

A Call to Write &  
A Call to Action  
from the  
**CWP**

For Teachers & Students  
from K-University

# UPSTANDERS, NOT BYSTANDERS

**YEAR 4**  
**OCTOBER 1, 2015-MAY 27, 2016**

## LOOK INSIDE FOR:

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- 2 Tips for digital, print, and multimedia/ multimodal writing genres**
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Dear Colleagues and Fellow Educators,

The California Writing Project (CWP) and its sixteen local affiliates invite students and teachers, schools and districts, families and communities to participate with us in Upstanders, Not Bystanders.

In this Upstanders, Not Bystanders Toolkit, you will find a wealth of instructional projects and resources that span K-university and are designed for teachers of all students, including English learners, struggling readers and writers, students with disabilities, college-bound students, as well as college and credential students. The writing opportunities give students real reasons, audiences, and purposes for their writing and not only address the genres of the Common Core State Standards (CCSS), but also provide students the opportunity to study how these genres function in and beyond school.

To join in:

- Begin by exploring the topics, instructional lessons and projects, digital tools, and reading/research texts and resources.
- Choose the writing genres and projects—digital, print, or multimedia/multimodal—that work for your students.
- Target your Upstanders, Not Bystanders focus: writing about historical, literary, public, or personal upstanders or writing about community or school issues that need upstanders.
- Research and explore issues: bullying, cyberbullying, digital citizenship, intolerance, stigma, bias, and civic participation.
- Participate in the Upstanders, Not Bystanders writing and teaching opportunities created by our partners.
- Celebrate student projects and digital writing during October's Connected Educator Month, Digital Learning Day on February 17, 2016, next May in conjunction with school and district Open House activities, or when your school or community celebrates student work.
- Help CWP highlight what you and your students are working on. Be sure to sign up and share your Upstanders, Not Bystanders plans for writing and going public, links to student projects, and suggestions for resources.  
<http://www.californiawritingproject.org/dld-signup.html>.
- Follow @CWP and CWP's Facebook (<https://www.facebook.com/CaliforniaWritingProject>) for updates and new opportunities that develop during the academic year.

Through Upstanders, Not Bystanders, students use writing to celebrate inspirational upstanders and to propose and advocate for solutions to problems that need upstanders. By sharing and going public with their writing, students will learn new ways that they have a voice, they have agency, they have power, and individually and collectively, they can make change and use their writing to do so.

With respect and gratitude for all you do for California's students and writers,

Jayne Marlink, Executive Director



**WE INVITE YOU AND YOUR STUDENTS TO WRITE DIGITAL, PRINT, OR MULTIMODAL/MULTIMEDIA RESPONSES TO THE FOLLOWING PROMPTS OR TO CREATE WRITING PROMPTS OF YOUR OWN THAT ADDRESS UPSTANDERS, NOT BYSTANDERS:**

*What does it mean to be an upstander? In a genre of your choosing, share an example of an upstander. The upstander you choose to write about can be historic, literary, public, or personal. Illustrate how and why this person is an upstander by using current or past events. Explain how the events and the person have served as a call to action for you, the writer.*

**-OR-**

*What does it mean to be an upstander? What issue or problem in your community or school needs the actions of upstanders? Does the issue or problem call you or your peers to be upstanding? In a genre of your choosing, share how you, your peers, your school, or your community can be upstanders in the face of the issue or problem you have observed, experienced, or read about.*

#### **QUESTIONS FOR CREATING AN OCCASION OR SITUATION TO WRITE AND LEARN ABOUT UPSTANDERS:**

##### **WRITING TOPIC**

What about this topic or issue gives your students a reason and purpose for writing?

If you were to teach your students to respond in writing to this topic, how could you adapt it for your grade level and your students?

##### **CONTENT AND CONTEXT**

What kinds of upstanders can your students write about or would they be interested in writing about?

Do they have prior knowledge that they can build on?

Have they read texts about historical upstanders?

Are there texts in your anthology or school library that would focus them on the topic?

Are there digital texts—blogs, websites, videos, podcasts—that can increase students' knowledge about upstanders or being upstanding?

What more do they need to read and research to expand their knowledge of the topic?

Does your school have a character education or anti-bullying program? If yes, can the topic be adapted for the content and texts that are a part of those programs?

