

THE N-WORD

Too tough to teach?

TEACHER BULLIES

Spot them. Stop them. Help them.

WE ♥ ART!


And it's not an extra

TEACHING

T W E N T I E T H A N N I V E R S A R Y I S S U E

TOLERANCE

TOLERANCE.ORG

 ISSUE 40 | FALL 2011



THE NEW
PHYSICAL
EDUCATION

GAME CHANGERS

Teachers are taking fresh approaches to
make gym more fun for everyone

A CLASSIC FILM, DIGITALLY RESTORED AND WITH NEW LESSONS, IS AGAIN AVAILABLE

FREE
TO TEACHERS
GRADES 6-12

TEACHING TOLERANCE PRESENTS

A Time *for* Justice

AMERICA'S CIVIL RIGHTS MOVEMENT

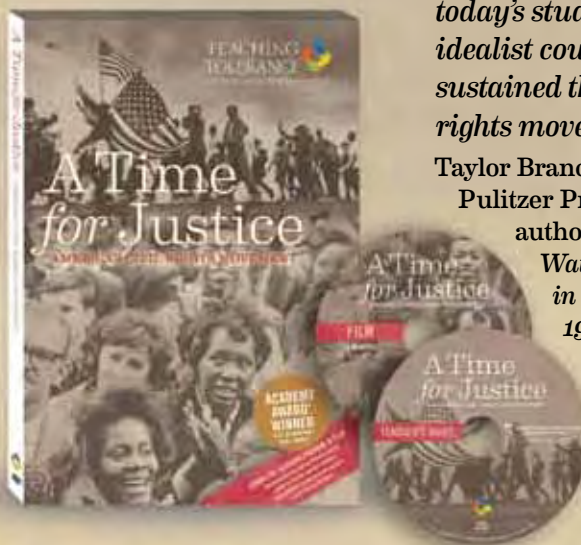


**“It wasn’t no Civil War.
Wasn’t no world war.
Just people in the
same country, fighting
each other.”**

In *A Time for Justice*, four-time Academy Award®-winning filmmaker Charles Guggenheim captured the spirit of the civil rights movement through historical footage and the voices of those who participated in the struggle. Narrated by Julian Bond and featuring Rep. John Lewis, the 38-minute film allows today's generation of students to witness firsthand the movement's most dramatic moments—the bus boycott in Montgomery, the school crisis in Little Rock, the violence in Birmingham and the triumphant 1965 march for voting rights.

KIT INCLUDES

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"This concise, dramatic history captures for today's students the idealist courage that sustained the civil rights movement ..."

Taylor Branch,
Pulitzer Prize-winning
author of *Parting the
Waters: America
in the King Years,
1954-63*

Order *A Time for Justice* Today!
To receive a FREE film kit for your middle or high school,
order online at tolerance.org/justice



TEACHING TOLERANCE

ISSUE 40 | FALL 2011
TWENTIETH ANNIVERSARY

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ILLUSTRATION BY **JOE MCKENDRY**

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Valuable new
LESSONS from
Teaching Tolerance
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the U.S. Food Industry

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injustice-our-plates](http://tolerance.org/injustice-our-plates)

TEACHING TOLERANCE

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Teaching Tolerance is mailed twice a year at no charge to educators. It is published by the Southern Poverty Law Center, a nonprofit legal and education organization. For permission to reprint articles, email us at reprints@tolerance.org.

ISSN 1066-2847 © 2011 SOUTHERN POVERTY LAW CENTER



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- A host of teachers' voices from inside the classroom
- And, every week, a newsletter that brings the best of Teaching Tolerance and anti-bias education to your inbox

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The next day, she would turn 21.

FREE
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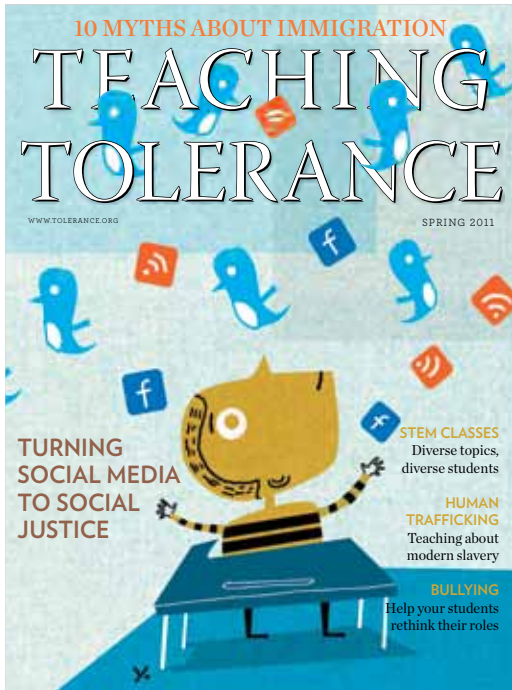
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FIRST BELL

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Last issue's cover stories about social media drew an enthusiastic response. They also started a lively conversation on our website about how to use social media to promote social justice.

THE GOLDEN RULE AT A HIGHER LEVEL

I love this magazine. It is “do unto others” in sophisticated form, and it is wonderful.

CATHEE CATE ROMLEY
[VIA FACEBOOK](#)

HOOKED ON YOUR BLOG

I started by reading the Teaching Tolerance blog very sporadically and casually, but I've become hooked. Your eloquent posts seem to embody what

Reader Exchange

This online exchange was sparked by the Spring 2011 story “Your Students Love Social Media . . . and So Can You.”

Most social media is inaccessible to persons with disabilities or using assistive technology (speech recognition software, screen readers, etc.). Please don't encourage further expansion of the digital divide between those who have disabilities and those who don't (yet). Keep people with disabilities in mind from the start, not as an afterthought, and have to then come up with excuses for their not being able to participate. If it's important to use social media, then it should be important enough for everyone to have access to it.

—SUBMITTED BY GARY M. MORIN

Please remember there are two sides to every coin and an edge. Social media is fantastic for the deaf and hard of hearing within our schools and communities. It gives them an easier path to participation. Perhaps we need to work to have voice recognition software work with these sites just as much as we need to work to have more TV, movies and online audio-visual content captioned for the hearing impaired.

—SUBMITTED BY ANDREA

teaching and learning are about—finding something new and thought-provoking no matter what the subject, and retaining both respect and a profound sense of guidance vis-à-vis your students. And these seem to be life lessons as well.

BETH LAMONT
Berkeley, Calif.

[VIA THE TEACHING TOLERANCE BLOG](#)

CANCEL MY SUBSCRIPTION

When I first ordered a teaching packet about a

year ago on civil rights, I was pleased with the DVD selection and have since shared it with other homeschooling parents in my area. But as I continued to receive the *Teaching Tolerance* magazine, I was disturbed about the continual agenda that this magazine promotes.

I do believe we should teach tolerance in respecting other people and showing them love and kindness. But that does not mean that we have to agree with

a person's lifestyle or mindset. We can agree to disagree—while showing kindness, self-control and respect for that person. *Teaching*

Tolerance does not have to promote right-wing or left-wing policy or thinking. We can discuss bullying homosexuals and how to prevent it but not promote homosexuality in the process for those who disagree with that lifestyle. We can promote tolerance and kindness to immigrants and illegal immigrants without stating how to handle immigration.

Your magazine oversteps the boundaries of teaching tolerance and tries to sway people to believe in an agenda. It is too bad, as it could be a quality magazine that does good in society. Please cancel my free subscription.

CHRISTINA BROWN
VIA EMAIL



KidsLearnFromMe
@Tolerance_org I shared your amazing website, full of free lessons, at a conference for at-risk students. It's been helpful for my classes!
#teachingtolerance

keep it alive. As a U.S. citizen, I speak American English to provide me with a common bond to my fellow citizens. And I find it offensive when someone suggests that immigration is not a problem. I have relatives who immigrated from several non-English-speaking nations, and they all spoke English as part of getting work and using government services.

I don't blame immigrants for crime. Many anti-immigrant groups create far more crime than the immigrants themselves. I do blame immigrants for the decay in the social fabric of our great nation. As far as I am concerned, Welcome to America—now speak English or go home!

ROB UTZIG
VIA TEACHING TOLERANCE
MAGAZINE ONLINE

THANK YOU FOR 'BULLIED'

My name is Marina Affo and I am a sophomore at Lewiston High School in Lewiston, Maine. My school is having some issues with bullying and I am a part of a Student Leadership Program that is trying to help reduce bullying here at LHS. We are thinking of putting together a presentation to our

students, which is why I watched the Teaching Tolerance movie *Bullied: A Student, a School and a Case That Made History*.

It brought me to tears. When young Jamie Nabozny considered suicide, and then during the trial when older Jamie was so choked up about having his mother hear what he had gone through, it really made me sad that anyone—especially someone who was around my age—had to go through this. I will definitely mention this video to be presented.

I wanted to also say thank you for making this video. I know that people get bullied. Even I have been the victim of bullying. But I still can't imagine when it gets so bad that a young boy, barely a teenager, would consider running away or committing suicide. This was an extremely powerful video, and I just wanted to tell you guys how much it affected me. Thank you.

MARINA AFFO
Lewiston, Maine
VIA EMAIL

TELL US WHAT YOU THINK!
Have an opinion about something you see in *Teaching Tolerance* magazine or on our website? Email us at editor@tolerance.org. Please put "Letter to the Editor" in the subject line. Or mail a letter to 400 Washington Ave., Montgomery, AL 36104.

Christine Sagert
Teaching Tolerance is the best resource for teachers looking for tried and true lessons about acceptance of all others. ... I cannot rave enough about this association.

Sara Caine Kornfeld
Taught about Special Olympics as an entrée to teaching about bullying and this year am also going to employ the Pearls Project to embellish my anti-bullying curriculum, as well as some new ideas from Teaching Tolerance.

Brande Barrett The best part of being a teacher is the chance to reflect on practice over the summer and troubleshoot. Sometimes there is a quick or easy solution, but in others we just keep trying to engage kids long enough to make them grab the reins of their own education, work hard, be tolerant and leave this world a better place for their having been here.

Rachel Hockett
Teaching Tolerance, you rock!

find us on facebook



SPEAK ENGLISH OR GO HOME

In response to "The Human Face of Immigration," Spring 2011:

As a Native American, I am trying to learn my ancestral language to help

Ask Teaching Tolerance



Q Some of my world history students have taken to drawing Confederate battle flags on their homework assignments. What should I do?

You need to let your students know right away that it's not OK to submit the Confederate battle flag along with their essays on Napoleon or ancient Rome. Is it a good idea to share its history of racism and oppression with them? You bet.

They should also know how symbols like swastikas, nooses and Confederate battle flags can offend and anger other students.

Please share what you've seen with an administrator. This behavior could be an indication that there's

a hostile environment for students of color on your campus.

I've heard it over and over again—"Don't act so white." I see that these attitudes make it harder for my black students to strive for good grades. What can I do?

This trash talk raises two concerns for educators: They worry that students will either avoid excellence or give up their identity.

Some social scientists say that "fictive kinship"

is at work—that black students unite because of "who we're not." Students who "act white" are betraying the group. It's like asking, "Aren't we good enough for you?"

The good news is that studies show high achieving students of color are fairly good at resisting the message—if their achievement provides offsetting social benefits. Also, those who are more aware of how racial barriers work are also more resistant.

Don't coach your high-achieving students to

respond to these taunts with clever remarks. Instead, encourage them to develop friendships with people who appreciate them and share their values and goals. Help them to brainstorm ways to find common ground with all their peers.

How can teachers nab "teachable" moments when overhearing students make intolerant remarks without appearing to be like the police?

Good teaching is about building relationships. Establish positive rapport early on, model respectful behavior, and you'll be ready to grab those moments with compassion and kindness. Respond right away by talking with your students on their level. Try to find out what motivated the remark, what they think it means, and help them understand how others hear it. Most of all, you can avoid looking like the bad cop by being open to the discussion and avoiding words and tones that sound judgmental and scolding. And remember—not addressing it, especially if students know you overheard the remark, sends the message that you agree.

ASK TEACHING TOLERANCE!

Need the kind of advice and expertise that only Teaching Tolerance can provide?

Email us at editor@tolerance.org with "Ask TT" in the subject line.

DID YOU KNOW?

More than 2 million students in 7,300 schools had no access to calculus courses.

— 2009 U.S. DEPARTMENT OF EDUCATION CIVIL RIGHTS DATA COLLECTION

The New Jim Crow

Alabama's new law—with provisions against hiring, harboring or transporting undocumented immigrants—is bad enough for adults. But it is potentially disastrous for kids.

By requiring schools to determine the immigration status of every student at enrollment, the law makes it hard to tell the difference between educators and immigration officials. It already has immigrant parents asking, "Should we keep our children out of school in September?"

On the surface, Alabama's H.B. 56 appears to be fashioned after Arizona's infamous S.B. 1070 law. But the real model wasn't so far away. Take a good look. This law was inspired by something a lot closer to home: Jim Crow.

—Maureen Costello



... and readers replied:

"How can anyone in good conscience compare the injustice against African Americans brought here as slaves to people who came here willingly and illegally?"

"I agree that today's desperately poor undocumented immigrants are not in the same situation as the black American citizens who were denied rights under Jim Crow. What can be compared, however, is the attitude of those in power who are passing the law, and the familiar tools they've chosen to use against a vilified group."

GET THE FULL DISCUSSION HERE

tolerance.org/newjimcrow

DID YOU KNOW?

More than half of children under age 2 are children of color. —2010 U.S. CENSUS



HAVE YOU SEEN OUR BLOG LATELY?

Check out some of the most talked-about blog posts. Go to tolerance.org and search for these headlines.



The Boys in My Study Hall



Atheist Students Come Out of the Closet



Case of the Black Barbie Doll



Meet Mike Hucksterbee

FREE STUFF!

These web resources offer diversity-rich information and materials for teachers.

The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the library's vast digital collections. Many of their offerings are tied to diversity topics such as immigration, civil rights and Dust Bowl migration.

loc.gov/teachers

StopBullying.gov collects information from various government agencies on how kids, teens, young adults, parents, educators and others can prevent or stop bullying.

stopbullying.gov

Partners Against Hate is a collaborative project of the Anti-Defamation League, the Leadership Conference Education Fund and the Center for Preventing Hate. Its website for educators offers valuable resources for combating bias and hate.

partnersagainsthate.org/educators

Native Words, Native Warriors is the companion website for a traveling Smithsonian exhibition honoring American Indian code talkers of World War II. It was created by the National Museum of the American Indian.

nmai.si.edu/education/codetalkers

The Knight and the Cellist

THE BOY APPROACHES the microphone with a dignified stride. He nods to the cellist seated at center stage and then turns to address the audience that fills the art deco theater.

“Hello, everybody! I’m Darren. How ya doin’ this mornin’?”

Darren grins, a smile too big for his face. The focus of 1,000 pairs of eyes, this second-grader relishes the spotlight. He recites his poem flawlessly, accompanied by the inventive improvisations of the cellist. When he finishes, Darren bows like a seasoned thespian and extends his hand toward the musician. With a wave to the crowd, he makes his way back to a semicircle of folding chairs, where his fellow poets hoot and holler.

All this good feeling takes place late in the 2003-2004 school year at Vogel-Wetmore Elementary in Torrington, Conn. Darren (not his real name) finds joy in this community of fiercely curious children who love to read and write. But this moment is rare for a boy like him—a boy who finds himself in the unlikeliest of circumstances, buoyed by the energy of the crowd in the theater.

Darren, who has a learning disability and physical challenges, is seldom in the spotlight. He can write a few letters and recognize some numbers. His place in space is still a mystery to him. Often an awkward movement or unsteady step sends him careening into others. Part of his day is spent in the resource room. Most of it is in the regular classroom, where he learns the



Toni Giarnese, now a freelance writer, was a Connecticut educator for 30 years.

concepts of science and social studies by listening and participating in hands-on activities.

Much of Darren’s life journey is a struggle.

Darren has a genuine curiosity, and there is no end to his comments and questions. The bends and turns of his mind are bewildering at times. Yet he sports a smile each morning

and greets his classmates with enthusiasm. Darren is not just a part of the landscape. He is a dynamic and powerful force in the classroom.

For the school literacy celebration, Darren dictated his poem, illustrated it in his writer’s notebook and presented it to the class. His poem, *Sir Darren*, has all the elements that intrigue: a knight, a dragon and a princess in distress. And



SHARE YOUR STORY

What motivates you to get up each morning and serve the children in our nation’s schools? We want to hear from you. Send your submission for the “Why I Teach” column to editor@teachingtolerance.org.

Darren's love for language makes for a passionate and dramatic delivery. During a classroom visit, professional musician Eugene Friesen (Cello Man) plays dark rhapsodies and pulsing rhythms while Darren recites his poem. There is no doubt that the words and music mesh seamlessly.

On stage, Darren stands front and center, basking in the applause. The experience takes him to another place—a horizon farther than he can see, a healing place without boundaries. This is a historic moment made possible by a principal named William Joslyn (*see Down the Hall, p. 13*). He's a gentle man whose personal experience led him to promote inclusion for special needs students before mandates spewed from the legislature. He conscientiously helped his staff walk through the minefield of obstacles, recognizing the frustration and confusion that can accompany children challenged by simple routines.

Even ordinary school days can begin with complex problems. The "inclusion model" can quickly twist and morph into a classroom's worst enemy. A group of special needs students in one room can compromise the quality of instruction. Even with capable instructional assistants, disruptions occur—outbursts, movements, constant low-level conversations, admonitions and

questions. Every disability presents its own problems. Each student has a unique set of needs, sometimes compounded by a lack of family support.

Everyone in education has the same goal: to protect the sanctity of the classroom so that all students can learn every day. There is reason to be wary of inclusion because it can alter the way instruction is delivered to the regular education students. It can sap an enormous amount of the teacher's energy and consume mountains of time.

And yet, inclusion also has moments of glorious joy and unfettered exuberance. The opportunities present in a classroom of eager learners are infinite. Every student has personal challenges, some greater than others. But in a room full of banter and chatter, children gleefully provoke and inspire each other.

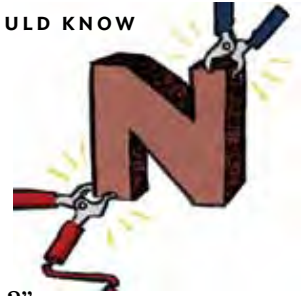
Lucky Darren. Today is his day. A principal with conviction sits in the front row, admiring the grace and style of this glorious theater and a boy named Darren. Another knight in shining armor, who just happens to play the cello, joins Darren on stage. Cello Man's swinging pizzicato and soulful melodies slay the fire-breathing dragon.

For Darren, being a part of a community of learners makes a difference in his life. It delivers the unimaginable: a very happily-ever-after ending.

—Toni Giarnese

BLOG // WHAT TEACHERS SHOULD KNOW

Exploring the Power of the N-word*



"Ms. Craven, we can put nigga?"

For Carrie Craven, that unusual question kicked off a profound classroom conversation. As she wrote in her Teaching Tolerance blog post, her students were compiling teenage dictionaries. Craven allowed them to use slang and text-speak, but not cursing and offensive language. That's when one of her students popped the uncomfortable question.

"I got into this project knowing these things would come up," Craven wrote. "I decided I was okay with that. My real, true, not-in-the-Louisiana-Comprehensive-Curriculum goal for this project was to involve my students in a discussion about the power of words. And here we were. Discussion begun."

... and readers replied:

"Mrs. Craven, if you could see me now, I am offering you a standing ovation and roaring applause for your courage to push the envelope.

"Our black ancestors would be turning in their graves if they knew all they had fought for and suffered through was reduced to an argument about whether or not people should use the n-word."

GET THE FULL DISCUSSION HERE

tolerance.org/blog/exploring-power-n-word

*ALSO SEE...

