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## How Do We End Racism?

Courtney Reeves

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# **How Do We End Racism?**

by

**Courtney D. Reeves**

A creative component submitted to the graduate faculty  
in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Major: English (Literature)

Program of Study Committee:  
Donna Niday, Major Professor  
Brandon Sams  
Linda Lind

The student author, whose presentation of the scholarship herein was approved by the Program of Study Committee, is solely responsible for the content of this creative component. The Graduate College will ensure this thesis is globally accessible and will not permit alterations after a degree is conferred.

Iowa State University

Ames, Iowa

2020

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**DEDICATION**

I dedicate my creative component to my children, Connor, Griffin, and Bella, to whom I am forever grateful and encouraged while I completed my degree. I forever want to teach my children to be lifelong learners and to dream big because if you work hard and apply yourself, you can accomplish anything. I love all three of you more than life itself.

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## CHAPTER 1: INTRODUCTION – HOW TO END RACISM

After reading, *The Hate U Give* by Angie Thomas and *White Fragility* by Robin DiAngelo, I was paralyzed thinking about how many Black people are killed each day just because of the color of their skin. I will use the terms Black or People of Color to address Black/African Americans who are born in the United States, and who are the descendants of enslaved people from Africa. Throughout the text, I capitalized Blacks and lowercased whites. I defended my reasoning by saying this: the capitalization of Blacks but not whites to make a point about injustice between races. By elevating Blacks, we help fight the cause of Black Lives Matter. This is the premise for why I'm only giving power to the silenced marginalized voices within my creative component to allow them to be heard by the majority.

For the purpose of clarity, I will define some of the prominent terms in this paper. I define racism as a belief that one's own racial or ethnic group is superior, or that other such groups represent a threat to one's cultural identity, racial integrity, or economic well-being; (also) a belief that the members of different racial or ethnic groups possess specific characteristics, abilities, or qualities, which can be compared and evaluated. Prejudice is a preconceived opinion not based on reason or experience; bias, partiality, unreasoned dislike, hostility, or antagonism towards, or discrimination against, a race, sex, or other class of people. An antiracist is someone who is an opponent of racism. An ally is someone who does not identify as Black but is willing to stand up for ideas that affect People of Color. Carlin Borsheim-Black, who teaches English education and some young adult literature courses at Central Michigan University, focuses her research and teaching priority on antiracist literature instruction, especially in predominantly white and rural communities. Borsheim-Black defines institutional racism as instances “when institutions or organizations, including educational ones,

have standard operating procedures (intended or unintended) that hurt members of one or more races in relation to members of the dominant race” (411). She also defines societal racism exists “when prevailing cultural assumptions, norms, concepts, habits, and expectations favor one race over one or more other races” (411). Borsheim-Black defines epistemological racism as that which exists because “current research epistemologies—positivism to postmodernisms/poststructuralisms—arise out of the social history and culture of the dominant race and logically reflect and reinforce that social history and that racial group (while excluding the epistemologies of other races/cultures) with negative results for people of color” (411).

Robin DiAngelo points out in her book that racism is taught in schools. It is ingrained into us at an early age. What causes these ideas to take place? What makes white people think it is acceptable to treat people differently based on their skin color? What can society do to break the cycle of racism? As I think about these questions, I want students to know why this happens. I need students to start to answer these questions, but I also want to begin to change the thinking of the future of the American people. I know the younger they begin talking about these concepts, the easier it is to buy into different ideas. If schools are the playground that teaches racism, then we need to change the playground to include all children.

Students are witnessing protesting and rioting but may not comprehend why Blacks feel this is the answer to George Floyd’s death. What students need to learn is the Black perspective and how they have been oppressed for generations. I want students to become allies for Blacks to assist in the fight against racism. I want students to identify influential Black marginalized voices to imitate in the culture. Hopefully, these Black marginalized voices will help students become upstanders in the community as they fight against oppression.

When I began my research, I started by looking at when People of Color received rights in the United States versus when they actually had rights in the states. This contrast was alarming to me. I uncovered that the Civil Rights Movement ended in 1968, but in many states, it was not until the 1980s that Blacks saw a change in how they were treated. In fact, after the Civil Rights Movement, whites continued to abuse Blacks by continuing to follow Jim Crow Laws and enacting the KKK (DiAngelo). During this time, lynching increased, and so did the numbers of innocent Black men and women in prison. Many people believe that after the Civil Rights Movement, Black people were free in the North. However, even though Iowa was in the North, the state did not have a Black firefighter until 1986. Blacks were not hired to be firefighters until 18 years later, and Iowa is considered part of the North (Silag 312-3).

After conducting research, I decided that I would use this creative component to design a class that students would complete with the primary goal of answering one question: "How do we end racism?" The class will focus on Black history and literature written by Black authors. This class will be for juniors and seniors in high school. In Chapter 2, I will describe how this class will be designed around the fundamentals of Project-Based Learning (PBL). I will use Situated Learning Theory, Critical Race Theory, Anti-racist pedagogy, paired with Kagan's grouping techniques and terminology from Bloom's Taxonomy, with regards to how students will design their final portfolios for the class.

Also, in Chapter 2, I will analyze the literature used in this study: the novels *One of Us Is Lying* and *The Hate U Give*; the nonfiction book *Just Mercy*; excerpts from *White Fragility*, *Surviving Justice*, and *American Negro Folktales*; a variety of other videos and articles; and the film *American History X*. Then in Chapter 3, I will analyze how I will assist students in this class who have behavior disabilities in helping them remain calm while reading

and discussing such a highly sensitive topic as racism. In that chapter, I will provide many types of technology to help these students, and sometimes the entire class, to relax so students can listen to each other and talk in respectful tones. Chapter 4 provides concluding statements for the basis of this class, its theories, and selected literature. Appendix A describes each of the technology tools described in this paper, and Appendix B includes eighteen lesson plans for this unit. All of these areas are aimed at helping students think critically about the question, “How do we end racism?”

## CHAPTER 2: LITERATURE REVIEW

### 2.1 - Theory in the Course

I have chosen to base this course around the theories of Project-Based Learning, Situated Learning Theory, Critical Race Theory, Kagan's grouping techniques, and Bloom's Taxonomy. Together these theories will provide the basis for an interactive class searching for possible solutions for the question "How do we end racism?"

I will be using Situated Learning Theory: Project-Based Learning (PBL) situates itself around Situated Learning Theory, which is based on critical components such as changing students' perspective, acquiring students' background knowledge, and representing multiple identities. Situated Learning Theory also provides assessment options, disrupts the status quo, and redefines what success is for each student. Situated Learning Theory does many things well, especially for this proposed class. The first would be examining how experts in the field look at these concepts (Nasir 691). Students will be able to critique different texts and construct new materials (brochures, cartoons, pamphlets, websites) in the same way as experts in the field. This type of learning will help students see the whole process from beginning idea to finished product. Students will also identify how literacy intersects with other subjects (Nasir et al. 694). Because of how this class is designed, students will use English, social studies, sociology, psychology, and even art to create their final projects while critically thinking through the framework question.

Situated Learning Theory not only connects to all content areas but also to students' life experiences. Nasir et al. state, "True equity will only come if we create learning environments that connect in deep ways to the life experiences of all students" (700). By using Situated Learning Theory as the way I set up this class, it ensures that all students receive the same

experience, which will allow students to connect to in more profound ways with the course's books and articles. Carol Lee's article pointed me towards PBL when she stated, "James Wertsch (1991) introduced the idea of a psychological tool kit that all individuals draw upon to reason through problem-solving activity" (98). Lee's concepts allowed me to understand that Project-Based Learning would match well with my philosophy for teaching this class. I appreciate Situated Learning Theory because it allows me to create my class around the fundamentals of PBL.

Lenz encourages the use of PBL by referring to it as "a teaching method in which students learn by actively engaging in real-world and personally meaningful projects." Students can work on a project over an extended period. My students will have a full school year to complete one project. This project engages students in solving a real-world problem or answering a complicated question. My students will answer the question, "How do we end racism?" They will demonstrate their knowledge by creating a portfolio and presenting their ideas to a real audience with the purpose of persuasion. There will be scaffolding, recommended by both Nasir et al. and Lee, built into the website lesson plans for students who need more assistance or framework to help complete the tasks.

Students will need to think critically, collaborate with peers, be creative, and use their communication skills to answer the overarching question. The projects will be evidence of in-depth content knowledge because they will apply many different types of writing to their projects. Students will read three books, *One of Us is Lying*, *The Hate U Give*, and *Just Mercy*. Students will then read a few chapters or short stories from three different books *White Fragility*, *Surviving Justice*, and *American Negro Folktales*. Next, students will be able to pick different websites, articles, news reports, and other charts or graphs to examine while pulling information

to create a full argument as to how they would end racism. Lastly, I hope to get permission from parents to show *American History X* to my students. Since so many students are visual learners, his movie would give students a visual representation of what has happened across America. Other movies will be suggested on the website that students could watch, as well. All of the books will be accessible in the classroom, and other materials will be available on the website that I have created. Students will be provided with all of the materials to answer the question, but students will have the ability to investigate other concepts and solutions and create an authentic project. The project is not an end product, but more of a vehicle as to how students will move through the material to reach their argument of how they would end racism.

PBL works in many ways. Primarily, it is student-centered, but before the students can begin to learn, an educator needs first to set up the class. Educators need to think through the PBL's concepts to know that their project will be functioning as a "main course," not a byproduct (Lenz). The seven gold standards according to Lenz include:

- Challenging problem or question
- Sustained inquiry
- Authenticity
- Student voice and choice
- Critique and revision
- Public product
- Reflection

For the first concept of a challenging problem or question, students answer the question "How do we end racism," which is an open-ended question that can be manipulated in many different ways. It also allows students the freedom to construct different artifacts in class while

giving students the ability to be creative and innovative throughout the course.

The second concept is sustained inquiry which will be used through reading different texts; students will be reading and watching multiple types of sources. They will be reading three books, many journal or newspaper articles, short stories, and even watching a movie at the end of the course. These texts will allow students to see race and racism in different forms throughout the course thus allowing students self-discovery regarding racism and how it affects America. Students will engage in a rigorous, extended process of asking questions, identifying resources, and applying information (Lenz). According to Lee, "Students need to focus on complex intellectual problems that may not be as axiomatic as it seems because these practices are not the norm in most underachieving high schools" (120). I considered this concept when I chose my overarching question because I wanted it to be rich enough for a semester-long study but understood by all students.

The third standard is authenticity in which students will demonstrate their knowledge when they focus on how to use the resources and how they create their portfolio. The books and articles are accessible through a website, so students can read and sift through the materials at their own pace. This freedom also allows students who need to refer back to the material the ability to do so, and those students who are gifted could work ahead. This class involves real-world issues, and students' answers can impact people in different ways every single day they learn something new.

Students will be able to voice their concerns, interests, and take issues they identify as problematic while solving the main question. Students will be able to apply the fourth standard by having a full voice and choice with not only how they put their portfolio together but with how they get through the material and decide which pieces to use or not use.

Students will have check-in points to allow students to critique opportunities and revision built into their projects, which this is the fifth concept of PBL. These check-in points will give the student the ability to give, receive, and apply feedback to improve their process and the final product (Lenz). Check-in points will be not only with me, but with peers, parents, and community members.

At the end of the year, students will have an opportunity to share their projects with the public either in-person or in video format which is the sixth standard. These public presentations may be as simple as having people rotate through presentations, and the public will look at their portfolios set up in a display. Students could also go somewhere such as the Des Moines capital to educate lobbyists about their findings. Either way, students will be showing the public what they have found, so students can learn how they can impact others by how they learn and create new ideas. Lastly, students will use the final concept on their final projects when they reflect and think about how they can make their portfolios more persuasive. While reflecting, students will consider what worked, effectiveness of the final product, their quality of work, obstacles they had to tackle, and strategies they used to overcome students. They will write a reflection piece that will be a part of the public display, so when asked what issues they had or what was the worst thing they had to overcome, the students will have ideas for these questions. PBL is a way to encourage critical thinking with students, and that is only one reason I chose PBL for this class.

I wanted this class rooted in Project-Based Learning because it engages students in learning that is deep and long-lasting and inspires in students a love of learning and personal connection to their academic experience (Lenz). PBL impacts students on an authentic level, while it mixes content, mastery work, meaningful connections to design compelling learning

experiences both in studies and personal growth. PBL can transform students by allowing students to investigate real problems that need solving. Learning through Project-Based Learning will help students later in life continue to search for more than the status quo. Students can begin to see how questions like this one can change their own lives and lives around students, thus forcing students to want to solve more challenges. PBL helps students apply what they know to new situations because they are learning concrete skills that can apply to other classes and life. These students can meet and discuss real-world ideas, which assists students in connecting with people in a new way.

Technology is an important element in this class. Students will learn new technology tools to create new propaganda around their solution. Students may learn anywhere from 25 - 100 different types of technology that they could utilize in their portfolio. The more technology students learn how to use; the more likely they are to create more intricate artifacts because students will choose from an extensive amount of technology tools. Students will learn new technology tools to be able to generate the artifacts within their portfolio, and they will be able to use these technology tools in other classes or future life. The skills learned when working in a PBL unit are top-notch because students are not just learning content; they are also learning how to make sound decisions, using their 21st-century skills while building beautiful artifacts using technology.

These students will also be working in groups. I will be forming groups of four students by using Kagan's strategy, which consists of the following configuration: one student level high, one student level medium-high, one student level medium-low, and one student level low. This will assist students in communication because students work best with someone close to their level of understanding. By providing all four students at a different level, it will, according to

Kagan, allow students to function at a higher level than with only one level per group. I will be striving to create a community within each of these groups in the first weeks of school. Students need to feel welcome and wanted to ensure their success in their group (Lee 116). Creating this community is one of the most important things I can do as a teacher in the class. Students having a sense of community assists students in participating more daily (Lee 118). Before students join their groups, they will be looking at Bloom's Taxonomy.

Students will understand the terminology of Bloom's Taxonomy. Although they will not have to explain Bloom's Taxonomy, they will mainly do two things by the end of the course: synthesis and evaluation. These are the two highest levels for thinking and understanding within the taxonomy. Students will work through the different levels of Bloom's Taxonomy.

Remembering is the first step students will be asked to do in the class which is recognizing and recalling facts. When they are working through this step, students will state, name, list, or describe basic facts about racism (Heick). Next, student will work through the understand phase. In this phase, students will be learning what understanding the facts mean. Students will be asked to explain, interpret, compare, discuss or describe why racism happens across the country (Heick). Third, students will solve a problem by using the applying step which is where students apply the facts, rules, concepts, and ideas. This step includes being able to solve, illustrate, demonstrate, or classify specific resources for their final project (Heick). The student will then separate information into different component parts called the analysis step, which is learning how to break down information. Students will investigate, explain, distinguish, or compare how sources are used in a particular way (Heick). Fifth, students will move to the evaluating phase where they will judge the value of information or ideas. In this step, students will need to debate, discuss, select, or interpret their ideas to support the overarching question (Heick). Last, students

will progress to the creating step by combining parts to make a new whole. They will create, compose, imagine, predict or design new ideas to find new truths about racism (Heick). Students will move fluidly through each of these each class period until the end of the year when most students will be spending most of their time creating, evaluating, and synthesizing what they have learned throughout the course. Students will understand Critical Race Theory and how it relates to the different texts used in class.

The teacher will identify and utilize antiracist pedagogy before and while teaching this curriculum. Carlin Borsheim-Black, who wrote the article “It’s Pretty Much White: Challenges and Opportunities of an Antiracist Approach to Literature Instruction in a Multilayered White context,” explains:

Antiracist pedagogy can mean different things in different contexts. I define antiracist pedagogy as an approach that works proactively to interrupt racism. In classroom practice, antiracist pedagogy acknowledges the importance of racial and cultural identities; honors voices and experiences of people of color; teaches through collaboration and dialogue; examines power and oppression; examines discrimination as systemic; critiques traditions of schooling; and advocates for social action. One of the central goals of antiracist pedagogy with white students is disrupting whiteness. It often helps white students develop an awareness of their own racial identity or consider their own privilege (409).

Borsheim-Black outlines what antiracism looks like and discusses whiteness while thinking about the importance behind the language people use in the classroom. The class will think about how whiteness is not just about the color of their skin, but also the words students use and the value system they come from based on epistemological values. Teachers understand that “white

talk” matters because students need to understand what “white talk” means.

According to Borsheim-Black, “McIntyre (1997) has defined White talk as “talk that serves to insulate White people from examining their/our individual and collective role(s) in the perpetuation of racism” (410). Students need to understand “white talk” because it identifies their language and role in racism. Students will also discuss the expressed ideas around “colorblind or blindspots” when working with Black people. “For example, she expressed concern about whether her Whiteness could create “blindspots” (hooks, 1994) in her pedagogy because, as White people, “we do not know what we do not know” (Borsheim-Black 412). Students need to understand that it is not that they do not see color but choose to treat everyone the same without concern for skin color. Students must understand the words “colorblind” is a form of racism because they refuse to recognize the differences in others’ journeys and that race is a piece of that journey. She also points out to be aware when speaking about ancestors because the ancestors of America may not be represented well in the classroom, so to think about that from the student perspective.

Teachers also need to think about the investment in antiracist pedagogy. “Parents’ and students’ investment in antiracist pedagogy may seem surprising, given that research often emphasizes White individuals’ lack of racial awareness, resistance to antiracist pedagogy, or investments in maintaining White privilege” (Borsheim-Black 422). Parents play a crucial role in their student’s life, so giving them all the information that will be taught will be imperative for a successful year. Whether parents agree with ending racism or not, their students will still be attempting to answer the umbrella question throughout the course.

In addition to Kagan’s strategy and Bloom’s Taxonomy, students need to understand Critical Race Theory (CRT) to be able to answer the overarching question. This theory will

provide a framework for the class, but students will not have to understand everything about the framework, just major concepts within it. Thandeka K. Chapman, author of “Interrogating Classroom Relationships and Events: Using Portraiture and Critical Race Theory in Education Research” explains the basis of Critical Race Theory:

An outgrowth of critical legal studies, which grew from legal theory, CRT decenters the prominent position of class and socioeconomic status found in critical legal studies and repositions race as the primary lens for exploring the legislation and its political enactments. Education researchers using CRT have critiqued and expanded notions of the "good" student and the "involved" parent. They have explored the intersections of race, gender, and class identity to advocate for anti-essentialism and the power of contextualized research. CRT scholars defy stereotypes of students of color by highlighting how they critically negotiate schools and communities (1).

Students will begin to see that CRT is a framework that centers students on the concept that CRT draws on lived experiences of People of Color and is a social justice project that works towards liberating the educational system (Chapman 4). Students will learn about the different tenets of Critical Race Theory through six mini-lesson topics: whiteness as property, ordinary, intersectionality, voice of color, colorblind ideology, commitment to social justice (Chapman 4). Once students understand CRT, they will begin to look at where racism begins in society. While covering these six topics, students will be free reading *One of Us is Lying* which will start the conversation about stereotypes while the class covers other basic ideals.

Students need to understand that they learn at a young age that racism is inherently learned in schools due to the school financial structure of property taxes and vouchers resulting in schools with unequal funding. Applying CRT to their projects will allow these students to

figure out how to end racism. When students understand how this cycle works, it will be easier for them to understand how to break this cycle. *White Fragility*, written by Robin DiAngelo, will help with this theory, as well, because the book is written based on Critical Race Theory (8). Once students divide into groups, they will begin reading a variety of other books and begin to look at these books through the lens of a Person of Color.

Each group will have access to the books, articles, and pictures in my room, but they will also have access to the website I created for this class. This website will allow students to select their materials and the chosen reading sequence during the year. Lee states, "Literature constructs a social world that the reader is invited to enter. Readers are expected to enter a subjunctive world, which may be very different from their experiences" (101). The purpose of the books chosen was to help expand a student's mind around the idea of what racism is and what it means to grow up Black. These concepts allow students to pull from their prior knowledge and create new schemas around the new information. Ninety-five percent of schools in Iowa are more than 51% white, with 90% of Iowa schools having more than 80% white. If students are not around other races, how can they learn from others? Because 2.7% of Iowa teachers are teachers of minority, students do not see role models of color within their own classrooms (Wise 29). This class is designed to help students learn from marginalized people by hearing their stories in their vernacular.

The first book students will read, *One of Us is Lying* written by Karen M. McManus, focuses on stereotyping, which can lead to racism. I think this book will help students get anchored around the idea of the class. The book will be a free reading book, and students will have time in class to read each day. This book will be read before the group work begins. The other readings can go in any order the students choose. Next, *The Hate U Give*, written by Angie

Thomas, allows students to hear from a marginalized voice while situating themselves into what is currently happening in our world. Students will be able to look up real pieces of her tale as they read this book. Hopefully, this book will reshape who these students are and who they will become by the end of my class.

Next, students will read *Just Mercy*, written by Bryan Stevenson, about the school-to-prison pipeline. Students will be able to follow the life of a Black lawyer who is trying to get a few innocent Black men off death row, who were sentenced to die because of crimes they supposedly committed. Some of these men were proven wrongly convicted after their executions. This story is a true story. I find that incorporating true stories with fiction can help students feel more grounded in what they are learning. It also allows students to find truth in research as they look up events or dates from the book.

Then, students will read pieces that they select from *American Negro Folktales*, edited by Richard M. Dorson; *White Fragility*; and *Surviving Justice*, written by Dave Eggers. The materials allow students to see when slavery ended in America and where it is currently. These books also give voices to marginalized individuals, and most of whose perspective students have never previously heard. I want students to have as many different options as possible to be able to grow deeper in an understanding of what racism is and how it happens. They will have access to journal articles, newspaper articles, and even the ability to look at a few charts to help students have a full understanding of the problem they are trying to solve. These texts should lay foundational knowledge about slavery and growing up Black in America in the 1800s and today.

Finally, during the last month before the course is over, the class will spend one to two days watching *American History X*, directed by Tony Kaye and written by David McKenna. Because this is a junior and senior high school class and the movie is rated R, I will have to ask

for permission to show it. I will do this the first week before I assign groups, so I can ensure at least one person from each group will see the movie. This movie will help students visualize racism because some maybe are unaware they have ever witnessed it. There will be parts of the movie that I will skip because of the nudity or sexual nature of the film, but students will still be able to identify the racism within the film. There are many scenes of the KKK which will help students identify what many of the books are describing. I believe this movie will support students in understanding the gravity of the question asked.

Students will be constructing a group portfolio throughout the semester with different artifacts showcased. Each group will need to compose a letter, poem, audio message, brochure, or movie trailer with three to four solutions in their portfolio to create an argument for how to end racism. The portfolio itself can be any type of technology tool with any designed artifact within the portfolio that the group chooses to utilize to convey their message. Students will need to reference the books and Critical Race Theory in their portfolio. The goal is for the group to have almost total autonomy with their project but there are teacher check-in points to see how effective their choices are while keeping students on pace to complete the whole portfolio in time. The projects will be graded based on whether and how well they have answered the question, "How do we end racism?" Lee explains:

The framework on which the project conveys meaning is based on strategic knowledge of the ways that literary authors embed meaning in tropes, and certain literary forms are necessary to negotiate rich literary texts. The quality of response to literature that the project seeks to develop goes beyond summaries of the plot. An idealized response includes a personal, empathetic response, as well as a response to issues of form and structure (100).

Lee structures this concept in a way that is understood by everyone, and PBL adheres to this same structure. Students are not doing a project for the sake of doing a project; they are creating some new form of meaning from the new information given to students on a personal level after they critically think through the materials.

I designed this class with the motive to teach teens about race in a way that allows students to construct a new understanding from the books, articles, and movie. Students will read Black authors and center themselves around the framework of Critical Race Theory while trying to answer one question, "How do we end racism?" The focus will be on Black history and literature surrounding Black issues. This class will be for juniors and seniors in high school. I used Situate Learning Theory to position this class around the fundamentals of Project-Based Learning (PBL) along with frameworks from Kagan Strategies and Bloom's Taxonomy. Lee explains:

The challenge in designing instructional interventions is to consider in strategically informed ways the generativity of what students bring to the space of classrooms, the psychological (Wertsch, 1991), and communal (Bruner, 1990) toolkits of their experiences (135).

These are the critical components brought into my course for students to be able to explore race and racism in the United States in a safe environment. I allow students a new way to examine ideas that they may have never thought about before. The new rich literature will support students in shaping new ideas about what they know and think about racism while solving the problem - How do we end racism? Students will have time to explore these ideas in a year-long class and develop their ideas over the entire course, which will assist students in knowing what critical aspects of their final project they should display and discuss with others.

Students will work together in groups of four while building and layering these ideas for their final group portfolio.

Hopefully, this course will change how these students think, feel, and react to racial issues. Educating students is the first step in finding solutions to the overall problem. Students will analyze the whole picture at the end of the year and create a portfolio with “How do we end racism.” It should help students see the multi-faceted system of racism by allowing students to explore a plethora of materials given in class and on the website. At the end of the course, students will be able to discover multiple marginalized perspectives, deepen their overall understanding, think critically, and finally, create an argument around ending racism.

## 2.2 – *One of Us is Lying*

Karen McManus wrote *One of Us is Lying* about five classmates who are stuck in detention after school. They all potentially have different stereotypes surrounding students, even though they are from the same town. Bronwyn is Yale-bound and never breaks a rule; she is considered the brain. Addy, a beauty, is the picture-perfect homecoming princess. Nate is already on probation for dealing drugs, which is why he is considered the convict. Cooper is the all-star baseball pitcher, the athlete. Finally, Simon is the creator of Bayview High's notorious gossip app; he is considered the outsider. The book is based on the concept that Simon is dead before detention ends, and someone from detention had to have killed him, but who? Throughout the book, the reader is propelled through a story of time standing still as these individual characters prove their innocence.

The students will be starting with this book for many reasons. The first reason is that it has a fantastic moral or theme. The theme of this book is "Do not judge a book by its cover." This theme stands the test of time because although society moves forward in life, there are always stereotypes that students are fighting against to figure out who they are after high school. The students should be able to identify with one of the characters because they are all high school students, and each of these students has a different focus, just like each of the students in a classroom. Because students will identify with one or more characters quickly, it should make reading the book more enjoyable.