##### **WRITING TEXT TYPES AND GENRES**

What "response" will you ask students to write? Which specific writing genres could you teach them to write?

Will the genres be mostly narrative, informative/explanatory, or opinion/argument? Or will they be a blend of two or three text types?

Will students write a print genre, a digital genre, or a multimedia/multimodal combination?

##### **AUDIENCE**

Will the audience for the students' written response be you as their teacher and also their classmates?

How can you support the students to go public with their writing beyond the classroom or school?

How can students use writing to take action and make change?

#### **HOW DOES UPSTANDERS, NOT BYSTANDERS ADDRESS THE COMMON CORE STATE STANDARDS?**

Upstanders, Not Bystanders is a compelling topic for Kindergarteners through college students, is adaptable for English learners and students with disabilities, and can draw on reading print or digital texts from history, current events, or literature. The writing embeds the need for students to research and use information and evidence from the texts they read, and can result in narrative, informational, or argument writing, or writing that combines all three, depending on how teachers tailor the topic and writing for their students and their curriculum.

## RECOMMENDED BOOKS

BULLYING, CYBERBULLYING,  
PEER PRESSURE, GANGS

*The Ant Bully* by John Nickel, New York, NY: Scholastic Press, 1999.

*Bully* by Patricia Polacco, New York, NY: G.P Putnam's Sons, 2012.

*Candy Shop* by Jan Wahl and Nicole E. Wong, Watertown, MA: Charlesbridge Publications, 2005.

*It Doesn't Have to Be This Way/ No tiene que ser así: A Barrio Story/Una historia del barrio* by Luis J. Rodrigues, New York, NY: Children's Book Press, 2004.

*The Recess Queen* by Alexis O'Neill, New York, NY: Scholastic Press, 2002.

STANDING UP FOR SELF &  
OTHERS

*The Revealers* by Doug Wilhelm, New York, NY: Farrar, Straus and Giroux, 2005.

*Freak the Mighty* by Rodman Philbrick, New York, NY: Scholastic Paperbacks, 2001.

*Whale Talk* by Chris Crutcher, New York, NY: Greenwillow Books, 2009.

*Sledding Hill* by Chris Crutcher, New York, NY: Greenwillow Books, 2006.

## BEING KIND

*Crow Boy/Niño Cuervo* by Taro Yashima, London: UK, Puffin, 1976.

*Don't Laugh at Me* (Reading Rainbow Book) by Steve Seskin, Berkeley, CA: Tricycle Press, 2002.

*Each Kindness* by Jacqueline Woodson and E. B. Lewis, New York, NY: Nancy Paulsen Books, 2012.

*Just Kidding* by Trudy Ludwig and Adam Gustavson, Berkeley, CA: Tricycle Press, 2006.

*The Name Jar* by Yangsook Choi, New York, NY: Dragonfly Books, 2003.

WAYS CWP TEACHERS ADAPTED THE  
WRITING PROMPTS TO CREATE  
LESSONS FOR THEIR STUDENTS

## KINDERGARTEN THROUGH GRADE 2

- **Kim Holsberry (Winters Joint Unified School District) decided to teach her Kindergarten students** to do informative writing in the way Kindergartners do— collaboratively, with modeling and support from their teacher. They focused on how children can be upstanders by choosing kindness and standing up to bullying and teasing. During their writing workshop time, the students discussed and analyzed the behaviors and characteristics of upstanders in a series of fiction and nonfiction read-alouds, and in observations of upstanders on the playground or in the classroom. Together they wrote informative paragraphs that described what problem the upstander faced, how the upstander solved the problem, and what effect the upstander's actions had on others.

Download lesson plan: [perm.ly/cwp\\_unb\\_kholsberry](http://perm.ly/cwp_unb_kholsberry)

- **Angie Balius (Garden Grove Unified School District) decided to focus her second graders** on problem solution writing, which is a blend of informative and opinion writing. First, students wrote problem solution letters to characters in books and stories they read as a class, offering suggestions for how they could solve their problems and making a case for the benefits of the solution they proposed. The problem solution letters blended all three Common Core State Standards writing text types, beginning by narrating an incident that illustrates the problem, presenting a solution and explaining how it works, and stating an opinion about the benefits of the proposed solution. As they proposed solutions, the students were acting as upstanders.

