



## Three Black Women of Literacy - Unit of Study

Reading Hall of Fame Posthumous Inductees 2020

Harriet A. Jacobs (1813-1897)

Susie King Taylor (1848-1912)

Septima Poinsette Clark (1898-1987)

**Overview:** In 2020, three Black women of literacy, Harriet A. Jacobs, Susie King Taylor, and Septima Poinsette Clark were inducted posthumously into the Reading Hall of Fame. All three contributed to the quest of literacy for African Americans, specifically in the area of adult literacy.

- ▶ Harriet Jacobs was born a slave in North Carolina in 1813. In her autobiography, *Incidents in the Life of a Slave Girl*, she details life in slavery and her daring escape. Having been taught to read by her owner's daughter, one story she shares is of helping another older slave learn to read. Once she obtained her freedom, she taught former slaves to read and write at Freedmen's Schools. Her work also involved family literacy—in many cases, children and their parents would learn together.
- ▶ Susie King Taylor was born a slave in Georgia in 1848. She was taught to read and write by a freed woman, going to school each day “with our books wrapped in paper to prevent the police or white persons from seeing them.” (King, 1902, p.5). She was the first African American teacher in Georgia and taught children and adults at a Freedmen's school. A published author, she related her stories of the Civil War and teaching adults in her book, *Reminiscences of My Life in Camp with the 33d United States Colored Troops Late 1st S. C. Volunteers*: “I had about forty children to teach, beside a number of adults who came to me nights, all of them so eager to learn to read, to read above anything else.” (King, 1902, p.11).
- ▶ Lastly, born in 1898 in South Carolina, Septima Poinsette Clark was a teacher and Civil Rights activist. Known as an innovative teacher, she used “real world” materials in her teaching and tied her teaching to voting rights. She helped start Citizenship Schools for Black adults and led the Voter Registration Project from 1962-1966. She retired in 1970, after having an enormous impact on voter registration in the south—over a million African Americans had registered to vote. In 1979, she received the Living Legacy Award from President Jimmy Carter. Her published works include *Echo in My Soul* and *Ready From Within: Septima Clark and the Civil Rights Movement*.

All three women had their own personal literacy journey and went on to teach other freed slaves and Black people to read and write. Their stories illustrate a collective effort to bring equity and dignity to those they served and highlight the impact they had on Civil Rights. The Barbara Bush Foundation for Family Literacy shares this unit of study on these extraordinary women as we continue to advocate for equity in literacy, inspired by the belief

of our founder that, “If we don’t give everyone the ability to simply read and write, then we aren’t giving everyone an equal chance to succeed.”

These lessons were developed for adult education learners; they may be modified for learners of all ages. The lessons were developed to allow for teacher customization based on their district’s standards and learning objectives. Teachers should modify and format lessons, activities, and assessments (formative and summative) based on the needs of their learners. This collection of lessons may be expanded into a larger unit with an anchor text read with the class. Teachers may encourage learners to complete their own readings (a fiction or nonfiction text of their choice) and make connections back to shared texts and readings. See the Resource section for book suggestions. It is important to honor this topic in history along with its alignment with current events. If learners have not completed anti-racism/anti-bias lessons, consider these lessons and explorations first. Please see the Resources section for anti-racism/anti-bias “Tools for Teachers” and other offerings.

### **Learner Objectives:**

- ▶ Learners will investigate the lives and impact of the Three Black Women of Literacy, gaining an understanding of the lasting impact of their efforts in the fields of literacy and Civil Rights.
- ▶ Learners will apply their newly gained knowledge to their own lives and literacy journey, evaluating questions around one’s actions, legacy, and contribution to our world.
- ▶ Learners will work collaboratively and individually to define courage and gain an understanding of visible vs. unseen acts of bravery.
- ▶ Learners will develop and practice informational reading strategies and engage in written reflections to support their learning.

**Time:** The suggested time for each lesson is one class meeting (approximately 60 minutes) unless noted. The structure of these lessons allows teachers to adjust activities as needed, expanding or shortening lessons. Lessons may be conducted in-residence (face-to-face) and online. For example, if using Zoom or Google Meet (formerly Google Hangouts), conduct the introduction/warm up for the entire group and then provide breakout sessions for small group discussions throughout the warm up. Any media pieces should be viewed as a whole group, unless learners are viewing multiple media clips and reporting out – similar to a jigsaw reading.