The second reason is that it does an excellent job acting as a springboard into more serious conversations. Students will discuss stereotypes and what they can misrepresent; later, students discuss how racism works in society. The class will participate in a few different exercises to understand how stereotyping can change perception. Students will convey these messages in different ways to show their understanding of stereotyping. Because this book will

be treated as a free reading book, the class will only look at the big picture issues. By doing this, students can read as quickly or slowly as desired. They will also be able to make their inferences, have favorite characters, and enjoy the reading process. The class will discuss stereotyping, how stereotyping can turn into racism, and why thinking before one speaks is so vital in life. *One of Us is Lying* has received many awards, including being on the *New York Times* bestseller. It has received positive reviews such as these: "A whodunit with a *Breakfast Club* twist...following four unique voices on a chase to find the killer, this one will keep you guessing until the very, very end."—Popcrush "Twisty plotting, breakneck pacing and intriguing characterization add up to an exciting, single-sitting thrillerish treat."—*The Guardian*

While reading *One of Us is Lying*, the class will be able to look over the different tenants of Critical Race Theory. They can start to learn a few technology tools, especially regarding the choices of portfolios. Students will be divided based on eye color, wear, or hair color to understand segregation, access, and equity. Students will keep daily journals in class to write how they feel, what they think, and what changes they would make. Some days will provide many opportunities for reflection, and other days students may only write a word or two. Daily writing aims to help process a large amount of information they receive daily. Before the class begins the next book, students will divide into assigned groups of four for the remainder of the year. *One of Us is Lying* will lead students into *The Hate U Give*, and it will give students the background they need to understand many underlining issues within this next book. Students will be reading this book as a free reading book, so they will not be going through it as a class. I will be pulling key ideas out of the book like stereotyping to set the stage for the next book.

### 2.3 - *The Hate U Give*

The second book I chose for my students is *The Hate U Give (THUG)* written by Angie Thomas. She focuses a majority of her book talking about perspective, fear, and silence. These are three concepts that most young adults struggle with throughout their entire lives. I want to make sure that the class discusses these three complex topics along with looking at the world through the eyes of the book. I also want to explain the technology that I will be using when teaching this book for students to have as a resource to look back at when they need guidance on the technology tool they are utilizing. Students are digital natives, so I want to create an environment where they can grow as learners with technology being a constant.

Angie Thomas' book *The Hate U Give* illuminates race in America in an authentic way that people can relate to the main character Starr and want to continue to read her journey. Angie Thomas has won many awards with her graduate thesis including being a William C. Morris Award Winner. This book has received quite positive reviews as shown by these quotes: "This story is necessary. This story is important." —*Kirkus* "Heartbreakingly topical." —*Publishers Weekly* "A marvel of verisimilitude." —*Booklist* "A powerful, in-your-face novel." —*Horn Book*

The first thing I need to do when teaching this book is allow students to peruse the book and have students write their expectations, predictions, and insights. What do they think it is about? What different activities will the characters are a part of? Next, the class will watch the movie trailer. Students will engage with the text on different levels. After watching the trailer, I will ask those questions again. Then, I will ask: Did anything change from the first response to the second? Students need to be able to express what they think without fear of repercussion.

Next, I want my students to explore what is going on in the book. So, I want to look up 2009 and discuss different events going on in the world. Who is the president? Is there racism in

the world? What is Black Lives Matter? Why did she write the book? I want to review the case of Oscar Grant III, and who was shot by a police officer when he was unarmed on a train. This is where Thomas found inspiration for the book. In groups of four, students will research a specific topic regarding racism in the world. Who is Oscar Grant III and what happened to him? What is Black Lives Matter? What other facts are relevant to understand about the world in 2009?

Students will find that there is lots of racism in the world. One of the first things that is interesting about this time in history is the fact that Obama was elected in 2009 into office as the first Black president. This caused many racial events to occur such as people flying Confederate flags and slamming Obama as the president because of race. This was the year that police brutality was at its highest, and America started to see the effects of this racism. America also started to realize that people were either racist, or not. It became a racial issue.

Students will be looking up Oscar Grant III which was the inspiration behind Thomas' book. He was a Black man that was on a train and two officers decided to detain him without justifiable reasons. According to the Precious Hall's article, "White Fragility and Affirmative Action," one officer was holding him down with a knee on his upper shoulders and head. When Oscar asked any questions, they shouted at him to shut up or they would kill or taser him or his friends. Finally, the officer pulled her gun and shot him point blank in the back, but she later stated that she meant to pull her taser. The two officers fled California but had to come back to be prosecuted. The female police officer received a sentence of involuntary manslaughter, but the man who held him down received nothing. This scene from real life is very similar to the first scene in the book when a young black man is killed by the police for grabbing a hairbrush.

Understanding the Black Lives Matter Movement (BLM) will be essential to understanding this book. I want to discuss the point of this movement. BLM is a political and

social movement coined among People of Color, emphasizing basic human rights and racial equality for black people and campaigning against various forms of racism. Activist DeRay McKesson has commented that the movement "encompasses all who publicly declare that black lives matter and devote their time and energy accordingly" (59). The movement began in 2013 after Trayvon Martin's murderer, George Zimmerman, was set free. Thomas' book was published in 2017, so it is logical that BLM would be in her book. BLM was founded as a starting place for breaking the silence about the injustice Black people have faced at the hands of white people.

Next, I want to have my students watch "Cuz He's Black" by Javon Johnson. He takes the time to break down the injustice between Black and white skin color. He talks about real issues that Black people face, and he describes a world to his nephew that I can only imagine because I have white skin. I want to have my students look at this from another perspective before the class begins to read book.

Students will read about 30 pages every day making it possible to discuss significant portions of the text daily. It will give us time to analyze different ideas in the book. On day one, the first place I would want to stop and talk to my students would be on page 16. Thomas says, "Bullets go where they wanna go." She is pointing out that these men have not been trained to shoot, and so when they choose to fire, they have no idea what their bullets will hit. She also is saying that one would not know who will die when a bullet gets shot because it could be anyone. I would request a police officer come in and talk to my class about guns, how to stay safe, and the statistics of shooters. Students will learn about gun violence and the statistics around gun deaths. How do bullets move and why? How do Americans stay safe from gun violence? What is the difference between small towns and big cities? How do police keep their men safe? I think

many students need this point of view to understand how guns and bullets work.

Thomas wants her readers to understand how difficult it is to change one's life if someone has no financial resources. Thomas references Tupac on page 17 and this song "The Hate U Give Little Infants Fucks Everybody." Keep in mind that the acronym of *The Hate U Give* is THUG. I would want to show students a video of Tupac explaining this concept of THUG LIFE. He explains how it is a cycle that young Black men go through; society is against Blacks and the things they are doing, but society creates a cycle of drugs and violence in large cities which makes it impossible to get out of poverty, the hood, and gang life. Tupac describes a THUG as someone who overcomes obstacles and rises above the drugs, violence, and societal views. I would also use Flipgrid to ask my students what they think of Tupac's idea of THUG LIFE. Students would independently answer this with their voice through video.

I would enjoy partnering with another school that is in a different demographic from my students. It would work well if both classes could read the same amount every day and then use a conferencing tool to discuss the book from across the states or world. For instance, MyPenPal (internet) pairs students and teachers with other classrooms across the United States, and it gives students an avenue to talk about the book within the webpage. It would be a helpful dialogue exchange if students could talk about all aspects of the book with these students.

The class will reference different criteria for students to discuss with their pen pal. The first time the students meet their internet partners I want students to talk about the rules that Starr's father gives her. She is told, "Keep your hands visible. Don't make any sudden moves. Only speak when they speak to you" (Thomas 20). Her dad also told her, "If you're with somebody, you better hope they don't have nothing on them, or both of y'all going down" (Thomas 21). I want students to discuss these rules. Are they true? How do people feel about

Blacks? Has anyone ever experienced this or has one of our friends? Do people feel scared when they get pulled over? Students thinking and answering these questions will think about the time and energy it takes to be Black in these moments. Students need to understand that even if their skin is Black, they should not have to live like this.

After chapter 3, students should start analyzing the setting in which Khalil was killed. Drawing every detail of the event will give students time to process what happened to Khalil. I would also want to discuss the last moment of this chapter where Officer 115 points a gun at Starr while her friend is bleeding on the concrete. Starr is scared that this tragic event occurred and wonders why it had to happen. I want to know how my students feel about this. Can they relate to what is going on? Have they ever witnessed something like this previously?

Starr loses her best friend Natasha in the same manner as Khalil killed through police brutality. Students should pause and take time to think through these questions. “If this were you, how would you feel losing your two best friends?” I would have students answer it with Flipgrid<sup>1</sup>. I want students to have time to think about the question and be able to answer it with no judgment from their classmates.

The history of Black rights is important to understand so learning critical steps that Blacks took in history will assist students in figuring out how to solve our problem. By focusing on page 31 the class can discuss the Black Panthers’ Ten-Point Program, Martin Luther King Jr. (MLK), and Malcolm X. I would divide the class into three groups and have each side represent one of these ideas using Sketchboard<sup>2</sup> to gather the evidence. I would have students answer the

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<sup>1</sup> Flipgrid is a social learning tool for reflections, discussion, and showcasing what students are learning through video communication.

<sup>2</sup> Sketchboard is a web whiteboard used with groups to obtain immediate feedback and response. Students are able to create mind maps, annotate text, create timelines, and many more options.

journalistic questions: who, what, when, where, why, and how. The class would then talk about these concepts while discovering parallels between Black Panthers, MLK, and Malcolm X. This conversation would assist students in understanding this part of the book and realize how history has put America on a trajectory to where the country is now.

Finally, I want to emphasize the idea of silence. Students need to understand how powerful a voice is and how silence creates a way to communicate to society. Students will see the power in both, but also to see how fear can create silence. I will divide the different views of silence within these pages. Students will investigate these pages (32, 33, 35, 37, 42, 47, 52, 56, 59, 63, and 65) and discuss them with their group of four. Students will think about the silence that has been created over time. Is the silence needed? Does the silence shield or protect Khalil or Starr? How do people think it plays a role in the story? How does the silence end or how could it end? I want students to talk about it with their group and discuss it with their internet partner. While students are working with their internet partners, they need to readdress the same questions and think together about how silence can play a part in our world today. At this time, students can also add more details to their drawing of that night.

Students will examine different conflicting viewpoints. Similar to the idea of a double-sided coin, Thomas references opposites numerous times throughout her book such as on page 69, 70, 71, 73, 77, 83, and 88. I want students to think about both sides of the story or person and how these descriptions help us understand the characters more. They need to see these different points of view while understanding that that the characters are complex people.

I also want my students to look at page 83 and re-examine again what happened to Khalil that night. They need to decide whether it is the same as the first account or is Starr adding

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details into what happens. Do they find it interesting that Starr's boyfriend, Chris, is white? Is it interesting that she compares officer 115 to Chris? Are they the same person? Does replaying this night create more fear in Starr as the class sees it on page 87? What is Thomas saying about fear in her book? Does the class see a correlation between fear and silence? Students will ask their internet partner to discuss these questions while gaining a new perspective on the book.

On day 4, I want students to discuss the word "breathe" on page 93. Starr's mom uses the word "breathe," and I want students to discuss what this means. I will give students time to talk through what it could mean besides the real breath. I will encourage students to look it up in the dictionary and compare it to the use of the word "breathe" in the song lyrics for the U.S. Special Operations TRIBUTE, "Just Breathe." This song was written for men who go to war, and throughout the book, Starr's neighborhood is compared to a war zone, so the juxtaposition of this song with the passage in the book will be interesting to compare. Students will then journal about what they think about the book thus far and also ask any questions or just free write about the events in the book. Students need to have an outlet to work out their ideas to understand the implications of Khalil's death and Starr's emotions.

By bringing emphasis to chapter 6, students will be able to explore the importance of why it is so crucial that Starr told her Uncle Carlos everything that happened. Why does it matter that her uncle is a police officer? How does him being a police officer add or change the story? Does Uncle Carlos job make a point to People of Color and white people and if so, what? Students will next focus on Starr and Chris's relationship. Why does it matter that he is white, and she is Black? Does it change the story? Would it be different if Chris were Black? What point is the author trying to make with these two characters' specific choices?

In addition, Emmitt Till is an influential person from history who has assisted people in

understanding racism. The class will listen to the poem labeled “Emmitt Till,” and then I will have my students research Emmitt Till. I want students to look at the who, what, when, where, why, and how. While one-half of the class is researching Emmitt Till, I want the other half to look at stereotypes and how they occur. The class will use Coggle<sup>3</sup> to look at both topics. They can create a graphic organizer to understand what is going on with both Emmitt and stereotyping. I want students to understand the power of a story, such as the story of Emmitt Till and the power of their words, which might negatively impact the story through stereotyping, and the power of their words.

The class will slow down to consider the perspective of the main character Starr. On page 134 Thomas writes, “Starr offers a unique perspective in this, one you don’t get a lot with these cases, and I want to make sure her rights are protected and that her voice is heard, but within being...” I want to center our discussion on this quote and think about what should come after “being”? Why is her perspective unique? Does it matter that it is unique if it is police vs. Blacks? Does that matter? I also want students to use Flipgrid and describe what they think about this concept of “us vs. them,” and do they see that in today’s world? If so, how?

Next, I want to divide the groups into characters, and they can create a graphic organizer showing the traits of their assigned character. The class will explore pages 124 – 163, and they will look at Starr, Khalil, Maverick (dad), Seven, Uncle Carlos, Momma, DeVante, Maya, and Hailey. Students will discover who the characters are, what we know about these characters, and what is important to these characters. Students will answer who, what, when, where, why, and how, and they will also look to see what other characters say about who they are.

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<sup>3</sup> Coggle is an online tool for creating and sharing mind maps and flow charts. It allows the user to take notes, brainstorm, plan, or be creative.

The class will also look at page 143 and discuss the question: Why Rosa Parks? Students need to understand the connection to the life of Rosa Parks, and why it is significant that this gang-slitting, drug-selling park is named after such a famous woman. I want to facilitate discussion around the idea of who she was and what she stood for. I want students to discuss the idea of breaking the silence which is what Rosa did. She stood up for something she believed in and teaching my students to connect their voice with what they believe in will be crucial as they become adults. I want students to connect to our prior discussion of voice and silence.

Starr's perception created a sense of fear that was crippling her everyday life. The class will start with page 164 and work through page 200. My goal would be to have each student investigate these three ideas: fear, silence, and perception within the ten pages they receive. Next, they engage with their internet partner and discuss what they found with the hope of investigating more with their partner. Next, students will share out loud what they found, what they found interesting, and what questions they still have about these three key ideas. They will then journal about their discoveries and also add to their drawing of the scene of Khalil's death.

Learning how to live after someone dies is an important lesson in life. On page 204 Starr begins to shift her dialogue about what happened that night from the past to the present. My students need to be aware of how Starr begins to shift her mindset from "he is dead" to "who was he when he was alive." I will divide the pages up to discuss these different ideas. I want students to think about Khalil in the present instead of the past. They need to think about what story he has to tell whether he is dead or alive.

Next, the class will look at page 218 and begin to talk about Starr standing up for what she believes in. I want my students to understand why she made this choice. How did she decide now was the right time? Who encouraged her to stand up for people without a voice? Who does

not have a voice? Tupac is referenced again - why? Why is he so important in this story? What made him different than others that came before and after him? When the class is finished with this discussion, students will find a picture to represent what they think is a significant point that Thomas is making in the book. They will take a quote they feel represents the picture well and add the words on to the image. I will have students use Blabberize<sup>4</sup> to do this activity. People will share these at the end of class.

The class will watch a clip from *Freedom Writers* where the teacher is trying to make connections with inner-city students. In this scene, the class will see the teacher ask a series of questions trying to see what students all have in common. The reason I want to do this is that it directly relates to gang violence with her series of questions. The class will explore the gang violence described on pages 220 – 257. Next, the class will look at DeVante and who he is in the story. My students will make parallels between Khalil and DeVante. They need to understand how Khalil was murdered, but they also need to see that “the life” would have murdered him as well. They should have a clear understanding that if Khalil would not have changed, he still would probably have died, by comparing Khalil to DeVante. Next, the class will look up gangs and gang violence. I will divide the class into small group, and the class will look up Crips and Bloods. Each group will research a specific gang and report their findings.

Then, students will examine Maverick’s reaction when he discovers that Starr’s boyfriend Chris is white. Chris being white impacts the book and Starr in unique ways because Starr has always been told to only date Black men. Students will investigate interracial dating by having groups research one of these four relationships: a Black couple, a white couple, a Black

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<sup>4</sup> Blabberize is a creative way that allows one to take any picture and add your voice to it.

man/white woman, and white man/Black woman. I want students to analyze the stigma behind each relationship, and how often it happens, and hopefully students can research the history of the different types of relationships. Following the group's research time, we will have a classroom discussion surrounding interracial dating. What do they think? Was Starr's dad overreacting? Does it matter?

Character analysis is crucial for students to understand the plot. In analyzing pages 257 – 278, students will examine their assigned characters again. They will have the same character and use the graphic organizer to talk about their character (Starr, Khalil, Maverick, Seven, Uncle Carlos, Momma, DeVante, Maya, and Hailey). Students will answer who, what, when, where, why, and how, and they will also look to see what other characters say about the other players. Students will communicate with their internet partner and explain their findings and see if that person has anything to add. The class will then do a gallery walk to add or take note of anything interesting that others have for their characters. One person will stay behind to type the new information into the graphic organizer.

In examining Chapters 17 and 18, students will discuss the three ideas that Thomas puts into the book: fear, silence, and perception. Although her mind shifts from crippling fear to breaking silence, she still addresses these three ideas: fear, silence, and perception. The students will have the pages divided again, and they will begin to think about the voice Starr is using with Khalil and others without a voice. Next, students can go to their internet partner and discuss what they found with the hope of investigating more with their partner. Next, I want them to share out loud what they found, what they found interesting, and what questions they still have about these three key ideas. They will then journal about their discoveries and also add to their drawing of that night.

Students will analyze both chapter 18 and 19 by looking at the word “home” within the text. What is a home? Where does “home” exist? Why is where they live important? Do they need to move? How can they move, yet still make a change in where they are from? Do they indeed belong either of these two places? I will use Brookfield’s discussion concepts of snowballing to lead this discussion. A snowballing discussion starts in small groups, and then they conjoin with other groups until it is the whole class. For instance, it would start with two students, then four students, then eight students, then sixteen students, and then the whole class, each time asking a new question but adding new voices to the discussion. Snowballing works well for class discussions because it allows every student to have a voice and have their perspective heard.

The students will debate over who is a better father for Starr: Maverick or Uncle Carlos. Throughout the book, there has been a massive amount of tension between these two men, and they come to a head in chapter 19. The students will use textual evidence to determine which character, Maverick or Uncle Carlos, is better for Starr. Finally, the class will debate as a whole class the quality of the character traits. I want students to think about who loves Starr more and why. How do they show their love for Starr? Could Starr live without either one and if so why and how? Are they that different? Who is better for Starr and why? Also, think about who made Starr brave? The class will conclude with a vote as to who is better for Starr.

Students talk to their internet partner and think about Starr’s friends Maya and Hailey. They have had a huge fight, and this is the first time they are trying to “talk it out.” I want to have a class discussion with the concept of the three girls. I will have the students sit in three groups, and they can discuss what is going on using the text as evidence for what they are saying. I want the students to act it out in front of the class so that they can see the power behind this

type of dialogue. When the students have finished acting out the characters' roles, students will choose a scene to make a tableau. They will pick a scene and make a still image of it, and the rest of the class can guess what scene it is. I hope these images will create a powerful image for my students.

Students will next focus on how Starr's two worlds collide in chapter 21. This concept is important for students to understand how living in two worlds could create such fear. The class will work in groups analyzing the relationships of either Starr and her friends from Williamson or Maverick and Iesha. The class will use Sketchboard<sup>5</sup> to compare and contrast the issues with the world colliding. Following the small groups' discussions, the students will share their Sketchboard. Students will have time to write in their journals and add the final touches to their drawings from Khalil's death scene.

Thomas utilizes descriptive language to bring scenes to life of the two worlds. First, the class will compare Chris' bedroom to Starr's entire house, and then compare their neighborhood differences. After students write down their concepts with post-it notes on poster board, the class will have a whole class discussion. Next, I want to discuss the riot scene from the book. To provide a historical concept of riots, I will show a clip of the Ferguson riots taking place in Ferguson, Ill., and then I want students to go online and do more research surrounding the following ideas. What laws are in place dealing with riots? What is the problem with riots? Does Thomas paint a clear picture of what riots look like? This should help my students understand the issues surrounding riots in general.

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<sup>5</sup> Sketchboard works well with groups because you can share the boards between different computers. This program works as a whiteboard and one is able to create a mind map, annotate text, or create a timeline.

Next, I want the class discussion to focus on the characters' names, the list of names at the end of the story, and the final sentences of the book. Why does Thomas give the three children names with meaning? Why these three names: Seven, Starr, and Sekani? What does it say about Thomas as a writer? Does the class think they live up to their names? Students will have a classroom discussion over these names, and I also want students to write their thoughts in their journals. Next, the class will look at the list of names at the end of the book. Why did Thomas include this list? Who are these people? The class will take some time to research these victims of police brutality and how they died. I will give each student or partner set one name to research. The class will then talk about this as a whole group.

Finally, the class will look at the four lines at the end of the book. Thomas spends the majority of her book giving Starr a voice to use against racism and hate. I want students to recognize when in life having a voice matters. When could it mean life or death for a friend, family member, or just someone they care about? Why does Thomas write, "Khalil, I'll never forget. I'll never give up. I'll never be quiet. I promise" (444). What is Starr talking about? Why does Starr talk about this with such emphasis? What does Starr mean she will never give up? Students will discuss this as a class, and then discuss it further with their internet partner. Students will have time to finalize their thinking, drawing, and journaling to finish the novel. Students will use the evidence from this book to apply it to their final portfolio. Hopefully, Thomas taught students about fear, perception, and silence throughout the novel *The Hate U Give*.

## 2.4 – *Just Mercy*

The third book I chose for my students is *Just Mercy*, written by Bryan Stevenson, who focuses the vast majority of his book on perspective, fear, and standing up for those that cannot stand for themselves. These are concepts that most young adults struggle with throughout their entire lives. By using the book to discuss these topics, students can become authentic with how they think about the judicial system. Stevenson’s book is non-fiction and portrays the school-to-prison pipeline that currently exists for Blacks. Students can identify unlawful behavior by reading this book, which will help students identify with the marginalized people this book indicates are being held back, Black.

*Just Mercy* opens with a quote in the book by Reinhold Niebuhr who says, “Love is the motive, but justice is the instrument” (x). Students will analyze this quote. I want students to draw what they think this means and draw the author behind the quote. I would imagine that most students will draw a Black man, but Niebuhr was white. He was an ally for Blacks, and he fought for civil rights along with Blacks. Students understanding this picture is outstanding because this is not a Black fight; this is a human fight, and any race can fight for human rights. The students will research Niebuhr and see what impact he had on society and analyze why Stevenson would pick this quote above all others to use in his book. Hopefully, by the end of the book, students will see why he made this decision.

The audience is told who Stevenson is and the location of his law office on the first page of *Just Mercy*. This information will help students because they can research the events in Georgia and Atlanta in 1983, and they would be able to read about Stevenson's cases. I want students to locate Stevenson’s thesis statement. I would help students discover the thesis by telling the class what page to locate his main idea. Students will work together in groups to locate the thesis. Understanding the thesis is essential to understanding the purpose of the book.

Eventually, students would find the thesis sentence:

I was uncertain about what I wanted to do with my life, but I knew it would have something to do with the lives of the poor, America's history of racial inequality, and the struggle to be equitable and fair with one another (Stevenson 4).

This quote is Stevenson's mission in life to make it fair or equitable for everyone. Stevenson also wants students to recognize the disconnection between poverty and race issues because those motivated him to become a lawyer. These reasons were his WHY for the profession he chose. Stevenson discusses in detail the Southern Prisoners Defense Committee (SPDC), which provides legal counsel to Black men on death row. "SPDC mission was to assist condemned people on death row in Georgia" (Stevenson 5). Students will have time to look up SPDC to investigate how it works, and what it may be like for someone on death row.

The first few pages of the book contain robust details to prove that Stevenson is who he says he is. Students will be able to look him up, and also, they will be able to see the hidden truths within this first chapter. Stevenson wrote this book because, within the introduction, readers will likely "buy in" to what he is saying from the layers of facts. On page 7, I want students to discuss fear. Why was Stevenson afraid? Was the fear plausible or needed? Fear can cause a lack of thinking or rapid response, which could negatively impact the situation, but Stevenson was able to push his fear aside and think about his clients first.

The downside for Stevenson was the fact that he was Black, which negatively impacted him the first time he went to prison to meet with death row inmates. On page 9, I want students to think through the perception created by both Stevenson being Black and the death row inmate being Black. Stevenson was able to see his "privilege," which allowed him to relate to the death row inmates in authentic ways. He connected to the inmates in other ways as well; many times,

he noticed the love of gospel music, which he loved as well. Stevenson also found that in his own despair, he was able to assist men, who were also in despair, on death row. Although he was anxious and fearful, he was able to see “human potential, redemption, and hopefulness” in these inmates (Stevenson 12). The more he met desperate and imprisoned men, the more he saw his task as being relevant and critically important. Stevenson says, “The more I reflected on the experience, the more I recognized that I had been struggling my whole life with the question of who and why people are judged unfairly” (13). I want students to think through what Stevenson’s words. I want students to devise a list of ideas or ways that people are judged unfairly. This list will assist students later when answering the question, “How do we end racism?”

In the next few pages of the text, Stevenson makes his audience aware of historical facts. I believe it is essential for students to learn more about historical people and facts, so they will research Delaware and investigate a long history of racial cases. Students will learn more about ghettos, segregated towns by railroads, and factories where Blacks were allowed to work. Students need to read Emancipation to understand slavery. They need to research that one in three Black male babies will eventually be in prison. Students need to look at the prison population from the 1970s to today and compare the percentage of Black males to white males. Students need to look at how Americans have over time oppressed Blacks in history. Students can research capital punishment in its various forms (being shot, hung, gassed, electrocuted, and lethally injected), audience members who are allowed to be present during a capital punishment procedure, and the length of time from administering the lethal means until death. Also, students should note the number of people under 18 who have received capital punishment. I also want students to think about different labels and what they mean. Students will research these

vocabulary words: criminal, murder, rapist, thief, drug dealer, sex offender, and felon. These term terms are permanent labels that these men will receive for life. Students could also explore the idea of a father figure being in prison, and the impact on family members such as creating homelessness or other cycles that are hard to break based on circumstances. Stevenson says:

Presumptions of guilt, poverty, racial bias, and a host of other social, structural, and political dynamics have created a system that is defined by error, a system in which thousands of innocent people now suffer in prison (16).