Download lesson plan: [perm.ly/cwp\\_unb\\_abalius](http://perm.ly/cwp_unb_abalius)

## GRADES 3 THROUGH 5

- **Teresa Pitta (Merced City School District) asked the fifth graders** in her reading intervention class to write a report that blends informative writing and opinion writing. To build a base of knowledge from which to select an upstander to write about, they read and discussed a variety of articles about public and historical upstanders, fictional pieces about bullying, and digital texts from online news sites about bullying and upstanders. Students then wrote about a historical person's life to argue for that person as an upstander, and explained how that person's actions inspire them to be upstanding.

Download lesson plan: [perm.ly/cwp\\_unb\\_tpitta](http://perm.ly/cwp_unb_tpitta)

- **Lorena Sanchez (Tracy Unified School District) teaches third grade bilingual students** in a school with an ongoing anti-bullying program. Using texts and learning experiences from that program, students wrote a sequence of opinion and informative pieces. First, they wrote problem solution letters to characters in *It Doesn't Have to Be this Way* who have been bullied or were allies to those being bullied. Next, they analyzed what they have learned about being an ally or upstander and created action plans based on lessons learned. Then they transferred their new learning to writing informative essays and developing PowerPoint presentations about a historical upstander (e.g., Ruby Bridges and Cesar Chavez).

Download lesson plan: [perm.ly/cwp\\_unb\\_lsanchez](http://perm.ly/cwp_unb_lsanchez)

## GRADES 6 THROUGH 8

- **Liz Harrington (San Gabriel Unified School District)** and her middle school students drew on their reading of print, digital texts, and infographics about upstanders to write editorials for the school newspaper in which they explained what an upstander is and how their school would benefit from having more upstanders on campus. While the editorials used informative writing as example and evidence, the genre and purpose are argument and advocacy. Digital transformations included podcasts or digital stories of the editorials and Be an Upstander Public Service Announcements.

Download lesson plan: [perm.ly/cwp\\_unb\\_lharrington](http://perm.ly/cwp_unb_lharrington)

### Links to student examples:

#### Google Presentations

1. Vandalism: [perm.ly/cwp\\_unb\\_vandalism-presentation-google](http://perm.ly/cwp_unb_vandalism-presentation-google)
2. Face to Face Bullying: [perm.ly/cwp\\_unb\\_face-to-face-bullying](http://perm.ly/cwp_unb_face-to-face-bullying)
3. Rumor Spreading: [perm.ly/cwp\\_unb\\_rumor-has-it](http://perm.ly/cwp_unb_rumor-has-it)

#### Video PSAs

1. Littering: <http://youtu.be/AVZQcQ97DkE>
2. Cyberbullying: <http://youtu.be/-2i0AyDzS8o>
3. Stealing: <http://youtu.be/BPOljObQmJA>

## GRADES 9 THROUGH 12

- **Amanda von Kleist (Hamilton Unified School District)** worked with her multi-grade Special Education students to create informational Glogster posters that explained the concept of upstander and described the actions and traits of a specific upstander from history or the present.

Download lesson plan: [perm.ly/cwp\\_unb\\_avonkleist](http://perm.ly/cwp_unb_avonkleist)

Links to student Glogsters: <http://denayala.edu.glogster.com/malala/> and <http://gabe530.edu.glogster.com/mlk/>

- **Norma Mota-Altman (Alhambra Unified School District)** and her multi-grade English learners wrote informational essays that defined what it means to be an upstander, using historical or current upstanders as illustrations and examples. Texts for students' research included digital texts from news sites and video clips on bullying.

Link to lesson plan: [perm.ly/cwp\\_unb\\_nmota-altman](http://perm.ly/cwp_unb_nmota-altman)

- **Marlene Carter (Los Angeles Unified School District)** taught her high school students to explore their own personal experiences with standing up for themselves or for others, connect those experiences to literary readings about upstanders and speeches by upstanders, and research digital texts that address historical figures such as the Freedom Riders. Students then wrote an analytical essay through which they discussed the benefits and risks of being an upstander, using examples from their experience, reading, and research. The analytical essay drew on narrative and informative examples and evidence, but its purpose was to argue for and defend a claim.

