

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

IDRA’s award-winning SEEN 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 June 2024. You can visit the site ([www.idraseen.org/hub](http://www.idraseen.org/hub)) and use the search filters to get to the resources for your grade or subject.

Title	Description	Author	Grade Level	Subject
<b>Original Lesson Plans</b>				
<b>The Importance of Teaching All Truths</b>	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
<b>We Can and Must Talk about Racism in Classroom Lessons</b>	“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
<b>Living Museum</b>	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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<b>People Who Have Most Influenced Me</b>	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
<b>The Importance of Teaching All Truths</b>	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
<b>We Can and Must Talk about Racism in Classroom Lessons</b>	"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
<b>The Real World: Understanding the Difference Education Makes</b>	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
<b>#WeGotMadison</b>	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
<b>Leading the Fight with Lead</b>	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

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<p><b>Yes, She Can: Justice Sonia Sotomayor</b></p>	<p>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.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>3</p>	<p>English Language Arts, Social Studies</p>
<p><b>Yes, She Can: Vice President Kamala Harris</b></p>	<p>For 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.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>1</p>	<p>English Language Arts, Social Studies</p>
<p><b>Yes, She Can: Michelle Obama</b></p>	<p>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.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>2</p>	<p>English Language Arts</p>
<p><b>Yes, She Can: Malala Yousafzai</b></p>	<p>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.</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>2</p>	<p>English Language Arts</p>
<p><b>CulturED Collection #1 - #GotCulture?: A Lesson on How Culture Shapes Us</b></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</p>
<p><b>CulturED Collection #2 - Erased: A Lesson Uncovering the False Science of Race</b></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</p>	<p>Dr. Kelly N. Ferguson and Dr. Marlon C. James</p>	<p>11, 12</p>	<p>English Language Arts, Social Studies</p>

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	is passed on despite the lack of scientific evidence. CulturED Collection Lesson #2.			
<b>CulturED Collection #3 - They E-raced Us: A Lesson for Exposing the Link Between Racial Discrimination and Research</b>	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.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	11, 12	English Language Arts, Social Studies
<b>CulturED Collection #4 - Free Your Mind: A Lesson for Overcoming Racial Stereotyping</b>	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.	Dr. Kelly N. Ferguson and Dr. Marlon C. James	11, 12	English Language Arts, Social Studies
<b>Juneteenth: Freedom Day</b>	For this lesson, students will read the picture book entitled <i>Juneteenth: Our Day of Freedom</i> . They will learn why the Juneteenth holiday is celebrated. Important information retelling the story of June 19, 1865, the aftermath of freed people, plus the celebrations of past and present are told in the text. Comprehension questions and a vocabulary list are included for teacher discussion. The Student Worksheet Packet includes activity worksheets to correspond with the book and include a: crossword puzzle, map skills and a timeline.	Sara Fuhrken, MLS	1, 2, 3	Social Studies, U.S. History, Texas History

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## Curated Lesson Plans

<b>African American History: Climbing the Wall</b>	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
<b>The History of Book Banning in America</b>	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.	Thaisi DaSilva and Veronica DeVore with PBS NewsHour	7, 8, 9, 10, 11, 12	English Language Arts, Library
<b>Benjamin Franklin: A Film by Ken Burns and Lesson Plan Set</b>	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
<b>Unladylike</b>	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
<b>Who Are Latinos?</b>	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

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<b>Latinos at the Ballot Box</b>	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.	PBS	7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Texas History
<b>Stories of Arrival</b>	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
<b>Stereotypes vs. Statistics (Grades 4-8)</b>	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
<b>Stereotypes vs. Statistics (Grades 9-12)</b>	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	9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography
<b>Students Rising</b>	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
<b>Extranjeros and Expansion</b>	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	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography

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	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.			
<b>Organizing the Farm Worker Movement</b>	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.	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
<b>What's In a Name?</b>	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 pre-dated 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
<b>A Case for Reading-Examining Challenged and Banned Books</b>	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
<b>The Civil War: A Film by Ken Burns and Lesson Plan Set</b>	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
<b>The Address: A Film by Ken Burns and Lesson Plan Set</b>	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.	Ken Burns and PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Speech, Debate

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<p><b>East Lake Meadows, A Public Housing Story: A Film by Ken Burns</b></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>
<p><b>Jackie Robinson: A Film by Ken Burns</b></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><b>Unforgivable Blackness, The Rise and Fall of Jack Johnson: A Film by Ken Burns</b></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><b>Jazz: A Film by Ken Burns</b></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>
<p><b>A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs</b></p>	<p>Protest songs serve as a means to combat social skills 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>



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<p><b>Sí, Se Puede: Making a Difference, One Letter at a Time</b></p>	<p>In this lesson, students read the book <i>iSi, Se Puede!/Yes, We Can!</i>: 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.</p>	<p>Cathy Allen Simon</p>	<p>6, 7, 8</p>	<p>English Language Arts, Social Studies, U.S. History</p>
<p><b>Find Someone Who Knows About Mexican American Studies</b></p>	<p>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.</p>	<p>Lucero Saldaña</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, English Language Arts, Spanish, Texas History</p>
<p><b>Corridos sin Fronteras: A New World Ballad Tradition</b></p>	<p>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.</p>	<p>Smithsonian Center for Education and Museum Studies</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Geography, Music, Spanish</p>
<p><b>Corridos and Al Otro Lado; Lesson Plans for the Spanish and English Language Classroom</b></p>	<p>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.</p>	<p>Center for Latin American Studies at Vanderbilt University</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Geography, English Language Arts, Music, Spanish, World Geography</p>
<p><b>African American History: Climbing the Wall</b></p>	<p>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.</p>	<p>PBS History Detectives</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p><b>The History of Book Banning in America</b></p>	<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>	<p>Thaisi DaSilva and Veronica DeVore with PBS NewsHour</p>	<p>7, 8, 9, 10, 11, 12</p>	<p>English Language Arts, Library</p>

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<b>Living Museum</b>	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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	preconceptions of Latinos, view a trailer for the documentary series Latino Americans and identify new topics questions to investigate further.		10, 11, 12	
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<b>Stereotypes vs. Statistics (Grades 4-8)</b>	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
<b>Stereotypes vs. Statistics (Grades 9-12)</b>	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	9, 10, 11, 12	U.S. History, Social Studies, U.S. Geography
<b>Students Rising</b>	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

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<p><b>Extranjeros and Expansion</b></p>	<p>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.</p>	<p>PBS</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Geography</p>
<p><b>Organizing the Farm Worker Movement</b></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><b>What's In a Name?</b></p>	<p>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 pre-dated 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.</p>	<p>PBS</p>	<p>4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Geography</p>
<p><b>A Case for Reading-Examining Challenged and Banned Books</b></p>	<p>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.</p>	<p>Lisa Storm Fink</p>	<p>3, 4, 5, 6, 7, 8, 9, 10</p>	<p>English Language Arts, Library</p>
<p><b>The Civil War: A Film by Ken Burns and Lesson Plan Set</b></p>	<p>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.</p>	<p>Ken Burns and PBS</p>	<p>3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>
<p><b>The Address: A Film by Ken Burns and Lesson Plan Set</b></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</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>

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	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.			
<b>East Lake Meadows, A Public Housing Story: A Film by Ken Burns</b>	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.	Ken Burns and PBS	9, 10, 11, 12	Social Studies, U.S. History
<b>Jackie Robinson: A Film by Ken Burns</b>	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.	Ken Burns and PBS	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Unforgivable Blackness, The Rise and Fall of Jack Johnson: A Film by Ken Burns</b>	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.	Ken Burns and PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Jazz: A Film by Ken Burns</b>	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.	Ken Burns and PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Music
<b>A Collaboration of Sites and Sounds: Using Wikis to Catalog Protest Songs</b>	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.	Chris Kawakita	9, 10, 11, 12	English Language Arts, U.S. History, Social Studies, Music

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	This lesson makes a connection to popular culture by asking students to work in pairs to research and analyze contemporary and historic protest songs.			
<b>Sí, Se Puede: Making a Difference, One Letter at a Time</b>	In this lesson, students read the book <i>iSi, Se Puede!/Yes, We Can!: Janitor Strike in L.A.</i> , 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
<b>Find Someone Who Knows About Mexican American Studies</b>	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
<b>Corridos sin Fronteras: A New World Ballad Tradition</b>	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
<b>Corridos and Al Otro Lado; Lesson Plans for the Spanish and English Language Classroom</b>	This collection of lesson plans and classroom activities was created by educators who participated in the CLAS 2015 Summer Institute in <i>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
<b>From Porciones to Colonias: The Power of Place-and Community Based Learning in K-12 Education</b>	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	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

