

Politics in the Classroom & Academic Transparency in K-12



Goldwater Institute
Van Sittert Center for Constitutional Advocacy





New Business Item 2 (2019)

ACTION: **DEFEATED**

[< PREVIOUS \(2019\)](#)

[NEXT \(2019\) >](#)

The National Education Association will re-dedicate itself to the pursuit of increased student learning in every public school in America by putting a renewed emphasis on quality education. NEA will make student learning the priority of the Association. NEA will not waiver in its commitment to student learning by adopting the following lens through which we will assess every NEA program and initiative: How does the proposed action promote the development of students as lifelong reflective learners?



New Business Item 11 (2019)

Using existing resources, NEA will incorporate the concept of "White Fragility" into NEA trainings/staff development, literature, and other existing communications on

ACTION: **ADOPTED**



New Business Item 25 (2019)

NEA will collaborate and partner with organizations and individuals who are doing the work to push reparations for descendants of enslaved Africans in the United States and to involve educators, students, and communities in the discussions around support for reparations. NEA will write an article in *NEA Today* to pay

ACTION: **ADOPTED AS MODIFIED**



New Business Item 56 (2019)

people. The NEA vigorously opposes all attacks on the right to choose and stands on the fundamental right to abortion under Roe v. Wade.

ACTION: **ADOPTED AS AMENDED**

New Business Item 39

ACTION: **ADOPTED AS MODIFIED**

< PREVIOUS

NEXT >

The NEA will, with guidance on implementation from the NEA president and chairs of the Ethnic Minority Affairs Caucuses:

A. Share and publicize, through existing channels, information already available on critical race theory (CRT) -- what it is and what it is not; have a team of staffers for members who want to learn more and **fight back against anti-CRT rhetoric**, and share information with other NEA members as well as their community members.

B. Provide an already-created, in-depth, study that critiques **empire, white supremacy, anti-Blackness, anti-Indigenity, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society, and that we oppose attempts to ban critical race theory and/or *The 1619 Project*.**

C. Publicly (through existing media) convey its support for the accurate and honest teaching of social studies topics, including truthful and age-appropriate accountings of unpleasant aspects of American history, such as slavery, and the oppression and discrimination of Indigenous, Black, Brown, and other peoples of color, as well as the continued impact this history has on our current society. The Association will further convey that in teaching these topics, **it is reasonable and appropriate for curriculum to be informed by academic frameworks** for understanding and interpreting the impact of the past on current society, **including critical race theory.**

D. Join with Black Lives Matter at School and the Zinn Education Project to call for a rally this year on October 14—George Floyd's birthday—as a national day of action to **teach lessons about structural racism and oppression.** Followed by one day of action that recognize and honor lives taken such as Breonna Taylor, Philando Castile, and others. The National Education Association shall publicize these National Days of Action to all its members, including in *NEA Today*.

E. Conduct a virtual listening tour that will **educate members on the tools and resources needed to defend honesty in education** including but not limited to **tools like CRT.**

F. Commit President Becky Pringle to make **public statements across all lines of media that support racial honesty in education** including but not limited to **critical race theory.**

Published in the “Education Newspaper of Record” Education Week (Fall 2020):

EDUCATION WEEK

“Keeping Politics Out of the Classroom Is Like Keeping the Water Out of Rain

We must take up controversial issues like racism, sexism, homophobia, or xenophobia, or inherently political topics such as gun control or climate change...”

Published in the “Education Newspaper of Record” Education Week (Fall 2020):

EDUCATION WEEK

“A Roadmap for Reparations in Education

...need not look far when devising a strategy for reparations.

...conduct deep racial-equity audits, eliminate whitewashed curriculum...

...and establish frameworks for applying a race-equity lens to future policy and programming decisions.”

Published in the “Education Newspaper of Record” Education Week (Fall 2020):

EDUCATION WEEK

“Principals Need Help Building Anti-Racist Schools

...make social justice, equity, and anti-racism more prominent in the curriculum. The key...is hiring the right people and having the backing from the top...

...developing new syllabi and experiences for aspiring school leaders...”

Published in the “Education Newspaper of Record” Education Week (Spring 2021):

EDUCATION WEEK

“Same old Civics Ed. Won’t Save Us

We do not need this restoration of American civic education. We need a total reconstruction...

