

#YOUNGVOICESMATTER

SOCIAL JUSTICE PLANNING TOOL: CREATING A CLASSROOM ENVIRONMENT TO SUPPORT CRITICAL COMMUNITIES OF HOPE

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HOW TO USE THIS PACKET

Educators have always played a pro-justice role in advocating on behalf of their students and the communities from which they come (Bogotch & Shields, 2014; Freire, 2000; Grant, 2012). A platform for meaningful social change, classrooms have been spaces where children from all backgrounds can gain access to knowledge and opportunities otherwise denied to them/their communities in the broader society (Kumashiro, 2002). This packet presents a social justice in education framework to assist you in constructing your own vision of how pro-justice teaching can look like in your classroom. The information in this packet is not exhaustive, but can be useful as you begin/continue your own critical journey and as you assist your students in theirs.

7 PRINCIPLES OF PRO-JUSTICE TEACHING

As earlier mentioned, social justice is a broad term. It has varying socio-cultural, economic and political merits; and its applications are as diverse as the society we live in (North, 2006). Nevertheless, all successful social justice agendas leverage personal agency with community strength to attain justice through human liberation and equal opportunity.

In education, social justice is the result of good teaching. Because of this, pro-justice teaching is one of the many monikers used to describe social justice's specific application to the classroom. Like good teaching, or pro-justice teaching, social justice agendas rely on accessibility (of curriculums in pro-justice teaching), inclusivity (of teaching practices in pro-justice teaching) and equity. While all successful pro-justice teaching efforts start with helping students **read the world** (Freire, 1985; 2000; Grant, 2012), involvement with change movements outside the classroom is of great import as students (and their teachers) can practice the ideas they come up with in the classroom. Without this, addressing issues of injustice devolves into giving attention to sensationalized narratives who's retelling furthers the psycho-social injury to students from marginalized populations (Leonardo & Porter, 2011; Acosta, Johnson, Hudson-Vassell, Hudson-Vassell, & Hosbey, 2016).

- Pro-justice teaching always begins with an acknowledgement of power (Delpit, 2006; Kumashiro, 2002; Milner & Tenore, 2010).
- Pro-justice teaching refers to instructional and curricular approaches that subvert the marginalization of students (Darling-Hammond, French & Garcia-Lopez, 2002; Grant, 2012).
- Pro-justice teaching is concerned with allowing all students equal access to the community of learners and its traditions (Darling-Hammond, French & Garcia-Lopez, 2002).
- Pro-justice teaching is dependent on teachers using rigorous instructional methods to develop student understanding and consciousness around topics of human interest: equality, empowerment and human rights (Delpit, 2006; Gay, 2002).
- Pro-justice teaching is achieved through teaching students how to read the world before they act to change society for the better (Kumashiro, 2002).
- Pro-justice teaching and learning is both a process and a goal (Villegas & Lucas, 2002).
- Pro-justice teaching is hallmarked by honest and personal involvement in emancipatory projects (Nadga, Gurin & Lopez, 2003).

STRUCTURING AN ENVIRONMENT FOR CRITICAL CLASSROOM DISCOURSE USING 7 PRINCIPLES OF PRO- JUSTICE TEACHING

Social justice can have a strong presence in any content area. More than a component that can be integrated here and there, social justice in education is the result of good teaching. Because success in this realm means teaching students how to read the world (critical thinking), you are free to use your content area as the lens through which larger issues of equality and social change is understood. In History, the past can be used as a chronicle of the human struggle for peace and equity. In English, Art, and Music, students' discovery of expression and dialogue are tools that can catalyze personal healing and cognitive change. Whatever the area, class content is a useful pathway for facilitating students' understanding of (in)justice.

- **Because pro-justice teaching always begins with an acknowledgement of power, I can**
 - Identify and plan for fair distribution of grades, punishment, rewards in my classroom's management.
 - Share intellectual authority with my students
 - Empower students through classroom structure of sharing power through such considerations as student seating (circle, rows, clusters etc), group debriefing about class activity/assignment and the ways that it may have favored some over others etc.
 - Create classroom routines that are clear and consistent.
 - Be transparent about when, why and how I assert my authority in the classroom.
 - Be mindful of possible hidden assumptions that my classroom's structure and content area embody.
- **Because pro- justice teaching refers to instructional and curricular approaches that subvert the marginalization of students, I can**
 - Consider the learning needs of my most vulnerable students and use rigorous instruction that makes high cognitive demands of them
 - Ensure that every student has the opportunity to contribute
 - Account for the ways that classroom activities may conflict with a student's cultural or ethnic background
 - Create interdisciplinary units that deepen students' understanding of themselves as powerful change agents in building a more equitable democratic society
- **Because pro-justice teaching is concerned with allowing all students equal access to the community of learners and its traditions, I can**
 - Critically reflect on varied conversational/participation structures that promote critical dialogue among students
 - Facilitate opportunities for students to experience different methods for decoding/deconstructing the social, political and economic implications of their discussions.
 - Positive, and equitable discussions that all students must participate in, but through the methods that are most comfortable to them.
 - Expect students to question and challenge each other