When Stevenson began practicing law, he realized quickly that many Black men had been wrongly prosecuted due to the color of their skin. I want students to be aware of this pattern of how systems can create bias in our world, and Americans learn these systems without thinking about the cost to humanity.

Walter McMillian is the first case the book addresses. He is a Black man who was wrongfully prosecuted because he is Black. Stevenson says that “there is light within this darkness” (17). Stevenson continually is looking for the silver lining in life, and he was able to see how positive McMillian was even though he had been sentenced to death. Students can research this specific case. Fear and anger can make people vindictive, and it can change who people want to become. One lesson from the text I want the students to consider is that “Each of us is more than the worst thing we have ever done” (Stevenson 17-8). This fundamental concept will help students understand that no one is perfect, yet all people do not deserve to be incarcerated. After reading the introduction, I want students to make predictions as to what will happen in the book. What will Stevenson do? What will be his limit? Will he quit? What will be the hardest part of his journey? Students will keep a journal to answer these questions as they are

reading this book. Students will use Blogger<sup>6</sup> to journal throughout the course and *Just Mercy*.

Chapter 1 presents facts about the uniqueness of Alabama. First, the class will learn that Alabama has the fastest-growing condemned population. Also, the state has no public defender system, and lastly, men die on death row with no one to fight for the incarcerated. The Southern Prisoners Defense Committee (SPDC) became a vital resource because, for the first time, it gave these men a way to fight for what was important – life. Most of my students will have previously read *To Kill A Mockingbird*, but if not, Stevenson provides a summary. Students can draw from prior knowledge to talk about the similarities and differences between Walter and Atticus. This conversation should include sharecropping and Jim Crow laws. Next, students can discuss how Walter had opportunities that other Black men did not have. He owned his own business. Students will need to spend some time talking about why that matters and how it would have impacted Walter during this time.

Students will discuss what Stevenson explains about dark fear. Fears of interracial sex and marriage have deep roots in the United States. The confluence of race and sex was a dominant force in dismantling Reconstruction after the Civil War, sustaining Jim Crow laws for a century, and fueling racial politics throughout the twentieth century. In the aftermath of slavery, the creation of a system of racial hierarchy and segregation was primarily designed to prevent intimate relationships that were, in fact, legally prohibited by “anti-miscegenation statutes” (the word “miscegenation” came into use in the 1860s, when supporters of slavery coined the term to promote the fear of interracial sex and marriage and the race mixing that

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<sup>6</sup> Blogger is a blog-publishing service that allows multi-user blogs with time-stamped entries. Blogs can be published or privately shared between users. A user can have up to 100 blogs per account.

would result if slavery was abolished). For over a century, law enforcement officials in many Southern communities saw it as part of their duty to investigate and punish Black men who had been intimate with a white woman (Stevenson 27).

Students will also spend time looking at Alabama court cases during this time and dissecting *Loving v. Virginia* to get more answers about interracial relationships. In 1882, the Alabama Supreme Court reviewed a case dealing with romantic interracial relationships, and this is what they found:

The evil tendency of the crime (of adultery or fornication) is significant when committed between persons of the two races. Its result may be the amalgamation of the two races, producing a mongrel population and a degraded civilization, the prevention of which is dictated by a sound policy affecting the highest interests of society and government (Stevenson 28).

Students need to investigate these cases and consider the resulting effects. Based on these two citations, does Alabama have a right to prosecute McMillian? Did he deserve what he became – a felon – a murderer? Students recognizing this historical background will be critical in their determination of ways to end racism.

Students will learn different technology tools at the end of each chapter, and they will need to think through different questions critically. Although the questions will not change, the answers over time will hopefully change for the student. The first technology tool students will focus on is called Adobe Sparks<sup>7</sup>. Students will be creating a timeline for the book using this

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<sup>7</sup> Adobe Spark allows users to design timelines using their own creativity or the ready-made templates. Various images, color schemes, fonts, and text layouts are available. These creations are shared easily between users.

technology tool. Students can utilize any dates within the book for the timeline to understand how and when events occurred. Creating a timeline will help students make connections between American history and information in other class materials while understanding the different storylines in *Just Mercy*. After students look over Adobe Sparks to start their timelines, they will next be able to use their journaling application to answer these questions. How does the class think Stevenson felt during this process? What does the class think was the most challenging part of being a lawyer during this time? What has the class learned so far? What surprised the class? If the class could ask the author one question, what would it be? How is Stevenson's race playing a part in his career of being a lawyer? Does the class think it would be different if Stevenson were white instead of Black? Why or Why not? Does the class think his perspective matters? Why or why not? Students plotting events on a timeline is vital in comprehending the whole book.

In Chapter 2, Stevenson explains in detail about events in Atlanta, Georgia. Students will look up the different reforms Stevenson mentions in his book, which took place between 1970 and early 1980. These reforms directly deal with Black men being abused while in prison until their death. Students need to comprehend the connections between race and prison. Students will read an account of a Black man who reached for his gym bag to withdraw his driver's license but was shot by the police before he could hand it to the police (Stevenson 38-43). The police say they thought he had a weapon which is why they shot him. Students will spend some time looking over this case, and then will find other court cases that have happened in the last ten years that mirror this case. Students will journal about both cases looking for similarities and differences. The goal is for students to see what can happen when they only see color and apply no other ideas to the person given a citation or apprehended.

An interesting part of *Just Mercy* is that Stevenson does not just tell readers what happened, but he explains how he made a better life for himself and others. He is persistently inspired others to take action to better future generations. I will challenge students by asking what they can do. What does it look like to do something? How does the class enact change? These are questions I want to focus on for this entire book because there are steps society can take to end racism, but students need to know how to start taking action. Throughout the book, Stevenson allows readers to view his perception of his reality. Does that matter? Does the class have the same perception? Why or why not? Does it help to see it from his perspective? What questions does the class have for Stevenson? When students are finished thinking through these questions, students will create a character using Avatar Maker<sup>8</sup>. The goal of creating the character is to show both sides of Stevenson's personality. One side will reflect on him as a lawyer, whereas, the other side will reflect who he could have been if he did not make great decisions. Hopefully, students will realize that decisions have consequences, and that not making a choice is the same as choosing poorly.

Stevenson sets up chapter 3 in a way that helps the reader understand where hate and racism have seeped into every crack of the nation. He does this through explaining Walter McMillian's case. After students read this chapter, I want to investigate a few vocabulary terms: sodomy, tribulation, punitive confinement, demographics, unconstitutional, cruel and unusual punishment, and discriminatory. Knowledge of these words will assist students in digesting the book more naturally. Next, I want students to think about what death row means. How does one get on death row? Can one ever get off death row? These will be research questions that students

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<sup>8</sup> Avatar Maker allows one to make your personal Avatar by creating unlimited figures with more than 200 options for creativity to design for free and upload anywhere.

can answer. Then in small groups I want students to discuss what it means to have an all-white jury. Why does this matter? How does this or how could this affect the trial? How are juries supposed to be made up in a court of law? Students will research when jury selection changed and became supportive to all races and genders. I want students to talk about why that took so long to change and how that impacts people as a whole. Hopefully, students will find the gravity of legal system choosing not to change until 1986 to correlate to how that affects today. The class will discuss as a large group how changing the venue of the trial can change the sentencing. The students will discuss why that happens. I also want to emphasize the degrading nature of being in jail or prison. Students will research the prison or jail environment. I will have students use poster board to silently write their ideas about what they learn about food, clothing, privileges, work, and entertainment. Students will also research types of prison punishments. After students work in their groups doing research over the different topics, they will then do a silent carousel. A silent carousel is where, students walk around silently with post-it notes, write their ideas on to the post-it notes, and then stick the notes on correlating poster boards which carry specific titles. At the end, each group will share out what was written on their poster about a specific finding such as work or food. Sharing these out will help all students become more knowledgeable about how prisons work. Students will then have time to work on their characters, journaling, and other artifacts for their projects.

In chapter 4, Stevenson discusses the EJI project (Equal Justice Initiative) and explains that disabled people are treated the same as everyone else. Since there was no competency level that disabled people had to pass, if they committed a crime, they were charged with the crime and sometimes given the death penalty. Stevenson explains the difference in mental capacity between groups of people and why it matters. Stevenson says, “Yet we are comfortable killing

people who kill, in part because we think we can do it in a manner that doesn't implicate our own humanity, the way that raping or abusing someone would" (90-1). Students will not be directly using this information for analogies for their projects because disabled people are of all races and may not be Black. I do want students to consider how all minorities are set apart and treated differently, so they can determine how to stop this behavior.

In chapter 5, Stevenson describes talking to the families of the Black men he is trying to get off death row. For Stevenson, this paints a full picture of the life before incarceration and again after release. Students will answer these questions: Why did Stevenson spend so much time with the families? Was it beneficial for him? Stevenson talks about the importance of having a support system, so why is a support system important? If someone on death row did not have a support system, would Stevenson choose not to help those men?

Since Stevenson in his book mentions W.E.B. DuBois's short story called "The Souls of Black Folk," I want students to read this story. This short story may help fill in gaps for students as to why he is making specific decisions. Stevenson explains why being bold and brave in his choices to defend and stand-up for the marginalized voices in society has changed his life.

While Stevenson is fighting for Walter's freedom, he finds a witness willing to testify that Walter was not there at the time of the murder. Stevenson files a motion with the court and then waits for their decision. Unfortunately, his motion was denied. Stevenson writes:

Reading the record had shown me that there were people who were willing to ignore evidence, logic, and common sense to convict someone and reassure the community that the crime had been solved and the murderer punished (112).

At this point, Stevenson becomes incredibly frustrated and mad. He has done everything in his power to help Walter, yet no one has paid attention. The class is now halfway through the book,

so I would have students debate the case. I would divide students into groups of six to eight students. They would then have ten minutes to put together their arguments., and then the debates would start. I would act as judge, so students will have an equal amount of time to talk. The only three rules during the debate are fight fair (no name calling, be respectful, be responsible, and avoid profanity and racist language), use your book to support your ideas, and have fun.

In chapter 6. Stevenson discusses minors. This chapter may be more challenging for students because they might directly identify with the criminal because he is ten years old. Students will be reminded that today will be a “what is said here, stays here” kind of day while giving students a safe environment to discuss emotionally tough topics. Just as in chapter 4, students will not be directly using this information except for analogies for their projects because the topic is age rather than racism, but the class will focus on children who are in the adult legal system. Because of the nature of this chapter, I will be using spiral.ac<sup>9</sup> to facilitate conversations with my students. The advantage to this technology tool is that students can remain anonymous while still answering these questions: Why did Stevenson include minors in his novel? Why would he think this was needed in the book? How does this show a miscarriage of injustice? If one were in this young man’s shoes, what would one do? Why? What should have happened to him legally? What does the class think about this young boy being put in jail with adult men? Does the class think he will ever be okay again? What parts of the story upset the class? What parts of his story made the class sad? Does the class agree with anything that happened to this young man? Why? When students encounter readings that they connect with, it is important to

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<sup>9</sup> Spiral.ac allows students to actively participate in live lessons and assignments. Teachers can launch an activity or post an assignment to be completed synchronously or asynchronously.

spend time discussing what happened and why. This allows students time to process and share their thoughts. The anonymous process allows students to say what they think without fear of retaliation or embarrassment from their peers.

In chapter 7, Stevenson returns to discussing Walter's case, but prior to discussing the case further, the class needs to research some of the concepts layered in this chapter. I will divide the class into groups of six to research these topics: Ku Klux Klan, George Wallace's speech from 1963, Freedom Riders, women's prisons, Megan's Law, gun laws, and victim impact. After students research their topics, they will share out the information using Emaze<sup>10</sup> which will allow students to use visuals to help portray their message. Next, the class would talk about how this information relates to the world and to the book. The rest of this chapter explains the cycle of minorities ending up in prison and the differences not in just race but also in socioeconomic status.

After this chapter, I want students to think through the questions I asked after chapter 1: How does the class think Stevenson felt during this process? What does the class think was the most challenging part of being a lawyer during this time? What has the class learned so far? What surprised the class? If someone could ask the author one question, what would it be? How is Stevenson's race playing a part in his career of being a lawyer? Does the class think it would be different if Stevenson were white instead of Black? Why or Why not? Does the class think his perspective matters? Why or why not? I also want students to go back and update their avatar drawings. What now are the differences in the drawing? Does anyone need to update either side of the drawing; changing either the "before" or "now"?

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<sup>10</sup> Emaze is a cloud-based presentation software which includes customizable websites, blogs, photo albums and e-cards. This program can be utilized as a 3-D presentation aid too.

Unlike previous chapters, Stevenson opens chapter 8 with a poem, “Uncried Tears.” The class will read this poem aloud a few times as a class before the chapter is read. I want students to refer to lines in the poem through Stevenson’s chapter. The class will use Sketchboard to annotate the poem taught previously. Chapter 8 is full of stories of juveniles sentenced to death row. Each group of six will receive a story, and that group will use the annotation tool to mark up the parts of their story that are connected to the poem. Each group will decide what are the most critical parts and which parts could be omitted. The groups will then discuss each of these stories on a deeper level, as a whole class. At the end of this chapter, Stevenson speaks about humanity and giving these minors back their innocence. He captures photos of inmates as minors to show how Florida children grow up on death row. He also donated these photos to the inmates themselves. Each group of students will finish this chapter by taking a group photo for their portfolio to inspire others to enact change.

In chapter 9, Stevenson uses the word “hope” when speaking about Walter. Hope is one small word with one huge meaning. On the first day in court, Walter has received a new trial - hope. The family is able to go to the trial – hope. A key witness is recanting his story and telling the truth – hope. The first part of this chapter is full of hope which causes the reader to think all is right in the world, but then the situation changes. During day two in court, no Blacks were allowed in until the whites had taken their seats – racism. The court brought in dogs to sniff the Blacks as they entered – racism. Walter’s family is made to stand or sit in the back of the courtroom – racism. Stevenson could not enter the court without proof he was the lawyer for the defendant – racism. The prosecuting attorney is withholding evidence in the case – racism. Stevenson is showing the polar opposites in the days of court. One was peacefully progressing forward; whereas, the other required Stevenson’s strength to remain calm. Students seeing

“hope” and “racism” side by side will help them process the information. The class will use a Venn Diagram to look at both sides. The Venn diagram will also help students see the similarities and differences between the two days. Students can use either a piece of paper or Popplet<sup>11</sup> to create their Venn diagram.

Americans live in a world that accommodates physically disabilities every single day which is why Stevenson thought it was crucial to address mental illness and foster care in prison. Stevenson says:

American’s prisons have become warehouses for the mentally ill. Mass incarceration has been largely fueled by misguided drug policy and excessive sentencing, but the internment of hundreds of thousands of poor and mentally ill people has been a driving force in achieving our record levels of imprisonment (186).

Stevenson wants readers to focus on these concepts, so that students will research mental illness and the foster care system. They will incorporate information about both into their final portfolio because minorities have higher risks of being in both categories. I will have students think about gender, race, ethnic, and sexual preference when identifying different markers for these individuals within their journal writings. Students will also answer a few questions on their Blogger, as well. Who ends up in foster care? How long are they typically there? What is mental illness? How many people are affected by mental illness each year? Can mental illness be cured? Can mental illness be onset (come on all of a sudden)? What did Stevenson think about mental illness and the prison system? Why did he feel that way? How was Stevenson affected when he went to the prison to meet the mentally ill young man? Does the class think that changes the way

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<sup>11</sup> Popplet is a mind-mapping app, which allows users capture ideas then organize and connect them in a multitude of ways. Teachers often use Popplet for vocabulary building.

he sees the system? Why or Why not? What is something the class has learned? What questions does the class have for the author? Students will acknowledge that Blacks are not the only minorities who are discriminated against within the legal system.

In addition to discussing foster care and mental illness, students can discuss the implications of prison release after a lengthy incarceration. Hearing the words – “You are free to go” – had to have created emotion in Walter (Stevenson 214). The court’s answer to Walter had finally come in chapter 1, and readers know he is going home. Walter was ecstatic because he was going home. In this chapter, Stevenson explains that even when the incarcerated are free, they are not truly free because everyone still thinks they are guilty. If the court got it wrong one time, could they not get it wrong again? Then, Stevenson talks about how the family has moved forward with their lives. Sometimes these men may have been incarcerated for 5 to 30 years, and their families may have made changes in their lives. Walter explains:

They put me on death row for six years. They threatened me for six years. They tortured me with the promise of execution for six years. I lost my job. I lost my wife. I lost my reputation. I lost my – I lost my dignity (254).

The reader learns that Walter’s wife does not want him to return home because life is different and better now. Walter lost his business. His wife sold his truck. He lost his friends. Everything about life was completely different than it was when he went to prison, and to make matters worse, he did not commit the crime because he was proven innocent. Students will need to process these ideas. To help process the after-life for prisoners released from death row, students can respond to these questions: What was a way Walter was impacted negatively? Did anything positive come out this? Why or why not? Did this make racism end? What other divides did it create? How does the class feel about what happened? If someone could go back in time and say

one thing to the judge or community, what would one say and why? Do you think having Walter go home was the best thing for him and his family? Why or Why not? Does the class think this shifted Stevenson’s thinking? Why or why not?

In Chapters 12, 13, and 14, students will examine different aspects of the overall prison system. As students continue to dive deeper into the text, they need to be thinking about the past versus the present. Chapter 12 examines laws that create crimes. The Alabama government made it a felony to have an abortion, and it is also a crime to expose a child to a “dangerous environment” (Stevenson 234). Many states have “three strike” rules making it harder to get out of the system (Stevenson 236). These rules also can make the punishment more intense. Stevenson also speaks about the most vulnerable women and children who become a part of an unwritten group called “untouchables” (Stevenson 237). Students need to know who the untouchables are and why they are important. In Chapter 13, Stevenson switches topics by discussing the death penalty, no compensation for the wrongfully imprisoned, the abuse of power behind bars, and the loss of friends, family, jobs, lifestyle, etc. Each of these ideas has crucial concepts that aid in realizing how racism works. In chapter 14, Stevenson dives into the topic of “cruel and unusual punishment” and the prison money-making system. By understanding these concepts, students can correlate the cost and benefit of prisons. Prisons will also quickly learn who is profiting from these crimes. Students will be put into groups of four to examine a specific topic through research, and then they will give a mini-presentations on their topic. Students will utilize Explain Everything<sup>12</sup> to present their presentation to the class. The presentations will help students recognize the different aspects of each these concepts and will allow students to grow in

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<sup>12</sup> Explain Everything is a collaborative whiteboard app which allows users to animate, annotate, and narrate presentations and explanations.

understanding the legal system. It is important for today's teens to understand the legal system because as adults they will need to know how to avoid becoming a part of the system. Hopefully, learning more about the legal system will inspire students to avoid the prison system by making better decisions in their own life than some of the characters they have encountered.

In Chapter 14, Stevenson uses the word "loss" more than 40 times. He learns that Walter has trauma-induced memory loss which requires him to reside in a nursing home for the remainder of his life – loss. He learns another client has been denied his last attempt for a new trial - loss. Stevenson witnesses him being put to death which causes Stevenson to "be broken" - loss. Students will read this chapter out loud with their table group to witness loss and "broken" the way Stevenson wrote about it. They need to hear the word "broken" over and over because Stevenson is trying to get his point across. He is "broken" and loss is consuming him. The student will examine these questions: When is it too late? How has this affected Stevenson? Did any of this chapter feel tragic? Why or why not? Does the class have any wow moments? If so, what were they? What does it mean to "be broken"? Does Stevenson have a choice? Is Stevenson broken? How do people know? How does Stevenson use brokenness to drive his life? How does the class know? Why does the Civil Rights Movement matter? Why do people need to stand up for what they believe? What is mercy and why does anyone need it? Who does the class think Stevenson is as a person (personality traits)? What breaks you? Why? Why do injustices produce movement within people?

Stevenson concludes his book with hope, mercy, and justice. He allows the reader to recognize that he has started a change in the system through small wins. He lays out five small wins against a system that tends to keep people down. I want students to research these wins and identify how many have affected today's society. Then, Stevenson discusses racial profiling,

overrepresentation in prisons, and how the system creates these problems within itself. The last piece of advice that Stevenson gives is being a “stonecatcher,” which he explains that to be a stonecatcher means being a person who catches the stones that are thrown instead of being a person who throws stones at others (306). According to Stevenson, it does not matter why people throw stones. He encourages everyone to be treated equally and fairly and to catch the stones thrown. Hopefully, students will gravitate towards this concept, and learn to be “stonecatchers” themselves. Students will create an artifact that represents their knowledge in the shape of a stone to represent a “stonecatcher.” Students can then add to their group portfolio about how being a “stonecatcher” could aid in finding their solution to “How do we end racism?”

## 2.5 – White Fragility

"Silences are asserted as a statement of power by the marginalized" (Carter 227).

Merriam-Webster's Dictionary of Law defines "silence" as "the state of keeping or being silent, especially forbearance from speech or comment." People of Color have chosen silence for decades because it gives Blacks power within the system of racism, whether it be in history or today, to break this silence, fix the system, and find a voice for marginalized people. Students will have a copy of *White Fragility* by Robin DiAngelo to explore her concepts of what is racism and what is the system of racism.

People must first understand white fragility and the system of racism in which everyone is born. By understanding this, students will understand why Black people make certain decisions. DiAngelo recounts the "good old days," explaining in *White Fragility* that any race that another race has been owned by will always face racism not because white people always want to spread hate, but that at times they do it unknowingly (59). She further explains that white people naturally are racist in the way they speak and see the world. Even though the majority of whites would not say, "I am racist," they speak in ways that imply racism. They "romanticize 'traditional' family values," meaning they look at how white families flee to "the suburbs, to escape the influx of People of Color, and they keep their neighborhoods segregated" (DiAngelo 61). DiAngelo explains that this happens organically. White people do not think this outright most of the time but naturally have "White Flight" (DiAngelo 7). She explains this system of racism as a way of life because most do not consider the ramifications of what this means for society. Stacey Robinson-Knoell, a teacher in Kansas City, KS, explains, "People who state I do not see color is offensive to me. For you to claim you can overlook the fact that I am an African American woman is for you to say you are going to discount a huge part of who I am, who my people are, and my unique life experiences." Robinson-Knoell also talks about how People of

Color pass this down from generation to generation to give in to the white man and position themselves lower than the white man. People of Color think less of themselves because of how whites position themselves over Blacks. Students will have the opportunity to read this book in the entirety or just sections pulled out that create meaning about racism. All students will read these chapters: Chapter 1: The Challenges of Talking to White People About Racism, chapter 2: Racism and White Supremacy, chapter 3: Racism After the Civil Rights Movement, chapter 4: How Does Race Shape the Lives of White People?, chapter 8: The Result: White Fragility, chapter 9: White Fragility in Action. Students will also have access to Robin DiAngelo's reading guide to assist the class in reading this book, and the guide will be on the website. DiAngelo effectively creates an experience for a white person to go through that will assist students to see the error in their ways and language associated with race.

DiAngelo does this by using stories to help people to relate to different perspectives. She discusses with a good friend of hers who bought a house in a predominantly Black neighborhood as a white family (65-9). When they found out this white family willingly moved into this neighborhood, people asked, "Could people not afford something else? Are people not scared of their children? Do people not think their children deserve more?" Her friend responded with grace saying, "I find value from living near people not exactly like my own family" (DiAngelo 65-69). DiAngelo found that most people make assumptions about People of Color without ever speaking to or giving a Black person a chance. These questions create an environment for hate among People of Color without necessarily saying something concretely racist, just like our stories in class do not say one will die if they are Black, but instead, for a Person of Color these stories insinuate assumptions. People of Color choose silence because, in many ways, it is easier than trying to explain the whys. They choose silence because it positions Blacks to safety.

DiAngelo spends time discussing white privilege, what it looks like, and how whites have it. She tells whites to own their privilege because it is, after all, it is what they do with it. She discusses that this is harder than it seems because white and Black students need different things to be secure in school and life. DiAngelo explains how most white students do not understand how they have privilege or even what it means. Because this happens naturally, it creates a significant disconnect for both types of students. The stories the class read show this as well; students will view the differences as unfair or unequal, but in their everyday life they might not see the discrepancies.

Delano-Oriaran and Parks also talk about the system of racism already built into our schools before students even show up (4). Students struggle to talk about race and know where the boundaries are within the class; by allowing students to read a book like this, teachers are giving students a way to discuss racism in a safe, respectful way. Many times, white students shut down during these racial conversations and even become angry at the thought that someone would call these people racist (Delano-Oriaran and Parks 3). The concept that whites need to feel accepted usually takes precedence over what should or should not be accepted in a school or society. Once again, society created a system that allows children of color to be treated differently and have fewer opportunities than white children. The system also coddles whites by making People of Color feel bad about pointing out significant differences between the two. The book allows us a safe space to be able to discuss this complex topic without feeling as though one might offend someone else in the room. The school system may appear relatively small, but it reinforces differences that affect society on a larger scale when thinking about the world as a whole. Hopefully, what these students learn in this class will affect the student for the rest of their lives in a positive way.

Students learn that silence has power. Precious Hall discusses white fragility and affirmative action in her article “White Fragility and Affirmative Action” explaining, "affirmative action is not one singular thing or singular policy, but refers to a diverse set of programs designed to increase the representation of underrepresented groups in school, business, and other institutions" (Hall 8). She goes on to discuss how it does the opposite. Hall explains that although this is supposed to help People of Color, it secretly does the opposite by creating anti-discrimination tactics that keep racism intact (9). Every story in the media of a Black person killed explains how racism is deeply rooted in the core of the United States, even when people do not realize it. It just happens, and silence and resistance result. Even when people try to enact change, it backfires when it creates more racial bias. "Racial attitudes in the United States are volatile and can be rapidly driven in a different direction, depending on the political, economic, and racial contract. That is why many People of Color choose silence" (Hall 14). The thought of silence among People of Color makes Blacks feel safe and gives Blacks something to do when they feel they are wrong no matter what they do. Each author emphasizes that silence as a system works for minorities because it protects Blacks. Empowering students to rise above silence and give Black people a voice is critical in understanding how to end racism.

