of low-income Atlantans, mostly Black, called it home. Through the stories of former residents, this feature-length film raises critical questions about how we, as a nation, have created concentrated poverty and limited housing opportunity for Black Americans, and what can be done to address it.</p>	<p>Ken Burns and PBS</p>	<p>9, 10, 11, 12</p>	<p>Social Studies, U.S. History</p>

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<p>A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs</p>	<p>Protest songs serve as a means to combat social ills and cover a wide array of topics, including racism, sexism, poverty, imperialism, environmental degradation, war and homophobia. This lesson makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs.</p>	<p>Chris Kawakita</p>	<p>9, 10, 11, 12</p>	<p>English Language Arts, U.S. History, Social Studies, Music</p>
<p>Making It Visual for ELL Students: Teaching History Using <i>Maus</i></p>	<p>This unit for secondary emergent bilingual students (easily adaptable for reluctant readers) is designed to develop students' confidence and sense of autonomy in reading through the intellectually substantive graphic novel <i>Maus</i>. <i>Maus</i> deals with the traumatic history and enduring legacy of the Holocaust through multiple narratives of a father, mother and son. Ongoing lesson activities involving vocabulary study and reading strategies support students' comprehension of the novel. Since <i>Maus</i> is the story of a son telling his father's story, students make personal connections to the text as they interview a family member and retell a story about that person's past. Students use websites listed in the lesson resources for research into World War II, the Holocaust and human rights. Structured discussion encourages students to relate human rights concepts to events in the novel, historical events and events in their own experience.</p>	<p>Christian W. Chun</p>	<p>9, 10, 11, 12</p>	<p>English Language Arts, U.S. History, Social Studies, European History, World History</p>
<p>The 1921 Tulsa Race Massacre</p>	<p>This lesson explores the events and legacy of the 1921 Tulsa Race Massacre. Students will view C-SPAN video clips of historians and residents of Tulsa to learn what occurred and how it was remembered. Students will use this information to discuss the importance of learning about events like the Tulsa Race Massacre. Video clips in this lesson contain images and descriptions of events that may be disturbing to some students.</p>	<p>C-SPAN Classroom</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Using Primary Sources to Examine the History of Eugenics</p>	<p>In this lesson on eugenics, students will analyze original images and documents from the American eugenics movement. They will also discuss how genetics can be used to enhance people's lives and ways to prevent it from being used as a new form of eugenics. Lastly, they will make connections between the American Eugenics Movement and other historical events, such as the Nazi regime in Germany during World War II.</p>	<p>Personal Genetics Education Project</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Science, World History, European History</p>
<p>The Color of Law: Creating Racially Segregated Communities</p>	<p>This lesson is the first lesson of the series <i>The Color of Law: The Role of Government in Shaping Racial Inequity</i>. In this lesson, students examine the local, state and federal policies that supported racially discriminatory practices and cultivated racially segregated housing.</p>	<p>Learning for Justice</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts, Economics, U.S. Government</p>
<p>The New York Times Lesson of the Day: 'Can Biology Class Reduce Racism?'</p>	<p>A study of a new curriculum will test a new approach to learning about race: studying it in biology class. In this lesson, you'll learn about misconceptions related to race and genetics — and why correcting them matters.</p>	<p>Natalie Proulx with <i>The New York Times</i></p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Science, Debate, Speech</p>

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<p>Lesson 1: The Declaration of Independence and the Promise of Liberty and Equality for All: Founding Principles and the Problem of Slavery</p>	<p>Students will be introduced to the concept of Founding principles based on natural law and natural rights as expressed in the Declaration of Independence. They will then analyze primary source documents to determine the extent to which the writing of the Declaration of Independence contributed to the quest to end slavery in the United States in the Founding era.</p>	<p>Bill of Rights Institute</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech</p>
<p>Sally Hemings: Raising a Family Amidst the Brutality of Slavery</p>	<p>As an enslaved person, Sally Hemings struggled to improve her family's prospects as she labored under the institution of slavery. By dividing her life into four major stages, students will encounter the difficult choices forced upon enslaved women by an evil institution.</p>	<p>National Women's History Museum</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Love, Simon: Coming Out & Invisible Identities Lesson</p>	<p>In this lesson, students who have watched Love, Simon will compare Simon and Blue by creating life-sized character studies of each, decorating them with character traits and identity terms. As a class, students will discuss identity characteristics and the idea of "invisible identities." Students will write to the characters, showing support for them and sharing ways that they are similar and different from them. To conclude, students generate a list of suggestions for supporting LGBTQ people who want to be out and visible in their schools, but may not yet be comfortable to do so.</p>	<p>GLSEN</p>	<p>9, 10, 11, 12</p>	<p>English Language Arts</p>