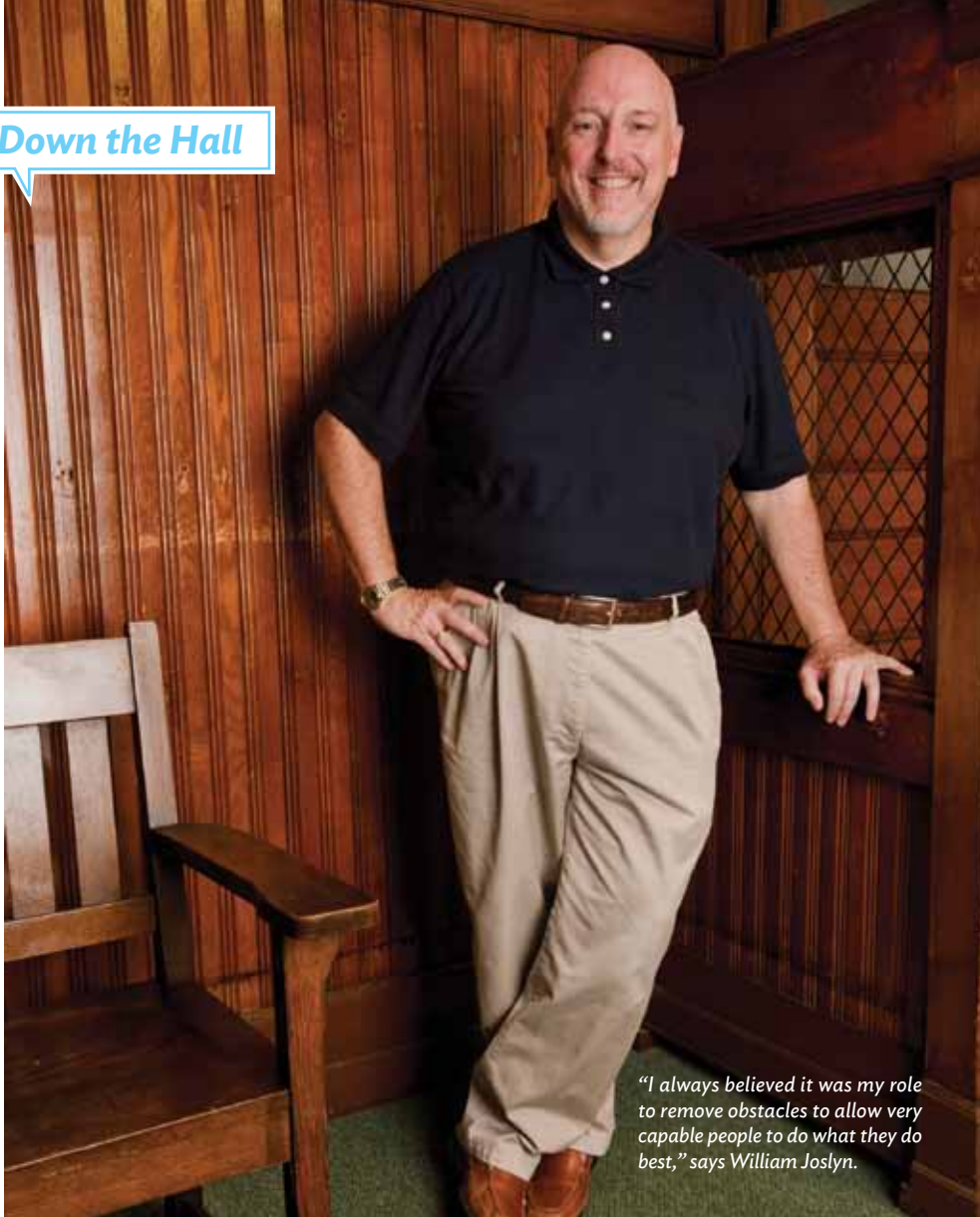
"STRAIGHT TALK ABOUT THE N-WORD" ON P. 46

DID YOU KNOW? DID YOU KNOW?

Only 22 percent of education facilities operated pre-K programs accessible to children from low-income families.

—2009 U.S. DEPARTMENT OF EDUCATION CIVIL RIGHTS DATA COLLECTION

Down the Hall



"I always believed it was my role to remove obstacles to allow very capable people to do what they do best," says William Joslyn.

"It is not about one thing you do, it is about everything you do..."

WE FIRST HEARD ABOUT WILLIAM JOSLYN from teacher Toni Giarnese (*see Why I Teach, p. 11*). She said that Joslyn, an administrator at Torrington Public Schools in Connecticut, never forgot what it's like to be a teacher. So we decided to find out more.

Joslyn is currently director of human resources for Torrington, a district serving about 4,600 students. But he began his career in 1979 as an elementary school teacher. He's since served as an assistant principal, principal and director of special education—among other jobs.

We interview your favorite administrators in each issue of Teaching Tolerance.

Why did you become an educator?

From a young age, I was drawn to teaching and remember "teaching" neighborhood children. I have memories of long summer days of drawing diagrams in the dirt, "experimenting" with household items, observing insects and collecting specimens. There was always

a special thrill in sparking an interest in others and watching them run with it. When I finally got the chance to actually teach, there was no thrill quite like when students were interested, engaged and learning in my classroom.

What is the single largest challenge in your district?

The largest challenge is and always has been meeting the needs of all students, whose needs sometimes are basic human requirements. Full stomachs, a sense of security and a sense that they are loved are three basics that my staff and I would never turn our backs on.

How would you describe your district's diversity efforts?

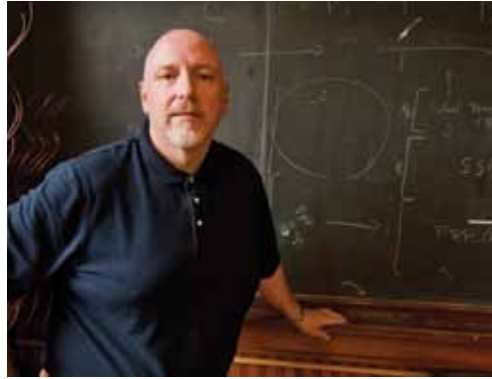
When I arrived, I had so much to learn. We used to laugh about ours being the Liberty Island of schools. Give us your tired, your poor, your huddled masses ... Will you host a district bilingual class? Sure. Will you host a classroom to transition emotionally challenged students? Sure. Will you host a district autistic program? Why not. The staff thought I was crazy but never said no.

If money were no object, what would be the three most important tools you'd need to do your job? Teachers, teachers, teachers.

Why would parents want to send their children to your district's schools?

Parents see [school personnel] demonstrating that we care about each and every

“The school culture over time would not tolerate children bullying or harassing one another. The students became our allies because they all knew the importance of treating one another with respect and dignity.”



child. Sometimes it is just being in front of the school at the beginning and end of each day and chatting personally about their children. It might be a staff member drying the tears of a child. It might be a phone call to a parent during dinnertime just to say hi and say that their child had a great day at school. It is not about one thing you do, it is about everything you do.

How do you help students and staff be more understanding and respectful of differences?

Modeling tolerance is key for school leaders. If we don’t walk the walk, we can’t expect others to.

How do you ensure that each child in your school is safe from bullying and harassment?

Listen and react. We don’t tolerate bullying. My staff, from the custodian to the bus drivers to the principal, all were charged to be the eyes and ears and react swiftly and clearly to any act that would send a message that you are not safe here. We rarely missed the opportunity to demonstrate our disdain for such behavior. The school culture over time would not tolerate children bullying or harassing one another. The students became our allies because they all knew the

importance of treating one another with respect and dignity.

What book influenced your vision for the schools you’ve helped run?

I’ll date myself, but I have always been a big fan of William Glasser. When I read his book *Reality Therapy* it was a life changer. ... If we want people to be motivated, we have to learn what drives them and make sure the outcome we desire meets their needs. Thanks, Dr. Glasser!

What’s on your iPod?

Talk about diversity. If I hit shuffle, you will hear Johnny Cash followed by Pink Floyd followed by Porcupine Tree followed by the Temptations—and you might even hear a little Snoop Dogg.

What’s the biggest compliment someone can pay you?

This is it. Having the opportunity to share my beliefs about children and education. Again, it’s those simple words that are so often forgotten—“Thank you, Bill, you make a difference”—that get me every time.

DOWN THE HALL

Know an excellent administrator, librarian or counselor we should interview? Email us at editor@tolerance.org and put “Down the Hall” in the subject line.

Lessons Learned

We post new classroom lessons to our website each week. Activities are grade-specific, address a broad range of issues and align to standards. Here are five of the most-visited lessons this past school year. Find them at tolerance.org/activities.

1. DEVELOPING EMPATHY

(All Grades)

Students gain a better understanding of what it means to be empathetic and identify behaviors that show empathy toward others.

2. USING PHOTOGRAPHS TO TEACH SOCIAL JUSTICE: EXPOSING RACISM

(Middle & High School)

Students analyze a photograph to gain a greater understanding of history while exploring issues of racism, stereotypes and bias. This lesson belongs to a 12-part series designed to explore social justice themes using photos.

3. A BULLYING SURVEY

(Early Grades)

Students evaluate group practices and propose measures to improve the classroom climate.

4. A BULLYING QUIZ

(Middle & High School)

This lesson helps students explore how evidence about behavioral patterns might challenge personal beliefs about social behavior.

5. ANTI-RACISM ACTIVITY: THE SNEETCHES

(Early Grades)

Students learn about unfair practices in a simulation exercise and then create plans to stand up against discrimination.

DID YOU KNOW?

Schools serving mostly African-American students are twice as likely as schools serving white students to have teachers with only one or two years of experience.

—2009 U.S. DEPARTMENT OF EDUCATION CIVIL RIGHTS DATA COLLECTION

Essentials

“They always say that time changes things, but you actually have to change them yourself.”

— ANDY WARHOL, ARTIST



A LOOK AT OUR COVER will tell you that this is Issue 40 of *Teaching Tolerance* magazine. It's published twice yearly, so that round number neatly marks the end of our first 20 years. The first issue, in January 1992, helped teachers and students fight stereotypes and learn to appreciate diversity.

That first magazine set the standard, introducing “Activity Exchange,” “Teaching Tools” and “One World” and presented them with lush art and elegant design. It also

included this message from founding editor Sara Bullard: “Teaching Tolerance is not a new endeavor—every teacher with more than one student strives for harmony in the classroom. Certainly this task becomes more complicated as the nation and the classroom grow more diverse.”

When Bullard wrote those words, the impact of immigration reform was being seen across America. A law passed in 1965 removed preferences for western Europeans and welcomed in more people from the Western Hemisphere. As a result, immigration doubled between 1965 and 1970, doubled again between 1970 and 1990, and continued to surge through 2008. Consider: in 1970, less than 5 percent of the population was foreign-born; in 1990, it was 8 percent. By 2010, the percentage had grown to 12 percent—still lower than in any of the 60 years from 1860 to 1920, but higher than most Americans had ever seen. The diversity is most evident today in schools, where 1 in every 4 school children has an immigrant parent.

“But the basic goal,” Bullard continued, “remains the same: to care about all of our children and to help them care about each other.”

And that's still true. Yet the world in which our children grow up and go to school has changed—immensely. In 1992, personal computers were expensive, slow and rare. Today, those clunky

desktops are nearly obsolete. There were no web browsers in 1992—Netscape and Internet Explorer came later, as did social media, Google, Facebook and smart phones. We've hardly had time to figure out how this explosion of technology affects the way children think and relate to each other.

So, 20 years on, although we continue to publish this magazine, teachers no longer have to wait for its arrival to be a part of the Teaching Tolerance community. Instead, by the thousands, they visit us online, where a lively blog, fresh weekly lessons and a suite of professional development tools await.

Meanwhile, schools have changed, too. Multiculturalism was gaining steam in the early '90s. But before it could be seriously embedded into curriculum, other forces—standards, high-stakes testing, data and the thousand flowers of school reform—crashed into education like a tidal wave. No reader of that first issue had ever heard of AYP, RTI or NCLB.

Demographics, technology and reforms have altered the educational

landscape. We've made changes along the way, too, by putting more in this magazine. You'll see more connections between what we have in print and what's online. For almost every article, readers can find an online portfolio with links and ways to apply the article in school. You'll also notice that we've given up those order cards—you can now order kits or subscribe to the magazine and our e-newsletter online at tolerance.org.

Despite all these changes, the importance of teaching tolerance remains. As Bullard wrote about teachers, “What they share is a belief that tolerance is at the core of good citizenship.”

Today, we remain committed to the founding ideas enunciated 20 years ago:

Tolerance can be taught.

It belongs everywhere in the curriculum.

It is the responsibility of educators themselves to learn tolerance.

—Maureen Costello

PS—Issue No. 1 included a piece by Luke Lambert, historian of the National Parks Service. He wrote about the 1965 Selma-to-Montgomery March, then being studied for possible historic designation. We invited readers to send their ideas about the March to the NPS and provided a blank letter. We also ran an ad for our first film kit, “America's Civil Rights Movement,” complete with a videocassette of *A Time for Justice*. Issue No. 40 has an ad for the same film, now digitally restored on DVD.

And the route of the Selma-to-Montgomery March, from the Edmund Pettus Bridge to the steps of the Alabama Capitol, is now a National Historic Trail. ♦

ACTIVITY EXCHANGE

HAVE YOU CREATED A CLASSROOM ACTIVITY TIED TO A SOCIAL JUSTICE TOPIC? THINK IT WOULD BE PERFECT FOR TEACHING TOLERANCE? WE'LL PAY \$250 FOR ACTIVITY EXCHANGE ITEMS WE PUBLISH. TO SEE [SUBMISSION GUIDELINES](#), GO TO TOLERANCE.ORG/BLOG/TEACH-SOCIAL-JUSTICE.

GRADES PRE-K TO 3

A Healthy Way to Show Feelings

Individuals of all ages can find it difficult to identify and express their feelings in a positive way. At the elementary level, many students need a springboard for discussion. This can help make students more open about their feelings.

I begin my lesson by discussing basic feelings. With a partner, students brainstorm words that express feelings—for example, *mad*, *sad*, *happy*, *scared* or *surprised*. We also discuss how these words can be grouped into categories. Then I give each student a stuffed animal

and writing paper. Students look at their “animals” and decide how they are feeling and why. I write these ideas down on the board to aid students in their smaller group conversations.

Once students complete this task, they form small groups and introduce their animals to each other. Everyone in the group is responsible for figuring out how to be responsive to the animals’ feelings. For example, if one animal is sad, what can the other animals do to help? If another animal is happy, how can it use that positive feeling to benefit others?

After this small-group work, we re-form as a class. I help the students reflect on what our “animals” accomplished and how we can follow their lead. I hang four chart paper sheets on

the wall with an outline of a person on each piece of paper. Above each person is a feeling word, such as *mad*, *sad*, *happy*, *scared* or *surprised*. The class then brainstorms ways to help others with these feelings. I ask some questions: How can we identify our own feelings? How can we express them in positive, healthy ways? How can we help those around us with their feelings? Each idea appears on the chart paper.

This list of ideas remains in the hallway or classroom after the lesson. It reminds students how to

identify and express feelings in a helpful manner. In fact, students are encouraged to add other ideas as they think of them.

Students love this lesson, especially when they have their own stuffed animals. There is a sense of ownership in this activity. It gets students excited about participating and makes the group discussion stand out in their minds.

Marissa Rex, M.Ed.
HIAWATHA ELEMENTARY
TOLEDO, OHIO



Send submissions to editor@tolerance.org with the subject line “Activity Exchange submission.” Or mail your activity to:

Teaching Tolerance
Activity Exchange
400 Washington Ave.
Montgomery, AL 36104

We only reply to submissions selected for publication.

GRADES 1-5

Trading Cards That Honor True Greatness

Each year in my elementary art classroom, students learn about a diverse group of black men and women in honor of Black History Month (this activity, though, is relevant throughout the year). We create trading cards to honor people who inspire us with their accomplishments.

Before we begin the project, we discuss what kinds of accomplishments are commendable. This helps students understand the difference between a celebrity and someone who has made a meaningful contribution to our country. The students select someone from a collection of over 100 men and women. These people have done great things in the fields of science, literature, sports, music, government, art, civil rights, entertainment, community service and more.

In advance of this unit, I created folders for each honoree, which includes a brief, kid-friendly biography and a black-and-white photograph or line drawing of the person. The

students use the photos or drawings to create their own full-color portrait on the front of a blank index card. They use the biographical information to add pertinent facts, such as the person's name, date of birth or death and their accomplishments. The back of the card is decorated with images and symbols that relate to those accomplishments.

When the students have finished their cards, they answer two questions: What did you like about making your trading cards? And why did you pick this person? My favorite comment—among many—came from a third-grader: “I liked learning about what these amazing people did to help America, whether they helped stop slavery or whether they were inventors.”

My students look forward to this art project

and usually make more cards than required. They are building a collection to treasure for years to come. It's been such a hit that I plan to expand this project beyond Black History Month. It will include people from all

racess and ethnicities who have contributed to our nation in some way.

Helen Goren Shafton
PARK VIEW ELEMENTARY &
WESTFIELD ELEMENTARY
GLEN ELLYN, ILL.



Check out samples of student trading cards online at tolerance.org/trading-cards-samples.

ACTIVITY EXCHANGE

GRADES 3-5

What Makes a Family?

There are many class-room activities in which students explore family roots. This can be tricky for students who do not have information on their family's background. I wanted to develop an activity that would tie into guidance objectives on diversity and still allow kids to define their own identity as it relates to family.

I start by reviewing the terms *diversity* and *identity* with students. I then ask students to define *family*. I write these ideas down on the board. They usually have great ideas that produce discussion. For example, *family* can be a group of people who love each other or a group of people who are related, etc.

I tell the kids that each person might have a different definition for family. We discuss how, just like every individual has an identity, each family has its own identity. I share that each family has its own way of speaking, hobbies, number of members and place to live.

Next, I read aloud *My Family* by Kathleen Kennedy Townsend. This book goes into detail about diversity in faith, housing, food, celebrations and education. But it also beautifully highlights the things families have in common. I ask students to notice the ways in which families are similar and different.

At this point, I teach the students how to translate their ideas about their own families into a coat of arms. I talk about the significance of coats of arms for families in the past. I then hand out a template with a four-portioned coat of arms. I tell them that today they will get the chance to show the world the identity of their family. I model a coat of arms that I created for my own family.

In the first box, I ask students to write the first letter of their last name in "fancy" handwriting. In the second box, I ask them to draw an animal

that represents their family. In the third box, I ask students to design a family flag, consisting of colors and shapes they choose to represent their family. In the fourth box, I ask students to draw a picture of something that their family likes to do together.

At the end of the activity, I encourage

students to explore their classmates' family identities. The coats of arms can then be displayed—a reminder that their family identities are respected and valued.

Anne S. Henry, M.Ed.
J.W. ALVEY
ELEMENTARY SCHOOL
HAYMARKET, VA.



There are many templates for coats of arms online. Check out some samples at karenswhimsy.com/coat-of-arms-template.shtm.



Describe how YOU see yourself

GRADES 6-8 & 9-12

Bullying and LGBT Students

The purpose of this activity is to discuss the bullying of LGBT students. It uses the Mexican tradition of *El Paseo* to begin that discussion.

First, students form two concentric circles. The members of the outer circle face inward, while members of the inner circle face outward. The students then choose a partner from the other circle for their discussion.

Tell students that you will ask them to think about and respond to a series of questions, one at a time. They will have 30 seconds to think of a response and one minute to answer after each question.

Then one student in each pair responds without interruption. If the

speaker does not take the full minute, students are to remain silent until time has elapsed.

At the end of the second question-and-answer, ask the students to thank their current partner and say goodbye. Then have the inner-outer circles shift to the left and right. Repeat this process for every question.

I ask these questions:

1. Describe how you see yourself. Why do you see yourself this way?
2. Describe how you think others see you. How do you feel about this?
3. Describe a time when one of the aspects of your identity seemed to work to

your advantage, whether in school or outside of school.

4. Describe a time when you saw someone being bullied and wished you had done something but did not.

5. Describe a time when you saw someone being bullied and said or did something to stop it.

6. Describe a time when you thought someone couldn't talk about some aspect of themselves safely (religious beliefs, political beliefs, sexual identity, etc.). What do

you think it was like for this person?

End the *Paseo*. Have students do a quick write-up about what they saw, heard and felt during the process. Open up a discussion about how LGBT students might feel at school and what each student's responsibility is when it comes to bullying.

Juliet Schiller
EDUCATION, EXCELLENCE
AND EQUITY (E3)
SAN RAFAEL, CALIF.

Want to learn more cooperative learning strategies like the Inside-Outside Circle strategy? Visit Facing History and Ourselves for a comprehensive list of student-centered teaching strategies. facinghistory.org/resources/strategies

ACTIVITY EXCHANGE

GRADES 6-8 & 9-12

Debating Corporal Punishment

In 2011, 20 states permitted corporal punishment in public schools. Many students who live outside those states find it hard to believe that corporal punishment still exists. This lesson allows students to debate a complex

with in our state. After explaining what corporal punishment is, I put up 10 to 15 statements about it on the overhead, one at a time. As each statement is put up, I have each student stand under the sign that best reflects his or her

would probably be paddled over and over.

If a teacher or principal paddled me, I would probably hate him or her.

Paddling might be an effective punishment in certain cases.

turnaround, although he still feels conflicted about using the paddle.

After reading both articles, I have students answer questions (both multiple choice and short answer). The questions force them to make inferences about each article, including inferences about the authors' biases. Then students must complete a graphic organizer that asks them to find arguments in the articles that both support and discourage the use of corporal punishment. Finally, they apply the topic to real life by writing a letter to an elected official about the subject.

My students were completely engaged in this topic, and they were able to express their opinions and debate in a thoughtful, respectful manner.

Erin Carrock
CENTENNIAL MIDDLE SCHOOL
PORTLAND, ORE.

