

Dr. Dahlen's Action Steps and Resources

[A Cheat Sheet for Selling Diversity](#) lists talking points for how to book talk books featuring diverse characters to everyone. (see page 2 of this document.)

Action Steps

1. Reflect on your own biases
2. Research and read widely
3. Read book reviews critically
4. Beware the danger of a single story
5. Review programming
6. Review and revise promotional materials (flyers, websites, etc.)
7. Double shelve
8. Reach out to communities you haven't worked with before
9. Learn to identify and call out microaggressions
10. Evaluate, reflect, repeat

Resources

1. [ALA Day of Diversity Recommended Readings](#)
2. [#FergusonSyllabus](#) and [TeachingTrayvon.org](#)
3. [Teaching Tolerance](#)
4. [Teaching for Change](#)
5. [American Indians in Children's Literature](#)
6. [Zetta Elliott blog](#)
7. [Lee & Low blog](#)
8. [The Show Me Librarian: "Selection is Privilege"](#)
9. [Malinda Lo: "Perceptions of Diversity in Book Reviews"](#)
10. [Diversity in Youth Literature: Opening Doors Through Reading](#) (Naidoo & Dahlen, ALA Editions, 2012)

Teaching #Ferguson: Current events in the Classroom Resources

The purpose of this document is to gather resources for learning *about the recent events in Ferguson, Missouri. Original creation & development of this document* by host/facilitator [@dankrutka](#) & the participants in #sschat at 7pm EST on August 20, 2014 ([archive of chat](#)).

Please do not remove this historical information about the genesis of this document.

To share this document, use the link <http://bit.ly/FergusonSyllabus>

- (Credit and gratitude go to [@DrMChatelain](#) for initial development of the
 - [#FergusonSyllabus](#) hashtag)

This document includes three sections: resources for learning about Ferguson, resources for learning about the historical backdrop to Ferguson, and a new section on how our attempts to engage and teach on these topics have gone (please scroll down near the bottom of document to view).

NOTE: After briefly restricting the “sharing” settings on this document because of an anonymous poster deleting content on December 4th, 2014, I have now fully re-opened it for editing by educators with the hopes this vandalism does not again occur. Tweet me any questions, ideas, or concerns for making sure this document is used well. Best, - [@dankrutka](#), 12.14.14

(1) Learning about Ferguson:

Please share links and brief summaries of how/why to use resources (text or video or news stories, opinion pieces, blogs, infographs, tweets, etc.) so teachers and students can learn about the events in Ferguson.

Hyperlink to resource (Use “Insert” tab then “Link” to title, and shorten, hyperlinks)	Summary	How/W hy can it be used:	Contributor (Name, Twitter handle, e-mail, etc.)
Timeline of Events	Brief timeline with description of events.	This timeline might be helpful to place how events unfolded, but also to critique/ add what events the press is	@dankrutka

		including/not including.	
Black Kids Don't Have to be College-Bound to Be for Their Deaths to Be Tragic	Black Kids Don't Have to Be College-Bound for Their Deaths to Be Tragic	Helpful reminder how words and how ideas are communicated help or impede growth mindset for our students. All our students' lives have value.	@joesangillo
Helping Students Make Sense Of A Young Black Man's Death in Missouri	Helping Students Make Sense Of A Young Black Man's Death In Missouri		@joesangillo
What Happened in Ferguson and Why	A lesson plan for high school students, offered by Marieke von Woerkom & published by the Morningside Center for Teaching Social Responsibility		@pamoran , on behalf of the @MorningsideCtr
http://www.adl.org/education-outreach/curriculum-resources/c/current-events-classroom.html#.U_JtBys4WV5	Lesson Plan on how to teach Ferguson		@mseideman
http://yale.edu/ynhti/curriculum/units/2013/1/13.01.03.x.html	Being the Change, curriculum unit for grades 9-12	Unit opens with an introduction to the Civil Rights Movement and life	@FocusASconnect

