

Teacher Resources for Social Justice

Select Annotated List



Note: In order to represent these resources using the language of their authors, annotations are excerpts from the various publications summarizing their content and approach to these topics. Titles for each resource are linked.

Anti-Racism

[158 Resources Understanding Systemic Racism in America](#)

Smithsonian Institution: "These articles, videos, podcasts and websites from the Smithsonian chronicle the history of anti-black violence and inequality in the United States."

Contents include: 1. Historical Context, 2. Systematic Inequality, 3. Anti-Black Violence, 4. Protest, 5. Intersectionality, 6. Allyship and Education.

[Anti-Racism Resources](#)

"This document is intended to serve as a resource to white people and parents to deepen our anti-racism work."

Includes a focused list of "Resources for white parents to raise anti-racist children" along with additional resources organized according to audience and media type. This document was compiled by activist/filmmaker Sarah Sophie Flicker and writer Alyssa Klein.

[An Educator's Guide to This Moment](#)

"This issue [of *EquityMatters!*] begins with three personal pieces followed by concrete resources and tools that we have divided into four parts:

- Educating Yourself
- Lead with an Anti-Racist Mindset
- Tools for Educators to Engage Students
- Resources for Parents to Talk with Their Children About Racism

As you read through this document, consider the picture above. Substitute one of your students for the faceless student in the picture. The student is sitting alone at a desk trying to concentrate on your assignment with all the chaos surrounding them. Find just one resource that you think will help." *EquityMatters!* is a monthly newsletter that provides new tools, resources, and professional development opportunities to support equity work in the Montgomery County Public Schools in Maryland.

[National Museum of African American History and Culture, Talking about Race](#)

"Since the opening of the museum, the number one question people ask us is how to talk about race. Every year we've refined our signature program, 'Let's Talk! Teaching Race in the Classroom,' and now we want to share what we've learned. . . . The NMAAHC education department's mission has made deliberate strides toward being a 'brave space' to discuss race, equity, and inclusion." ·

Talking about Race for Educators

[Scaffolded Anti-Racism Resources](#)

"This is a working document for scaffolding anti-racism resources. The goal is to facilitate growth for white folks to become allies, and eventually accomplices for anti-racist work. These resources have been ordered in an attempt to make them more accessible. We will continue to add resources." This document was created by Anna Stamborski (M. Div. candidate), Nikki Zimmermann (M. Div. candidate), and Bailie Gregory (M. Div., M.S. Ed.).

[Teaching Tolerance](#)

"Teaching Tolerance provides free resources to educators—teachers, administrators, counselors and other practitioners—who work with children from kindergarten through high school. Educators use our materials to supplement the curriculum, to inform their practices, and to create civil and inclusive school communities where children are respected, valued and welcome participants." Teaching Tolerance is a project of the Southern Poverty Law Center.

The Legacy of Slavery and Racism in American History

[The 1619 Project, The New York Times Magazine](#)

"*The 1619 Project*, inaugurated with a special issue of *The New York Times Magazine*, challenges us to reframe U.S. history by marking the year when the first enslaved Africans arrived on Virginia soil as our nation's foundational date. Here you will find reading guides, activities, and other resources to bring *The 1619 Project* into your classroom." These guides provided by the Pulitzer Center and *The New York Times Magazine*.

- [PDF full issue from New York Times Magazine](#)
- [Reading Guide: Quotes, Key Terms, and Questions](#)
- [Reading Guide for the 1619 Project Creative Works](#)
- [Livestream conversation with Nikole Hannah-Jones hosted by Chicago Public Schools](#)
- [1619 Project Podcast](#)

[Equal Justice Initiative](#)

"EJI believes we need a new era of truth and justice that starts with confronting our history of racial injustice. American history begins with the creation of a myth to absolve white settlers of the genocide of Native Americans: the false belief that nonwhite people are less human than white people."

[Facing History](#)

"At Facing History and Ourselves, we believe the bigotry and hate that we witness today are the legacy of brutal injustices of the past. Facing our collective history and how it informs our attitudes and behaviors allows us to choose a world of equity and justice. Facing History's resources address racism, antisemitism, and prejudice at pivotal moments in history; we help students connect choices made in the past to those they will confront in their own lives."