Link to lesson plan: [perm.ly/cwp\\_unb\\_mcarter](http://perm.ly/cwp_unb_mcarter)

### Toolkit Tip:

If links to downloadable lessons and PDFs give you problems, copy, paste, and open up the link in a different browser.

## RECOMMENDED BOOKS

### REAL-LIFE UPSTANDERS

**Teammates** by Peter Golenbock, Torrance, CA: Sandpiper, 1992.

**Rosa** by Nikki Giovanni, New York, NY: Square Fish, 2007.

**When Marian Sang: The True Recital of Marian Anderson** by Pam Munoz Ryan, New York, NY: Scholastic Press, 2002.

### MIDDLE SCHOOL BULLYING & PEER PRESSURE

**Bystander** by James Preller, New York, NY: Square Fish, 2009.

**The Misfits** by James Howe, New York, NY: Atheneum Books for Young Readers, 2003.

### WHEN THE ACT OF WRITING ITSELF IS BEING AN UPSTANDER

**The Invisible Thread** by Yoshiko Uchida, New York, NY: Simon and Schuster, 1991 (in addition to her books on the internment of Japanese Americans).

**Letters from Burma and Freedom from Fear** by Aung San Suu Kyi, New York, NY: Penguin Books, both 2012.  
[http://www.newyorker.com/reporting/2011/01/24/110124fa\\_fact\\_hammer](http://www.newyorker.com/reporting/2011/01/24/110124fa_fact_hammer)

**Night** by Elie Wiesel, New York, NY: Bantam, 1982.

**Not on Our Watch** by Don Cheadle and John Prendergast, New York, NY: Hyperion, 2007.  
—About the genocide in Darfur

### TEACHERS AS UPSTANDERS

**Thank You, Mr. Falkner** by Patricia Polacco, New York, NY: Babushka, Inc., 1998.

## FOR UPSTANDING STUDENTS KINDNESS AND RESPECT MATTER

### TEACHING AND LEARNING RESOURCES

- Teaching Kindness: More Than a Random Act  
<http://www.edutopia.org/blog/teaching-kindness-the-kind-campaign-lisa-dabbs>
- Kind Campaign: “The Kind Campaign is an internationally recognized movement, documentary, and school program based upon the powerful belief in KINDness that brings awareness and healing to the negative and lasting effects of girl-against-girl fighting, name-calling, power struggles, secrets, rumors, etc.” The website includes recommended books, tips, blogs, and more. <http://www.kindcampaign.com>
- Random Acts of Kindness: Lessons, stories, research, and more. <http://www.randomactsofkindness.org>

### KINDNESS AND RESPECT ONLINE: K-5 LESSONS FROM COMMON SENSE MEDIA

- K-2 Show Respect Online: Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful emails.  
<http://www.common Sense Media.org/educators/lesson/show-respect-online-k-2>
- 3-5 Rings of Responsibility: Students explore the responsibilities they have to themselves, friends and family, and larger communities, both offline and online. <https://www.common Sense Media.org/educators/lesson/rings-responsibility-4-5>

### SUGGESTIONS FOR DIGITAL LESSONS AND TOOLS FROM COMMON SENSE MEDIA

#### Great for K-2 Digital Writing: Toontastic

1. Narrate a story about a time you were kind and made a new friend at school.
2. Record a story about how you comforted a friend whose feelings had been hurt.
3. Imagine you had a friend who moved away. Create a story about how you two stayed in touch using email, the Internet, or other digital communication tools.

For more info about Toontastic, link to Graphite teacher reviews: <http://www.graphite.org/app/toontastic>

#### Great for Grades 3-5 Digital Writing: VoiceThread

1. Present a Top Ten list of ways people can use technology to connect and communicate with one another in positive, supportive ways.
2. Create a slideshow of inspiring images and quotes showing examples of true friendship and kindness.

For more info about VoiceThread, link to Graphite teacher reviews: <http://www.graphite.org/website/voicethread>

### TAKING ACTION

- November 13, 2015: Celebrate World Kindness Day with these ten suggestions:  
<http://www.randomactsofkindness.org/the-kindness-blog/2766-10-fun-ways-to-celebrate-world-kindness-day>
- February 14-20, 2016: Celebrate Random Acts of Kindness Week.  
Suggestions from 2015 here: <http://www.randomactsofkindness.org/rak-week>
- February 17, 2016: Random Acts of Kindness Day (U.S.)  
**HIGHLY RECOMMENDED READING: *Each Kindness*** by Jacqueline Woodson and E. B. Lewis, New York, NY: Nancy Paulsen Books, 2012. This award-winning book gives students a chance to reflect on and talk about opportunities to be kind and what can happen when we don't take that opportunity.