### **Suggested Essential Questions:**

- ▶ How can one person’s actions have a lasting impact on today’s world?
- ▶ How can we define one person’s legacy/contribution?
- ▶ What is courage? Does courage always require visible acts of bravery?  
(Common Core Curriculum Maps, 2012)

**Key Vocabulary:** Courage, Resilient (Resiliency), Legacy, Impact, Anti-Racist, Anti-Bias, Civil Rights

**Introduction/Warm Up (1-2 class meetings depending on activities completed with learners):**

- 1) Develop (or review) classroom and/or community guidelines with learners to ensure positive and productive conversations and collaborations.
- 2) Post and discuss Learner Objectives, Essential Questions, and Key Vocabulary.
- 3) Before the warm up, share some brief information on these three inspirational Black women and how their journeys relate to courage and resiliency. All three women faced obstacles in their quest to become literate, and all three made contributions towards the field of adult literacy. During the early part of Jacobs’ and Taylors’s lives, they faced the obstacle of Black literacy being illegal. All three women faced the obstacle of being educated as a woman. Their success over these obstacles exemplifies courage.
  - Explore what it means for a person to leave a legacy. What is a legacy or contribution? Is a legacy/contribution always positive? Can learners think of any current members of their family or community or national figures that have left a positive legacy? What is the lasting impact of the person’s actions?
  - Conduct a conversation about courage and what it means to be courageous. This is a wonderful opportunity for learners to revisit their literacy goals and connect courage and the act of being courageous to their own personal journeys. As a class, define courage and discuss or provide examples of courageous acts. Consider using a graphic organizer that captures group ideas, a dictionary definition of courage, and individual definitions of courage. Encourage learners to explore their individual definitions through words, pictures, and symbols. Sample graphic organizer: “What is Courage?”

<p><b>Group Ideas/Group Definition:</b>                  (1) Start with small group discussions. Use this conversation time to discuss courage/visible acts of bravery (see Essential Questions)</p>	<p><b>Dictionary Definition:</b>                  (2) Share a definition that everyone can record</p>
<p><b>My Definition:</b>                  (3) Learners will create their own personal definition – encourage them to connect their definition to their own goals/journey on literacy, etc.</p>	<p><b>Pictures/Symbols:</b>                  (4) Allow time for creativity</p>

- ▶ Break and chunk this conversation as needed for learners. Consider showing media clips with the warm up. There are many media clips that explore an individual’s lasting impact and/or courageous acts. Select clips that honor anti-racism, diversity, social issues, overcoming obstacles (literacy), acceptance, etc. Consider informational media clips—both non-animated and animated.
- ▶ Consider defining/discussing key vocabulary words “resilient” and “resiliency” during the courage activity.
- ▶ Consider having groups share their “group” definition of courage and have the class vote on one definition to use as an anchor definition during this unit.

- 4) Once the activity in number 3 is finished, consider a second activity that explores courageous Black women who are pioneers in different fields, from our time period. Consider a carousel activity that highlights these women who are known for being the first in something:
- Kamala Harris is the first woman of color to be the Vice President of the United States.
  - Stacey Abrams is the first Black woman to win the Gubernatorial nomination of a major political party in Georgia.
  - Naomi Osaka is a female tennis player who wore a different mask each day at the 2020 U.S. Open to name individuals killed by police brutality.
  - Tarana Burke is the founder of the Me Too movement.
  - Brehanna Daniels is NASCAR's first Black woman on a pit crew.
  - Ruth E. Carter is the first Black woman to win an Academy Award for Best Costume Design for the movie *Black Panther*.
- a) Set up the carousel activity by placing pictures of the women listed above throughout the classroom. Pictures should be glued/taped to a larger piece of chart paper that learners can write on. Do not write the names of the women or any other identifying information on the pictures.
- First, have small groups walk from picture to picture, discussing if they know the women and if so, what they know about them. Give a hint that they all represent Black women pioneers. Learners may leave comments, questions, and sketches on the chart paper.
  - Second, assign a woman to each group and give each group time to complete some quick research on their assigned woman. Encourage them to add more information to their charts.
  - Lastly, have learners complete a final carousel walk, stopping to note new information that has been added.
- b) This lesson may be moved in this unit or tied to Lesson 5.
- ▶ A Graffiti Board or shared Idea Board is highly encouraged. This is a wonderful way for a class to share ideas on key topics and build a sense of community! Allow them to sketch, quote, and post excerpts or news articles that relate to this exploration! If teaching online, consider creating a blog, shared document, or padlet ([padlet.com](https://padlet.com)) for this portion.
  - ▶ These warm ups are very important to upcoming lessons. Take the needed time to explore the Essential Questions; allow learners to take the lead on the developing conversation. Consider revisiting the conversation each class period to add thoughts to the graffiti or idea board.

