



# STUDY GUIDE

## There is no Apolitical Classroom

### KEY TERMS:

education establishment  
ideology

racist  
political indoctrination

anti-racist  
apolitical

Detail Focus: Complete this section <u>during</u> the video.	Main Summary Focus: Complete this section <u>after</u> the video.
<p>1. According to the education establishment, what is the purpose of education?</p> <p>2. Anti-racism is an all-encompassing ideology that demands what?</p> <p>3. What has the National Committee on Social Studies promised to do?</p>	<p>1. What political ideology is the education establishment indoctrinating students with?</p> <p>2. In what ways is the education establishment metastasizing its political agenda through school systems?</p>

## Discussion & Review Questions

1. Towards the beginning of the video, Mr. Eden notes that, “According to the education establishment, the purpose of public education is no longer just to teach ‘the three R’s’ — reading, writing and arithmetic; it is to awaken students to the fact that they live in a country that has been, remains and will probably always be... racist. Here’s how the American Association of School Administrators (AASA) recently described its mission: ‘...At a time of obscene inequities...merely trying to compensate is not enough... AASA’s work... must go further and become actively anti-racist.’” What do you think that the ‘education establishment’ is, specifically, and what is it comprised of? What factors do you think have contributed towards the education establishment changing its focus and fundamental purpose from education to political indoctrination? Explain. Why do you think that the education establishment is focusing on Anti-racism so much over other parts of their political agenda? Explain.
2. Further along in the video, Mr. Eden explains that, “Anti-racism, in its current formulation, does not mean equal treatment of others; it is an all-encompassing ideology that demands that white people accept that their behavior is either implicitly or explicitly racist- and has been for at least 400 years. The Catch-22 here is that to say you’re not racist only proves how racist you really are; that is, you are so racist you don’t even know it. And if this accusation upsets you, that’s proof of your white fragility.” Why do you think that this has become the widely-accepted definition of Anti-racism? Explain. What is fallacious and fundamentally incorrect with the reasoning presented here in this ideology of Anti-racism? Explain.
3. Later in the video, Mr. Eden shares with us that, “A lesson plan created by the New York City Culturally Responsive Education Working Group, ‘Transforming Our Public Schools: A Guide to Culturally Responsive and Sustaining Education,’ tells teachers that ‘the whole Western canon is rife with horrible stories and atrocities of who we are as people of color.’ Why do you think that New York City has a Culturally Responsive Education Working Group? Do you think that they need one? Why or why not? Considering that what they are telling teachers is flat-out wrong and unsubstantiated, do you think that the group should have any credibility? Why or why not?
4. Mr. Eden goes on to point out that, “For their part, the National Committee on Social Studies has promised to ‘flood our children with counter messages...until there is no racial inequality in economic opportunity, no racial inequality in education, no racial inequality in incarceration rates, and no brutality from police and others.’ If that sounds to you a lot more like political indoctrination than education, you would be right.” Do you think that the NCSS’s goal is realistic? Why or why not? Do you think that the NCSS should be more concerned with incarceration rates than with children learning Social Studies? Why or why not?
5. Towards the end of the video, Mr. Eden concludes that, “We all might wish that as cultural and political polarization reaches into more and more areas of American life, schools could remain an apolitical oasis where children can learn to read, write, and develop skills of socialization. But if that’s what you want for your children, then just know that anti-racist educators think that you are part of the problem... The National Council on the Teaching of English insists ‘there is no apolitical classroom.’” Why do you think that cultural and political

polarization is reaching into more and more areas of American life? Explain. In what ways might a parent wanting their children to learn academics in school, rather than to be indoctrinated, be 'part of the problem' according to the education establishment?

## Extend the Learning:

### Case Study NCTE

INSTRUCTIONS: Read the article "There Is No Apolitical Classroom: Resources for Teaching in These Times," then answer the questions that follow.

