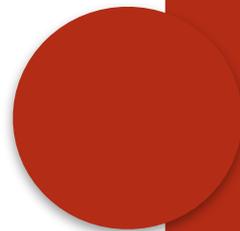


TRUTH, RACIAL HEALING, AND TRANSFORMATION K-12 CURRICULUM TOOLKIT

THE #BREATHEWITHME REVOLUTION

This toolkit is designed to address the need for curriculum reform in the K-12 classrooms and what steps can be made to move towards a culturally responsive curriculum using the Truth, Racial Healing, and Transformation (TRHT) framework through the steps described below.



CURRICULUM TABLE OF CONTENTS

STEPS FOR TRHT.....	3-5
CONTEXT	3
TRHT FRAMEWORK.....	4
STEPS FOR TRHT CURRICULUM REFORM.....	5
STEP 1: K-12 TRHT CURRICULUM REFORM.....	5-8
K-12 TRHT CURRICULUM REFORM ACTION PATHWAY.....	5
TRHT AS CURRICULUM	7
STEP 2: TRHT INNOVATIVE PARTNERSHIPS.....	8-9
DIVERSIFY OUR NARRATIVE	8
A PATHWAY TO EQUITABLE MATH INSTRUCTIONS	9
STEP 3: TRHT CENTERS FOR SUSTAINABLE ACTION	9-10
ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES	9
STEP 4: ADVOCACY.....	10
FOR MORE INFORMATION	11

TRUTH, RACIAL HEALING, AND TRANSFORMATION (TRHT) K-12 CURRICULUM REFORM TOOLKIT

STEPS FOR TRHT CURRICULUM REFORM

Step 1: K-12 TRHT Curriculum Reform: Learn what the current curriculum is in your school district and how you can work towards local-level reform, then urge your school districts to revise the Social Studies Curriculum by creating an anti-racist curriculum and incorporating TRHT content into K-12 education.

Step 2: TRHT Innovative Partnerships: Establish innovative partnerships with Diversify Our Narrative Chapters and other organizations to advocate for K-12 curriculum reform, expressly how to incorporate anti-racist narratives into the classroom.

Step 3: TRHT Centers for Sustainable Action: Advocate for a TRHT Center at your K-12 school or through your district.

Step 4: TRHT Advocacy: Advocate for TRHT Commissions at the local and national levels.

CONTEXT

All students deserve to receive the best teaching and education. Education comes in many forms like: the environment, the teachers, funding, curriculum, accessibility to resources and programs. Good education looks different to everyone and can be subjective based on their lens. Education is much more than receiving a grade; it is about the student's intellectual development and cultural competency.

In *The Sum of Us*, Heather McGhee discusses the significance of cultural competency as part of K-12 education. McGhee explains,

“Exposure to multiple viewpoints leads to more flexible and creative thinking and greater ability to solve problems. Amherst College psychology professor Dr. Deborah Son Holien cites several studies of college students, of which included more than seventy-thousand undergraduates-in which racial and ethnically diverse educational experiences resulted in improvements in critical thinking and learning outcomes and the acquisition of intellectual, scientific, and professional skills. The results were similar for Black, white, Asian American, and Latinx students.”¹

In the United States, the public school's curriculum is created and revised at the local level by school districts. Each State has a Department of Education that determines the educational standards, which are developed based on graduation requirements, standardized testing, and what students are expected to learn in each subject. However, the curriculum itself is decided and created by the local school districts. Thus, K-12 public school standards and curriculum vary across the country. In which, States are ranked for measuring how well States are educating their students. The K-12 public school curriculum varies across the country, giving a criteria for how to rate the State's education system, which reflects how well students are being educated.

¹ McGhee, H. (2021). Living Apart. In *The Sum of Us: What racism costs everyone and how we can prosper together*. One World.