## Lesson 1 (2 class meetings):

- 1) As stated in the overview, learners are going to explore the lives of Harriet A. Jacobs, Susie King Taylor, and Septima Poinsette Clark, women who had a tremendous impact on literacy, specifically adult literacy. As adult learners are on their own journey to improve their literacy, use this opportunity to explore “What is literacy? What impact does being literate have on our daily lives?” Septima Poinsette Clark’s story directly relates to Civil Rights. Consider the KWL approach for the literacy and/or Civil Rights conversation. (Students explore literacy and Civil Rights further in Lesson 3, so they can revisit their KWL chart during this lesson.) Here is a link to a simple KWL chart, provided by readwritethink.org: <http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>
- 2) Biographical pieces are great opportunities for learners to explore a period of time and make connections to other important events of the same period. Many times, learners connect to “stories” in nonfiction readings and find it easier to make connections to their own lives.
- 3) Introduce Harriet Jacobs (1813-1897), Susie King Taylor (1848-1912), and Septima Poinsette Clark (1898-1987). There are many online resources that share their stories – the following is a small sampling:
  - a) Harriet A. Jacobs
    - Reading Hall of Fame - <https://www.readinghalloffame.org/node/731>
    - North Carolina Literary Hall of Fame - <https://www.nclhof.org/inductees/1997-2/harriet-jacobs/> (NC Writers' Network and the NC Literary Hall of Fame)
    - PBS - <https://www.pbs.org/wgbh/aia/part4/4p2923.html>
  - b) Susie King Taylor
    - Reading Hall of Fame - <https://www.readinghalloffame.org/node/732>
    - Please visit the Library of Congress and search Susie King Taylor for reading material.
  - c) Septima Poinsette Clark
    - Reading Hall of Fame - <https://www.readinghalloffame.org/node/733>
    - Stanford, The Martin Luther King, Jr. Research and Education Institute - <https://kinginstitute.stanford.edu/encyclopedia/clark-septima-poinsette>
    - Historically Speaking - <https://vugradhistory.wordpress.com/tag/john-lewis/>
- 4) Part of this lesson is to conduct a read aloud and model a few reading strategies for informational texts. The Reading Hall of Fame piece on Septima Poinsette Clark is suggested for this read aloud along with one other reading of your choice – a short piece or excerpt from a longer piece. Be sure to explore the Reading Hall of Fame site and discuss its purpose before the reading. Over the course of these lessons, learners will record ideas, create timelines, sketch, and write reflections. The culminating activity involves synthesis of ideas and a final piece that demonstrates their new learning and understanding. It will be helpful if all of their notes, etc. are organized in one place.

Consider having learners complete this work in a single notebook or one online document.

- a) During the read aloud, consider having learners record ideas in a graphic organizer. Provide a suggestion, but be sure to give them options/freedom to create their own! Learners may want to take notes, sketch, or do both! (A great resource on sketchnoting is *Ink and Ideas* by Tanny McGregor, 2019.)
- b) Depending on their needs, conduct a conversation on capturing what’s “important” and what’s “interesting.” When discussing the obstacles the women faced, be sure to explore how they overcame the obstacles and how this added to their legacy/ contribution.
- c) Be explicit with the reading instruction – learners are gathering facts, determining importance, making connections, and beginning the process of synthesizing what they have read. The read aloud is an opportunity to model interacting with a text.