- o Plan for flexible learning pathways that support new forms of thinking, debate and action
- **Because pro-justice teaching is dependent on my use of rigorous instructional methods to develop student understanding and consciousness around topics of human interest (equality, empowerment and human rights), I can**
 - o Design learning tasks that promote higher order thinking aligned with state standards
 - o Design learning tasks that foster community problem solving (such as project-based learning)
 - o Cultivate creative thinking skills by planning activities/tasks that allow for multiple solution strategies
 - o Help students access/master 21st century skills such as [such as creative thinking, media literacy etc.]
 - o Create opportunities to develop technological literacy skills that will assist students in becoming producers/disseminators of knowledge
- **Because pro-justice teaching is achieved through teaching students how to read the world before acting to change society for the better, I can**
 - o Solicit students' perspectives and or experiences
 - o Develop student cognitive facility with complexity, uncertainty and change
 - o Develop student understanding and consciousness around topics in my subject area that are related to human interest: equality, empowerment and human rights
- **Because pro- justice teaching is both a process and a goal, I can**
 - o Be aware that this process looks different for every teacher, it is dependent on subject matter, the particular group of students, the teachers own strength and weakness, and their overall school environment.
 - o Create guidelines for respectful interaction among everyone.
 - o Ensure that students have opportunities to engage in pair/group work.
 - o Ensure that students can apply what they are learning to their lives outside of the classroom.
- **Because pro-justice teaching is hallmarked by honest and personal involvement in community-based, emancipatory projects outside of the classroom, I can**
 - o Harness the power of the classroom space to impact interactions outside of the formal curriculum (through such avenues as technology, or civic/service activities outside of classroom)
 - o Include a mixture of relevant and real world contexts (local, state or affecting their countries of birth)
 - o Participate in actual (not just theoretical) community problem-solving projects
 - o Create opportunities for students to participate in actual (not just theoretical) community problem-solving projects

RESOURCES FOR PRO-JUSTICE LESSON PLANNING

This section is not a comprehensive list. The contents are excerpts from the Southern Poverty Law Center project entitled [Teaching Tolerance](#), an advocacy project. Teaching Tolerance catalogs a host of self-reflective tools, instructional guides, and curriculums for teachers who want to create successful social justice classroom environments.

Self-Reflective tools for your teaching practice

Because teaching and learning does not occur in a vacuum, self-reflection is crucial for exploring, refining and improving your teaching practice. The following resources were produced by [Teaching Tolerance](#) and designed to help teachers prepare to teach students using methods that are emancipatory/pro-justice. Each module lasts no more than one hour and require little to no access to technology.

1. Teaching Tolerance's Anti-bias Framework

The Anti-bias Framework (ABF) is a set of 20 anchor standards and 80 grade-level outcomes organized into four domains—Identity, Diversity, Justice and Action—that reflect the desired impact of successful anti-bias and multicultural education on student personal and social development. The standards provide a common language and organizational structure: Teachers can use them to guide curriculum development, and administrators can use them to make schools more just, equitable and safe.

[**The Anti-Bias Framework: Unpacking Identity**](#)

This professional development addresses identity.

[**Anti-bias Framework: Unpacking Diversity**](#)

This professional development addresses diversity.

[**The Anti-Bias Framework: Understanding Justice**](#)

This professional development addresses the Justice domain.

[**The Anti-Bias Framework: Unpacking Action**](#)

This professional development addresses the Action domain.

2. Fulfilling the American Promise: Classroom Identities

This is the first in a series of [self-paced presentations](#) for individuals, easily modified for a group.

3. Fulfilling the American Promise: The Education System, Outside and Within

This is the last in a series of four self-paced presentations, easily modified for groups.

4. Culture in the Classroom

Educators today hear a lot about gaps in education – achievement gaps, funding gaps, school-readiness gaps. Still, there's another gap that often goes unexamined: the cultural gap between students and teachers.