DiAngelo has made it her mission to help whites understand the system of racism and the power in silence. She enlightens whites saying, "Do not judge. Do not make assumptions. Assume good intentions. Speak the truth. Respect. Ask questions to grow when it comes to race" (DiAngelo 126-7). Within the stories, People of Color have no power and choose silence to protect and position themselves well within society. Marginalized people have chosen silence for decades because it gives Blacks power within the racist system, but now society needs to break the silence. The system needs fixing, and People of Color need to find their voice. Education is

the first place where the United States can make a difference, so it should be the first place that society begins to fix the system, and, in return, end the silence for People of Color. *White Fragility*, along with other articles, will help build a foundation for these students to understand there are unseen things by the naked eye. Hopefully, these texts will create empathy, compassion, and passion for giving people a voice and recognizing that Black Lives Matter.

## 2.6 – *Surviving Justice*

*Surviving Justice* compiled by Dave Egger and Lola Vollen is about innocent men and women wrongfully convicted and imprisoned. Students will choose three out of the thirteen stories to utilize within their portfolio. These stories are primarily black men, but there are two women, one Hispanic man, and two white men. Each of these stories are from the United States and are about eight to ten pages long. These are innocent people who have shared their troubling pasts to help others. These are people from all walks of life who, through a combination of all-too-common factors – inept defense lawyers, overzealous prosecutors, coercive interrogation tactics, eyewitness misidentification – found themselves behind bars for crimes they did not commit. These stories will hopefully inspire and overwhelm the heart of my students. These men and women find unique ways to tell their story that captures who they are in a snapshot of that moment.

Students will have the ability to choose between what stories they want to read, but I will provide a couple of examples of what students will find when they begin reading this book. James Newsome was a Black man born in 1955 in Chicago, Illinois. He was convicted of murder and armed robbery and sentenced to life in prison. Students will find out he was a member of the Black Panther Party, and he was a Christian man preparing himself for the ministry before his arrest. An all-white jury convicted Newsome for killing a store clerk. The police had fingerprints and an eyewitness to testify. While he was in prison, Newsome read to stay busy. In 1981, the police could run fingerprints, but in 1979 Newsome was convicted of his crime. It took 15 years before the police ran the prints at the crime scene to know that Newsome did not commit the crime. The only reason the police ran the prints at the crime scene is that Newsome had read about filing a motion to begin the process. Newsome's story does not end there; he goes further into detail about feeling disposable, winning a settlement, and trying to start a new life.

Newsome finds hope, peace, and joy after living years in torment, not knowing if he was ever going home. James Newsome is just one of the thirteen students whom students can learn from throughout this course.

Other examples a student could read about were twin brothers, Michael Evans and Paul Terry. These black men were born in 1958 in Chicago, Illinois, convicted of rape and murder, and sentenced to 200 to 400 years. Both men served 27 years. Police arrested them for raping and murdering a nine-year-old girl at the time both men were seventeen-years-old. A white woman claimed she witnessed two young black youths struggling with the young girl the night of the crime. After a \$5,000 reward was placed with both youths' drawings, Evans was arrested for the crime. Evans's first trial ended in an indictment, and shortly after that, Terry was also brought up on charges. Both men were then sentenced for the crime. The brothers were separated in prison, rarely being able to see each other for the 27 years they were in prison. It was not until 2003 when Evans requested a DNA test that both he and his brother were exonerated. Although both men were exonerated and released from prison, they fared very differently while being incarcerated. Michael Evans emerged well-spoken, optimistic, and fighting for his life, whereas Paul Terry was extremely debilitated, unwilling to speak, and fearful for his life. Both men's stories will impact any student who reads about what happened in their lives.

Students will rely on these stories as supplemental texts and will use the ideas and concepts from this book to determine how they would end racism. Each of these people was sentenced primarily because of race or ethnicity. These humble first-person perspectives will connect students to crimes committed by whites towards others of different races. This book should help students identify what goes wrong behind the scenes. *Surviving Justice* also has three sections that lay a foundation for understanding the judicial system. Some students will rely on

these sections to build their case; whereas, other students may not find it necessary for their portfolio.

## 2.7 – *American Negro Folktales*

A copy of the anthology *American Negro Folktales* collected by Richard M. Dorson will be at each table group. This book will be a supplemental text for each group, and each group will read four stories out of this book. Each group can choose any four stories they would like. The goal will be to look for implied meaning within each of these folktales. Students will understand that these are stories that have been told from generation to generation, mainly orally, to convey the message of the generations before. Many of these stories are within a slave master setting.

The anthology *American Negro Folktales* has more than 300 stories within the book for student choice. Below I will give some examples of stories that students could read. For generations, people have told stories. Most of the time, these stories have messages that people want to pay attention to learn from their mistakes. In *American Negro Folktales*, these stories were told among African American slaves to scare Blacks into doing what whites wanted. These folktales read out loud share the messages that parents pass from generation to generation to prepare Blacks for life. Janelle Melohn, division director at the Attorney General State of Iowa, speaks directly to this by saying, "These folktales are pervasive and prevalent and represent genuine feelings and experiences in the African-American community." I want students to be able to read these stories and correlate these stories to what is happening today. For example, in the excerpt before "Talking Bones," the reader has been warned, "Speaking bones of a murdered person reveal murder" (Dorson 147). Thinking about that sentence, readers clearly understand that history repeats itself. The speaker tells us that every time someone tells this story, another person will lose their life. The reader infers it is because of their skin color. Within the first few lines of "Talking Bones," race becomes very clear: "carry slaves out into the woods and leave them" (Dorson 147). John, the main character, also centers us around race because the name John used by authors as a stock character, continually shows up as a person of color. In the story,

John goes into the woods and meets a skeleton. The skeleton speaks to him about his tongue, and so John goes to get his Master, and the Master kills him for speaking about the bones (Dorson 147-8). "Talking Bones" cultivates an ideology that no one of color should speak or even think to speak about anything that happens in their Master's house. Storytelling seems like a way to shut people up and not talk about the horrific things going on behind closed doors. Silence is powerful.

Today the same message is forced upon People of Color. In "An Urgent Message to the Black Movement," the unknown author speaks about the Black Panthers "10-Point Program" (1). This program gives People of Color steps to staying safe. They discuss different Black people who have died solely because of their skin ("An Urgent Message to the Black Movement" 2). They point out this program ensures safety by the choices they make daily, for example, "Don't wear a hoodie, don't run from the police, keep your hands on the steering wheel, and only answer when directly spoken to" ("An Urgent Message to the Black Movement" 4). This author makes excellent points about remaining silent and following these rules to get home safely, just like the story did. Society creates a system where people try to feel safe no matter their location.

Another example is in the story "The Talking Mule" which began differently than the last story. Throughout this story the author refers to John's master as Boss. Once again, John works for his "Boss," but this time, John tells him that the mule, George, is tired of working so hard (Dorson 149 – 51). John talks to him about how hard they work for the white man but get nothing in return (Dorson 149 – 51). John even argues with his Boss which makes the Boss infuriated and tells John to take the rest of the day off; that night John sneaks up to the house to hear his Boss and wife talking (Dorson 149 – 51). Boss tells his wife, "John was losing his mind, and he was going crazy. We'll have to take him out and shoot him because that is what you do

with slaves and mules" (Dorson 149 – 51). After reading these three passed-down stories, the system of racism became clearer. People of Color used these stories to warn their children not to speak, not to argue with the white man, and not to do anything that appears crazy. Stories like these have been read for generation upon generation with the same message: BE SILENT.

The silence witnessed today devastates People of Color regularly because they have to consider the laws that are enacted "to position white people as more than People of Color; for example, Jim Crow laws" (Forrester, Joshua, et al. 22). Forrester et al. discuss the idea of "implied freedom," but they go on further to discuss how the laws protect the whites and not the Blacks (Forrester, Joshua, et al. 23). These laws pushed our system of racism further because the American people continued to segregate people based on color and whites' own need for freedom. These concepts happened throughout history and continue today. The implied freedom creates huge deficits in society and plots whites against Blacks instead of teaching People of Color and whites how to work together. John's stories clearly show these differences and make it easy to understand why racism exists in society.

Another place a student might see silence and racism occurring is in the judicial system. James Banks wrote an article titled "Remembering 'Brown': Silence, Loss, Rage, and Hope" which explores the idea of "separate but equal" (Banks 6). He looks at how whites have set up the school system to position themselves higher than Blacks based on the schools they attend. The educational system sets whites apart from Blacks by how materials are presented within the classroom. Most educators teach from the white perspective which includes the types of texts brought into the classroom. Banks explains that whites' resources are greater than Blacks because of generational poverty. He also says that white schools are "less likely to be run down, whites have newer materials, and better youth programs within their schools" (8). Schools have

discrepancies within them because of how they are paid by property taxes. Banks goes into detail about the "separate but equal" environment, using words like "dirty, less quality" to describe these Black schools (Banks 7). He also focuses on this pivotal moment in history as one that started with fear and ended with "hope" in *Brown vs. Board of Education* (Banks 8). This case started the process of desegregating schools, becoming one of the most influential court cases in history. Finally, People of Color had the same opportunities as whites. Although this legislation passed at the Federal level, it took many years to become evident in society. There are still schools today considered "Black" schools and "white" schools because of their location. Even the current "opportunity" for students to attend different schools with vouchers does not affect People of Color as much as whites. Students need a way to get to school, and the voucher does not provide transportation; it only pays the new school's cost. By design, the vouchers perpetuate racism because now white students leave these densely populated Black areas to go to "better" schools, which creates a new type of segregation in schools.

Most people socialized in school struggle to notice the lack of access that People of Color innately have to most concepts/ideas/things that many whites take for granted. Beverly Cross investigated how to learn or unlearn racism within the curriculum. She notes that most things taught in schools come from white people and are taught by white people about white problems. Cross explains that most People of Color may only have one teacher with whom they can relate to is based on race (203). This exact idea echoed by Nellie McKay author of "Black Woman Professor—White University" explains, "For most Black children, I am the first teacher they have ever related to based on race" (144). A natural silence amongst these students of color comes out of fear for how they will appear in class because minority students speak less than their white counterparts even when the conversation centers on racism (Cross 204). They also are

less likely to want to stand out if they are in a primarily white school, so these students "become" white in many ways such as how they speak, dress, and their friend groups (Cross 205). Cross also points out that most authors that students read have white skin, which then changes how they view themselves (Cross 209). Many Black students do not feel safe speaking up in their schools because the system creates differences based on race. According to Cross, even when the school appears to have more Black students than white, the authors these students read are continually white authors (210). Why would students feel comfortable speaking in these environments? Silence can seem deafening to those who want to listen.

When sharing these stories, "Talking Bones" and "The Talking Mule," with a colleague, Charles Mercer, Ph.D. in Education from Drake, expresses his thoughts behind why the system of racism exists and why People of Color chose silence. Mercer said:

There is a system of oppression that has purposely silenced many communities of color. The system is built for People of Color not to succeed, so it encourages silence. It is the only way the system continues to be, is if the minority people currently disenfranchised continue to remain silent."

Mercer also explained that this exact system created by white men has taught students how to speak about race and that could answer why Black choose silence. These stories that emit hatred are read to children yearly and assist in creating a system of racism. Students will read these stories and decipher what they mean.

Another concept around silence that I hope students will find appealing is the idea of protection by way of silence. Children are read stories to teach these children how they can get further in life by silence. It almost acts as a defense mechanism among people of color to say this is normal or how it should be. In the story "The Dumb Witness" written by Charles Chesnutt an

intelligent Black woman quickly turns into a “dumb” Black woman because she chooses silence (376). The story sets up an either/or story: either she will speak, and the unknown kills her, or she can remain silent and wait. The story starts by setting up race immediately with the description of the land and the people within it. They are on a plantation, and Viney, a slave who works in the home, does not speak. The story suggests that at some point her Master dipped her tongue into something to shut her up (Dorson 373). Now, the Master wishes her to speak because he has received news that Viney knows where to locate important papers that will make him very wealthy (Dorson 373). Her Master begins to ask her questions to see if she can point him in the right direction (Dorson 373). She does not. Next, the Master brings her into the house and takes care of her basically attempting to get what he wants (Dorson 375). Viney realizes that if he gets what he wants, he will kill her or send her off. She remains silent for years (Dorson 375). Once the Master dies, she speaks. When she finally speaks, Viney announces she selected silence over death (Dorson 376). This woman chooses silence to protect herself from her Master. Society witnesses people preferring silence no matter the cost, and Blacks do this to protect themselves. Silence is her protection; it protects her positions in life; it becomes more about the power of her silence than about what her Master wants.

People learn from a young age how both speech and silence can protect individuals. "Snitches get stitches" becomes a mantra among the youth of color (Mercer). Entire gangs build around this mantra. Young children learn that if they say nothing, keep their mouth closed, and close their eyes, and everything will be all right. Gloria Ladson-Billings, who is a well-known author of Critical Race Theory, explains that students use silence as a weapon, not because they do not understand the class material, but because silence becomes a choice (80). The unknown

penetrates silence in society among marginalized groups of people to protect these people from the unknown. Silence becomes a way to survive and get through life.

Even when white teachers attempt to cultivate racial conversations, People of Color often decide to stay silent in fear of how their peers will respond. Su L. Boatright-Horowitz et al. author of the article, "Teaching Antiracism: College Students' Emotional and Cognitive Reactions to Learning About White Privilege," decides to test this theory in a class she taught in a white middle-class school with a disproportionate number of Black students. She found that most minority students do not want to discuss Critical Race Theory (Boatright-Horowitz et al. 894). After speaking with these students, she found most of her students did not feel comfortable discussing it in a group of primarily white students in fear of being bullied or downgraded based on their thoughts (Boatright-Horowitz et al. 894). Boatright-Horowitz et al. also finds that most of her white students did not identify themselves as privileged based solely on being white (896). These issues create huge deficits in society because the lack of communication is a barrier between what seems good instead of evil. Fear of speaking and fear of acknowledging privilege based solely on race becomes a significant issue within society because it is rarely actually addressed. People walk past an issue yet seldomly correct it.

Students will understand where this all begins. Silence starts at a young age, and it happens because the curriculum does not teach the history of slavery well. Education is the first place where the United States can make a difference with race. Janelle Melohm states, "For example: in Germany, all children are taught the very horrific and gruesome parts of the Holocaust throughout their schooling. Why would we not do the same in America with slavery?" Schools are ill-equipped to teach the full history of the United States causing teachers to fail their students of color because the history of slavery is often not taught well. Adam Ellwanger, author

of “No Exit: White Speech and Silence in Classroom Conversations on Race,” agrees that utilizing Critical Race Theory and starting conversations with marginalized students is imperative to break the silence, but he has found that it is hard to start (36). He explains further that white teachers do not know how to have a conversation in secondary schools or even universities with all of their students about race. These same teachers choose not to have the conversation at all. He argues that “teachers should overcome the student's impulse (to evade the teacher's desire that she adopt the designated critical view of the world)” (Ellwanger 40-1). Teachers need to change the conversation to change the result within schools. Silence needs not to be an option for students; creating safe spaces where they can freely communicate about differences in a controlled environment would help students flourish. The backlash that happens within our social systems creates a world where silence equals safety. Marginalized voices opt for silence over the unknown because students understand and can control silence. People need to create opportunities to allow People of Color to speak and have a voice. These marginalized people need to know that what they say matters and can change the world.

Hearing minority voices is imperative. These voices create pictures of what the world used to look like and what it currently looks like based on these stories. According to Mikah Thompson author of “A Culture of Silence: Exploring the Impact of the Historically Contentious Relationship between African-Americans and the Police.” She explores this impact in the world by allowing the silence to continue. She explains that history will not be complete without these stories, whether good or bad (Thompson 699). She says that the decision to remain silent may reflect cultural norms instead of fear (Thompson 701). Thompson also suggests, in relationship to the legal system, staying silent allows the court to view a person as non-conforming or unwilling to help the case (704). People choosing silence can make situations worse. Giving a

voice to those who have never had one creates a new sense of power within the race. In all the short stories, these Black Americans had no voice, and their decisions always affected other people. For example, if the lady would have spoken up about the land owners' papers, she may have been killed, and if she had children, they would have been sold or killed. Her decision to not speak spared her life and others around her, but this is not how people should continue to live. People should not be scared to speak. Thompson wants minorities to find their voice and speak for those who cannot speak for themselves.

Learning how to speak up continues to be difficult, but finally, readers are able to identify with Black protagonists in newer young adult literature today. Both *Just Mercy* by Bryan Stevenson and *The Hate U Give* by Angie Thomas give voice to those who cannot speak for themselves. These anchor texts are chosen for that purpose. *The Hate U Give* focuses on speaking for those who have died with hope for future generations. Although Thomas' book is fictional, there are truths about society within it, and it portrays real life for People of Color. Thomas explains the importance of amplifying these lost voices and how taking back the silence creates power within the one who speaks. *Just Mercy*, a true story, focuses on the school-prison pipeline, and Stevenson gives voice to wrongfully convicted prisoners on death row. The purpose of his book is to allow white people to see the judicial system differently, understanding that their choices to lie or manipulate the courts because of their fear of Blacks causes more harm than good for society. Stevenson dives into tough subjects of school, poverty, and access to necessities. Both of these books try to give marginalized people a voice to break the silence that once was acceptable. They want Blacks to feel empowered to tell their stories and stand up for what is right.

After the release of *Just Mercy*, another man outlined his life as a Black man. Randall Horton, an African American man, wrote an article after his time in prison. Horton shared that his original view of writing as a Black man would end with him in jail because he believed People of Color go to jail for speaking. Bad comes to those that speak, which is the same message as that given in the short stories. He explained there would be a paper trail of his thoughts or opinions, but after serving eight years in prison, he realized the system of racism wanted to keep him behind bars (Horton 38). Horton began writing not just for the oppressed but also for the people in Washington, D.C., to understand his struggles in life (40). The voiceless had a voice, and he could picture how life would be if People of Color had the same conditions as whites. Horton was able to look at how he could impact others with his voice. Horton recognizes that the portrayal of Black urban culture has truth in it, but he also understands that without a voice, it continues to force People of Color into a cycle of crime, poor choices, gang banging, and having no way out. Reading marginalized authors with a different perspective is one of the best ways to see differences in society. These writers can speak to the tribulations and triumphs of their people.

Breaking the silence can be one of the hardest things to overcome for People of Color. Melohn states, "I believe silence is viewed as a necessity to survival. Rodney Carter explains that by maintaining silence in some ways, it helps these marginalized voices have power over the powerful (215). The power Carter expresses seems very much like Viney, the woman in the story who chose silence over death. Carter also expresses that voices need to be heard to enact change in society (218). He goes on to say that reading silence can be one of the hardest things for whites to deal with because they make assumptions that silence means everything is fine. Silence is never absolute because even though no one said anything does not mean that it did not affect

anyone. This silence creates the need for people to find their unique voice to share the oppression with the masses and cultivate a new world where People of Color feel driven to speak up.

Students need to see how this works by reading these marginalized voices in a safe environment.

By allowing students to see different voices in the classroom, teachers set up a different dynamic for those students. David Acosta and Kupiri Ackerman-Barger, author of “Breaking the Silence: Time to Talk About Race and Racism,” found that talking about race in a real way in classrooms allowed other marginalized voices to feel more comfortable in the space (285). They both decided to bring multi-faces of literature into their classroom to help students identify with characters who looked and thought as they do. Students flourished in this environment, and it helped students have tough conversations. Intentionality continues to be a key to having these discussions with all people. People break the silence to understand the beauty behind the sharing of untold stories in society.

The need to unmask the media and their agenda seems ever so crucial in today's world because all too often the media portrays People of Color in a negative light. Joel Dreyfus and Richard Prince investigated this dilemma. They looked at different articles written both by Black and white journalists and noted how they each talked about either race. They found that both journalists took a more cynical approach when a Black person committed a crime than if a white person committed the same crime, and they were more likely to print the crime about someone of color (Dreyfus and Prince 2). What does this say about society? Does it say that people expect People of Color to commit more crimes than whites? Is this the same as breaking the silence or creating the silence within the system of racism?

The implications of spreading racism in this way hurt those who are trying to rise above it. The way this affects society differs from what Amanda Johnston is doing within her poetry.

Johnston states, "I am a Black poet who will not remain silent while this nation murders Black people. I have a right to be angry" (19). Johnston tells her story as a Black woman with a voice. She constantly tries to share her story by allowing others to see the power in her voice. Johnston wants others to find their voice to allow younger people another viable option. She explains, "The system is designed to wear you down and silence you" (Johnston 23).

These are a few of the concepts that students could find in these short stories. Hopefully, students will be able to make connections with the four short stories and the other texts that are read throughout the course. The goal is for students to draw from their own experiences and also from the experiences of the marginalized voices in literature.

## 2.8 – Miscellaneous Articles, Videos, Music, Charts

<https://reevescourtneyd.wixsite.com/howtoendracism>

Students will have access to a website that I created to support the whole course. There are numerous articles, charts, graphs, and videos that students can reference throughout the class to gain more insight into how racism works within society. I have included many pairings that include Iowa's history with racism to help students relate to the different topics the class will cover, and it will hopefully assist students to see that it happens here in Iowa even when people are being "Iowa Nice." There is also slam poetry for students to watch and be able to relate to as they analyze the material. Students will be able to pick and choose which pieces they want to include in their final portfolio. They need to use at least two to three additional sources from the website within their portfolio to help ground their argument for how to end racism.

## 2.9 – American History X

*American History X* is, by far, one of the most influential movies ever made to help end racism. The filmmaker did specific things to draw close attention to the color of the actors' skin by shooting parts of the film in black and white, which allows the cast to stand out based on their skin color. Although this movie is gory and inappropriate in many ways, it also highlights important aspects of racism that previously students may not have understood. The actor Ed Norton was Derek Vineyard in the movie, and he portrays a skinhead and demonstrates why it is foolish to not like someone based on skin color. The movie begins with Derek Vineyard who violently kills two Black men. While in prison, Vineyard becomes friends a Black guy and realizes that race plays a part in how much time one serves. There is a scene in the movie where Derek is violent attack by skinheads, which is when he realizes that he no longer wants to live this life. Derek has two siblings, a sister and a brother. While in prison Derek receives word that his brother, Danny, is remaining in contact with him former skinhead "friends." Once he is paroled after serving three years in prison, Derek is determined to keep his brother from his former gang and off the same violent path he was on. The movie shows how racism is taught from a young age. Danny says, "His father taught him to hate. His friends taught him rage. His enemies gave him hope" (*American History X*). Because Derek changes, he begins to view life differently. He begins to recognize the error in his former judgement.

This movie will help students see what racism looks like in case they have not ever witnessed it. Some may think they have not witnessed it, but they actually have watched it and maybe even had become a part of it. Hopefully, the movie will help students put this into perspective. The hope is that students will "see reality in your eyes when hate makes you blind" (*American History X*). Students will be able to draw from the other texts to correlate what they

say is happening to make realizations about things that actually occur. There will be students who will not be allowed to see this film because of parental objection, but the ones who view the film can influence others that cannot view the film with their summaries and reflections.

### CHAPTER 3: BEHAVIOR DISORDERS IN THE CLASSROOM

By designing different stations students can utilize different apps to understand, learn, and monitor their behavior while comprehending different types of reading material in this course. Many students struggle with behavior disorders because of the world the class lives in and the daily pressures in their lives. Some students are put into high-pressure situations while asked to forget about their trauma and asked to pretend they are okay. These traumas come from their parents, a lack of parenting, poverty, abuse, domestic violence, psychiatric disorders, and just students thinking they are more mature than they are. Reading literature can put an extra strain on these at-risk students because they are either not strong readers or they have never found a book enjoyable. According to *The Behavior Code – A Practical Guide to Understanding and Teaching the Most Challenging Students*, written by Jessica Minahan and Nancy Rappaport, MD, “about 10 percent of the school population – or 9 to 13 million children – struggle with mental health problems” (1). This number is ever-growing because children have deficits in their learning that create these behavioral deficits in the classroom. They communicate through their behavior because they do not have the means to communicate in other ways. If a teacher can fill in the gaps of the deficits by providing tools in the classroom, students should be able to refocus the learning to the classroom while rebuilding the skills that are lost.

Students need and want to have a plan in place to feel secure in their education and life. “Without an effective plan to change these challenging behaviors, the students and the teachers will ultimately pay a substantial cost” (Minahan & Rappaport 6). Students cannot control their behavior, which is why teachers see more and more behavior disorders in the classroom. Students with behavior disorders can be highly challenging because teachers need to understand why they are making these choices. Teachers need to map out these students’ episodes, provide

these students with real interventions, and then help students learn the skills they are missing. Instead of sending these students out of the classroom, teachers need to get to the root causes. Otherwise, students are getting to escape. Instead, teachers need to find a place in the classroom for students to use as a refuge, which would be the best for all parties involved. The book points out six reasons for students' problematic behavior:

- “Misbehavior is a symptom of an underlying cause
- Behavior is communication
- The behavior has a function
- The behavior occurs in patterns
- The only behavior teachers can control is their own
- Behavior can be changed” (Minahan & Rappaport, 13).

These six essential criteria will assist teachers in knowing how to help their students by realizing how students' behavior communicates students' feelings. Many times, these behaviors will emerge when a skill is underdeveloped. If these underdeveloped skills are considered as disabilities, then teachers can understand their students more readily and can be more empathetic toward students.