<p>LGBTQ History Timeline Lesson</p>	<p>In this lesson, students learn about important leaders and events throughout LGBTQ American history. They hear stories about Francis Bacon, a noted gay man who coined the term "masculine love" (1623), brilliant trans women of color, Marsha P. Johnson and Sylvia Rivera, who led the revolution at Stonewall (1969), and when Audre Lorde, a critically acclaimed novelist, poet and fierce civil rights activist is named as the state poet of New York (1991). Students are each given a History Card with an important event from LGBTQ history and are asked to guess their place in chronological order. This activity allows for the sharing of these often untold stories and also facilitates a much needed discussion about the erasure of LGBTQ history in what is considered American history, and the value of critical thinking in history classes. After examining the LGBTQ visibility (or invisibility) in their current history curriculum or textbooks, students proactively create newspaper articles to highlight the stories of LGBTQ leaders and bring them into the classroom.</p>	<p>GLSEN</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies,</p>

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<p>The Stonewall Uprising</p>	<p>On June 28, 1969, the Stonewall uprising took place. It began in the early morning at the Stonewall Inn, a gay bar in New York City. As was typical during that time period, police officers entered the bar and arrested employees for selling alcohol without a liquor license, roughed up customers, cleared the bar and arrested customers for not wearing at least three articles of “gender-appropriate” clothing. While raids like this happened regularly, this time the LGBTQ+ community (patrons and neighbors) had had enough and engaged in what began as a spontaneous, violent demonstration that spawned additional demonstrations over several days. Though LGBTQ+ rights activism existed prior to 1969, many view Stonewall as the beginning of the organized gay rights movement and it is also seen as a symbol of resistance to social and political discrimination against the LGBTQ community.</p>	<p>Anti-Defamation League</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts</p>
<p>The Cherokee People and the Trail of Tears: High School Lesson Plan</p>	<p>The Trail of Tears was the result of many decades of struggle for the Cherokee Nation and other American Indian tribes. Since the early 1800s, the Cherokee Nation tried to protect their lands by assimilating into the European-American culture as much as possible. However, when Andrew Jackson became president in 1828, that tactic rapidly changed. In this lesson students will analyze a variety of primary and secondary sources to explain the actions of President Jackson and Congress in the establishing the Indian Removal Act of 1830. And students will analyze a variety of primary and secondary sources to explain the positions of the Cherokee regarding removal, as well as those who supported the Cherokee in their resistance to removal.</p>	<p>National Park Service</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts</p>
<p>Lesson: Racial "Science" and Law in Nazi Germany and the United States: Timeline Extension</p>	<p>Nazism emerged in Germany during the era of Jim Crow in the United States (a period after the Civil War in which segregation was legal throughout the country). Nazi leaders, including Adolf Hitler, wrote admiringly of American racist practices.</p> <p>Racist ideas were treated as “scientific” during this time: biology linked to physical appearance supposedly determined what people were capable of and what limited them, while “selective breeding” was promoted as a way to eliminate physical and mental disabilities in the population. The pseudoscience called eugenics emerged in the late 19th century and became a global movement, providing a veneer of respectability to ideas about “racial purity.” By the 1930s this pseudoscientific approach had found its way into laws in the United States and Europe.</p> <p>While eugenics and racism were present in many countries, this lesson is a case study examining Nazi Germany and the United States during the 1930s. While racism and racist laws existed in both societies, these histories are presented within their own national and historical contexts.</p>	<p>United States Holocaust Memorial Museum</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, World History, European History, Science</p>

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Latino Americans: Hector P. García	Héctor P. García was an especially effective and significant advocate for civil rights in the United States. His grassroots efforts began with fighting for the rights of Latino veterans after World War II. Founder of the activist organization the American GI Forum, García emphasized that securing rights such as voting, serving in the military, and receiving a good education would elevate the status of Latinos and grant them the broader civil rights to which all Americans are entitled.	Humanities Texas	9, 10, 11, 12	U.S. History, Social Studies, Texas History, Spanish, English Language Arts