RESOURCES FOR PRO-JUSTICE LESSON PLANNING

BY ACADEMIC SUBJECT

English, Reading and Language Arts

Pre-K to Grade 5

1. Looking at Race and Racial Identity Through Critical Literacy in Children's Books

This lesson encourages students to think and talk openly about the concept of beauty, particularly as it overlaps with issues of race and racial identity.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [ELL / ESL](#)

2. Different Colors of Beauty

This lesson encourages students to develop a healthy awareness of their racial/ethnic identities in a safe and open classroom environment, while being aware of our multicultural and diverse world.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Identity](#)

Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Arts](#) | [ELL / ESL](#)

3. Introducing Kids to the Idea of Environmental Racism

In this lesson, students will participate in an activity designed to simulate the inequity of environmental racism. They will also have a chance to explore various ways children can get involved in these issues.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Science and Health](#) | [Arts](#) | [ELL / ESL](#)

Grade 6 to Grade 12

1. What Counts as History?

This lesson asks students to think about what counts as history. It is divided into two parts. Part 1 gets students thinking about what's included in the history they study, and what's missing. Part 1 can stand alone as a complete lesson. Part 2 extends the project. In it, they compare how a U.S. history book and an African-American history book address the same time period. They also reflect on how including new groups alters the study of history.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [ELL / ESL](#)

2. Uncovering Truth in the Face of Injustice

In Greensboro, North Carolina, on Nov. 3, 1979, in the absence of a dissuasive police presence, a caravan of white supremacists confronted demonstrators preparing for a “Death to the Klan” rally. The rally was being organized by the Communist Workers Party (CWP), previously known as the Workers Viewpoint Organization (WVO).

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [ELL / ESL](#)

3. Racial Profiling

Racial profiling occurs when law enforcement agents impermissibly use race, religion, ethnicity or national origin in deciding who to investigate. This lesson focuses on racial profiling. Students learn what the term means, discuss why it matters, conduct research and present their insights.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#)

4. Stereotypes and Tonto

This lesson revolves around Sherman Alexie’s poignant yet humorous and accessible essay, “I Hated Tonto (Still Do).” It explores the negative impact that stereotypes have on the self-worth of individuals and the damage that these stereotypes inflict on pride in one’s heritage. The reading is supported by a short video montage of clips from Western films. The clips offer students the opportunity to evaluate primary sources for bias and bigotry, as well as providing context for the protagonists’ experiences in the essay.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Diversity](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [ELL / ESL](#)

5. Latinos and the Fourteenth Amendment: A Primary Document Activity

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.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [ELL / ESL](#)

6. Editorial Cartoons: Language Diversity

This is the ninth lesson in the series "[Using Editorial Cartoons to Teach Social Justice](#)."

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Arts](#) | [ELL / ESL](#)

7. One Survivor Remembers: Antisemitism

This lesson is an excerpt from the accompanying teacher's guide to [One Survivor Remembers](#), a teaching kit built around the incredible life story of Holocaust survivor Gerda Weissmann Klein.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#)

Mathematics

Pre-K to Grade 5

1. What Do Halloween Costumes Say?

This activity, adaptable across grades, is designed to help students look critically at the Halloween costumes marketed to them. In schools where Halloween is observed, the activity can be used to develop guidelines for acceptable holiday garb.

Type: Lesson

Topic: [School Culture](#)

Anti-bias domain: [Justice](#)

Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Math and Technology](#) | [ELL / ESL](#)

Grades 3 to 8

1. [Calculating The Poverty Line](#)

Classroom experiences that critically investigate the causes and meaning of poverty in our own nation offer students tools for change, and new ways to interpret the world around them.

Type: Lesson

Topic: [Wealth and Poverty](#)

Grade Level: [Grades 3 to 5](#) | [Grades 6 to 8](#)

Subject: [Social Studies](#) | [Math and Technology](#)

2. [What Do Halloween Costumes Say?](#)

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Type: Lesson

Topic: [School Culture](#)

Anti-bias domain: [Justice](#)

Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Math and Technology](#) | [ELL / ESL](#)

Grade 6 to Grade 12

1. [Food Deserts: Causes, Consequences and Solutions](#)

Increases in obesity and diet-related diseases are major health problems in the United States. During the last 20 years there has been a dramatic increase in the nation's obesity rates, correlating with increased rates of cardiovascular disease, certain types of cancer, Type 2 diabetes, increased health-care costs, reduced quality of life and increased risk for premature death.