**Sample Organizer:**

<b><i>Three Black Women of Literacy</i></b>	Reading Selection	General Notes – Life Highlights Accomplishments Obstacles Faced Obstacles Overcome	What is their legacy/ contribution? What is their lasting impact on our world?	What is their legacy/ contribution?  What is their lasting impact on our world?
Harriet A Jacobs (1813-1897)	List the reading	Model capturing what is important vs. interesting  Connect ideas to literacy and its impact	Continue to connect learners to the impact of their learning, literacy journey and own actions	List ideas here AFTER learning about all three women. Create a general list; learners will synthesize during Lesson 4
Susie King Taylor (1848-1912)				
Septima Poinsette Clark (1898-1987)				

- 5) Provide time for reading and individual note taking on each woman. Encourage learners to look for facts, data, statistics, powerful text to quote, word choices, and powerful examples. Some learners may be ready to write about the ideas they are forming. Provide starters as needed, such as:
  - a) “The author wrote/stated/shared...”
  - b) “I understand this because...”
  - c) “On page \_\_\_\_, it stated...”
  - d) “One detail...”
  - e) This piece of text helps readers understand...”
- 6) Learners should pause and organize their notes as needed. This lesson may take place over 1-2 meetings as learners may need class meeting time to do this work (if finding learning time at home is an obstacle or support is needed).
- 7) Each lesson should offer writing reflection time. Allow learners to free write, but offer optional prompts for those needing support. Optional prompts – “Think about your journey as a learner. What have you found to be the greatest obstacle? How do you work to overcome it?” “What is a common obstacle the women shared? Can you relate this to something in your life?” “Can you relate to any of the challenges or obstacles these women faced?” “How might you, as an adult learner, apply what you have learned in some aspect of your life – work, home, community, etc.?”
  - a) In their writing reflections, encourage learners to identify a big idea or takeaway, a theme, similarities and differences between what they are learning and their own life, and how they can relate to something they have encountered.
  - ▶ Be sure to revisit the Essential Questions as the legacy and life of each woman is explored. If the class developed a “class definition of courage,” consider revisiting it as each woman is discussed.
  - ▶ Consider creating a timeline of their lives – this is explored further in Lesson 4.
  - ▶ Other options to interact with text on the three women: jigsaw reading (with groups reporting out – “flipped teaching” model), introduction to text code/markings, “somebody wanted but so then,” and exploring text features.

## Lesson 2:

- 1) The writing reflection for this lesson will take place at the start of class and is a written conversation. Written conversations allow for the class as a whole to be “talking at once” just silently. Introduce a topic of conversation from the readings and/or class discussions. Develop the topic based on class conversations or select one of the Essential Questions, such as “How can one person’s actions have a lasting impact on today’s world?”
  - a) Pair up learners, so they are sitting across from each other. (If learning online, they will create documents that can be “shared.”)

- b) All learners will respond to the prompt individually; provide them with 4-5 minutes of silent writing time. Encourage learners to free write – ideas, thoughts, questions. (Encourage them to not worry about spelling, sentence structure, etc.) They should let their ideas flow, knowing they will share their writings/ideas/questions with their partner. This activity may be tricky because they may want to share their writing in the moment – encourage them to silent write!
  - c) After the 4-5 minutes are up, have partners swap papers or “share” their online documents.
  - d) Allow them 2-3 minutes to read and respond in writing to their partner, without talking. They will silently read their partner’s writing and respond in writing – on the same paper or document. In their writing, encourage them to ask questions, make connections, and introduce new ideas.
  - e) Continue switching and writing (conversing) a few more times, always *silently* and following the *outline* in step d.
  - f) After at least four exchanges, have partners stop and finally TALK! (If conducting this through online learning, use breakout rooms.) \*If the class has not participated in a written conversation before, expect this to be challenging the first time. They will naturally want to talk to each other every time they exchange papers. Encourage the whole process to be silent. When they finally get to talk to one another, the conversation is usually very animated and rich!
  - g) Conduct a whole class report out from the conversations. Ask for pairs to share any highlights, questions, and new understandings and discuss any common patterns in the conversation. Teachable moment – discuss/point out that the class is synthesizing their ideas on the topic.
    - Modify this activity as needed for learners. Perhaps they might draw/sketch their thoughts, write in “texting” format, or begin by exchanging texts if in a virtual setting. Consider pairing learners to write together and then engage in a written conversation with another pair. The teacher may need to pair with a student or small group during this activity. It’s important to be thoughtful during this activity and consider learners’ needs as writing on demand may be challenging.
    - If needed, consider additional prompts for this activity, such as “What other historical figures do you know whose actions had a lasting impact on today’s world? What was the impact?” or “Based on what we have learned so far, what impact did each woman have on society?”
- 2) The written conversation most likely highlighted pieces of discovery on all three Black women of literacy and hopefully had learners reflect on the prompt and their own life’s journey. Assess if the class needs more time to discuss the three women as a whole and revisit notes/organizer from the previous class meeting.
  - 3) The rest of the class meeting time should be a time of exploration for learners. Allow them to continue to learn about Harriet, Susie, and Septima and encourage them to relate their findings to the Essential Questions, literacy, their own lives, Civil Rights, etc. They may want to revisit the KWL chart from Lesson 1, create a compare and contrast