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	demands of state and federal mandates. This resource includes eight lesson plans that cover K-12 grade levels.			
<b>Rio Grande Valley Civil War Trail: 40 Lesson Plans</b>	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
<b>Grace Abbott – Social Worker Pioneer &amp; Champion of Children, Immigrants, and Women’s Rights</b>	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
<b>Charlotta Spears Bass – Newspaper Editor, Civil Rights Crusader &amp; First African American Woman Vice Presidential Candidate</b>	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
<b>Gladys Bentley – Gender-Bending Harlem Renaissance Performer and Musician</b>	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
<b>Louise Arner Boyd – First Woman to Lead Arctic Expeditions</b>	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
<b>Martha Hughes Cannon – First Woman State Senator &amp; Public Health Pioneer</b>	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
<b>Sonora Webster Carver – Daredevil Equestrian &amp; Advocate for the Blind</b>	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

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<b>Margaret Chung – First American-Born Chinese Female Doctor</b>	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
<b>Bessie Coleman – First African American Woman Aviator</b>	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
<b>Gertrude Ederle – First Woman to Swim the English Channel</b>	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
<b>Williamina Fleming – Trailblazing Astronomer and Discoverer of Stars</b>	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
<b>Meta Warrick Fuller – Trailblazing Sculptor &amp; First African American Woman Recipient of Federal Art Commission</b>	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
<b>Lillian Gilbreth – Pioneering Inventor &amp; Industrial Engineer</b>	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
<b>Jovita Idar – Educator, Journalist, Suffragist &amp; Civil Rights Activist</b>	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
<b>Sissieretta Jones – Opera Star &amp; First African American Woman to Headline a Concert at Carnegie Hall</b>	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..	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Music



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<p><b>Queen Lili'uokalani – First Sovereign Queen and Last Monarch of Hawai'i</b></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><b>Annie Smith Peck – Record-Breaking Mountaineer, Suffragist &amp; Educator</b></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><b>Susan La Flesche Picotte – First American Indian Physician</b></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><b>Ynés Mexía – Accomplished Latina Botanist</b></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><b>Jeannette Rankin – Suffragist, Peace Activist &amp; First Woman Member of Congress</b></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><b>Rose Schneiderman – Pioneering Labor Organizer &amp; Suffragist</b></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><b>Tye Leung Schulze – Advocate for Trafficked Women &amp; First Chinese American Woman Federal Government Employee</b></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>
<p><b>Mary Church Terrell – Educator, Suffragist, Civil Rights Activist &amp; Co-Founder of the NAACP</b></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>

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<b>Maggie Lena Walker – Entrepreneur &amp; First African American Woman Bank President</b>	Learn about Maggie Lena Walker, the first Black woman to found a bank 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
<b>Lois Weber – Actor, Screenwriter &amp; First Woman to Direct a Feature-Length Film</b>	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.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Theater
<b>Anna May Wong – Trendsetting Movie Star and Fashion Icon</b>	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.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Theater
<b>Zitkála-Šá (Gertrude Simmons Bonnin) – Composer, Author &amp; Indigenous Rights Activist</b>	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.	PBS Unladylike2020	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, English Language Arts, Music
<b>Amplifying Indigenous Experiences   PBS All-Stars Lessons</b>	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.	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
<b>Evaluating and Reshaping Timelines in the 1619 Project: New York Times for Kids Edition</b>	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.	Merrabelle Jesuthasan/Pulitzer Center Alum	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, World History
<b>Successes and Failures in Resistance to Slavery</b>	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

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<p><b>Making It Visual for ELL Students: Teaching History Using <i>Maus</i></b></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><b>The 1921 Tulsa Race Massacre</b></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><b>Manilamen: The First Asian American Settlement</b></p>	<p>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.</p>	<p>The Asian American Education Project</p>	<p>4, 5, 6, 7, 8</p>	<p>U.S. History, Social Studies, English Language Arts, World History</p>
<p><b>Japanese American Internment: Fear Itself</b></p>	<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.</p>	<p>Gail Desler at Library of Congress</p>	<p>8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>

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	history when 120,000 Japanese Americans were evacuated from the West Coast and held in internment camps.			
<b>Japanese American Internment Camps during WWII</b>	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.	Maureen Burns, EdD, Nicole F. Gilbertson, PhD, Gregory L. Williams, MA	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Anti-Chinese Massacre of 1871</b>	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
<b>Using Primary Sources to Examine the History of Eugenics</b>	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.	Personal Genetics Education Project	9, 10, 11, 12	U.S. History, Social Studies, Science, World History, European History
<b>Why Are Books Being Banned Across the U.S.?</b>	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.	Andy Kratochvil with Share My Lesson	6, 7, 8, 9, 10, 11, 12	English Language Arts, Library, Debate
<b>History of Juneteenth and Why It’s Now a National Holiday</b>	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.	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, Texas History, U.S. Geography

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<p><b>The Color of Law: Creating Racially Segregated Communities</b></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><b>The U.S. and the Holocaust: A Film by Ken Burns, Lynn Novick, and Sarah Botstein</b></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><b>Latino Americans: Hector P. García</b></p>	<p>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.</p>	<p>Humanities Texas</p>	<p>9, 10, 11,12</p>	<p>U.S. History, Social Studies, Texas History, Spanish, English Language Arts</p>
<p><b>Lincoln-Douglas Debates</b></p>	<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 <a href="https://housedivided.dickinson.edu/debates/lesson_plans.html">https://housedivided.dickinson.edu/debates/lesson_plans.html</a></p>	<p>Bill Hendrick with House Divided Dickinson College</p>	<p>7, 8, 11</p>	<p>U.S. History, Social Studies, U.S. Government, Debate, Speech</p>
<p><b>The New York Times Lesson of the Day: 'Can Biology Class Reduce Racism?'</b></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>
<p><b>Lesson 1: The Declaration of Independence and the Promise of Liberty and Equality for All: Founding</b></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</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>

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<b>Principles and the Problem of Slavery</b>	the Declaration of Independence contributed to the quest to end slavery in the United States in the Founding era.			
<b>Sally Hemings: Raising a Family Amidst the Brutality of Slavery</b>	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.	National Women's History Museum	9, 10, 11, 12	U.S. History, Social Studies
<b>Latinos and the Fourteenth Amendment: A Primary Document Activity</b>	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.	Learning for Justice	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Debate, English Language Arts
<b>Love, Simon: Coming Out &amp; Invisible Identities Lesson</b>	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.	GLSEN	9, 10, 11, 12	English Language Arts
<b>Free Expression &amp; Censorship: Banned Books</b>	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
<b>Learning About Slavery With Primary Sources</b>	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.	Nicole Daniels with <i>The New York Times</i>	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, English Language Arts
<b>George Washington: Slave Holder and Abolitionist?</b>	Was George Washington a man of his time, a slaveholder in a state where 40% of the population were slaves? Was George	Vallarie Larson with Project Tahoe	7,8	U.S. History, Social Studies, English

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	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.			Language Arts, Debate, Speech
<b>LGBTQ History Timeline Lesson</b>	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.	GLSEN	9, 10, 11, 12	U.S. History, Social Studies,
<b>The Emmett Till Story</b>	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.	C-Span Classroom	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>The Civil Rights Movement According to John Lewis</b>	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.	C-Span Classroom	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government
<b>Women Who Shaped The Supreme Court</b>	Using a video featuring Justice Ruth Bader Ginsburg, students compare legal and historical interpretations of seven women in Supreme Court history.	NewseumED	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government

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<p><b>Exploring the Stories Behind Native American Boarding Schools</b></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><b>The Stonewall Uprising</b></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><b>The Geography of Racism: Housing Policy</b></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>



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<p><b>Lesson: Black Americans and the Nazi Olympics</b></p>	<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>	<p>United States Holocaust Memorial Museum</p>	<p>7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, World History, European History</p>
<p><b>The Cherokee People and the Trail of Tears: High School Lesson Plan</b></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><b>Lesson: Racial "Science" and Law in Nazi Germany and the United States: Timeline Extension</b></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>
<p><b>Plessy v. Ferguson: An Individual's Response to Oppression</b></p>	<p>Segregation was a pivotal issue in the United States in the late 19th and early 20th centuries. Homer Plessy took a stand against segregation and the notion that separate but equal was legal. Upon reviewing and evaluating the 14th Amendment, Jim Crow</p>	<p>Chelsee Wilson, Susan McHale and Anita West with the K20 Center</p>	<p>9, 10, 11, 12</p>	<p>Social Studies, U.S. History, U.S. Government</p>

