

# STANDING UP TO SOCIAL INJUSTICES:

## Using Critical Literacy and Global Children's Literature for Equity



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MANY OF OUR TEACHER candidates begin their work as teachers in school contexts that strongly control curriculum or mandate specific text use due to the current “demands of accountability and the accompanying deprofessionalization” of teaching (Nieto, 2013, p. xiii). These mandates leave little room for beginning teachers to consider or question the texts they have to teach and why. Thus, an important part of our programmatic work as literacy teacher educators includes providing our teacher candidates with the research and tools to make informed choices, unique to their students, and to push back against often inappropriate or damaging curricular mandates—to open spaces for the inclusion of culturally relevant literacy materials and and critical literacy practices.

While the autonomy our teacher candidates have over their curriculum varies, many candidates note that they are encouraged to use state-issued modules or scripted literacy programs in lieu of teacher-created curricula. These standardized modules and programs often do not honor their students' and families' identities, nor do they often respect students' interests and range of abilities. Therefore, as teacher educators, we began to wonder, how can we support our teacher candidates in making positive change in their classrooms, schools, and communities to promote equity in literacy education (Sharma & Christ, 2017)? We wanted to encourage our candidates to engage in thoughtful text selection and embrace a critical literacy stance to interrogate issues of power and equity and disrupt literacy practices that marginalize their students. To begin, we pondered Linda Sue Park's

(2015) question, Can a book change the world? We also considered Adichie's (2009) powerful message regarding the dangers of a single story. These wonderings, coupled with Bishop's (1990) notion of windows and mirrors—the idea that all children need to see themselves and others' experiences through literature—led us to grapple with the ways we might revise our courses to expand our teacher candidates' understandings of the power of a story and of textual representation in their classrooms.

In 2019, we began a multistage qualitative study to investigate teacher candidates' attitudes when introduced to and engaged with global children's and young adult literature (YAL). For participants enrolled in a graduate critical literacy course—one subsection of the larger study—we focused on immersing teacher candidates in opportunities to work collaboratively to thoughtfully discuss, critique, and create responses to global children's literature and YAL. The research question that emerged for this work is as follows:

How might engagement with global children's and young adult literature—through a critical literacy lens—impact teacher candidates' attitudes toward text selection and text-based activities?

### Positionality

We, Kathleen Colantonio-Yurko, Kathleen Olmstead, and Logan Rath, are teacher educators at a college in the northeastern area of the United States—about 20 miles

away from a midsize city. We invited graduate literacy student Meredith to join us in reviewing our research data and in writing this article. Three of us identify as cisgender white middle-class women and one as a cisgender white middle-class man who, like the majority of our teacher candidates, generally reflect the demographic statistics of the teaching profession—but not necessarily the demographics of our nation’s P–12 students. As of fall 2020, 52% of public school students identified as children of color (National Center for Educational Statistics, 2020). Thus, it is urgent that we all consider not only *how* stories are represented in our classrooms but also *whose* stories are represented (Olmstead et al., in press).

### Global Children’s Literature

#### Defining Global Children’s Literature

For this work, we embrace the term “global literature” as we feel it is inclusive and represents the lived experiences of many children and many families—both within the United States and worldwide (Bean et al., 2014)—enabling a variety of cultures, languages, and perspectives to be represented and honored. Specifically for this project, we selected literature that included diverse perspectives of adolescent characters. These texts address coming of age and the many struggles and victories teens face when searching for their own identity. Students’ feedback informed the book selections in the course.

### Benefits of Global Literature

Engagement in global literature leads to a constellation of positive outcomes. For instance, engagement with diverse texts impacts elementary students’ worldviews by increasing students’ awareness, building their understandings of other cultures, and aiding in students’ development of cultural empathy (Chen & Browne, 2015; Evans, 2010; Robinson, 2013). Diverse text use in the classroom has also been used to develop a critical consciousness—a deeper understanding of injustices and an empowerment that enables students to take action (Clark & Seider, 2017; Laman et al., 2012). These beneficial effects make mindful global literature text selection and use in the classroom a powerful part of social justice teaching.