## WRITING ABOUT UPSTANDERS: HISTORICAL, LITERARY, PUBLIC, PERSONAL

### MIDDLE SCHOOL LESSONS AND STUDENT EXAMPLES

- **Cary Zierenberg and her seventh graders at Natomas Charter School** chose to write about a real-life example of a historic, public, or personal upstander in their Language Arts class. In Technology class students used a program called Scratch to illustrate how and why this person is an upstander. Each project explains how the events and the person have made a personal impact on each student, the writer. Students then uploaded their essays and projects to a Google site to share their work with a global audience. Link here and visit the class links on the left-hand side of the page: <https://sites.google.com/a/natomascharter.org/jennifer-m/home>
- **Jeanne Feeney, teacher at Natomas Charter School, and her 6th grade students** defined upstanders and their actions by creating One-Slide Stories for publication on Upstanders Together. Link here to see their work: <https://docs.google.com/presentation/d/1k4Adh18TU7kMJ3dhiqhBrqiAE-g4jNjzW3xbDz8k60k/edit?usp=sharing>  
Students also created their own anti-bullying and cyber-citizenship documentaries and stop-motion films.
- **Jeanine Ugalde, Oak Valley Middle School, and her students** researched an Abuse of Power event or problem anywhere in the world within the past 200 years. Students also found and researched an upstander who helped to support the abused or tried to stop the person/people in power. Students created digital essays that include information about the abuse, the upstander, and how this learning impacted the student. Digital essays also contain an embedded power point, pictures, and hyperlinks. Link to the class wiki to read student work: [perm.ly/cwp\\_unb\\_jugalde\\_upstanderdigitalessays](http://perm.ly/cwp_unb_jugalde_upstanderdigitalessays)

### HIGH SCHOOL LESSONS AND STUDENT EXAMPLES

- **Jenna Valponi, teacher at Ripon High School, and her students** created Prezis and Animotos on personal and historical upstanders. Link to student Prezis and Animotos: Khiara created a Prezi about her grandfather: <http://prezi.com/dkt9hjsdjmfd/my-biggest-role-model/?kw=view-dkt9hjsdjmfd&rc=ref-42426201>  
Jordan created an Animoto about the "tank man" in Tiananmen Square: <http://animoto.com/play/aDAXL51DaPgPP0HMRBsQOA>
- **Mary Asgill's students at Turlock High School** examined issues of intolerance in their school or community. The students were challenged to collaboratively compose a "digital" problem-solution essay. They created their essays in several formats: video, Animoto, Prezi, Photo Story, and podcasts. Through their digital writing and problem solving, these students are being upstanding. For examples, link here and scroll to Digital Problem-Solution Essays: <http://www.californiawritingproject.org/i-write-the-future.html>
- **Carla Truttman** assigned her students the following: "This semester we have studied the identity and character of Americans, and we have examined the struggles for equality and liberty of Americans who have been disenfranchised or excluded from mainstream America. We have learned that our evolution of a nation committed to equality, liberty, and democracy requires constant adjustment. Your final project of the school year will be to tell the story of America's Upstanders – those people and/or groups, who have stood up and took action to facilitate positive change." Link to two multimedia examples: Occupation of Alcatraz: <https://www.youtube.com/watch?v=XBdg-SuwXEc>  
A Change is Gonna Come: <https://www.youtube.com/watch?v=CJ5TyDYEGKw>
- While reading *To Kill a Mockingbird*, **Cosumnes Oaks High School students** analyzed Atticus Finch's character for their Upstander, Not Bystander projects. Using Atticus as a model, students researched the upstanders in their own lives, interviewed their subjects, and recorded their Upstander's story using VoiceThread.
- For Upstanders, Not Bystanders, **Greg Raney** created a unit attached to the 11<sup>th</sup> grade study of *The Adventures of Huck Finn* at Ventura High School. The text set includes Peggy McIntosh's article on white privilege and Barack Obama's speech, "A More Perfect Union." In addition, students read a variety of poems by Langston Hughes, Claude McKay, and others, and letters by Frederick Douglass. Students wrote arguments in response to an issue related to racism, or other form of bigotry or prejudice, and how that intersects with moral/social responsibility. From there they published their arguments on their digital portfolios. Students were encouraged to transfer those arguments into videos.

