



Curricular resources

Charlottesville City Schools has provided some [excellent resources](#) for discussing traumatic events with students of all ages, along with conversation starters and reflections for educators.

For more historical context on the events in Charlottesville, visit JSTOR Daily's "[Charlottesville Syllabus: Readings on the History of Hate in America](#)." In addition to being valuable for adults seeking to gain a deeper understanding of the history of race-based hatred in America, some of these resources could also be used to start a conversation in the classroom.

[Teaching Tolerance](#) has compiled an extensive collection of lesson plans for all grade levels aimed at helping students explore issues related to race, combating bigotry, and learning about social justice. Resources include teaching strategies, student tasks, social justice standards, videos, and links to texts and activities.

Finally, educators all over the world have been collaborating on [a crowd-sourced list of Charlottesville-related resources](#), including articles, blog posts, videos, and lesson plans. This already lengthy list is being updated daily, and is well worth exploring -- feel free to suggest an addition if you find something you feel to be particularly valuable.

For more guidance on curriculum, contact any team member from Teaching and Learning.

Key messages for teachers to use in class discussions

From the National Association for School Psychologists

1. **Violence and hate are never solutions to anger.** Perpetrators of violence—against fellow students or against our country—cause tremendous harm because they act violently against innocent people out of blind hate. We must not act like them by lashing out at innocent people around us, or “hating” them because of their origins, their appearance, or their mode of dress.
2. **Groups of people should not be judged by the actions of a few.** It is wrong to condemn an entire group of people by association of religion, race, homeland, affiliations, or even proximity. No one likes to be blamed or threatened for the actions of others.
3. **America is strong because of its diversity.** American democracy is founded on respect for individual differences. Those differences in culture, religion, ideas, ethnicity, and other forms of identity have contributed to the strength and richness of our country.
4. **All people deserve to be treated with fairness, respect, and dignity.** Certainly, individuals proven to be guilty of a crime should be punished. No matter how angry we are over these terrible crimes, our Constitution ensures fair and equitable treatment under the law for all Americans.
5. **Vengeance and justice are not necessarily the same.** Justice means punishing the real perpetrators, not innocent people. Hurting other children and neighbors will not make us safer,



stop terrorists, or help punish students who harm or harass classmates. It will only add to the hate and anger, increasing the risk of further violence.

6. **We are in this together.** People of all ethnicities are hurt by terrorism and other acts of senseless violence. We need to support each other, comfort each other, and work together to help those most in need during difficult times.
7. **History shows us hate only causes harm.** Some of our country's darkest moments resulted from prejudice and hate for our own people because individuals acted out of fear. We must not repeat terrible mistakes such as our inappropriate, often violent treatment and ignorance of persons from marginalized groups.
8. **We need to work for peace in our communities and around the world.** By reaching out to our classmates, friends, and neighbors from diverse backgrounds, we can help heal the wounds from tragic events and build stronger, more resilient communities.
9. **Acceptance is a lifelong endeavor.** Although it is critical in the immediate aftermath of a crisis to protect classmates and neighbors from harassment, the issues of acceptance and inclusion go beyond crisis recovery. We must embrace these values for all time. This includes all races, religions, ethnicities, sexual orientations, gender identities, and those with special needs.

Speak up for Civility Pledge for optional classroom use

Adapted from Teaching Tolerance – this may help set ground rules during a class discussion

I pledge to discuss the events in Charlottesville with civility, to treat people whose opinions differ from mine with respect, and to focus on ideas, policies and values. I will encourage others to do the same. I will speak up when I hear name-calling, stereotypes and slurs.

Guidelines for classroom discussion

Adapted from Teaching Tolerance – this may help set ground rules during a class discussion

As students in a school community, we will model good citizenship! We will maintain a safe environment where we can explore—and disagree on—important topics. We will:

- **Call all individuals -- whether it be classmates, protesters or politicians -- by their names.** We won't use nicknames that mock or insult people.
- **Be kind and respect each other.** We will disagree with ideas, but will not criticize each other for what we think.
- **Be curious and open-minded.** When we disagree, we will say, "Why do you think that?" instead of "You're wrong."



- **Speak up.** We'll remind each other about our contract when we hear unfair words about politicians, groups of people or classmates.
- **Explain what we're thinking.** When we voice an opinion, we'll give facts and reasons.
- **Get involved.** We will talk to adults and others about Charlottesville and why we feel the way we do. We realize that having respectful conversations with each other (whether we agree or not) is important to being a good citizen.
- **Think critically.** When faced with TV, social media or other messages about Charlottesville, we will analyze them for facts and seek to learn more about the content.