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	Laws, the Plessy v. Ferguson case, and other elements that lend to this era, students will examine and evaluate if "separate but equal" exists and the impact of Homer Plessy's role in the fight for social justice.			
<b>Landmark Supreme Court Case: <i>Brown v. Board of Education</i></b>	The U.S. Supreme Court has the power to interpret the U.S. Constitution. Its rulings on cases determine the meaning of laws and acts of Congress and the president. Knowing the key decisions of the Supreme Court and the precedents they set is vital in understanding the meaning of laws, how our country has changed over time, and the direction the country is currently headed. In this lesson students will examine the case of <i>Brown v. Board of Education</i> .	C-Span Classroom	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Refusing to Forget: The Life of Jovita Idar</b>	Jovita Idar was a journalist, teacher, nurse, feminist and civil rights pioneer who fought for the rights of Mexicans and Mexican Americans living in South Texas in the early 20th century. Throughout her life, Idar took a stand against oppression and advocated equality and freedom. The purpose of this lesson plan is to encourage the discussion and remembrance of a hero and to gain a better understanding of the context of Jovita Idar's advocacy. While our nation's history has recognized other civil rights activists, we have yet to fully recognize the accomplishments of this Laredo, Texas, native or to give her the proper place in our state's historical memory.	Monica Muñoz Martinez, Nicole G. Sintetos, Katie Vogel, and Ricardo Frasso Jaramillo	7	Texas History, Social Studies, U.S. History
<b>Activism and Change</b>	The Tejano experience includes working to create a more just society through struggles for educational rights, workers' rights, and political inclusion. While there have been gains, the quest for equal protection of the law and the ability to participate equally as Americans is ongoing. The Tejano experience includes working to create a more just society through struggles for education rights, workers' rights and political inclusion. This series of activities can be broken into several classes or used individually as desired.  The life of San Antonio, Texas, activist Emma Tenayuca is brought to life through an article, collection of photographs, quotes, and excerpts from oral history interviews and biographies dedicated to her story.	UTSA - The Institute of Texan Cultures Department of Education	6, 7, 8	Texas History, Social Studies, U.S. History
<b>Dolores Huerta: A Civil Rights Icon</b>	This lesson plan introduces students to the life and work of the labor leader and civil rights activist Dolores Huerta, who co-founded the United Farm Workers (originally called the National Farm Workers Association) with César Chávez in 1962. Since the 1960s, Huerta has been an activist for workers' rights, women's	Click! The Ongoing Feminist Revolution	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, English Language Arts

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	rights and immigrant rights. In 2012, she received the Presidential Medal of Freedom from President Barack Obama.			
<b>Paul Revere or Sybil Ludington - Who Warned About the British Coming?</b>	In this country's history, women did not have the same rights as men even if they may have done the same tasks or taken the same risks. In this lesson, research gives us the ability to find out the unbiased truth about one of these such heroic Americans: Sybil Ludington.	Rose Ortiz at Better Lesson	5, 6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, English Language Arts
<b>Ruth Bader Ginsburg: The Case of R.B.G. vs. Inequality</b>	<p>This comprehensive lesson plan on Ruth Bader Ginsburg is designed for high school students but can be adapted for middle school students. The 20-page plan includes a variety of interactive classroom activities, such as a book study, discussion questions, and other exercises. Vocabulary words are introduced through engaging methods like videos, Quizlet, Bingo, crossword puzzles and word searches. Additionally, the lesson integrates ASL storytelling and discussion.</p> <p>Students will explore the concept of dissent and learn how to dissent like Ruth Bader Ginsburg. The plan includes videos for students to watch, as well as materials and rubrics for student presentations. The lesson also provides opportunities for students to create timelines, work on group projects and engage in extension activities. This RBG lesson plan provides plenty of classroom learning, engagement and fun.</p>	Statewide Outreach Center	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, English Language Arts
<b>I Dissent</b>	<p>The lesson plan is centered around the book <i>I Dissent</i> and is designed to teach young students about Ruth Bader Ginsburg's life and her contributions to society. The plan introduces key vocabulary words to help students understand the concepts discussed in the book.</p> <p>Pre-reading activities prepare students for the book's content, and comprehension questions ensure they grasp the main ideas. Discussion questions encourage students to engage with the themes and lessons learned from Ginsburg's story.</p> <p>The lesson plan also includes extension activities that enable students to further explore the topics covered in the book, enhancing their learning experience and deepening their understanding of Ruth Bader Ginsburg's legacy.</p>	Anti-Defamation League	K, 1, 2, 3, 4, 5	Social Studies, U.S. History, English Language Arts
<b>"¡Sí, se puede!": Chávez, Huerta, and the UFW</b>	The United Farm Workers organized to bring attention and change to the exploitative working conditions faced by farm workers during the 1960s and 1970s. Efforts centered in California quickly grew into a larger civil rights movement for	EDSITEment	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History

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	Chicanos and other groups under the leadership of Dolores Huerta and César Chávez, whose legacies remain an inspiration for the civil rights movements that continue in the United States. This lesson provides access to artifacts and primary sources, including our United Farm Workers Learning Lab collection, while also placing Chávez, Huerta, and the UFW within the context of the long civil rights movement.			
<b>Tejanas and LULAC: Esther Nieto Machuca and Alice Dickerson Montemayor</b>	This lesson plan introduces students to Tejanas’ work with LULAC, including Ladies LULAC. At the end of the lesson, students will have gained an understanding of how women leaders in LULAC and in Ladies LULAC helped win civil rights and voting rights for Latinos. Featured biographies of Esther Nieto Machuca and Alice Dickerson Montemayor are focused on within the lesson, activities and writing prompts. The lesson can be covered in two class periods.	Teresa Palomo Acosta for the Ruthe Winegarten Foundation	7	Texas History, Social Studies, U.S. History, Spanish
<b>Martin Luther King Jr. Lesson Plan: Sequencing Events</b>	In this lesson plan, which is adaptable for grades 3-5, students use BrainPOP resources to learn about Dr. Martin Luther King Jr. and the civil rights movement. Students will sequence the major events in Dr. King’s life and discuss Dr. King as a leader and his impact on the civil rights movement using a series of cooperative learning activities and handouts.	Laura Candler with BrainPOP Educators	3, 4, 5	Social Studies, U.S. History
<b>Martin Luther King Jr. and the Power of Words</b>	In this lesson students have the opportunity to discuss how words have the power to bring about political, social or economic change in society. By reviewing quotations from various leaders, activists and others, students can begin to understand how ideas have an impact on the hearts and minds of people and can be a catalyst for change. Finally, students will reflect on the words of Martin Luther King Jr. and determine their relevance to the political, social and economic issues of today.	Center for Civic Education	7, 8, 9, 10, 11, 12	Social Studies, U.S. History, English Language Arts, Debate, Speech
<b>Equity vs. Equality: Lesson Plan</b>	Equality refers to the uniform distribution of a good or service to everyone. Equity, on the other hand, refers to the fair distribution of goods and services based on need or privilege. At the end of the lesson, students will be able to: explain the difference between equity and equality, and identify examples of inequity and inequality in society.	Academy 4 Social Change	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government, Economics, English Language Arts, Speech, Debate
<b>Mendez v. Westminster: Separate is not Equal</b>	In this lesson plan, students will delve into understanding the social and academic ramifications of Mexican school segregation in the Southwest. They will use Internet and class resources to research the <i>Mendez v. Westminster</i> 1945 court case and craft pertinent questions for guest speakers or family members. Through this process, they will differentiate between primary and	Megan Cox	6, 7, 8	Social Studies, U.S. History, U.S. Government, English Language Arts, Speech, Debate

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	secondary sources, critically evaluate the information gathered, and effectively employ it in their arguments. Students will then present persuasive viewpoints, supported by facts, figures, handouts, readings, videos, recordings and personal research. Additionally, they will engage in creative writing by crafting personal pieces, such as diary entries, from the perspective of their assigned character within the group.			
<b>Defending Your Beliefs</b>	The U.S.-Mexican War sparked intense debate over Manifest Destiny and slavery expansion, dividing the nation. While some saw it as an opportunity for territorial expansion and economic growth, others - particularly abolitionists - feared its implications for slavery. This dissent led to influential works like Henry David Thoreau's Civil Disobedience, shaping political discourse and citizen activism for generations. This lesson plan focuses on exploring the question, "What actions would you take to stand up for your beliefs?" Students will engage in several activities to deepen their understanding using primary documents. Next, they will analyze various public attitudes surrounding the U.S.-Mexican War. They will then delve into Henry David Thoreau's concept of civil disobedience. Following this, students will articulate their strategies for defending their own beliefs. To conclude the lesson, students will present their findings to the class and actively participate in a group discussion to share insights and perspectives.	National Park Service	11, 12	Social Studies, U.S. History, U.S. Government, World History, English Language Arts
<b>Backlash and the KKK</b>	<p>In this lesson, students will learn about the violent response these changes provoked from Americans who were opposed to Radical Reconstruction and shocked by the attempt to overthrow white supremacy in Southern society. By learning about the violence and intimidation perpetrated by the Ku Klux Klan in the 1860s and early 1870s, students will reflect on the effects that violence and terror can have on the choices made by individuals in a democracy. This lesson is part of a three-week unit on the Reconstruction Era.</p> <p>Note: In this lesson, students will encounter emotionally challenging content, including depictions of violence. Consider briefly reviewing the class contract with students before beginning the lesson. This will help reinforce the norms you have established and reinforce the classroom as a safe space for students to voice concerns, questions or emotions that may arise.</p>	Facing History	9, 10, 11, 12	Social Studies, U.S. History
<b>Jewish LGBTQ Hero Poster Series Curriculum - Harvey Milk</b>	Students will learn about LGBTQ+ Jewish hero Harvey Milk, define activism, and feel empowered to be advocates and create change in society. In this lesson, we learn about a contemporary	Essie Shachar-Hill, Keshet	5, 6, 7, 8, 9,	Social Studies, U.S. History