Type: Lesson

Topic: [Race and Ethnicity](#) | [Wealth and Poverty](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Math and Technology](#) | [Science and Health](#)

2. [Air Quality](#)

Create a lesson plan that puts math and science in context for your students.

Type: Activity

Topic: [Race and Ethnicity](#) | [Wealth and Poverty](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Math and Technology](#) | [Science and Health](#)

3. [Early African Calendars](#)

Many math educators believe that learning about the multicultural history of mathematics can help a more diverse range of students achieve math success. Knowledge of their ancestors' contributions, proponents say, could enhance students' interest in algebra, for example, which was brought to Europe in books written by Islamic scholars from Central Asia, Arabia, Turkey, and North Africa. The following excerpt and activity, examines the origins of early North African number systems.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Diversity](#)
Grade Level: [Grades 6 to 8](#)
Subject: [Social Studies](#) | [Math and Technology](#)

4. [**The Real Monopoly: America's Racial Wealth Divide**](#)

In his historic March 2008 speech on race, Barack Obama explained some of the barriers to opportunity that created the racial wealth divide. In this lesson, students take a deeper look at the lingering economic effects of slavery, segregation and other forms of institutionalized bias.

Type: Lesson
Topic: [Race and Ethnicity](#) | [Wealth and Poverty](#)
Anti-bias domain: [Justice](#)
Grade Level: [Grades 9 to 12](#)
Subject: [Social Studies](#) | [Math and Technology](#)

5. [**Interpreting Wealth Disparities**](#)

Classroom experiences that critically investigate the causes and meaning of poverty in our own nation offer students tools for change, and new ways to interpret the world around them.

Type: Lesson
Topic: [Wealth and Poverty](#)
Anti-bias domain: [Justice](#)
Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)
Subject: [Math and Technology](#) | [Arts](#)

Science

Pre-K to Grade 5

1. [**Introducing Kids to the Idea of Environmental Racism**](#)

In this lesson, students will participate in an activity designed to simulate the inequity of environmental racism. They will also have a chance to explore various ways children can get involved in these issues.

Type: Lesson
Topic: [Race and Ethnicity](#)
Anti-bias domain: [Justice](#)
Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)
Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Science and Health](#) | [Arts](#) | [ELL / ESL](#)

2. [**Papalotzin y las monarcas: Discussion Questions**](#)

Discussion questions for [Papalotzin and the Monarchs](#) / [Papalotzin y las monarcas](#).

Type: Activity
Topic: [School Culture](#)
Anti-bias domain: [Diversity](#)
Grade Level: [Pre K to K](#) | [Grades 1 to 2](#) | [Grades 3 to 5](#)
Subject: [Reading and Language Arts](#) | [Science and Health](#)

3. [Progressive City Planners](#)

In this middle school lesson, students will create their own imaginary cities, deciding where to place amenities such as parks and libraries, as well drawbacks such as environmental hazards. Then they will compare their cities to the real world – where resources and hazards often aren't distributed fairly.

Type: Lesson

Topic: [Rights](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 3 to 5](#) | [Grades 6 to 8](#)

Subject: [Social Studies](#) | [Science and Health](#)

Grade 6 to Grade 12

1. [Progressive City Planners](#)

In this middle school lesson, students will create their own imaginary cities, deciding where to place amenities such as parks and libraries, as well drawbacks such as environmental hazards. Then they will compare their cities to the real world – where resources and hazards often aren't distributed fairly.

Type: Lesson

Topic: [Rights](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 3 to 5](#) | [Grades 6 to 8](#)

Subject: [Social Studies](#) | [Science and Health](#)

2. [Health Disparities](#)

This lesson explores the concept of health disparities for socially disadvantaged groups (e.g., youth of color and LGBT youth). Students are encouraged to examine the causes and impact of these disparities and to create possible solutions for overcoming them.

Type: Lesson

Topic: [Rights](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 6 to 8](#) | [Grades 9 to 12](#)

Subject: [Reading and Language Arts](#) | [Social Studies](#) | [Math and Technology](#) | [Science and Health](#) | [ELL / ESL](#)

3. [Reporting on Environmental Racism](#)

In this upper-grades activity, students use basic news reporting skills to explore the impact of environmental racism.

Type: Lesson

Topic: [Race and Ethnicity](#)

Anti-bias domain: [Justice](#)

Grade Level: [Grades 9 to 12](#)

Subject: [Social Studies](#) | [Science and Health](#)

Unit Plan Example

Course: U.S History II

Unit Plan: Westward Expansion

Name: Ms. O'Connor

Time Frame: 1.5 Wks.