1. What is the NCTE, and who wrote this blog post? What have the members felt, and what have they been working on? What is their view on neutrality, and what do they urge each NCTE member to do? What do they believe language arts teachers should examine? The committee hopes that members do what with the resources being shared? What does the committee claim they want teachers to use the resources as statements of? The first list of resources is specifically for teachers working with what kind of students? What are the goals of the conversations in *Raising Race Conscious Children*? What is Race Forward's mission? Which resource was taken from *Citizenship & Social Justice* by Jon Greenberg? What does *White Fragility*, *Anti-Racist Pedagogy*, and *the Weight of History* supposedly allow us to see? Which learners is *Online PLC: Read Aloud as an Anti-Bigotry Tool* aimed at? What is the second section of resources aimed at understanding? In terms of supplementing curriculum, what is suggested with reading *Oath and Opposition: Education under the Third Reich*? What are The Social Justice Standards, and what are their intended purposes for educators? *Resources for Educators Focusing on Anti-Racist Learning and Teaching* is intended to support teachers working to what? What is 'symbolic and linguistic violence' and 'spirit-murder,' and who is it supposedly inflicted upon? What I-Word has now supposedly become a racial slur? What is the title of Michelle Alexander's book, and what do you think it is about?
2. In addition to the unsubstantiated claims of systemic racism and disenfranchised students referred to in the main body of the blog, the committee opens the second paragraph of the blog with the blanket statement that, "We know that racism exists in our classrooms and in our communities,"- as if racism is ubiquitous in all schools at all times and that all teachers know about it. Do you agree with the underlying and explicit presumptions made by the committee to justify proselytizing their political agenda? Why or why not? Do you think that teachers should be bringing politics and political agendas to classrooms at all? If no, why not? If yes, why and at what age should they start? Explain. As we learn in the video, it is the education establishment Leftists who have changed the notion of anti-racism from Dr. King's 'colorblind- let's treat everyone equally' to 'colorblindness is complicity with the oppressors, so now anti-racism can only be social justice.' Do you think that the assumed 'righteousness' of the Left gives them the right to decide what children in language arts classes ought to be taught in classrooms over what parents want and expect their children to learn? Why or why not? The Social Justice Standards resource is supposedly 'anti-bias' education intended for educators to 'guide curriculum development and make schools more just and equitable.' Do you think

that schools need to be more just and more equitable, and even if you don't do you think that if they did that anti-bias education would be the key to that outcome and that it would be the responsibility of language arts teachers to make it happen? Explain. In the section of books for teachers, *Born Out of Struggle: Critical Race Theory, School Creation and the Politics of Interruption* by David Stovall is listed. Considering how dangerous and how anti-American Critical Race Theory is, do you think that teachers should be influenced by it and influenced to teach it and act upon it? Why or why not?

3. Simply questioning whether anti-racist ideology should be taught in classrooms would make one racist in the view of education establishment Leftists. Do you agree with their view? Why or why not? In the 'other readings' section of the blog, Lamar Johnson and April Bell talk about teaching 'in our current racialized and gendered context.' However, they are characterizing learning conditions this way in the middle of a resource guide on anti-racism, seemingly unaware of the fact that they are contributing to making the learning environment into a 'racialized and gendered context' by focusing so heavily on race and by claiming the black youth experience as one of victim hood due to race. Do you agree that the fallacious 'us versus them' mentality created by the anti-racist Leftists is hypocritical? If no, why not? If yes, in what ways?



National Council of  
Teachers of English



## There Is No Apolitical Classroom: Resources for Teaching in These Times

NCTE 08.15.17 Advocacy Diversity Reading Teaching Writing

*The following post was created by members of NCTE's Standing Committee Against Racism and Bias in the Teaching of English.*

The members of NCTE's Standing Committee Against Racism and Bias have felt an urgency since we each joined the committee to stand against racism and bias. We have been working on

ways to encourage each member of NCTE to speak out against the systemic and individual acts of racism that disenfranchise our students in and out of the classroom.