		<p>work of Dr. MLK Jr. and transitions into a focus on his peaceful protest against segregation. Next, Mohandas Gandhi's life and Satyagraha movement during the time of India's Independence Movement is explored so that the unit can culminate with students creating their own messages of change to the world, inspired by these peaceful heroes.</p>	
<p>http://www.michaelkaechele.com/ferguson-vs-boston/</p>	<p>Picture comparing Ferguson to Boston Tea Party with discussion questions</p>	<p>Get students to think about white</p>	<p>@mikekaechele</p>

		privilege and institutional racism. Help students see how media bias and historical bias affect our perspective of events.	
Today's Front Pages, Front Pages from August 15, 2014 & Lesson Plan	Through a special agreement with more than 800 newspapers worldwide, the Newseum displays these front pages each day on its website. The front pages are in their original, unedited form, and some may contain material that is deemed objectionable to some visitors	Compare/contrast how the press is covering the events in Ferguson, MO through the front pages.	@NewseumEd
Media and Missouri: What the heck is going on?	A column written by Gene Policinski, chief operating officer of the Newseum Institute and senior vice president of the Institute's First Amendment Center. The article takes a look at the role of the media and restrictions on the free press in Ferguson, MO.	How has the media been treated in Ferguson? Where does the First Amendment come in? Are the police violating the First Amendment?	@NewseumEd

<p>Ferguson Teachers Use Day Off As Opportunity For A Civics Lesson</p>	<p>Classes cancelled, how some teachers are helping out and turning events into a civics lesson.</p>	<p>Gives FARMs rate and background on Ferguson area students, also shows how some teachers are addressing.</p>	<p>@joesangillo</p>
<p>Race as a Social Construct</p>	<p>This is a powerpoint discussing the concept of race.</p>	<p>Students enter our classes with many ideas/misconceptions about race.</p>	<p>@joetabhistory</p>
<p>http://www.google.com/url?q=http%3A%2F%2Fwww.huffingtonpost.com%2Fchristopher-emdin%2F5-ways-to-teach-about-michael-brown-and-ferguson-in-the-new-school-year_b_5690171.html&sa=D&sntz=1&usg=AFQjCNHRGziY6MDdppK4KG47LQZRbUhv2A</p>	<p>A Huffington Post blog post with ideas for starting the school year with Ferguson.</p>	<p>For educators, one way to establish norms with young people and set the appropriate tone for the school year is to focus instruction on events and issues that mean something to students.</p>	<p>1. @johnsonmaryi</p>
<p>http://www.tolerance.org/</p>	<p>Free learning/teaching http://www.huffingtonpost.com/christopher-emdin/5-ways-</p>		<p>@FocusASconnect</p>

	to-teach-about-michael-brown-and-ferguson-in-the-new-sschool-year_b_5690171.html aching materials that promote understanding and goodwill		
In Ferguson, Black Town, White Power	article on racial divide in Ferguson - politically. A-A make up 2/3 of pop but not represented in gov't.	Address importance of political participation. How does a democracy get to this point?	@drs116
http://www.npr.org/blogs/ed/2014/08/15/340394980/helping-students-make-sense-of-a-young-black-mans-death-in-missouri	From NPR - helping students make sense of a young black man's death in Ferguson		@drs116
http://www.slate.com/articles/news_and_politics/politics/2014/08/ferguson_police_reform_how_the_justice_department_could_revamp_the_ferguson.html?wpsrc=sh_all_dt_tw_ru	How the Fed. Gov't can force a municipal police dept to reform using a law passed after Rodney King beating trial in LA.	Discussion of police, excessive force, profiling, etc	@drs116
The Song of Ferguson	Re: J. Cole's song "Be Free" song written for Ferguson	#udl - music as a varied form of both representation and engagement	@samarco
http://billmoyers.com/2014/08/14/all-eyes-are-on-ferguson-after-the-police-shooting-of-an-unarmed-teen-heres-our-essential-reader/	All Eyes are on Ferguson... An Essential Reader by Joshua Holland	Some key articles about Ferguson and the militarization of American policing	@FocusASconnet
http://sites.harvard.edu/fs/html/icb.topic58474/hotmoments.html	Managing Hot Moments in the Classroom by Lee	excellent resource	@CarolGSLIS