chart of the women in their notebook or online document, add to the classroom graffiti/idea board, or add to any timelines they have created.

### Lesson 3 (1-2 Class Meetings):

- 1) This class meeting time will explore Septima Poinsette Clark and connections she had to adult literacy and the Civil Rights movement, specifically the Voter Education Project. Revisit the Essential Questions as needed and encourage learners to make connections throughout class meeting time to courage, history, impact of one's actions, etc.
- 2) There are many online resources that detail Clark's work with the Civil Rights movement. Select a reading piece that best fits learners' needs. Conduct a read aloud and model one to two reading strategies, such as text coding or pausing to collect main ideas from the text.
- 3) Consider brief media clips that are relevant to this conversation, such as the "Remembering John Lewis Inspirational Documentary" by Goalcast– this may be streamed from Goalcast's YouTube channel.
- 4) If learners or the class as a whole have created a timeline, add other important events/leaders to the timelines. Focus on making connections between individuals, events, places, etc. Learners should be encouraged to think about how new information matches or adds to what they have already learned. They will engage in a synthesis activity in Lesson 4, so continue to prompt them on how ideas connect, extend, and maybe even challenge each other!
- 5) End class with writing reflection time. Have students free write or offer prompts, such as, "Think about a person discussed during today's meeting time. How did their strength and hope inspire other Civil Rights leaders or learners?" "What connections can you make from the time period/challenges discussed in the documentary we viewed to today's world?" "What do you want your legacy to be?"
  - Consider having learners investigate the other women, Harriet and Susie, to see if they are able to connect their work to Civil Rights during their lifetimes.

### Lesson 4 (1-2 Class Meetings):

- 1) At this point, learners will have accumulated notes, sketches, and free writes. This is the perfect opportunity to teach or review how to synthesize across different texts/notes, etc. An easy approach to begin synthesizing is to have the class review ideas through conversation. Guide the class to form three subtopics developed through their learning. Because this is tricky work, be prepared to help them develop the topics – small group learning to whole group learning. A three-column chart works well for this – this chart has examples of what might be considered for subtopics.

Common Obstacles	Common Goals	Shared History/Legacies
As a class, begin to fill in the columns. Then, allow time for learners to work on completing this in a way that works for class meeting time.		Relate this to one's actions/impact

- ▶ Part of this conversation should include learners making connections to present day and to themselves. Consider prompts such as “How has the work of these three women impacted society today? Impacted Civil Rights today?” “How has my life been impacted because of these three women?”
- 2) The reflection for this lesson is different than previous ones and includes some exploration time. All three Black women of literacy were authors in some form. Offer time for learners to explore their writings. Provide 10 minutes of research time and 10 minutes of writing reflection time.
- 3) Group investigations and classroom generated questions are an important part of class meeting time. Allow learners to partner or form small groups for this time; encourage them to generate their own reflective questions. Offer reflection prompts if necessary, such as “Before we started learning about these courageous women, we explored what courage and acts of bravery meant to each of us. Look over the work you did on day one. Would you change your definition in any way? Why or why not?” “What surprised you about \_\_\_\_’s writing? Did you notice any ideas in their writings that connected to their biographies?” (Encourage prompts/writings that connect back to Essential Questions.)
  - a) Harriet Jacobs, *Incidents in the Life of a Slave Girl* <https://www.nclhof.org/inductees/1997-2/harriet-jacobs/> (NC Writers' Network and the NC Literary Hall of Fame)
  - b) Susie King Taylor, *Reminiscences of My Life in Camp with the 33d United States Colored Troops Late 1st S. C. Volunteers* <https://docsouth.unc.edu/neh/taylor/menus/menu.html>
  - c) Septima Poinsette Clark, please visit Stanford University – Martin Luther King, Jr. Papers Project site to view some of her work. *Books, Echo in My Soul and Ready From Within: Septima Clark and the Civil Rights Movement*
    - Consider leading learners through a document analysis activity before they complete the Lesson 4 reflection. Develop questions for the analysis, such as “How does this document/excerpt show \_\_\_\_’s (insert name) impact on society? Provide text evidence to support your answer.” “Why is this significant for the time period?”