### Mindful Global Literature Text Selection as Essential to Social Justice Teaching

In her book *Finding Joy in Teaching Students of Diverse Backgrounds* (2013), Nieto emphasized that social justice is more than just a term in education: “It is a set of attitudes, beliefs and behaviors in relation to teaching, learning and students that form the foundation of one’s pedagogy” (p. 21). Indeed, Nieto defined social justice as having four components. We suggest that mindful global literature text selection (and use) is essential to social justice teaching and provide detailed connections to Nieto’s components of social justice in Table 1.

Table 1

## MINDFUL GLOBAL LITERATURE TEXT SELECTION AS PART OF SOCIAL JUSTICE TEACHING

Nieto’s Four Components of Social Justice	Mindful Global Literature Text Selection and Use
1. It disrupts untruths and stereotypes that lead to discrimination or inequality.	Mindful use of global literature through a critical lens can help students disrupt “single stories” (Adichie, 2009), explore the complexities of multiple perspectives, and come to recognize injustice.
2. It provides students with material resources (e.g., funding) and emotional resources (e.g., honoring identities and abilities, setting high expectations) to learn to their full potential.	Immersion in thoughtfully selected diverse texts enables students to see themselves in texts, and in doing so, values students’ identities, while also enabling them to build intercultural understandings and empathy toward others.
3. It is asset based—drawing on students’ strengths and talents.	Teachers get to know their students and use this knowledge to inform diverse text selection and plan related learning activities to enable students to rise to their full potential in meaningful and culturally relevant ways.
4. It promotes an atmosphere of critical thinking and agency, and it prepares students to engage in a democratic society.	When teachers use a critical lens to engage students in thoughtful conversations by interrogating diverse texts, students are empowered and have agency to make a difference in their classrooms and communities.

### Global Children's Literature and Teacher Candidates

While there seems to be much research on the benefits of diverse children's literature with P–12 students, little is currently available on the use of inclusive global texts with teacher candidates and practicing teachers (Howrey & Whelan-Kim, 2009; Iwai, 2019; Montero & Robertson, 2006). For instance, researchers Montero and Robertson (2006) conducted a small study of teachers, with inconclusive findings; the authors posted a call for more research. Thus, this is an emerging field of interest. As scholars and teacher educators, we need more studies about how teacher candidates consider the use of diverse literature in schooling spaces. Given the importance of text representation in classrooms, we were compelled to explore how we might use global children's literature to disrupt deficit perspectives and enable preservice teachers to move beyond seeing only a "single story" of their students' lives (Adichie, 2009). For this article, we pair the use of global literature with a critical literacy lens, as described in the theoretical framework.

### Theoretical Framework

In the following section, we define and discuss critical literacy as a teaching stance. The participants in this study were enrolled in a critical literacy course. As part of this course, students learned how to define critical literacy and teach as critical literacy teachers. Critical literacy aims to raise teachers' and students' awareness of power structures through reading and writing practices (Bean & Moni, 2003; Chun, 2009; Enriquez, 2014). Below we discuss important concepts to consider when engaging in reading tasks as critical literacy teachers.

### Critical Literacy

Critical literacy provides a framework for textual examination and discussion in classroom spaces. During this process, students look both introspectively and outwardly to consider injustices or issues of power (e.g., racism, sexism) that are present within various types of texts (e.g., visual, graphical, written) through thoughtful discourse (Lee, 2011; Vasquez, 2014). Critical literacy encourages the questioning of one's innate biases; encourages readers to pose questions such as whose voices are marginalized, excluded, or privileged within a text; and also focuses on the interrogation of power issues in the text and in the world (Janks, 2014; Stevens & Bean, 2007; Vasquez, 2014). Importantly, when addressing texts with a critical literacy stance, teachers and students need to be aware