Anti-Chinese Massacre of 1871	In this lesson, students explore the complexities of race, violence and vigilante justice in early Los Angeles. In 1871, the population of Los Angeles was 6,000 people. This diverse population participated in the lynching of nearly 20 Chinese in Los Angeles. Why did the Chinese Massacre of 1871 happen? And what does that tell us about early American Los Angeles? That is the question students must answer through watching a segment of Lost L.A., then reading and analyzing documents to develop their own answer. This lesson works best when students have background knowledge about two key historical trends: lynching and anti-Chinese sentiment in the West.	Miguel Sandoval with KCET	11, 12	U.S. History, Social Studies
Original Teaching Tools				
Teaching Truth: Protecting and Advancing Culturally Responsive Curricula in Our Schools – Webinar	The Leadership Conference Education Fund, in collaboration with Asian Americans Advancing Justice AAJC, GLSEN, NAACP Legal Defense and Education Fund, Inc., National Black Justice Coalition, National Women’s Law Center, The Education Trust, and IDRA, hosted a webinar in early 2022 to discuss culturally responsive curricula in our schools. Every student deserves to learn and thrive in a school environment that supports student identities, equips them for the future, and teaches the truth. Unfortunately, across the country we have seen attempts to gag educators and whitewash the history of the United States by attacking culturally responsive curriculum, respect for LGBTQ+ students, and diversity, equity, and inclusion. We need to teach students the truth of our history, to enable them to learn from the mistakes of our past and help create a more just and equitable future. We must ensure they have an honest and accurate education that helps them develop critical thinking skills. Thankfully, we are not alone in this fight. While there are those who seek to erase history (what they call an attack on critical race theory), there are also those who are ensuring that the stories and experiences of all students are represented in our classrooms.	Leadership Conference Education Fund		U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History

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<p>A Touch of Hope: How Everyday Teachers Can Make Anything Possible Through Equity Pedagogy – Convening Keynote</p>	<p>In these most challenging times, educators face an attack of unprecedented scope and seriousness. This campaign has accelerated teacher attrition and coalesced into collective angst among teachers. Yet at this moment, we must find a type of communal hope that reaffirms our will to fight for equity and justice in education. Like teachers, our students face an unprecedented set of circumstances that recent research has linked to growing trends in negative thinking, depression and attempted suicide among students across the country. Dr. James details how these matters are linked to inequity in schools, and how hopeful educators must summon the collective will to stand for children once again. He weaves research and storytelling to encourage educators to rekindle their hopes and press on for equity in U.S. schools. This session is led by Marlon James, Ph.D., assistant professor Texas A&M University, President, Equality and Equity Group.</p>	<p>Marlon James, Ph.D., Equality and Equity Group</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Cultivating Belonging in Classrooms & Beyond – Convening Keynote</p>	<p>What does it mean to understand a sense of belonging not simply as an individual experience, but also as something systemic? What possibilities arise in people-centered, trauma informed learning environments? This keynote session offers an extended moment to think about, and envision, within the interconnections between belonging and learning, both inside and outside classrooms. This session is led by Elisa Diana Huerta, Ph.D., Director, Multicultural Community Center, Division of Equity & Inclusion, University of California, Berkeley; Founder, EDH Strategies.</p>	<p>Elisa Diana Huerta, Ph.D., EDH Strategies</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Humanity, Empathy, and Community: The Inseparable Components of the Ecosystem of Equity</p>	<p>Dr. Keeling will share her approach to facilitating the disruption of predictable educational outcomes. Leaders must support educators in building the skills, knowledge, awareness and mindset to ensure every student has access to high-quality instruction. Students deserve access to relevant, racially, culturally and linguistically inclusive and historically accurate curricula in an environment where every student, staff and family feels safe, heard, affirmed and supported. Establishing these centers of inclusion requires critical examination of policies, practices, and resource allocation. Furthermore, we must intentionally listen to and partner with those closest to the inequities to examine and understand the historical context of racial and other inequities in education. Together, we have the power to create a shared culture where equity is realized. This session is led by Dena Keeling, Ed.D., member, IDRA Board of Directors.</p>	<p>Dena Keeling, Ed.D., IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>