## Lesson 5 (2 meetings): \*Culminating Lesson\*:

- 1) Over the past lessons, learners have completed some power learning on three inspirational Black women and a pivotal time in our history. The next two class meetings allow them to share their knowledge and to connect to their own learning and life goals. It's important to offer choice for this culminating event. Learners will create a piece that proves their knowledge and understanding of the topics explored (equity, literacy, impact of one's actions, etc.) and their newly gained knowledge as it relates to themselves. It's highly encouraged that the class as a whole develops a criteria list and rubric for this culminating activity. The class will share their pieces during a Gallery Walk. Structure work time as needed, allowing at least 30 minutes for the Gallery Walk and Celebration of Learning.
- 2) Lead a discussion using Learning Objectives and Essential Questions from this unit along with any reflection/discussion questions developed with learners. During this discussion, consider creating a shared information board, revisiting the questions that have guided the study and asking how these ideas have been introduced and illustrated throughout the unit. Learners will brainstorm ideas/facts, share powerful quoted text material, sketches, and examples of their own actions as they relate to literacy, equity, obstacles, etc. Add quick notes to the information board. This is the perfect time to have learners revisit any KWL charts they have updated throughout the lessons.
- 3) Send learners off to create their own perspective that answers one or more of the Essential Questions or develop questions with learners.
  - a) Media suggestions – infographic, digital presentation, photo/caption collage, portfolio of reflective pieces, speech, monologue, learner choice that follows project criteria.
  - b) Offer creative ways for them to show their newly gained knowledge within their chosen media, such as— timeline, poem, concept/idea mapping, powerful words, an infographic that outlines one of the women in profile or outlines a powerful word with information inside, a comic that illustrates an important moment in history/the lives of one of the women or themselves/a powerful quote.
  - c) Consider requiring a final reflection on knowledge gained with the option to share the reflection with the class.
- 4) The Gallery Walk will require at least 30 minutes. Have learners display their final piece (online learners will “share” their documents). Provide each student with a colored sheet of paper titled, “Compliments and Applause” and have them put their name on it. The class will circulate, spending time reviewing their peers’ work and offering specific, concrete compliments. (Online learners may leave comments electronically either within the document or on a “Compliments and Applause” page at the end of the document.)
  - a) Encourage them to be specific— “I like how you captured Harriet’s traits and gave examples.” “I like how you showed the connection between Septima and John Lewis using words.” “I like how you shared what you hope YOUR legacy will be.”
  - b) Bring the class back together and allow time for them to read their compliment pages. Ask learners to share favorite compliments and offer verbal compliments to their classmates.

- c) Display finished pieces in the classroom. If learning online, create a shared document that holds all of the pieces.
- d) Lastly...congratulate and praise the class on their hard work. A lot was covered in this unit of study and hopefully they learned about their own journey, actions, and future legacy!

### Optional Formative Assessments:

- ▶ Web or Concept Map – Key Vocabulary from class discussions and readings. Allow for writing, sketching, and combination!
- ▶ 3-Minute Pause – Allows learners to stop and reflect. Offer prompts for a quick write or table talk conversation. (Online users – This is great for short breakout room sessions!) Prompts – “I am surprised by...” “I can connect to...” “I felt...” “This part confuses me...”
- ▶ Objective Summary Writing – Develop this into 1-2 class meetings.
- ▶ Think-Pair-Share – Have learners form an individual response on a prompt, then share with a partner. Partnerships then form groups of 4-6 to share ideas.

### Differentiation:

Consider readability on all sites and offer graphic/thought organizers as needed. Learners may struggle with reflecting without prompts, so offer prompts and lead ins when necessary. Consider ending each class with an “exit ticket” – for example, have learners share one big idea they understand and one idea/concept/word they are struggling to understand. Think about class needs and expand time for lessons if needed.