We know that racism exists in our classrooms and in our communities. We feel that silence on these issues is complicity in the systemic racism that has marred our educational system. We see no place for neutrality and urge each member of NCTE to educate as many people as possible about the ways that systemic racism affects all of us in negative ways.

There is no apolitical classroom. English language arts teachers must examine the ways that racism has personally shaped their beliefs and must examine existing biases that feed systems of oppression. In light of the horrific events in this country that continue to unfold, and the latest terrorism in Charlottesville, Virginia, we would like to share resources that we hope will encourage all NCTE members to speak out against the racism and bias that have been a part of our nation's fabric since the first immigrants disembarked from European ships.

Our Action Subcommittee has been working this year on creating classroom resources for teachers to use as statements of love and support. Printable classroom posters and bookmarks for NCTE members will be available at the 2017 Annual Convention, as well as available for download after Convention. Until then, we offer this incomplete resource to help continue the daily work that is antiracism. Please share other resources in the comment box below.

“I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.”

—Elie Wiesel, Acceptance Speech on the occasion of the award of the Nobel Peace Prize in Oslo, December 10, 1986

### **Resources for Working with White Students**

#### Raising Race Conscious Children

“A resource to support adults who are trying to talk about race with young children. The goals of these conversations are to dismantle the color-blind framework and prepare young people to work toward racial justice.”

#### “The First Thing Teachers Should Do When School Starts Is Talk about Hatred in America”

August 13, 2017, *Washington Post* article by Valerie Strauss

“The 2017-2018 school year is getting started, and teachers nationwide should expect students to want to discuss what happened in Charlottesville as well as other expressions of racial and religious hatred in the country.”

#### Dismantling Racism in Education

Heinemann *Dedicated to Teachers* Blog

Sara Ahmed, Sonja Cherry-Paul, and Cornelius Minor talk about what racism looks like and how we can begin to break up the assumptions we make about racism.

#### Resources for Teaching in These Times

On June 14, 2016, in response to the Orlando shootings, NCTE began collecting teaching resources from its members that continue to build in relevance given the ongoing struggles and critical conversations taking place across the country.

#### Race Forward: The Center for Racial Justice Innovation

“Race Forward’s mission is to build awareness, solutions, and leadership for racial justice by generating transformative ideas, information, and experiences.” Check out their video that explains systemic racism.

#### Curriculum for White Americans to Educate Themselves on Race and Racism—from Ferguson to Charleston

From *Citizenship & Social Justice* by Jon Greenberg

“One positive to emerge from these difficult times is the wealth of resources now available for White Americans. Never have I seen so many ideas, options, and concrete steps to take action against racism.”

#### White Fragility, Anti-Racist Pedagogy, and the Weight of History

From *Black Perspectives* by Justin Gomer and Christopher Petrella, July 27, 2017

“One cannot begin to comprehend the relationship between race and racism without historical investigation. A historically-grounded anti-racist pedagogy, rather than a psychologically-oriented one, allows us to see US society ‘in the act of inventing race.’”

*This resource was contributed by Kristin Beers*

#### Online PLC: Read Aloud as an Anti-Bigotry Tool

Suggestions for using read aloud as an anti- bigotry tool with our youngest learners. This resource provides questions to prompt conversation, as well as a list of categorized titles that support this work.

### **Resources for Understanding White Supremacy**

#### Southern Poverty Law Center

“The SPLC is dedicated to fighting hate and bigotry and to seeking justice for the most vulnerable members of our society. Using litigation, education, and other forms of advocacy, the SPLC works toward the day when the ideals of equal justice and equal opportunity will be a reality.”

#### Ten Ways to Fight Hate

“*Ten Ways to Fight Hate*, which has been updated for 2017, sets out 10 principles for taking action, including how to respond to a hate rally that has targeted your town. It urges people not to

engage white supremacists at their rallies. Instead, it offers tips for creating alternative rallies to promote peace, inclusion and justice.”