that texts are not neutral and that the concept of neutrality needs to be interrogated (Janks et al., 2014; Shor, 2012; Shor & Pari, 2000; Vasquez, 2014; Vasquez et al., 2019). Critical literacy relies upon critical questions as a means to engage in the exploration of topics and texts, in which all learners examine their positionality (e.g., their privileges and biases) in relation to that of others in order to expand their understanding of power structures in society (Janks et al., 2014). In addition, critical literacy pushes students away from the single perspective present in a text to embrace and recognize the complexity of it (Lee, 2011; Rodesiler, 2017). When students learn to question and critique texts, they are empowered to interrogate the purpose of the work (Lee, 2011). As Janks (2014) stated, "Critical literacy education focuses specifically on the role of language as a social practice and examines the role played by text and discourse in maintaining or transforming these orders" (p. 349). Understanding how language can restrict and empower underrepresented or overrepresented populations within the world allows students to build a more realistic, globalistic understanding of the world and opportunities to rectify these injustices (Janks, 2014).

### Teachers Adopting a Critical Literacy Stance

Teachers who adopt a critical literacy stance play a facilitator role, promoting student-led activities and conversation in which they unpack topics from their reading and writing (Janks, 2014). Critical literacy teachers ensure that lessons provide learners with avenues to analyze complex classroom topics through critical questioning that can lead to taking action for positive social change (Janks, 2014; Rodesiler, 2017). To create a critical literacy curriculum, teachers co-construct lessons with students based on shared experiences and issues of power they want to address (e.g., racism, sexism). This process values critical thinking and encourages students to become change makers (Lee, 2011; Rodesiler, 2017; Shor, 2012; Shor & Pari, 2000; Vasquez, 2014; Vasquez et al., 2019). To guide rich conversations about power structures, children's literature and YAL can open discussions about such issues and develop students' intercultural understanding, as described below (Bean & Moni, 2003; Chun, 2009; Enriquez, 2014).

### Critical Literacy and Children's and Young Adult Literature

Both children's literature and young adult literature can serve as a way for learners to address how stereotypical or

cultural influences shape such texts and enable students to gain a deeper understanding of diverse perspectives (Enriquez, 2014). Using a critical literacy perspective when reading children's literature and YAL texts allows for transformative understandings that help to shape students' global outlook (Chun, 2009). According to Johnson et al. (2016), "literature can provide an opportunity for children to go beyond a tourist perspective of gaining surface-level information about another culture and work toward the development of intercultural understanding" (p. viii). Below we outline the methods that were used in this research study.

### Method

The data that inform this work were collected as part of a larger study of undergraduate and graduate teacher candidates regarding shifting attitudes and perceptions through intentional curricular development around inclusive global children's literature and YAL. In this article, we present the findings from a subset of the study—one course in critical literacy—where we examined the patterns that emerged from immersion in global literature. The critical literacy course was only offered to graduate students in our Literacy B-12 program, some of whom were new, practicing teachers.

### Participants

There were a total of seven teacher candidates enrolled in the critical literacy course during the semester of study. We use the term "teacher candidates" as all candidates were graduate students working to receive "Literacy Specialist" certification. While several participants were substitute teaching or new classroom teachers, others were still completing the requirements for initial certification in childhood education or in a specific content area of adolescent education. Of those seven teacher candidates, six signed institutional review board consent forms and agreed to participate. All six of the participants identified as female and ranged in age from the early 20s to the late 30s. Teacher candidates were working on earning their master's degree in literacy to gain professional certification or add additional certifications in Literacy Birth–6th Grade and Literacy 5th–12th Grade.

### Procedure

Throughout the course, students engaged in book clubs, class discussions, online interactive activities, and class activities. Below we describe the procedure for book

clubs and list the books that were introduced to teacher candidates (Tables 2 and 3).