Next, we read two articles together. The first article, located at CNN.com (bit.ly/nH8EBV), includes a map that shows where corporal punishment is still legal, which is a good visual for the kids. The article points out that students of color and students with disabilities are paddled at a much higher rate than other students. The other article, located at Newsweek.com (bit.ly/oC1aeU), is about a school in South Carolina that brought back paddling. The principal there believes corporal punishment is responsible for the school's

issue while at the same time working on inferential comprehension.

To begin the lesson, I put signs on the four walls of the classroom that say *Agree*, *Sort of Agree*, *Sort of Disagree* and *Disagree*. I tell students that we are going to be talking about an issue that we, fortunately, do not have to deal

opinion. After they do this, the students take turns stating the reasons for their opinions.

Sample statements:
Punishments at our school don't seem to stop kids from misbehaving.

If paddling were allowed at our school, certain students



Civil Discourse in the Classroom can help students turn unsubstantiated opinions into reasoned arguments. Students can also learn how to effectively challenge opposing arguments. tolerance.org/discourse

GRADES 6-8 & 9-12

Los Héroes y las Heroínas

Through songs, stories and paintings, students explore how and why communities tell stories about heroes and heroines. This helps the students develop a greater understanding of actions that lead to social change. Students also develop proficiency in the use of the preterite and imperfect verb tenses in the Spanish language.

First, we brainstorm a list of people that the class considers to be heroes and heroines. The list can include people living or dead, fictional or real. We try to arrive at a consensus for each name placed on our list. We discuss how, where, when and from whom we heard about these people.

Next, students work in pairs to come up with actions (verbs) that these heroes and heroines did. They also create a list of adjectives to describe them. Students come up with an interesting variety of social justice vocabulary words that can easily be recycled throughout the unit.

We then experience musical, written and visual storytelling about

heroes and heroines in the Latino community. With each story we ask: What motivated or inspired this person? What actions did they take? What challenges did they overcome? Did they always succeed? What role did they play in creating positive social change? Does everyone consider this person to be a hero or heroine? Why or why not? How and why does the storyteller share this person's story? Who is the audience?

In the end, we chat about what it takes to be a hero or heroine and whether any person can become one. As a final assessment, students create and present an original song, poem, work of art or children's book in Spanish to tell the story of a hero or heroine.

Liz Ransom
PRINCETON DAY SCHOOL
PRINCETON, N.J.



POSSIBLE SOURCES

There are Spanish *corridos* (ballads) about César Chávez and Dolores Huerta for students to use. The Smithsonian Institution's website includes a brief video explanation about *corridos* along with footage of Chávez.

corridos.org

Puerto Rican artist Yasmín Hernández produced a series of paintings entitled *Soul Rebels* that can be found on her website (look for it under the heading "projects").

yasminhernandez.com

Other resources include excerpts from the children's book *Cosechando Esperanza: la Historia de César Chávez* by Kathleen Krull, translated into Spanish by F. Isabel Campoy and Alma Flor Ada; any book from the series *Cuando los Grandes Eran Pequeños*; and, in particular, *Julia* by Georgina Lázaro, a story in rhyme about Puerto Rican poet Julia de Burgos.

DID **AMERICA'S** MOST DIVISIVE WAR
START OVER **SLAVERY** OR **STATES' RIGHTS**?

HOW **CONSISTENT** WAS THE SOUTH
IN ITS SUPPORT OF **STATES' RIGHTS**?

WAS THE INSTITUTION OF
SLAVERY ON ITS WAY OUT?

DID **ENSLAVED MEN** FIGHT
FOR THE **CONFEDERACY**?

HOW IMPORTANT WERE TARIFFS AND
TAXES TO **THE DECISION TO SECEDE**?

COULD THE **NORTH** HAVE
LET THE **SOUTH** GO?

WAS LINCOLN AN **ABOLITIONIST**?

HOW MUCH DOES **WHITE
SUPREMACY** HAVE TO DO
WITH THE POPULARITY
OF THE **"LOST CAUSE"**?



**GETTING
THE
CIVIL WAR
RIGHT**

**TOO MANY PEOPLE—INCLUDING
TEACHERS—GET IT WRONG.**

BY JAMES W. LOEWEN





William Faulkner famously wrote, “The past is never dead. It’s not even past.” He would not be surprised to learn that Americans, 150 years after the Civil War began, are still getting it wrong.

During the last five years, I’ve asked several thousand teachers for the main reason the South seceded. They always come up with four alternatives: states’ rights, slavery, tariffs and taxes or the election of Lincoln.

When I ask them to vote, the results—and resulting discussions—convince me that no part of our history gets more mythologized than the Civil War, beginning with secession.

My informal polls show that 55 to 75 percent of teachers—regardless of region or race—cite states’ rights as the key reason southern states seceded. These conclusions are backed up by a 2011 Pew Research Center poll, which found that a wide plurality of Americans—48 percent—believe that states’ rights was the

main cause of the Civil War. Fewer, 38 percent, attributed the war to slavery, while 9 percent said it was a mixture of both.

These results are alarming because they are essentially wrong. States’ rights was not the main cause of the Civil War—slavery was.

The issue is critically important for teachers to see clearly. Understanding why the Civil War began informs virtually all the attitudes about race that we wrestle with today. The distorted emphasis on states’ rights separates us from the role of slavery and allows us to deny the notions of white supremacy that fostered secession.

In short, this issue is a perfect example of what Faulkner meant when he said the past is not dead—it’s not even past.

The Lost Cause

Confederate sympathizers have long understood the importance of getting the Civil War wrong. In 1866, a year after the war ended, an ex-Confederate named Edward A. Pollard published the first pro-southern history, called *The Lost Cause: A New Southern History of the War of the Confederates*. Pollard’s book was followed by a torrent of similar propaganda. Soon, the term “Lost Cause” perfectly described the South’s collective memory of the war.

All these works promoting the Lost Cause consoled southern pride by echoing similar themes: The South’s leaders had been noble; the South was not out-fought but merely overwhelmed; Southerners were united

in support of the Confederate cause; slavery was a benign institution overseen by benevolent masters.

A chief tenet of the Lost Cause was that secession had been forced on the South to protect states' rights. This view spread in part because racism pervaded both North and South, and both ex-Confederates and ex-Unionists wanted to put the war behind them. Beginning with Mississippi's new constitution in 1890, white southerners effectively removed African Americans from citizenship and enshrined their new status in Jim Crow laws. Northerners put the war behind them by turning their backs on blacks and letting Jim Crow happen.

From 1890 to about 1940, the Lost Cause version of events held sway across the United States. This worldview influenced popular culture, such as the racist 1915 movie *The Birth of a Nation* and Margaret Mitchell's 1936 bestselling paean to the Old South, *Gone With the Wind*. As I point out in my book *Lies My Teacher Told Me*, history textbooks also bought into the myth and helped promote it nationwide.

What's Wrong About States' Rights?

But advocates of the Lost Cause—Confederates and later neo-Confederates—had a problem. The leaders of southern secession left voluminous records. The civil rights movement of the 1950s and 1960s prompted historians and teachers to review those records and challenge the Lost Cause. One main point they came to was this: Confederate states seceded *against* states' rights, not for them.

As states left the Union, they said

why. On Christmas Eve of 1860, South Carolina, the first to go, adopted a "Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union." It listed South Carolina's grievances, including the exercise of northern states' rights: "We assert that fourteen of the States have deliberately refused, for years past, to fulfill their constitutional obliga-

August in the North could bring their cooks along. By 1860, New York made it clear that it was a free state and any slave brought there would become free. South Carolina was outraged. Delegates were further upset at a handful of northern states for letting African-American men vote. Voting was a state matter at the time, so this should have fallen under the purview of states' rights. Nevertheless, south-

CONFEDERATE SYMPATHIZERS have long understood the importance of getting the Civil War wrong. ... Their founding documents show that the South seceded over slavery, not states' rights. But the neo-Confederates are right in a sense. Slavery was not the only cause. The South also seceded over white supremacy, something in which most whites—North and South—sincerely believed.

tions, and we refer to their own Statutes for the proof." The phrase "constitutional obligations" sounds vague, but delegates went on to quote the part of the Constitution that concerned them—the Fugitive Slave Clause. They then noted "an increasing hostility on the part of the non-slaveholding States to the institution of slavery. ... In many of these States the fugitive is discharged from service or labor claimed. ..."

South Carolina also attacked New York for no longer allowing temporary slavery. In the past, Charleston gentry who wanted to spend a cool

erners were outraged. In 1860, South Carolina pointed out that according to "the supreme law of the land, [blacks] are incapable of becoming citizens." This was a reference to the 1857 Dred Scott decision by the southern-dominated U.S. Supreme Court.

Delegates also took offense that northern states have "denounced as sinful the institution of Slavery" and "permitted open establishment among them of [abolitionist] societies." In other words, northern and western states should not have the right to let people assemble and speak

MYTHS ABOUT THE CIVIL WAR AND SLAVERY

➔➔ No. 1 THE NORTH WENT TO WAR TO END SLAVERY

The South definitely went to war to preserve slavery. But did the North go to war to end slavery?

No. The North went to war initially to hold the nation together. Abolition came later.

On Aug. 22, 1862, President Lincoln wrote a letter to Horace Greeley, abolitionist editor of the *New York Tribune*, that stated: "If I could save the Union without freeing any slave, I would do it; and if I could save it by freeing all the slaves, I would do it; and if I could save it by freeing some and leaving others alone, I would also do that. What I do about slavery and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union."

Lincoln's own anti-slavery sentiment was widely known at the time, indeed, so widely known that it helped prompt the southern states to rebel. In the same letter, Lincoln wrote: "I have here stated my purpose according to my view of official duty; and I intend no modification of my oft-expressed personal wish that all men every where could be free."

Lincoln was concerned—rightly—that making the war about abolition would anger northern Unionists, many of whom cared little about African Americans. But by late 1862, it became clear that ending slavery in the rebelling states would help the war effort. The war itself started the emancipation process. Whenever

U.S. forces drew near, African Americans flocked to their lines—to help the war effort, to make a living and, most of all, simply to be free. Some of Lincoln's generals helped him see, early on, that sending them back into slavery merely helped the Confederate cause.

A month after issuing his letter to the *New York Tribune*, Lincoln combined official duty and private wish by announcing the Emancipation Proclamation, to take effect on January 1, 1863.

➔➔ No. 2 THOUSANDS OF AFRICAN AMERICANS, BOTH FREE AND SLAVE, FOUGHT FOR THE CONFEDERACY

Neo-Confederates have been making this argument since about 1980, but the idea is completely false. One reason we know it's false is that Confederate policy flatly did not let blacks become soldiers until March 1865.

White officers did bring slaves to the front, where they were pressed into service doing laundry and cooking. And some Confederate leaders tried to enlist African Americans. In January 1864, Confederate Gen. Patrick Cleburne proposed filling the ranks with black men. When Jefferson Davis heard the suggestion, he rejected the idea and ordered that the subject be dropped and never discussed again.

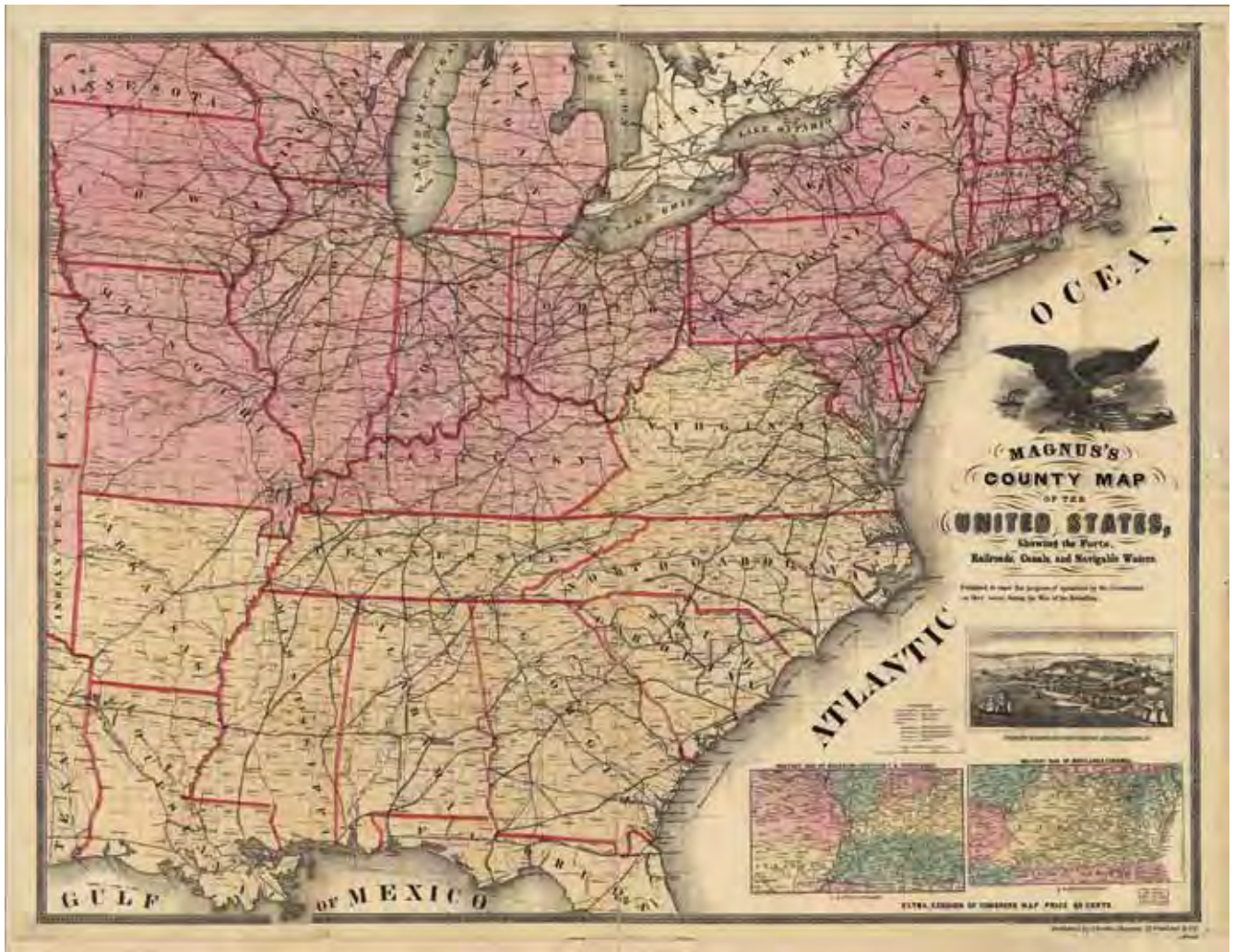
But the idea wouldn't die. In the war's closing weeks, Gen. Robert E. Lee was desperate for men. He asked the Confederate

government to approve allowing enslaved men to serve in exchange for some form of post-war freedom. This time, the government gave in. But few blacks signed up, and soon the war was over.

➔➔ No. 3 SLAVERY WAS ON ITS WAY OUT ANYWAY

Slavery was hardly on its last legs in 1860. That year, the South produced almost 75 percent of all U.S. exports. Slaves were valued as being worth more than all the manufacturing companies and railroads in the nation. No elite class in history has ever given up such an immense interest voluntarily. True, several European colonies in the Caribbean had ended slavery, but that action was taken by the mother country, not by the elite planter class. To claim that U.S. slavery would have ended of its own accord is impossible to disprove but difficult to support. In 1860, slavery was growing more entrenched in the South. Unpaid labor made for big profits, and the southern elite was growing ever richer. Slavery's return on investment essentially crowded out other economic development and left the South an agricultural society. Freeing slaves was becoming more and more difficult for owners, as state after state required them to transport freed slaves beyond the state boundaries. For the foreseeable future, slavery looked secure.

As we commemorate the sesquicentennial of that war, let us take pride this time—as we did not during the centennial—that secession on slavery's behalf failed.



This historic map shows how the United States was divided in 1861, as the Civil War began. All of the seceding southern states were heavily dependant on slavery. Keeping African Americans in bondage allowed slave owners to cheaply grow cash crops like cotton, rice and sugar cane.

freely—not if what they say might threaten slavery.

Thoroughly Identified with Slavery

Other seceding states echoed South Carolina. “Our position is thoroughly identified with the institution of slavery—the greatest material interest of the world,” proclaimed Mississippi. “... [A] blow at slavery is a blow at commerce and civilization.” Northern abolitionists, Mississippi went on to complain, have “nullified the Fugitive Slave Law,” “broken every compact” and even “invested with the honors of martyrdom” John Brown—the radical abolitionist who tried to lead a slave uprising in Virginia in 1859.

Once the Confederacy formed, its leaders wrote a new constitution

that protected the institution of slavery at the national level. As historian William C. Davis has said, this showed how little Confederates cared about states’ rights and how much they cared about slavery. “To the old Union they had said that the Federal power had no authority to interfere with slavery issues in a state,” he said. “To their new nation they would declare that the state had no power to interfere with a federal protection of slavery.”

Their founding documents show that the South seceded over slavery, not states’ rights. But the

neo-Confederates are right in a sense. Slavery was not the only cause. The South also seceded over white supremacy, something in which most whites—North and South—sincerely believed. White southerners came to see the 4 million African Americans in their midst as a menace, going so far as to predict calamity, even race war, were slavery ever to end. This facet of Confederate ideology helps explain why many white southerners—even those who owned no slaves and had no prospects of owning any—mobilized so swiftly and effectively to protect their key institution.

Tariffs, Taxes and Lincoln

The other alleged causes of the Civil War can be dispensed with fairly quickly. The argument that tariffs and taxes also caused secession is a part of the Lost Cause line favored by modern neo-Confederates. But this, too, is flatly wrong.

High tariffs had been the issue in the 1831 nullification controversy, but not in 1860. About tariffs and taxes, the “Declaration of the Immediate Causes” said nothing. Why would it? Tariffs had been steadily decreasing for a generation. The tariff of 1857, under which the nation was functioning, had been written by a Virginia slaveowner and was warmly approved of by southern members of Congress. Its rates were lower than at any other point in the century.

The election of Lincoln is a valid explanation for secession—not an underlying cause, but clearly the trigger. Many southern states referred to the “Black Republican Party,” to use Alabama’s term, that had “elected Abraham Lincoln to the office of President.” As “Black Republican” implies, Alabama was upset with Lincoln because he held “that the power of the Government should

WHAT’S IN A NAME?

What a war is called says a lot about the beliefs of the people naming it. Ask your students to think about what these alternative names for the Civil War reveal about the background and beliefs of the people who used them.

Civil War

War of the Rebellion

Freedom War

War Between the States

War of Northern Aggression

War of Southern Independence

DOCUMENTS CITED

THESE ARE ESSENTIAL PRIMARY SOURCES FOR THE CIVIL WAR.

Secession documents from the Southern states

Lincoln’s First Inaugural Address

Constitution of the Confederate States of America

Alexander Stephens’ “Cornerstone Speech”

Lincoln’s Aug. 22, 1862, letter to Horace Greeley

Confederate Congress’ act to enlist African-American men, March 13, 1865

be so exercised that slavery in time, should be exterminated.”

So it all comes back to slavery.

Study the Writing of History

None of this was secret in the 1860s. The “anything but slavery” explanations gained traction only after the war, especially after 1890—at exactly the same time that Jim Crow laws became entrenched across the South. Thus *when* people wrote about secession influenced *what* they wrote.

And here the states’ rights argument opens a door for teachers to explain how perceptions of the past change from one generation to the next. Most students imagine history is something “to be learned,” so the whole idea of historiography—that who writes history, when and for what audience, affects how history is written—is new to them. They need to know it. Knowledge of historiography empowers students, helping them become critical readers and thinkers.

Concealing the role of white supremacy—on both sides of the conflict—makes it harder for students to see white supremacy today. After all, if southerners were not championing slavery but states’ rights, then that minimizes southern racism as a cause of the war. And it gives implicit support to the Lost Cause argument that slavery was a benevolent

institution. Espousing states’ rights as the reason for secession whitewashes the Confederate cause into a “David versus Goliath” undertaking—the states against the mighty federal government.

States’ rights became a rallying cry for southerners fighting all federal guarantees of civil rights for African Americans. This was true both during Reconstruction and in the 1950s, when the modern civil rights movement gained strength. Today, the cause of states’ rights is still invoked against federal social programs and education initiatives that are often beneficial to people of color.

In other words, teaching the Civil War wrong cedes power to some of the most reactionary forces in the United States, letting them, rather than truth, dictate what we say in the classroom. Allowing bad history to stand literally makes the public stupid about the past—today. ♦



JAMES W. LOEWEN is the author of several books, including *Lies Across America: What Our Historic Sites Get Wrong*, *Sundown Towns: A Hidden Dimension of American Racism* and *The Confederate and Neo-Confederate Reader: The “Great Truth” about the “Lost Cause.”*

WE  ART



ARTS PROGRAMS FACE BUDGET CUTS AND PERCEPTIONS THAT THEY'RE "EXTRA" CLASSES. BUT THEY'RE THE MAIN REASON MANY STRUGGLING STUDENTS STAY FOCUSED ON SCHOOL.



