

Below are resources to help teachers deal with difficult conversations and any questions that students may have about current events. As with any resource, please review each carefully to ensure that it is intended and appropriate for the specific grade/age in which it will be used.

<p>Facing History and Ourselves</p>	<p>Facing History Identity Charts. Graphic tool that helps students consider the many factors that shape who we are as individuals and as communities https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts</p> <p>Message from the President and CEO: Teaching About Charlottesville https://www.facinghistory.org/about-us/stories/charlottesville</p> <p>The Reconstruction Era and the Fragility of Democracy https://www.facinghistory.org/reconstruction-era</p>
<p>The Progressive Article</p>	<p>"No Two Sides About It, Confederate Statues Must Come Down" Article by Professor Yohuru Williams http://progressive.org/dispatches/no-two-sides-about-it-confederate-statues-must-come-down/</p>
<p>Social Justice Books: A Teaching for Change Project</p>	<p>Multicultural and social justice books for children, young adults, and educators https://socialjusticebooks.org/booklists/</p>
<p>National Network of State Teachers of the Year (NNSTOY)</p>	<p>NNSTOY Social Justice Book List http://www.nnstoy.org/wp-content/uploads/2017/08/NNSTOY-Social-Justice-Book-List.pdf</p>
<p>Teaching Tolerance: Educating a Diverse Democracy</p>	<p>Good article for providing background for teachers, including recognizing students susceptible to being swept up by alt-right messaging online, strategies for use in class. https://www.tolerance.org/magazine/what-is-the-altright</p> <p>Provides examples of hate symbols that may be seen in schools along with history or them and how they are used so that teachers may recognize them. Gives examples and suggestions of responses to incidents of hate symbol graffiti. https://www.tolerance.org/magazine/spring-2015/hate-in-the-hallways</p>

Anti-Defamation League	Strategies for talking about the alt-right and propaganda with students, as well as providing historical context on white-supremacy in the current day. Links to relevant lessons with suggested grade levels and common core standards. https://www.adl.org/blog/lessons-to-teach-and-learn-from-unite-the-right
NEA Today Article	Tips for talking to children and explanations of what is developmentally appropriate by age group. http://neatoday.org/2017/08/14/talking-to-students-about-charlottesville-events/
The Charlottesville Syllabus	The history of white supremacy in Charlottesville created by the Graduate Student Coalition for Liberation https://medium.com/@UVAGSC/the-charlottesville-syllabus-9e01573419d0
New York Times Article	How to Talk to Your Kids About Charlottesville https://www.nytimes.com/2017/08/14/books/review/children-violence-racism-charlottesville.html
NYC K-8 Passport to Social Studies Curriculum	Curriculum unit guides accessible to NYC teachers with a NYC DOE login Grade 1 Unit 1 Lessons on History and American Culture Grade 2 Symbols of America Grade 4 Unit 4 Civil War Grade 7 Unit Civil War Memorials Grade 8 Unit 1 Reconstruction https://weteachnyc.org
Southern Poverty Law Center	Whose Heritage? Public Symbols of the Confederacy https://www.splcenter.org/20160421/whose-heritage-public-symbols-confederacy
American Historical Association: Perspective on History Article	Provides context, for adults, on monuments and collective memory https://www.historians.org/publications-and-directories/perspectives-on-history/february-2016/whose-memory-whose-monuments-history-commemoration-and-the-struggle-for-an-ethical-past
Common Place	In <i>Historians and “Memory”</i> , David W. Blight explains the differences between remembering and analyzing the past. http://www.common-place-archives.org/vol-02/no-03/author/