	Warren	e for teachers at all levels for improving how students engage with charged topics such as racism	
https://www.zotero.org/groups/ferguson	<p>Zotero Group: #Ferguson (Zotero is a FOSS online bibliographic service, this group is open to join and add commentary; membership not necessary to access and use it; admin rights required to add new content)</p>	<p>Large selection of social media, blogs, and citizen journalism that begins to represent the global Internet response to the events of August 2014 in Ferguson, Missouri, United States. Items on human rights, governance, and information and communication technologies.</p> <p>Feel free to reuse</p>	@evolvedtech

		this list at will - CC Zero Public Domain	
Dignity in Schools Campaign Statement on #Ferguson	The Dignity in Schools Campaign advocates for the human right of every child to a quality education and to be treated with dignity.	.	@butwait via @mdawriter
Beloved Illustrator Blasted By Fans Over Ferguson Artwork	St. Louis artist Mary Englebreit creates an image in response to the death of Michael Brown and dedicates all the proceeds to the foundation supporting his family.	How do we use art to make sense of what happens in our world?	@butwait (HT @Jessifer)
"Black Rage"	Musician Lauryn Hill shares a song, "Black Rage" in response to events in Ferguson, MO.		@butwait
5 Ways To Teach About Michael Brown and Ferguson in the New School Year	Professor Christopher Emdin shares perspective & strategies for connecting with students on these topics.		@butwait (via @chriseindin)
Killer Mike CNN Interview	Killer Mike expounds on http://www.google.com/url?q=http%3A%2F%2Fwww.huffingtonpost.com%2Fchristopher-emdin%2F5-ways-to-teach-about-michael-brown-and-ferguson-in-the-new-school-year_b_5690171.html&sa=D&sntz=1&usg=AFQjCNHRGziY6MDdppK4KG47LQZRBUhv2A his Billboard Magazine op-ed about Ferguson. He also talks about his father's experience as a cop.	"Whatever this country is willing to do to the least of us, it will one day do to us all." A powerful interview full of wisdom and nuance.	christine.gentry@gmail.com (via @jsmoot995)

<p>Reactions to Ferguson by Race Article</p>	<p>Article describes poll results about Ferguson by race.</p>	<p>For a diverse classroom, a good starting point for how experiences frame many people's reaction to the situation. Recommend to discuss the accuracy of the idea of "self-segregation" in the title.</p>	<p>@cindyassini</p>
<p>Suggested Discussion Protocol</p>	<p>Article that suggests steps and questions to discuss Ferguson.</p>	<p>Use the "Listen to Learn / Learn to Listen" protocol, possibly with this article on St. Louis middle schoolers' reaction to the killing and protests.</p>	<p>@cindyassini</p>

<p>What We Know About Who Police Kill</p>	<p>Article exploring FBI data on who is killed in U.S. by police (AKA: Officer-Involved Homicides)</p>	<p>Of the data that exist, this report looks at the race/age breakdown as well as whether individuals were killed by shotgun / handgun</p>	<p>???</p>
<p>When Youthful Mistakes Turn Deadly</p>	<p>Opinion article by Eugene Robinson on disparate outcomes of police interactions based on race.</p>		
<p>http://t.co/iiEPVeXM0l</p>	<p>Preparing to Discuss Michael Brown in the Classroom: from DC Public Schools. Downloadable Teacher's Guide</p>	<p>Helpful for teachers to plan discussion</p>	
<p>http://wp.me/p3RX6b-Ap</p>	<p>Using Hip-Hop Music to Teach about Ferguson</p>	<p>Using Poetry/ Lyrics to teach Literary Elements</p>	
<p>http://www.newyorker.com/news/news-desk/press-ferguson?utm_source=tny&utm_campaign=generalsocial&utm_medium=twitter&mbid=social_twitter</p>	<p>New Yorker article and interview with Don Suggs Publisher of local Black newspaper</p>	<p>added perspective from Black local leader and media exec</p>	