TRHT FRAMEWORK

Truth, Racial Healing, and Transformation (TRHT) focuses on advancing the comprehensive, national, and community-based process to plan for and implement transformational and sustainable change while addressing the historic and contemporary effects of racism.² Below is the TRHT Framework, which “consists of five areas, and the first two: Narrative Change and Racial Healing and Relationship Building, are foundational pillars for all TRHT work. And, the remaining three areas are Separation, the Law and Economy.”³ The framework is to help communities continuously heal, while generating change on an institutional and local level through dialogue and understanding the structures of the racial hierarchy.⁴ The implementation of the TRHT Framework begins with community visioning and planning, which creates a universal conceptualization that works towards the understanding and addressing the need for dismantling racism.⁵



The first step of visioning and planning ensures that communities are brought together to recognize the harmful narratives taught to children-leading in an environment that is collaborative and responsive. An essential aspect of this work is dedicated to identifying the current narratives and integrating a reformed narrative change. Narrative change is,

“Examining how to create and distribute new narratives in entertainment, the media, school curricula, museums, monuments and parks, and in the ways we communicate that can influence people’s perspectives, perceptions and behaviors about and towards one another – so that we can work more effectively and productively towards community-based change. At times this may mean that we need to tell necessary and uncomfortable truths.”⁶

² (n.d.). The US Movement for Truth, Racial Healing, and Transformation. <https://www.ustrht.org/>

³ W.K. Kellogg Foundation. (2020, June 16). *Truth, Racial Healing, and Transformation Implementation Guidebook*. Heal Our Communities. <https://healourcommunities.org/>

⁴ Ibid.

⁵ W.K. Kellogg Foundation. *Resources & Lessons from Three Years of Community Collaboration*. Heal Our Communities. <https://healourcommunities.org/>

⁶ W.K. Kellogg Foundation. (2020, June 16). *Truth, Racial Healing, and Transformation Implementation Guidebook*. Heal Our Communities. <https://healourcommunities.org/>

Within this toolkit, narrative change will look at the truth of US history specifically in K-12 academia. Narrative change will eradicate the white historical narrative that is taught in the classroom and will incorporate anti-racist narratives. Narrative change on the US's racial history and the ongoing effects of systemic change is a critical element to curriculum reform in K-12 classrooms. There is a need for examining:

1. The effects of slavery
2. Racism against people of color
3. American history
4. The impact on laws and policies we have today on perpetuating systemic racism;

STEPS FOR TRHT CURRICULUM REFORM

This toolkit is designed to address the need for curriculum reform in the K-12 classrooms and what steps can be made to move towards a culturally responsive curriculum using the Truth, Racial Healing, and Transformation (TRHT) framework through the steps described below.

Step 1: K-12 TRHT Curriculum Reform: Learn what the current curriculum is in your school district and how you can work towards local-level reform, then urge your school districts to revise the Social Studies Curriculum by creating an anti-racist curriculum and incorporating TRHT content into K-12 education.

Step 2: TRHT Innovative Partnerships: Establish innovative partnerships with Diversify Our Narrative Chapters and other organizations to advocate for K-12 curriculum reform, expressly how to incorporate anti-racist narratives into the classroom.

Step 3: TRHT Centers for Sustainable Action: Advocate for a TRHT Center at your K-12 school or through your district.

Step 4: TRHT Advocacy: Advocate for TRHT Commissions at the local and national levels.

STEP 1: K-12 TRHT CURRICULUM REFORM

The toolkit will be directed towards the public school curriculum in the K-12 classroom. This will be explaining how to find and analyze the standard curriculum through the research pertaining to social studies and/or history curriculum in the state of New Hampshire (NH) and Alabama (AL). US News ranked New Hampshire as the 13th state for the best education and Alabama as the 47th.⁷ The two states range in educational ranking and geographical location.

When concentrating on the curriculum, the approach is to specifically look at social studies/history because it is subjective. Compared to other content, history can vary based on the perspective and narrative, in which history can be tailored to a specific audience. The narrative can fluctuate through textbooks, teaching, demographics, geographical and historical locations, etc.

The toolkit is an entry point to begin the pathway for synthesized action to expand the fluctuated curriculum's truth throughout the country, state, and district.

⁷ *Education Rankings*. (n.d.). US NEWS. <https://www.usnews.com/news/best-states/rankings/education>

K-12 TRHT CURRICULUM REFORM ACTION PATHWAY

Each state’s curriculum varies, in which the basis begins by looking for a Social Studies Framework or Curriculum Guide. Below are two different Social Studies Frameworks (one from New Hampshire and the other from Alabama) that apply to K-12 education. The two frameworks discuss the state’s minimum standard with in-depth explanations of the curriculum.