Anjelica Morales looked down through her glasses at her schoolwork, counting with her hands to make sure she was getting it right. A bit frustrated, she tried again. The rest of the students in Rudy Valenzuela's class were making noise, and it was hard for her to concentrate. But it's the one class she looks forward to every day, so she kept on.

Tapping the guitar with her palm, she felt she finally got the notes and rhythm right and nodded to Valenzuela to start the lesson. His advanced mariachi class at Roskrige Bilingual Magnet Middle School in Tucson, Ariz., dove into the middle of a popular Mexican ballad.

"Si nos dejan, buscamos un rincón cerca del cielo ..."

(If they let us, we'll look for a spot near the heavens ...)

Other students feel the same as Morales about the mariachi class. It's a place where they can get some peace during the

BY DALINA CASTELLANOS ILLUSTRATION BY RUTH ROWLAND

academic day, though Valenzuela and the school's administrators know that can all change at next year's budget review.

"When the district proposes cuts, we do look at arts first," José Olivas, Roskruge's principal, said. "Right now we need a third social studies teacher. I hate to say it but we have to think, 'Are academics more important than the arts?'"

The students in the advanced mariachi class—mostly eighth graders—would probably say "no." The 102-year-old school draws students from all over the district to participate in the highly acclaimed music program. Each student has to earn a spot in the band. And as Olivas points out, this is what many students live for at school.

"Our role as educators is to try to help students identify where their strengths are," he says. "Some students are more able in the arts—it's the only place they shine."

Cutting the Arts

Yet art classes all over the country are under siege. The passage of the No Child Left Behind law in 2001, which measures student achievement based on English and math scores, has pressured schools to cut the arts.

A 2006 survey by the Center on Education Policy found that 44 percent of school districts had increased time for English and math while cutting time for other subjects. And a follow-up study done in 2008 found that 16 percent had cut elementary school class time for music and art. The declines have been sharpest in low-income schools.

But the decline in arts education



Enrichment

5 WAYS TO INTEGRATE ART INTO THE CORE BY LEARNING THROUGH AND WITH THE ARTS

1. Study architecture in history.
2. Explore the math of modern art and sculpture (Mondrian, Calder).
3. Examine the physics of ballet.
4. Learn vocabulary from songs.
5. Use paintings as writing prompts.

the current recession have not helped. The National Endowment for the Arts (NEA), using a 2008 U.S. Census Bureau survey, found across-the-board declines in arts education. Among children of college graduates, 27 percent said they had never taken an arts class, compared with 12 percent in 1982. For children whose parents graduated from high school, the number rose to 66 percent from 30 percent in 1982.

Roskruge Principal José Olivas was lucky this year. With the school at capacity at 700 K-8 students, the Tucson Unified School District told him to keep the same budget as the year before. That meant the middle school was able to keep its art, dance, folklorico dance, mariachi, hip-hop and physical education classes. (Volunteers teach the elementary art classes after school, so they don't factor into financial planning.)

Roskruge Principal José Olivas (right page, blue shirt) says that arts teachers like Rudy Valenzuela (red shirt, both photos) play a vital role in making school more engaging for teenagers. Music students like Anjelica Morales (red shirt) and Corina Switzer (black shirt) agree.

is decades in the making, and the lingering effects of

Morales said her mom transferred her to Roskruge specifically for the mariachi program when she reached middle school. Though she has been playing the guitar for only two years, she strums and picks at the strings as if she were born to do it. Every student in the advanced class has to keep grades at a C level and above to perform at public events and competitions. When asked what her course of action would be if the district were to take away the class, she paused. A look of shock flashed across her face.

"I guess I would move schools," she said, after taking some time to think about it and re-tune her guitar.

Stopping the Decline

Earlier this year, the Obama administration released a report from the President's Committee on the Arts and the Humanities. In an effort to check the long decline in arts education, the report called for more money and better teaching strategies. It also called for a new approach that doesn't treat arts

Attend school concerts, plays and musicals with a few colleagues. Shake your students' hands after the performance. Congratulate them in class the next day.

education as a frill that can be cut every time budgets get tight.

No study has proven conclusively that arts education directly improves student performance. But the president's report states that decades of research show a link between high-quality arts education and strong educational outcomes.

For José Olivás at Roskruge, no more research is needed

"Without [arts classes], they might not concentrate on their other courses," he says. "Once they get a taste of success in whatever class it may be, it spills over [into other academic work]."



A+ for Early Ed
 3 WAYS EARLY MUSIC EDUCATION BUILDS BRAIN FUNCTION

- Music training enhances phonological awareness.*
- Practice leads to increased attention and focus.*
- Learning music increases working and long-term memory.*

Schools struggling financially and searching for more funds and grants and trying to achieve Adequate Yearly Progress—which is mostly based on reading and math scores—may not realize they are doing a disservice to their students by focusing on a few subjects and not keeping their curricula well-rounded.

One program in particular, Beyond Basics, has entered the schools to give them the arts classes and tutoring students need to succeed.

"Our art program has a couple of main components. Bring in a child that avoids any academic setting because they aren't confident in their scholastic skills, and we'll try to turn that around," Pamela Good, president and founder of Beyond Basics, said.

"We can bring them into art, and they might have a positive experience and it can validate their self-worth in a classroom setting. Then we work from there and get them reading."

The program immerses students in art by taking small field trips to galleries or by having artists visit the schools and talk about their work.

According to Good, the program is based on the understanding that children exposed to educational curricula beyond the basic school system offerings will achieve higher scores on exams and have a greater chance of achieving excellence beyond their public school careers.

"For children living in poverty, they don't have the exposure to things that everyday society takes for granted, like art," Good said. "We want to expand their world in huge ways through the arts. Art is one of those areas that everyone has an opinion about and can appreciate. When we bring art into the school it adds vibrance and creativity. When the students create art, they are being celebrated in that space. It breaks

down so many barriers that we all have built up, but children in poverty might have built up many more."

Beyond Basics' programs take place during the school day and at no cost to the schools, the district or individual students.

"It is an answer, a solution for public education to poor schools," Good said. "We hear all the time what the problems are and it may take many, many years to solve some of those. But in the meantime there are little children that need the service."

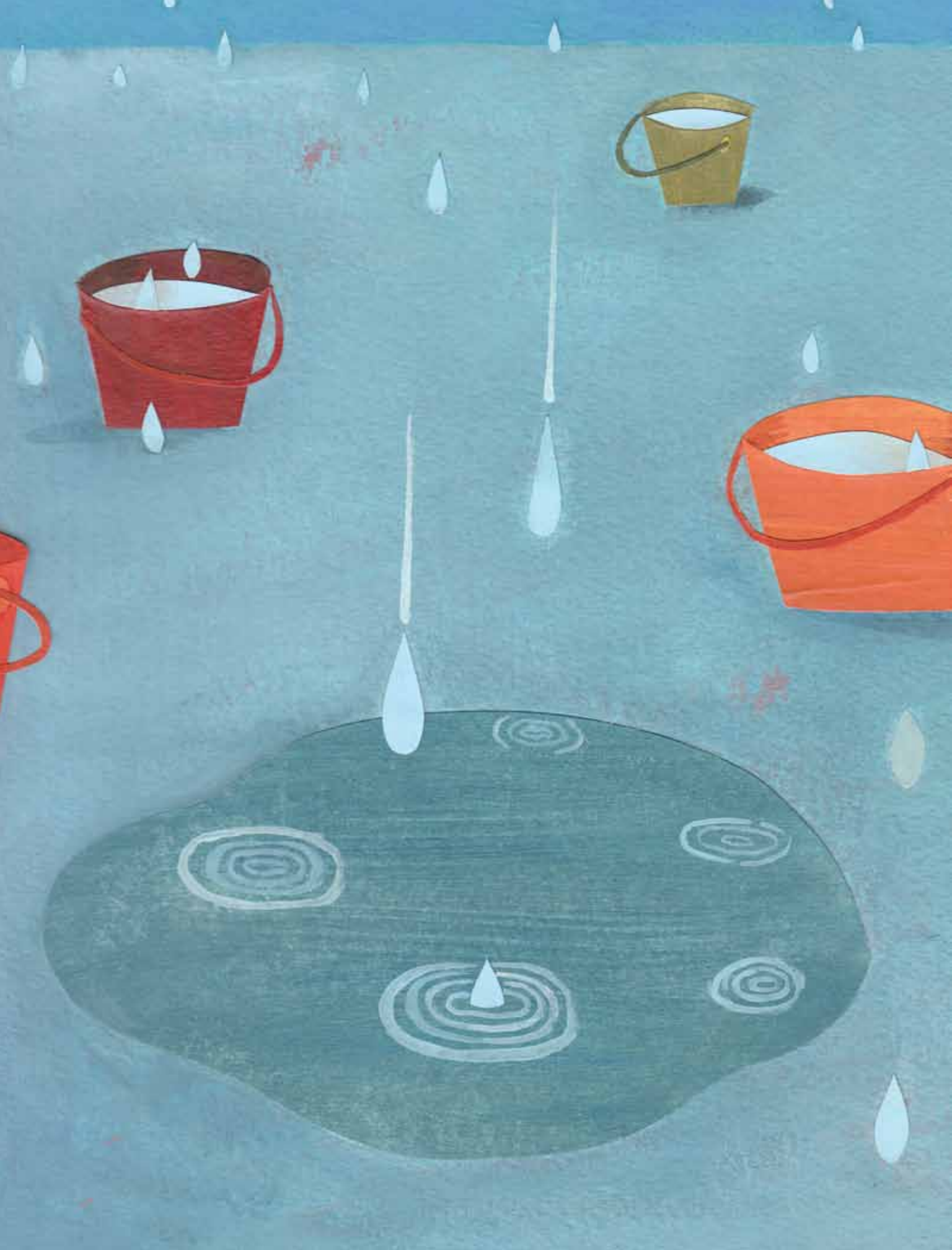
The Big Payoff

Those districts that can provide arts instruction often see their hard work validated when report cards come out.

Corina Switzer, an eighth-grader at Roskruge, said she works extra hard in her classes to be able to sing with the mariachi class. Her grades in algebra and language arts aren't what they should be. But her friends offer to help her with tutoring just to keep her on stage.

"If they took mariachi away from me, I wouldn't be able to concentrate on anything else," she said. With the Tucson International Mariachi Conference only a week away, she said she'd give up her lunch and free time to make sure she got the C's she needs.

"I can't imagine what these kids would do without the program—this class is like their break from core academics," said Rudy Valenzuela, the mariachi teacher. "But what I seem to notice is that at most of the honor awards announcements, most of the kids in my classes are the ones up there getting a certificate." ♦



THE UNAFFILIATED UNITE

SECULAR STUDENTS ARE FORMING CLUBS FOR MUTUAL SUPPORT—THEY’LL NEED TEACHER-ALLIES.

By Victoria Lim

Illustration by Nina Frenkel

NEIL CARTER OF RIDGELAND, MISS., IS about to take a leap of faith—based on his lack of faith.

In a state where 91 percent of residents say they believe in God “with absolute certainty,” according to the Pew Research Center, Carter began “coming out” recently to friends as an atheist. The 41-year-old special education teacher is also exploring interest in sponsoring a Secular Student Alliance at Ridgeland High School.

“This is way beyond the bounds of what’s acceptable around here,” said Carter, who’s a former Christian with a seminary degree.

Based on the isolation he’s felt, Carter believes some of the 900 kids at Ridgeland High may be like-minded—perhaps not atheists, but not Christians either.

“I can’t even have a conversation with my family and friends without feeling alienated,” Carter said. “They’re not being mean to me, they just don’t get my perspective. I know these kids have the same problem.”

One state away, in Bastrop, La., Damon Fowler found out what it’s like to be one of those kids. His troubles started two years ago when he realized he was an atheist. Damon hid it well, continuing to attend church with his family.

But last spring, he began to tell a few people. Then a couple of weeks before graduating in May, he sent an email to the superintendent reminding him that a planned public prayer at the ceremony was against state and federal law.

“No one else wanted to stand up for their constitutional right of having freedom of and from religion,” Damon wrote at the time. “I was also hoping to encourage other atheists to come out and be heard. I’m one of maybe three atheists in [Bastrop] that I currently know of. One of the others is afraid to come out of the atheist closet.”

Classmates shunned and threatened Damon. A teacher badmouthed him in the local newspaper, saying “What’s even more sad is this is a student who really hasn’t contributed anything to graduation or to their classmates.” At the graduation ceremony, there were boos when Damon’s name was called—and a prayer.

The Ultimate Outsiders

In many ways, people like Neil Carter and Damon Fowler are considered the ultimate outsiders in American life. According to a 2006 public opinion survey by the University of Minnesota, atheists are more disliked and mistrusted than immigrants, gays and lesbians, conservative Christians, Jews or Muslims.

Even so, the fear of being identified as an unbeliever is gradually easing. More and more young people are identifying themselves as atheists, agnostics, humanists, free-thinkers and other types of non-theists, says Jesse Galef of the Secular Student Alliance. The Columbus, Ohio-based group provides support services for unbelieving students and their groups.

“More people are talking about what it means to be non-religious,” Galef said. “There’s still bullying, but it’s enormously better than 10 years ago.”

Indeed, recent surveys have found that younger Americans are the least likely to be religious. According to the 2008 American Religious Identification Survey, 29 percent of 18-29 year olds are religiously unaffiliated, compared with 15 percent of the population as a whole. And a 2006 Pew Research poll found that 1 in 5 young people said they have no religious affiliation, nearly double the proportion of the late 1980s.

This transition has made groups like the SSA possible. Two years ago, the organization had 143 student-affiliated

groups. That number is now 262. In the 2010-2011 school year alone, 12 high school groups joined as affiliates as of January 2011. By June, the number had doubled to 25.

More groups might have been created. But the formation of secular student organizations has been met with resistance across the country:

➔ Eighteen-year-old Brian Liscoe was denied the opportunity to form a “nontheists” group at his high school near Houston. School administrators finally granted him permission after *USAToday* picked up the story and questioned them.

➔ Karol Zawadzki’s high school in Chicago would not allow him to use the



word “atheist” on school posters promoting the Atheist Club at a school fair.

➔ Duncan Henderson, 15, tried to set up an SSA at his junior high school in Auburn, Ala. The school administration blocked him and appeared to be prepared for a court fight. However, the principal left and Duncan moved up to Auburn High School. There, he’s been assured that an SSA can be formed.

Yet administrators who try to block the creation of secular groups usually run afoul of the U.S. Equal Access Act. That 1984 law says any school that gets federal support and already has one student-formed club cannot

Tips on forming a Secular Student Alliance

Lead by example

You must be resolute if you plan to create an SSA, says Mike Creamer, the advisor in Panama City, Fla. “If you’re not willing to stand up in front of a group of kids when asked ‘are you atheist or do you believe in God?’ you are not ready to do it. You must be declarative—clear.”

Details, details, details

Cross your t’s, dot your i’s. Follow policy guidelines to the letter. “People who aren’t happy about it will look for any reason, legitimate or not, to terminate it,” Creamer said.

Dispel misconceptions

Educate folks that an SSA is *not* a hate group. It’s a group for students who identify themselves as non-religious. “We’re not here to hate others, but to form a community and discuss our values,” said Jesse Galef of the SSA.

Be friendly

Work with the school in reminding people that public prayer or the blocking of the formation of an SSA is illegal. Don’t go looking for a fight. Bring in educational materials for the principal and administration. Discuss. Talk. But be persistent.

Seek support

The Secular Student Alliance can provide a “group starting packet.” Tap into social media for help and to find other like-minded people. Contact SSAs at other schools to share ideas or seek advice on how to handle adversity.

secularstudents.org

Secular students clubs are, like GSAs, protected by the Equal Access Act of 1984.

forbid the creation of others. The law was originally championed by conservative Christians as a way to promote religious groups on campus.

“Our group doesn’t want anything different than any Christian group at our school has,” said Duncan Henderson in a recent interview with Nick News. “So why can’t I have this group?”

Why a Group for Atheists?

Unbelievers are frequently asked why they need school support groups. After all, isn’t the only thing they share a *lack* of belief in something?

But mutual support is a big reason for forming an SSA. Many—probably most—young unbelievers face hostility from people at school and even family members. For instance, the parents of Damon Fowler, the boy from Bastrop, La., cut him off financially and threw him out of the house after he came out as an atheist. His belongings were tossed onto the front porch.

In Panama City, Fla., AP English teacher Mike Creamer saw the need for an SSA at Rutherford High School after several students approached him to talk about their religious beliefs—or lack thereof. Creamer is a life-long, open atheist. He launched the club in 2010. At the first meeting, 30 students showed up.

“A lot of kids are atheist or agnostic and don’t even want their parents to know,” Creamer said. “I wasn’t surprised that we had them—just [surprised] how many actually showed up.”

Creamer said his administration didn’t block the formation of the club, but some fellow teachers have made their displeasure known. At least one or two students a year drop out of

his class once they find out he’s an atheist, he said.

“Other than finding it interesting and disappointing, they’re not willing to give me a chance,” he said.

Teachers wanting to take the first step towards forming a secular student club must lead by example. Creamer believes that is the most effective way to gain respect from students as well as fellow educators.

“You’ve got to be able to stand up at the faculty meeting and say, ‘Hey listen, my Secular Student Alliance did this’ knowing 95 percent of people in that room don’t want to hear about it,” Creamer said. “If you’re not willing to do that, I don’t think it’s going to go.”

Creamer said many people believe the SSA’s main function is to “bash God.” That’s not true, and that’s also not the purpose of a local SSA. He said club members participate in activities—like a recent Frisbee tournament to raise money for a local homeless shelter—and spend time discussing rationalism, skepticism, politics and legislation.

Jesse Galef of the national SSA said emphasizing equal opportunities and dispelling fear can go a long way. It might not lead to total acceptance, but it can create a degree of understanding.

“Even if other people aren’t atheists themselves, they can support atheist clubs,” Galef said. “They can fight the bullying of non-religious students. [They can frame] it in a way that it can make a big difference instead of an ‘us versus them’ mentality.”

As for newly graduated Damon Fowler, coping with the “us versus them” mentality is his reality now. He had to move in with his sister in Texas after his parents threw him out of the house. And yet as news of his situation spread, the atheist community across the world rallied, and formed a scholarship fund for him.

“I don’t feel so alone anymore because I know there are a lot more people out there like me,” Damon said. “People from all over the world have been contacting me saying they support me. And it wasn’t just atheists. Jews, Christians—people.”

Damon will attend community college in the fall. He said despite what he’s been through, he encourages anyone who feels the same way to speak out.

“One person can actually make a difference if you actually try, no matter what the consequences,” he said. “I feel like, ‘You did make a difference. It was worth it.’”

Back in Mississippi, Neil Carter took the leap.

He met with the school’s Speech and Debate Club to gauge student interest. After initial hesitation, he said students became excited about the idea—so much so that some wanted to pass around a sign-up sheet immediately.

But Carter implored them to hold off. He said his next step is to approach the principal for the green light. Then he’ll start the process this fall as school begins.