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	Jewish hero. Learning about Jewish heroes is crucial because our history and present are filled with extraordinary Jews who have made significant contributions to both the Jewish community and the world. Exploring various Jewish heroes emphasizes the diversity within the Jewish community, highlighting that there is no singular way to be Jewish. Today, our focus is on Harvey Milk.		10, 11, 12	
<b>Benjamin Franklin: How Did Franklin's Views on Slavery Change Over Time?</b>	Students will use critical thinking skills to analyze primary source documents related to the life of Benjamin Franklin and his relationship with slavery. This lesson plan includes a longer version (11 documents) and a shorter version (8 documents). See the annotated bibliography at the end of each version for the answer key for teachers.	National Park Service	8, 9, 10, 11, 12	Social Studies, U.S. History
<b>Equity Timeline Elementary Lesson Plan</b>	<p>North Carolina’s commitment to providing an equal public education to all students within the state began in 1776, when it included the right to public education in its original constitution. Following the landmark <i>Brown v. Board of Education</i> ruling in 1954, many Southern states engaged in immediate backlash, publicly proclaiming that they were not giving up their segregated system of schooling. While North Carolina’s approach to desegregation was less violent than other Southern states, it was by no means progressive, at least immediately following the <i>Brown</i> decision. However, 20 years after the ruling, North Carolina would be recognized nationwide as the blueprint for successful integration strategies.</p> <p>This timeline explores the policies, court cases and important historical events that shaped not only school desegregation in North Carolina but also the resegregation that has occurred in more recent years. This project attempts to highlight the lived experiences and stories of those who lived through desegregation and fought to create equal schooling opportunities for all North Carolinians. To learn more about any of the topics covered in this timeline, consult our resources page and literature review. We thank Jenn Ayscue, Sandra Conway, Danita Mason-Hogans, and the UNC Southern Oral History Program for their support, expertise and guidance throughout this project.</p>	Dr. Keshia Branch Hood, the 2023-2024 Flood Center Educational Equity Fellow, with the Dudley Flood Center for Educational Equity and Opportunity	5, 7, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Lesson: Thanksgiving Mourning</b>	Much of the Thanksgiving story focuses on a peaceful, cross-cultural exchange between the “Pilgrims and Indians.” While it is true that the Wampanoag and the planters shared in a harvest celebration, within 50 years, the Wampanoag would no longer be a free people. For some Native Americans, Thanksgiving is no cause for celebration, but rather serves as a reminder of colonization’s devastating impact on indigenous peoples.	The Advocates for Human Rights	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History

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	<p>In this activity, students will review two written works by Native American authors. The first, a speech written by Wamsutta James in 1970, gave birth to the National Day of Mourning, which is observed on Thanksgiving by some Indigenous people. To them, Thanksgiving is “a reminder of the genocide of millions of their people, the theft of their lands and the relentless assault on their culture.” The Day of Mourning, on the other hand, is a day of remembrance and spiritual connection, as well as a protest of the racism and oppression that Native Americans continue to experience.</p> <p>The second document is an essay by Jacqueline Keeler, a member of the Dineh Nation and the Yankton Dakota Sioux; she works with the American Indian Child Resource Center in Oakland, Calif. Unlike some of her Native peers, Keeler celebrates Thanksgiving. And unlike most non-Native Americans, she does so through a distinctly Indigenous lens.</p> <p>Additionally, several valuable resources are available to enhance education on Indigenous peoples. These include a comprehensive toolkit, curated book list, supplementary lesson plans, effective methods for teaching about Native American issues and cultures, and a human rights calendar, all serving as excellent complements for educators.</p>			
<b>Columbus Day or Indigenous Peoples Day</b>	<p>This lesson provides an opportunity for students to learn more about Columbus Day, reflect on why some cities and states have renamed it Indigenous Peoples Day and consider their own points of view on the topic by engaging in a writing project to express their perspective.</p>	Anti-Defamation League	9, 10, 11, 12	Social Studies, U.S. History
<b>Lesson Plan: The Absolutely True Diary of a Part-Time Indian (2020)</b>	<p>Lesson Plan to be used in conjunction with the reading of <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie.</p> <p>Write a persuasive essay on the debate over Native American mascots by focusing on the American Indian community’s objections to their use and the defense of mascot use within the world of sports.</p>	Fish Tank Learning	7	Social Studies, U.S. History, English Language Arts, Speech, Debate
<b>Thurgood Marshall Makes a Difference</b>	<p>In this lesson, students will work in small groups to research Thurgood Marshall’s life and achievements, focusing on his influence on Civil Rights. They will explore his early education, family background, legal career, and key cases like <i>Brown v. Board of Education</i>. Students will create a diorama using recycled materials and Crayola products to illustrate Marshall's journey to</p>	Crayola	4, 5, 6	Social Studies, U.S. History, U.S. Government, English Language Arts, Art

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	becoming the first African American Supreme Court Justice. They will present their dioramas and participate in a class discussion about his contributions to U.S. society			
<b>A Self-Made Man: The Story of Thurgood Marshall</b>	In this lesson, students will explore the life of Thurgood Marshall and follow the development of his identity. Through his example, students will understand how they can develop and refine their identity in their own lives and, through this refinement, help advance freedom for themselves and others.	Bill of Rights Institute	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Rosa Parks Free Unit Study</b>	Rosa Parks was a brave woman who worked hard her whole life to promote civil rights. She is best known for not giving up her seat on a bus to a white man. However, she had already been helping Black people register to vote long before that. She was also instrumental in organizing the Montgomery Bus Boycott that immediately followed her arrest.  Learn all about Rosa Parks in this unit study and then have your children think about problems in their community they can help solve! This free unit correlates with the book <i>Who Was Rosa Parks?</i> by Yona McDonough. Included in the free printable study unit are: notebooking pages, a timeline activity, word scramble, compare and contract activities, and more!	Peanut Butter Fish Lessons	3, 4, 5, 6	Social Studies, U.S. History, English Language Arts
<b>Rosa Parks   Civil Rights Activist</b>	After the Civil War and through the Civil Rights era of the 1950s, racial segregation laws made life for many African Americans extremely difficult. Rosa Parks – long-standing civil rights activist and author – is best known for her refusal to give up her seat to a white bus passenger, sparking the Montgomery Bus Boycott. Through two primary source activities and a short video, students will learn about Parks’ lifelong commitment to the Civil Rights Movement.	PBS Learning Media	3, 4, 5, 6, 7, 8	Social Studies, U.S. History, English Language Arts
<b>Montgomery Bus Boycott</b>	Most textbooks and children’s books about the boycott emphasize the second ingredient – the catalytic leadership of Martin Luther King Jr. and Rosa Parks – leaving out not only the other critical elements, but, most importantly, the role of the thousands of Montgomery residents who boycotted public transportation for over a year.  In this activity, students will act as organizers and learn about many of the challenges faced by a group who sustained a bus boycott in Montgomery, Alabama, for 381 days. The activity typically takes five to seven class periods. While it is designed for middle school students, high school teachers can successfully	Alana D. Murray with the University of Mississippi	6, 7, 8	Social Studies, U.S. History, English Language Arts



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	modify this lesson for the upper grades by making the decision-making process less structured.			
<b>Lesson Plan – William Still and The Underground Railroad</b>	This lesson plan and resources are adapted from a performance of <i>Sanctuary Road</i> , a modern opera based on the writings of William Still, staged by the Penn Square Music Festival in collaboration with LancasterHistory. The materials, including a theatrical reading by Lenwood Sloan, offer an introduction to William Still and the local history of the Underground Railroad in Lancaster County. Educators will find a guide with FAQs, links to additional resources, and suggested activities and assignments to help students explore Still’s book and understand the significance of the Underground Railroad.	Lancaster History	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History
<b>The Fugitive Slave Act of 1850</b>	<p>This unit is one of the Gilder Lehrman Institute’s <i>Teaching Literacy through History</i> resources, designed to align with the Common Core State Standards. These units were developed to enable students to understand, summarize, and evaluate original material of historical significance. Through a step-by-step process, students will acquire the skills to analyze, assess, and develop knowledgeable and well-reasoned viewpoints on primary sources.</p> <p>This lesson focuses on the <i>Fugitive Slave Act</i>, which was one component of the Compromise of 1850. Students will close read, summarize, and think critically about three primary sources that explore the law and its effects from different viewpoints, including a broadside or poster, a letter by an African American, and excerpts from the law itself. Student learning will be assessed through classroom discussions, activity sheets, and an argumentative essay.</p>	Ron Adkisson for Teaching Literacy Through History	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History
<b>American Indian Removal: What Does It Mean to Remove a People?</b>	<p>This online lesson provides perspectives from Native American community members, documents, maps, images, and activities to help students and teachers understand an important and difficult chapter in the history both of Native Nations and the United States. Scroll to begin an exploration of the vast scope and effects of American Indian removal. This lesson is one part of many resources and lessons available at the American Indian Removal website (<a href="https://americanindian.si.edu/nk360/removal#titlePage">https://americanindian.si.edu/nk360/removal#titlePage</a>).</p> <p>Soon after the founding of the United States, American Indian Nations in the East faced increasing pressure to cede their lands and move west of the Mississippi. For many years, American Indian leaders made difficult choices by planning strategically and</p>	Native Knowledge 360	7, 8, 9, 10, 11, 12	Social Studies, U.S. History, Geography, Oklahoma History