### Book Clubs

Students in the course were asked to self-organize into small book clubs. Students met occasionally throughout the course to read and discuss books together. As we define global literature as inclusive and focused on many stories, both American and international, texts were selected using lists published by the American Library Association and international and national teaching organizations such as the International Literacy Association, American Library Association, and National Council of Teachers of English.

### Data Collection

Teacher candidate work samples from the critical literacy course were used as data. This included five assignments focused on critical literacy and global children's literature and YAL. The following is an overview of the assignments.

### Novel Analysis

Teacher candidates individually answered questions drawing on Vasquez's (2014) critical literacy questions and analyzed one of their book club books.

- What is this text trying to do to me?
- Whose interests are marginalized or privileged by this text? Whose account of a particular topic or issue is missing? Said differently, whose voices are silenced?
- Whose voices are dominant?
- Whose reality is presented?
- Whose reality is ignored?
- What are the positions from which I am reading this text?
- What experiences am I drawing from to make meaning from this text? (Vasquez, 2014, p. 4)

They then met with their book club members and discussed what they noticed in the texts and wrote a reflection on salient points from the discussion.

### Critical Literacy Portfolio

Teacher candidates worked throughout the semester to engage with and design critical literacy-based classroom activities for K–12 students. Their portfolio included a collection of work

**Table 2**  
**PICTUREBOOKS**

<i>La Frontera: El Viaje Con Papá / My Journey With Papa</i> (Spanish and English edition) by Deborah Mills & Alfredo Alva, illustrated by Claudia Navarro (2019)	A young boy and his father travel from Mexico to Texas and must navigate the border crossing.
<i>Auntie Luce's Talking Paintings</i> by Francie Latour, illustrated by Ken Daley (2018)	A young girl visits Haiti and learns about her culture as seen through her aunt's paintings.
<i>My Beautiful Birds</i> by Suzanne Del Rizzo (2017)	Sami, a Syrian boy, and his family flee their home when the city is being bombed. In the refugee camp, Sami can't leave the memories behind.
<i>Deep in the Sahara</i> by Kelly Cunnane, illustrated by Hoda Hadadi (2013)	Lalla, a young Muslim girl, learns about the meaning of wearing the <i>malafa</i> , a head covering.
<i>Juna's Jar</i> by Jane Bahk, illustrated by Felicia Hoshino (2015)	Juna, a Korean girl, and Hector, a Latinx boy, are friends who go on adventures and collect items in kimchi jars. When Hector moves away unexpectedly, Juna returns to her jars and her imagination.
<i>We Are Grateful: Otsaliheliga</i> by Traci Sorell, illustrated by Frané Lessac (2018)	A full year of Cherokee culture is shown through the use of the word <i>otsaliheliga</i> , which means "we are grateful."

**Table 3**  
**YOUNG ADULT LITERATURE**

<i>I Am Not Your Perfect Mexican Daughter</i> by Erika L. Sánchez (2019)	Julia struggles with both her Mexican American identity and American identity, as well as who her family says she should be.
<i>If You Could Be Mine</i> by Sara Farizan (2014)	Sahar, a 17-year-old Iranian girl, wants to marry her best friend, who is also a girl.
<i>The Marrow Thieves</i> by Cherie Dimaline (2017)	A 15-year-old American Indigenous boy and his companions have fled and are attempting to survive to avoid being captured for their bone marrow, which helps people dream.
<i>In Darkness</i> by Nick Lake (2012)	Shorty is trapped beneath the rubble after an earthquake in Haiti. He hopes his desire for revenge against those who took his sister will keep him alive.
<i>Away Running</i> by David Wright & Luc Bouchard (2016)	Mattieu, a white teenager from Montreal, plays football in Paris with a friend, a Black teenager from Texas.
<i>The Astonishing Color of After</i> by Emily X. R. Pan (2018)	Leigh, a girl who identifies as both Taiwanese and white, travels to Taiwan to find the bird she believes to be her deceased mother.

samples intended for classroom use, which showcased their understanding of critical literacy.