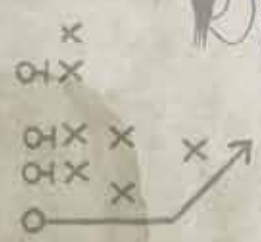
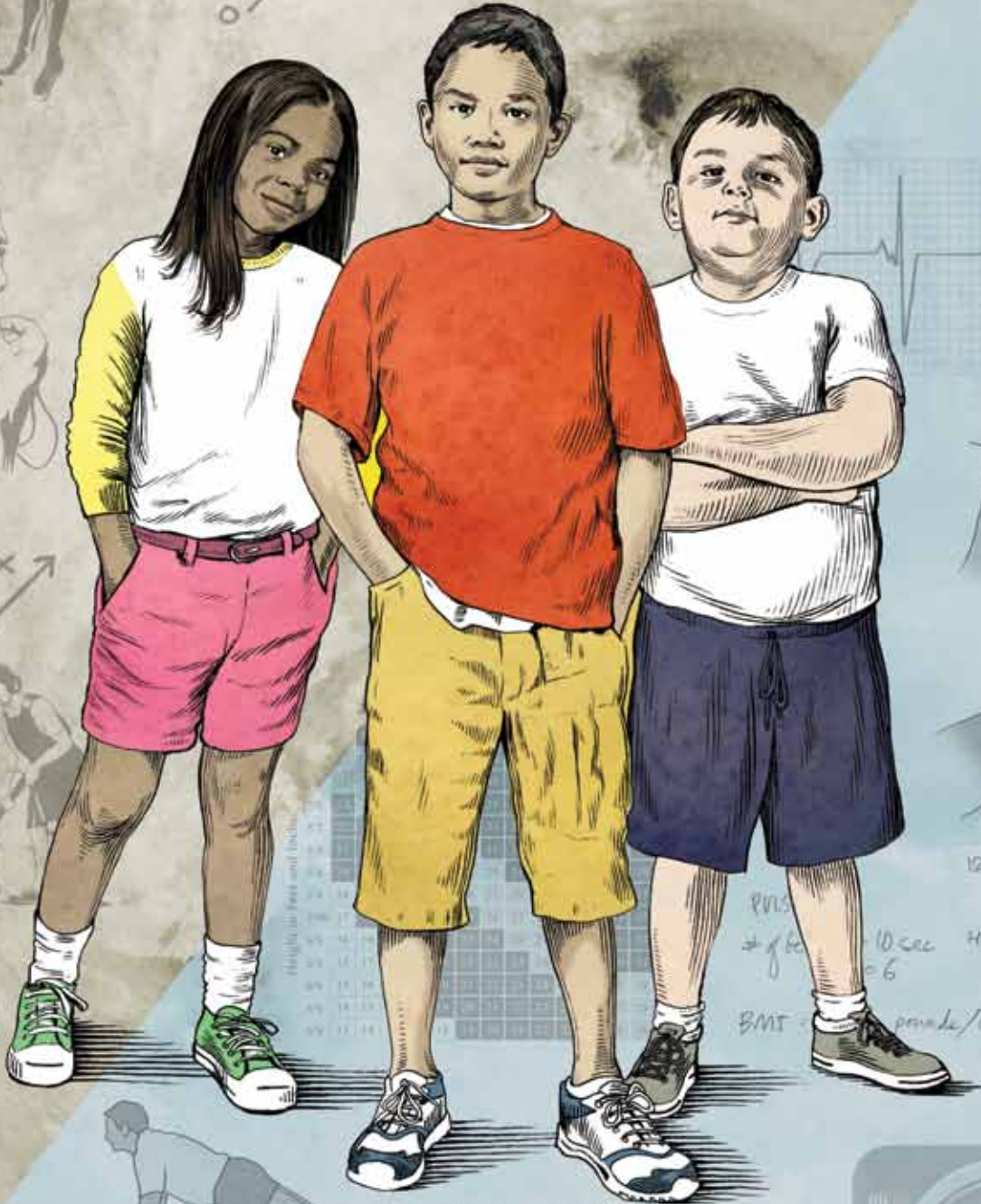
“A huge part of education is teaching how to think of opposite viewpoints from your own,” he said, “getting past your own biases. I’m ready to do this. Ready to go and find out if it’s as good of an idea as I think it is.” ♦

PROFILE

Unaffiliated Millennials

BELIEFS AND PRACTICES OF UNAFFILIATED 18-29 YEAR-OLDS MIGHT SHED LIGHT ON TEENS.

- 18% pray every day (compared to 58% of total population)
- 21% mediate weekly (39%)
- 12% say religion is very important (56%)
- 34% are certain God exists (71%)
- 54% believe in life after death (74%)
- 67% believe there is absolute right and wrong (77%)



12 BEATS / 10 SEC
 $12 \times 6 = 72$

HEART RATE = 72
 BEATS PER MINUTE

RMS
 $\pm f$
 10 sec
 $\div 6$

BMI = pounds / height² = inches = 705

1-20-10

RATE

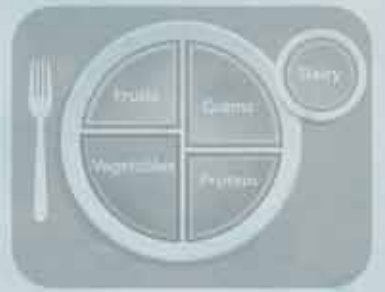
12 = 298
 PRACTICABLE HEART RATE



130 lbs - 5'4"
 69
 $\times 69$
 4761

$(130 / 4761) \times 703$

BMI = 30.89



New concepts of PE and sports programs are making it more fun for everyone to play.

Game Changers

BY SEAN MCCOLLUM ILLUSTRATION BY JOE MCKENDRY

“YOU MIGHT AS WELL GIVE ME AN ‘F’ NOW—GET IT OUT OF THE WAY. Then I’ll just go sit in the corner.”

Doris Dorr could hear the despondent defiance in Tim’s voice on the first day of physical education. The 10th-grader was “chubby,” not into sports and resigned to the humiliation he was sure awaited him in the locker room and gym.

Dorr, a veteran physical education teacher at Toppenish High School in Washington state, recognized his fears. But she asked her new student for a deal: Dress for every class and trust her to be a good teacher. “You can do this,” she told him. “Keep trying.”

Dorr taught Tim’s class five days a week, including 20 minutes in the classroom teaching about the connections between health, fitness and diet. Tim dressed every day and joined his classmates in compiling their personal fitness data. He took part in class: aerobic exercise, strength building, skill development and playing cooperative instead of competitive games.

“Physical education class might be the only activity some students get all day. It’s a huge loss if they do not develop the knowledge, skills and attitudes that can inspire them to be physically active throughout their lives.”

Tim measured his progress using charts, graphs and a journal. He also noticed how supportive his teacher and classmates were of him and each other. Kids would finish their laps, then circle back and walk alongside him. They cheered when a classmate graduated from one push-up to five. “There’s only one way kids can get in serious trouble in my class,” Dorr says. “Only if they’re unkind.” The sophomore shed 45 pounds during the semester.

“One day, I heard screaming from the other side of the gym,” Dorr recalls. “And there’s Tim with his arms above his head. He was shouting and the other kids were clapping and cheering. He had just taken his body weight and fat index and had reached his personal goal.”

But he wasn’t done yet.

Clichés of the Locker Room

Movies and TV shows often play up the harsh stereotypes of gym classes and school sports ruled by the law of the jungle, often for laughs. These clichés, sometimes deserved, portray a realm where jocks dominate and the timid or hopeless or bespectacled cower as far from the action as possible. The PE teacher, often a be-whistled person called “Coach,” tosses

out balls of one shape or another, then walks off to strategize for Friday night’s game.

Even when real-world PE classes do not sink to that level, they can be intimidating places. As Dorr’s discouraged student demonstrated, many students feel that flunking such a class carries less pain and shame than physical failure and taunting.

These unfortunate traditions may take a while to disappear from schools. But there is an up-and-coming generation of teachers and coaches like Dorr who are dedicated to inclusive practices. They are passionate about helping *all* kids discover the physical, social and emotional benefits—as well as pleasures—of physical activity.

The benefits are too great to forfeit, says Lynn Couturier. She is chair of the physical education department at the State University of New York, Cortland, and past president of the National Association of Sport and Physical Education (NASPE). “Physical education class might be the only activity some students get all day,” Couturier says. “It’s a huge loss if they do not develop the knowledge, skills and attitudes that can inspire them to be physically active throughout their lives.”

The Values of Inclusive PE

A survey of inclusive physical education programs reveals a culture of respect and community values. “It’s not just about fitness,” says veteran PE teacher Doris Dorr. “Our program is ingrained with character education.” Here are some ways to make a PE class more welcoming for all kids:

Communicate clearly and firmly that encouragement and respect will be the fundamental value in PE classes, then model that support for less-capable students. A simple fist bump or pat on the shoulder can go a long way in helping a struggling student relax, feel safe and have fun.

Personalize the curriculum as much as possible. Students should be developing their own fitness and skills, not competing against others. Competition, for the most part, should be reserved for sports programs.

Research creative ways to **accommodate special needs** and physically less-capable students. Help all students recognize that physical education is about health, fitness and having fun, not necessarily doing everything by the rules.

Benefits vs. Budgets

The losses go beyond matters of fairness and personal development. They have a direct bearing on the nation's physical and fiscal health. Diets featuring fast food and sugary soft drinks along with declining physical activity have contributed to a tripling of childhood obesity rates in the United States in the last 30 years, according to the U.S. Centers for Disease Control. Today, nearly a third of American kids qualify as overweight or obese. Poor eating habits and sedentary childhoods have also contributed to more kids with asthma, heart problems and type 2 juvenile diabetes.

Some policymakers are looking to schools in general, and physical education in particular, to reverse this national trend. First Lady Michelle Obama has championed the "Let's Move" initiative to raise awareness of childhood obesity while educating kids and communities about the advantages of healthier food and regular exercise. "Let's Move In School" (which is unrelated to Let's Move) is sponsored by the American Alliance for Health, Physical Education, Recreation, and Dance. The program promotes physical activity throughout the school day by means of education, grants and

Emphasize effort and personal progress more than performance. One student may not be as fast as another, but a target heart-rate monitor may reveal he or she is exerting more effort and is making greater individual progress.

Incorporate cooperative games in lieu of competition. For example, all students can contribute to a "Walk Across America" challenge in which they count up miles walked and run in a virtual cross-country journey.

Whenever appropriate, **link the PE curriculum to other school subjects.** Creating a hybrid project with math, social studies and reading teachers helps students and colleagues value what you do in PE, and show you value what they do, as well.

Refrain from using push-ups, laps or other **physical activity as punishment.** This practice sends the wrong message.

All teachers should examine their own attitudes regarding size, race, religion, gender, sexuality, fitness and ability. They should **strive not to let their own biases intrude on instruction** or how they relate to students.

BANNING BULLYING

Reducing harassment in the locker room, gymnasium and on the playing field is also vital for creating a positive PE experience. Standards of behavior need to be communicated early and often, and bullying and slurs need to be confronted immediately and firmly, says Pat Griffin. Griffin, a former player and coach, is now head of the Changing the Game project, sponsored by the Gay, Lesbian and Straight Education Network (GLSEN).

"Nothing can turn a kid off faster to sports and PE than bullying and name calling," Griffin says, noting that many LGBT teens—and those perceived as LGBT—cite the locker room as a place of sheer terror. "Teachers need to be vigilant, not disappear into their office when class or practice is over. Coaches also need to monitor their own behavior and language. They can be such important, powerful role models in schools. And what they say and do is more powerful than any Safe Zone sticker."

In some instances, students are taking the lead in educating their elders. Craig Cassey, Jr., 18, is an out gay middle-distance runner from Media, Pa. At one high school track meet, he heard a coach he liked and respected make an anti-gay comment. "He was trying to pump up a teammate," Cassey says.

Cassey had the courage to contact the coach afterward. "He felt awful, immediately apologized and promised to never do that again," Cassey says. "It was a relief for me because he's a fantastic coach. I wouldn't love track this much or have medals from the state meet without him and what he taught me."

"Nothing can turn a kid off faster to sports and PE than bullying and name calling."

professional development.

Even more than emphasizing the negative consequences of obesity, advocates of PE and sports programs seek to play up positive links between regular physical activity and overall well-being. Couturier and others cite a growing library of research that seems

to confirm the obvious: Kids who regularly run, play and sweat demonstrate fewer behavioral problems, greater concentration and improved performances on standardized tests.

However, in many districts such long-term benefits are being undercut by short-term budget realities at the

federal, state and local levels. Data on the national picture is hard to come by. But anecdotes about the impact of cuts abound. A Florida law mandating one semester of middle school PE each year is at risk of defunding as

Gov. Rick Scott seeks to cut \$2 billion from the state's education budget. And last year in Toledo, Ohio, a \$39 million shortfall meant the dismantling of all middle school and ninth-grade sports, as well as wrestling,

cross-country and other team sports in high schools.

The federal No Child Left Behind law has prompted statehouses and school boards to emphasize the testing of core academics. So lawmakers across the country see cuts to physical education, sports and arts programs as changes that will trigger the least fuss. However, while wealthier communities will almost certainly fill the resulting voids through private means, that is less likely in communities with fewer resources.

Couturier says this trend is sadly shortsighted. "I understand that schools have to prepare children to become useful citizens," she says. "But in the long run, there are few things more important than preparing our children to lead healthy lifestyles."

Upgrading PE Advocacy

NASPE and other advocacy groups recognize their programs are under the gun. In response, they are urging members to advocate for their curriculum by reaching out to every constituency—students, parents, fellow teachers, principals, school board members and lawmakers. NASPE has assembled an "Advocacy Toolkit" on their website with resources to help members communicate the story of why "quality physical education" matters. They also encourage PE teachers and coaches to apply for grants and forge community partnerships that can raise the profile and viability of their programs.

Doris Dorr sets out to prove the worth of what she does, kid by kid. Her classes are highly personalized, with students setting personal goals and assessing their own efforts and progress using target heart-rate monitors and other tools.

She also runs an after-school weight-loss program at Toppenish High, a school where 89 percent of

Dealing with Size Bias ...

In physical education, working with overweight children and teens can be a balancing act. Educators want to demonstrate support and acceptance for them exactly as they are, while at the same time offering resources and knowledge to help them—and all students—live healthier lives.

A consistent focus on individual progress and development can be key. Lesson plans that avoid explicit student-to-student comparisons of fitness and abilities can help overweight students feel safe enough to give their best efforts. Emphasizing improvements in what they can do and not what they look like or how much they weigh is essential.

In health class, teachers can guide all students in examining the connections between diet and fitness, why people eat what they eat and ways to eat healthier. Lessons can also explore how advertising and popular media twists people's perception of body image and how opinions of the "ideal body" have changed throughout history.

Schools also need to make it easy for children to eat healthy foods. And they can create opportunities for kids to integrate nutrition and wellness into their daily lives. Likewise, it's important for teachers and parents to model healthy behaviors to children. The most important thing is to show the importance of achieving optimal health—not focusing on appearance or thinness.

... And Students with Special Needs

Special needs kids are one group that has sometimes been underserved by physical education classes. But in many districts, resourceful teachers are working to change that.

Sheryl Hall teaches PE in the Springfield Public Schools in Massachusetts. She works with pre-K to 1 children, including a class of students who are autistic that she sees for 40 minutes every school day.

Through experience and self-education, Hall has struck on a formula to reach children who are often viewed as the most difficult to reach: "Routine, routine, routine," she says. "We start every class with a song, then some exercise, then another song. Then we walk or jog around the gym." She signals students using handheld signs that indicate "stop," "throw" and other instructions, an idea she gleaned from an expert on autism.

Hall also adapts skills exercises to help students experience success. To practice striking skills, kids will hit a ball off a tee then run the bases without the pressure of making an out. Students also kick a ball attached to a handheld band so the ball will not skitter away. "My goal is to create such a fun activity that they'll want to continue," Hall says.

In another class, Hall helped a student who is blind cross a low climbing wall by guiding her hand and foot placement. After repeated practice, the girl completed it solo. Hall then offered the class's sighted kids the chance to wear a blindfold and do the same. They left the climbing wall with a new appreciation for their "special needs" classmate.

Airing Out the ‘Last Closet’

Many in the LGBT community love sports. Sports, though, have rarely returned the affection. Basketball star Kobe Bryant highlighted the problem when he made an anti-gay slur in a televised game last April. In sports culture, few LGBT athletes have felt secure enough to be honest about matters of sexuality. Professional athletes who eventually do open up usually wait until retirement. There is a reason sports have been called the “last closet.”

That may change quite quickly as a new generation of young athletes—gay and straight—take the court and field. It is a generation that is rapidly embracing the idea that ability, attitude and team chemistry trump sexuality and other issues of identity. “There’s no question that young people are leading the way,” says Pat Griffin, head of the GLSEN’s Changing the Game initiative. Changing the Game seeks to confront homophobia and transphobia through education, training, social media and support for young LGBT athletes.

A new breed of coach is also confronting homophobia in sports. For years, Dan Woog, an out gay soccer coach, has led the top-tier soccer program at Staples High School in Connecticut. “I think as more players grow up knowing gay people and knowing they have gay teammates, as they move into positions of authority we will see anti-gay attitudes die out,” Woog predicts.

Woog serves as an advisor to GLSEN’s Team Respect Challenge. As part of the challenge, high school athletes sign a pledge to refrain from insulting speech, including anti-LGBT insults. “It offers a plan of action for teams and athletes who want to do the right thing, but might not know the right thing to do,” Woog says.

students live below the poverty line. The young women, many who have endured neglect and abuse, often join weighing more than 300 pounds, Dorr says. But together with friends and classmates, they shed 70 pounds on average while gaining self-confidence. NASPE recently recognized her above-and-beyond efforts with its “Unsung Hero for Youth Award.”

“You make your program so good, and the kids love it so much, people will throw a fit if they try to eliminate it,” Dorr says, noting the support she gets from her colleagues, principal and district. “We have set up a curriculum that will benefit the kids, not just do what is easy.

trying to disabuse new teacher candidates of this old model. “We put them into school early on to expose them to the student population they will be working with, a minority of whom will have the same passion about sports as the teacher,” Couturier says. “We want [our teacher candidates] to practice adapting curricula so it includes and motivates as many kids as possible.”

Proponents of inclusive PE, including Dorr and Couturier, remain big fans of sports and competition. Most recognize their importance as a means for young athletes to practice discipline, hone physical skills and teamwork and strive

“You make your program so good, and the kids love it so much, people will throw a fit if they try to eliminate it.”

“And we need to stop hiring coaches to teach physical education,” she insists. “We need teachers who look at their kids, and know they’re responsible for the well-being of *all* those kids.”

The Case for Inclusive PE

Couturier, a teacher of PE teachers, agrees that contemporary PE curricula need to emphasize health and fitness over competitive sports. One of the difficulties, she says, is that those who pursue physical education as a career often have a background of success in athletics. They don’t necessarily identify with challenges experienced by less-skilled and less-fit kids.

An increasing number of degree programs in physical education are

for excellence, among other positive outcomes. But they see the mission and goals of athletics as distinct from those of inclusive physical education, where knowledge, effort and development should take priority over performance.

PE programs that value inclusiveness and refuse to give up on students also cannot help but improve a school’s climate. Exhibit A is Dorr’s reluctant sophomore, Tim. The semester after meeting his personal goals, Tim signed up for an elective PE class to continue exercising. One day, Dorr noticed he had wandered over from that other class and joined her students.

He was walking laps alongside the next “chubby kid.” ♦

IN 1991, WHEN MORRIS DEES, A CO-FOUNDER OF THE Southern Poverty Law Center, decided to start the Teaching Tolerance program, he hoped to make young people more appreciative of diversity and less vulnerable to hate groups eager to recruit a following. The program he created would pioneer anti-bias education and bring free multicultural content directly to educators.

TWO DECADES of TEACHING TOLERANCE

RESEARCH BY JILL E. THOMAS

A lot has changed in 20 years. School reform has advanced at warp speed, immigration has increased, and American society has moved toward greater acceptance of gay men and lesbians. There has also been greater appreciation of ethnic and racial diversity, and a black president was elected for the first time.

As these turning points show, however, progress has been met with new challenges. While LGBT youth have far more support in schools, in the form of Gay-Straight Alliances and stronger laws, they still suffer high levels of bullying and harassment. The election of an African-American president has not slowed the resegregation of schools, nor has it addressed the stubborn achievement gap for students of color. Students with disabilities have gained better educational services, but too often they must go to court to gain access.

The last 20 years have raised awareness about the benefits of diversity, and it's clear that anti-bias efforts are important to educators. We're proud of the role Teaching Tolerance has played. But much more must be done before we can say we've accomplished our mission: to promote respect for differences and an appreciation of diversity in the classroom and beyond.

TURNING POINTS from the last 20 years

1991

Charter schools get a boost when Minnesota becomes the first state to authorize them. Today, more than 1.7 million students are enrolled in some 5,400 **charter schools** in 40 states and the District of Columbia. Despite being lauded as laboratories of innovation, charters have not had a significant impact on student achievement, according to several major studies.