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	<p>relying on their nations’ cultural, political and military strengths to avoid removal. Removal became a federal policy with the passage of the Indian Removal Act in 1830. Although a few Indian Nations were successful in keeping some of their lands, about 100,000 Indian people were ultimately removed to Indian Territory. The process of removal created upheaval, suffering and death among Indian people. However, it was not the end for American Indians; they have survived and thrive as their own cultural and political entities today. The history of American Indian removal serves as an important lesson for all people today in understanding the importance of human rights, relations among diverse peoples, and the consequences of certain policies and actions taken by nations.</p>			
<b>Landmark Supreme Court Cases: <i>Scott v. Sandford</i></b>	<p>Using C-SPAN’s Landmark Cases website and programs, students will simulate the Supreme Court hearing of <i>Dred Scott v. Sandford</i> (1857), otherwise known as the Dred Scott Case. Students will read the case scenario and take on roles of either an attorney or Supreme Court Justice as if they lived in the 19th century. After studying the case, both teams of attorneys will present their cases in written and oral form and receive questions from the justices. Afterwards, the justices will facilitate oral argument and offer written opinions. Finally, the class will debrief the experience and read and discuss the actual decision.</p>	<p>Dr. Marc Brasof, Assistant Professor of Education at Arcadia University, and Mr Jake Wild, Teacher at St. Albert the Great School</p>	<p>9, 10, 11, 12</p>	<p>Social Studies, U.S. History, Government</p>
<b>The Long Journey</b>	<p>This lesson plan educates students about the history and significance of voting rights in the United States. It covers the evolution of voting rights from the country's founding to the present day, highlighting key amendments and legislation that expanded suffrage. The lesson includes an overview of voting's importance in a democratic society.</p> <p>A historical timeline of significant events and changes in voting rights (such as the 15th, 19th, 24th, and 26th Amendments, as well as the <i>Snyder Act of 1924/Indian Citizenship Act of 1924</i>) is provided. Discussion questions about the barriers to voting various groups have faced and how those barriers were overcome are also included. Interactive activities, including analyzing primary source documents, creating a timeline, and participating in a mock election, are part of the lesson.</p> <p>Students are assessed through participation in activities, discussions, and a final project researching and presenting on a specific aspect of voting rights history. The lesson aims to foster an understanding of the struggles and triumphs associated with</p>	<p>Kids Voting USA, Inc.</p>	<p>6, 7, 8</p>	<p>Social Studies, U.S. History, U.S. Government</p>

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	the expansion of voting rights and emphasize the importance of civic participation.			
<b>Teach Immigration History</b>	<p>The website "Immigration History" provides a comprehensive resource for exploring the diverse and multifaceted history of immigration to the United States. Through a variety of curated content, including articles, interactive exhibits, primary source documents, and educational resources, the site offers valuable insights into the experiences of immigrants and their contributions to U.S. society.</p> <p>From the earliest migrations to contemporary immigration trends, the website covers a wide range of topics, including immigration laws and policies, immigrant communities, cultural diversity, and the challenges and opportunities faced by newcomers. With its wealth of educational materials and engaging multimedia content, "Immigration History" serves as an invaluable tool for educators, students, researchers, and anyone interested in understanding the complex and dynamic story of immigration in the United States.</p>	Immigration and Ethnic Historic Society at The University of Texas at Austin	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Teach Peace Now Lesson: The Story of Ruby Bridges</b>	<p>This <i>Teach Peace Now</i> lesson plan, designed to be used in conjunction with <i>The Story of Ruby Bridges</i> by Robert Coles and <i>Through My Eyes</i> by Ruby Bridges, explores Ruby Bridges' courageous journey as the first African American child to integrate into an all-white school. Students will observe and record differences among their classmates, promote critical thinking, and enhance social skills through activities and discussions.</p> <p>They will understand the meaning of equality and become familiar with pertinent vocabulary. Additionally, students will select character words describing Ruby Bridges, gain knowledge of her contribution to society, and make connections to Dr. Martin Luther King Jr. and the Civil Rights movement. Through discussions, writings, and artwork, students will communicate their understanding of differences and their effects on our lives.</p>	Pat Stacconi, Maine-Endwell Schools, NY	3, 4, 5, 6, 7, 8	Social Studies, U.S. History, English Language Arts
<b>Harriet Tubman and the Underground Railroad</b>	In this lesson, students will delve into the historical significance of the Underground Railroad. They will examine the motives behind its creation and the consequences for those who traveled it. The lesson will include an analysis of Harriet Tubman's profound impact on slavery and the abolition movement, as well as the influence of geography and politics in sustaining the Underground Railroad. Additionally, students will evaluate Harriet Tubman's	EDSITEment	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History

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	enduring legacy in the context of abolition and her place in U.S. History.			
<b>From Student to Stateswoman: The Life and Legacy of Barbara Jordan</b>	This lesson plan on Barbara Jordan, provided by the <i>Texas History for Teachers</i> website, aims to educate students about the life and contributions of Barbara Jordan, a pioneering African American politician and civil rights leader. The lesson includes a biography of Jordan, highlighting her significant achievements and speeches. Students will engage in activities, such as analyzing primary source documents, discussing the impact of Jordan's work on civil rights and politics, and exploring her legacy in the context of U.S. history. The plan also incorporates critical thinking and reflection on Jordan's role in advocating for equality and justice.	Texas History for Teachers	7	Texas History, Social Studies, U.S. History
<b>Guion Stewart Bluford Jr.</b>	Explore the extraordinary achievements of Guion Stewart Bluford and other pioneering African American astronauts with this engaging lesson plan. Designed for educators seeking to inspire students with stories of perseverance and accomplishment, this resource provides a comprehensive overview of Bluford's journey to becoming the first African American in space. Through multimedia presentations, interactive discussions, and hands-on activities, students will delve into Bluford's remarkable career, uncovering the challenges he overcame and the groundbreaking contributions he made to space exploration. By highlighting Bluford's experiences, educators can spark meaningful conversations about diversity, inclusion, and the limitless possibilities of STEM careers.	Center for History of Physics at AIP	9, 10, 11, 12	Social Studies, U.S. History, Science
<b>Benjamin Banneker Inspired Lesson Plans</b>	Learn more about the remarkable life and contributions of Benjamin Banneker with these two lesson plans. Developed by the Benjamin Banneker Association, these resources (for elementary and secondary) offer engaging activities and insightful lessons designed to explore the legacy of the pioneering African American mathematician, astronomer, and inventor. From his early achievements to his advocacy for social justice, students will uncover the rich history of Banneker's life through interactive exercises, thought-provoking discussions, and hands-on projects.	Benjamin Banneker Association	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, Math, Science
<b>James Armistead Lafayette: A Fight for Freedom and Equality</b>	The Declaration of Independence and the words "all men are created equal" provided thousands of enslaved Africans high expectations and many were ready to fight for the country and their own personal freedom. Thousands of enslaved Africans impacted the war right from the start at Lexington and Concord, all the way to the end at Yorktown. This lesson will explore the life of James Armistead Lafayette, an enslaved African Virginian.	Virginia Museum of History and Culture	6, 7, 8	Social Studies, U.S. History, U.S. Government

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	Working as an undercover spy for George Washington, James risked his life to gather key intelligence about the British that helped secure an American victory at Yorktown. In this lesson, students will discover whether his efforts in service of the American cause helped or hindered his ability to achieve emancipation.			
<b>The Boston Massacre: You Be the Judge!</b>	This lesson is focused on the Boston Massacre, and touches on Crispus Attucks' being a martyr and first casualty of the American Revolution. It can be taught in a classroom focusing on the American Revolution unit (varies by state). It will be an opportunity for students to look at a historical event from multiple perspectives using corroborating evidence. It will include group work, whole class guided reading, and an individual assessment piece where they decide who is the "blame" for the event. The lesson will use primary sources that include pictures, newspaper articles, and testimonies and have students apply the historical thinking skills of sourcing, close reading, contextualizing, and corroborating to help interpret them.	Lynne Avdellas with <i>Everyday Americans, Exceptional Americans</i>	6, 7, 8	Social Studies, U.S. History
<b>Senator Hiram Revels</b>	This lesson plan invites students to explore the pivotal role of Hiram Revels and other African American legislators during the Reconstruction era in Mississippi, as detailed in the article "First Black Legislators in Mississippi" on the Mississippi History Now website. Through guided discussions and group activities, students will analyze the challenges faced by Revels and his contemporaries, the impact of their political activism, and the significance of their achievements in shaping the state's political landscape.	Mississippi History Now	8, 9, 10, 11, 12	Social Studies, U.S. History, U.S. Government
<b>Marie Maynard Daly</b>	In this lesson, students will learn about the significant contributions to chemistry by Dr. Marie Maynard Daly, the first Black woman to earn a doctorate in chemistry in the U.S. Students will read an article and engage in related activities that help to promote literacy in the science classroom. Parts of this lesson could be used as plans for a substitute teacher. This lesson provides teachers with strategies to address diversity, equity, and inclusion in the chemistry curriculum.	American Association of Chemistry Teachers	9, 10, 11, 12	Social Studies, U.S. History, Science
<b>Ada Lovelace Lesson Plan</b>	The lesson plan provided on the Six Red Marbles website offers educators a comprehensive guide to integrating the story and achievements of Ada Lovelace into their curriculum. The plan includes a variety of engaging activities designed to highlight Lovelace's contributions to mathematics and computing, making her story accessible and inspiring for students. Key components of the lesson plan include a: biographical study, activities,	Tessa Henry with Six Red Marbles	3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, English Language Arts, Technology