#### United States Holocaust Memorial Museum: Confront Antisemitism

*Resources on anti-Semitism and Holocaust denial and distortion*

#### Oath and Opposition: Education under the Third Reich

“The Museum has developed . . . materials . . . to help today’s educators explore the pressures teachers felt under the Nazi regime, the range of decisions individuals made in the face of those pressures, and the relevance of this history now.” (This rich resource includes a number of case studies you could use with your classes.)

#### Yad Vashem—The World Holocaust Remembrance Center

Read their working definition on anti-Semitism, which “encompasses both traditional and contemporary manifestations of antisemitism.”

#### Anti-Defamation League (ADL)

“Founded in 1913, the Anti-Defamation League (ADL) is our nation’s premier civil rights/human relations organization. We have a distinguished history of reminding the world just how tenuous civil rights are and we mobilize people to engage in reasonable discourse as together we find solutions to serve our diverse society.” See their website’s extensive Education & Resources section as well as their definition and historical explanation of anti-Semitism.

#### University of Southern California Shoah Foundation Lesson Plans

“Dedicated to making audio-visual interviews with survivors and witnesses of the Holocaust and other genocides a compelling voice for education and action.”

#### Antisemitism and the Bystander Effect

“Students will watch testimonies from survivors of and witnesses to historical and contemporary antisemitism who describe the consequences of the bystander effect in their own lives. Students will construct a social media message for the #BeginsWithMe campaign that describes their own plan to counter bystander behavior.”

#### 100 Days to Inspire Respect

“At a time of heightened political uncertainty and polarization, middle and high school teachers are in need of easy-to-use resources that encourage their students to grapple with some of the most difficult but important topics: hate, racism, intolerance and xenophobia. ‘100 Days to Inspire Respect’ provides educators with 100 thought-provoking resources that tackle these challenging topics and more.”

*The following book was recommended by Jenny Cameron Paulsen*

#### Hitler Youth by Susan Campbell Bartoletti

“By the time Hitler became Chancellor of Germany in 1933, 3.5 million children belonged to the Hitler Youth. It would become the largest youth group in history. Susan Campbell Bartoletti explores how Hitler gained the loyalty, trust, and passion of so many of Germany’s young people. Her research includes telling interviews with surviving Hitler Youth members.”



## Charlottesville—Specific Resources

### The Charlottesville Syllabus

“The Charlottesville Syllabus is a resource created by the Graduate Student Coalition for Liberation to be used to educate readers about the long history of white supremacy in Charlottesville, Virginia. With resources selected and summaries written by UVa graduate students, this abridged version of the Syllabus is organized into six sections that offer contemporary and archival primary and secondary sources (articles, books, responses, a documentary, databases) and a list of important terms for discussing white supremacy.”

### 7 Ways Teachers Can Respond to the Evil of Charlottesville, Starting Now

By Xian Franzinger Barrett, *AlterNet*

“As teachers, our job is not solely to pour mathematics, science, language arts or any other knowledge into the heads of our students. It is our duty to our profession, to our society and to the students to lovingly teach them to learn and grow as complete humans.”

### “How to Talk to Your Kids about the Violence in Charlottesville”

August 12, 2017, *Los Angeles Times* article by Sonali Kohli

Mental health experts and parents discuss developmentally appropriate ways to address the issues raised over the weekend.

### #CharlottesvilleCurriculum

A growing list of resources posted by educators from around the country.

### “‘Blood and Soil’: Protesters Chant Nazi Slogan in Charlottesville”

August 12, 2017, *CNN* article by Meg Wagner

### “Charlottesville Murder Suspect’s Teacher: ‘He thought Nazis were pretty cool guys’”

August 13, 2017, *ABC News* article by Michael Edison Hayden

## Resources for Understanding Bias

### The People’s Institute for Survival and Beyond (PISAB)

“The People’s Institute believes that racism is the primary barrier preventing communities from building effective coalitions and overcoming institutionalized oppression and inequities. Through Undoing Racism®/Community Organizing Workshops, technical assistance and consultations, The People’s Institute helps individuals, communities, organizations and institutions move beyond addressing the symptoms of racism to undoing the causes of racism so as to create a more just and equitable society.”