This is a brief offering, and we hope educators find it useful and inspirational in their teaching! The Barbara Bush Foundation for Family Literacy would love to see any additions or modifications made for learners, as we continue to add to our repository of anti-racism/ diversity lessons. For consideration, please submit any work to Pam Cote, Curriculum and Training, at [pam@barbarabush.org](mailto:pam@barbarabush.org). We look forward to hearing from educators!

### References:

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Author: Pamela Cote  
Barbara Bush Foundation for Family Literacy, 2020

**The Barbara Bush Foundation for Family Literacy would like to thank the following Expert Reviewers for their effort and expertise in reviewing this unit of study.**

**Adrienne P. Marshall, MBA**

Director of Adult Literacy Programs  
The Literacy Council of Central Alabama

**Brittney Jones, M. Ed**

Humanities Instructor  
The Goodwill Excel Center, Washington D.C.

**Gail Lemlay Burnett**

English Instructor  
Portland Adult Education, Maine

**Kenneth Anderson Taylor, Ph.D.**

Assistant Professor of the Practice  
Director of Outreach and Professional Development  
Center for Nonprofits & Philanthropy at The Bush School  
Texas A&M University

**Tammy Hilton, M.S. Ed - K-12 Literacy**

Literacy Coach, Maine

# Diversity Toolkit

## Tools for Teachers

### **Educolor:**

Educolor is an organization “founded by people of color, with people of color, for people of color.” The shared link directs to their resource page, which provides a full list of book offerings, journals and articles, and a listing of websites and organizations. This is a valuable collection for those on a personal journey regarding equity and for educators wishing to educate themselves.

<https://educolor.org/resources/>

### **Facing History & Ourselves:**

Facing History & Ourselves “uses lessons of history to challenge teachers and their learners to stand up to bigotry and hate.” Their website is full of lessons, topics to explore, a current event section that ties to curriculum, a lending library, and much more!

<https://www.facinghistory.org/>

### **First Book & Pizza Hut – Empowering Educators:**

In 2019, First Book surveyed educators and found that “66% would like to more proactively engage their learners in conversations about race.” The developed resource offers insights from their survey, a video series, and a guidebook for “empowering educators.” The guidebook is full of ideas on teaching and setting up a classroom library, and has an offering of lesson plans.

<https://firstbook.org/pizzahut-empoweringeducators/>

### **National Museum of African American History & Culture, Smithsonian – Talking about Race:**

Talking about Race offers “tools and guidance to empower your journey and inspire conversation.” This website offers resources to educators, parent/caregivers, and those that are “committed to equity.”

<https://nmaahc.si.edu/learn/talking-about-race>

### **PBS—Anti Racist Learning Resources:**

PBS offers many resources for anti-racist learning.

- Their lessons are robust and include media clips to share with learners. One section, “PBS American Portrait” offers stories from across the country – “a portrait of what it really means to be American today.”  
<https://www.pbs.org/foundation/blogs/pbs-programs/learning-resources-for-our-current-moment/>
- PBS Teachers’ Lounge offers virtual professional learning in a four-part series “Tools for Anti-Racist Teaching.” The series “will explore tools for antiracist teaching and will consider the ways in which we can use media and media literacy to deepen our understanding of systematic racism.” Resources are peppered throughout the

rich conversation between guests and moderators. This is a valuable tool for teacher training!

<https://www.pbs.org/education/blog/tools-for-anti-racist-teaching>

### **Teaching Tolerance:**

Teaching Tolerance shares, “our mission is to help teachers and schools educate children and youth to be active participants in a diverse democracy.” Their site includes lessons on diversity for educators’ use. While they focus on lessons for K-12 students, many could be used or modified for adult learners. A highlighted lesson from their site is “Talking about Race and Racism.”

<https://www.tolerance.org/classroom-resources/tolerance-lessons/talking-about-race-and-racism>

### **TED Talk – The Danger of a Single Story, Chimamanda Ngozi Adichie (TEDGlobal 2009):**

During this inspiring TED talk, novelist Chimamanda Ngozi Adichie “tells the story of how she found her authentic cultural voice” and gives a warning on hearing “only a single story about another person or country.” This is a perfect TED talk for class discussion and reflection.

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)

### **The New York Times – 26 Mini Films for Exploring Race, Bias and Identity with Learners:**

The New York Times offers 26 short documentaries, ranging from one to seven minutes. To accompany these shorts, they offer “teaching ideas, related reading, and student activities.”