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	creative projects, and discussion prompts. This lesson plan is designed to be adaptable for various grade levels, providing a valuable resource for educators aiming to inspire a new generation with the pioneering work of Ada Lovelace.			
<b>BlueBot Debugging with Grace Hopper</b>	This is a computer science lesson plan created by educators in the South Sanpete School District. Students will read a story that describes the first computer bug. This book will help students to see character qualities in a computer scientist who broke social norms, persevered, and loved solving problems. They will then go on to debug programs with bugs using Blue Bots on Apple iPads. The lesson is designed for fifth grade and includes modifications for grades 1-5.	South Sanpete School District with emedia	1, 2, 3, 4, 5	Social Studies, U.S. History, Math, Science
<b>Harriet Beecher Stowe</b>	In this lesson, students will learn about how Harriet Beecher Stowe fought against the injustice of slavery. They will also consider ways in which they can fight injustices in their own lives.	Bill of Rights Institute	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History
<b>Dr. Patricia Bath - The Doctor With An Eye For Eyes - A Book Companion</b>	Share this inspiring story about Dr. Patricia Bath – an ophthalmologist, inventor and educator. This resource is a companion to the book – <i>The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath</i> written by Julia Finley Mosca. This TPT freebie includes a biography of Dr. Patricia Bath, a comprehension check, a graphic organizer and six posters (three in color, three in black and white.)	BrowniePoints at TPT	2, 3	Social Studies, U.S. History
<b>The Doctor with an Eye for Eyes Patricia Bath Book Activity</b>	This follow-up activity to Julia Finley Mosca’s <i>The Doctor with an Eye for Eyes: The Story of Dr. Patricia Bath</i> , enables students to reflect on the life of Patricia Bath while making text-to-self connections. With the included worksheet, students draw and write about a time that they showed perseverance.  This activity is best completed after a class discussion about Dr. Bath and the obstacles she faced growing up and entering into her career. The worksheet is included with two different line styles/sizes. Choose the page that will work best for your students. Additional lined pages are included if you wish to have children write more than will fit on the worksheet.	My Happy Place at TPT	K, 1, 2	Social Studies, U.S. History
<b>Pauli Murray: Civil &amp; Women’s Rights Trailblazer</b>	A Durham, North Carolina, native, Pauli Murray (1910-1985) is a lesser-known civil rights trailblazer whose life, activism and constant courage in the face of adversity made societal advancements that impact us today. The intersection of her crucial work also serves to illuminate the connections between the struggle for civil rights and women’s rights. This lesson provides an overview of Pauli Murray’s incredible work,	Davis Harper with Southern Oral History Program and Carolina K-12	7, 8, 9, 10, 11, 12	Social Studies, U.S. History

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	<p>perseverance and accomplishments through class lecture and interactive discussion, and most importantly, through her own words.</p> <p>Infused throughout the lesson are seven oral history clips from a 1976 interview with Pauli Murray, housed at UNC-Chapel Hill's Southern Oral History Program. This lesson will ultimately broaden student understanding of the Civil Rights Movement in terms of the heightened challenges (and thus fight) faced by African American women, as well as bring to the forefront one of the most impactful trailblazers for civil and women's rights.</p>			
<b>Just Mercy, Adapted for Young People</b>	<p>This comprehensive teaching guide provides valuable resources for educators to facilitate classroom discussions and activities around Bryan Stevenson's powerful book, <i>Just Mercy</i>. Aimed at deepening students' understanding of social justice, legal reform, and human rights, the guide includes: discussion questions, activity suggestions, further reading and resources, and essay prompts. These tools aim to foster a deeper understanding of the legal system and inspire students to consider their roles in advocating for justice and equality.</p>	Bryan Stevenson	9, 10, 11, 12	Social Studies, U.S. History, English Language Arts, Library
<b>Lesson Plan: Explore How the Election Denial Movement Threatens Democracy</b>	<p>This lesson plan delves into the growing election denial movement and its implications for democracy in the United States. Through engaging activities and discussions, students will explore the understanding of the election denial movement, its impact on public trust in the electoral process and democratic institutions, and the potential consequences for democracy, including the erosion of democratic norms, polarization, and the weakening of electoral integrity.</p> <p>The lesson also examines media coverage and messaging surrounding election denial, identifying misinformation and disinformation tactics used to undermine confidence in election results. Additionally, students will be encouraged to critically analyze media literacy, promote civic engagement, and explore ways to combat election denial and uphold democratic values.</p> <p>By examining the election denial movement and its impact on democracy, students will develop a deeper understanding of the challenges facing U.S. democracy and the importance of defending democratic principles in the face of misinformation and political polarization.</p>	Michael Gonchar with <i>The New York Times</i>	9, 10, 11, 12	Social Studies, U.S. History, U.S. Government

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<p><b>Arab-Israeli Conflict</b></p>	<p>Our free, five-lesson curriculum on the Arab-Israeli conflict explores the history of the conflict and peace process. With an emphasis on primary sources, ICS's resources are teacher-friendly and formatted to be easily implemented in the classroom. Below, you will find digital resources as well as downloadable PDFs and supplementary resources.</p> <p>Through our curriculum, we hope to spark an open discussion amongst students and their teachers about this important part of world history. By teaching your students about the Arab-Israeli conflict, students will become more knowledgeable global citizens and gain confidence in following current world issues</p>	<p>Institute for Curriculum Services</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, World History</p>
<p><b>Student Guide to January 6</b></p>	<p>This comprehensive lesson plan from PBS NewsHour Classroom offers educators a robust framework to teach students about the January 6 hearings. The guide includes detailed resources to help students understand the events surrounding the Capitol riot, the subsequent hearings, and their implications for U.S. democracy. Key features of this lesson plan include: lesson plans for each day of the hearings, a timeline, key terms and activities. This educational resource aims to equip students with the knowledge and critical thinking skills necessary to analyze current events and understand their historical significance.</p>	<p>PBS NewsHour</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, U.S. Government, World History</p>
<p><b>Alexei Navalny: Understanding Dissent and the Role of Opposition Voices</b></p>	<p>This lesson plan delves into the life and activism of Alexei Navalny, a prominent Russian opposition leader, anti-corruption activist, and critic of President Vladimir Putin. Through a series of engaging activities and discussions, students will explore key topics around Navalny's life. Activism, dissent, civil rights, human rights and social justice are all covered in this current events lesson.</p>	<p>Ann Michaelsen with The Digital Classroom</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, World History</p>
<p><b>Covering 9/11</b></p>	<p>Students will analyze and interpret the cover of the issue of <i>The New Yorker</i> magazine published immediately following 9/11.</p> <p>Students will consider different perspectives of covering a tragic event and evaluate the decision made by <i>The New Yorker</i> after 9/11.</p>	<p>9/11 Memorial &amp; Museum</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, World History, Art</p>
<p><b>What is Bias? What is Implicit Bias?</b></p>	<p>This lesson plan is designed to educate students about implicit bias, the unconscious attitudes and stereotypes that influence our understanding, actions and decisions. Through engaging activities and discussions, students explore the concept of implicit bias, its impact on individuals and society, and strategies for recognizing and addressing it. By fostering awareness, empathy and critical thinking, the lesson aims to empower students to challenge</p>	<p>ADL Education</p>	<p>9, 10, 11, 12</p>	<p>Social Studies, U.S. History, English Language Arts</p>