1. K-12 Social Studies New Hampshire Curriculum Framework
 1. Revised: June 2006
2. Curriculum Guide to the Alabama Course of Study: Social Studies Grade K-12
 1. Revised: February 2006

With the accessibility to the minimum curriculum, you can analyze the subjective content that is taught in the classroom. Each state’s historical perspective varies based on the application of the state’s history and the white historical narrative occurring in the curriculum and/or textbooks.

In *The Sum of Us*, Heather McGhee explains how there are “massive gaps in knowledge about our racial past and present... and a massive gulf between how American people of color see racism impacting our lives and how much credence the majority of white people gives to that idea.”⁸ For example, McGhee discusses a report conducted in 2018 by the Southern Poverty Law Center, which analyzed curriculum standards in fifteen states and the ten most popular US history textbooks in the country. The report indicated that,

1. High school seniors struggle on even the most basic questions about American enslavement of Africans.
2. Teachers are serious about teaching slavery, but there’s a lack of deep coverage of the subject in the classroom.
3. Popular textbooks fail to provide comprehensive coverage of slavery and enslaved people.
4. States fail to set appropriately high expectations with their content standards. In a word, the standards are timid.⁹

In conclusion, the Southern Poverty Law Center found that “the curriculum standard did not address how the ideology of white supremacy rose to justify the institution of slavery; most fail to lay out meaningful requirements for learning about slavery... or about how [enslaved people’s] labor was essential to the American economy.”¹⁰ One out of the fifteen states analyzed was Alabama.¹¹

⁸ McGhee, H. (2021). The Hidden Wound. In *The Sum of Us: What Racism Costs Everyone and How we can Prosper Together*. One World.

⁹ *Teaching Hard History*. (n.d.). Southern Poverty Law Center. <https://www.splcenter.org/20180131/teaching-hard-history>

¹⁰ McGhee, H. (2021). The Hidden Wound. In *The Sum of Us: What Racism Costs Everyone and How we can Prosper Together*. One World.

¹¹ *Teaching Hard History*. (n.d.). Southern Poverty Law Center. <https://www.splcenter.org/20180131/teaching-hard-history>

The Southern Poverty Law Center initiated an advisory board of scholars, partners with institutions, and teachers, which lead to the production of *A Framework for Teaching American Slavery*.¹² The framework discussed “a comprehensive outline containing concepts that every graduating high school senior should know about the topic, and these four recommendations

1. Improve Instruction About American Slavery and Fully Integrate It Into U.S. History.
2. Use Original Historical Documents.
3. Make Textbooks Better.
4. Strengthen Curriculum.”¹³

As examples, Alabama and New Hampshire’s curriculum of the nation’s history should be characterized as limited, altering, and irresponsible due to the lack of intersectionality and inability to provide a culturally responsive curriculum in the classroom. This prevents students and society from understanding the truth that lies in America’s history and the racial healing and reconciliation needed in America.

The George Lucas Educational Foundation, an organization dedicated to transforming K-12 education in which all students can acquire and effectively apply the knowledge, attitudes, and skills necessary to thrive in their studies, careers, and adult lives, discusses the importance of creating a culturally responsive early childhood classroom.¹⁴ The purpose is “to create a curriculum ensuring that all students see their culture reflected in the material as well as creating an international learning environment that is reflective of multiple aspects of the students’ identities, which may include (but are not limited to) race, ethnicity, chosen gender, ability status, linguistic profile, family structure, housing status, and cultural identity.”¹⁵ To create this environment, school districts must ask these three questions:

1. Who are our students?
2. Who do our students see in our classroom?
3. How can educators move further toward Culturally Responsive Teaching?

TRHT AS CURRICULUM:

The mission and advocacy work of TRHT should be incorporated into K-12 education. The curriculum should include but is not limited to:

1. The Success of Black Americans, Indigenous Americans, Latinx Americans, Asian Americans
2. Racial Justice Key Terms¹⁶

¹²Ibid.

¹³Ibid.