#### *Annotated Bibliography*

Teacher candidates read selected books from book club options in groups. Individually, they composed annotations for each text and discussed how the book could be used in classes grounded in critical literacy practices. Students also self-selected additional picturebooks and YAL for their bibliographies.

#### *Learning for Justice (Formerly Teaching Tolerance)*

##### *Webinar and Reflection*

Teacher candidates visited the Teaching Tolerance website and engaged in a professional development webinar that addressed considerations for text selection (Learning for Justice, 2016). Using their understanding of critical literacy and their learning from Teaching Tolerance, teacher candidates reflected, through writing, on two of the texts from their book club choices.

#### *Book Club Novel Evaluation*

Teacher candidates visited the Teaching Tolerance website and engaged with a text-selection tool it offered. They individually evaluated a book from their book club and then used the tool to reflect on representation in the text. Drawing on Janks et al. (2014), teacher candidates developed an activity that supported critical literacy practices with one of their selected books.

## **Findings and Discussion**

In the following section, we detail our findings and discuss the data related to our research question: How might engagement with global children's and young adult literature—through a critical literacy lens—impact teacher candidates' attitudes toward text selection and text-based activities? We employed qualitative analysis using multiple coding cycles. Our first coding cycle used structural coding (Saldaña, 2016) with two a priori codes: planned activities and text selection. Then, our second-cycle coding took an inductive approach utilizing descriptive coding (Saldaña, 2016) to explore our research question in depth.

We divide the following section into two parts. The first addresses what ideas the participants noted as important when it comes to text selection in K–12 class-

rooms. The second addresses themes that emerged when participants discussed text-based activities. Some scholars have observed resistance to critical literacy practices with preservice and in-service teachers (Han et al., 2015; Matias & Mackey, 2016; Mosley and Rogers, 2011). However, our findings indicate that our participants did not outwardly resist suggested practices during course activities or assignments.

### **Text Selection**

Teacher candidates' text selections throughout the course were based on professor-selected global children's literature. Students were given opportunities to self-select literature or explain how professor-selected texts influenced their future book selection considerations for classroom use. Students were encouraged to select their own texts based on critical literacy questions and course readings on representation and authenticity in children's literature and YAL. One participant commented that she was very interested in the books that were in the book club and chose to expand her learning by exclusively reading those books for her annotated bibliography assignment. Two other participants also relied heavily on provided books; however, as they explained in class, it was because peers shared how interesting the books were.

#### *Texts Are Not Neutral*

Over half of the participants noted that texts have power, and that this power is something that teachers should pay attention to when selecting books for classroom use. As expressed by Vasquez et al. (2019), texts are not neutral: "Each time we read, write, or create, we draw from our past experiences and understanding about how the world works" (p. 307). Many teacher candidates drew on Shor's idea of neutrality (Shor & Pari, 2000). As one participant stated, it is important to acknowledge that texts "are not neutral"; young students should spend time "considering the power relations within the text." Another participant said, "These texts get students thinking about the characters in their stories and the way they were written." Another teacher candidate highlighted the importance of providing students with multiple perspectives and explained that she selected books based on "show[ing] students a new perspective." Thus, teacher candidates concluded that it is important to select books with the understanding that perspective and power are integral to the text selection and classroom practice process.

### *Questioning the World*

Overwhelmingly, participants stated that using a critical lens when interacting with global literature helped them to consider the ways that texts can be used to question the world around them. One participant observed that when children are exposed to quality stories at an early age and asked to interrogate those stories, “students begin to think critically about the world around them and who is privileged, represented, oppressed, and who benefits in various situations.” Another teacher candidate shared, “Through integration of picturebooks like these in the elementary classroom, teachers can instruct young children how to make sense of the world, while also learning how to stand up to social injustices like the ones presented in the stories.” Yet another participant stated that global children’s literature books provide avenues to address situations and systems that “create injustices.”