### COLLEGE LESSONS AND STUDENT EXAMPLES

- Check out the Upstander video essays and podcasts that students created in **Kathee Godfrey's** upper division Writing in a Digital Age class at CSU Fresno: <http://katheegodfrey.com/2013/03/19/podcasts/>
- **Tom Fox, CSU Chico**, decided to take a couple of weeks during his rhetoric and writing class to explore the concept of Upstanders, Not Bystanders and then invited his students to create videos (or choose other digital tools) in small groups around issues that were relevant to them.

Link to view student examples:

Don't Let Others Walk Home Alone: <http://335s2012.mixxt.com/networks/videos/video.72430>

Civil Political Discourse on Facebook: <http://335s2012.mixxt.com/networks/videos/video.72427>

Upstanders and Bystanders Tumblr: <http://upstandersandbystanders.tumblr.com/>

## WRITING ABOUT HISTORICAL AND PUBLIC UPSTANDERS: YOUNG PEOPLE AND CHILDREN

### CONTEMPORARY EXAMPLES OF YOUTH AS UPSTANDERS

- **Brittany McMillan, created Spirit/Wear Purple Day** to show support for LGBT youth who are being bullied. As an unknown Canadian teenager, she posted this call, “On October 20th, 2010, we will wear purple in honor of the seven gay boys who committed suicide in recent weeks/months, many of them due to homophobic abuse in their homes or at their schools. Purple represents Spirit on the LGBTQ flag and that’s exactly what we’d like all of you to have with you: spirit. Please know that times will get better and that you will meet people who will love you and respect you for who you are, no matter your sexuality.” Her call was reposted on blogs and Facebook pages, forwarded in emails, spread word of mouth, and people all over the world responded. Many in the United States responded because of the devastating story of Tyler Clementi’s suicide. Today, GLAAD, GLSEN, and the Trevor Project support Brittany’s call with annual anti-bullying campaigns in support of LGBT youth. One young woman started Spirit Day!

More info: <http://www.glaad.org/spiritday>

- **Malala Yousafzai**, at the age of eleven, began advocating for the right of all girls to be educated even though she knew she was risking the retaliation of those who believed otherwise. Even a near-fatal attempt by the Taliban to silence her has only strengthened her resolve and her message.

Her memoir:

*I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai, New York, NY: Little, Brown and Company, 2013

Weblink to articles, videos, lessons, etc.: <http://larryferlazzo.edublogs.org/2013/10/09/the-best-resources-on-malala-yousafzai/>

Pakistani educator, Ziauddin Yousafzai, reminds the world of a simple truth that many don’t want to hear: Women and men deserve equal opportunities for education, autonomy, an independent identity. He tells stories from his own life and the life of his daughter, Malala, who was shot by the Taliban in 2012 simply for daring to go to school. “Why is my daughter so strong?” Yousafzai asks. “Because I didn’t clip her wings.”

[http://www.ted.com/talks/ziauddin\\_yousafzai\\_my\\_daughter\\_malala?language](http://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala?language)

### HISTORICAL EXAMPLES OF YOUTH AS UPSTANDERS

#### UPSTANDING YOUTH AND CHILDREN DURING THE CIVIL RIGHTS STRUGGLE

##### Little Rock 9

- Interview with Minniejean Brown Trickey, one of the Little Rock 9, on her experiences with being one of the first African American students to attend Central High School in Arkansas: <http://www.tolerance.org/magazine/number-32-fall-2007/school-year-changed-nation>
- Julian Bond reflecting on his discussions with Minniejean Brown Trickey and on the lessons from Brown v. Board of Education: <http://www.tolerance.org/magazine/number-32-fall-2007/we-must-persevere>
- Interview with Melba Pattillo Beals, another student of the Little Rock 9:  
<http://www.scholastic.com/teachers/article/interview-melba-pattillo-beals>
- Podcasts/interviews with seven students of the Little Rock 9:  
[http://www.nytimes.com/interactive/2007/10/01/us/2007\\_1001\\_LITTLE ROCK\\_GRAPHIC.html](http://www.nytimes.com/interactive/2007/10/01/us/2007_1001_LITTLE ROCK_GRAPHIC.html)
- *NPR: Segregation Showdown at Little Rock* (print stories and podcasts)  
<http://www.npr.org/series/14158264/segregation-showdown-at-little-rock>