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<p>How to Effectively Implement Ethnic Studies Curriculum in the Wake of Classroom Censorship Sentiment</p>	<p>Presenters from the Georgia Educators for Equity and Justice, Inc., discussed: What ethnic studies is; How to advocate for an ethnic studies course; How to teach marginalized students as an ally; The importance of authenticity when teaching a social studies or science course; The importance of creating safe spaces and trauma-informed practices for productive discussions centering around anti-racism and equity; How to use ethnic studies pedagogy in fine arts curriculum; A student’s perspective on the importance of ethnic studies; and How to prepare yourself for teaching an ethnic studies course. This session is led by Mikayla Arciaga, M.A.Ed., IDRA Education Policy Fellow – Georgia Education Policy; Aireane Montgomery, MAT, President & CEO, Georgia Educators for Equity and Justice, Inc.; Anthony Downer, MAT, Vice President, Georgia Educators for Equity and Justice, Inc.; and Maurice Brewton, MAT, Executive Director, Georgia Educators for Equity and Justice, Inc.</p>	<p>Mikayla Arciaga, IDRA; From Georgia Educators for Equity and Justice: Aireane Montgomery; Anthony Downer; and Maurice Brewton</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>What’s Love Got to Do with It? (Culturally Responsive & Sustaining Schooling)</p>	<p>This workshop explores the concept of unconditional love as it is relevant to justice in instruction and learning. We examine the effectiveness of an instructional design that is rooted in agape or unconditional love for the purpose of improving the social and academic outcomes of our learning population. Themes include defining love and its connection to cognition; knowing our students and building an agape community; meeting our students where they are; and forgiving our students and ourselves. This session is led by Stacy Johnson, Ph.D., owner and instructional coach, An Eagle’s Wing Academic Support Services.</p>	<p>Stacy Johnson, Ph.D., An Eagle’s Wing Academic Support Services</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>What is the Difference Between School Culture and Climate?</p>	<p>Many people consider these concepts of school culture and climate as interchangeable. But climate is perception-based, while culture is grounded in shared values and beliefs. In this sense, climate is how people feel in the school, and culture is a deeper sense of how people act in the school. IDRA examines school climate through policies and procedures in contrast to school culture as demonstrating how educators “do” school at each level (district, campus, classroom). This session is led by Paula Johnson, Ph.D.</p>	<p>Paula Johnson, Ph.D., IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>From Conversation to Action: Strategies for Creating Affirming LGBTQIA+ School Spaces</p>	<p>From incorporating representative curricula in our classrooms, to understanding the rights of queer communities, and implementing inclusive policies, this interactive session guides you in creating safe, supportive and sustaining school spaces with and for queer youth. This session is led by Irene Gómez, Ed.M., IDRA Senior Education Associate; and Lauren Fontaine, IDRA Policy, Advocacy and Community Engagement Intern.</p>	<p>Irene Gómez, Ed.M., IDRA; and Lauren Fontaine, IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>

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<p>Four Critical Levels for Culturally Sustaining Practices</p>	<p>Explore IDRA's research that frames culturally sustaining education into four quadrants that represent practices at the following critical levels: (1) culturally sustaining schools, (2) culturally sustaining leadership, (3) culturally sustaining educators, and (4) culturally sustaining pedagogy. This session is led by Paula Johnson, Ph.D., IDRA, and Hector Bojorquez, IDRA.</p>	<p>Paula Johnson, Ph.D., IDRA; and Hector Bojorquez, IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Teacher and Family Observations on Ethnic Studies & Tips for Organizing in Support of Ethnic Studies</p>	<p>Part I – Teacher and Family Observations on Ethnic Studies (interview findings). Part II – Tips for Organizing in Support of Ethnic Studies. Featuring Aurelio M. Montemayor, M.Ed., IDRA Family Engagement Coordinator; Eva Carranza, Parent and Education Leader, ARISE Adelante; Gilbert Flores, MAS Teacher Breckenridge High School, San Antonio ISD; Lilliana Saldana, Ph.D., Associate Professor, Mexican American Studies, University of Texas at San Antonio; and Josué Peralta de Jesús, High School Junior, IDRA Youth Advisory Board member.</p>	<p>Aurelio M. Montemayor, IDRA; Eva Carranza, ARISE Adelante; Gilbert Flores, San Antonio ISD; Lilliana Saldana, Ph.D., UTSA; and Josué Peralta de Jesús, IDRA Youth Advisory Board member</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Culturally Sustaining Leadership for Multi-Dimensional Learners</p>	<p>Cultural alienation and subtractive assimilation are significant factors in academic failure and dropout rates among students of color. Creating equitable schools calls for leadership grounded in culture and identity. Embracing all learners' cultural, linguistic and socioeconomic diversity facilitates social justice practices for multi-dimensional learners in schools. This session addresses cultural identities and explores a dynamic approach to culturally sustaining leadership that acknowledges the hybrid nature of culture, identity and advocacy. We examine the notions of care and racial awareness and provide a means by which leaders authentically engage in dialogue and reflection to identify cultural competency, learn to access the cultural and social capital of the community, and develop a sociopolitical consciousness. This session is led by Juan Niño, Ph.D., Associate Professor, Educational Leadership and Policy Studies, University of Texas at San Antonio; and Nilka Avilés, Ed.D., IDRA Senior Education Associate.</p>	<p>Juan Niño, Ph.D., University of Texas at San Antonio; and Nilka Avilés, Ed.D., IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Building Our Way Back: ReEngaging Students After COVID-19</p>	<p>What are best practices that increase student engagement? What are the lessons we have learned during the pandemic? In this session, we engage in a hands-on workshop that puts these strategies into practice! We hope to provide opportunities to learn, engage and reflect upon student engagement from the elementary to secondary level. This session is led by Stephanie Garcia, Ph.D., IDRA Education Associate; and Michelle Martínez Vega, IDRA Chief Technology Strategist.</p>	<p>Stephanie Garcia, Ph.D., IDRA; and Michelle Martínez Vega, IDRA</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>