1991: Teaching Tolerance logo

1992: Rodney King

1993: Basketball game

1995: Internet access in schools

1996: Equity in Athletic Disclosure Act

1997: Homophobia Kills



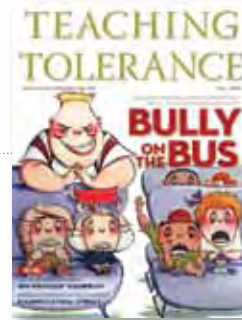
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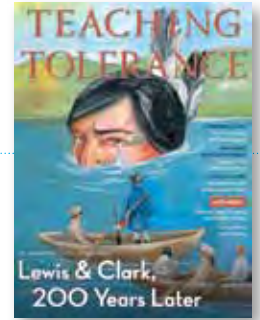
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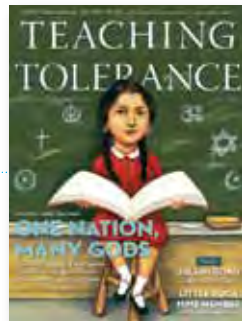
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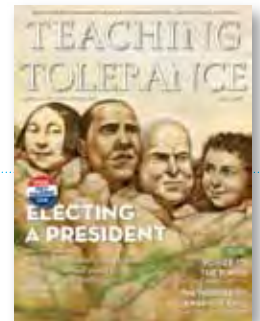
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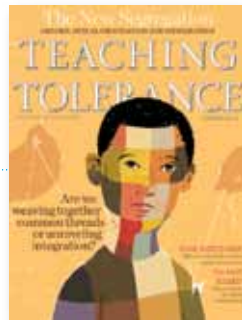
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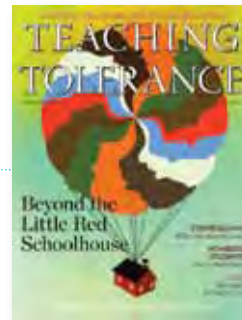
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Fall 2009



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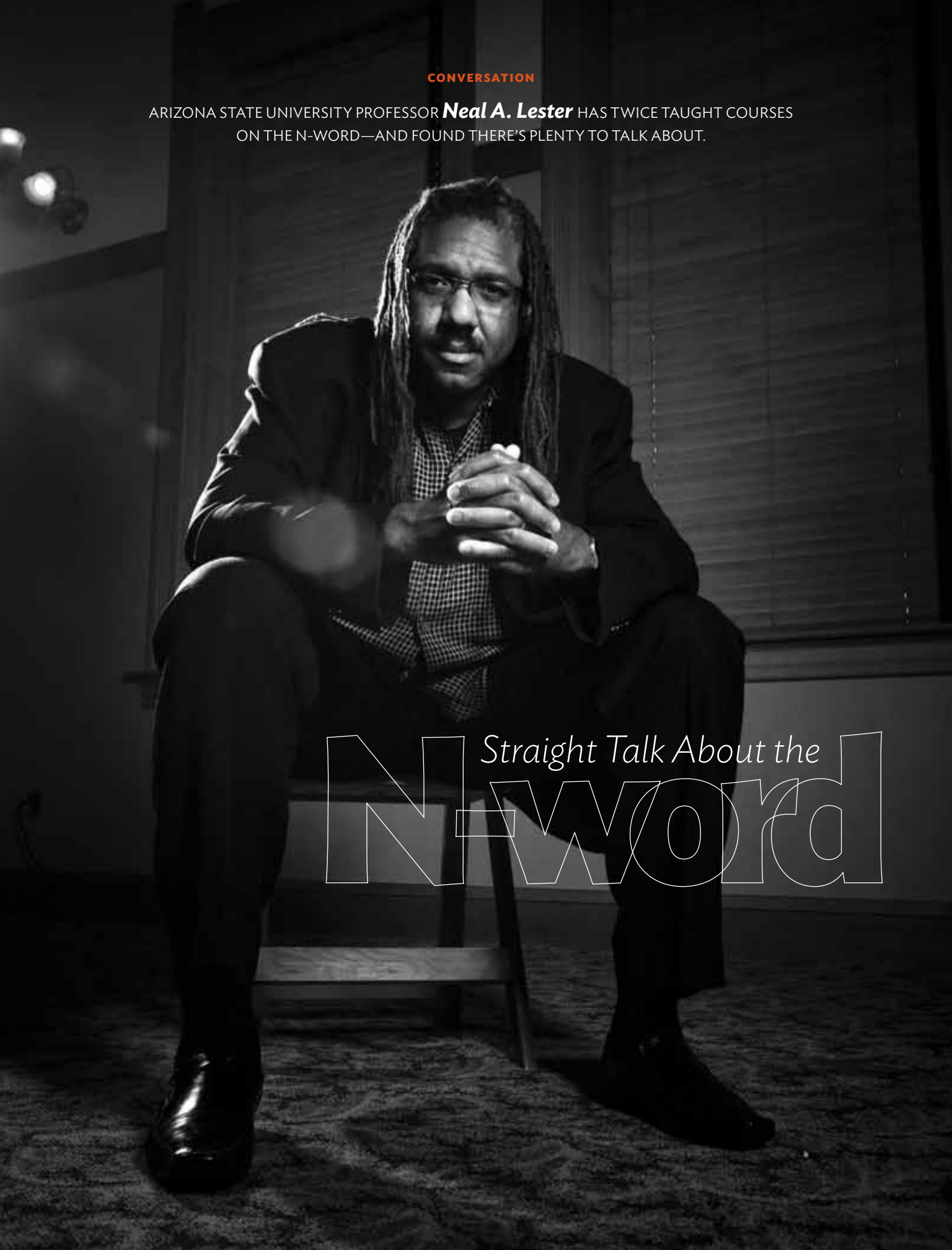
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TWO DECADES OF TEACHING TOLERANCE

CONVERSATION

ARIZONA STATE UNIVERSITY PROFESSOR **Neal A. Lester** HAS TWICE TAUGHT COURSES ON THE N-WORD—AND FOUND THERE'S PLENTY TO TALK ABOUT.

Straight Talk About the
Nword



THE N-WORD IS UNIQUE IN THE ENGLISH LANGUAGE. ON ONE HAND, IT IS THE ULTIMATE INSULT— A WORD THAT HAS TORMENTED GENERATIONS OF AFRICAN AMERICANS.

Yet over time, it has become a popular term of endearment by the descendants of the very people who once had to endure it. Among many young people today—black and white—the n-word can mean *friend*.

Neal A. Lester, dean of humanities and former chair of the English department at Arizona State University, recognized that the complexity of the n-word's evolution demanded greater critical attention. In 2008, he taught the first ever college-level class designed to explore the word “nigger” (which will be referred to as the n-word). Lester said the subject fascinated him precisely because he didn't understand its layered complexities.

“When I first started talking about the idea of the course,” Lester recalled, “I had people saying, ‘This is really exciting, but what would you do in the course? How can you have a course about a word?’ It was clear to me that the course, both in its conception and in how it unfolded, was much bigger than a word. It starts with a word, but it becomes about other ideas and realities that go beyond words.”

Lester took a few minutes to talk to *Teaching Tolerance* managing editor Sean Price about what he's learned and how that can help other educators.

How did the n-word become such a scathing insult?

We know, at least in the history I've looked at, that the word started off as just a descriptor, “negro,” with no value

attached to it.... We know that as early as the 17th century, “negro” evolved to “nigger” as intentionally derogatory, and it has never been able to shed that baggage since then—even when black people talk about appropriating and reappropriating it. The poison is still there. The word is inextricably linked with violence and brutality on black psyches and derogatory aspersions cast on black bodies. No degree of appropriating can rid it of that blood-soaked history.

Why is the n-word so popular with many young black kids today?

If you could keep the word within the context of the intimate environment [among friends], then I can see that you could potentially own the word and control it. But you can't because the word takes on a life of its own if it's not in that environment. People like to talk about it in terms of public and private uses. Jesse Jackson was one of those who called for a moratorium on using the word, but then was caught using the word with a live mic during a “private” whispered conversation.

There's no way to know all of its nuances because it's such a complicated word, a word with a particular racialized American history. But one way of getting at it is to have some critical and historical discussions about it and not pretend that it doesn't exist. We also cannot pretend that there is not a double standard—that blacks can say it without much social consequence but

whites cannot. There's a double standard about a lot of stuff. There are certain things that I would never say. In my relationship with my wife, who is not African American, I would never imagine her using that word, no matter how angry she was with me....

That's what I'm asking people to do—to self-reflect critically on how we all use language and the extent to which language is a reflection of our innermost thoughts. Most people don't bother to go to that level of self-reflection and self-critique. Ultimately, that's what the class is about. It's about self-education and self-critique, not trying to control others by telling them what to say or how to think, but rather trying to figure out how we think and how the words we use mirror our thinking. The class sessions often become confessionals because white students often admit details about their intimate social circles I would never be privy to otherwise.

What types of things do they confess?

In their circles of white friends, some are so comfortable with the n-word because they've grown up on and been nourished by hip-hop. Much of the commercial hip-hop culture by black males uses the n-word as a staple. White youths, statistically the largest consumers of hip-hop, then feel that they can use the word among themselves with black and white peers.... But then I hear in that same discussion that many of the black youths are indeed offended by [whites using the n-word]. And if blacks and whites are together and a white person uses the word, many blacks are ready to fight. So this word comes laden with these complicated and contradictory emotional responses to it. It's very confusing to

folks on the “outside,” particularly when nobody has really talked about the history of the word in terms of American history, language, performance and identity.

Most public school teachers are white women.

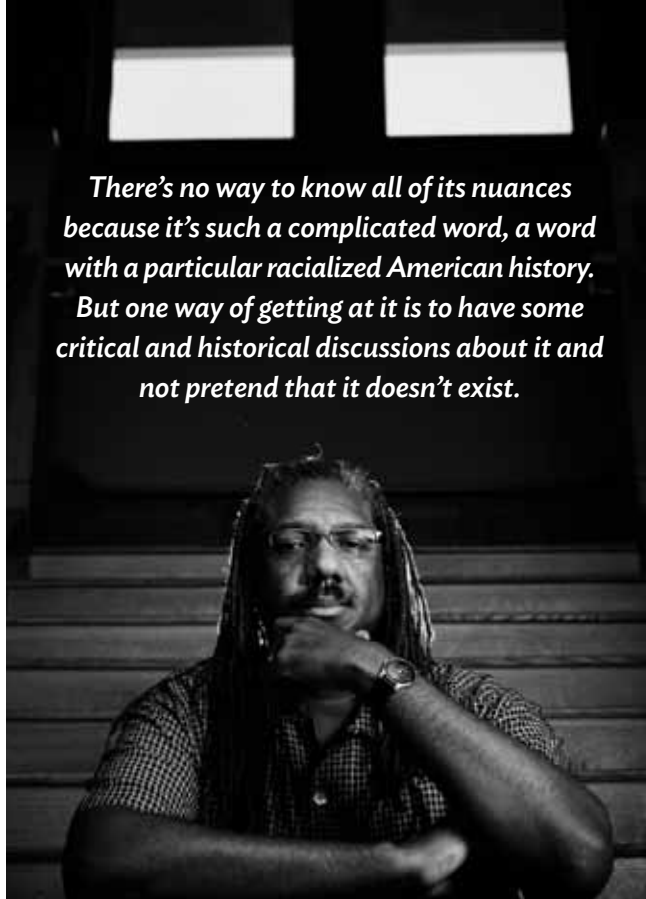
How might they hold class discussions about this word? Do you think it would help them to lay some groundwork?

You might want to get somebody from the outside who is African American to be a central part of any discussion—an administrator, a parent, a pastor or other professional with some credibility and authority. Every white teacher out there needs to know some black people. Black people can rarely say they know no white people; it’s a near social impossibility. The NAACP would be a good place to start, but I do not suggest running to the NAACP as a single “authority.” Surely there are black parents of school children or black neighbors a few streets over or black people at neighboring churches. The teacher might begin by admitting, “This is what I want to do, how would you approach this? Or, how do we approach it as a team? How can we build a team of collaboration so that we all accept the responsibility of educating ourselves and our youths about the power of words to heal or to harm?” This effort then becomes something shared as opposed to something that one person allegedly owns.

How might a K-12 teacher go about teaching the n-word?

At the elementary level, I can imagine bringing in children’s picture books to use in conjunction with a segment on the civil rights movement, because students talk about the Rev. Dr. Martin

There’s no way to know all of its nuances because it’s such a complicated word, a word with a particular racialized American history. But one way of getting at it is to have some critical and historical discussions about it and not pretend that it doesn’t exist.



Luther King Jr. Look at some of the placards [held by white people at 1960s civil rights] protests and see if some of them have been airbrushed or the messages sanitized. Talk about language, about words and emotion, about words and pain. Consider the role of words in the brutal attacks on black people during slavery, during Jim Crow, during the civil rights movement. Consider how words were part of the attacks on black people.

Depending on how old the students are, a teacher might talk about the violence that involved lynching and castration, and how the n-word was part of the everyday discourse around race relations at the time. Then bring in some hip-hop, depending again on the age. If these are middle school students or high school students, a teacher can talk specifically about hip-hop and how often the n-word is used and in a specific context. ... There are many ways that a teacher can talk about the n-word without necessarily focusing on just one aspect—like whether or not Huck should have used the n-word when he references Jim [in

Huckleberry Finn]. Any conversation about the n-word has to be about language and thinking more broadly.

What should teachers keep in mind as they teach about the n-word?

Remember the case of the white teacher who told the black student to sit down and said, “Sit down, nigga.” And then the teacher is chastised by the administration and of course there is social disruption. He said, “I didn’t say ‘Sit down, nigger,’ I said ‘Sit down, nigga,’ and that’s what I hear the students saying.” I’m thinking, first, you are an adult, white teacher. Secondly, do you imitate everything that you see and hear others doing or saying? At some level, there

has to be some self-critique and critical awareness and sensitivity to difference. Just because someone else is doing it doesn’t mean that I do it even if and when I surely can.

In my courses, I’m more interested in raising questions than in finding answers to them. I think the questions lead to potential self-discovery. It’s not about whether or not a person uses the n-word. I try to move the class beyond easy binaries—“Well, blacks can use it, but whites can’t.” That line of thinking doesn’t take us very far at all. What we are trying to do, at least the way I have conceptualized and practiced this discovery, is so much more. The class strives to teach us all manner of ways to talk about, think about and to understand ourselves, and each other, and why and how we fit in the rest of the world. ♦

Get teaching tips and resources about discussing the n-word at tolerance.org/n-word-straight-talk.



MIX IT UP 2011

Taking It to the Next Level

***Celebrate Mix It Up's 10th anniversary this fall
by making your school's big event better than ever.***

BY SEAN MCCOLLUM AND CARA RENE

Last fall, the opening notes of the song *Jai Ho*—"Be Victorious"—from the film *Slumdog Millionaire* erupted at Oklahoma's Broken Arrow High School as students crossed the grassy quad between classes. In less than a minute, some 200 students of every class, size, race, sport and club had joined the ranks and were rocking the choreography. Schoolmates and teachers gathered to watch—laughing, whooping and joining local media in recording the surprise performance on their cell phones.

Within two minutes, the "flash mob" had dispersed. But its purpose still echoed off the walls: Get ready for Mix It Up at Lunch Day!

Thousands of schools have tried the Mix It Up at Lunch Day program since it started in 2002. Teaching Tolerance continues to get glowing reviews from around the country. "It's the best day all year," we were told by high school students in Plainview, N.Y. But teachers and administrators are also understandably eager to make their Mix Day better—to reach more students. How can you take your

OCTOBER 18 *is national Mix It Up Day!*

school's Mix It Up at Lunch Day to the next level? Here are 10 proven ways to give Mix an extra stir.

INSPIRE STUDENT BUY-IN

Students, especially in middle schools and high schools, are encouraged to take leadership roles for planning and implementing Mix It Up programs. With clear adult guidance, they choose the music and prizes, plan the dances and other get-out-of-the-chair activities. They also devise ice breaker questions and skits. As much as possible, students coordinate with staff, administration and outside groups like media outlets—a useful Mix It Up activity in itself. Established student groups like student councils or diversity clubs usually take the lead, smoothing the planning process. But they also invite student leaders from various cliques or groups at school who can extend the reach of Mix. Student Mix It Up leaders can be rewarded with prizes like movie passes and receive school-wide recognition.

INSPIRE TEACHER AND STAFF INVOLVEMENT

Mix It Up programs offer natural opportunities for teachers to connect with colleagues. “Mix It Up is not only rewarding to the students, but to the staff as well,” says Shondra Jackson, a teacher from Austin Middle School in Galveston, Texas. “There is something incredibly refreshing about seeing 100 kids dancing together to the Cupid Shuffle and the Cha Cha Slide. Also, to witness ... our beloved cafeteria worker Ms. Tammy dancing with our students in the circle, to me is what mixing it up is all about.” Effective organizers might invite several colleagues from different grades, departments and school services to lunch—say two teachers, an administrator and someone from the cafeteria. Then they can explain Mix It Up and ask their colleagues to join them. As the Mix day approaches, organizers send staff-wide email blasts to remind colleagues

Group Work

STUDENT-ORGANIZED FLASH MOBS CAN PROMOTE MIX BY:

- Performing a dance routine that includes changing partners
- Singing a song about friendship
- Acting out a scenario, such as lots of people shaking hands
- Miming introductions
- Doing a cheer especially written for Mix It Up

Do's and Don'ts

- DO get student buy-in.
- DO involve school staff.
- DO think through the seating.
- DO provide conversation starters.
- DO have fun!
- DON'T try to do it all by yourself.

about the program's value and to present substantive ways people can offer input, join in and otherwise support the program. For students, few actions better reinforce the Mix It Up message than seeing teachers and staff enthusiastically working together.

REACH BEYOND THE WALLS

Some of the most effective Mix It Up programs establish links beyond the school building. Many Mix It Up Model Schools invite school board members, district administrators, PTA members and news organizations to take part. Most local media outlets are thrilled to promote positive stories about young people. Involvement from the wider community also sends the message to students that mixing it up matters.

BUILD THE BUZZ

Like any good ad campaign, the lead-up to Mix It Up programs builds buzz as the event approaches. Many Mix It Up at Lunch events emphasize a unifying theme. School-wide interest grows thanks to an accelerating calendar of fast promotions that use several different media. These can include morning announcements, flash mobs,

poster parties, bulletin boards, in-school TV spots, in-class plugs, lunchroom flyers, school website announcements, parent newsletters, Facebook posts, Tweets and other social media.

PREP STUDENTS AND TEACHERS

Effective Mix It Up programs let students and teachers know what to expect and then prepare them for it. In-class lessons, activities or theme-related videos during the lead-up can help allay student anxieties about hanging out with classmates from beyond their regular circle. Short skits as part of morning announcements or during assemblies can explain the purpose of Mix and model positive interactions, perhaps by previewing the quirky questions of a Mix It Up ice breaker. Also, find a creative way to group students during Mix It Up. Some schools group students by birth month or the first letters in their names. You can make it even more random by handing out playing cards or Starburst candies and having students sit by those who share

Five Ways to Mix Up Lunchroom Seating



The basic recipe is simple. Choose a fun thing to distribute randomly to students as they enter the cafeteria or leave the lunch line. Direct students to find the table that matches their object and take a seat. The variations are endless. Here are five:

1. Label tables with the names of the 12 months and have students sit with others who share their birthday month.
2. Label tables with letters of the alphabet and have students sit with others whose first name starts with the same letter.
3. Distribute playing cards and have students sit with those who have the same card.
4. Colors! Strips of paper, round stickers, paint chip samples can all be used to send students to the matching table.
5. For younger children, decorate tables with geometric or animal shapes and stamp students' hands with shapes to match.

For more ideas about mixing up your lunchroom, go to mixitup.org.

the same color. Keep it fun—get them hooked on the event.

MAKE IT A BIG DEAL

Experienced Mix It Up schools present Mix It Up at Lunch Day as a major change of pace from the same-old, same-old. They may rearrange tables, transform the cafeteria with decorations, pipe in music and get a conga line going, invite a speaker with a gift for talking to young people or have a school film crew capture the activities for an in-school documentary. An inspired event that leaves people grinning will have students and teachers asking for more.

ENSURE EVERYONE IS IN

Effective Mix organizers keep an eye out for kids who are on the fringes—wanting to participate but unable to get in the flow. Student and staff leaders are prepped for this eventuality and are ready to step in and facilitate everyone's involvement. Some schools put a student or adult facilitator at each table to keep the conversation moving.

REPEAT

Some schools reprise their Mix It Up at Lunch two or three times a year. In fact, some do it as often as once a week. The

more frequently the program is practiced, the easier it becomes to plan and execute.

FOLLOW UP AND CHANGE IT UP

Schools that have had the most success with Mix It Up follow up with other events that reinforce the Mix message. Wheeler Elementary School in Tucson, Ariz., has a “Buddies Through the Year” initiative that pairs older and younger students for weekly lunches and playtime. Middle and high schools may link the lessons of Mix It Up into their No Place for Hate school curriculum or take part in National No Name-Calling Week.

EVALUATE

Soon after the event, forward-looking organizers solicit input from students, teachers, administrators and other participants about what worked and what can be improved the next time around. Evaluating the event shortly after it takes place can generate new insights and keep the event fresh for everyone.

Bottom line? Mix It Up at Lunch Day works best when organizers (1) build a motivated team from across the school's students, teachers, staff and administrators; (2) plan ahead to publicize the event and build enthusiasm; (3) evaluate and learn from experience—including the experiences of other schools; and (4) add events that reinforce Mix It Up values.

From start to finish, schools that embrace Mix It Up at Lunch keep in mind that the motivation for mixing it up is serious, but the goal is fun and friendship. As a middle school Mix organizer in Zoarville, Ohio, told us, “I know it is a success because the kids ask to have more Mix It Up days all the time.” ♦

Get Students Talking (and Listening)

Don't count on nervous students to make small talk. Instead, have conversation prompts ready. Make sure that students know what's expected beforehand. If possible, have adults or older students sit with elementary children. Student leaders can help encourage discussion among older students. Here are five ideas that are easy to tailor for your students:

Favorites. Students take turns telling what they like by finishing each sentence. *My favorite color is, My favorite cartoon is, My favorite sport is ...*

Buddies. Pair each student with a buddy. The buddies introduce themselves using prompts such as, *What's your name? Where are you from? Do you have a pet?* Then each person introduces his or her buddy to the table.

About Me. Students bring a photograph to school that shows someone or something important to them. Students introduce themselves to the people at their table using their photograph.