- 1. Facts and patriotism are not the answer.*
- 2. It’s long past time to confront white supremacy.*
- 3. Every teacher is a civics teacher.*

Teachers of all subjects can and must connect their subject areas to real-world issues if schools hope to sustain democracy. ”

New York Times 1619 Project

Rewriting American History for the Next Generation

SUNDAY, AUGUST 18, 2019

3

The goal of *The 1619 Project* is to reframe American history, making explicit how slavery is the foundation on which this country is built. For generations we have not been adequately taught this history. Our hope is to paint a

Out of slavery — and the anti-black racism it required — grew nearly everything that has truly made America exceptional: its economic might, its industrial power, its electoral system, diet and

New York Times 1619 Project

Rewriting American History for the Next Generation

country's history. Those who do are at most a tiny fraction of those who can tell you that 1776 is the year of our nation's birth. What if, however, we were to tell you that this fact, which is taught in our schools and unanimously celebrated every Fourth of July, is wrong, and that the country's true birth date, the moment that its defining contradictions first came into the world, was in late August of 1619? Though the exact

The 1619 Project in the Classroom

RealClear Investigations

Disputed NY Times '1619 Project' Already Shaping Schoolkids' Minds on Race



“Shana Hairston, a high school history teacher ... will be teaching a personal finance class this semester and said she could teach students about how capitalism works by using the 1619 Project essay linking capitalism to slavery.”

Sample 1619 Project Curriculum Material



[Browse Lessons](#) [Request Lesson](#)

“Erasure Poetry: Highlighting Inequities, Envisioning Liberation”

“...lay bare the real purpose of the document or transform it into something wholly new”

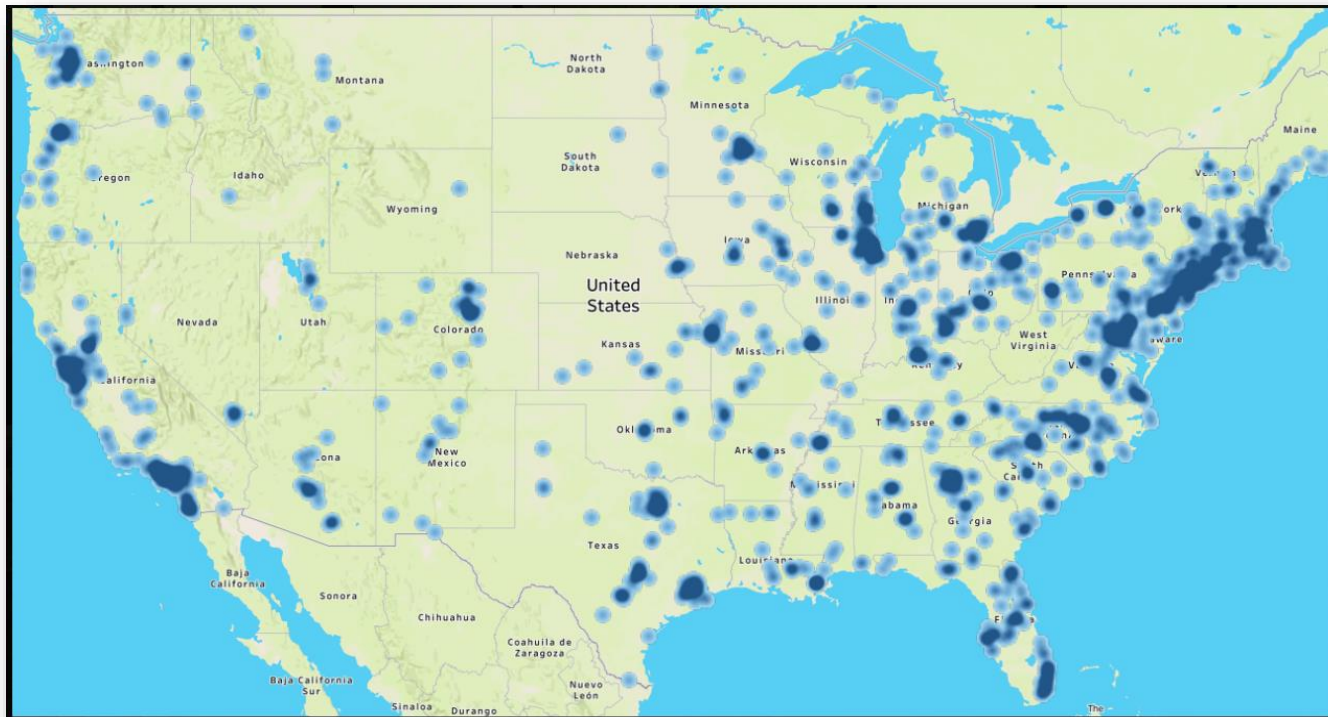
Among suggested documents: Declaration of Independence

“Create an erasure of your chosen document.”