http://staytuned.ninenet.org/episodes/catalyst-for-change/	<p>Nine Network StayTuned interviews with Young leaders</p>	<p>on the ground perspectives</p>	
http://wapo.st/1lAdwss	<p>Washington Post</p>	<p>a different perspective on Ferguson on black/white relations</p>	
http://alittlemoresauce.com/2014/08/20/what-my-bike-has-taught-me-about-white-privilege	<p>Article about white privilege</p>	<p>additional perspective on white privilege</p>	<p>@chiefxecbear</p>
<p>How to Teach Beyond Ferguson</p>	<p>“More and more, people are willingly having these conversations in order to help end the violence and to help our students (and our country) progress.”</p>	<p>José Vilson discusses strategies for addressing charged topics in a classroom setting</p>	<p>@TheJLV</p>
<p>Wondering How To Teach A Controversial Topic in Class?</p>	<p>“As all teachers know, controversial topics can be very tricky to handle in class. Here’s a process I used in my International Baccalaureate Theory of Knowledge classes this past week they went far better than I had expected, and I think this series of lessons might be able to be applied to other classes.”</p>	<p>Larry Ferlazzo talks about some steps he took to help prepare his students to tackle controversial topics.</p>	
<p>Reflections After Ferguson October</p>	<p>“Until my experience in Ferguson, I understood systemic and structural racism as intellectual</p>	<p>Quaker Liz Oppenheimer</p>	

	concepts, constructs presented at workshops, and all based on modern and historical examples of institutional patterns of oppression. But unlike 10 years ago, I now have people of color in my life.”	reflects on her time “on the ground” in Ferguson, MO.	
Hey White People	Video by FCKH8 Campaign that came out right after the shooting of Michael Brown. It addresses several issues centering modern racism.	Show how racism still impacts people today.	@ByeByeRyan
Ferguson Raises Questions re: Media Criminalization of Blacks	Coverage of the #IfTheyGunnedMeDown hashtag campaign		??
Collection of Ferguson resources by Ohio educators	Variety of resources similar to this document.		Todd Hawley
http://mic.com/articles/101766/one-perfect-tweet-calls-out-the-hypocrisy-of-how-the-media-talks-about-black-violence	One Perfect Tweet Calls Out the Hypocrisy of How the Media Talks About Black Violence - Mic	Role of media	

To add more rows to the table just “Right click” on the last row and choose “Insert row below”

(2) Learning about the historical backdrop to Ferguson:

In this section, please share links and brief summaries of how/why to use resources (historical speeches, primary documents, stories, events) so teachers and students are better able to understand the events in Ferguson in a historical context.

Hyperlink to resource, idea (Use “Insert” tab then “Link” to title, and shorten, hyperlinks)	Summary	How/Why can it be used:	Contributor (Name, Twitter handle, e-mail, etc.)
Letter from a Birmingham Jail	Text of MLK’s letter	MLK’s letter could be used to initiate a dialogue about issues related to Ferguson: including just/unjust laws, protest, role of white moderates, etc.	@dankrutka
Echoes of Michael Brown’s Death in St. Louis’ Racially Charged Past	Echoes of Michael Brown’s Death in St. Louis’ Racially Charged Past		@alexandercuenca

The Mindless Menace of Violence	The Mindless Menace of Violence	Robert F. Kennedy, 1968	@JosephNichols6
I, Too by Langston Hughes	I, Too by Langston Hughes	Racial inequality from the Harlem Renaissance period, still applicable today	@joesangillo
Playing the Violence Card	Opinion piece briefly discussing early 20th progressivism as a response to "white-on-white" violence in contrast to pathologizing black violence.	"black-on-black" crime may come up in class discussion and this provides some context.	@ERBeckman
The Transformation of Silence into Language and Action	What does it mean to be silent? Written by African American lesbian poet Audre Lorde about race, cancer, voice, vulnerability	let's talk about why and when we talk. what it means when we don't	@audreywaters
St. Louis: A city divided	Generations of racist laws and practices shattered a metropolitan region into fractured	Gives background of policy actions that caused socioeconomic conditions.	@joesangillo

	segregated pieces		
What Is Happening In Ferguson (high school lesson)	HS curriculum guide on what's happening in Ferguson - background information and teaching strategies	For teaching purposes and discussions with young people	jspiegler@adl.org
Bibliography on Race in American History	bibliography on race in American History	Background info for teachers. Includes a definition of race	dsalmanson@sch.org
Timeline of whiteness in US History	Timeline on history of whiteness with resistance included (to 1950s).	Background for students and teachers.	dsalmanson@sch.org
Institutional Racism in Ferguson?	Interview with former superintendent of Ferguson-Florissant School District	Gives context to the history of education system in region, racial conflict over time	@dontworryteach via @rafranzdavis
#FergusonSyllabus	Dr. Marcia Chatelain was the initiator of this #hashtag, encouraging folks to share background information related to Ferguson	Many resources to draw from, many of them collected here in this document	@dontworryteach via @drmchatelain