### *Including Many Stories*

Teacher candidates in the course overwhelmingly noted that global picturebooks that shared stories and traditions from different places were important for today’s classrooms. Many teacher candidates suggested that practicing teachers could use glossaries in picturebooks, like the one provided in *Deep in the Sahara*, to learn the correct pronunciations, terms, and concepts provided in the stories. These glossaries and resources could also be used to do additional research on places and cultures the teacher is not familiar with, to ensure that accurate information is provided. As one teacher candidate wrote, *Deep in the Sahara* “teaches the reader about this culture and its customs” and allows students to consider “the topic of growing up and traditions” presented in the book through illustrations that depict the character’s world, including “food, clothes, animals, and buildings.” Teacher candidates wanted to ensure that they had access to the right tools and resources to have culturally relevant discussions with their own students.

Many participants remarked that through reading global children’s literature, they became committed to including stories from multiple voices in their classrooms and not just white, middle-class characters. One participant wrote that books like *The Marrow Thieves* allow teachers and students to address “the way our society, along with many others, have oppressed and mistreated indigenous peoples” and that this history “has been altered

and covered up over time.” One student selected the book club text *The Astonishing Color of After* by Emily X. R Pan because it addresses multiple cultures and provides teachers and adolescent learners the opportunity to address topics like identity, culture, and language in classroom spaces. Similarly, one participant noted that texts like the one she selected, *Dear Martin*, provide teachers and students avenues to discuss “race and injustice in America.” Thus, participants went beyond considering mere text selection as an important point to exploring the possibility of critical lessons and discussions in their classrooms.

All participants acknowledged the importance of using books in classrooms that include discussions of learning language or that are written in multiple languages. For example, one teacher candidate selected the picturebook *Uncle Rain Cloud* by Tony Johnston because it described the characters’ “hardships learning a new language and being immersed in it.” One student commented that *La Frontera* “is based off of a true story” and will allow students to consider the challenges of “learning a new language.” Many participants celebrated picturebooks like *La Frontera* that told a story in two languages (in this case Spanish and English).

Finally, many participants affirmed that including and centering LGBTQ texts in the classroom is important. One teacher candidate self-selected *Jack (Not Jackie)* by Erica Silverman. She wrote that “transgender people are rarely represented in literature” that she had read in school. She further remarked that picturebooks can “help students understand” what it means to be transgender and open discussions about gender identity in classroom spaces. Similarly, many students raised the importance of books like *Tell Me Again How a Crush Should Feel*, which details injustices against the LGBTQ community in Iran and provides opportunities for students to discuss LGBTQ history in the United States as well.

### **Text-Based Activities**

When reviewing the data, we sought to answer our question: How might engagement with global literature through a critical lens impact teacher candidates’ text-based activities? Throughout the semester, teacher candidates were asked to share ideas and planning for classroom application. Below, we discuss the kinds of activities teacher candidates suggested.

*Agents of Change*

All teacher candidates expressed a common emphasis on ways to examine biases (Stevens & Bean, 2007; Vasquez, 2014) through inclusive and global texts. Participants also emphasized the need to move beyond text talk and to include activities that empowered their students (present or future) to take action and make a difference in the world (Vasquez, 2014)—evidence of a consciousness that they can be agents of change. As one teacher candidate observed, “These activities all have action pieces so that students can determine the injustices, determine a course of action to help bring awareness or resolve the issue.”

We found all teacher candidate activities centered on equity by addressing topics from gender stereotyping to issues like inequities in clean water access and biases in the way that history is represented (e.g., the story of Christopher Columbus). Similarly, we share an excerpt from a teacher candidate who focused on equity through representation in the classroom. She wrote, “I chose the artifacts that I did because they help teachers to expand their resources and provide students with tools where those who are usually silenced in literature have a voice. The LGBTQ+ community is ever growing, yet is rarely or never represented within classrooms around the world.” Her inclusive texts and text-based activities ensured that all students would have windows and mirrors in her classroom (Bishop, 1990).