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<p>Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom</p>	<p>Many educators are seeking resources to ensure they are equipped to teach in ways that support all students and uplift their cultures and communities. In this session, participants experience a live demonstration using a culturally sustaining teaching framework. We discuss how campus and school district policies can support training and implementation of this and similar frameworks. See the classroom lesson and resources on IDRA's School Resource Hub: https://idraseducation.org/hub. Featuring Dr. Marlon James, Assistant Professor, Urban Education & Associate Director Center for Urban School Partnerships at Texas A&M University; Morgan Craven, J.D., IDRA National Director of Policy, Advocacy and Community Engagement; and Dr. Kelly Ferguson Co-Founder and Principal Consultant for Equality and Equity Group, LLC.</p>	<p>Marlon James, Ph.D., Equality and Equity Group; Kelly Ferguson, Ph.D., Equality and Equity Group; and Morgan Craven, J.D., IDRA</p>		<p>U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p>Using Primary Resources as Points of Truth</p>	<p>The practice of using primary sources for teaching history has been part of classroom censorship debates. Primary resources have long since been regarded as points of truth in academic research and classroom learning. Studied carefully for legitimacy and unbiased in their delivery, these sources are neither for nor against an issue. Rather, primary resources simply present factual information for the consumer to develop their own understanding or opinion about the information.</p>	<p>Michelle Martínez Vega</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Art, Debate, English Language Arts, Library, Math, Music, Science, Social Studies, Spanish, Speech, U.S. Geography, U.S. Government, U.S. History</p>
<p>Using Textured Teaching in the Culturally Sustaining Classroom</p>	<p>Teachers who are looking for good culturally sustaining instructional strategies should look at a new resource published a few months ago, <i>Textured Teaching: A Framework for Culturally Sustaining Practices</i>, by Lorena Escoto Germán. The strategies are designed for engaging all students, welcoming their whole selves while integrating social justice throughout middle and high school learning.</p>	<p>Stephanie Garcia, Ph.D. & Dr. Lizdelia Piñón</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies, Spanish, Speech, Texas History, Theater, U.S. Geography, U.S. Government, U.S. History, World Geography</p>
<p>Observing for Structured Engagement</p>	<p>Observing for Structured Engagement is Part 2 of the IDRA Engagement Based Sheltered Instruction (EBSI) professional development model. The sound pedagogy predictive of English language learner engagement was organized into dimensions containing specific indicators that can be observed as evidence of engagement-based instruction: Classroom environment and learning context conducive to interaction; Lesson preparation and delivery plans; Teacher-student relationships that promote trust and high expectations; Comprehensible content and language teaching (i.e., sheltered instruction); Active-interactive experiences; and Structured engagement tasks (or specific techniques for focused participation).</p>	<p>Adela Solís, Ph.D. and Kristin Grayson, M.Ed.</p>	<p>K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies, Spanish, Speech, Texas History, Theater, U.S. Geography, U.S. Government, U.S. History, World Geography</p>

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Curated Teaching Tools				
Free Black and Revolutionary War Privateer James Forten	A first person interpretive performance, followed by a discussion about James Forten, a Free Black and Revolutionary War Privateer. This virtual program was hosted by the Museum of the American Revolution in Philadelphia.	C-Span	4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Speech
The Central Park Five: A Film by Ken Burns	In 1989, five Black and Latino teenagers were arrested and later convicted of raping a white woman in New York City's Central Park. They spent between six and 13 years in prison before a serial rapist confessed to the crime, and their convictions were overturned. Set against a backdrop of a city beset by violence and racial tension, this film tells the story of that crime, the rush to judgment by the police, a media clamoring for sensational stories and an outraged public, and the five lives upended by this miscarriage of justice.	Ken Burns and PBS	9, 10, 11, 12	U.S. History, Social Studies, Journalism