Do You Know Where the 1619 Project is Being Taught in Your State? Do Parents?

“Since its publication in August [2019], the 1619 Project has been **adopted in more than 3,500 classrooms in all 50 states. It is mostly being used as supplemental, optional classroom teaching material. By and large, school systems are adopting the project by administrative fiat, not through a public textbook review process.**”



A heat map of schools in the U.S. using the The 1619 Project curriculum

Snapshots inside America's Classrooms

SEATTLE PUBLIC SCHOOLS

Proposed K-12 Math Ethnic Studies framework (20.08.2019)

Can you suggest resolutions to oppressive mathematical practices?

- How can we change mathematics from individualistic to collectivist thinking?
- How can we reframe our views of people/communities of color in mathematics?

Learning Target

- SWBAT analyze the ways in which ancient mathematical knowledge has been appropriated by Western culture.

What does it mean to do math?

- How important is it to be Right? What is Right? Says Who?



Matthew R. Kay
@MattRKay

So, this fall, virtual class discussions will have many potential spectators - parents, siblings, etc. - in the same room. We'll never be quite sure who is overhearing the discourse. What does this do for our equity/inclusion work? (Thread)

10:30 AM · Aug 8, 2020 · Twitter for iPhone

1.1K Retweets and comments 1.6K Likes



Matthew R. Kay @MattRKay · 20h

And while "conservative" parents are my chief concern - I know that the damage can come from the left too. If we are engaged in the messy work of destabilizing a kids racism or homophobia or transphobia - how much do we want their classmates' parents piling on?

400

251

352



"We're teachers... I actually don't teach what's in our curriculum. I'm teaching children social studies that's not in our curriculum. I'm teaching them things about how to be an antiracist. I taught them about protesting. I taught them about Black Lives Matter. " --Campus Reform

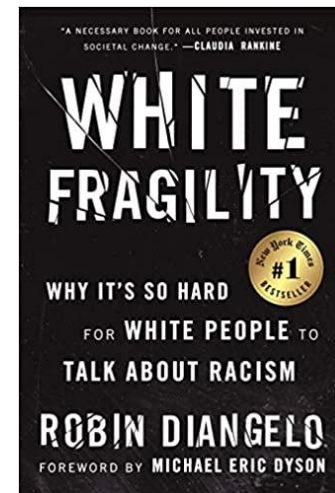
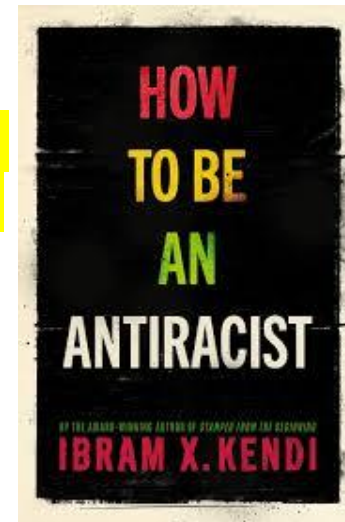
Publishers Pushing Radical Content, as Parents Left in the Dark

From *Penguin Random House Publishers*, email to Arizona School District staff:

“I wanted to specifically highlight some books that have been at the crux of current conversations on race and social justice in which many educators in AZ have been expressing interest. These books can be included in your curriculum, be the basis for an all school read, or added to your classroom library...”

- *How to Be an Anti-Racist*, by Ibram Kendi, [states](#):
“The most threatening racist movement is ... the regular American’s drive for a race-neutral” state... “**The only remedy to racist discrimination is antiracist discrimination. The only remedy to past discrimination is present discrimination.**”

- *White Fragility*, by Robin DiAngelo, [states](#) “I strive to be ‘less white.’ **To be less white is to be less racially oppressive**”



“Curriculum” Less Important than What’s Underneath.

Example: Tucson Unified School District, AZ

Social Studies Objective:

“Students will be able to: [identify] components of a well-functioning constitutional republic, including concepts such as democratic principles, constitutional rights, and human rights.”