Many students may have an overactive flight or fight response because what they deem as stressful may be different than what is actually stressful. These two concepts may be very different for the student because, in their life, everything seems urgent. Teachers need to begin by asking questions such as: “Where did that behavior come from? What is the student trying to communicate?” (Minahan & Rappaport 15). Teachers need to keep in mind that behavior is always communication. The next concept the teacher needs to think about is the function of the behavior. Students do not throw themselves on the floor for no reason, so what would be their

reason? Why did the child choose now to react in this manner? What did the teacher ask of the student? Who was near the student when this behavior took place? Teachers can ask questions to find out how best to support their students, but they also need to think about how they react to different behaviors that students may exhibit in the classroom. Teachers also need to think whether negative feedback will help students change to above suggestion. Negative feedback is often large, loud, uncontrollable, and more intense than behavior positive, and these students that want this negative attention received what they desired. Teachers need to find fast, efficient ways to praise these students in the classroom regularly. Students yearn for a controlled response instead of a intense, dramatic response. This positive approach can take time for students to get used to because they thrive on the intensity of negative attention.

In my classroom, I will be incorporating the FAIR PLAN into my daily routine. I will keep track of all my students and follow this model for assessing whether they need interventions in the classroom. “FAIR PLAN is a practical, empathic, and successful way to monitor all students” (Minahan & Rappaport 27). The FAIR PLAN includes five teacher actions:

1. “Manage antecedents (what occurs in the environment immediately before the behavior) with necessary accommodations or modifications and change the way you interact with a challenging student.
2. Reinforce desired behavior
3. Teach a replacement behavior
4. Address underdeveloped skills that are at the root of a child’s inability to behave appropriately.
5. Respond to a student’s inappropriate behavior in a way that deters it.” (Minahan & Rappaport 28).

These five components allow students to function, learn, and grow as students. By tracking their behavior over a day or two, documenting at least five episodes will help any teacher begin to see trends and patterns within the students' behavior. Teachers will use ABC sheets to document behaviors in the classroom. ABC stand for: Antecedent: event that occurs before a behavior, Behavior: observable and quantifiable (measurable) must be able to see the behavior, and Consequence: occurs immediately after a behavior. Minahan and Rappaport call this "The ABC format, and it is an invaluable tool to discover what is fueling students' behavior" (32). They believe that by using this tool, students' hidden agendas will emerge for the teacher and patterns will almost "jump off the page" so the teacher can support the student in more concise ways. Once a teacher has completed an ABC sheet on a student, then the actual work takes place. Teachers need to find alternatives for students in the classroom and can create these four stations to help students learn how to do the following: self-regulate, to learn how to self-regulate, self-calm, participate in positive self-talk, and take time to build social skills (Minahan & Rappaport 208). I created these four stations in my classroom for all my students to utilize will be invaluable to teach the student how to cope with stress and trauma. Some students will use these stations more than others, but all students will have access to different areas. I will have all of my students participate daily or weekly in each of these categories: biofeedback, self-monitoring, and mood tracking (Minahan & Rappaport 208).

The first station will be for self-regulation, which will help students with autism, stress, anxiety, and even trauma. This station will have iPads located within it along with comfy places for students to sit, whether that be in a beanbag chair or just a few pillows on a rug. The comfortable places to sit can destress and de-escalate students quickly. The goal in this area is for students to shift their thinking. Some students may require more time than other to progress

out of this station. They will have access to apps on the iPads. The first app will be Anxiety Relief App, and the app will help with breathing in and out as students' check in with how they feel (Minahan & Rappaport 207). This app will coach students to breathe in specific patterns and also allow students to set goals within the program. The next app will be more for children with autism and is called Autism 5-point Scale EP. It helps students be able to identify how they feel through drawings (Minahan & Rappaport 207). Students can also talk to this app to convey how they feel.

Next, I think that it is essential that students learn how to contemplate their choices. The app called Stop, Breathe, and Think allows students to personalize the app. They can do a body scan, work through mindful breathing, stretch through yoga poses, or even note how they feel in the app (Minahan & Rappaport 207). There is meditation built into the app as well, but students may opt out of it if desired. Mindshift will be another possible app. It allows students to check in regularly teaching students how to adjust their thinking. It will also help students identify what triggered the anxiety, along with tracking progress and facing fears. The last app I will use is 51BLUE, which is an app to help transform students through an emotional self-regulation process. Using this process, they can assess where they are, or they can regulate their experience. This will give students brain workouts to help students learn how to regulate their thoughts. I chose these five apps because they all have different options and could help many different types of students. The goal with all of these is to teach students how to regulate their behavior. By having the tracking features built into the process, students can see their patterns of destruction. Students will decide out of the apps given to them which one is each student's favorite to use, and they will be able to use more than one if desired.

The next station will focus on self-calming. Along with self-calming apps, I also want to

put together a box of self-calming items that students could use at their desks or at the station. The station's comfy seating and hopefully lower lighting should provide calming influences. In the box, I want to have Thera putty, fidgeting tools (both stress balls and clickers), at least two weighted lap pads, three to four stuffed animals filled with lavender or other calming smells, headphones to listen to music, cards for yoga stretches, heated neck warmer, two to three small, soft blankets, and some small action figures (Minahan & Rappaport 80). This box will be near my desk, so I can monitor the use and return of the items. The goal is to help students learn to self-monitor and compose behavior.

I will also have iPads with apps that will support students. The first app I will use is Acupressure: Heal Yourself, which helps students with their actual ailments and teaches students to apply pressure to certain parts of the body to relieve their stress and pain (Minahan & Rappaport 214). Students will use this less than other apps because it is for specific needs. The second app I will utilize is Calm Down Now, which teaches students how to stop panic attacks, ground themselves, meditate, and relax through sounds (Minahan & Rappaport 214). It also gives students relaxation techniques to use when learning to calm down. This app works well for students who have an overactive flight or fight response. The app should help students to align a more proper response over time. The third app is called Breathe – Calm Down – Meditate, and it uses the movement of a circle to focus breathing. It then takes the students through different breathing techniques (Minahan & Rappaport 214). This app carries only one function: giving students time to breathe.

Dropophone, the fourth app, allows the user to combine the sounds of falling rain with instrumental music by tapping on pictures of raindrops (Minahan & Rappaport 214). Laser Lights, the fifth app, controls music and lighting while providing a calming influence. Both the

fourth and the fifth apps can have a calming effect. Music can have a tremendous effect on people. The sixth app is Tactical Breather because this will teach the student how to control their breathing through controlling their heart rate, emotion, concentration, and other stressful situations. Between the calming box and these six apps, students should be able to learn how to self-calm in my classroom. Learning how to self-calm and how to have positive self-talk can help students monitor their own emotional responses.

Positive self-talk will be a station in my room to write affirmations not just to themselves but to their peers. This station will include a small table with stools or will feature cushions for floor use. I want to have multiple colored paper and markers to make the area more interesting to visit and write a note to a peer. I want to have a carousel built for each student to have a “mailbox” to receive these notes regularly. Notes will be reviewed before students can see what their peers have written. These notes can be anonymous or signed. Students will be required to write a certain number of notes each term for their classmates. This will be the first step in positive self-talk.

There will also be thought trap cards in this station where students can work through different ideas and different solutions. This will allow students a safe place to role play with a peer or think alone about the questions. The point of these cards will be for students to think further ahead. I will have just a couple of apps in this center on iPads to help with positive self-talk. The first app is called I am – Positive Affirmations, which will help students with not only self-care of how they respond to themselves but also personal growth, careers, love and relationships, stress, and anxiety, and they can select their favorites as well. Students can create themes or receive daily reminders sent to remember positive ideas. My Daily Affirmations will be another app that I will have available; this app will help students overcome their passive or

negative thoughts. It also provides activities to help with positive thinking for students. ThinkUp: Positive Affirmations, the final app, supports developing a positive mindset. Within the app, there are also daily motivation and relaxation techniques to become more successful at thinking positively. Allowing students to build positive self-esteem in the classroom will assist the student in learning how to build social skills in the classroom.

Social skills are soft skills that all students need. At least, bi-weekly, my classes will use social skill builders with their peers to become better communicators and collaborators as a whole within society. I will have a station for this as well, but most of the time, this will be utilized more in groups than one-on-one. Students can use five or six-card games or board games to play together that help build social skills, but there will also be a few apps that I will use in this station. The games in this space will be similar to “What if” games or games that ask students different real-life situational questions or provide situations for students to role play. The games will give students a chance to have a voice and learn how to communicate in different ways, which builds a bridge for some of their deficits. Students will also have access to some iPads to work on social skills.

iCreate Social Skills will be an app that I can use with students with autism to help these children in telling their stories (Minahan & Rappaport 210). A built-in timer helps students with autism self-monitor the length of their digital story within the app. Students can input their own stories into the platform, which can be accessed and monitored by the teacher. The stories can be shared and printed for others to read. Another app called Conversation Skills teaches students how to have conversations in socially appropriate ways that may be hard for the student to participate in naturally (Minahan & Rappaport 210). It gives students real situations to react to, and it also tells students what not to say if they are not sure. While not all students will need

social skills, all students will be held accountable for their biofeedback, self-monitoring, or mood tracking.

Understanding their biofeedback is crucial for students to recognize how their daily self-monitoring and mood tracking affects their learning overall. Biofeedback is for students to be able to track their stress levels to know when they need a break or maybe need to find an alternative group or partner. Students may not even know they are stressed until they begin to use the program. Students will use an app called Stress Scan to track their biofeedback (Minahan & Rappaport 210). This app uses the camera of an iPad or phone to gather evidence of stress over 90 seconds from the student. Students will use this at the beginning of each class period, and then any time teachers change activities in class or if they feel stressed. This app's timeline will make students aware of how their body handles stress. Once students know that stress exists, there are ways to help manage stress to make it more bearable.

Another way to track our mood and also monitor progress is through class standards. Awareness will be the app that students will track their mood and also will help with the prevention of panic attacks (Minahan & Rappaport 208). This app's goal is to help the student push forward for the moment and will coach the student through future moments. Students can also look at reports, quotes, change settings, and even build a community to help support themselves. All students will be a part of the classroom community. Each student will complete a form on the app at least weekly about how they feel about class; some students may want to fill it out more often. I will also use an app called Habit for students to track their work (Minahan & Rappaport 208). This self-monitoring app should help with motivation and stress relief to know when they have completed the standards and objectives in class. This app will be used daily in the classroom to assist students in realizing what they still need to get accomplished. Lastly,

Unstuck is an app that will teach students how to work through problems as students enter new ideas; it will generate other ideas that maybe the student has not considered before. (Minahan & Rappaport 208). Unstuck will allow students a digital place to record their ideas.

Children have deficits in their learning that create behavior deficits that creep into the classroom one student at a time, but by teaching our students how to develop specific skill sets, students should be able to refocus the learning to the classroom. These skillsets include how to self-regulate, self-calm, participate in positive self-talk, and take time to build social skills, along with looking at students' biofeedback, self-monitoring, and mood tracking. Students have ever-changing lives in today's world. Life seems to be going at rapid speed, and students at times need it to slow down to process what our students see, think, hear, and feel. "Breaking the behavior code and shaping the environment will allow these students to develop the necessary tools to thrive" (Minahan & Rappaport 202). Students are suffering more trauma than ever before, and they are witnessing abuse, violence, drugs, gangs, and many more negative activities. at-risk students have higher tendencies to have difficulties when it comes to reading. These reading difficulties can cause stress, which turns into the student communicating through behavior disorders in the classroom. By adding different stations and requirements, I will ensure students' mental health which will, in turn, ensure that my students' overall in-class experiences with their emotional and mental health will transfer to facilitating students to be successful academically. The different apps utilized in the class will assist students in understanding, learning, and monitoring their behavior while reading different types of literature within this course.

## CHAPTER 4: CONCLUSION

In the heat of a 2020 Black Lives Matter Movement, students need this curriculum more than ever. It is paralyzing to think that Black people are killed just because of their skin color. These events have led to riots and looting, but what America needs is to understand white fragility. What Americans need is acceptance. The first place that starts is by educating people about slavery and racism in America. Robin DiAngelo, who wrote *White Fragility*, points that racism is taught in schools. It is ingrained into students at an early age. For example, students tend to sit with the same race and gender at lunch, which in all white schools can segregate Black children (DiAngelo 45). Another example would be some teachers focus on Black lives one month a year in February, so that teaches students that Blacks are less important than the white race (DiAngelo 45). What causes these ideas to take place? What makes white people think it is acceptable to treat people differently based on their skin color? What can society do to break the cycle of racism? After I began to think about these questions, I wanted students to know why this happens. I wanted students to start to answer these questions, but I also wanted to begin to change the thinking of the American people. I know that the younger that students begin talking about these concepts, the easier it is for students to be persuaded to treat all people with respect. If schools are the playgrounds that teach racism, teachers need to change the playground by teaching all children to stop racism.

I have found throughout my research that there are numerous sources to ground a class in researching how racism began and it could end. I allowed my students to organically go through most of the material themselves to find the value in different sources. I have given the class more than 100 resources to help answer the question, “How do we end racism?” Students will work in groups to research and discuss this material. Students will read three complete books, *One of Us*

*is Lying* written by Karen McManus, *The Hate U Give* written by Angie Thomas, and *Just Mercy* written by Bryan Stevenson. The first two of these are novels, but the most powerful story, *Just Mercy*, is nonfiction. Also, two of the three books have accompanying movies with both *The Hate U Give* and *Just Mercy* being on Netflix or Hulu. Students will have access to both of these movies to witness the racism firsthand. I chose each of these texts carefully because I wanted students to want to be in this class. I wanted them to enjoy reading these books and to know more about how to end racism. I know many teens who have already read these three books, and these books have shaped them into better versions of themselves. Books can inspire change when chosen well because students can identify with characters or become those characters while reading and understand their situations. People get to be different people or characters they could never be in real life, which is why reading is fun and also important. Most books have morals or points to them, so readers should walk away with new ideas to or with new ways to think. I tried to focus my selection on materials that warrant future change for students.

Next, I included technology into the lessons and into the curriculum for students who are usually digital natives. These students use technology every single day and have for most of their lives. I brought in different types of technology and also different variations of technology for students because they usually prefer choices when they work on projects. Because the class is a Project-Based Learning (PBL) course, it gives students the freedom to choose and have a voice in how they process and apply the material. The only requirement students have is to answer the overarching question, “How do we end racism?” Students have over 300 different types of technology to choose from in creating their portfolio.

I want students to begin to examine the media and think through other viewpoints. When Blacks unjustly die, students need to be aware that it happened and question why it happened.

According to Lamar L. Johnson, author of the article “Where Do We Go From Here? Toward a Critical Race English Education,” after discussing the death of Michael Brown with his students stated:

This story sheds light on the racial violence against Black youth that continues to sweep across the country. The physical violence that unfolds in out-of-school spaces (e.g., churches, neighborhoods, parks, playgrounds, gas stations, etc.) is connected to the symbolic violence that is constitutive of PreK–20 classrooms and institutions (e.g., high suspension and expulsion rates for Black youth, over-representation in special education courses, under-representation in gifted education courses, and the hidden curriculum). Put merely, ELA classrooms, language and literacy studies, and English education are not exempted from the racial violence that Black youth encounter (103-4).

Teachers taking time to have the hard discussions with students is essential for them to understand why racism is wrong. These discussions can come in many different viewpoints from teaching from the white perspective or the Brown/Black perspective. The problem that Johnson explains to teachers to watch out for is the hero complex from books that talk about racism from the white perspective with a white person saving the day at the end, which is the hero complex. Teachers need to think about the texts they are choosing to have these discussions with students.

Johnson explains:

Spirit-murder is the psychological and emotional death Black youth experience due to living in a world that embraces antiblack racism. ELA teachers and literacy educators must understand that choosing Eurocentric texts that omit the lived realities of Black people or misrepresent the multiple ways of being Black leads to anti-blackness and the devaluation of Black life (109).

Being aware that teachers could cause more harm to students is imperative to a growth mindset for these students. It is easy to teach about white supremacy, whiteness, and antiblackness, but it takes time and passion for teaching about antiracism and equality. I want to consider the life of the young Blacks that have been unjustly killed. “Michael Brown’s body signifies the struggle of living and of moving freely in a society where Black bodies are deemed less than worthy of human life. In many ways, his body illustrates the past and present dehumanization of Black lives” (Johnson 117). Take a moment and allow this image to soak in and decide what side is worthy of fighting.

Hopefully, students will walk away from this class with more knowledge on race than they walked through the doors the first day. I also hope students will find a love for reading and enjoy the process of learning new skills. Students will have time to reflect on these racial issues and look at the big picture. This class will provide a venue for hard conversations, a place to fix real-life problems, a soapbox to speak on behalf of Black lives, and a vital place to discover and explore new thoughts and ideas. This classroom will be a safe space for all students to create, learn, motivate, design, and repair a huge societal issue. I want students to know they can be a part of the solution. Students can resolve social injustice every day. They can and will enact change. Teachers need to give students the blueprints on who, what, when, where, why, and how. April Baker-Bell, Tamara Butler, and Lamar Johnson, authors of the article “The Pain and the Wounds: A Call for Critical Race English Education in the Wake of Racial Violence,” simply stated:

“We recognize that racial violence is part of a longer history. We still sit with the hauntings of the death of 14-year-old Emmett Till (August 28, 1955), 14-year-old Addie Mae Collins, 11-year-old Denise McNair, 14-year-old Carole Robertson, and 14-year-old Cynthia Wesley (September 15, 1963). But the most

recent acts of racial violence make us question whether or not we are in the twenty-first century (118).

Students need to have opportunities to express the oppression and racism they witness to take back the silence and allow them to process what happens when people hate based on skin color.

Students have the grit, motivation, and voice to find feasible and lasting solutions to the question

“How do we end racism?”

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## APPENDIX A. TECHNOLOGY TOOLS

There are 338 different resources that can be utilized in your class on a daily basis. I attempted to give you a large variety to choose from. I also gave you a little bio about the tool along with cost. There are multiple types of resources in a single category; I like different resources for different things, so I figured I'd over share instead of under share. You may want to look at one or two to pick the version best for you and your students. Keep in mind that technology changes on the daily, so if it changes price or decides to shut a site down you can also look for replacements by looking at the category or what main feature you are looking for.

### Act:

- 1) **Do something** – Start a campaign or Follow a current campaign – gives students ideas of things they can do at school or in their community – Free - <https://www.dosomething.org/us>
- 2) **iEarn** – Projects to learn about the world we live in – Free - <https://iearn.org>
- 3) **Kids can make a difference** – Learn about kids in different places and different lifestyle – Free - <https://kidscanmakeadifference.org/iearn>
- 4) **Yaca Paca** – Classes you can take online – could use for students to help build their knowledge on a topic – Great use for Tag students – Free - <https://yacapaca.com>

### Assessment Tools:

- 5) **Audioboo** - If you have a website, this tool will be a nice addition to your arsenal by allowing you to record messages and share them for free. This is the best way to get your message to people because parents and students don't exactly like reading through long texts of weekly or monthly updates – Free Version with upgrades - <http://audioboom.com>
- 6) **Chirbit** – Upload audio and then you can share it with the world – Free - <https://www.chirbit.com>
- 7) **Class Marker** – Tool to make and take tests online – Free Version with upgrades available - <https://www.classmarker.com/online-testing/price/education/>
- 8) **Easy test maker** – Helps you build tests, and publish them, grade your tests – All types of exams - Free Version with upgrades available - <https://www.easytestmaker.com>
- 9) **Edcite** – Tool to build assignments – Free - <https://edcite.com>
- 10) **Flubaroo** - Tool to help grade - Google Forms - Free add-on within Google Form - Free - Add-on only
- 11) **Formative** - In a formative assessment fantasy world, we would be able to look at every student's work while he or she did it at the exact same time. That way, we could redirect students more quickly and give feedback that is more immediate - Free Version with upgrades available - <https://goformative.com>
- 12) **Fotobabble** - Creating a fotobabble is the best way to explain simple procedures and policies needed for your classroom. All you need is to choose or scan an image or document and upload it to this service. Fotobabble enables you to record an audio message that will help you explain those procedures and policies – Free - <http://www.fotobabble.com>
- 13) **Garageband** – Works well to record conversations or maybe to make a radio show – Free – Use can also use it to record different instruments  
- <https://www.apple.com/mac/garageband/?at=113vamU&ct=0500bk7v26sv>
- 14) **Go Soap Box** - Place to create a survey/discussion/polls/quiz - Free - <https://app.gosoapbox.com/event/175419098/#!/dashboard>

- 15) **Google Forms** - Tool to create tests or assessments or surveys - Can download and grade off a spreadsheet after responses are given - **Flubaroo** can help grade these assessments - Free - <https://docs.google.com/forms/>
- 16) **Gnowledge** – Tool to create tests, exercises, and assignments for students – Free - <http://www.gnowledge.com>
- 17) **Kiddom** - Tool to make quizzes but also have an interactive space to learn material - Free Version with upgrades available - <https://www.kiddom.co>
- 18) **Kwiksurveys** – Tool to make surveys, quizzes or test - Free Version with upgrades available - [https://kwiksurveys.com/#/!](https://kwiksurveys.com/#/)
- 19) **ProProfs** – Make a quiz for students online – Free Version with upgrades available - <https://www.proprofs.com/quiz-school/signup/business/>
- 20) **Quia** – Create your own activities, quizzes, calendars, and surveys – Free - <https://www.quia.com/web>
- 21) **Quiz ME Online** – Make a quiz or flashcards for students online – Free - <http://www.quizmeonline.net>
- 22) **Quiz Star** - Make a quiz for students online – Free <http://quizstar.4teachers.org>
- 23) **Quizizz** – Make quizzes, search for quizzes and look or join a game – Free - <https://quizizz.com>
- 24) **Socrative** – Activities, quiz, race, exit tickets, other assessments – Free Version with upgrades available - <https://b.socrative.com>

### **Audio Books:**

- 25) **Audible** – Great way to get books for students that are audio learners – Cost per book - <https://www.audible.com>
- 26) **HiBooks** – Great way to get books for students that are audio learners - cost per book - <https://blog.hibooks.com>

### **Block Activity on Computers:**

- 27) **Cold Turkey** – Program that will block distractions on your computer – Can be set up by timer – Free Version with upgrades available - <https://getcoldturkey.com>
- 28) **Freedom** – Program that will block distractions from your computer – Free - <https://freedom.to>
- 29) **Keep me out** - If you struggle to stay away from social media when you're meant to be studying, use KeepMeOut to block certain distracting websites – Free - <http://keepmeout.com/en/>
- 30) **Simple Blocker** - Simple Blocker has a built-in tool to increase productivity while simultaneously providing security. It can block access to social media, adult material, and suspicious sites and uses a timer to grants access back to a distractive site. This is useful when students have a computer assignment and you want to make sure they're not playing games or browsing online – Free - <https://chrome.google.com/webstore/detail/simple-blocker/akfbkbiialncppkngofjppglbbobjoeo>

### **Cartoons:**

- 31) **Make Beliefs Comix** – Build up to 9 panels of a comic in any language – Free - <https://www.makebeliefscomix.com>
- 32) **Pixton** – Build cartoon – Free trial for 15 days then \$2/day - <https://www.pixton.com>

- 33) **Powtoon** – Create a cartoon video – Free - <https://www.powtoon.com/my-powtoons/>
- 34) **Scratch** – Used to make video cartoons – Free - <https://scratch.mit.edu>
- 35) **ToonDoo** – Create a cartoon – Free - <http://www.toondoo.com>
- 36) **Vyond** – Used to make video cartoons – try it for free – then pay to use it \$39/month or \$300/yr – This would be great for Flipped classrooms- <https://www.vyond.com>

### **Character Development:**

- 37) **Artopia** – Build a monster – Free - <https://www.thirteen.org/artopia/play.html>
- 38) **Avatar maker** – Create your own character – Free - <https://avatarmaker.com>
- 39) **Build yourself wild** – Free program to build a character - <http://www.buildyourwildself.com/>
- 40) **Character Creator** – Students can make their own characters – Free - <https://charactercreator.org>
- 41) **Voki** – Create characters – including animals – Free Version with upgrades available - <https://www.voki.com>

### **Communication Tool:**

- 42) **Brightwheel** – Communicate with parents on how kids are doing in your class – Free Version with upgrades available - <https://mybrightwheel.com>
- 43) **Class Dojo** – Great way to communicate with students and parents about students efforts in class – Free - <https://www.classdojo.com>
- 44) **Edmodo** – Great way to connect with other teachers, but also with students and parents in one place - Free - <https://go.edmodo.com>
- 45) **Google Classroom** – Perfect place to put all of your student class work – Free - <https://classroom.google.com>
- 46) **Learn boost** – Gradebook, lesson plans, parent and student communication – Free - <https://www.learnboost.com>
- 47) **Moodle** – Place to set up your classroom and distribute your assignments and also communicate with students about grades and assignments – Free - <https://moodle.org>
- 48) **Peer Grade** - Peer review is an integral part of many courses, and students learn a lot from evaluating the work of their peers. Unfortunately, setting up a peer review system has its challenges: It's not easy to teach students how to give each other effective feedback. It's also difficult to hide student identities, making truly unbiased feedback hard to accomplish. And if you have a large number of students, keeping track of who has given feedback to whom can be frustrating and time-consuming – Free Version with Upgrades - <https://www.peergrade.io>
- 49) **Remind** – APP as well – Place to send reminders to your students and/or their parents who add this app, you can get hide the reply function or utilize it for the class - <https://www.remind.com>
- 50) **Schoology** – a communication tool to use with your whole class and parents – Free Version with upgrades available - <https://www.schoology.com>
- 51) **Slack** – a communication tool and you can collaborate within it as well – Free Version with upgrades available - <https://slack.com>

### **Conferencing Tool:**

- 52) **Backchannel chat** – Create a chatroom for your class to talk within – Free Version with upgrades available - <http://backchannelchat.com>

- 53) **Epals** – Connect with people around the world in a safe environment – Free - <https://www.common sense.org/education/website/epals>
- 54) **Free Conference Call** – Conversations through video conferencing – Free - <https://www.freeconferencecall.com>
- 55) **Google Meet** – free chatroom with video – free – <https://gsuite.google.com/products/meet/>
- 56) **Group Chat** – Groupme – a place to have group chat with a group of people on a computer – Free - <https://web.groupme.com>
- 57) **Join me** – A way to have a conference with a students or parent – Free - <https://www.join.me>
- 58) **Mentimeter** – Interactive presentations, workshops, and meetings – Free - <https://www.mentimeter.com>
- 59) **PenPal World** – Connect with people around the world in a safe way – Free - <https://penpalworld.com>
- 60) **Skype** – Free – Communicate face to face with another person - <https://www.skype.com/en/>
- 61) **Vialogues** – Conversations through video conferencing – Free - <https://vialogues.com>
- 62) **Voxer** - Imagine any message board you'd find on a website, where lots of people contribute to a discussion, except it's all voice recordings. Just press play on the first one and they will all play, one after the other, in the order they were put there - Free Version with upgrades available - <https://voxer.com>
- 63) **Zoom** – Conversations through video conferencing – also webinars – Free with upgrades - <https://zoom.us>
- 64) **Webex** - Conversations through video conferencing – also webinars – Free with upgrades - <https://www.webex.com>