3 Truths + 1 Lie. Each person writes down four facts about him or herself, one of which is not true. Taking turns, each person reads the list aloud. The other students write their guesses about which fact is not true. The group talks about their guesses before the student reveals the false fact.

Would You Rather? Students take turns answering questions about difficult (or silly) choices. *Would you rather be a broom or a vacuum cleaner? Would you rather end hunger or hatred? Would you rather read a book or listen to music? Bake cookies or make a sand castle?*

For more examples of conversation starters, go to mixitup.org.

433

The average number of students per school who participated in Mix It Up in 2010.

75%

The portion of 2010 Mix schools where students helped organize the event.

91%

The percentage of schools that reported positive interactions during Mix 2010.

25%

The percentage of schools doing Mix for the first time in 2010.

1/3

The portion of schools that schedule Mix It Up more than once a year.

Against the Current

ALTERNATIVE CERTIFICATION GIVES EDUCATORS A DIFFERENT ROUTE TO THE CLASSROOM. DOES IT MAKE THEM FISH OUT OF WATER ONCE THEY GET THERE?

By *Lisa Ann Williamson*

Illustration by Eleanor Grosch

ABENA OSEI WAS ON TRACK TO ATTEND law school after earning her degree in political science and psychology from Southern Methodist University. The 2001 grad dreamed of a career in social justice.

But something happened on the way to her bar exam. Osei heard about Teach for America, the alternative teacher certification program. The more she learned about TFA, the more the idea appealed to her. Social justice was still her mission, but now she considered a different setting to practice those values. She took the leap, took the TFA training, made the two-year

commitment and that fall walked into her 4th-grade classroom in Houston.

“I didn’t have to wait to have enough money or build enough contacts and influence to make a difference,” Osei says of her smooth introduction to a Houston classroom. “Before that, I hadn’t thought about going into education as a way to impact poverty or disparity in the country.”

Schools of education at colleges and universities are still the primary source of new teachers in U.S. schools. For the latest generation, however, a small but growing stream of people has been taking a different path to the front of the

classroom. These new teachers are the fruit of alternative teacher certification programs, programs that quickly train and place thousands of new teachers each year, often in under-resourced districts scrambling to fill teaching vacancies.

Today, about 1 in 5 newly placed teachers have come through one of these programs. Many bring unique life experiences, passion for their content area and a strong sense of commitment to community and young people.

But their entry into teaching has also come with great controversy. Critics contend that idealism can only carry new teachers so far. They



raise valid concerns about the inconsistent practices and standards of the various alternative certification programs. They question the readiness and effectiveness of what they see as raw recruits in a demanding profession, recruits who are walking into some of the most challenging educational settings in the country.

So is alternative certification good for U.S. schools? *Teaching Tolerance* decided to find out where the debate over that question stands today.

From Stopgap to Pipeline

Alternative teacher certification programs were established in the early 1980s. They emerged as part of emergency state reforms to attract non-traditional teaching candidates to fill needs in high-poverty, mostly urban or rural school districts experiencing teacher shortages. The intention was to streamline the coursework and training to get teachers into the classroom sooner. The programs held special appeal to socially conscious college grads whose majors had been outside the education department, as well as career-changers who felt drawn to the educational mission.

Currently, about 600 alternative certification programs are offered in 48 states plus the District of Columbia. (Only Alaska and Oregon offer no alternative route to teacher certification.) Programs vary widely in course requirements, mentoring practices, professional support and classroom exposure. Some are offered as training programs through school districts. Others operate through colleges and universities, including for-profit institutions like University of Phoenix and Rasmussen College. Then there is the nonprofit Teach for America model.

While alternative certification was initially conceived as a stopgap to plug teacher shortages, its scale has changed with growing demand. Today, it supplies

“What is most important is that there is a healthy student-teaching component. Some programs include no student teaching. Those teachers with more student teaching have far more durability once they are in the classroom.”

a significant number of teachers in schools across the United States and has become integrated into district planning.

In 1991, for example, North Carolina’s Charlotte-Mecklenburg schools teamed with a brand new Teach for America as part of the district’s strategic staffing plan. Two decades later, the partnership is still a valuable asset to the district, says Ann Clark, the district’s chief academic officer.

“We’ve had some reductions to our budget over the years, but our need is constant,” says Clark, echoing the realities of administrators nationwide. “We want an effective teacher in every classroom. TFA helps us do that faster.” For the 2011–2012 school year, Clark anticipates using 300 Teach for America members.

Diversity Engine?

Edward Moore is a classic example of a career-changer who used alternative certification to enter the classroom. As a college student, Moore considered education as a career but was put off by teacher salaries. He detoured to the corporate world, working as a pension specialist.

The idea of teaching never left him, though, and he pursued alternative teacher certification through a district-sponsored program. While many of his cohort took two years to complete the program, Moore jumped on the fast track. He took a year to complete the classroom observations, required tasks, coursework and portfolio, then passed the Florida state certification exam. No student teaching was required. When

his corporate position moved to Asia, Moore declined to relocate and instead put his certification to work.

“Honestly, I turned to education as a Band-Aid,” Moore, now 40, admits. “By the winter break that first year, I knew it was the career for me. The reward system is different in teaching. I’m paid every time the light bulb comes on in a child.”

In those terms, he has been paid well at Northwestern Middle School in Jacksonville, Fla. He developed a program for his inner-city male students, Brothers Accountable Driven and Determined (BADD). He took his students on college visits and saw grades increase from D’s to B’s and A’s. Last year, he was a runner-up for his district’s teacher of the year prize. Moore credits part of his success to twice-a-week classroom visits from his mentor during his first year. This fall marks his seventh.

Moore is one of 377 male teachers of color employed by Duval County Public Schools, according to the district. Most of those 377 are alternatively certified, and alternative certification has been an effective method for attracting more diversity into the teaching ranks, notably more men of color.

The Critics

Critics of alternative teacher certification are measured in their doubts about the programs. They recognize the utility of bringing in educators by multiple means but remain wary of too-rosy views of what these teachers can accomplish after limited training.

They are especially distrustful of programs that lack a robust student-teaching component, like the training Edward Moore received. The U.S. Education Department reported that in 2009 schools serving mostly African-American students were twice as likely as schools serving white students to have teachers with only one or two years of experience. That lack of experience, and the turnover it implies, is seen as a major stumbling block in closing the achievement gap between most students of color and white students.

“Real exposure to real classroom situations for extended periods helps to fully prepare an effective teacher, not three weeks in the summertime,” says Segun Eubanks, director of teacher

whether a program will produce well-prepared teachers. Content knowledge is highly valued, he says, and pedagogy is important. He contends, however, that “what is most important is that there is a healthy student-teaching component. Some programs include no student teaching. Those teachers with more student teaching have far more durability once they are in the classroom.”

At least one study indicates that, when it comes to preparedness and teacher quality, alternative certification programs hold their own. In a study published in *ERS Spectrum* in 2009, educational researchers Eric J. Follo and James J. Rivard examined the relative effectiveness of traditionally trained

the alternative certification program were as well prepared.”

Critics reply that studies like this are helpful, but they hardly paint the full picture. A teacher’s effectiveness can’t be measured by how students score on tests, but only by how well they actually learn.

Another concern about alternatively certified teachers has been the limited commitment to schools and the teaching profession. Teach for America teachers, for example, commit to a two-year stint, and they have at times been characterized as dilettantes. However, most TFA alumni, 67 percent according to a Harvard study, remain in some field of education after fulfilling their obligations. Critics point out that many of them go into education policy jobs, which is not the same as classroom teaching. Proponents counter that it’s not such a bad thing for education policy makers to have classroom experience.

The Best Thing

The TFA teachers who remained in education include Abena Osei. The daughter of immigrants from Ghana, Osei fulfilled her two years at the original elementary school in Houston, then another three at a private school. She also earned her masters degree in education. Osei also became the executive director of Breakthrough Fort Lauderdale, an academic program that promotes education among underserved middle school kids, guiding them toward higher education. She now trains Teach for America teachers in Houston.

Osei recalls the stress of being a new teacher, arriving early and staying after school to tutor students before heading home to grade papers. She remembers the moments of fretting and self-doubt offset by watching her students grow into their potential.

“It was the best thing I’ve ever done in my life,” she says. ♦



Pop Quiz

DO TEACHERS WITH ALTERNATIVE CERTIFICATION PASS THE ACID TEST?

In Michigan, their students performed as well as those of traditionally-certified teachers.



Data

1 in 5 new teachers are alternatively certified

600 programs nationally

67 percent of TFA alumni remain in education



Impact on urban schools

⊕ *Attracts more diverse teachers, especially black males*

⊖ *Puts less-experienced teachers in these schools*

quality for the National Education Association. Still, Eubanks acknowledges that there are “important advantages to alternative routes” to teaching, including an ability to attract more diverse teachers who want to serve in high-needs schools.

Richard Ingersoll concurs. Ingersoll is a professor of education and sociology at the University of Pennsylvania. He says three factors determine

versus alternatively certified teachers in Michigan elementary schools. They concluded, “Teacher candidates from the truncated alternative teacher certification program scored as well as or better than teacher candidates in the traditional teacher certification program in language arts, mathematics, social studies, science and the total overall score. As measured by the Michigan Elementary Education Test, teacher candidates in

SPEAK TRUTH TO POWER

Robert F. Kennedy Center for Justice and Human Rights curriculum inspires students to defend human rights today

BY BAO ONG

FOR YEARS IN WESTERN SAHARA, Aminatou Haidar peacefully demonstrated against the human rights abuses of the Moroccan government. As a result, she spent four years in a detention center with 17 other women being beaten and tortured. In spite of this, Aminatou remains outspoken in her support of nonviolent resistance among people seeking independence from Morocco.

To Katherine Arredondo, 16, news of this life-and-death struggle was a revelation.

“Learning about human rights and defenders opens your eyes,” said Katherine, a junior at Brentwood High School on Long Island, NY. “It shows you we shouldn’t be boxed into the world we

live in. If anything, it made me feel like I should do something to help.”

Katherine is just one of thousands of students who have come to understand the modern-day struggle for human rights through a curriculum called “Speak Truth To Power.” Introduced in New York state last December, Speak Truth To Power consists of 17 teacher-developed lessons based on the stories of rights advocates from all over the world.

The lessons were created for sixth-through 12th-grade students, and have

come to New York schools thanks to the Robert F. Kennedy Center for Justice and Human Rights and the New York State United Teachers union. Speak Truth To Power is based on Kerry Kennedy’s book of the same name, and the curriculum has one simple goal: to urge students to take action.

“It’s about trying to get kids to self-identify as human rights defenders in their community and beyond,” says John W. Heffernan, the director of the Speak Truth To Power project.

HUMAN RIGHTS (HYOO-MEN RITS), PL. N.

- (1) Basic rights and freedoms to which all people are entitled. (2) They include civil and political rights, such as the right to life, liberty and freedom of expression; and social, cultural and economic rights, including the right to participate in culture, the right to food and the right to work and receive an education. (3) Human rights are protected and upheld by international and national laws as well as treaties.



Schools using the Speak Truth To Power curriculum study human rights heroes like Western Sahara independence advocate Aminatou Haidar (left), Indian child slavery opponent Kailash Satyarthi (above) and Kenyan environmental activist Wangari Maathai.

Human rights, such as freedom of speech and religion, as well as the freedom to work and associate with others, are fundamental. At the High School for Public Service in Brooklyn, many students have witnessed the struggle for those rights firsthand. About 85 percent identify as black, either African American or Caribbean, while most of the rest are Latino. Many have either lived under dictatorships or witnessed extreme poverty.



Principal Ben Shuldiner said that when a group of human rights defenders spoke at the Title I school last year, it was an inspirational moment for the students. In response, some ninth-graders undertook a project that focused on health and nutrition in their community. They began working with the city and local grassroots groups to run a one-acre farm. It supplies fresh produce in an area with serious nutrition problems. The students also conduct public service announcements to promote good eating habits.

“When they do something positive for their community or family, they

feel like they have power and that they can do good,” says Shuldiner. He said that the newfound confidence often translates into better academic performance.

The Speak Truth To Power curriculum, introduced in 2003, has spread all over the United States, as well as to countries in Europe and Africa. In Italy, the program is part of a 12-week course that hundreds of thousands of students have taken part in. In February, the program was launched in Hong Kong and Cambodia.

Finding time to use the Speak Truth To Power curriculum can be difficult when schools face pressures to excel on standardized tests, says Richard C. Iannuzzi, president of New York State United Teachers. But he believes lessons about civil liberties and social justice are now on everybody’s radar given current global economic problems and freedom movements in countries like Egypt and Syria.

At Brentwood High School in Long Island, English teacher Pamela O’Brien uses Speak Truth To Power to enrich the district’s curriculum. Students in the district come from 149 countries and speak 79 languages.

O’Brien’s students recently raised and donated \$1,000 to a group that educates people about child labor. The students researched Kailash Satyarthi and his work for the abolition of child slavery in India. Satyarthi is one of the human rights defenders in the Speak Truth To Power curriculum.

Amanda Butera, a 15-year-old sophomore at Brentwood, admits that she knew little about child labor or social justice issues before joining this effort. “I think it made me a better person,” she says. “I feel like I’m actually becoming part of something that’s going on.”

O’Brien says that stories about human rights leaders help the students develop a stronger sense of empathy. Students at Brentwood have also helped organize aid for the people of Haiti. And they have developed lessons based on the work of Wangari Maathai, a Kenyan environmental and political activist, whose Green Belt movement earned her the 2004 Nobel Peace Prize.

“One of the things that binds us as human beings and distinguishes us from animals is the drive we as human beings have in the search for the meaning of our existence,” says O’Brien, “and the ability and choice to speak the truth or not.” ♦

► ON TASK ◀
Student groups can turn human rights learning into action by getting involved in campaigns addressing:

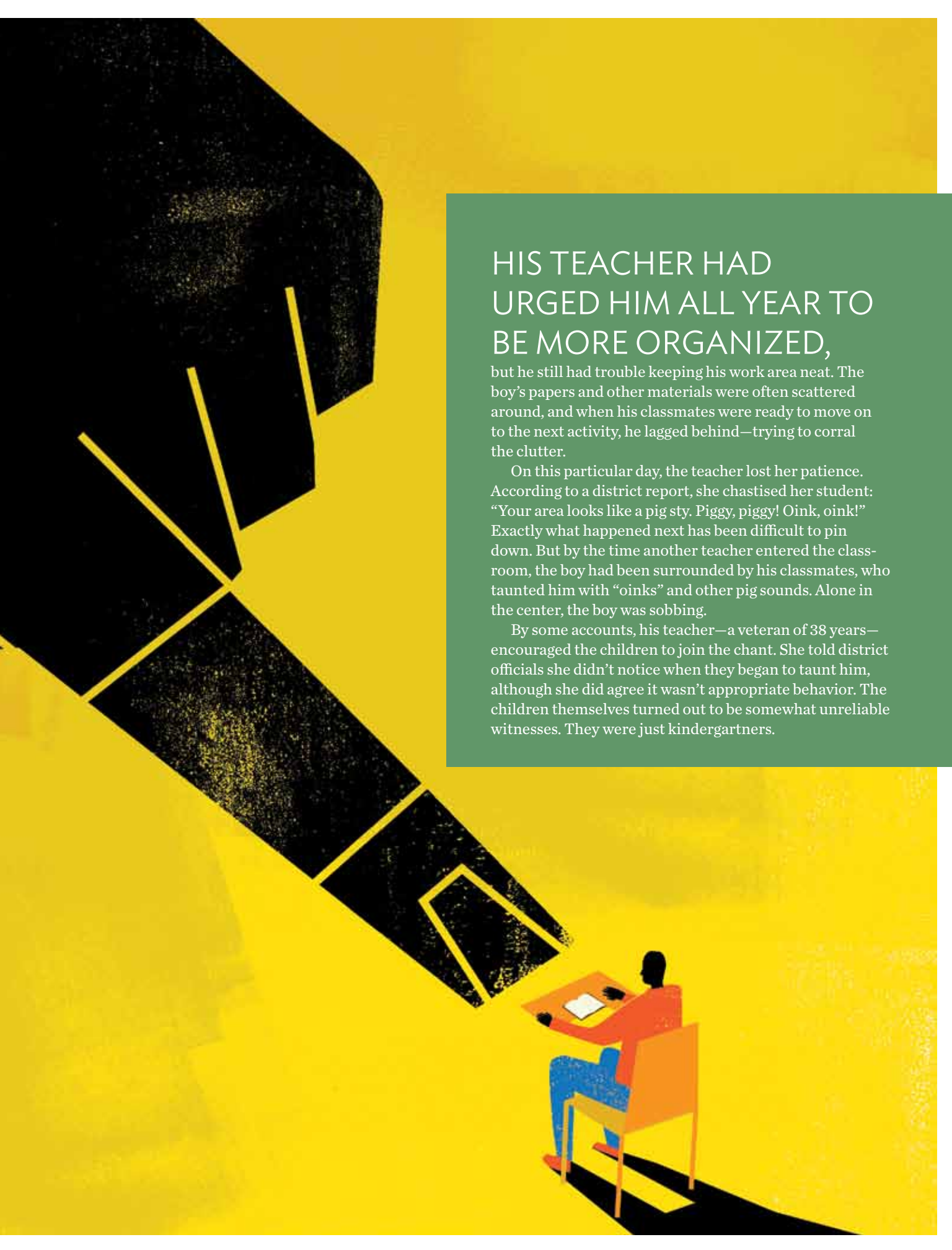
- Human Trafficking*
- Hunger*
- Child Labor*
- Political Imprisonment*
- Homelessness*
- Environmental Issues*

CARLOS MORENO (AP IMAGES (HAIDAR)); DONALD STAMPFL/AP IMAGES (SATYARTHI); RICHARD DREW/AP IMAGES (MAATHAI)

BULLY AT THE BLACKBOARD

*Every adult in the building needs to act
when the bully is a teacher*

BY **DARLENE KOENIG & ROSLYN HESTER DANIELS** ILLUSTRATION BY **MARK MCGINNIS**



HIS TEACHER HAD URGED HIM ALL YEAR TO BE MORE ORGANIZED,

but he still had trouble keeping his work area neat. The boy's papers and other materials were often scattered around, and when his classmates were ready to move on to the next activity, he lagged behind—trying to corral the clutter.

On this particular day, the teacher lost her patience. According to a district report, she chastised her student: “Your area looks like a pig sty. Piggy, piggy! Oink, oink!” Exactly what happened next has been difficult to pin down. But by the time another teacher entered the classroom, the boy had been surrounded by his classmates, who taunted him with “oinks” and other pig sounds. Alone in the center, the boy was sobbing.

By some accounts, his teacher—a veteran of 38 years—encouraged the children to join the chant. She told district officials she didn't notice when they began to taunt him, although she did agree it wasn't appropriate behavior. The children themselves turned out to be somewhat unreliable witnesses. They were just kindergartners.

A Wake-Up Call

The incident, which drew nationwide attention, was a wake-up call for Roane County Schools in Tennessee.

“For something like this to happen was so crushing to us, so against everything we believe in,” says Toni McGriff, director of the 18-school district. During the accreditation

[already] knows what appropriate behavior looks like,” says McGriff. But they—as well as teachers—bring their own backgrounds and experiences to the classroom, where respecting others is crucial to a positive learning environment. She says that she and her school principals “are trying so hard to instill that you don’t mistreat others—whether you call that disrespect, harassment or bullying,” that it’s become part of the district’s culture at all levels. And yet, the incident this spring has educators there wondering what they could have done differently.

An “Undiscussable”

Dr. Stuart Twemlow is familiar with the situation faced by McGriff and her district. A psychiatrist, he also is the director of the Peaceful Schools and Communities Project at Baylor College of Medicine’s Menninger Child and Family Program. Twemlow is well-known for his research on teacher bullying, including a 2005 study in which 45 percent of sampled teachers said they had bullied a student at some point in their careers.

But little other research on the topic has been done, and statistics that might give a broader perspective on the problem are even more scarce. The most definitive assessment of safety in schools is the Indicators of School Crime

and Safety survey. The annual survey is jointly carried out and reported by the National Center for Educational Statistics and the Bureau of Justice Statistics. But the most recent report from 2010, which uses 2007 data, does not include survey questions or any school reporting on the issue—although there are statistics on students who bully teachers.

Twemlow appreciates the honesty of the teachers he sampled, “because there is no doubt that there are ‘undiscussables’ in schools,” and teacher bullying is one of them, he says. And while he has helped

IDENTIFYING BULLIES

Researchers have identified two types of teacher bullies:

The **power-dominant bully** intentionally belittles or humiliates students. This can take the form of name-calling, intimidation or stereotyping students based on race, gender or other differences the teacher perceives. The power-dominant bully’s actions can vary from punishing students in humiliating ways in front of others to sarcastic asides as graded papers are returned. (“Behind sarcasm,” says Twemlow, “is contempt.”) Physical harm is rare, since the results are more obvious and cannot be defended.