Resources:

“The Black Panthers: Vanguard of the Revolution”, “Chicano! Fighting for Political Power”, “The Constitution and the Political Legacy of Slavery”, Malcom X’s “The Ballot or the Bullet”

Vocabulary

“boycott,” “civil disobedience,” “Jim Crow,” “stand your ground”, “lynching,” “segregation”

“COINTELPRO (Counter Intelligence Program): a series of covert and, at times, illegal projects conducted by the US FBI aimed at surveilling, infiltrating, discrediting, and disrupting American political organizations & program[s].”




1 / 2

12 th Grade American Government Week 1 March 30-April 3		Social Studies Objectives: Students will be able to:	
Lessons Lesson 1: Pick 3 resources, that discuss the U.S. Constitution or its legacy and impact on American society. Then write a 5-8 sentence academic paragraph answering the following prompt: Is it the people or the U.S. Constitution that protects the rights of American Citizens? Be sure to cite evidence. Lesson 2: Pick 3 resources to read and explore. Write down some facts from each resource about the leaders, events, or organizations that fought for civil or human rights. Lesson 3: Pick 3 resources to read and explore. Then create a 3-column chart, with each column representing one of the resources, and write 3-5 facts for each column.	Newsela "We the People" The Constitution and the Political Legacy of Slavery Native American History: The Inequitable People (First American Deportation) Philosophers Who Influenced the American Revolution and Constitution "We Are Getting Stronger": Panamanian indigenous constitution and sovereignty Famous Speeches: Malcolm X's "The Ballot or the Bullet" Town Dreamers Advocate for Undocumented Immigrants Five Years on: Remembering Trayvon Martin and the Birth of Black Lives Matter	Videos Video 1: Madison's Three Big Ideas Video 2: Eyes on the Prize: Power Video 3: Chicano! Fighting for Political Power Video 4: The Black Panthers: Vanguard of the Revolution Video 5: The Lemon Grove Incident	Historical Texts Text 1: The U.S. Constitution Text 2: The Bill of Rights: A Transcription Text 3: Mendez v. Westminster Text 4: Brown v. Board of Ed.
Enrichment Activities Produce something creative (i.e. a poem, song, poster, collage, drawing/painting etc.) expressing the sentiment of an issue related to civil rights, human rights, and/or the U.S. Constitution (i.e. landmark court cases, amendments, COVID 19 Crisis, climate change, immigrant rights, Black Lives Matter, homicide etc.).	Independent Civic Action Project Project idea 1: Think of an issue you are passionate about to write a letter to the editor (newspaper or online publication) stating your opinion. Project idea 2: Design a political cartoon depicting an issue or event related to the U.S. Constitution. Project idea 3: Do some research on a social movement and write a summary of your interpretation of it to be able to educate others.	Assessments Construct an argument (e.g. detailed outline, poster, essay, ppt etc.) that explains one of the following topics: A) The importance of the U.S. Constitution to American society, or B) The role that political action or court litigation has had on fulfilling the guarantees of the Bill of Rights for people of color.	
Vocabulary			
Boycott: to engage in a concerted refusal to have dealings with (a person, store or organization, etc.) to express disapproval or force acceptance to certain conditions. Civil Disobedience: refusal to obey governmental demands or commands as a non-violent, usually collective means of forcing concessions from the government.		Lynching: to put to death by mob action without legal approval or permission. Stand your ground: laws that allow people to respond to threats or physical force without fear of prosecution, rather than abiding by traditional self-defense laws that a person under physical threat has a "duty to retreat."	

Segregation: The process of isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse. De Jure (Jim Crow): by right or based on laws or actions of the state. De Facto: being such in effect but not formally recognized.	Sovereignty: a supreme power over a body politic which allows for freedom from external control (autonomy) and controlling influence.
Litigation: the act, process, or practice of settling a dispute in the court of law. Precedent: something done or said that may serve as an example or rule to authorize or justify a subsequent act of the same kind to serve as a model.	Self-determination: free choice/determination by the people of a territorial unit of their own future and political status. COINTELPRO (Counter Intelligence Program): (1956-1971) was a series of covert and, at times, illegal projects conducted by the US FBI aimed at surveilling, infiltrating, discrediting, and disrupting American political organizations & programs.

How Can States Respond?