<p>First Amendment and Social Change: Letter from Birmingham Jail (Lesson Plan)</p>	<p>A lesson plan using Dr. Martin Luther King's "Letter from Birmingham Jail" and "A Call for Unity" to illustrate how the First Amendment was used to promote non-violent social change.</p>	<p>A historic example of nonviolent social change that can be used to compare/contrast the events happening in Ferguson, MO.</p>	<p>@NewseumEd</p>
<p>http://thevalueofsparrows.com/2014/08/16/saturday-reading-the-modern-prophetic-acts-of-rosa-parks-and-martin-luther-king-jr-by-randall-k-bush/</p>	<p>The Modern Prophetic Acts of Rosa Parks and Martin Luther King, Jr. by Randall K. Bush</p>		<p>@FocusAScconnect</p>
<p>Clip from "The Andersonville Trial" http://youtu.be/LD6np4h-G2Q "When are we obligated to fight our government?"</p>	<p>At my school, US History II for 11th grade begins with Reconstruction (not sure if this is typical). This would make a great essential question, and a way to frame the topic within a larger historical</p>	<p>Activator/Hook/How to begin or frame a lesson on Ferguson</p>	<p>@msbuell (clip posted to Twitter by @irasocol)</p>

	context.		
SHEG's Reading Like A Historian Lesson on Chicago Race Riots of 1919	The essential questions could be modified to apply more directly to Ferguson, but in both cases the "spark" was a boy's death--but the resulting riot had roots that ran much deeper. Students could also problem solve solutions, using Chicago as a guide for St. Louis.	Compare the use of "riot" as a strategy to attain rights, as well as compare the roots of racial tension using case study of Ferguson 2014 and Chicago 1919.	@msbuehl (lesson from @SHEG_Stanford)
How Ferguson became Ferguson: Urgent Doc Spanish Lake Tracks a St. Louis Suburb's Shift from White to Black	"How did Ferguson become Ferguson" an article discussing a recent documentary on neighboring Spanish Lake.	Until the documentary itself is released in digital/DVD format, this offers students a quick background into the economic and racial history of the North St Louis County area that the film's subject and Ferguson share.	@STLinOK
"Spanish Lake" documentary film by Philip Andrew Morton	While this film is not quite yet available in digital or DVD format, its release this summer and focus on a town	*NOTE* Language may be an issue. Not appropriate for younger students, but might be helpful in developing background for teachers. Link to trailer (language warning): https://www.youtube.com/watch?v=Yw38xwWu3r4	@STLinOK

	<p>within walking distance from Ferguson might help with understanding the historical contexts of race and economics for the area</p>		
<p>Civil Rights Module: Red Summer Race Riots (1919) & Race Riots in Watts (1965), Detroit (1967) (Historical Timeline)</p> <p>Timeline Entries: Red Summer (1919), Detroit, Watts</p> <p>(You must be signed in to see content - but it is free.)</p>	<p>In Detroit, police often physically and verbally abuse black residents, arresting them for infractions as minor as failing to carry identification. On July 23, 1967, police raid an illegal after-hours club in a black community, sparking a riot that lasts five days. Michigan Gov. George Romney asks President Lyndon B. Johnson to send 2,000 federal troops to restore peace.</p>	<p>Primary sources, including news footage from the events.</p>	<p>@NewseumEd</p>

	When the riots are over, 43 people are dead, 7,000 have been arrested and more than 1,300 buildings are destroyed .		
Courageous Conversations About Race (video)	In this 22 min. video, Glenn Singleton of the Pacific Educational Group addresses a possible framework for productive conversations about race.		@bivey
http://www.loc.gov/teachers/classroommaterials/lessons/strivings/	African-American Identity in the Gilded Age (Library of Congress) For middle- to high-school students	Primary sources from the time after Reconstruction to the end of World War I's Great Migration when many African-Americans left the South for industrial cities north. The central question posed by the primary sources is how African-Americans were able to form a meaningful identity for themselves, reject the inferior images fastened upon them, and still maintain the strength to keep "from being torn asunder."	@FocusASc onnect
Making a Change: Media Literacy Lesson	Compares coverage of Civil Rights events	Primary sources, including historic front pages.	@Newseum Ed