The **power-lax bully** is more passive and typically lacks the skills or willingness to manage a classroom effectively. As a result, this bully will allow students to bully each other or permit class disruptions without intervening. The power-lax bully is also more willing to let others handle problems (e.g., sending students to the principal) and is absent more often. But he or she is more open to retraining.

While their motives are different, these teacher bullies do have some traits in common. According to the 2005 Menninger study, they tend to be established in their positions and have taught, on average, for more than five years. They are often strong-willed, have a need for control, are resistant to change and lack empathy for others. They often also have been bullied themselves—either as students or as teachers.



process last year by the Southern Association of Colleges and Schools, students on the elementary campus were interviewed about bullying, among other things. According to McGriff, one boy is heard on tape saying, “Oh, in this school, we don’t have bullying. I’ve heard about it. But we don’t have it.” The school is also a demonstration campus for the district’s school-wide Positive Behavior Support program, in which students are recognized for respectful behavior and earn points toward donated prizes and acknowledgment at community events.

“You might assume that every child

write professional development manuals that address the issue, he has also co-written an e-book with the provocative title *Why School Anti-Bullying Programs Don't Work*.

And why is that the case?

“Any number of programs that are shown to be effective will not be successful ... when the money runs out or the people that are passionate leave,” he says. “The issue is sustainability ... if you were to see bullying as a process, not a person, then your whole approach would change. There will always be new teachers, new students and new situations.”

The process, explains Twemlow, means that schools must understand the power dynamics among bullies, victims and bystanders. He tells the story of a student who reported to him that his teacher had been calling him by a girl's name all year, despite his anguish.

“I couldn't believe it,” he says. “This was a respected senior teacher who loved children; she was not a bad teacher.” Confronted, the teacher admitted what she'd been doing and was devastated to realize she had been bullying the child all year. She had forgotten the inherent power that was part of her position.

“What teachers need to know is that our brains are hard-wired to obey those in charge,” says Twemlow. “And, for a small child, the teacher is the one in charge. Teachers have to respect that they're seen that way.” Regardless of age, victims without the power to change the situation are at risk for low self-esteem, anxiety, increased absences and poor academic achievement.

Bystanders, such as other teachers or administrators, have their own power—either to end the bullying they witness or to allow it to continue. In the Roane County elementary school, a colleague witnessed at least part of the incident, confronted the teacher and reported her actions to school administrators. But too often, bystanders are held back by conflicting loyalties or the fear of retaliation.

With the dynamics of all three in play,

A TEACHER-BULLY IS ...

“One who uses his or her power to punish, manipulate or disparage a student beyond what would be a reasonable disciplinary procedure.”

– TWEMLow & FONAGY, 2005

Twemlow says, a typical character education program isn't enough to address the issue.

A New Awareness

McGriff agrees that when money gets tight, programs such as those developed by Twemlow, bullying research pioneer Dan Olweus and others are subject to cuts. From her perspective, that is why it's even more important to have an organic environment of respect, such as the one Roane County Schools have tried to cultivate for students.

“What we know we have to work on is teachers ... recognizing (bullying) in all of its forms,” she says, praising the teacher who saw, stopped and reported the incident in her district.

The kindergarten teacher at the center of it apologized to students and parents and served a one-day suspension. She is currently on medical leave. Although the incident and the resulting outcry was “very traumatic for her,” says

McGriff, she is expected to return to the classroom in the fall.

“Teachers have to live to a higher level of accountability because of the precious commodity we have” in children, says McGriff. But “they are human. They make mistakes. On occasion, they show bad judgment.

“This has made us more acutely aware of our need to lift up children and lift up teachers, so that they know how to respond” in the future. ♦

What it sounds like

...

Name-calling

Taunting

Cultural slurs

Teasing

Stereotyping

Belittling

Am I a Bully?

DO I BELIEVE THAT:

I cannot be too strict if I want students to learn?

Students should accept whatever disciplinary method I choose?

Humiliation is sometimes necessary to stop disruption?

It's impossible to separate the “student” from the “behavior”?

A Time For Justice

TEACHING THE MOVEMENT



Teaching Tolerance's new study shows that most states fail when it comes to educating students about the civil rights movement. To help schools, we've re-released the powerful documentary *A Time For Justice* on DVD.

THE SOUTHERN POVERTY LAW CENTER'S Teaching Tolerance program is releasing a digitally restored version of its 1994 Academy Award-winning documentary *A Time for Justice* in September, making the film available for the first time on DVD.

The 38-minute film uses firsthand accounts, as well as original photographs and video, to tell the stories of individual sacrifice and courage that fueled the modern civil rights movement.

The re-release will bring this inspiring documentary to a new generation of students. The movie comes with a kit that includes a teaching guide as well as six



“Too many states treat the movement as black or regional history, rather than as one of the most significant events in all of American history. Its lessons speak to the very nature of citizenship. Today’s students must learn that they can be effective agents of change.”

teachers. “Many students today don’t understand the degree of prejudice and discrimination that Americans once accepted as normal,” he said. “It’s important that young people carry the lessons of the civil rights movement into their own roles as citizens.”

At the same time, the SPLC is releasing a new study, “Teaching the Movement: The State of Civil Rights Education 2011.” The study found that content standards—the bars that states set for what schools should teach—are uniformly and shockingly low when it comes to civil rights education. The critical events that transformed the United States in the 1950s and 1960s have been neglected or ignored completely in these standards.

“We are urging states to make sure that every student learns the important lessons of the civil rights movement,” says Teaching Tolerance Director Maureen Costello. “Too many states treat the movement as black or regional history, rather than as one of the most significant events in all of American history. Its lessons speak to the very nature of citizenship. Today’s students must learn that they can be effective agents of change.”

The study ranks states on a letter-grade scale. Among its key findings:

- ➔ A majority of states earned D’s or below, with 34 earning a grade of F.
- ➔ For most states, instruction on the civil rights movement is “grossly inadequate to nonexistent.” Fifteen states require no instruction at all about it.

- ➔ Alabama and Florida were the only states to earn A’s. Three states—Georgia, Illinois and South Carolina—earned B’s.

- ➔ States scored highest when it came to teaching about the movement’s

leaders. Scores were lowest in teaching about institutionalized racism that fueled the movement, such as Jim Crow laws, or in teaching about resistance to the movement from groups like the Ku Klux Klan. Only one state—California—required students to learn about white supremacist groups in the context of the civil rights movement.

A Time for Justice was directed by Charles Guggenheim, a four-time Oscar winner, who died in 2002. In the film, the voices of activists trace major events of the civil rights movement, from the death of Emmett Till in 1955 to the passage of the Voting Rights Act of 1965. Grace Guggenheim, the director’s daughter, oversaw the restoration of the film, which won the 1994 Academy Award for Best Documentary Short Subject. It was the first Teaching Tolerance film to win an Oscar.

The restored film is scheduled to be screened Sept. 22 at the National Archives Building in Washington, D.C. Civil rights activist and SPLC board member Julian Bond, who narrates the film, will be in attendance. So will Grace Guggenheim and Richard Cohen. The foot soldiers of the movement will be there in spirit.

“*A Time for Justice* reveals the way institutionalized racism can be challenged,” Cohen said. “It provides today’s students with a profound understanding of what people working together for justice can accomplish.” ♦

Needs Improvement
STUDY SHOWS AN AVERAGE GRADE OF “F” ACROSS ALL STATES **FOR TEACHING THE CIVIL RIGHTS MOVEMENT.**

original lessons. The kit also includes a classroom poster depicting the civil rights movement on a timeline. The generosity of SPLC donors made it possible for Teaching Tolerance to offer *A Time for Justice* free to middle and high schools.

Richard Cohen, president of the SPLC, says that *A Time for Justice* has proven to be an invaluable tool for



ORDER YOUR FREE TEACHING KIT TODAY!

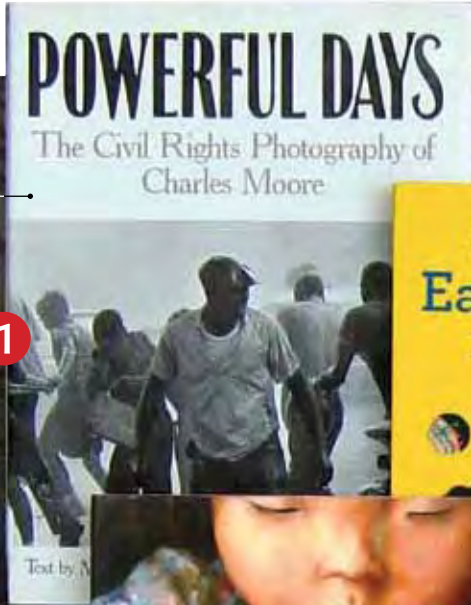
To order the *A Time for Justice* kit—which includes the Academy Award-winning movie, a teacher’s guide and a full-sized classroom poster—visit tolerance.org/justice.

Our favorites over the years

For 20 years, the Teaching Tolerance staff has reviewed the latest in culturally aware literature and anti-bias resources, recommending the best picks for educators. Here are a few of the materials our staff chose over the last two decades that we think are enduring classics.

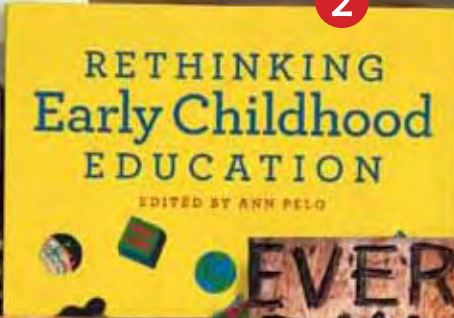
“Timeless.”

— Maureen Costello, Director



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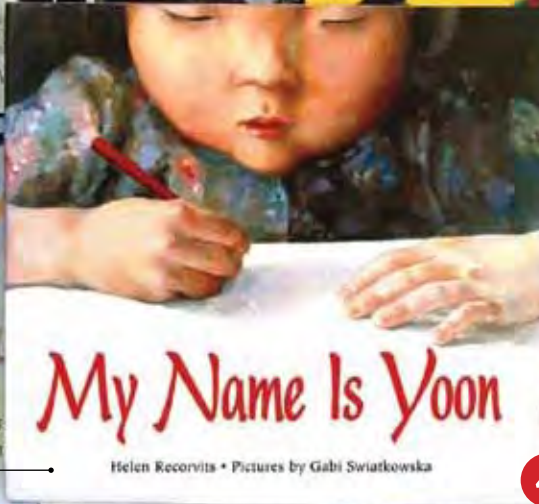


“Big names, short chapters, great insights.”

— Michelle Garcia, Professional Development Manager



3



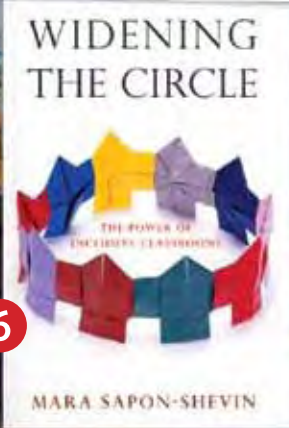
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5

“Touching — it speaks to the immigrant experience.”

— Thom Ronk, Curriculum Design Manager



6



7

1 The civil rights movement was well documented through photography. One of the great visual chroniclers of the era, Charles Moore, started his career with the *Montgomery (Ala.) Advertiser* newspaper at the end of the Montgomery Bus Boycott. The reissued 1991 collection ***Powerful Days: The Civil Rights Photography of Charles Moore*** paints an unforgettable portrait of the movement's first decade. *middle & high school*

2 ***Rethinking Early Childhood Education***, edited by Ann Pelo, is an anthology of inspiring stories about teaching social justice with young children. *professional development*

3 ***Abuela***, by Arthur Dorros, is a beautiful children's book about a little girl, her grandmother and their colorful and imaginative trip through New York City. The story is told in English spiced with Spanish phrases. *elementary*

4 ***My Name is Yoon***, by Helen Recorvits, is the perfect book with which to welcome a child from a different country into your classroom. Yoon has just arrived from South Korea and isn't sure she likes school

in America. Readers go to school with her for the first week as she learns to write her name in English and make new friends. *elementary*

5 ***Everyday Anti-Racism: Getting Real About Race in School***, edited by Mica Pollock, is a feast for anti-bias educators, with 50 original essays by leading educators, such as Sonia Nieto, Pedro A. Noguera and Beverly Daniel Tatum. They describe concrete ways to address race in schools. *professional development*

6 ***Widening the Circle: The Power of Inclusive Classrooms***, by Mara Sapon-Shevin, is a passionate and radical argument for schools in which all children, including those labeled as "disabled" and "special needs," are welcomed on equal terms. *professional development*

7 The bulk of Mendel Grossman's photographs of daily life in Poland's Lodz Ghetto during the Holocaust survived hidden in a wall, only to be destroyed during the 1948 Israeli War of Independence. ***My Secret Camera*** tells a story of tension, uncertainty and hope. *middle & high school*

PROFESSIONAL DEVELOPMENT

Why Are All the Black Kids Sitting Together in the Cafeteria? by Beverly Daniel Tatum

Putting the Movement Back into Civil Rights Teaching edited by Alana Murray and Deborah Menkart

Other People's Children by Lisa Delpit

MIDDLE & HIGH SCHOOL

Rising Voices: Writings of Young Native Americans compiled by Arlene Hirschfelder and Beverly Singer

Being Muslim: A Groundwork Guide by Haroon Siddiqui

The American Experience: Simple Justice (a documentary based on the book about *Brown v. Board of Education* by Richard Kluger)

Freedom: A History of Us by Joy Hakim

Remembering Manzanar: Life in a Japanese Relocation Camp by Michael L. Cooper

ELEMENTARY

My Chair by Betsy James

Say Something by Peggy Moss

Through My Eyes by Ruby Bridges

Two Mrs. Gibsons by Toyomi Igusa

The Colors of Us by Karen Katz

Heather Has Two Mommies by Lesléa Newman



SUSIE KING TAYLOR // CIVIL WAR TEACHER AND NURSE

Healing Touch

BY JOHN PERRITANO

Captain Whitmore asked me where I was from. I told him Savannah, Georgia. He asked if I could read; I said, “Yes!” “Can you write?” “Yes, I can do that also,” ...

With those words, 13-year-old Susie Baker began a great adventure toward a new life. She had been born into slavery. But she had fled with an uncle and others from their owners in Georgia. Now they had reached the safety of a Union Army camp on a South Carolina island.

A terrible war had begun the year before—the U.S. Civil War. Southern states had split from the country. They had banded together as the Confederacy. Southerners did this mainly to protect their practice of putting black people into slavery. Northern states, also known as the Union, were determined to reunite the country. Many on the Union side also saw the war as a chance to end slavery. By 1862, more and more blacks like Susie were escaping to Union lines.

At age seven, Susie had started learning to read and write. In the South, it was illegal for anyone to teach enslaved people these skills. They did not want slaves to learn. Southerners feared that

educated slaves might rebel against them. But Susie's grandmother knew that an education was very valuable. She arranged for Susie to study at secret schools.

In the Union camp, an officer asked Susie to teach other black children. The 13-year-old teacher soon had a class of 40 students. Black men asked her to teach them, too. They were eager to learn now that they were free.

Soon, though, many of the men had other duties. The Union Army began asking them to serve as soldiers. At 14, Susie married one of them, Edward King. She joined her husband in camp, serving as a nurse. She also had other tasks, like cleaning laundry and getting guns ready for battle. "I learned to handle a musket very well ..." she remembered later, "... and could shoot straight and often hit the target ... I thought this great fun."

As the first black nurse in the Union Army, Susie saw the bloodiness of war up close. "It seems strange how our aversion to seeing suffering is overcome in war," she said, "how we are able to see the most sickening sights, such as men with their limbs blown off ... without a shudder;

and instead of turning away, how we hurry to assist in alleviating their pain." Clara Barton, who later founded the Red Cross, described Susie as "one of the finest nurses we have."

Susie served throughout the war. She endured many enemy attacks. She also survived a shipwreck in which others drowned. Susie never received any pay for her service. Yet she never saw this work the same as she did slavery.

The Civil War ended in 1865. The Union, including 180,000 African-American soldiers, had defeated the Confederacy. More than 600,000 men had died. But slavery was at last banned.

In the years after the war, Susie moved to Boston. Her first husband had died and she remarried. In 1902, Susie King Taylor published her life story. In it, she told of her war-time adventures and the joys of freedom. But she also expressed frustration at the slow pace of equality for African Americans.

"We hope for better conditions in the future," she wrote, "and feel sure they will come in time, surely if slowly." ♦

Questions for Readers

- Why did southerners forbid people from teaching slaves how to read and write?
- Besides teaching, what other job did Susie perform during the Civil War?
- What frustration did Susie express in the book about her life?

Vocabulary

fled	illegal	musket	alleviate
reunite	eager	aversion	banned

I have come to a frightening conclusion.

I am the decisive element in the classroom.

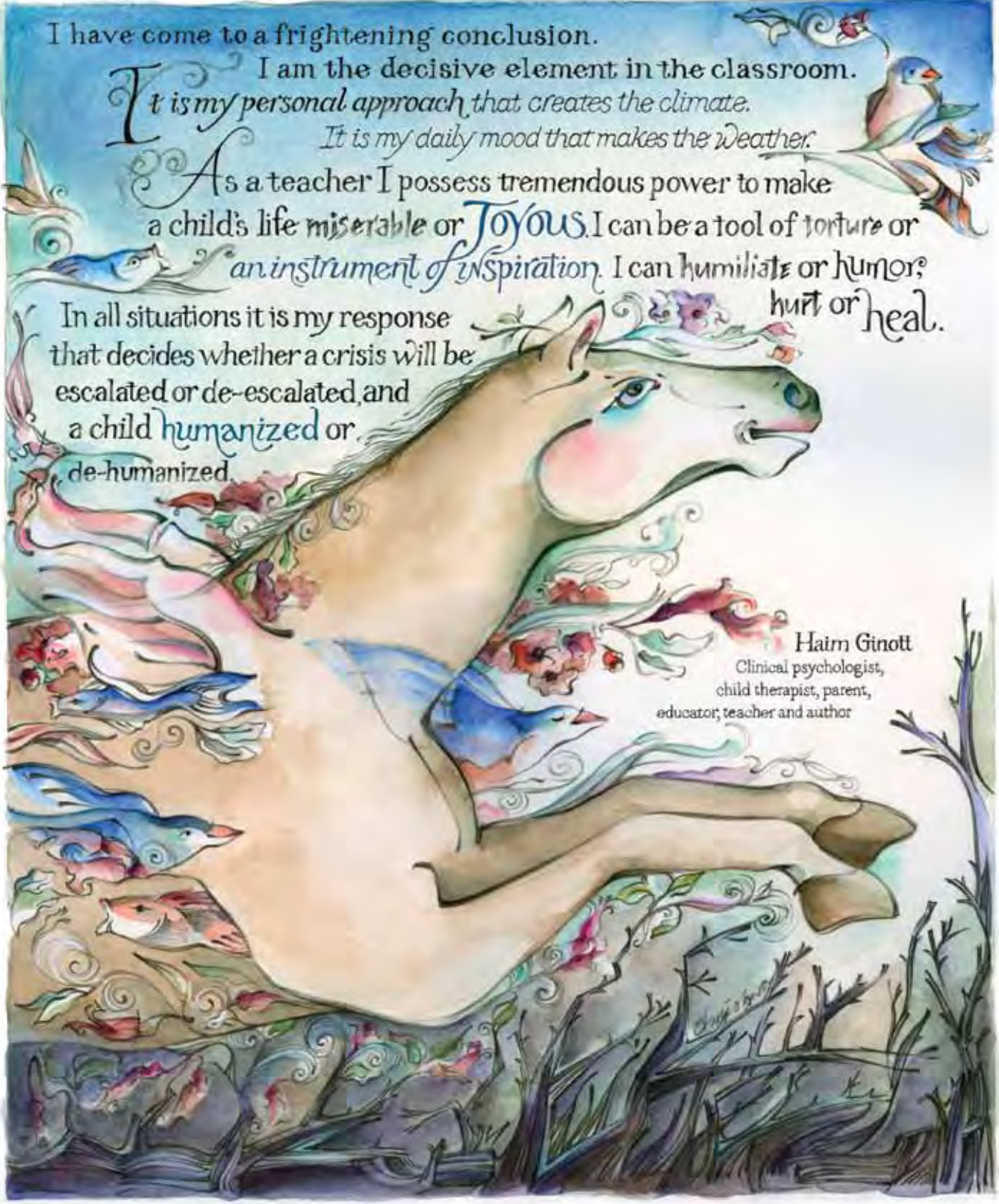
It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or **Joyous**. I can be a tool of torture or an instrument of **inspiration**. I can humiliate or humor; hurt or **heal**.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child **humanized** or **de-humanized**.

Haim Ginott
Clinical psychologist,
child therapist, parent,
educator, teacher and author



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