### **Draw/Art:**

- 65) **Autodraw** - As a teacher, you already know that visual cues are an excellent way to convey concepts. Visuals help students learn and retain information better than plain text and that's where Autodraw comes in. This brilliant tool lets you draw things within seconds. You draw a rudimentary sketch, no matter how rough or inaccurate, and Autodraw takes it from there – Free - <https://www.autodraw.com>
- 66) **Smore** - This website gives you a free opportunity to create colorful flyers. I have found a creative way to use this tool – I made a flyer with my contact information and told my students to print it and place it in a visible place (such as their fridge, for example). This way their parents can easily find a way to contact me whenever necessary – Free Version with upgrades available - <https://www.smores.com>

### **FCS:**

- 67) **Instructables** - This is one of the most useful online student resources if you like making and fixing things yourself. You can learn anything from how to make spaghetti ice-cream to how to fix a broken shelf – Free - <https://www.instructables.com>
- 68) **RecipePuppy** allows you to search for recipes based on the ingredients you already have at home. Lazy students, rejoice – Free - <http://www.recipepuppy.com>
- 69) **Student Recipes** - Exactly what it says on the tin, StudentRecipes.com has recipes for 4,000 quick and easy student meals – Upload your recipes too – Free - <https://studentrecipes.com>

### **Foreign Language:**

- 70) **Duolingo** – Learn foreign language – Free - <https://www.duolingo.com>

- 71) **Fluent** – Learn foreign language – Free Version with upgrades available - <https://www.fluentu.com>
- 72) **Memrise** – Learn foreign language – Free Version with upgrades available - <https://www.memrise.com>

### **Games:**

- 73) **Breakout Edu** – Can find “escape” type activities for the classroom. Resources on how to build a breakout and also you can find pre-built lessons - Free Version with upgrades available - <https://www.breakoutedu.com>
- 74) **Bumble Numbers** - Math becomes fun and captivating when you play number games. Kids catch the floating sums with the bumble bee and drop them into the appropriate equation. – Free - <https://www.funbrain.com/games/bumble-numbers>
- 75) **Buried Memories** - Memory development in students is one of the most important tasks of teachers. This task can be made easier thanks to online educational games like Buried Memories. Three items are buried, and the player needs to find the one displayed on the screen. You win by getting five matches. – Free - <https://www.funbrain.com/games/buried-memories>
- 76) **Chemikul** - With this chemistry-based game students need to create molecules using atoms floating on the game screen. There are six types of atoms and they all have different amounts of combining power (from 1 to 6), making a challenging science topic easier to understand. – Free - <https://www.learn4good.com/games/educational-learning-activities/chemistrygame.htm>
- 77) **Crossword Labs** – Great place to create crosswords for your students or have them create them for a project – Free - <https://crosswordlabs.com>
- 78) **Flippity** – Create all sorts of games, and activities – Free - <http://flippity.net>
- 79) **Flowlab** – Create games - Free Version with upgrades available - <http://flowlab.io>
- 80) **Food Force** - Students learn how to be strategic planners with Food Force, where the task is to stop world hunger. Students can use their own ideas on how to solve the problem, alone or as a team – Free - [https://www.download-free-games.com/freeware\\_games/food\\_force.htm](https://www.download-free-games.com/freeware_games/food_force.htm)
- 81) **Jeopardy** – Create a jeopardy style game - <https://jeopardylabs.com/>
- 82) **Penguin Waiter Percent Game** - There’s a math problem, or to be more precise, a dinner bill. Students must calculate the correct tip to leave the penguin waiter. Hard and Super Brain complexity levels also allow students calculate a percentage tip left and original bill – Free - <https://www.funbrain.com/games/penguin-waiter>
- 83) **Puzzler** - Students have a number of puzzles in front of them. The task is to figure out where each puzzle goes and place it in order from lowest to highest amount. To solve this task successfully, students need to know fractions – Free - <https://www.funbrain.com/games/puzzler>
- 84) **Quiz Hub** - a resource that presents students with quizzes on different subjects, including Math, History, Biology, Chemistry, Physics, Geography and a few others. Students can learn with question-and-answer style games, fill in the blank and more – Free - <http://quizhub.com/quiz/quizhub.cfm>
- 85) **Sploder** – Create Games – Free - <http://www.sploder.com/free-game-creator.php>
- 86) **Sudoku** - a game that develops logic, which is why people of all ages enjoy playing it. You need to find appropriate digits from 1 to 9 to fill the blank spaces on the playing board such

that every number appears once in each horizontal line, vertical line, and square - Free - <https://www.funbrain.com/games/sudoku>

- 87) **Tic Tac Toe Squares** - Each square on the board has a question about addition, subtraction, multiplication, division, squares, cubes or square roots, depending on the degree of complexity. The user places an X on a square and answers the question. The game places an O on the board after you place an X, creating a fun combination of tic tac toe and math problems - Free - <https://www.funbrain.com/games/tic-tac-toe-squares>
- 88) **Translator Alligator** - This is a great online tool for students learning Spanish. There are four levels: 1) Students click on the correct Spanish word; 2) Spell the correct Spanish word; 3) Click on the correct English word; and 4) Spell the correct English word - Free - <https://www.funbrain.com/games/translator-alligator>
- 89) **Word Confusion** - Confusing different words with each other is a common problem. Even college students find it difficult to find choose the right word sometimes. The Word Confusion game lets students choose a correct word to complete sentences and shows if they did it right or wrong. It's simple, fun, and effective – Free - <https://www.funbrain.com/games/word-confusion>
- 90) **Word Raider** - This simple game was created to develop reading and writing skills. Students must collect coins that create a word using the vowels displayed on the screen - Free - <https://www.funbrain.com/games/word-raider>

### **Graphs or Charts:**

- 91) **Airtable** - Part spreadsheet, part database, and entirely flexible, teams use Airtable to organize their work, their way - Free Version with upgrades available - <https://airtable.com>
- 92) **LucidChart** – Place to make charts or diagrams – Free Version with upgrades available - <https://www.lucidchart.com>
- 93) **Poll daddy** – Create surveys and polls – There are extra features for more money - Free Version with upgrades available - <https://olldaddy.com>
- 94) **Poll Everywhere** – Create polls and surveys for your class – Free Version with upgrades available - <https://www.polleverywhere.com>
- 95) **Tableau** – Create charts and graphs – Free Version with upgrades available - <https://www.tableau.com/trial/bar-charts-graphs>
- 96) **Vennage** – Make infographics with charts or other templates – Free Version with upgrades available - <https://venngage.com>

### **History:**

- 97) **Imperial Glory** - An epic game from Eidos, set in Europe during the Napoleonic age. Think of it as Risk for the PC-addicted set. - \$4.99 - [https://www.gog.com/game/imperial\\_glory](https://www.gog.com/game/imperial_glory)
- 98) **Sid Meier's Civilization** - The objective: Build an empire that will stand the test of time. The game, from Firaxis Games, begins in 4000 BC, and the players attempt to expand and develop their empires through the ages - <https://www.civilization.com>

### **Infographic**

- 99) **Eas.ly** - Make an infographic on this page - \$4/mo or 30 days free - <https://easel.ly>
- 100) **Adobe Spark**- Make an infographic on this page - free if you have a school email - otherwise \$10/mo - <https://spark.adobe.com>

- 101) **Smore** - Make an infographic on this page - 30 day free - then \$79/year  
<https://www.smore.com>
- 102) **Piktochart** - Make an infographic on this page - \$39.99/mo - <https://piktochart.com>

### **Interactive Learning Space:**

- 103) **Activity Circle** – Create activities, interact with peers, self paced learning, real time reporting – Free Version with upgrades available - <https://www.activitycircle.com>
- 104) **Cacoo** – Create a digital white board – Free Version with upgrades available - <https://cacoo.com>
- 105) **CK12** – Create digital classrooms, textbooks, learn k-12 STEM concepts, Free - <https://www.ck12.org/teacher/>
- 106) **ED Puzzle** - Educational resources, activities, and assessments and personalized course materials – Free - <https://edpuzzle.com>
- 107) **Flipgrid** – Students can answer question orally – Free Version with upgrades available - <https://www.flipgrid.com>
- 108) **Gooru** – Educational resources, activities, and assessments and personalized course materials – Free - <https://gooru.org/welcome/>
- 109) **Insert Learning** - Turn any web page into a fully customized lesson for your classroom with just a few clicks using this browser extension for Chrome. After installing, you can add notes, create questions and highlight the text on any web page. You can then share this new lesson with your students or fellow teachers through Google Classroom – Free - <https://insertlearning.com>
- 110) **Kaizena** - teachers can go into student documents and add written *or voice* comments. It's the latter that's the real game-changer, because with voice, you can provide feedback with much more depth, in less time, and with more clarity: Compared with writing, there's less chance of a student misinterpreting your meaning when you convey it with your voice – Free - <https://www.kaizena.com>
- 111) **Nearpod** – You can design lessons, students can give you feedback on your lesson, can create polls, quizzes, open ended questions and so much more – Free Version with upgrades available - <https://nearpod.com>
- 112) **No Red Ink** – A place to upload assessments, have adaptive practice, personalized content, share between students – Free - <https://www.noredink.com>
- 113) **Planboard** - makes lesson planning a breeze. Individual blocks of time show what you're doing on each day during each class period. Within each cell you can create a rich, dynamic lesson plan – Free - <https://www.chalk.com/planboard/>
- 114) **Screencastify** – A place to video record lessons, flipped classroom, or interactive way to interact with text – Free Version with upgrades available - <https://www.screencastify.com>
- 115) **Spiral** – Students can joint space where you can have students answer questions, ask questions, or even just type information that you want to talk about as a class. – Free - <https://spiral.ac>
- 116) **Tes** – create lessons in 5 minutes (Flipped classroom) and assessments – Free - <https://www.tes.com/lessons/>
- 117) **Thinglink** – You can put an image or piece of text. Then you link information to the picture. – Free Version with upgrades available - <https://www.thinglink.com>
- 118) **Twiddla** – Interactive whiteboard – Free Version with upgrades available - <https://www.twiddla.com>

- 119) **Yammer** – Interactive workspace – Free Version with upgrades available - <https://www.yammer.com>

### **Journaling:**

- 120) **750 Words** –Place to write daily and to build your word count and this is to create a new writing habit – Free - <http://750words.com>
- 121) **Blogger** – Safe place to blog ideas – Free - <https://www.blogger.com>
- 122) **Dabble Me** – Place to journal ideas – Free Version with upgrades available - <https://dabble.me/subscribe>
- 123) **Get Glimpses** – Place to journal and can add photos to this journal, timeline view as well – Free - [https://getglimpses.com/index.htm?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier](https://getglimpses.com/index.htm?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier)
- 124) **Journey** – Place to start a free journal – Free - [https://2appstudio.com/journey/?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier](https://2appstudio.com/journey/?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier)
- 125) **Kid Blog** – Giving students safe place to blog – Free Version with upgrades available - <https://kidblog.org/home/#pricing>
- 126) **Paper.li** - Use the full force of Paper.li to find and collect content that's aligned with your audience's interests. We use natural language processing, machine learning and social signals to analyse and extract the most relevant and engaging stories from social media and the web - Free Version with upgrades available - <https://paper.li>
- 127) **One Note** – Digital notebook – Free - <https://products.office.com/en-us/onenote/digital-note-taking-app>
- 128) **OneWord** – Words pop at the top and then you can have students write about his word or use this word in their writing. – Free - <https://www.oneword.com>
- 129) **The Little Memory** – Place to write, reflect, and journal – an app as well – Free - <https://new.thelittlememory.com>
- 130) **Write About** - Write About is a classroom writing community and publishing platform built by teachers - Free Version with upgrades available - <https://www.writeabout.com>

### **Maps:**

- 131) **Mapbox** – Create a map – create an entire new world – Free - [https://www.mapbox.com/?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fthe-5-best-free-map-creation-tools-for-teachers&utm\\_medium=link](https://www.mapbox.com/?utm_campaign=elearningindustry.com&utm_source=%2Fthe-5-best-free-map-creation-tools-for-teachers&utm_medium=link)
- 132) **Maptive** – Create a custom map – Using google maps – Free- [https://www.maptive.com/?utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=Mapping%20Software\\_1346671362&utm\\_term=mapping%20software&utm\\_content=Exact\\_49563760730&gclid=EAIAIQobChMI1PPWjY7U3QIVkbXACH3D1w\\_dEAAYAiAAEgJVzvD\\_BwE](https://www.maptive.com/?utm_source=google&utm_medium=cpc&utm_campaign=Mapping%20Software_1346671362&utm_term=mapping%20software&utm_content=Exact_49563760730&gclid=EAIAIQobChMI1PPWjY7U3QIVkbXACH3D1w_dEAAYAiAAEgJVzvD_BwE)
- 133) **My Histro** – Create a map – Free - <http://www.myhistro.com>
- 134) **Scribble maps** – Create a map – draw on map – Free Version with upgrades available - <https://www.scribblemaps.com>
- 135) **Target Map** – Create a specific map or find a specific map – Free - [https://www.targetmap.com/index.aspx?utm\\_campaign=elearningindustry.com&utm\\_source=%2Fthe-5-best-free-map-creation-tools-for-teachers&utm\\_medium=link](https://www.targetmap.com/index.aspx?utm_campaign=elearningindustry.com&utm_source=%2Fthe-5-best-free-map-creation-tools-for-teachers&utm_medium=link)

**Math:**

- 136) **Desmos** – Place to work on math and graphing – Free - <https://www.desmos.com>
- 137) **First in Math** – Different math problems from around the world – students can solve different ones on a daily basis – Free - <https://www.firstinmath.com>
- 138) **Formative** – Place to work on different types of math – Free - <https://goformative.com>
- 139) **GeoGebra** – Place for geometry, 3D graphics – Free - <http://geogebra.org>
- 140) **Inside Mathematics** – different types of math – Free - <http://www.insidemathematics.org>
- 141) **IXL Math** – Great place for kids to hone in on skills and practice what skills they need to master – Free Version with upgrades available - <https://www.ixl.com/math/>
- 142) **Managahigh** – Great place for digital math – Free - <https://www.mangahigh.com/en-us/>
- 143) **Math Blaster** – Great for students who often struggle with basic math facts, skills, and concepts. With this game by Knowledge Adventure, it's easy to practice math in an interactive and engaging way – Free - <http://www.knowledgeadventure.com/mathblaster>
- 144) **Mint** - Gaining budgeting wisdom takes time and effort, but everything will go much more smoothly with the help of Mint – a free app that will categorize and organize the expenses for you - <https://www.mint.com>
- 145) **Nrich** – Great place to find short activities for math – Free - <https://nrich.maths.org/7752>
- 146) **Prodigy Game** – Math games – set levels – Free Version with upgrades available - <https://www.prodigygame.com>
- 147) **Real World Math** – Place to see math in the real world – Free - <http://www.realworldmath.org>

**Mind Mapping:**

- 148) **Bubbl** – Tool for making mind maps – Free Version with upgrades available - <https://bubbl.us>
- 149) **Coggle** – tool for making mind maps or flow charts- Free Version with upgrades available - <https://coggle.it>
- 150) **Creately** – tool for making mind maps – Free Version with upgrades available - <https://creately.com>
- 151) **iMindq** - A tool for mind mapping – Free Version with upgrades available - <https://www.imindq.com/uses/brainstorming>
- 152) **Mind 42** – A tool for mind mapping – Free - <https://mind42.com>
- 153) **Mind Map** - A tool for mind mapping – Free - <https://tobloef.com/text2mindmap/>
- 154) **Mind Maple** – mind mapping tool – App for your computer – Free Version with upgrades available - <http://www.mindmaple.com/Classic/>
- 155) **Mindmeister** – A tool for mind mapping – Free Version with upgrades available - <https://www.mindmeister.com>
- 156) **Mindomo** - A tool for mind mapping also has video and audio notes, image search – different tools for different users - Free Version with upgrades available <https://www.mindomo.com/signup.htm>
- 157) **Popplet** - A tool for mind mapping – Free - <http://popplet.com>

**Movement:**

- 158) **Energizing Brain Breaks** – Place to allow students to get up and move – Free - <http://brainbreaks.blogspot.com>

- 159) **Go Noodle** - Creates a safe way to add movement to your classroom – fun interactive games or dances for students – Free – <https://www.gonoodle.com>
- 160) **Kagan Strategies/Brain Breaks** - Gives teachers natural breaks in the class to make them more productive – Free - <https://www.pinterest.com/principalliz/cooperative-kagan-brain-breaks/>

### Multimedia Interactive/Annotate

- 161) **Big Huge Labs** – Multiple options, make magazine covers, pop art poster, jigsaw puzzle, photo booth and more – Free - <https://bighugelabs.com>
- 162) **Bounce** – Website annotation and share with peers – Free - <https://www.bounceapp.com>
- 163) **Bridge Builder** - This educational software package from the Pre-Engineering Software Corporation helps secondary school students explore engineering by constructing a virtual span. – PC Friendly – Price online - <http://www.pre-engineering.com/bridgebuilder/bb.htm>
- 164) **Diigo** – Students can annotate, highlight, tag webpages, outline, group like concepts – Free - <https://www.diigo.com/index>
- 165) **Explain Everything** – Interactive whiteboard – students can work independently and also share among each other – Free Version with upgrades available - <https://explaineverything.com/education/>
- 166) **Glogster** – This website puts together text, graphics, images, audio, video, and things for the web all onto a wall – Free Version with upgrades available  
<http://edu.glogster.com/?ref=com>
- 167) **Go Conqr** – Flashcards, mind maps, courses, quizzes, slides, notes, flowcharts – Free - <https://www.goconqr.com/en/teach/teachers/>
- 168) **Google Cardboard** - The viewer comes in its original cardboard version and is also available in other materials and colors, designed by other companies – Free - <https://vr.google.com/cardboard/>
- 169) **Museum in a box** – Digital box that you can put items into – Free - <http://www.museuminabox.org>
- 170) **Padlet** – Interactive whiteboard you can share with other students – also student to student sharing – Free Version with upgrades available - <https://padlet.com>
- 171) **Otus** – Portfolio, assessment, assignment, blog, communication, data, classroom culture – for students, teachers, family and school leaders – Free - <https://otus.com>
- 172) **Smart Builder** - SmartBuilder is an authoring tool that enables you to create online learning materials, which can include gaming elements, rich media, powerful assessments, and branching scenarios - Free Version with upgrades available - [https://www.smartbuilder.com/?utm\\_campaign=elearningindustry.com&utm\\_source=%252F10-elearning-websites-for-educators-use-new-semester&utm\\_medium=link](https://www.smartbuilder.com/?utm_campaign=elearningindustry.com&utm_source=%252F10-elearning-websites-for-educators-use-new-semester&utm_medium=link)
- 173) **Sketchboard** – Virtual board to use in any way you want – Free Version with upgrades available - [https://sketchboard.io/?utm\\_campaign=elearningindustry.com&utm\\_source=%2F6-best-mind-mapping-tools-creative-students&utm\\_medium=link](https://sketchboard.io/?utm_campaign=elearningindustry.com&utm_source=%2F6-best-mind-mapping-tools-creative-students&utm_medium=link)
- 174) **Squid Notes** – Virtual whiteboard, presentations, annotate, note taking, and other features – Not sure on cost - <https://www.squidnotes.com/edu>
- 175) **Sway** - Sway lets you create immersive visual content, including newsletters, presentations and classroom documentation. You have access to copyright-free images from

within the app, and can work with templates, explore relevant topics, and add forms as well as other content - <https://sway.office.com>

- 176) **Versal** - you can create full courses that live online, using any combination of text, video, downloadable PDFs, multiple choice quizzes, and short response questions - interactive diagrams, Thinglink images, Quizlet flashcards, timelines, LaTeX math equations, music tools – Free 15 day trial - <https://versal.com>

### Notes:

- 177) **Google Keep** – Sticky notes for your computer or in an app – free - <https://keep.google.com/u/0/>
- 178) **Luminant Software** – Audio notes – notepad and voice recording – Free - <http://luminantsoftware.com/iphone/audionote.html>
- 179) **Lino** – Sticky notes – Free - <http://en.linoit.com>
- 180) **Pinup** – Sticky notes – Free - <https://pinup.com/HJ17tZhYm>
- 181) **Stormboard** – Sticky Notes – Free with upgrades - <https://www.stormboard.com>

### Organization:

- 182) **Evernote** – Capture and prioritize ideas, projects and to-do lists so nothing falls through the cracks – have on any device – share with your students (class calendar or when work is due)– Free - <https://evernote.com>
- 183) **iStudiez** – This awesome planner will help you organize your life throughout college. You can use it on your iPhone, Mac or iPad to enter a smart summary of all planned events for the day - \$9.99 - <https://istudentpro.com>
- 184) **Netvibes** – Personal dashboard – helps organize social media, websites and apps you use on your device - <https://www.netvibes.com/en#General>
- 185) **SchoolTraq** – Digital academic planner – Free - <http://schooltraq.com/p/home/>
- 186) **Trello** – Place to organize and prioritize projects in your life – Free - <https://trello.com>
- 187) **Zapier** – Place to have all your apps together organized – this app will help you figure out what other apps you need for whatever you are looking at – Free - <https://zapier.com>

### Photos:

- 188) **Add text +** - Add text to photos – Free - <http://addtext.com>
- 189) **Animoto** – Free – Very easy to use to edit photos - <https://animoto.com>
- 190) **Blabberize** – Upload an image and turn into a working document – Free - <https://blabberize.com>
- 191) **Pic Monkey** – Photo editing software – can add word to images as well – Free Version with upgrades available - <https://www.picmonkey.com>
- 192) **Portfolio:**
- 193) **Educlipper** – Portfolio for students to display knowledge – Free - <https://educlipper.net>
- 194) **Goenounce** – Digital portfolio for students, digital citizenship as well, Free - <https://goenounce.com>
- 195) **Live Binders** - Place where you can put evidence and other resources for your student – Free - <http://www.livebinders.com/welcome/education>
- 196) **Seesaw** – Place to share student work and track process – Free Version with upgrades available - <https://web.seesaw.me>

**Reading:**

- 197) **Bartleby** - publishes classic literature, poetry, non-fiction and reference texts free of charge - \$2.99 and up - <https://www.bartleby.com>
- 198) **Genius.com poetry** - An offshoot of Rap Genius, Lit Genius is a place where scholars have formed a community to annotate poetry and literature, both classic and recent. It's an extremely helpful resource for English literature students in particular – Free - <https://genius.com/tags/poetry>
- 199) **Gutenberg** - provides free online access to texts whose copyright has expired; so far, it's digitized more than 56,000 texts – Free - <https://www.gutenberg.org>
- 200) **Whoo's Reading** – Great place to use to talk about books and for students to take quizzes over the book they read – set different grade levels – Free - [https://www.whooosreading.org/schools?a\\_src=ba&t\\_gid=4849](https://www.whooosreading.org/schools?a_src=ba&t_gid=4849)

**Research:**

- 201) **BIE** – Project Based learning site – Free - <http://www.bie.org>
- 202) **CNN 10** – Kid appropriate News – Free - <https://www.cnn.com/cnn10>
- 203) **Collaborize Classroom** – Topic library – Free - <http://library.collaborizeclassroom.com>
- 204) **Common Sense** – Digital citizenship - The EdTech industry has seen rapid expansion in the recent years—as you probably have experienced personally. With so many new tools available, it can be hard to find the ones that are most relevant to your specific teaching needs. Common Sense Education, formerly known as Graphite, makes the task easier for you – Free - <https://www.common sense.org/education/>
- 205) **Crash Course** – Gives videos on specific topics done by cartoon to help connect with students – It is housed inside of youtube - <https://www.youtube.com/user/crashcourse>
- 206) **Curiosity** – This epic website is a product of Discovery Communication, the group behind brands such as Animal Planet, The Dodo and DMAX to name just a few. The visually engaging website offers an exciting combination of factual articles, and unusual news, along with high-quality video and sounds that's sure to pique the curiosity of the most apathetic students - Free - <https://www.discovery.com/tv-shows/curiosity/>
- 207) **Dictionary** - While this may seem like a boring choice at first glance, Dictionary.com and its sister site, Thesaurus.com, offer much more than just word definitions and synonyms. Dictionary.com also has another segment named Everything after Z, offering videos, quizzes, informational blog posts and word fact listicles. The goal is to teach etymology and history in clear, concise English. This is a valuable resource for students who are thirsting to learn more. It's also helpful for those students who may not like traditional learning outlets. Learning the complex histories between everyday words and the world around us can be the perfect gateway to linguistic intrigue – Free - <https://www.dictionary.com/e/>
- 208) **Enchanted Learning** – Place to find information about specific topics, different educational materials – Free - <https://www.enchantedlearning.com>
- 209) **Exploratorium** – Different activities, and other things within a digital library – Free - <https://www.exploratorium.edu/education/designing-teaching-learning-tools>
- 210) **Google Earth** – Can investigate the world based on where things are in the world - <https://www.google.com/earth/>
- 211) **Google Lit Trip** – Can choose a book to investigate the book by looking at where it is in the world – Free - <http://www.googlelitrrips.org>