	<p>across the country. Includes a video of our archivist discussing a front page covering the Chicago race riots in 1919.</p>		
<p>Don't Be Fooled: A Citizen's Guide to News and Information in the Digital Age</p>	<p>John McManus' marvelous look at evaluating news media, written for secondary students.</p>		<p>@classroomtools</p>
<p>A Tugging String: A Novel About Growing Up in the Civil Rights Era, by David Greenberg</p>	<p>Blending facts, speeches, memories, and conjecture, this inspiring novel portrays the emotions and events surrounding the Selma-Montgomery Voting Rights March, as it tells the story of a 12-year-old boy whose eyes are opened to the reality of racial inequality.</p>	<p>Twelve year-old narrator helps make this text particularly accessible to middle school students.</p>	<p>@butwait</p>
<p>http://www.thetakeaway.org/story/the-takeaway-</p>	<p>PRI's The</p>		<p>@classroomt</p>

2014-08-20/	Takeaway devotes an hour to looking deeper into issues raised in Ferguson.		ools
http://www.pbs.org/wgbh/pages/frontline/shows/divided/	Frontline's one hour documentary on the seminal elementary classroom lesson on race.		@classroomtools
http://news360.com/web/items/621027	News360.com's Ferguson page		@classroomtools
http://gawker.com/5927452/how-to-slowly-kill-yourself-and-others-in-america-a-remembrance	Kiese Laymon - How to Slowly Kill Yourself and Others in America (racial politics and gun violence)		@samarco
http://www.vox.com/michael-brown-shooting-ferguson-mo/2014/8/19/6031759/ferguson-history-riots-police-brutality-civil-rights	Racist policing in America		@FocusAScconnect
http://yale.edu/ynhti/curriculum/units/2012/2/12.02.04.x.html	Studying Civil Rights Leaders at Their Moment of Glory	Grade 8 English/Language Arts curriculum unit	@FocusAScconnect
http://billmoyers.com/episode/full-show-maya-angelou-on-facing-evil/	Maya Angelou on Facing Evil	Video from Bill Moyers	@FocusAScconnect
http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/	The Case for Reparations	Article does an excellent job explaining the racial discrimination that resulted from	@mooreclassroom

	ns article, by Ta-Nehisi Coates	the New Deal housing programs; which explains the racial segregation we see in cities like Detroit, Chicago, St. Louis, etc.	
http://www.theatlantic.com/national/archive/2014/08/Reparations-For-Ferguson/376098/	Reparations for Ferguson Total police control over black bodies has echoes in American history.	Great follow up to the above piece, is a bit shorter, and Ferguson specific. Talks also about policing and bodies.	@phila_teach Shira C, in Philly.
http://www.amazon.com/History-White-People-Irwin-Painter/dp/0393339742	The History of White People by Nell Irwin Painter	Readable introduction to concepts of race and privilege with a special focus on the US. Useful primarily for teachers but excerpts may be appropriate for high school students.	@CarolGSLI
http://eserver.org/courses/spring97/76100o/readings/davis.html	Mike Davis, "The HAMMER and the Rock," from City of Quartz	early 90s perspective on the militarization of the LAPD in the context of the War on Drugs; puts "gang scare" in context of other "scares in U.S. history, and highlights rhetorical connections drawn by police from War on Drugs to Vietnam War	@danroyles
http://www.gutenberg.org/files/14977/14977-h/14977-h.htm	Ida B. Wells, "The Red Record"	Gives longer historical context for racial policing practices through Wells' investigation into the practice of lynching in the Reconstruction South	@danroyles
Prosecuting Officer Wilson Won't Bring Justice to Ferguson	Criminal Justice professor Candace	In Cincinnati, political activists from minority neighborhoods, representatives of religious communities, the police union, and city officials signed a	@butwait , for Candace McCoy