Think Like a Historian Unladylike 2020	In this interactive lesson, students will use Unladylike2020 digital shorts to learn about women of the Progressive Era and search for and examine primary source material. Students will then craft a historical argument using a primary source to argue what learning about a specific Unladylike2020 woman adds to their understanding of the Progressive Era in U.S. History.	PBS Unladylike2020 - Sarah Dahl and BJ Garcia	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, English Language Arts, Art, Music, Speech, Debate, Science, World Geography, Spanish, Library, Journalism, Theater, Texas History, U.S. Geography
Juneteenth Blackademics	Twin sisters Jordan and Mia Smith discuss the history of Juneteenth and its significance in present day U.S. Juneteenth celebrates the emancipation of slaves on June 19, 1865 in Galveston, Texas. The sisters explore the historical context of the holiday and offer insight into their own lives.	PBS and Blackademics	9, 10, 11, 12	U.S. History, Social Studies, Texas History
The 1619 Podcast Listening Guide	1619 is a New York Times audio series hosted by journalist Nikole Hannah-Jones, who created The 1619 Project initiative for The New York Times Magazine. The podcast features five episodes, spanning three hours of listening time. Through the oldest form of storytelling, the podcast takes the listener through 400 years of history and the present depicting how slavery has transformed this country.	Nikole Hannah-Jones/The New York Times and Donnalie Jamnah/Pulitzer Center	9, 10, 11, 12	U.S. History, Social Studies, World History, Music
Runaway America: Benjamin Franklin	David Waldstreicher talks about his book Runaway America: Benjamin Franklin, Slavery, and the American Revolution, published by Hill and Wang. In the book he re-examined Benjamin Franklin, slavery and the American Revolution. In his speech, he argues that Benjamin Franklin was not the hero of abolitionism that many people remember.	David Waldstreicher and C-Span	9, 10, 11, 12	U.S. History, Social Studies

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<p>Slavery at Thomas Jefferson's Monticello</p>	<p>Lucia Stanton, senior historian of Thomas Jefferson's Monticello, has been studying and writing about Thomas Jefferson and his enslaved community for more than 30 years. In this program, she argues that the President sometimes treated his slaves as human beings, and other times as property. Using thousands of documents and records kept by the third president, Stanton attempts to imagine what life was like from the point of view of the slaves.</p>	<p>C-SPAN</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Top 10 Most Challenged Books List</p>	<p>The American Library Association condemns censorship and works to ensure free access to information. Every year, the Office for Intellectual Freedom (OIF) compiles a list of the Top 10 Most Challenged Books in order to inform the public about censorship in libraries and schools. The lists are based on information from media stories and voluntary reports sent to OIF from communities across the United States. The Top 10 lists are only a snapshot of book challenges. Surveys indicate that 82% to 97% of book challenges – documented requests to remove materials from schools or libraries – remain unreported and receive no media attention.</p>	<p>American Library Association</p>	<p>K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>English Language Arts, Library, Debate</p>
<p>Ketanji Brown Jackson confirmed to the Supreme Court</p>	<p>In a historic first, the Senate Thursday narrowly confirmed Ketanji Brown Jackson to become the first Black woman on the Supreme Court. Three Republican senators joined all 50 Democrats in voting for Jackson. LaDoris Cordell, who became the first Black woman judge in northern California and recently published a memoir titled “Her Honor,” joins Amna Nawaz for more on the confirmation.</p>	<p>PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government, Debate</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 1: Asian Immigration and the American West Coast</p>	<p>Welcome to the first episode in our new series, Resilience. For the next few weeks, we are going to explore a part of U.S. history that we tend to learn very little about: the incarceration of Japanese Americans during World War II. So let’s dive into the details—the hows and the whys—and learn more about the resilience shown by the 120 thousand Japanese Americans who were forcibly removed from their homes, their neighborhoods, their jobs, and their schools, and who endured government-enforced wartime imprisonment right here in the United States. Joining Sharon today is Dr. Ellen Wu, wh</p>	<p>Sharon McMahon and Dr. Ellen Wu</p>	<p>8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Encyclopedia Virginia Presents: Who Controls the Past: The Virginia History and Textbook Commission</p>	<p>Encyclopedia Virginia's Entry Point presents editor Patti Miller in conversation with Adam Dean, Ph.D., John M. Turner Distinguished Chair in the Humanities and professor of History at the University of Lynchburg, and Ashley Spivey, Ph.D., a member of the Pamunkey Indian Tribe and executive director of Kenah Consulting. They explore the origins and impact of the Virginia History and Textbook Commission, which sought to impose the “Lost Cause” version of slavery, the Civil War, and Reconstruction on Virginia students.</p>	<p>Encyclopedia Virginia with Adam Dean Ph.D., Ashley Spivey Ph.D., and Patricia Miller</p>		<p>U.S. History, Social Studies</p>