### Limitations

This article was based on data from a small section of a larger study. For this work, data from only six participants were gathered and reviewed. Further research is needed on a larger scale. Another recommendation for future research is a consideration of the connections between teacher candidates’ perceptions of critical literacy and social justice teaching and their actual classroom practices in the field (Mills & Ballantyne, 2016); this was beyond the purview of this study. We wonder if the use of global literature informed participants’ acceptance of a critical stance as this contrasts with previous studies (Han et al., 2015; Matias & Mackey, 2016; Mosley & Rogers, 2011). Therefore, more research is needed to explore the specific factors that may have contributed to an outward acceptance of critical literacy approaches.

### What Can Other Teachers Do?

The participants in this study all demonstrated that when it came to text selection and text-based class activities, paying attention to whose voices were centered in the classroom, and how, matters. As teachers, we must go beyond simply addressing reading levels and prescribed curriculum. We must include stories and voices in our classes that represent a rich patchwork of ideas and experiences (see Table 4 for some suggestions and resources).

### Conclusion

In order to foster more equitable outcomes for students, “teacher education needs to work toward the development of teachers who are socially just in their beliefs and practices” (Mills & Ballantyne, 2016, p. 263). Engaging in global literature through a critical literacy lens encouraged teacher candidates to embed components of critical literacy into their planned classroom practices—putting them on the path to embrace social justice teaching and engage in more equitable literacy practices in the classroom. •

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**Table 4**  
**TEACHING CRITICALLY WITH GLOBAL LITERATURE**

Considerations for Teaching Critically With Global Literature		Resources
Consideration 1	Examine the books you have on your shelves. As a teacher or teaching team, review the books you have selected for classroom use. Alternatively, ask students to evaluate the books they are reading. Whose voice is centered? Whose voice is missing? Why?	<ul style="list-style-type: none"> <li>Teaching Tolerance (Learning for Justice), “Reading Diversity” <a href="https://www.tolerance.org/magazine/publications/reading-diversity">https://www.tolerance.org/magazine/publications/reading-diversity</a></li> </ul>
Consideration 2	Partner with a school or university librarian to locate resources, curriculum, and research to thoughtfully build your classroom library, book sets, and class activities.	<ul style="list-style-type: none"> <li>Southern Poverty Law Center and Learning for Justice (Teaching Tolerance) <a href="https://www.splcenter.org/teaching-tolerance">https://www.splcenter.org/teaching-tolerance</a></li> <li>Facing History &amp; Ourselves, “Educator Resources” <a href="https://www.facinghistory.org/educator-resources">https://www.facinghistory.org/educator-resources</a></li> <li>Dunkerly-Bean, J., &amp; Bean, T. W. (2014). <i>Using critical literacy to promote human rights and civic engagement</i>. International Reading Association. <a href="https://literacy432.files.wordpress.com/2013/08/ira-e-ssentials-8058-critical-literacy-human-rights.pdf">https://literacy432.files.wordpress.com/2013/08/ira-e-ssentials-8058-critical-literacy-human-rights.pdf</a></li> </ul>
Consideration 3	Become an agent of change. Move beyond text talk, and include activities that empower students to take action and make a difference in their world (Vasquez, 2014).	<ul style="list-style-type: none"> <li>We Are Teachers, “21 Social Justice Resources for Teachers” <a href="https://www.weareteachers.com/social-justice-lesson-plans-resources/">https://www.weareteachers.com/social-justice-lesson-plans-resources/</a></li> <li>Teaching for Change, “Educator Resources” <a href="https://www.teachingforchange.org/educator-resources">https://www.teachingforchange.org/educator-resources</a></li> <li>Learning for Justice, “Social Justice Standards” <a href="https://www.tolerance.org/frameworks/social-justice-standards">https://www.tolerance.org/frameworks/social-justice-standards</a></li> </ul>

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