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	prejudice, promote diversity and build a more just and inclusive society.			
<b>Lesson Plan: The Removal of Confederate Statues</b>	After the end of the Civil War, many cities in the South and around the country erected statues honoring leaders of the Confederacy. Recently because of their ties to slavery and secession, there has been a call for these statues and monuments to be removed or relocated. This lesson looks at how history is interpreted differently by various groups and in different time periods. Specifically, it has students answer the question "What should be done about statues honoring Confederate leaders on public lands?"	CSPAN Classroom	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, Geography, U.S. Government, Art, Debate
<b>Freedom of Speech? A Lesson on Understanding the Protections and Limits of the First Amendment</b>	This lesson plan, provided by <i>The New York Times</i> , explores the concept of freedom of speech as protected by the First Amendment. Students will examine the scope and limitations of these protections through engaging activities and discussions. They will analyze landmark Supreme Court cases, explore current events, and debate real-world scenarios to understand how free speech rights are upheld and where they may be limited. By the end of the lesson, students will have a deeper appreciation for the complexities of the First Amendment and the balance between protecting free expression and maintaining public order.	Staci Garber with <i>The New York Times</i>	9, 10, 11, 12	Social Studies, U.S. History, U.S. Government, Speech, Debate
<b>True Teens of History: This Girl Fought for Free Speech</b>	This teaching resource from Junior Scholastic covers the inspiring story of Mary Beth Tinker, a student who fought for free speech in schools. The package includes a detailed lesson plan, a quiz, a skills sheet, and a video. These materials provide educators with tools to engage students in learning about Tinker's landmark case and its impact on First Amendment rights, encouraging critical thinking and discussion on the importance of free speech.  Teaching Resources are located at the bottom of the page.	Joe Bubar and Bryan Brown with Junior Scholastic	6, 7, 8	Social Studies, U.S. History, U.S. Government

## Original Teaching Tools

<b>Observing for Structured Engagement</b>	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	Adela Solís, Ph.D. and Kristin Grayson, M.Ed.	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies,
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	<p>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>Spanish, Speech, Texas History, Theater, U.S. Geography, U.S. Government, U.S. History, World Geography</p>
<p><b>Teaching Truth: Protecting and Advancing Culturally Responsive Curricula in Our Schools – Webinar</b></p>	<p>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.</p>	<p>Leadership Conference Education Fund</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><b>A Touch of Hope: How Everyday Teachers Can Make Anything Possible Through Equity Pedagogy – Convening Keynote</b></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&amp;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>

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<p><b>Humanity, Empathy, and Community: The Inseparable Components of the Ecosystem of Equity</b></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>
<p><b>How to Effectively Implement Ethnic Studies Curriculum in the Wake of Classroom Censorship Sentiment</b></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 &amp; 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><b>What is the Difference Between School Culture and Climate?</b></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., Director, IDRA EAC-South.</p>	<p>Paula Johnson, Ph.D., IDRA EAC-South</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><b>From Conversation to Action: Strategies for</b></p>	<p>From incorporating representative curricula in our classrooms, to understanding the rights of queer communities, and</p>	<p>Irene Gómez, Ed.M., IDRA; and Lauren Fontaine, IDRA</p>	<p>U.S. History, Social Studies, U.S.</p>

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<p><b>Creating Affirming LGBTQIA+ School Spaces</b></p>	<p>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>Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History</p>
<p><b>Four Critical Levels for Culturally Sustaining Practices</b></p>	<p>Explore IDRA EAC-<i>South's</i> 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., Director, IDRA EAC-<i>South</i>; and Hector Bojorquez, IDRA Director of Operations and Educational Practice.</p>	<p>Paula Johnson, Ph.D., IDRA EAC-<i>South</i>; 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><b>Teacher and Family Observations on Ethnic Studies &amp; Tips for Organizing in Support of Ethnic Studies</b></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><b>Culturally Sustaining Leadership for Multi-Dimensional Learners</b></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>

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<p><b>Building Our Way Back: ReEngaging Students After COVID-19</b></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>
<p><b>Live Teaching Demonstration: Culturally Sustaining Frameworks in the Classroom</b></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: <a href="https://idraseen.org/hub">https://idraseen.org/hub</a>. Featuring Dr. Marlon James, Assistant Professor, Urban Education &amp; Associate Director Center for Urban School Partnerships at Texas A&amp;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><b>AIM Framework for Teaching Intercultural Skills - IDRA Classnotes Podcast Episode 230</b></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 &amp; 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><b>Tools for Teaching About Race and Culture Webinar</b></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</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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	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.			
<b>6 Steps to Revolutionary School Leadership Webinar</b>	<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>	IDRA with Dr. Gregory C. Hutchings, Jr. and Morgan Craven		U.S. History, Social Studies
<b>Using Primary Resources as Points of Truth</b>	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.	Michelle Martínez Vega	6, 7, 8, 9, 10, 11, 12	Art, Debate, English Language Arts, Library, Math, Music, Science, Social Studies, Spanish, Speech, U.S. Geography, U.S. Government, U.S. History
<b>Using Textured Teaching in the Culturally Sustaining Classroom</b>	Teachers who are looking for good culturally sustaining instructional strategies should look at a new resource published a few months ago, <u><a href="#">Textured Teaching: A Framework for Culturally Sustaining Practices</a></u> , 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.	Stephanie Garcia, Ph.D. and Dr. Lizdelia Piñón	6, 7, 8, 9, 10, 11, 12	Art, Debate, English Language Arts, Journalism, Library, Math, Music, Science, Social Studies, Spanish, Speech, Texas History, Theater, U.S. Geography, U.S.

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				Government, U.S. History, World Geography
<b>Cultivating Belonging in Classrooms &amp; Beyond – Convening Keynote</b>	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.	Elisa Diana Huerta, Ph.D., EDH Strategies		U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History
<b>What's Love Got to Do with It? (Culturally Responsive &amp; Sustaining Schooling)</b>	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.	Stacy Johnson, Ph.D., An Eagle's Wing Academic Support Services		U.S. History, Social Studies, U.S. Government, Debate, Speech, English Language Arts, Library, Texas History, U.S. Geography, World History

## Curated Teaching Tools

<b>Free Black and Revolutionary War Privateer James Forten</b>	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
<b>The Central Park Five: A Film by Ken Burns</b>	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

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<p><b>Free Black and Revolutionary War Privateer James Forten</b></p>	<p>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.</p>	<p>C-Span</p>	<p>4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Speech</p>
<p><b>The Central Park Five: A Film by Ken Burns</b></p>	<p>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.</p>	<p>Ken Burns and PBS</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Journalism</p>
<p><b>Think Like a Historian   Unladylike 2020</b></p>	<p>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.</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, Music, Speech, Debate, Science, World Geography, Spanish, Library, Journalism, Theater, Texas History, U.S. Geography</p>
<p><b>Juneteenth   Blackademics</b></p>	<p>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.</p>	<p>PBS and Blackademics</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, Texas History</p>
<p><b>The 1619 Podcast Listening Guide</b></p>	<p>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.</p>	<p>Nikole Hannah-Jones/The New York Times and Donnalie Jamnah/Pulitzer Center</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies, World History, Music</p>
<p><b>Runaway America: Benjamin Franklin</b></p>	<p>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</p>	<p>David Waldstreicher and C-Span</p>	<p>9, 10, 11, 12</p>	<p>U.S. History, Social Studies</p>



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	speech, he argues that Benjamin Franklin was not the hero of abolitionism that many people remember.			
<b>Slavery at Thomas Jefferson's Monticello</b>	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.	C-SPAN	9, 10, 11, 12	U.S. History, Social Studies
<b>Top 10 Most Challenged Books List</b>	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.	American Library Association	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	English Language Arts, Library, Debate
<b>Ketanji Brown Jackson confirmed to the Supreme Court</b>	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.	PBS	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies, U.S. Government, Debate
<b>Here's Where It Gets Interesting with Sharon McMahon - Resilience, Episode 1: Asian Immigration and the American West Coast</b>	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	Sharon McMahon and Dr. Ellen Wu	8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Encyclopedia Virginia Presents: Who Controls the Past: The Virginia</b>	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	Encyclopedia Virginia with Adam Dean Ph.D., Ashley		U.S. History, Social Studies

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<b>History and Textbook Commission</b>	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.	Spivey Ph.D., and Patricia Miller		
<b>The Danger of a Single Story</b>	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.	Chimamanda Ngozi Adichie	4, 5, 6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Here's Where It Gets Interesting with Sharon McMahon - Episode 50: Medgar Evers and the Civil Rights Movement</b>	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.	Sharon McMahon	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Here's Where It Gets Interesting with Sharon McMahon - Resilience, Episode 4: Japan Attacks Pearl Harbor</b>	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.	Sharon McMahon and Craig Nelson	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Here's Where It Gets Interesting with Sharon McMahon - Resilience, Episode 6: The Forced Removal of 120 Thousand Japanese Americans</b>	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.	Sharon McMahon	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies
<b>Here's Where It Gets Interesting with Sharon McMahon - Resilience, Episode 8: The Long Days of Camp Life</b>	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	Sharon McMahon and Kimi Cunningham Grant	6, 7, 8, 9, 10, 11, 12	U.S. History, Social Studies

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	<p>themselves before the war. Joining us today is author Kimi Cunningham Grant.</p>			
<p><b>Here’s Where It Gets Interesting with Sharon McMahon - Resilience, Episode 9: The Spirit of Resistance</b></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><b>Here’s Where It Gets Interesting with Sharon McMahon - Episode 180: How History Can Give Us Hope with Dr. Jemar Tisby</b></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><b>Here’s Where It Gets Interesting with Sharon McMahon - Episode 179: The Formidable Change-Makers of Women’s Suffrage with Elisabeth Griffith</b></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><b>Ben Franklin: The Original American</b></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 &amp; Key Media</p>	<p>6, 7, 8, 9, 10, 11, 12</p>	<p>U.S. History, Social Studies, U.S. Government</p>