[Race and Cultural Diversity in American Life: University of Illinois Free Course](#)

"Learners will deepen their understanding and appreciation of ways in which race, ethnicity and cultural diversity have shaped American institutions, ideology, law, and social relationships from the colonial era to the present...this course is designed in significant part to take a broad look at the ideology of race and cultural diversity in America's past and present. . . . We treat race and ethnicity as dynamic, complex ideological and cultural processes that shape all social institutions, belief systems, inter-group relationships, and individual experiences."

[Art and Art Education for Social Justice](#)

[#ArtforJustice Virtual Museum](#)

"During this chaotic time, it is even more important for us to come together. Due to the global pandemic and physical distancing, we want to create a space that will allow us to be virtually connected, express our solidarity in the form of art, and let our creative imaginations be seen." #ArtforJustice was founded by Sugar Land resident Karim Faristha, and the gallery was designed and curated by Afreen Ali and Giangtien Nguyen, co-founders of INVI, a minority-owned architecture visualization company in Houston.

[CAA Conversations Podcast: "My 'Aha' Moment: Recognizing Racism in Art and Art Education"](#)

Conversation with Joni Acuff and Amelia Kraehe. Joni Acuff is an Associate Professor at The Ohio State University, whose work centers the intersections of race and gender in arts education research, pedagogy, and practice. Amelia Kraehe is currently an Associate Professor with tenure at the University of Arizona. Her research, teaching, and community engagement focus on how the arts and arts education can challenge as well as reinforce systems of inequality. She co-edited *The Palgrave Handbook on Race and the Arts in Education* (2018) and is working on a new book with Joni Acuff, *Race and Art Education*.

[MFAH Digital Exhibition with Google Arts and Culture, *The Usable Past: Reflections on American History 2000–2017*](#)

"Adopted from a 1918 essay by literary critic Van Wyck Brooks (1886–1963), the term 'usable past' calls for a rewriting of American history that, in turn, actively reshapes the nation's collective memory. By citing historical and contemporary sources, the images in this exhibition build upon this concept as a way to grapple with the trauma and triumph that people of color have experienced in America." This exhibition was organized by Amarie Gipsonn, the 2016-18 Mellon Undergraduate Curatorial Fellow in the department of prints and drawings at the MFAH.

[Art History Teaching Resources:](#)

[Thematic Lesson Plans engaging Social Justice Topics](#)

AHTR is a peer-populated platform for educators who use visual and material culture in their teaching practice.

[Race and Identity](#)

AHTR: "The lesson on race and identity in American Art can be folded into any part of the survey course if the course is structured thematically. . . . This synopsis offers insight into art across several historical periods in the United States, rather than considering only recent works."

[Race-ing Art History:](#)

[Contemporary Reflections on the Art Historical Canon](#)

AHTR: "Inspired by art historian Kymberly N. Pinder's anthology *Race-ing Art History: Critical Readings in Race and Art History* (2002), this lecture was developed as part of a semester-long seminar introducing first-year students to the field of art history and the ways in which race—and more specifically whiteness—has been represented, acknowledged, ignored, and/or embedded in the art historical canon."

[Playing "Indian": Manifest Destiny, Whiteness and the Depiction of Native Americans](#)

AHTR: "Many art history survey courses touch upon paintings from the Hudson River School, photographs by Edward Curtis, paintings by George Catlin, or sculptures by Frederick Remington. But often, the survey textbooks do not take a complex look at the embedded political history, ideology, brutal violence, and genocide that such works allude to and suggest. . . . This lecture grew out of my desire and need to address these aspects of American art history in my 'non-Western' and my 'African, Oceanic, and Native American' surveys."

[Queer Art: 1960s to the Present](#)

AHTR: "This lecture has two key concepts: censorship and visibility. Until very recently it was not socially acceptable to be out as an LGBT or Q person. As such, queer art over the twentieth century has been shaped by, on the one hand—the need to conceal references to queer identity and experiences and, on the other—a desire for visibility: the cultural imperative to create representations of queer identity because none exist."

Additional Scholarship with Free Access

[Confronting Structural Racism.](#)

[Free Resources from Project MUSE](#)

"A selection of temporarily free scholarship from Project MUSE publishers on the history of structural racism in the United States and how the country can realize anti-racist reform."

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