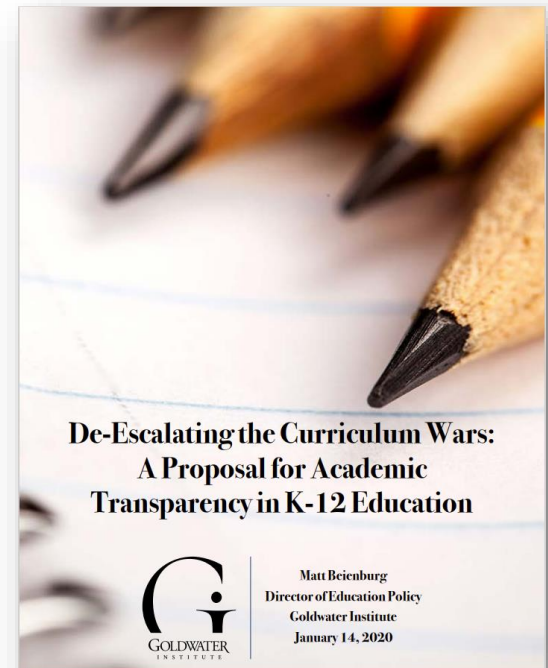
State Lawmakers Have 3 Broad Choices:

-  **Inaction:** Taking the path of least resistance and ignoring the accelerating spread of political ideologies being taught in public schools at taxpayer expense
-  **Curriculum Mandates:** Using more heavy-handed intervention to require or prohibit the teaching / funding of specific content in public schools
-  **Academic Transparency:** Empowering parents to hold schools accountable

How State Legislators Can Respond: Academic Transparency

“Sunlight is the Best Disinfectant”

- ✓ Parents should be able to know what content awaits at nearby schools **before they have to enroll their children**
- ✓ Schools respond to incentives: If parents know which schools insist on pushing radical content, those schools will **risk the further loss of students *and their associated funding***
- ✓ Schools should not be hiding content from prospective parents: **Reporting broad ‘curriculum’ frameworks, basic textbooks, etc. is no longer enough**
- ✓ It **should not be harder for a parent to look up what schools are teaching** than to locate complicated budget documents, financial data, etc. that schools are required to post online



Goldwater Institute Academic Transparency Act

Legislative Proposal

“Each public school shall prominently list on a publicly accessible portion of its website by July 1:

The learning materials and activities that were used for student instruction at the school during the most recently completed school year, organized at a minimum by subject area and grade....”

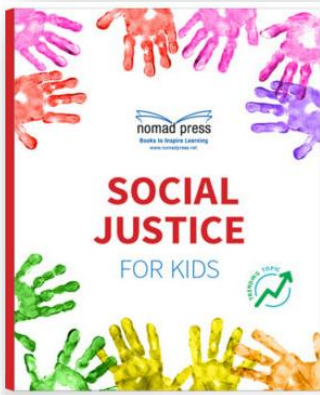


Academic Transparency Act

- A. Each public school in this state shall prominently list on a publicly accessible portion of its website by July 1:**
- (1) The learning materials and activities that were used for student instruction at the school during the most recently completed school year, organized at a minimum by subject area and grade.
 - (2) Any procedures in effect for the documentation, review, or approval by the principal, administrators, or other teachers regarding the learning materials and activities used for student instruction at the school.
- B. For the purposes of this section:**
1. Learning materials include, but are not limited to, the following: all textbooks and reading materials, videos, digital materials, websites and other online applications.
 2. “Used for student instruction”:
 - (a) Means assigned, distributed, or otherwise presented to students in any course for which students receive academic credit or in any educational capacity in which participation of the student body is required by the school or in which a majority of students in a given grade level participate.
 - (b) Applies also to any materials from among which students are required to select one or more, if the available selection is restricted to specific titles.
 3. Activities include, but are not limited to assemblies, guest lectures, or other educational events facilitated by the institution's staff, including those conducted by outside individuals or organizations, excluding student presentations.
 4. A school shall be required to list only the information necessary to identify the specific learning materials and activities used for instruction, including the title and the author, organization, or internet address associated with each material and activity. Nothing in this section shall be construed to require either:
 - (a) The digital reproduction of the materials themselves, nor
 - (b) The separate reporting of individual components of materials produced as a single volume, except that for digital volumes containing works by multiple authors, the school shall provide either a table of contents or internet address that discloses the discreet works and authors contained within the volume.
- C. A school shall not be required to list learning materials and activities pursuant to this section under any of the following circumstances:**
1. The school's governing board is responsible for the operation of schools with fewer than five hundred students cumulatively,
 2. The materials or activities are selected independently by instructors at a school site with fewer than fifty students enrolled.
- D. To prepare and host the listing of materials and activities pursuant to paragraph A, a school may, but is not required to:**
1. Post and update the listing of learning materials and activities on an ongoing basis during each school year, provided the listing is completed by July 1 following the completion of the school year.
 2. Utilize collaborative online document or spreadsheet software that allows multiple authorized users to update or make additions to posted content on an ongoing basis, as long as a link to the listing is publicly accessible via the school website.
- E. The listing of materials for each school year shall remain available via the school website until at least the completion of the following year's listing.**