	McCoy talks about the difference b/t criminal and civil prosecution.	“collaborative agreement” to work together to change their police department. What should we be hoping for in Ferguson?	
The Black Power Mixtape 1967-1975 (available on Netflix)	Documentary footage on the Black Power movement, particularly on the BPP	This can be used in its entirety or selected clips from years that relevant for historical context. Especially useful for teaching about social movements and mutual aid.	@cass_struggle
http://blackourstory.tumblr.com/post/80693357175/happy-black-history-year	Collected images and documents about the Black Panther Party.	Particularly interesting is the COINTELPRO document about spreading misinformation about the BPP	@cass_struggle
I'm a cop. If you don't want to get hurt, don't challenge me.	Sunil Dutta, a professor of homeland security at Colorado Tech University, has been an officer with the Los Angeles Police Department for 17 years. The views presented	Whatever you think of this, it's a perspective that needs to be examined as part of the conversation so that all voices are part of the dialogue. It's helpful for guarding against simple answers to a complex problem. In fact, this editorial raises more questions than it answers. For example, are police officers more frightened of some groups than others? Does one's group affect whether police interpret one's behavior as uncooperative?	???

	<p>here are his own and do not represent the LAPD or CTU. -- Washingt on Post</p>		
<p>http://www.scholarlyediting.org/2014/editions/haley_malcolmxfull.html</p>	<p>Article on Malcolm X that recounts the 1957 Johnson X Hinton incident, where Hinton was beaten by police. X led a Fruits of Islam March on the police station to demand medical treatment for Hinton.</p>	<p>Useful for showing how police violence against African-Americans is often a flash point for revolutionary change, but also for the way that those who push back are seen as threatening to the status quo. As one police official noted of Malcolm X, "No one man should have that power." After this event police started surveillance of X.</p>	<p>@amyetx</p>
<p>http://www.infoshop.org/pdfs/Our-Enemies-in-Blue.pdf</p>	<p>Book : "Our Enemies in Blue" by Kristian Williams</p>	<p>Gives historical context and analysis to police brutality in the United States, including statistics on violence against police vs violence committed by police. Includes a chapter on the history of police collaboration with the KKK, ends with a chapter on community based alternatives to police.</p>	<p>--</p>
<p>http://www.splc.org/news/newsflash.asp?id=2766#.U_4dPLkzSss.twitter</p>	<p>High school journalists cover Michael Brown's funeral after addressin g legal, safety concerns</p>	<p>Allowing high school student journalists permission to cover the story and discuss ethics, mainstream sensationalism, and real-world journalism application.</p>	<p>@dgoble2001 teacher adviser @braggmichaelc article author</p>

<p>http://www.eycb.coe.int/composito/chapter_6/pdf/1.pdf</p>	<p>Child-friendly version of the UN Declaration of Human Rights</p>	<p>Children from later elementary and up can read and identify violations. Would go well with a reading of the Black Panther Party's 10 Point Platform</p>	<p>@msmadams 5th Grade Teacher</p>
<p>Sociologists for Justice' Ferguson Syllabus</p>	<p>List of articles and books that can help interested readers understand the social and historical context surrounding the events in Ferguson, Missouri, and allow readers to see how these events fit within larger patterns of racial profiling, systemic racism, and police brutality.</p>		<p>via @nickilisacole</p>
<p>"The Rodney King Verdict," by Barbara Smith</p>	<p>Short article in response to the Rodney King Verdict that reaches back to consider earlier moments of police violence, as well.</p>	<p>Historical context, position piece, black feminist perspective</p>	<p>@magdor</p>

The Messenger King: Michael Jackson and the Politics of #BlackLivesMatter by D.B. Anderson	Article in response to Ferguson & Rodney King, and discussing the risks of speaking up about police brutality	Historical context, opinion piece,	@dbanderso n1

To add more rows to the table just "Right click" on the last row and choose "Insert row below"

Please keep on scrolling down if you have taught using some of these resources and can share a post-class reflection.