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<p><b>Justice for My People: The Dr. Hector P. Garcia Story</b></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>
<p><b>Uncomfortable Conversations with a Black Boy: Racism, Injustice and How You Can Be a Changemaker - Vocabulary List</b></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><b>Ona Judge: A Woman Who Escaped Slavery and the Washingtons</b></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><b>Op-Ed: The Pharr Riot and the Need for Mexican-American Studies</b></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>
<p><b>30 Meaningful Martin Luther King Jr. Activities for All Ages</b></p>	<p>Dr. Martin Luther King Jr. was one of the most influential civil rights leaders of all time. We celebrate him each year on or around his January birthday, taking time to remember how his life (and death) inspired a legacy that still moves us today. Many students now know him only as a hero, but in the 1950s and 1960s, Dr. King was considered a troublemaking rebel. (Read <i>What My Students Don't Understand About Martin Luther King Jr.</i>) Explore his words and actions and get involved in today's social justice movement with these Dr. Martin Luther King Jr. activities for kids in grades pre-K to 12.</p>	<p>We Are Teachers Staff</p>	<p>K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p>	<p>Social Studies, U.S. History, English Language Arts, Art</p>
<p><b>Audacious Women: Searching for Augusta Savage</b></p>	<p>Augusta Savage was the first person in the U.S. to open a gallery dedicated to African American art. A Harlem Renaissance sculptor and art educator, she was also one of the first Black women art activists of her time and fought for the inclusion of Black artists in the mainstream canon. Art historian Jeffreen M. Hayes, Ph.D.,</p>	<p>Charlotte Mangin and Sandy Rattley for PBS</p>		<p>Social Studies, U.S. History, Art</p>

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	explores Savage's legacy, and why her artwork has been largely erased.			
<b>Black History in Canada: Education Guide for the <i>The Book of Negroes</i></b>	The purpose of this revised guide is to enhance students' critical awareness and appreciation of the Black Canadian experience, grounded in Lawrence Hill's award-winning historical fiction, <i>The Book of Negroes</i> , the remarkable journey of Aminata Diallo and the historic British document known as the "Book of Negroes."	Historica Canada in partnership with HarperCollins CanadaLtd	9, 10, 11, 12	Social Studies, U.S. History, World History, English Language Arts
<b>March 2, 1955: Claudette Colvin Refuses to Give Up Her Bus Seat</b>	Claudette Colvin, at age 15, refused to give up her seat to a white woman on a Montgomery, Alabama bus on March 2, 1955. Motivated by her studies of African American history and the U.S. Constitution, Colvin was inspired to take action. Her refusal, just days after Black History Month, echoed the teachings she had absorbed about her rights and dignity. Despite facing charges, including assault, her case preceded Rosa Parks' historic protest by nine months. Colvin's defiance, often overshadowed, played a significant role in the Civil Rights Movement and inspired others to challenge segregation.	Zinn Education Project	4, 5, 6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History
<b>Gail Borden facts for kids</b>	<p>This teaching tool biography explores the life of Gail Borden, a U.S. inventor who revolutionized food preservation with his invention of condensed milk. Born in 1801, Borden's innovative process provided a reliable nutrition source during the Civil War and led to the founding of the Borden Condensed Milk Company.</p> <p>The Kids Kiddle website offers a comprehensive and age-appropriate resource for teachers to use in the classroom. It provides a detailed yet accessible biography of Gail Borden, enriched with historical context and illustrations that engage students. Teachers can leverage this resource to introduce students to significant historical figures and inventions that have shaped modern society. The website's content is tailored to young learners, ensuring that complex historical events and technological advancements are presented in an understandable manner. Additionally, the site includes interactive elements and supplementary materials that can enhance lesson plans and support diverse learning styles. Explore more about Gail Borden and his impactful contributions at Kids Kiddle.</p>	Kids Kiddle	K, 1, 2, 3, 4, 5, 6	Texas History, Social Studies, U.S. History
<b>Brave Ruby</b>	This lesson plan offers an engaging and interactive introduction to Ruby Bridges' contribution to civil rights and U.S. history. Designed for younger elementary-aged children, the lesson includes an interactive read-aloud, vocabulary words, and a video to provide background information on Ruby Bridges' remarkable journey as the first African American child to integrate an all-	Scholastic News	K, 1, 2	Social Studies, U.S. History, English Language Arts

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	white school in New Orleans. Through this lesson, students gain a basic understanding of Bridges' courage and the significance of her role in advancing the cause of civil rights in the United States.			
<b>Jovita Idar</b>	The website dedicated to Jovita Idar by the University of Texas at San Antonio offers a comprehensive resource for educators. It details the life and contributions of Jovita Idar, a pioneering Mexican American journalist, activist, and educator who fought for civil rights, education, and women's suffrage in the early 20th century. The site includes biographical information, historical context, primary source documents, and multimedia resources. IT also includes links to additional resources, making it an invaluable teaching tool for lessons on civil rights, women's history, and Mexican American studies. Educators can utilize this resource to provide students with a rich understanding of Idar's impact on U.S. history and her legacy in social justice.	The University of Texas at San Antonio	3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Texas History, Social Studies, U.S. History
<b>Teaching Gloria E. Anzaldúa: Pedagogy and Practice for Our Classrooms and Communities</b>	Use the transformative ideas of Gloria E. Anzaldúa with <i>Teaching Gloria E. Anzaldúa: Pedagogy and Practice for Our Classrooms and Communities</i> , a dynamic teaching tool designed for educators seeking to apply Anzaldúa's theories in meaningful ways. This collection of nineteen essays offers practical insights and pedagogical strategies for incorporating Anzaldúa's groundbreaking ideas into the classroom and community settings. Divided into three sections: Curriculum Design, Pedagogy and Praxis, and Decolonizing Pedagogies, this book provides resources to integrate in to your teaching. Included in the text are: lesson plans, activities, and suggested readings, empowering educators to engage students in critical dialogue and transformative learning experiences inspired by Anzaldúa's visionary work.	Zinn Education Project	9, 10, 11, 12	Texas History, Social Studies, U.S. History
<b>The Exceptional Life of Benjamin Banneker</b>	This video is a teaching tool for educators. Born in 1731 to freed slaves on a farm in Baltimore, Benjamin Banneker was obsessed with math and science. And his appetite for knowledge only grew as he taught himself astronomy, mathematics, engineering, and the study of the natural world. Rose-Margaret Ekeng-Itua details the numerous accomplishments of Benjamin Banneker.	Rose-Margaret Ekeng-Itua for TED-Ed	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, Math, Science
<b>Crispus Attucks, First Martyr of the American Revolution</b>	In this short video from <i>Biography</i> , learn about the life of Crispus Attucks, a runaway slave and stevedore who, as the first man killed during the Boston Massacre, became the first martyr of the American Revolution, later inspiring the abolitionist cause.	Biography	6, 7, 8	Social Studies, U.S. History
<b>The Story of Grace Hopper for Kids</b>	<i>The Story of Grace Hopper for Kids</i> is an engaging video teaching tool designed to introduce young learners to the fascinating life	Bedtime History Stories	3, 4, 5, 6, 7, 8	Social Studies, U.S. History, Math, Science

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	and achievements of Grace Hopper, a pioneering computer scientist and naval officer. Through colorful animations and narrated storytelling, the video brings to life Grace Hopper's journey from her childhood fascination with gadgets to her groundbreaking contributions to computer programming and technology. Kids will learn about Grace Hopper's role in developing the first compiler and the COBOL programming language, as well as her pioneering spirit and determination to break barriers in a male-dominated field.			
<b>Timeline: Key Events in the Israel-Arab and Israeli-Palestinian Conflict</b>	<p>Conversations on social media, news media coverage, events on college campuses, and general public discourse related to the Israel-Hamas war demonstrate a dire need for accurate information about Israel, Zionism, and the history of the Arab-Israeli conflict. As the war continues to evolve, staying well-informed about the historical context and ongoing developments is crucial for fostering more understanding and informed opinions.</p> <p>The timeline here aims to address frequently asked questions about Israel's history and to help dispel misinformation about the events leading up to this point. It summarizes key events in both Israel's history within the broader context of the Arab-Israeli and Israeli-Palestinian conflict.</p>	American Jewish Committee	6, 7, 8, 9, 10, 11, 12	Social Studies, U.S. History, World History
<b>Emma Tenayuca and the 1938 San Antonio Pecan Shellers Strike</b>	This website offers educators valuable resources and tools to explore the life and impact of Emma Tenayuca, a Mexican American labor leader and civil rights activist. An evolving list of historical context, related curriculum, and multimedia content is provided to help students understand Tenayuca's role in labor movements and her contributions to social justice. A featured short film (in English or with Spanish subtitles) by Anne Lewis is available to watch for free with an email sign-up.	Anne Lewis	3, 4, 5, 6, 7, 8, 9, 10	Social Studies, U.S. History, Texas History