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<p>The Danger of a Single Story</p>	<p>Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.</p>	<p>Chimamanda Ngozi Adichie</p>	<p>4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Episode 50: Medgar Evers and the Civil Rights Movement</p>	<p>In this solo episode, Sharon tells the courageous story of Mississippi native Medgar Evers. Medgar was a well-known and well-liked man who was involved in many organizations throughout his time in college, and following this, he became involved in the NAACP and the Civil Rights movement of the 1950s. He never wanted to be in the public, but he saw a job that needed to be done. He was gaining momentum in the movement when he was tragically assassinated by a man who did not want the change that he was fighting for. In this story, you will learn more about Medgar’s Civil Rights efforts, in addition to the justice that was served to the man who ended them.</p>	<p>Sharon McMahon</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 4: Japan Attacks Pearl Harbor</p>	<p>Today on our series, Resilience, we are going to hear more from author Craig Nelson, who shares insights on what exactly happened during the bombing of Pearl Harbor on December 7, 1941.</p>	<p>Sharon McMahon and Craig Nelson</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 6: The Forced Removal of 120 Thousand Japanese Americans</p>	<p>After President Roosevelt signed Executive Order 9066, General John DeWitt issued over 100 exclusion orders in quick succession and demanded that all Japanese Americans – even those with as little as one-sixteenth ancestry – prepare themselves for being sent to incarceration camps. They had less than two weeks to pack up – to give up everything they owned, everything they treasured – and prepare for the unknown.</p>	<p>Sharon McMahon</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 8: The Long Days of Camp Life</p>	<p>We explore the wartime incarceration of Japanese Americans. By the fall of 1942, the military had moved most of the imprisoned Japanese Americans from temporary camps into long-term incarceration barracks; camps in isolated locations where they would spend the next few years behind barbed wire fences and stripped of the lives and homes they worked so hard to create for themselves before the war. Joining us today is author Kimi Cunningham Grant.</p>	<p>Sharon McMahon and Kimi Cunningham Grant</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>

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<p>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 9: The Spirit of Resistance</p>	<p>On this episode of Resilience: The Wartime Incarceration of Japanese Americans, we are continuing our exploration of camp life. Through it all, many incarcerated found ways to add beauty and joy into their long days and nights. They cultivated the dusty land around them, practiced their crafts and created a sense of community and belonging. Though they never should have had to, incarcerated Japanese Americans showed strength and resilience from behind fences made of barbed wire. We will hear again from Professor Lorraine Bannai as well as from the book <i>Silver Like Dust</i> by author Kimi Cunningham Grant.</p>	<p>Sharon McMahon and Kimi Cunningham Grant</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Episode 180: How History Can Give Us Hope with Dr. Jemar Tisby</p>	<p>During this episode of the Sharon Says So Podcast, historian Dr. Jemar Tisby speaks with Sharon about racism and what we can do about it. We may not be guilty for the actions of the past, but we are responsible for the ramifications of racism that are felt today. It takes courage to make change because fear can be a stumbling block. We fear entering conversations that seem complicated or difficult or fear the push back or judgment we may get from our safe communities, but history shows us that choosing to do the right thing can bring us hope and peace.</p>	<p>Sharon McMahon and Dr. Jemar Tisby</p>		<p>U.S. History, Social Studies</p>
<p>Here’s Where It Gets Interesting with Sharon McMahon - Episode 179: The Formidable Change-Makers of Women’s Suffrage with Elisabeth Griffith</p>	<p>Sharon talks with Dr. Elisabeth Griffith, who has written a new book called <i>Formidable: American Women and the Fight for Equality: 1920-2020</i>. Many times we think that the passing of the 19th amendment that gave women the right to vote was the finish line of women’s suffrage, but the struggle for equality has been a long road and has not often been an equal journey for all women. Join the conversation today as Dr. Griffith shares some of the nuances of the history around the Women’s Rights Movement – the courage, the flaws, the race relations, the connections to temperance and more.</p>	<p>Sharon McMahon and Dr. Elisabeth Griffith</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>Ben Franklin: The Original American</p>	<p>America’s Founding Fathers. One of the most eclectic groups of individuals ever brought together in a common cause. So, what happens when you combine a military commander, a literary genius, a path-breaking scientist, a visionary philosopher, a seasoned diplomat, and a universally admired statesman? Well... you get Benjamin Franklin. 'Cause this dude did all of those things. Strap in. 'Cause this is a wild story — that’s just as much about us as about him.</p>	<p>Kite & Key Media</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p>Justice for My People: The Dr. Hector P. García Story</p>	<p>Justice for my People” tells the story of Dr. Héctor P. García – Mexican Revolution refugee, medical doctor to the barrios, decorated war veteran, civil rights activist, American GI Forum founder, and presidential confidante, as he fought to bring attention to the Mexican American civil rights movement.</p>	<p>South Texas Public Broadcasting</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Texas History, Spanish, English Language Arts</p>