DESIRED RESULTS

Overall Objective:

Students will understand how the U.S. has grown as a nation, and the effects of this growth.

Standards:

- understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom)
- compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture

Social Justice Understandings (big ideas):

- Who is wins land? Who is losing land?
- Who holds the power and why?
- Who resisted? How did they organize?
- What was the form of resistance? Was it successful?
- Does the end justify the means?

Learning Strategies:

- Visualization
- Making Connections
- Inferencing
- Evaluating/Critiquing

Students will know: (Content)

- Homestead Act of 1862
- Oklahoma Land Rush
- Indian Wars
- Wounded Knee Massacre
- Mexican-American War
- Manifest Destiny
- Migration/Geography
- Indian Boarding Schools
- Assimilation

Students will be able to: (Skills)

- Perspective writing
- Compare and Contrast
- Defend a stance with evidence (oral and written)
- Analysis of text (photos)

Assessment Evidence

Performance Tasks/ SJ Action Plan:

(Authentic Tasks to demonstrate mastery of objectives at multiple levels of Blooms)

- Compare and Contrast the experiences of different groups of people experiencing the Westward growth and then writing a story from their perspective.
- Which group of people had it the worst/best, defended with evidence.
- Westward Expansion Quest

Other Evidence: (Homework, tests, discussions, journals)

- Discussion on current day 'assimilate' into AMERICAN CULTURE
- Journal Entry: Brainstorm alternative actions the U.S. could have taken.

PRO-JUSTICE TEACHING ACTION PLANNING: Guiding Questions for Your Planning & Practice

This section features content that has been adopted/adapted from a 2009 Inquiry to Action Groups publication entitled *Revolutionizing the Classroom: Transforming Mainstream Curriculum into Social Justice Teaching*. The following questions will assist your visioning around what your pro-justice teaching looks like now and what it can/will look like after incorporating some/all of the strategies included in this document.

Broader Pedagogy/Curriculum Development

1. What subject/content do you teach?
2. How is your understanding and practice of justice for your subject area supported by your school? the FLDOE? our city? your curriculum choices? the world? Are the differences and similarities discussed and clear?
3. How does pro-justice teaching look through your subject, today?
4. How can pro-justice teaching look through your particular subject?
 - How has {YOUR CONTENT AREA} been a gatekeeper to educational and personal success?
 - How do issues of race and class affect the teaching and learning of {YOUR CONTENT AREA}?
 - How can issues of social justice be integrated into my {YOUR CONTENT AREA} curriculum as a means of enriching, and not sacrificing, {YOUR CONTENT AREA} content?

Discipline & Classroom Management

1. In your school,
 - are discipline incidents practiced as opportunities for responsibility, community restitution, and growth? Is this the same in your classroom?
 - Are perpetrators asked to consider the effect of their actions vis- à- vis the community of learners and its agreed-upon values?
2. At your school/in your classroom, are all members of the school community treated as we would hope/want to be treated?
3. At your school, is it common for adults to keep their egos out of power struggles? Is this the same in your classroom?

CURRICULUM CONTENT

1. In your classroom,
 - is content shared in a variety of ways?
 - Who chooses the content? Who presents it?
 - What cultural or political values are inherent in the content? What cultural or political bias is inherent in the content?
 - How are different perspectives consistently emphasized and analyzed?
 - How is social justice emphasized?
 - Is social action emphasized?
 - Do students understand themselves as agents of change?

CURRICULUM SKILLS

1. In your classroom,
 - How are skills framed?
 - How is “success” determined?
 - Are skills framed in terms of accessing the culture of power?
 - Does political or cultural bias favor the teaching of certain skills over others?
 - How does each skill empower students?
 - Which skills are most critical for social justice?
 - Are interpersonal skills incorporated into our goals and grading?

METHODS ACTIVITIES AND ASSESSMENTS

1. In your classroom,
 - How are all talents and abilities given an opportunity to shine?
 - What talents and abilities are emphasized in each activity and assessment?
 - How do power dynamics differ in different activities?
 - Does the class debrief the values and power dynamics embedded in different activities?
 - How can collaboration be encouraged by your activities and assessments?
 - How can independence and critical choice be encouraged by your activities and assessments?
 - What values are reflected in your grading policies?
 - Is your assessment used to judge or foster growth?

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