How it Works

“A school shall be required to list only the information necessary to identify the specific learning materials and activities used for instruction, including the title and the author, organization or internet address...”

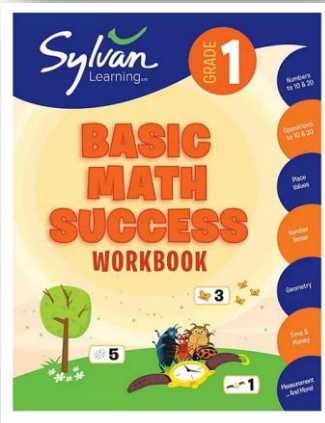


Multiple authors



1 single entry

“Social Justice for Kids, <https://nomadpress.net/the-learning-center/social-justice-for-kids/>”



128 pages of separate readings/worksheets



1 single entry

“Grade 1 Basic Math Success Workbook, Sylvan Learning”

Academic Transparency Act

Key Features

- ✓ Brings course content into the light in a practical, accessible way for parents
- ✓ Provides comprehensive transparency
- ✓ Doesn't interfere with teachers' ability to update lesson plans at any time during the year:
- ✓ Minimizes the additional workload required to provide transparency
- ✓ K-12 schools & universities have proven they can share course syllabi & other info online

Testimonials from Teachers

“This is a great collaborative effort for teachers and educators to find other resources that are effectively being used across the state and posting those and making them available for their colleagues.

As a former Wake County teacher, 20 years ago I provided all of this information. I turned in my lesson plans to my principal. Doing it electronically now would be so much simpler than what I was expected to do as a Wake County teacher. So all of this is stuff that I had to do as a teacher that now as a parent I would greatly appreciate.”

--Kelly M., North Carolina

“I speak as an associate professor of history and I have 3 children in 8th, 5th, and 4th grades, so I come at it from both perspectives. As a teacher... it is very easy in our internal servers to upload all of our files and lesson plans and for someone to come along and grab that and post it to an internet site is far less tedious work than it might have been in previous decades. This is work that we’re already doing. It’s just a simple grab and re-posting...”

--Jennifer M., Wisconsin

“I profoundly support the passage of both of these bills... I have been a teacher for 16 years ...Some of the courses are ‘Me and White Supremacy’, ‘Going Gradeless’, ‘Dimensions of Equity,’ ‘Multicultural and Social Justice Education’...These are some of the classes that our teachers are being taught and they in turn come to the classrooms...Even just getting a curriculum may not necessarily show parents what exactly is being taught if they don’t also have the materials that they’re teaching with.”

--Marla L., Wisconsin

What Others are Saying

- “If you doubt that these transparency provisions are needed, recall that many teachers have promised to preach CRT to their students, even if that violates the law.”

-- Stanley Kurtz, Senior Fellow at the Ethics and Public Policy Center:

- “What the critical race theory debate misses: We really don’t know what’s happening in our classrooms... states, districts, and school boards have less control over what gets in front of students than do Google, Pinterest, and the lesson sharing website Teachers Pay Teachers — the top three places teachers go when looking for materials”

--Robert Pondiscio, Former Teacher,
Senior Fellow, American Enterprise Institute

Academic Transparency

Examples

GreatHearts

Great Hearts 6th–8th Grade Short Story List

“Rikki Tikki Tavi” | “The Monkey’s Paw” | “The Gift of the Magi” | “A Sound of Thunder” | “The Lady or the Tiger?” | “Tell-Tale Heart” | “The Black Cat” | “The Casque of Amontillado” | “The Pit and the Pendulum” | “Fall of the House of Usher”