- 212) **How Stuff Works** – Great place to help you figure out how things work – free - <https://www.howstuffworks.com>
- 213) **iCivics** – Lessons and games dealing with social studies and government – Free - <https://www.icivics.org>
- 214) **IgHome** – One place to have students research things going on now – Free - <http://www.ighome.com>
- 215) **Inspiration** – To explore words, numbers, and concepts – free - <http://www.inspiration.com/Kidspiration>
- 216) **Life Hacker** - One place to have students research things going on now - Free – <http://www.lifehacker.co.uk>
- 217) **Mental Floss** - Look up different topics and explore what you find – Free - <https://mentalfloss.com>
- 218) **NASA** – Place to gather knowledge about space – Free - <https://www.nasa.gov>
- 219) **National Geographic Kids** – Place for kids to find information - <https://kids.nationalgeographic.com>
- 220) **Newsela** – Place to find non-fiction articles that you can decrease or increase the lexile for your classroom – Free - <https://newsela.com>
- 221) **Periscope TV** – Real live news that is going on now – Free - <https://www.periscope.tv>
- 222) **School tube** - Look up different topics and explore what you find – student friendly - <https://www.schooltube.com>
- 223) **Sleepytime** - This site tells you the best times to go to bed if you have to be up at a certain hour – a very useful tool within student life. Taking into account regular sleep cycles, Sleepytime can help if you suffer from grogginess in the mornings – Free - <https://sleepyti.me>
- 224) **Storybird Literacy** - "short, art-inspired stories you make to share, read, and print." - <https://storybird.com/educators/>
- 225) **Studygs** – Study guides and teaching strategies – these help with things in the classroom – Free - <http://www.studygs.net>
- 226) **Teachers pay Teachers** – Great resource to find lessons or other ideas when you need to create a new lesson – these are connected to standards – Free at Times with other options available - <https://www.teacherspayteachers.com>
- 227) **UnPlug the TV** – Interesting things you can watch instead of TV – Free- <http://unplugthetv.com>
- 228) **Youtube** – Look up different topics and explore what you find – Free - <https://www.youtube.com>
- 229) **Word Central** – Build your own dictionary – daily buzzwords – games and things for educators – Free - <http://wordcentral.com>

### **Rubrics:**

- 230) **PBIS** – Place to build rubrics – Free - <https://www.pbisrewards.com/blog/free-online-rubric-maker/>
- 231) **iRubric** – Place to build rubrics – Free - <https://www.rcampus.com/indexrubric.cfm>
- 232) **Rubistar** – Place to build rubrics for assignments – Free - <http://rubistar.4teachers.org/index.php>
- 233) **Teacher Planet** – Place to build rubrics – Free - <http://www.teacherplanet.com/taxonomy/term/211>

**Science:**

- 234) **CAST** - Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn – Free - <http://www.cast.org>
- 235) **Little Bits** – Place to get kits for STEM or science – Cost per thing you order - <https://shop.littlebits.com/collections/educators>

**Slides:**

- 236) **Canva** – Create presentation, resume, brochures, posters, cards, and many other items – elegant features – Free Version with upgrades available – [www.canva.com](http://www.canva.com)
- 237) **Emaze** – Free – Build slides, Blog, E-Card, Photo Album or a Websites – You can also find ones that are already built - <https://app.emaze.com/mypresentations#/explore>
- 238) **Envato** - [https://envato.com/elements/lp/powerpoint-templates\\_d/?adposition=none&gclid=EAIAIQobChMI4oaYuv-95wIVSb5PCh09rgUFEAEYASAAEgJVGVd\\_BwE](https://envato.com/elements/lp/powerpoint-templates_d/?adposition=none&gclid=EAIAIQobChMI4oaYuv-95wIVSb5PCh09rgUFEAEYASAAEgJVGVd_BwE)
- 239) **In Slide Share** – a place where you can share slides with other people in a community way - Free - <https://www.slideshare.net>
- 240) **Prezi** – Make interactive slides – Can share these out and have multiple users creating them at the same time – Free for education purposes - <https://prezi.com/pricing/>
- 241) **Voicethread** – Create slides using images, voice what you are looking at and then you can add voice comments to them as well, - Free Version with upgrades available - <https://voicethread.com>

**Social Media Platforms:**

- 242) **Facebook** – create a class page to talk about specific things - Free - [www.facebook.com](http://www.facebook.com)
- 243) **Flickr** – create a space for students to talk to each other with pictures – This can be set up as a class – and you can protect pictures from other people seeing or taking - free - [www.flickr.com](http://www.flickr.com)
- 244) **Ghost** - is an open source blogging platform that's intended to make writing and publishing content simple. - \$19 a month - <https://ghost.org>
- 245) **Goodreads** – create a class and share books between students - free - [www.goodreads.com](http://www.goodreads.com)
- 246) **Instagram** – create a class site to share photos - free - [www.instagram.com](http://www.instagram.com)
- 247) **Mastodon** -similar to Twitter - Free - <https://joinmastodon.org>
- 248) **Medium** - Create an account to personalize your homepage, follow your favorite authors and publications, applaud stories you love, and more. - Free - <https://medium.com>
- 249) **Pinterest** – create boards around specific ideas – such as theme or main concepts in a book - Free - [www.pinterest.com](http://www.pinterest.com)
- 250) **Posthaven** - similar to Tumblr - \$5 a month - <https://posthaven.com>
- 251) **Twitter** – create a few hashtags for students to use when they are on the site - free - [www.twitter.com](http://www.twitter.com)
- 252) **Tumblr** - is a place to express yourself, discover yourself, and bond over the stuff you love. It's where your interests connect you with your people. - Free - <https://www.tumblr.com>
- 253) **Typepad** - Very similar to Tumblr - Free - <https://www.typepad.com>

**Storyboards:**

- 254) **ACMI** - A digital story board to build a story - Free - <https://www.acmi.net.au/education/online-learning/film-it/storyboards/storyboards-beginner/#introduction>
- 255) **Creaza** - If you teach students in younger levels, Creaza is a must-have tool for creating digital stories. Students have access to themes and backgrounds, and they can also add their own audio and video files in the process. Users also have access to a comprehensive mind map tool that can be used to help students better understand a wide range of topics, from plot lines to science vocabulary – Free - <https://web.creaza.com/en/>
- 256) **Lulu** – create, publish, and sell your book for free – Free - [https://www.lulu.com/?msclkid=5828d994cdae15eaf96b823f5683499f&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=US%20-%20Lulu%20-%20Branded&utm\\_term=lulu.com%20self%20publishing&utm\\_content=Self-Publishing](https://www.lulu.com/?msclkid=5828d994cdae15eaf96b823f5683499f&utm_source=bing&utm_medium=cpc&utm_campaign=US%20-%20Lulu%20-%20Branded&utm_term=lulu.com%20self%20publishing&utm_content=Self-Publishing)
- 257) **Storyboard That** – A digital story board to build a story – Free Version with upgrades available - <https://www.storyboardthat.com>

**Study Help:**

- 258) **Flashcards Machine** - test vocabulary, math equations, foreign languages, and more. Test your students' knowledge in class, or encourage them to use the flashcards for homework. - <https://www.flashcardmachine.com>
- 259) **Free Rice** - - <http://freerice.com/#/english-vocabulary/6969>
- 260) **Funbrain** – Different games, reading, math, and other things all in one place. This is educational site with games for students to play – Free - <https://www.funbrain.com/games>
- 261) **Kahoot!** – Place to make games for your students or find games already made over certain topics – Free - <https://create.kahoot.it>
- 262) **Memorize** – Create flash cards – memorize material, and then collaborate, understand and share with peers – Free - <http://memorize.com>
- 263) **MetaVerse** – Build an interactive game like an “escape” room feel to it but students access it on their phones – Free - <https://gometa.io>
- 264) **Quizlet** – Create flashcard, simulation test, games within it as well that directly relates to the flashcards you create – Free - <https://quizlet.com>
- 265) **Study blue** – Create flashcards – can be downloaded to phone for quick/easy use – Free - <https://www.studyblue.com>
- 266) **Study Stack** – Create flashcards or find ones already created – Can turn into different games – can download to phone as well – Free - <https://www.studystack.com>
- 267) **Super Teacher Tools** – Place to make games for your class such as jeopardy – Free - <https://www.superteachertools.us>
- 268) **Visual thesaurus** – Place where you can look at alternatives for words – gives you specific ways to use these words - <https://www.visualthesaurus.com/trialover/>
- 269) **Vocabulary** – Place to put vocabulary and study it with games – Free Version with upgrades available - <https://www.vocabulary.com/educator-edition/pricing/>
- 270) **Vocabulary.co.il** – Place to build vocabulary - <https://www.vocabulary.co.il>

**Technology:**

- 271) **QR Codes** - short for quick response codes — are those funny little black-and-white pictures that have popped up everywhere in the last few years. I saw my first one in a real estate magazine about three years ago. The agent in the picture told me to scan it. I had no idea what she was talking about – Free - <https://www.the-qr-code-generator.com>
- 272) **Technology Integration Matrix (TIM)** – provides framework for describing the use of technology to enhance learning. This helps arrange information by subject, grade level and the adds Marzano like terminology to help you create lessons – Free - <https://fcit.usf.edu/matrix/project/active-infusion/>

**Timers:**

- 273) **Marinara Timer** – fun times to use in your classroom – Free - <https://www.marinaratimer.com>
- 274) **Online Timer** – fun timers to use in class – Free - <https://www.online-stopwatch.com/classroom-timers/>
- 275) **Time and Date** – fun timers to use in class – Free - <https://www.timeanddate.com/timer/>

**Timelines:**

- 276) **Adobe Spark** - create timelines - Free - <https://spark.adobe.com/make/timeline-maker/>
- 277) **Office Timeline Maker** - create timelines in powerpoint or word - Free - <https://www.officetimeline.com/?msclkid=a1b46d9630ee13793f94334048010508>
- 278) **SmartDraw** - create timelines - Free - <https://www.smartdraw.com/timeline/timeline-maker.htm?id=44382&msclkid=20d28448fb6f19d2a596da9e83808bdb>
- 279) **Visme** - create timelines - Free Version with upgrades available - <https://www.visme.co/timeline-maker/>

**Video:**

- 280) **Animoto** – Not sure what price goes to after trial Make videos – simple to use - Free Version with upgrades available - <https://animoto.com/projects>
- 281) **Educreations** – Makes videos – Flipped classroom – you can build these with images, annotations, and voice as well - Free Version with upgrades available - <https://www.educreations.com/features/>
- 282) **Filmora** – create and edit videos – Free - [https://filmora.wondershare.net/youtube-video-editor-bing.html?msclkid=6b347c21f9291014ee2f278a65eaa629&utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=VEWin\\_Search\\_pid\(1107\)\\_US\\_Bing&utm\\_term=youtube%20video%20editor&utm\\_content=CP-YT%20Editor-New](https://filmora.wondershare.net/youtube-video-editor-bing.html?msclkid=6b347c21f9291014ee2f278a65eaa629&utm_source=bing&utm_medium=cpc&utm_campaign=VEWin_Search_pid(1107)_US_Bing&utm_term=youtube%20video%20editor&utm_content=CP-YT%20Editor-New)
- 283) **iLearn** – interactive videos – great for flipped classrooms – Free - <https://learn.playposit.com/learn/#demo>
- 284) **iMovie** – Can use this to make movies or a trailer – could also be used for a presentation - Free - <https://www.apple.com/imovie/?at=113vamU&ct=0500bk7v26h8>
- 285) **Magistro** – record and edit videos – Free Version with upgrades available - <https://www.magisto.com>
- 286) **Microsoft** – Recording presentations in PowerPoint – Free - <https://support.office.com/en-us/article/about-recording-presentations-in-powerpoint-c172c4ac-b93b-4043-b575-41cb010e6a6c>

- 287) **Screencast-o-matic** – record and edit video – free - <https://screencast-o-matic.com>  
 288) **Snag It** – make videos using the images or ideas directly on your computer – Free Version with upgrades available - <https://www.techsmith.com/screen-capture.html>  
 289) **We Video** – Edit the video – Free - <https://www.wevideo.com>

### **Website:**

- 290) **Weebly** – you can build websites – you can set it up for students to build these as well.  
 - <https://www.weebly.com>  
 291) **Wix** - Can build a website – Free Version with upgrades available – [www.wix.com](http://www.wix.com)  
 292) **Word Press** – Can build a website – Free Version with upgrades available - <https://wordpress.com>  
 293) **Yola** - Can build a website – Free Version with upgrades available - <https://www.yola.com>

### **Wiki – Sites:**

- 294) **Eduhub** – Place to start a Wiki for a class – Free Version with upgrades available - <http://www.pbworks.com/education>

### **Word Clouds:**

- 295) **Tagul** – Create word clouds – free - <https://wordart.com/login?next=/my-artwork>  
 296) **Tagxedo** – Create word clouds – free - <http://www.tagxedo.com>  
 297) **Wordle** – Create word cloud – Free - <http://www.wordle.net>  
 298) **Wordsift** – Put in text and it creates an image based on what words are used – Free - Learn boost – <https://wordsift.org>

### **Writing:**

- 299) **Essay Mama** - Since the company has writers from several disciplines in its team, you will be paired with an expert who can help you create great textbooks and online courses. This website is a great source of free tips and guides on academic writing. - Free Version with upgrades available - [https://www.essaymama.com/write-my-essay/?utm\\_campaign=elearningindustry.com&utm\\_source=%2F10-elearning-websites-for-educators-use-new-semester&utm\\_medium=link](https://www.essaymama.com/write-my-essay/?utm_campaign=elearningindustry.com&utm_source=%2F10-elearning-websites-for-educators-use-new-semester&utm_medium=link)  
 300) **Grammarly** - Take the guesswork out of great writing. Check your emails, documents, essays, and more. Take the guesswork out of writing great emails, documents, and posts. Easily improve any text. Eliminate grammar errors – Free with upgrades – [www.grammarly.com](http://www.grammarly.com)  
 301) **Graphic Organizers** – Whole bunch of graphic organizers – Free - [http://www.eduplace.com/kids/hme/k\\_5/graphorg/index.html](http://www.eduplace.com/kids/hme/k_5/graphorg/index.html)  
 302) **Guide to writing and grammar** – activities for students to do to understand grammar and writing more – Free - <http://grammar.ccc.commnet.edu/grammar/>  
 303) **Interactive Language Arts** - This website serves as a resourceful guide to English language arts topics. You can find educational, interactive games and simulations for grades K-5 in the categories of grammar, compound words, capitalization, phonemes and words, punctuation, poetry, reading and sight words, parts of speech, writing and rhyming. These activities work well with an interactive whiteboard. – Free - <http://interactivesites.weebly.com/language-arts.html>

- 304) **ReadWriteThink** - Some of the most popular tools for grades K-12 include Story Map, Persuasion Map, Word Family Sort, Acrostic Poems, Trading Card Generator and Comic Creator. You can choose different tools based on the grade level, capabilities, student interactive type, theme, and learning objective. – Free  
- <http://www.readwritethink.org/classroom-resources/student-interactives/>
- 305) **Time4Writing** – Place to explore good writing/How to write – Free -  
<https://www.time4writing.com/free-writing-resources/>

### **Apps – iPads/iPhones/Androids/Tablets:**

- 306) **Annotate** – ia – Place to annotate, review and clarify information - \$9.99 -  
<https://www.iannotate.com>
- 307) **Annotation** – Touchcast Studio – Free - <https://itunes.apple.com/us/app/touchcast-interactive-video/id603258418?mt=8>
- 308) **Annotate/sketch** – Skitch – get your point across with fewer words using annotation, shapes, and sketches – Free - <https://evernote.com/products/skitch>
- 309) **Communication** - Remind – APP as well – Place to send reminders to your students and/or their parents who add this app, you can get hide the reply function or utilize it for the class - <https://www.remind.com>
- 310) **Communication** – Team Reach – APP as well – Place to send reminders to your students and/or their parents who add this app, also can add a calendar to this application with photos, plus a message board for students/parents/teacher to communicate back and forth -  
<http://www.teamreach.com>
- 311) **Interactive WhiteBoard** – Show Me – interactive whiteboard – share lessons and write on or draw on the whiteboard – Free - <https://www.showme.com>
- 312) **Journal** – Day one app – journal and can add photos – Free  
- [https://dayoneapp.com/?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier](https://dayoneapp.com/?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier)
- 313) **Journal** – Momento – smart private journal – Free -  
[https://momentoapp.com/?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier#](https://momentoapp.com/?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier#)
- 314) **Journal** – Penzu – Free online journal - <https://penzu.com>
- 315) **Journal** – Timo Partl - diary or journal – Free  
- [https://timopartl.com/?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier](https://timopartl.com/?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier)
- 316) **Journal** – Grid Diary - Free -  
[http://griddiaryapp.com/en/?utm\\_source=zapier.com&utm\\_medium=referral&utm\\_campaign=zapier](http://griddiaryapp.com/en/?utm_source=zapier.com&utm_medium=referral&utm_campaign=zapier)
- 317) **Little Story Maker** – Create a story and make it interactive – Free -  
<https://itunes.apple.com/us/app/little-story-maker/id508287659>
- 318) **Minecraft** - create worlds, houses or other artifacts for projects - Free with upgrades -  
<https://itunes.apple.com/us/app/minecraft/id479516143?mt=8>
- 319) **Noisli** - white-noise generator, offering a menu of different sounds you can combine to your liking, creating a nice hum in the background that can help you stay focused. As I type, my favorite combination of sounds is going in the background: “coffee shop” set on a higher volume, with “rain” and “fireplace” set on medium – Free - <https://www.noisli.com>

- 320) **Note Taking** – Bear – Free  
- <https://itunes.apple.com/us/app/bear/id1091189122?mt=12&ign-mpt=uo%3D4>
- 321) **Note-Taking** - Notability – take notes, annotate, use different colors – Free -  
<http://gingerlabs.com>
- 322) **Note-Taking** – Notebook – text, checklist, audio, photos, file, sketch, smart cards – Free  
- <https://www.zoho.com/notebook/>
- 323) **Photos/Audio** – ChatterPix Kids – great place to give your photo a voice – Free -  
<https://itunes.apple.com/us/app/chatterpix-kids-by-duck-duck-moose/id734046126>
- 324) **Silence** – White noise – an app that plays white noise to distract yourself from what is  
going on in the class – Free - <https://itunes.apple.com/us/app/white-noise/id289894882?mt=8>
- 325) **Sketch** – Doodle Buddy – paint, draw, scribble, sketch – Free -  
<https://itunes.apple.com/us/app/doodle-buddy-paint-draw-scribble-sketch-its-addictive/id313232441>
- 326) **Story** - Book Creator – Free - <https://itunes.apple.com/us/app/book-creator-for-ipad/id442378070?mt=8>
- 327) **Story** - Comic Life – create a comic book – Free - <http://www.comiclif.com>
- 328) **Story** - Texting Story Chat Story – create dialogue using text messaging – Free -  
<https://itunes.apple.com/us/app/textingstory-write-chat-stories-save-as-video/id1083676922?mt=8>
- 329) **Video Making** – Adobe Spark Video – take pictures and turn it into a video – Free -  
<https://itunes.apple.com/us/app/adobe-spark-video-animated-videos-in-minutes/id852555131?mt=8>
- 330) **Writing** - Shake a Phrase – shake a phrase and then give it to your students to write about  
it – \$1.99 - <https://itunes.apple.com/us/app/shake-a-phrase-fun-with-words-and-sentences/id436414534>

### **Podcasts:**

- 331) **BBC Podcasts** - Great place to find out interesting information and also great place to  
research topics – Free - <http://www.bbc.co.uk/podcasts>
- 332) **CBC Podcasts** - Great place to find out interesting information and also great place to  
research topics – Free - <https://www.cbc.ca/radio/podcasts>
- 333) **Magnify Learning** – PBL podcast – Free - <https://magnifylearningin.org/the-pbl-playbook-podcast/>
- 334) **Podcasts** - Great place to find out interesting information and also great place to research  
topics – Free - <http://www.podcasts.com>
- 335) **Podcastone** - Great place to find out interesting information and also great place to  
research topics – Free - <https://www.podcastone.com>
- 336) **Stitcher** – Top 100 podcasts – Free - <https://www.stitcher.com/stitcher-list/all-podcasts-top-shows>
- 337) **Spreaker** - Great place to find out interesting information and also great place to research  
topics – Free - <https://www.spreaker.com>
- 338) **TedTalks** – Great place to find out interesting information and also great place to  
research topics – Free - [https://www.ted.com/playlists/129/ted\\_under\\_20](https://www.ted.com/playlists/129/ted_under_20)

**APPENDIX B. EXAMPLES OF A CALENDAR, PORTFOLIO REQUIREMENTS,  
RUBRIC, AND LESSON PLAN**

**Appendix B.1 – EXAMPLE OF THE CALENDAR**

Week 1			
Motivation:	The Hate You Give Trailer	Javon Johnson - "cuz he's black"	Ronald Vinson "Letter To Your Flag"
Novel Reading:	<i>The Hate U Give</i> 3-66pg.	<i>The Hate U Give</i> 67-121 pg.	<i>The Hate U Give</i> 122 - 181 pgs.
Technology:	Symbaloo	AutoDraw	Schoology
Technology:	Flipgrid	Google Classroom	Pinterest
Twitter:	Post 3 times a week	Chat	Add 10 new people with english/education
Closing:	Workshop	Workshop	Workshop
Week 2			
Motivation:	"Black College" by Denver Team	"Emmett" by Philadelphia Team	"To White Parents" by Denver Team
Novel Reading:	<i>The Hate U Give</i> 182 - 239 pgs.	<i>The Hate U Give</i> 240 - 290 pgs.	<i>The Hate U Give</i> 291 - 349 pgs.
Technology:	WordArt	Emaze/Prezi	Slack
Technology:	Canva	Nosli	Sketchboard
Twitter:	Post 3 times a week	Chat	Add 10 new people with english/education
Closing:	Workshop	Workshop	Workshop
Week 3			
Motivation:	"Shots Fired" by Los Angeles Team	"Letter to my Future White Son" by Philadelphia Team	"All Lives Matter, But...", a New Poem from Royce Mann
Novel Reading:	<i>The Hate U Give</i> 353 - 370 pgs.	<i>The Hate U Give</i> 373-419 pgs.	<i>The Hate U Give</i> 420 - 444 pgs.

Technology:	Graphic Organizers	Conferencing Tools	Podcasts
Technology:	Storyboard That	Book Creator	Journaling
Twitter:	Post 3 times a week	Chat	Add 10 new people with english/education
Closing:	Workshop	Workshop	Workshop
Week 4			
Motivation:	American Kids & The School-To-Prison Pipeline	Neiel Israel - "When a Black Man Walks"	"I Quit" Prince Ea
Novel Reading:	<i>Just Mercy</i> 3 - 66 pgs	<i>Just Mercy</i> 67 - 114 pgs	<i>Just Mercy</i> 115 - 185 pgs
Technology:	Wix	Spreaker	Nearpod
Technology:	Weebly	Visual Thesaurus	Spiral
Twitter:	Post 3 times a week	Chat	Add 10 new people with english/education
Closing:	Workshop	Workshop	Workshop
Week 5			
Motivation:	"Dreams" Mark J.	How Schools Are Funneling Certain Students Into The Prison System   Think   NBC News	"My World" - Poem and Interview on School to Prison Pipeline
Novel Reading:	<i>Just Mercy</i> 186 - 226 pgs	<i>Just Mercy</i> 227 - 294 pgs	<i>Just Mercy</i> 295 - 319 pgs
Technology:	Powtoon	Kiddom	Hyper docs
Technology:	iMovie	Minecraft	Google Earth
Twitter:	Post 3 times a week	Chat	Add 10 new people with english/education
Closing:	Workshop	Workshop	Workshop

Week 6			
Motivation:	Changing Direction: Dismantling the School to Prison Pipeline	Malcolm London: "High School Training Ground"	I JUST SUED THE SCHOOL SYSTEM !!!
Technology:	Metaverse	ThingLink	BREAKOUT EDU
Technology:	No Red Ink	Explain Everything	
Twitter:	Post 3 times a week	Chat	
Closing:	Workshop	Workshop	

## APPENDIX B.2 – EXAMPLE OF THE PORTFOLIO REQUIREMENTS

The purpose of this assignment is to take the ideas and concepts from the materials we read, *One of Us is Lying*, *The Hate U Give*, *Just Mercy*, *White Fragility*, *Surviving Justice*, *American Negro Folktales*, *American History X*, and other miscellaneous texts while showing the knowledge you have gained from them. You can use the specific examples I show you in class, or you can use any technology tools you find or that I provide to you. The entire time you are using technology to explore what you have learned you need to be thinking about the umbrella question, “How do we end racism in America?”

I will be looking at how well you demonstrate competency when creating the artifacts. I will look at how you organized your artifacts. I will also examine whether you gained knowledge from literature and were able to explain it through your choice in technology. You will not be expected to turn everything you work on in a week weekly, but merely sharing one item, you worked on. The item you turn in weekly should be reviewed, edited, and revised by a peer. At the end of the six weeks, you will be expected to turn everything in at one time. When you turn everything in, you must make sure you are using a technology tool that could be used as a portfolio to house your artifacts. Attached is the rubric I will be using when grading your portfolio. You will receive a new rubric every six weeks until the end of the course has all objectives met.

### APPENDIX B.3 – EXAMPLE OF A PORTFOLIO RUBRIC

Students will create an argument for how racism should be ended.

Technology Portfolio 				
	<b>Poor 1 pts</b>	<b>Fair 2 pts</b>	<b>Good 3 pts</b>	<b>Excellent 4 pts</b>
<b>Assessment Tool</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>
<b>Cartoon</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>

<b>Character Development</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>
<b>Communication Tool</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>
<b>Draw/Art</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>

<b>Games</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>
<b>Interactive Learning Space</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and racism.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and racism.</p>
<b>Journaling</b>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>

<p><b>Mind-Mapping</b></p>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>
<p><b>Multi-Media Interactive</b></p>	<p>Poor</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Fair</p> <p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Good</p> <p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Excellent</p> <p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>

<b>Research</b>	Poor	Fair	Good	Excellent
<b>Storyboard</b>	<p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>
<b>Study Help</b>	<p>Student does not demonstrate competency when creating the artifact and it is unorganized, and it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student does not demonstrate competency when creating the artifact and it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student demonstrates competency when creating the artifact, but it is unorganized, or it is unclear about the knowledge gained by both the literature and the technology.</p>	<p>Student demonstrates competency when creating the artifact in an organized way that clearly shows the knowledge gained by both the literature and the technology.</p>

**APPENDIX B.4 – EXAMPLE OF A LESSON PLANS****Day 1: It's A THUG Life****Overview:**

Today, we will be discussing pages 1 - 66 that we read in *THUG (The Hate U Give)*. We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Symbaloo is a way to get technology into students’ hands; it is a flawless way to ensure they get to the correct website every single time. This tool allows the teacher to just say click this button instead of giving students URLs that are hard to read, type, or say. It is a tool that simplifies technology. Flipgrid is a tool you can use in the classroom to answer questions. I typically used this to answer questions that students may not want to share with a whole group or maybe you just want their unclouded ideas. I think this is a great way for students to respond that have issues getting their ideas out on paper just a different way to assess their learning. I am asking a sensitive question within Flipgrid, so students can see how it could be used.

