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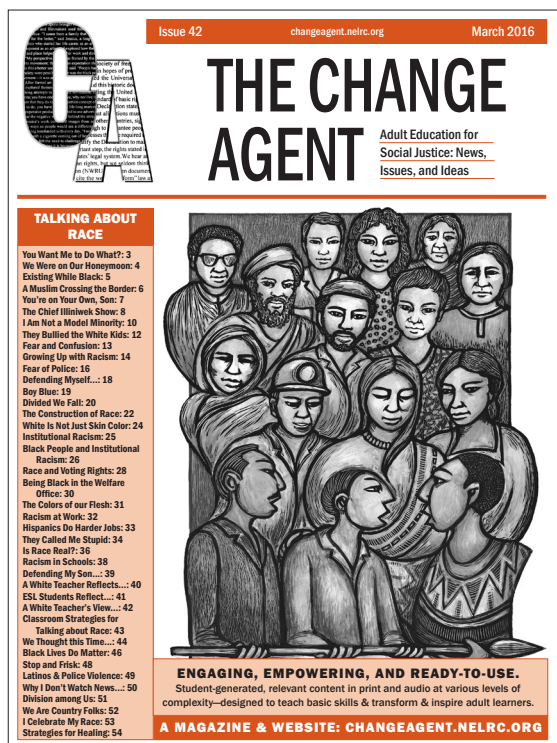
College and Career Readiness Standards. For each issue, you receive an easy-to-use grid that shows how different articles and lessons help you teach to the CCR standards.



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the March 2016 issue: Talking about Race



You Want Me to Do What?

Race has shaped U.S. history, continues to shape current events, and shapes our lives and our students' lives. Yet it is a challenging topic to bring up (not to mention teach) in the classroom.

If you're not sure race matters in your teaching or to your students, just listen to what they say about it. (See sidebar.)

Race matters to our self-

perception, to our children, at our jobs, in our communities, and in history. Indeed, it matters in almost every aspect of life in the U.S. It is so important that we made an extra effort with this issue to offer supports to teachers. Students themselves (on pp. 3 and 41) make the case for why race should be taught in the classroom. Educators share advice and insights on pages 40, 42, 43, and in our "Issue Extras" on our website <changeagent.nelrc.org/issues/issue-42>.

Throughout the magazine, students' heartfelt stories and penetrating analyses remind us that race manifests itself internally, interpersonally, and institutionally, and the costs of ignoring it are greater than the possible costs of taking it on.

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"In America, talking about race can be risky, but we should do it anyway so that we can all learn to fight racism" (p. 3).



"I want to live in a world where we could feel free to wear that hoodie and have no fear. Just to know

that we are safe really would set us free" (p. 16).

"Many [im-migrants] have struggled to survive racism in America. For all those who are suffering out there, you should know that you can do more than you think you can. NEVER GIVE UP!" (p. 34).



"If you want to live in the U.S. or study in the U.S., I think [you] must study the history of African Americans" (p. 41).

"I asked [my son] if he felt un-comfortable around African Americans and his response was, 'Yes'" (p. 50).