### Don’t Be a Sucker – 1947

“In this anti-fascist film produced by [the] US Military in the wake of WWII, the producers deconstruct the politically motivated social engineering of Germany by the Nazi regime.”

### Teaching Tolerance Social Justice Standards

“The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.”

*The following resources were contributed by Susi Long on behalf of the Early Childhood Education Assembly*

### Anti-Racism Educational Consultants Network

“The ECEA is honored to present a network of some of the country’s most respected professionals. They are experts in helping educators examine issues of race and racism in schools, childcare settings, and teacher education programs as they consider new possibilities for practice and policy. They consult widely, each with extensive experience in classrooms and with teachers, administrators, and preservice teachers.”

### Resources for Educators Focusing on Anti-Racist Learning and Teaching

“Our intent is to continue building and expanding this collection but we offer it now as a beginning, in support of educators working to (a) deepen understandings about institutional and interpersonal racism and its manifestations in early childhood settings, (b) understand the depth and breadth of histories often left out of or misrepresented in our teaching, and (c) apply new awareness to transforming practice and policy.”

### **Articles and Other Readings**

*“These [three] special themed issues [of NCTE journals] explore and demonstrate not only the physical violence that Black and Brown children and youth and young Black girls encounter on a daily basis but also the symbolic and linguistic violence and the spirit-murder that are inflicted upon the lives and humanity of our children and youth of Color. In addition, all of these special issues provide the field with practical lessons and pedagogies for teaching in our current racialized and gendered context.”* – Lamar Johnson and April Bell

1. From Racial Violence to Racial Justice: Praxis and Implications for English (Teacher) Education (a special issue of *English Journal*) Edited by April Baker-Bell, Tamara Butler, and Lamar Johnson  
“We come to this project bearing soul wounds and heavy hearts, anxiety and anger, tears and fire. We sifted through a series of events and melded our wounds into a project that could heal us, our families, our communities, and Black, Brown, and other marginalized youth affected by racial violence.”
2. “Beyond the Dream”: Black Textual Expressivities Between the World and Me (a special issue of *English Journal*) Edited by David Kirkland  
“In the most basic sense, this issue is about acknowledging how Black textualities, like vulnerable Black bodies, are contested in American classrooms, complicated by competing interests that wrestle daily for an ethical place in the consciousness of English

language arts. It is in English language arts classrooms, as this issue suggests, that Black textualities have the power to move our assumptions past beliefs that strip away the humanity of others.

3. Black Girls' Literacies (a special issue of *English Education*) Edited by Marcelle Haddix, Sherell McArthur, Gholnecsar Muhammad, Detra Price-Dennis, and Yolanda Sealey-Ruiz

“We now must be urgent in interrogating hegemonic systems, English education practices, and educational policy to ask how we can experience a shift in the way we teach, talk about, and represent Black girls in school and society. In this way, English education becomes a site of possibility and disruption—a space to begin to ask these questions and respond.” – Yolanda Sealey-Ruiz

### How Two Teenagers Created a Textbook for Racial Literacy

From *Facing History and Ourselves* by Stacey Perlman

“Winona Guo and Priya Vulchi started the student-run organization, CHOOSE, to overcome racism and inspire harmony through exposure, education, and empowerment. This led them to collaborate with Princeton University on *The Classroom Index*, a textbook devoted to racial literacy.”

### 21 International Books That Belong on Your High School Syllabus

From a post on *We Are Teachers* by Michael Kokias

“Many high school courses tend to be dominated by American lit, but these international books deserve your consideration too.”

### How America Is Failing Native American Students

From *The Nation* by Rebecca Clarren

“When the United States signed its treaties with the Indian tribes, stripping them of their land, it promised to provide public services—including education—to tribal members in perpetuity. ‘For too long, the federal leadership has failed to honor that sacred pledge, leaving generations of Native children behind,’ said Washington State Senator John McCoy, a citizen of the Tulalip tribe and a national leader in Native education reform. ‘Institutionalized assimilation and racism remain embedded within our public schools.’”