¹⁴ *Home*. (n.d.). Edutopia. <https://www.edutopia.org>

¹⁵ *Creating a culturally responsive early childhood classroom*. (2021, February 26). Edutopia. <https://www.edutopia.org/article/creating-culturally-responsive-early-childhood-classroom>

¹⁶ NEA Center for Social Justice. (n.d.). *Racial justice in education: Key terms and definitions*. National Education Association | NEA. <https://www.nea.org/professional-excellence/student-engagement/tools-tips/racial-justice-education-key-terms-and>

1. Affirmative Action, Anti-Racism, Civil Rights, Class, Colorblind, Colorism, Cultural Appropriation, Discrimination, Diversity, Equity, Ethnicity, Hate Crime, Implicit Bias, Inclusion, Minority, Multicultural, People of Color, Post-Racial, Privilege, Race, Racial and Ethnic Categories, Racial Hierarchy, Racial Justice, Racial Profiling, Racial Slur, Racism, Racist, Reverse Racism, Stereotype, Systemic Analysis, White Supremacy, White Supremacy Culture, etc.
3. Racial Inequalities
 1. Wealth, Income, Health, Ownership Rate, Incarceration, Education, Social Security and Veteran Benefits, Financial Assistance, Voting Rights, Food Wages, Food Security, etc.
4. Oppression
 1. Black Americans, Indigenous Americans, Latinx Americans, Asian Americans
 2. Generational oppression
5. Policy/Act
 1. Federal Housing Administration Policies
 2. Servicemen's Readjustment Act of 1944 (GI Bill)
 3. DHA residential segregation policies
 4. Fair Labor Standards Act of 1938
 5. Federal Indian Boarding School Policy
 6. the Act entitled "An Act to execute certain treaty stipulations relating to Chinese."
6. Programs
 1. Enactment of Social Security Programs
 2. Discriminatory Deportation Programs (1930-1950)
7. History of the Race Construct¹⁷
 1. Acts, Caselaw, Court Decisions, Laws, Movements, Policies, Treaties, etc.

STEP 2: TRHT INNOVATIVE PARTNERSHIPS

Creating innovative partnerships between educational programs and the community brings opportunities for racial healing and transformation at the community level, so that a sustainable 'TRHT' transformation can unfold and be sustained. Partnership opportunities include:

DIVERSIFY OUR NARRATIVE (DON):

Diversify Our Narrative (DON) was founded by two Stanford students and continues to be run by college students through 855 chapters across the nation.¹⁸

The organization works to reform the educational programs starting in the classroom K-12, which educates students on how to be anti-racist. Diversify Our Narrative began with one goal: to change their high school English classrooms to include diverse texts. With the organization's expansion, they have extended their vision to increasing STEM diversity, middle school texts, art, and policy.

¹⁷ *History*. (n.d.). dRworksBook. <https://www.dismantlingracism.org/history.html>

¹⁸ (n.d.). #DiversifyOurNarrative. <https://www.diversifyournarrative.com/>

By establishing partnerships with Diversify Our Narrative, there are various opportunities to advocate for K-12 curriculum reform, specifically on how to incorporate anti-racist narratives into the high school and middle school curriculum. The possibilities include but are not limited to:

1. Starting a Diversify Our Narrative Chapter in your school district¹⁹
 1. Contacting the Chapter's Region Communication Director to see if there is a chapter.
 1. If not, how can you start a chapter in your school district?
 2. If not, can you reach out to neighboring chapters?
 2. If a Chapter is established, how can you become involved moving forward?
2. Learn more about Diversify Our Narrative's advocacy from a legislative perspective.²⁰
 1. Diversify Our Narrative wrote a petition for all 50 states demanding for schools to incorporate anti-racist texts in the classroom for public and charter schools
3. Diversify Our Narrative is committed to working with Educators to work towards creating anti-racist learning spaces.²¹
 1. If any Educator, utilize the resources and work towards potentially creating a partnership with DON and other educators across the country.

A PATHWAY TO EQUITABLE MATH INSTRUCTIONS:

Dismantling Racism in Mathematics Instruction

The framework provides educators with exercises to reflect on their biases within the classroom and how to transform their current instructional practices.²² Within the framework, a workbook is provided for teachers to self-reflect on their practices, in which they can recognize and reform their practices towards anti-racist math education. The process is to dismantle white supremacy in math classrooms and create an antiracist math curriculum by holding educators, administrators, and school faculty accountable for their own biases.²³

NOTE: Many other partnership opportunities can be pursued between the education system and civic groups and the private sector.