Great Hearts 6th–8th Grade Poetry List

Sonnets 15, 18, 30, 29, 60, 73, 143 by William Shakespeare | Kipling, “If” | Longfellow, “The Village Blacksmith” | Millay, “First Fig” | Frost, “Nothing Gold Can Stay” | Wordsworth, “My heart leaps up” | Blake, “The Tyger” | Dickinson, “Hope’ is the thing with feathers” | Dickinson, “There is no frigate like a book” | Browning, E., Sonnet 43 “How Do I Love Thee” | Milton, Sonnet 23 “On His Blindness” | Housman, “Loveliest of Trees, the Cherry Now” | Housman, “When I Was One and Twenty” | Hopkins, “Spring and Fall” | Frost, “Stopping by Woods on a Snowy Evening” | Longfellow, “The Arrow and the Song” | Emerson, “Concord Hymn” | Burns, “A Red, Red Rose” | Tennyson, “The Charge of the Light Brigade” | Donne, “Death Be Not Proud” Herbert, “Virtue” | Hopkins, “Pied Beauty” | Byron, “She Walks in Beauty” | Keats, “To Autumn” | Whitman, “O Captain, My Captain” Yeats, “When You Are Old”

Academic Transparency Example



Class Search

☒ In-Person & iCourses
☐ ASU Online Classes

Fall 2020
POS
Number
Search by keyword

Session
Location

☒ Open Classes
☐ All Classes

[Clear Filters](#)
[Advanced Search](#)

American Government & Politics	▼	81547	Watson			iCourse	10/12 - 12/04(B)	3	1 of 100 ▲	Syllabus	
Foundations of Democracy	▼	90607	Barth, Power Smith	M W	3:05 PM	4:20 PM	Tempe - BA341	08/20 - 12/04(C)	3	2 of 14 ●	Syllabus
Comparative Government	▼	81491	Kaire	M W F	11:50 AM	12:40 PM	ASU Sync	08/20 - 12/04(C)	3	75 of 198 ●	Syllabus

Week 9: October 14 – 18 (Fall Break: no class on October 15)

Textbook, chapter 9: Courts and Criminal Justice

News article: “Attorney General Brnovich offers to help Arizona secure drug to resume executions.” *Tucson.com*, July 26, 2019 ([link here](#)).

News article: “Special legislative panel looking at ways to reduce state’s prison population.” *Tucson.com*, August 6, 2019 ([link here](#)).

Academic Transparency Examples



Hillsdale Academy

HILLSDALE COLLEGE

Curriculum

In 1995, Hillsdale College introduced the *Hillsdale Academy Reference Guide* as an educational resource for those interested in drawing upon the Academy's time-tested K-12 program. Within two years, reference guides had been sold in all fifty states and more than 10 foreign countries, and schools, both old and new, were following the Hillsdale model.

In keeping with the Academy's mission to be a model for American education reform, Hillsdale College now offers the [complete Hillsdale Academy Reference Guide online](#). [Parents and educators can access the Academy's K-12 curriculum](#), browse through the student/parent handbook, and learn how to implement the Academy's school culture. The contents include the following:

- Introduction
- School Culture
- [Curriculum \(K-8 or 9-12\)](#)
- [Weekly Outlines \(K-8\)](#)
- [Course Syllabi \(9-12\)](#)
- [Reading Lists](#)
- [Bibliography](#)
- [Additional Titles List](#)
- Publishers List
- Parents' Handbook
- Faculty Handbook

Academic Transparency Example



Hillsdale Academy

HILLSDALE COLLEGE

1ST TRIMESTER

Subject: Literature in America from the time of the Puritans through the Revolution

Themes: What is an American?; Narratives of Massachusetts and Virginia; Characteristics of Puritan writing and lifestyle; Contributions of Puritans to American institutions; Impact of documents, speeches and letters of Revolutionary leaders

WEEK TOPIC and READINGS

1-2 Crèvecoeur, "What Is An American?" in McMichael, pp. 350-358
Modern American short stories, in Fuller, pp. 9-112

3-5 Narratives, histories and poetry from Puritans and early Americans:
The General History of Virginia, in McMichael, pp. 24-35
Of Plymouth Plantation, in McMichael, pp. 54-67

WEEK TOPIC and READINGS

3-5 cont. Poetry of Anne Bradstreet and Edward Taylor, in McMichael, pp. 91-124
Jonathan Edwards, "Sinners in the Hands of an Angry God," in McMichael, pp. 172-184
Selections from Sarah Kemble Knight and William Byrd, in Fuller, p. 438 and 443 (if time allows)