*This resource was contributed by Corinne Viglietta*

“Essential Everyday Bravery: Thinking and Talking About Identity and Difference in Your Classroom”—a downloadable packet with 6 stand-alone lessons, 4 short scripts, 4 video clips, and 1 long list of more resources from Folger Shakespeare Library

The lessons were created by 10 excellent teachers, and designed to work in all kinds of classes with all kinds of students. These teachers are themselves people of different races, ethnicities, and religions, and they teach IB and AP, special needs, honors, and “regular” students in urban and suburban (mostly public) high schools in or near Washington, DC. These resources are also the product of CrossTalk, a yearlong community engagement project led by the Folger Shakespeare Library and funded by the National Endowment for the Humanities as part of their Humanities in the Public Square initiative. More info [here](#)

*This resource was contributed by Emily Salinas*

Drop the I-Word Campaign

“Race Forward’s Drop the I-Word campaign to eliminate use of the word “illegal” was launched in September 2010 as anti-immigrant sentiment and hate crimes against communities of color had increased. Although the Associated Press, USA Today, LA Times, and many other news outlets and journalist associations have dropped the i-word, this racial slur is still being used in the media and everyday language.”

*This resource was contributed by Melanie Gustafson*

Click! The Ongoing Feminist Revolution

“We aim to bridge the gap between those two clicks by offering an exhibit that highlights the achievements of women from the 1940s to the present. This exhibit explores the power and complexity of gender consciousness in modern American life.”

*These resources were contributed by Jodi Derkson*

Choose Your Voice (middle school)

Free online teaching resources and tools, curriculum-based for grades 6, 7 and 8, to help students speak out against racism, antisemitism and intolerance.

Voices into Action (secondary school and college)

“Designed by curriculum experts, this program utilizes a wide variety of media to present compelling information on a history of human suffering, stemming from social injustice that is still a growing problem today. Explore thought-provoking issues with your students by accessing our lessons and resources on antisemitism, racism, discrimination and stereotyping.”

*These resources were contributed by Nadia Kalman*

“For contemporary global literature from Mexico, Russia, and other countries currently in the political discourse, along with multimedia contextual materials and teaching tools, teachers might try Words Without Borders Campus. Here’s a link to a blog post on building inter-cultural empathy and understanding.”

**Books for Teachers**

*A Search Past Silence: The Literacy of Young Black Men* by David E. Kirkland

*All Souls: A Family Story from Southie* by Michael Patrick MacDonald

*Articulate While Black: Barack Obama, Language, and Race in the U.S.* by H. Samy Alim, Geneva Smitherman, foreword by Michael Eric Dyson

*Black Intellectual Thought in Education: The Missing Traditions of Anna Julia Cooper, Carter G. Woodson, and Alain LeRoy Locke* by Carl A. Grant, Keffrelyn D. Brown, and Anthony L. Brown

Community Literacies en Confianza: Learning from Bilingual After-School Programs by Steven Alvarez

Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World edited by: Django Paris and H. Samy Alim

Digital Griots: African American Rhetoric in a Multimedia Age by Adam J. Banks

For White Folks Who Teach in the Hood... and the Rest of Y'all Too: Reality Pedagogy and Urban Education by Christopher Emdin

Just Mercy by Bryan Stevenson

"Multiplication Is for White People": Raising Expectations for Other People's Children by Lisa Delpit

Other People's Children: Cultural Conflict in the Classroom by Lisa Delpit

Pedagogy of the Oppressed by Paulo Freire

Stamped from the Beginning: The Definitive History of Racist Ideas in America by Ibram X. Kendi

Talkin and Testifyin: The Language of Black America by Geneva Smitherman

The Dreamkeepers: Successful Teachers of African American Children, 2nd Edition by Gloria Ladson-Billings

The Latinization of U.S. Schools : Successful Teaching and Learning in Shifting Cultural Contexts by Jason G. Irizarry

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander

The Other Wes Moore: One Name, Two Fates by Wes Moore

The Signifying Monkey: A Theory of African-American Literary Criticism by Henry Louis Gates Jr.

Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High by Melba Pattillo Beals

These additional book resources were contributed by Elaine Richardson

- Born Out of Struggle: Critical Race Theory, School Creation and the Politics of Interruption by David Stovall
- Shapeshifters: Black Girls and the Choreography of Citizenship by Aimee M. Cox

- *Vernacular Insurrections: Race, Black Protest and the New Century in Composition Studies* by Carmen Kynard

*These additional book resources were contributed by Deborah Kelly*

- *Another Kind of Education* by Patricia Collins.
- *Race: The Power of an Illusion* DVD documentary
- *Weapons of Math Destruction* by Cathy O’Neil
- *Race and Gender in the Classroom* by Laurie Cooper-Stoll
- *Pushout: The Criminalization of Black Girls in Schools* by Monique Morris
- *Race, Gender, and the School to Prison Pipeline* by Monique Morris

### **Books for Students**

*A Wreath for Emmett Till* by Marilyn Nelson

*All American Boys* by Jason Reynolds and Brendan Kiely

*Always Running: La Vida Loca, Gang Days in L.A.* by Luis J. Rodriguez

*American Born Chinese* by Gene Luen Yang

*Becoming Americans: Four Centuries of Immigrant Writing* edited by Ilan Stavans

*Boricuas: Influential Puerto Rican Writings — An Anthology* edited by Roberto Santiago

*Child of the Dark: The Diary of Carolina Maria de Jesus* by Carolina Maria de Jesus



*Down These Mean Streets* by Piri Thomas

*Drown* by Junot Díaz

*Enrique’s Journey* by Sonia Nazario

*Gabi, a Girl in Pieces* by Isabel Quintero

*How It Went Down* by Kekla Magoon

*I Am Alfonso Jones* by Tony Medina

*Krik? Krak!* by Edwidge Danticat

*MARCH: Book One* by John Lewis and Andrew Aydin, illustrated by Nate Powell

*The Hate U Give* by Angie Thomas

*The Skin I'm In* by Sharon Flake

*When I Was Puerto Rican* by Esmeralda Santiago

*Yummy: The Last Days of a Southside Shorty* by G. Neri

**Websites to Follow (for books for our students)**

[Rich in Color](#)

[We Need Diverse Books](#)

[Lee & Low Books](#)

[A Mighty Girl](#)

If you have resources you would like to add, please share them in the comment box below.



# QUIZ

## There is no Apolitical Classroom

1. **According to the education establishment, what is the purpose of education?**
  - a. to teach fundamental skills that students can build off of for a lifetime
  - b. to enable students to learn to socialize in a way that gets them through life
  - c. to awaken students to the fact that they live in a country that is racist
  - d. to make sure that students gain mastery over the 'Three R's'
  
2. **Anti-racism is an all-encompassing ideology that demands \_\_\_\_\_.**
  - a. equal treatment of others
  - b. that white people claim they are not racist
  - c. protecting the First Amendment rights of white supremacist groups
  - d. that white people accept that their behavior is either implicitly or explicitly racist
  
3. **According to the Anti-racist movement, if you treat people equally regardless of race, you're also a racist.**
  - a. True
  - b. False
  
4. **The National Committee on Social Studies has promised to "flood our children with counter messages... until there is \_\_\_\_\_."**
  - a. no racial inequality in economic opportunity
  - b. no racial inequality in education
  - c. no racial inequality in incarceration rates
  - d. all of the above
  
5. **What does The National Council on the Teaching of English insist upon?**
  - a. the use of the Oxford comma
  - b. that there is no apolitical classroom
  - c. that only white, male authors should be used for reading resources
  - d. that only white professors should be teaching English





# QUIZ: ANSWER KEY

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