<https://www.nytimes.com/2017/03/15/learning/lesson-plans/25-mini-films-for-exploring-race-bias-and-identity-with-learners.html>

## **Books/Essays/Articles/Lessons:**

### **Education Week Teacher:**

This online magazine offers a two-part series:

- Part one - “Strategies for Embracing Anti-Racist Work in our Classrooms”  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2020/08/strategies\\_for\\_embracing\\_anti-racist\\_work\\_in\\_our\\_classrooms.html](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/08/strategies_for_embracing_anti-racist_work_in_our_classrooms.html)
- Part two - “Lesson for Teachers from George Floyd’s Death and Black Lives Matter”  
[http://blogs.edweek.org/teachers/classroom\\_qa\\_with\\_larry\\_ferlazzo/2020/09/lessons\\_for\\_teachers\\_from\\_george\\_floyds\\_death\\_black\\_lives\\_matter.html?cmp=soc-edit-tw&utm\\_source=NCFL+Literacy+NOW&utm\\_campaign=3ba36eacad-8.21.2020\\_COP\\_Y\\_01&utm\\_medium=email&utm\\_term=0\\_ddbeaff477-3ba36eacad-69130100](http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2020/09/lessons_for_teachers_from_george_floyds_death_black_lives_matter.html?cmp=soc-edit-tw&utm_source=NCFL+Literacy+NOW&utm_campaign=3ba36eacad-8.21.2020_COP_Y_01&utm_medium=email&utm_term=0_ddbeaff477-3ba36eacad-69130100)

### **First Book:**

Discusses the “power of literature” and evaluating books through an Anti-bias/Anti-racist (ABAR) lens. View their “Empowering Educators Teacher Guidebook, Part III - The Power of Literature” for tips and book suggestions.

<https://firstbook.org/pizzahut-empoweringeducators/>

**Harriet A. Jacobs, Incidents in the Life of a Slave Girl:**

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story)

**Netflix Series – BOOKMARKS – Celebrating Black Voices:**

Netflix has compiled a 12 episode series of children’s books by Black authors, and they are read by celebrity readers. These books explore “themes of identity, respect, justice and action.” Marley Dias, activist, author, and founder of the #1000BlackGirlBooks campaign, hosts the series.

<https://www.netflix.com/title/81303906?s=i&trkid=13747225>

**Poetry Offerings to Explore and Engage on the Civil Rights Movement and Social Justice:**

- Poets.org - Politics and Social Justice: Poems for Teens  
<https://poets.org/text/politics-and-social-justice-poems-teens>
- Poetry Foundation – Poetry and the Civil Rights Movement  
<https://www.poetryfoundation.org/collections/146367/poetry-and-the-civil-rights-movement>

**Septima Poinsette Clark**, *Echo in My Soul and Ready From Within: Septima Clark and the Civil Rights Movement*

**Social Issues “Bookflix” Presentation:**

This presentation, in Google Slides, offers book choices with a focus on social issues. Book selections are sorted by topic. Each book is highlighted with a summary or review and many summaries offer links to book trailers or other resources.

[https://docs.google.com/presentation/d/1AkCMf2rw8jTSFSDeYB7SE\\_Uwlu7srsBOre3u8SQiYWY/edit](https://docs.google.com/presentation/d/1AkCMf2rw8jTSFSDeYB7SE_Uwlu7srsBOre3u8SQiYWY/edit)

**Susie King Taylor**, *Reminiscences of My Life in Camp with the 33d United States Colored Troops Late 1st S. C. Volunteers*

<https://docsouth.unc.edu/neh/taylorsu/summary.html>

**Teachers & Writers Magazine (Published by the Teachers & Writers Collaborative, Brooklyn, NY):**



The organization “promotes the educational tools to create an equitable classroom that uplifts the imagination of all our learners.”

- They have compiled a #BlackLivesMatter Reading List to encourage and support conversation “both in and out of the classroom.”  
<https://teachersandwritersmagazine.org/blacklivesmatter-reading-list-7439.htm>
- They offer a powerful lesson – “Using Claudia Rankine’s Citizen to Prompt Writing About Prejudice.”  
<https://teachersandwritersmagazine.org/using-claudia-rankines-citizen-to-prompt-writing-about-prejudice-2324.htm>