6-8 Hawthorne, *The Scarlet Letter* (entire)

7-10 Franklin, *Autobiography* and selections from *Poor Richard's Almanac*, in McMichael, pp. 199-322

11-12 Letters, documents and speeches from Revolutionary leaders and writers, in McMichael, pp. 339-395
(Paine, Jefferson, John and Abigail Adams, Wheatley, Freneau and Henry)

Academic Transparency Example



Hillsdale Academy

HILLSDALE COLLEGE

Humane Letters • Grade 11 • American History

HANDOUTS:

1. Hawthorne, Nathaniel. *The Complete Short Stories of Nathaniel Hawthorne*. Garden City, NY: Doubleday, 1959.
2. "Virginia Declaration of Rights," in Philip B. Kurland and Ralph Lerner, eds. *The Founders' Constitution*, Vol. I. Indianapolis, IN: Liberty Fund, 1987: 6-7.
3. Jefferson, Thomas. From the Minutes of the Board of Visitors, University of Virginia, 1822-1825, Report to the President and Directors of the Literary Fund, in Merrill D. Peterson, ed. *Thomas Jefferson: Writings*. New York: The Library of America, 1984: 479.
28. Coolidge, Calvin. "Address of President Coolidge at the Celebration of the 150th Anniversary of the Declaration of Independence, Philadelphia, Pennsylvania, July 5, 1926." Washington, D.C.: Government Printing Office, 1926. (This document may also be found at www.memory.loc.gov, the official Web site of the Library of Congress.)
29. Locke, Alain. "The New Negro"; Hughes, Langston. "When the Negro Was in Vogue"; Johnson, Charles S. "The Negro Renaissance and Its Significance"; McKay, Claude. "If We Must Die"; Cullen, Countee. "Yet Do I Marvel"; Johnson, James Weldon. "O Black and Unknown Bards," in David L. Lewis, ed. *The Harlem Renaissance Reader*. New York: Penguin, 1994: 46-51; 77-81; 206-218; 244; 282; 290.
30. Roosevelt, Franklin D. Commonwealth Club Address, "New Conditions Impose New Requirements upon Government and Those Who Conduct Government," in *The Public Papers and Addresses of Franklin D. Roosevelt*, Vol. I, "The Genesis of the New Deal," 1928-1932. New York: Russell and Russell, 1969: 742-756. (Out of print)

Example District

Tucson Unified, AZ

**MATERIALS TO BE USED WITH
GRADE 4 ARIZONA:
GOVERNMENT & ECONOMICS
EMC -- 225-4783**

www.tusd1.org/contents/depart/emc/index.asp
emc@tusd1.org

BOOKS

155.5 Ri	How Jane Won: 55 Successful Women Share How They Grew from Ordinary Girls to Extraordinary Women.
305.897 Ob	Traveling Indian Arizona.
320.9 Ke	A Brief Introduction to Arizona History and Government.
325.1 Sh	Augustus F. Sherman: Ellis Island Portraits, 1905-1920.
330 Go	Economics and You.
330 Ka	Growing Money: A Complete Investing Guide for Kids.
342.73 Be	Being and American: Exploring the Ideals that Unite Us. <i>(Also Available in Spanish)</i>

⋮

EXHIBITS

E 32 Drawer 46	Apple's "Think Different" Posters. (Cesar Chavez)
E 189 See EMC	Seated Lincoln.
E 271 Row 2 Shelf 21	The Ellis Island Collection: Artifacts from the Immigrant Experience.
E 272 Row 2 Shelf 29	Images of Liberty.
E 273 Row 2 Shelf 29	History of the Statue of Liberty.

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VIDEOS AND DVD'S

NUMBER	TITLE	LEVEL	TIME
MP 5180 VHS	The Living Constitution. <i>(Also Available in Spanish)</i>	I-M	16 Min.
MP 5778 VSH	Fox on the Job. <i>(Reading Rainbow)</i>	P-I	29 Min.
MP 6076 VHS	Island of Hope, Island of Tears.	I-M-S	28 Min.
MP 6284 VHS	Rights and Responsibilities. <i>(Also Available in Spanish)</i>	P-I-M	20 Min.
MP 6415 VHS	Our Federal Government: The Legislative Branch.	I-M	22 Min.