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<p>Uncomfortable Conversations with a Black Boy: Racism, Injustice and How You Can Be a Changemaker - Vocabulary List</p>	<p>This teaching tool at vocabulary.com features a 135-word vocabulary list taken from the children's book, "Uncomfortable Conversations with a Black Boy" by Emmanuel Acho. Other learning activities incorporating the words include a vocabulary jam, spelling bee and quizzes. Written by a former NFL football player, this book blends history and personal narrative in order to encourage thoughtful discussions about racism.</p>	<p>Emmanuel Acho</p>	<p>5, 6, 7, 8, 9</p>	<p>U.S. History, Social Studies, English Language Arts, Library</p>
<p>AIM Framework for Teaching Intercultural Skills - IDRA Classnotes Podcast Episode 230</p>	<p>America is Me (AIM) is a framework that provides educators with curricular resources to promote students' understanding of equity issues central to the development of U.S. history and contemporary society. These skills are transferable across academic content areas. In this episode, Christie Goodman, APR, talks with the developers of the framework, Dr. Marlon C. James and Dr. Kelly N. Ferguson of Equality and Equity Group, LLC. They describe the framework's origins and purpose and how teachers of all grades and content areas can integrate it into the standards they are focusing on. Dr. James and Dr. Ferguson designed a set of original classroom lessons that are featured on IDRA's School Resource Hub – We All Belong. Christie Goodman, APR, is IDRA's director of communications and worked with a team to launch this free classroom resource.</p>	<p>Christie Goodman, APR with Dr. Marlon C. James & Dr. Kelly N. Ferguson</p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts, Library, Debate, Economics, Math, Science</p>
<p>Tools for Teaching About Race and Culture Webinar</p>	<p>In today's climate of classroom censorship, tools for culturally sustaining teaching can be hard to find and implement. This is why IDRA launched our new school resource hub for educators, families and policy advocates who want to make sure students receive a strong, truthful education in our public schools. In this webinar, get tips for using our latest four-part lesson plan series that will facilitate thoughtful high school classroom discussions of real-world issues and solutions. Hear from the developers of the lessons for IDRA, Dr. Marlon C. James and Dr. Kelly N. Ferguson, of Equality and Equity Group, LLC.</p>	<p>IDRA with Dr. Marlon C. James, Dr. Kelly N. Ferguson, Christie Goodman, APR and Morgan Craven</p>	<p>2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts, Library, Debate, Economics, Math, Science</p>

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<p>6 Steps to Revolutionary School Leadership Webinar</p>	<p>Get the context, empowerment and concrete actions you need to dismantle racist policies and practices in your school that for decades, across the country, have kept students of color from experiencing the same success as their white counterparts in schools. We are excited to feature IDRA board member and award-winning former superintendent, Dr. Gregory C. Hutchings, Jr. He is the founder and chief executive officer of Revolutionary ED, LLC, and is a nationally recognized educational leader, antiracism activist, and published author who unapologetically advocates for Black, Indigenous, and People of Color (BIPOC) and racial equity in education. Dr. Hutchings was also recently appointed as the first Executive In Residence at American University's School of Education and plays a key role in elevating the school's Antiracist Administration, Supervision, and Leadership (ARASL) certificate program.</p> <p>In this session, our discussion is aligned with the book co-authored by Dr. Hutchings, <i>Getting Into Good Trouble at School: A Guide to Building an Antiracist School System</i>, to reimagine educational equity and actively dismantle institutional racism as well as implement strategic and methodical policies that benefit the entire school.</p>	<p>IDRA with Dr. Gregory C. Hutchings, Jr. and Morgan Craven</p>		<p>U.S. History, Social Studies</p>
<p>Ona Judge: A Woman Who Escaped Slavery and the Washingtons</p>	<p>Ona Judge Staines was enslaved and forced to work as Martha Washington's personal servant until she escaped from the President's Mansion in Philadelphia. Much is known of Judge's life in comparison to other people enslaved by the Washingtons as a result of newspaper interviews she gave in 1845 and 1847, as well as George Washington's frustrated attempts to recover her after she self-emancipated.</p>	<p>Brenda Parker and George Washington's Mount Vernon</p>	<p>5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts</p>
<p>Op-Ed: The Pharr Riot and the Need for Mexican-American Studies</p>	<p>Thomas Ray Garcia, former candidate for the Texas State Board of Education and teacher, details his personal discovery that he grew up mere blocks from the site of the 1971 Pharr Riot. After learning about the Mexican American history in his own backyard as an adult and through his own research, he came to the realization that Mexican American Studies is critical for K-12 schools.</p>	<p>Thomas Ray Garcia at Trucha</p>		<p>Texas History, U.S. History, Social Studies</p>