STEP 3: TRHT CENTERS FOR SUSTAINABLE ACTION

The work towards educational reform strives to ensure that students are in a culturally responsive learning environment. Students are the priority, in which the curriculum should prioritize equitable academia. The

¹⁹ *Our chapters* — #DiversifyOurNarrative. (n.d.). #DiversifyOurNarrative. <https://www.diversifyournarrative.com/our-chapters>

²⁰ *Sign the petition* — #DiversifyOurNarrative. (20, September 8). #DiversifyOurNarrative. <https://www.diversifyournarrative.com/petitions>

²¹ *All educator resources* — #DiversifyOurNarrative. (n.d.). #DiversifyOurNarrative. <https://www.diversifyournarrative.com/all-educator-resources>

²² (2021, February 27). Math Equity Toolkit. <https://equitablemath.org/>

²³ Ibid.

need for educational reform in K-12 can occur through the implementation of TRHT Campus Centers and educators reforming their instructional practices.

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES (AAC&U):

Currently, the Association of American Colleges and Universities (AAC&U) partners with higher institutions to implement TRHT Campus Centers. This model can be adopted and adapted for K-12 education programs at the district and/or school levels.

TRHT campus centers aim for narrative reform to occur on a higher institutional level. The Truth, Racial Healing, and Transformation (TRHT) Campus Centers work towards dismantling racial hierarchies and building equitable communities through higher educational institutions.²⁴ There are twenty-nine campus centers that continuously utilize the TRHT Framework, including narrative change, to ‘discover and execute innovative action methods of eradicating structural barriers to equal treatment and opportunity on campuses in communities and the nation.’²⁵ Moreover, narrative reform should also be appearing in K-12 curriculum by utilizing the TRHT Framework. This will engage various sectors of local communities and will lead to the education of addressing present-day inequities linked to historical and contemporary beliefs in the hierarchy of human values.²⁶ The TRHT Framework and Campus Centers will ensure that there is sustainable action in K-12 schools throughout the country.

STEP 4: TRHT ADVOCACY

The Truth, Racial Healing, and Transformation (TRHT) Coalition works to change how society acknowledges and educates the legal construct of racism through advocacy and accountability.²⁷ TRHT advocacy works to confront systemic racism at the local and national level by urging for a commission to examine generational racism and examining the potential reparations for Black Americans.²⁸ The TRHT Commission is to address the historical impact and truth of racism and then work towards healing and unifying communities together.

1. [H.Con.Res.19/S.Con.Res. 6](#) urge to establish a United States Commission on Truth, Racial Healing, and Transformation.
2. [HR.40/S.40](#) address the racial injustice of slavery by the establishment of a Commission to Study and Develop Reparation Proposals for African Americans-to effectively study and build proposals for reparations.
3. Implementation of TRHT is already underway and more work is needed to urgently scale TRHT Narrative changes in schools around the USA

²⁴ *2021 Institute on Truth, Racial Healing & Transformation (TRHT) Campus Centers*. (2021, April 7). Association of American Colleges & Universities. <https://www.aacu.org/events/2021-institute-truth-racial-healing-transformation-trht-campus-centers>

²⁵ *Truth, Racial Healing & Transformation (TRHT) Campus Centers*. (2021, February 19). Association of American Colleges & Universities. <https://www.aacu.org/trht-campus-centers>

²⁶ W.K. Kellogg Foundation. (2020, June 16). *Truth, Racial Healing, and Transformation Implementation Guidebook. Heal Our Communities*. <https://healourcommunities.org/>

²⁷ (n.d.). The US Movement for Truth, Racial Healing, and Transformation. <https://www.ustrht.org/>

²⁸ Ibid.

MORE INFORMATION

Please contact Taylor Donnelly, Policy Intern, #BreatheWithMe Revolution at tadonnelly311@gmail.com or Dr. Paul Zeitz, Leadership Team, #BreatheWithMe Revolution at drpaulzeitz@gmail.com

ANNEX: REFERENCES

- [BreatheWithMe Revolution](#)
- [The Sum of Us](#)
- [US TRHT](#)
- [W.K. Kellogg Foundation](#)
- [H.Con.Res.19/S Con Res. 6](#)
- [HR.40/S.40](#)
- [Southern Poverty Law Center](#)
- [George Lucas Educational Foundation](#)
- [National Educational Association](#)
- [Dismantling Racism Works](#)
- [Diversify Our Narrative](#)
- [Association of American Colleges & Universities](#)
- [A Pathway to Equitable Math](#)