**Iowa Standards:**

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

**Objectives:**

- Students will be able to cite evidence to analyze Starr’s perception in the story.
- Students will be able to analyze Starr’s point of view.

**Materials Needed:**

- Computer
- Projector
- *THUG (The Hate U Give)*

**Anticipatory Set/Motivation/Introduction (10mins)**

- What have you heard about THUG?
- Watch: The Hate You Give Trailer
- Make predictions about the book
- Decide what we want to get out of the book
- Each student will write about what they hope to get out of the class and what technology they hope they can learn – Letters will get turned in – given back the last day of class

**Activities/Agenda (30 mins)**

- **Umbrella Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Communication Tool** - Used Weekly
  - Twitter – Showing how to post, start a chat, find people or groups
- **Reading:**
  - Basic ideas in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - Shooting
    - Relationship between who Starr is and who her “friends” are

**Technology:**

- **Question** – Thinking about this question as we create any and all technology
  - “How do we end racism?”
- Symbaloo – How to build one for future classroom – this is important because it is a way to centralize your technology for the class to ensure students get to the right place when using technology in the classroom
- Flipgrid – How to create/answer critical questions about the text that might not want to be shared out loud
  - They will answer the question using Flipgrid – Do you think that race played a part in this shooting?

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
- Question –
  - “How do we end racism?”
    - Have you answered this today?

**Assessment**

- Exit ticket – What platform will you use for your group rubric?

## Day 2: He Got Shot – WHAT?

### Overview:

Today, we will be discussing pages 67 - 121 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. AutoDraw is a way for students to draw digitally; it allows students to be creative and use technology at the same time which is important to digital natives. Google Classroom is an option for teachers to use. It is very similar to Canvas, but also can work as a portfolio tool. This is something that my students could use to display their portfolio or a place to funnel information to their future students. You can also create Padlets within it or use other types of technology within this site.

### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Objectives:

- **Students will be able to** cite evidence to analyze Starr’s perception in the story.
- **Students will be able to** analyze Starr’s point of view.

### Materials Needed:

- Computer
- Projector
- *THUG (The Hate U Give)*

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “*cuz he’s black*”
  - How does this impact your reading?
  - Do we see any similarities with *THUG*?
  - What is a main message that Javon is making with this poem?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss *THUG*
  - “How do we end racism?”
- **Reading:**
  - What’s going on in *THUG* (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - What do we think of the relationships between Starr and who her “friends” and between Starr and her family?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - AutoDraw – Draw a character/create a character that could be universal – why would this be important for our students? What different things could you use this for with literature?
  - Google Classroom – Think about Google classroom in the way of a portfolio for students to showcase their work

Think about how you can set up a class using Google classroom that will house all of the parts of the class that are important to you or what other program will you use to house your portfolio?

#### **Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

#### **Assessment**

- Exit ticket – List three similarities and three differences between *THUG* and “Cuz He’s Black”

### Day 3: The world would this happen

#### Overview:

Today, we will be discussing pages 122 - 181 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Pinterest is a way for students to organize ideas and create boards based on themes or characters. These are relatively easy to manage, and most students enjoy making them. After they are created, you can begin to pull more information out of students to synthesize new ideas and create new schemes. Educlipper is an option for students to display their portfolio or a place to funnel information to their future students. It is a user-friendly place to put all of your documents in one place.

#### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Objectives:

- **Students will be able to** cite evidence to analyze Khalil’s perception in the story.
- **Students will be able to** analyze Khalil’s point of view.

#### Materials Needed:

- Computer
- Projector
- THUG (*The Hate U Give*)
- Brookfield Discussion Models

#### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “*Letter to Your Flag*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?

- What is a main message that Vinson is making with this poem?
- Is it relevant to THUG?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - What do we think of the relationships between Starr and who her “friends” and between Starr and her family?
    - How are these relationships beginning to change?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Educlipper – A portfolio for students to showcase their work
    - Think about how you want to showcase your learning for our class – Would this be the best way to show your work?
  - Pinterest – Think about how you could use Pinterest to build knowledge around the theme of a book.
    - Create a board with the theme of THUG in mind.

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?

### Day 4: hmmm... The police did what?

#### Overview:

Today, we will be discussing pages 182 - 239 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Today, we are using Appleman's lenses;" I choose these three lenses to begin to see things through another perspective. I also know that these can be helpful because having more ways to participate in discussion within an ELA classroom is vital to have students talk about tough subjects. My goal by having them use these lenses is to learn how to digest material in a new interesting way. Throughout every class we will be trying to answer our umbrella question, "How do we end racism?" This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Canva is a way for students to organize ideas and create posters or other artifacts to show their learning. These are relatively easy to manage, and most students enjoy making them. After they are created, students can showcase them within a portfolio as proof of their learning. WordArt is a fun way to show what you have learned or to build an image with words within in it to show your learning of a specific topic.

#### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Objectives:

- **Students will be able to** cite evidence to analyze King's perception in the story through the theoretical lenses.
- **Students will be able to** analyze King's point of view.

#### Materials Needed:

- Computer
- Projector

- THUG (*The Hate U Give*)
- Appleman Lens Cards

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “*Black College*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?
  - What is a main message that The Denver Team is making with this poem?
  - How is it relevant to THUG?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do we view this book so far with the Gender Lens?
    - How do we view this book so far with the Biographical Lens?
    - How do we view this book so far with the Social Power/Marxist Lens?
  - Appleman Lens (They have read before entering class - so we will have a class discussion over these topics)
    - Why would using these be helpful in a classroom?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - WordArt – Create a piece of word art from adjectives used within the book
  - Canva – Think about how you could create a poster or book cover for this book within Canva – that would point out a major theme

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Exit ticket – List three similarities and three differences between THUG and “Black College

## Day 5: Why Khalid?

### Overview:

Today, we will be discussing pages 240 - 290 that we read in THUG (*The Hate U Give*).

We will spend half of the class discussing the book. We will still be evaluating using Appleman's lenses;" I choose these three lenses to begin to see things through another perspective. I also know that these can be helpful because having more ways to participate in discussion within an ELA classroom is vital to have students talk about tough subjects. My goal by having them use these lenses is to learn how to digest material in a new interesting way. We also will be looking at tech tools from Jennifer Gonzalez and evaluating which ones we would prefer to use in our future classroom. Throughout every class we will be trying to answer our umbrella question, "How do we end racism?" This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Nosli is an app or website you can use to help distracted learners. This plays white noise and allows students to be distracted in a positive way in the classroom.

### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Objectives:

- **Students will be able to** cite evidence to analyze Starr's perception in the story through the theoretical lenses.
- **Students will be able to** analyze Starr's point of view.

### Materials Needed:

- Computer
- Projector
- THUG (*The Hate U Give*)

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “*Emmett Till*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?
  - What is a main message that The Philadelphia Team is making with this poem?
  - How is it relevant to THUG?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do we view this book so far with the Archetypal Lens?
    - How do we view this book so far with the New Criticism/Formalism Lens?
    - How do we view this book so far with the Psychological Lens?
  - Theory behind – Tech Tools (They have read before entering class - so we will have a class discussion over these topics)
    - Which ones would be the easiest to incorporate into class and why?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Nosli – Talk about how to use these white noises in classes and for individual students

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Exit ticket – List three similarities and three differences between THUG and “Emmitt till”

## **Day 6: Did He Need to Die?**

### **Overview:**

Today, we will be discussing pages 291 - 349 that we read in THUG (*The Hate U Give*).

We will spend half of the class discussing the book. We will still be evaluating using Appleman’s lenses;” I choose these three lenses to begin to see things through another perspective. I also know that these can be helpful because having more ways to participate in discussion within an ELA classroom is vital to have students talk about tough subjects. My goal by having them use these lenses is to learn how to digest material in a new interesting way. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Slack is a website you can use to help create opportunities to converse through technology with other students. This is a great site to either create conversations with students or to have conversations with students. Sketchboard is a great way to annotate a passage of a text or create a mindmap. These work well when you want students to hone in on specific skills, plus they can be accessed on any device.

### **Iowa Standards:**

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Objectives:**

- **Students will be able to** cite evidence to analyze mama’s perception in the story through the theoretical lenses.
- **Students will be able to** analyze Mama’s point of view.

### **Materials Needed:**

- Computer
- Projector
- THUG (*The Hate U Give*)

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “*To White Parents*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?
  - What is a main message that The Denver Team is making with this poem?
  - How is it relevant to THUG?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do we view this book so far with the Postcolonial Lens?
    - How do we view this book so far with the New Historicism Lens?
    - How do we view this book so far with the Deconstruction Lens?
  - Theory behind – Tech Tools (They have read before entering class - so we will have a class discussion over these topics)
    - Which ones would be the easiest to incorporate into class and why?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Slack – Create a whiteboard to share with your group
  - Sketchboard – Annotate a piece of the text or create a mindmap

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?

## Day 7: Oh Khalid...

### Overview:

Today, we will be discussing pages 353 - 370 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Graphic Organizers is a website you can use to help create new graphic organizers. This is a great site to build these organizers digitally that you can pull up on any device to help organize your thoughts. Storyboard THAT is a great way to create an outline for a story, creates a comic book over a scene, or develop a character throughout the text. Storyboard THAT can be used on many different levels with all students.

### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Objectives:

- **Students will be able to** cite evidence to analyze Mavericks’ perception in the story through the theoretical lenses.
- **Students will be able to** analyze Mavericks’ point of view.

### Materials Needed:

- Computer
- Projector
- THUG (*The Hate U Give*)

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “*Shots Fired*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?
  - What is a main message that The Los Angeles Team is making with this poem?
  - How is it relevant to THUG?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - How do feel about the police?
    - How do we help younger students progress through this text?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Graphic Organizers – Create a KWL graphic organizer for THUG in whichever technology option you prefer
  - Storyboard That – Create a comic on your favorite scene in the book

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Exit ticket – What is Maverick’s point of view in the story? Why does he feel the way he does about Starr’s boyfriend (Chris)? Does he have reason to feel this way? Why or why not?

## **Day 8: F the Police...**

### **Overview:**

Today, we will be discussing pages 373 - 419 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Conferencing tools are a great way for students to talk to each other about their projects or their portfolios. With PenPals World students can talk to different classes across the world. You can pair students with a specific class or have them find their own person to communicate with. I have about 10 different ones to look at and my students can pick from the list of the ones they prefer to use. Coggle is a spectacular place to create mindmaps or graphic organizers. You can get as creative as you want to or be as simple as you want to.

### **Iowa Standards:**

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### **Objectives:**

- **Students will be able to** cite evidence to analyze Uncle Carlos’ perception in the story through the theoretical lenses.
- **Students will be able to** analyze Uncle Carlos’ point of view.

### **Materials Needed:**

- Computer
- Projector
- THUG (*The Hate U Give*)

### **Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “*Letter to my Future White Son*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?

- What is a main message that The Philadelphia Team is making with this poem?
- How is it relevant to THUG?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - What questions do you still have about the book?
    - What has been the most impactful?
    - Do you think this book should be banned from schools?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - PenPals World – Create a chat that your students could participate in. – Find a way to chat with someone else who is reading the same book as you – How would you go about that?
  - Coggle – Create a mind-map to showcase what is going on with Starr – How complex is she?

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Exit ticket – What is Uncle Carlos’ point of view in the story? Why does he feel the way he does about sister and Maverick’s lifestyle? Does he have reason to feel this way? Why or why not?

### Day 9: Did his death matter...

#### Overview:

Today, we will be discussing pages 420 – 444 that we read in THUG (*The Hate U Give*). We will spend half of the class discussing the book. Throughout every class we will be trying to answer our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do very different things for my students. Podcasts are a great way for students to learn about ideas from their books in an interesting way. Teachers can use Podcasts to supplement students reading in class. Each student will find a podcast that they could pair with THUG for their portfolio. Journaling is a great way to reflect on what students have learned or make predictions about what they are going to learn. Students can also use these to think about their thinking on a daily basis. I have about 7 different websites or apps students could use, so they will figure out which ones are the most useful for them to use in their portfolio. We will be looking at *The Little Memory*.

#### Iowa Standards:

- RL.11–12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.
- RL.11–12.6 - Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Objectives:

- **Students will be able to** cite evidence to analyze Chris’ perception in the story through the theoretical lenses.
- **Students will be able to** analyze Chris’ point of view.

#### Materials Needed:

- Computer
- Projector
- THUG (*The Hate U Give*)

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “*All Lives Matter, But...*”
  - How does this impact your reading?
  - Do we see any similarities with THUG?
  - What is a main message Mann is making with this poem?
  - How is it relevant to THUG?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss THUG
  - “How do we end racism?”
- **Reading:**
  - What’s going on in THUG (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - Did Khalid’s death matter?
    - What questions do you still have about the book?
    - What has been the most impactful?
    - Do you think this book should be banned from schools?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Podcasts – Find a few podcasts you could listen to in conjunction with THUG. – How does your Podcast support or help explain the book?
  - The Little Memory – Use a journaling site to blog about the book, or find a tool to use with students to communicate between each other – journal about the book for the next week and see how it works

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?

## Day 10: School to Prison Pipeline

### Overview:

Today, we will be discussing pages 3 - 66 that we read in JM (*Just Mercy*). We will spend half of our class time discussing the book. Each student will evaluate a peer's portfolio and answer the umbrella question, "How do we end racism?" This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do similar things for my students. Wix is a website creator. This would be great ways to display the portfolios or to use with a class that is focused on a specific umbrella question. Students can showcase their learning and artifacts in this one location. Wix has many elegant features. Build Yourself Wild is a place where you can create a character. This is helpful for students because they can see how different features can change a story.

### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.
- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

**Materials Needed:**

- Computer
- Projector
- JM (*Just Mercy*)

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “American Kids & The School-To-Prison Pipeline”
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Wix – A website you can design - How could you utilize this website as a portfolio
  - Build Yourself Wild – Create a Character in the book – what does the character look like – what do they wear – what does their face look like

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Exit ticket – Write three similarities and three differences between *THUG* and *Just Mercy*

### Day 11: Wow – just wow

#### Overview:

Today, we will be discussing pages 67 - 114 that we read in JM (*Just Mercy*). We will spend half of the class discussing the book. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. iEarn is a place to design projects to learn about other things going on in the world within a class. Students can also do things for these different countries. It is an interesting way to make the world seem smaller to your students when they have not seen the world. Visual Thesaurus is a site that you can put a word into, and it shows you other synonyms you could use instead, but it also shows those words specific meanings. This can be helpful for visual learners to see how words are connected.

#### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.

- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

### Materials Needed:

- Computer
- Projector
- JM (*Just Mercy*)

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “When a Black Man Walks” – Neiel Israel
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - iEarn – Think about ways you could incorporate this into your classroom – find a project that your class could do
  - Visual Thesaurus – Use this website to create meaning within the words you use with your students and find new ways to use words with your students - find a few words in the book and play with what words you could change them to

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Exit ticket – Write three similarities and three differences between *THUG* and *Just Mercy*

## Day 12: He did what do who?

### Overview:

Today, we will be discussing pages 115 – 185 that we read in JM (*Just Mercy*). We will spend half of the class discussing the book. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. Nearpod is a digital whiteboard that could be utilized in the classroom. This is something that the teacher could create for students or that students create as part of a project. This website can be used and manipulated in many ways to tailor it to your classroom or to a project. Spiral is a site that you can use to have class discussions or even use as a means to assessment with your students. This can be helpful for visual learners to see how other students understand the material.

### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.
- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

**Materials Needed:**

- Computer
- Projector
- JM (*Just Mercy*)

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “*I Quit*” – Prince Ea
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Nearpod – Learning how to use an interactive whiteboard – take a passage from the book and annotate it.
  - Spiral – How could you use this as an assessment tool or to help administer discussion in the classroom - come up with 5 or 6 questions about the book that you could answer using this tool

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?

### Day 13: Dreams

#### Overview:

Today, we will be discussing pages 186 – 226 that we read in JM (*Just Mercy*). We will spend the first half of the class discussing the book. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. Powtoon is a digital cartoon. You can create this over anything. Every person has full creative control within the program. They can choose the characters, the voice, the topic, and whatever else they want to bring into it. iMovie is a great way to have students make movie trailers about a book they just read or to persuade them to do something. iMovie can be very impactful for the person making it, and the person watching it.

#### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.
- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

**Materials Needed:**

- Computer
- Projector
- JM (*Just Mercy*)

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: “*Dreams*” – Mark J.
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
    - Do you believe in what he is doing?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Powtoon – Create a Cartoon as a trailer for the book
  - iMovie – Create a movie trailer for a book
    - Pick one or both of these to play around with.

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
  - Begin to think about how you are answering our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Exit ticket – Write three similarities and three differences between *THUG* and *Just Mercy*

### Day 14: I don't wanna go to prison

#### Overview:

Today, we will be discussing pages 227 - 294 that we read in JM (*Just Mercy*). We will spend the first half of the class discussing the book. Students have choice and voice through this time set aside to create whatever they want to present to their peers. Throughout the term we are looking at our umbrella question, "How do we end racism?" This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. Kiddom is a platform where you can personalize learning for every child. You can add different types of literacy to this platform for students to work through. Minecraft is a great way to have students create characters and locations. They can create stories by making a setting of their book or maybe story they are writing. You can also have them create more detail items like houses within this game.

#### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.

- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

### Materials Needed:

- Computer
- Projector
- JM (*Just Mercy*)

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: How Schools Are Funneling Certain Students into The Prison System | Think | NBC News
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
    - Do you believe in what he is doing?
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Kiddom – Create an interactive space – Think about what you may want the students to answer or watch alone – maybe their answers would be sensitive in nature or maybe you just want them to have a place to think outloud about the text
  - Minecraft – Create a game or a space to explain story elements that are going on within a story - design a space that would show readers the setting of either book

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
  - Begin to think about how you are answering our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Exit ticket – Write three similarities and three differences between *Just Mercy* and “How Schools Are Funneling Certain Students into The Prison System | Think | NBC News”

## Day 15: My World

### Overview:

Today, we will be discussing pages 295 - 319 that we read in JM (*Just Mercy*). We will spend the first half of the class discussing the book. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. Hyperdocs are a way to personalize learning for every child. You can add different types of literacy to this platform for students to work through at their own pace. Google Earth Lit Trips are interesting because you request specific books, and then you log into Google Earth where you can see how the book moved around the Earth. It is very interactive.

### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.
- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

### Materials Needed:

- Computer
- Projector

- JM (*Just Mercy*)

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: *"My World"* - Poem and Interview on School to Prison Pipeline
  - How does this impact your reading?
  - Do we see any similarities with JM?
  - What is a main message?
  - How is it relevant to JM?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss JM
  - “How do we end racism?”
- **Reading:**
  - What’s going on in JM (They have read before entering class - so we will have a class discussion over these topics)
    - New details we have found out?
    - How do you feel about the racism that they express in the book?
    - What has been the most impactful?
    - Do you believe in what he is doing?
  - Theory behind – *Hyperdocs can transform the way you teach* (They have read before entering class - so we will have a class discussion over these topics)
    - Which ones would be easy to incorporate into class and why?
    - Why would we use one of these solutions in the classroom?
    - What benefit would this have in a classroom?

### Technology:

- **Question** – Thinking about this question as we create any and all technology
  - “How do we end racism?”
- Hyperdocs – Create a interactive space to work at your own pace – create a hyperdoc that would help students work through some of this book at their own pace – maybe incorporating sometime of slam poem or rap song to correlate with the book
- Google Earth Lit Trips – Watch a book unfold in front of you as you watch how it moves across the Earth - request a book and watch how it moves around the Earth – think about the benefits this would have for a visual learner

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
  - Begin to think about how you are answering our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?

- Can you answer this today?

**Assessment**

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?

## Day 16: Changing Direction

### Overview:

Today, we will be discussing both books *The Hate U Give* and *Just Mercy* for the first half of the class. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. Metaverse is a place where you can build interactive games that students play on their phones. You can design them to play as a pair or individually. You can also use it for learning concepts or as an assessment tool. NoRedInk is interesting because you can set up assignments for your students to learn grammatical or mechanical rules, to learn about specific topics, or you can use it for other English rules that maybe you want students to learn at their own pace.

### Iowa Standards:

- RI.11–12.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11–12.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- RI.11–12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11–12.6 - Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

### Objectives:

- **Students will be able to** analyze a complex list of events and explain how they interact or develop over the text.
- **Students will be able to** determine the meaning of words and phrases within the text by how the author utilizes them.
- **Students will be able to** analyze and evaluate the effectiveness of the text by explaining the main points and the engagement of the material.
- **Students will be able to** determine point of view while analyzing style and beauty of narrative.

**Materials Needed:**

- Computer
- Projector

**Anticipatory Set/Motivation/Introduction (10mins)**

- Watch: Changing Direction: Dismantling the School to Prison Pipeline
  - How does this impact your reading?
  - Do we see any similarities with THUG or JM?
  - What is a main message?
  - How is it relevant to THUG or JM?

**Activities/Agenda (30 mins)**

- **Question** – Thinking about this question as we discuss THUG, JM
  - “How do we end racism?”
- **Reading:**
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - Metaverse – Create a game for your students to play – can be a learning tool or an assessment tool – design a short or long game to begin to see the benefits of this tool - it should be about the book either to help deepen the understanding of it or to review it
  - NoRedInk – Learn grammatical or mechanical rules, to learn about specific topics, you can use it for other English rules - pick a track that would be helpful when thinking about these two books – what kinds of grammar or mechanics would you want students to understand more after reading these two novels

**Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
  - Begin to think about how you are answering our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

**Assessment**

- Exit ticket – What are three reasons why racism happens?

## Day 17: Training Ground

### Overview:

Today, we will be working in groups of four on our portfolios. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The two technology tools we will be talking about today do different things for my students. ThingLink is a place where you can upload an image and then add hyperlinks to explain the topic you are covering. You could use it as portfolio or a presentation aid. Explain Everything is an interactive whiteboard. Students can work independently here, or they can share the space with other students. They can comment and add things to other people’s boards.

### Iowa Standards:

- WL.11–12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WL.11–12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WL.11–12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences

### Objectives:

- **Students will be able to** use support and evidence from the text to create an argument over “how to end racism” utilizing content from both books, *Just Mercy* and *The Hate U Give*.
- **Students will be able to** write an informative text using complex ideas and concepts to clearly analyze content from both books, *Just Mercy* and *The Hate U Give* while answering the question “How do we end racism?”
- **Students will be able to** create narratives based on experiences after reading both books, *Just Mercy* and *The Hate U Give* while answering the question “How do we end racism?”

### Materials Needed:

- Computer

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: Malcolm London: "High School Training Ground"
  - How does this impact your reading?
  - Do we see any similarities with THUG or JM?
  - What is a main message?

- How is it relevant to THUG or JM?

### Activities/Agenda (30 mins)

- **Question** – Thinking about this question as we discuss THUG, JM
  - “How do we end racism?”
- **Reading:**
- **Technology:**
  - **Question** – Thinking about this question as we create any and all technology
    - “How do we end racism?”
  - ThingLink – Create a platform to share a topic or create a portfolio – create a ThingLink for one of the books – incorporate at least 6 links to help explain different concepts or a common concept like a theme
  - Explain Everything – Interactive Whiteboard - take a piece of the text and then find other artifacts to explain what is going on in the text

### Closure/Reflection (10 mins)

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Start to place artifacts in your portfolio to show your learning.
  - Begin to think about how you are answering our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### Assessment

- Exit ticket – Write three quotes from *THUG* and *Just Mercy* that will impact your group portfolio with how you will end racism?

## Day 18: It All Comes Together

### Overview:

Today, we will be working in groups of four on our portfolios. Throughout the term we are looking at our umbrella question, “How do we end racism?” This is our driving question for the course that will help students design their portfolio to show what they have learned about technology paired with literature. The technology tool we will be talking about today do different things for my students depending on how I build it. Breakouts can be built as tools to help students learn material or can be used to see how much they have learned. They are high-energy days so learning when to do these is important as well. I will be teaching students how to build a Breakout; this will include teaching them how to use QR codes. QR codes make it easier to get students to a specific place without having to give them the URL.

### Iowa Standards:

- WL.11–12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WL.11–12.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- WL.11–12.3 - Write narratives to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences

### Objectives:

- **Students will be able to** use support and evidence from the text to create an argument over “how to end racism” utilizing content from both books, *Just Mercy* and *The Hate U Give*.
- **Students will be able to** write an informative text using complex ideas and concepts to clearly analyze content from both books, *Just Mercy* and *The Hate U Give* while answering the question “How do we end racism?”
- **Students will be able to** create narratives based on experiences after reading both books, *Just Mercy* and *The Hate U Give* while answering the question “How do we end racism?”

### Materials Needed:

- Computer

### Anticipatory Set/Motivation/Introduction (10mins)

- Watch: “I sued the School System”

### Activities/Agenda (30 mins)

- **Technology:**

- **Question** – Thinking about this question as we create any and all technology
  - “How do we end racism?”
- BreakoutEdu – Create a game and use it as an assessment tool, check of knowledge, a fun way to end a unit, or a tool to learn more about the material. – Create a Breakout
- QR code – think about where you would send students for your Breakout – Create 2 or 3 different QRcodes for the Breakout

### **Closure/Reflection (10 mins)**

- Workshop time
  - Work on new technology learned
  - Think of different ways to utilize the technology shown today
  - Show at least one classmate something you have started to make or have finished making
  - Decide what platform you want to use to house your portfolio for the class material
  - Finalize your artifacts in your portfolio to show your learning.
  - Show your understanding of our umbrella question.
- Question –
  - “How do we end racism?”
    - Have you answered this today?
    - Can you answer this today?

### **Assessment**

- Google Form to fill out over:
  - Self-Assessment – Share one artifact
  - Twitter Points – 3 posts/chat/10 new friends
  - 21<sup>st</sup> Century – How did workshop go with your partner this week?