(3) How Did It Go?:

Please share links and brief summaries of how/why you or someone you know led a class or other activity that helped build engagement and understanding about Ferguson:

Hyperlink to resource, idea (Use "Insert" tab then "Link" to title, and shorten, hyperlinks)	Summary	Reflections on how it went:	Contributor (Name, Twitter handle, e-mail, etc.)
About a Question	Holly Chesser teaches high school English in an independent school in Atlanta, GA where the students are predominantly upper class and white. She decided that she wanted to support her students' desire to talk about Mike Brown's death.	Starting from a premise of "Start with Questions," Holly goes on, in the linked post, to describe her students' responses. For more background on her planning process, see her Start with Questions post.	@HollyChesser
American Skin	Students will explore their ideas about fairness in the American criminal justice system and the role of race and ethnicity by analyzing the depiction of the Amadou Diallo shooting in Bruce Springsteen's song "American Skin (41 Shots)."	Used this lesson with a PD workshop for teachers. Would suggest using the song / lesson in a HS class w/ smaller groups, and using the Amadou Diallo and Trayvon Martin cases as examples. This was a follow up to the Rule of Law Project http://ruleoflaw-vba.org/	@MapM8ker

Duke's Faculty in Africa and African-American Studies teach Ferguson	<p>"Oppression, racism, unconscious bias and the impact of social media were among the topics discussed by faculty at a Monday night town hall forum on the shooting death of an unarmed African-American teenager in Ferguson, Mo."</p>	<p>Link is to a story in Duke Today about their "Ferguson Town Hall"</p> <p>There is also a blog post by Mark Anthony Neal (@NewBlackMan) about this event here.</p>	<p>via @DukeAAAS and @NewBlackMan</p>
Ferguson v. Boston	<p>"What are the similarities between the events? What are the differences? What are the issues that each side is upset about? Why did the people in Boston dress up as Native Americans?"</p>	<p>Teacher created a split-screen image of Ferguson & Boston Tea Party and asked students to ask questions, compare & contrast.</p>	<p>via @mikekaechele</p>
This Teacher Taught His Class A Powerful Lesson About Privilege	<p>Brief description of a possible lesson plan around the concept of privilege</p>		<p>@butwait</p>
<p><i>Did you facilitate a conversation or class about what's been happening in Ferguson, MO? Post a link to your reflection in this section of the document!</i></p>			

[@GregoryMichie](#), please add your reflection here once you write it up!

Updated #sschat Chat questions (as of 08.20 at 4:15pm CST): I used the recommendations of contributors below to craft these questions that I hope will allow for an inclusive, dynamic, and productive dialogue.

Q1: What conditions are necessary to discuss current events like Ferguson? Is it different for homogeneous or diverse settings? #sschat

Q2: How have you learned about events in Ferguson? How should we approach sources (ex: mainstream press, Twitter) with students? #sschat

Q3: How has media bias influenced understandings of Ferguson? How can we address this with students? #sschat

Q4: How might my positionality (race, class, gender) influence how I participate in conversations around Ferguson & related issues? #sschat

Q5: What historical/civic issues could help provide context for the events in Ferguson? #sschat

Q6: How can teachers address social justice issues (police brutality, racial/economic discrimination, etc) related to Ferguson? #sschat

Q7: What can educators and students actually do to affect change in Ferguson? #sschat

Suggested questions:

Suggested question	Contributor (Name, Twitter handle, e-mail, etc.)
How can teachers/students/schools have sensitive and constructive discussions about race when the school is rather homogenous and not diverse?	@socratesaskwhy
How can we work to eliminate hatred, injustice, and both physical and institutional violence?	@FocusASconnect
How or should Ts involve parents in this discussion?	@carriebartlett
How has media bias influenced understanding of the events in Ferguson? How can we address this with students?	@taylorkallysmom
How might my positionality (race, class, gender) influence the way I participate in a conversation around Ferguson and the broader issues of racism inherent in that conversation?	@≥dontworryteach+
The idea of race has a history. It is a social construct. Some ways to unpack this idea with Ss?	@joetabhistory
Though race is social construct, racism is a social reality tied to power, privilege, + social institutions. Where/how to begin teaching this?	@joetabhistory
How can Math teachers relate Ferguson to their curriculum?	
What can literature classes uniquely do to end racial profiling?	@lizgoetz