**Ruby Bridges:** <http://www.rubybridges.com/story.htm>

##### The Children’s March

“On May 2, 1963, more than 4,000 students in Birmingham, Alabama joined the protest for equal rights in a series of marches. Their effort 50 years ago helped change segregation in the United States.” Lessons/Teacher Guide downloadable here: <http://www.tolerance.org/kit/mighty-times-childrens-march>

#### UPSTANDING YOUTH DURING THE HOLOCAUST

“*Daring to Resist* is a portrait of three teenage girls fighting genocide, taking risks they never dreamed possible: Faye Schulman, a photographer and partisan fighter in the forests of Poland; Barbara Rodbell, a ballerina in Amsterdam who delivered underground newspapers and secured food and transportation for Jews in hiding, and Shulamit Lack, who acquired false papers and a safe house for Jews attempting to escape from Hungary.” Link to PBS video and resources: <http://www.pbs.org/daringtoresist/>

## LEARNING AND WRITING ABOUT HISTORICAL UPSTANDERS

### STANDING UP FOR JUSTICE, EQUALITY, AND DEMOCRACY:

#### Japanese American Internment/Executive Order 9066

- *Fred Korematsu—All American Hero*: <http://fredkorematsu.tumblr.com/comic.html>

"This comic book appeals to both children and young adults, with a very important message delivered within. The story highlights the courage and persistence shown by a young Fred as he challenged the Japanese Internment when his family was ordered to a camp in California during World War II and continued the battle as an older adult. His determination and final success in spreading the message 'If you have the feeling that something is wrong, don't be afraid to speak up' is one that must be brought home to young readers of today at a time when we remember the horror of 9/11. The authors remind us in the opening pages that, like the Japanese families in WWII, Muslim families in America face the fear of discrimination based on religion and race. Young people need more books like *Fred T. Korematsu, All American Hero*, written in an engaging format to educate them and assure them that one person can make a difference!"—Cheri Olmstead, 4th Grade Classroom Teacher and Area 3 Writing Project Teacher Consultant, Davis, California

- Time of Remembrance: archives of interviews with Japanese American internees: <http://www.egusd.net/tor/archive.html>
- I'm American Too – A Story from Inside the Fences – 16-minute documentary on the internment experience. Includes reference to an upstander (a teacher in Clarksburg, CA). <http://www.secctv.org/time-of-remembrance.html>

**Gonzalo and Felicitas Méndez** fought to integrate schools in the Westminster School District in Southern California. <http://www.tolerance.org/activity/tale-two-schools>

**Pedro Hernandez and his team of lawyers:** From a small-town Texas murder emerged a landmark civil rights case. *A Class Apart* is the little-known story of the Mexican American lawyers who took Hernandez v. Texas to the Supreme Court, challenging Jim Crow-style discrimination. <http://www.pbs.org/wgbh/americanexperience/films/class/>

**Cesar Chavez:** "A true American hero, Cesar was a civil rights, Latino and farm labor leader; a genuinely religious and spiritual figure; a community organizer and social entrepreneur; a champion of militant nonviolent social change; and a crusader for the environment and consumer rights." <http://www.chavezfoundation.org/>

**African American Lives:** <http://www.pbs.org/wnet/aalives/>

**Celebrate History and Heritage with the Smithsonian:** [http://www.smithsonianeducation.org/heritage\\_month/index.html](http://www.smithsonianeducation.org/heritage_month/index.html)

**Latino Americans** is a landmark six-hour documentary featuring interviews with nearly 100 Latinos and more than 500 years of history. Website includes educational resources, lessons, and activities across grade levels. <http://www.pbs.org/latino-americans/en/education/activities/>

**American Experience:** Search this list of videos and documentaries that include *The Abolitionists*, *Geronimo*, *Stonewall Uprising*, *Soundtrack for a Revolution*, *We Shall Remain*, *The Polio Crusade*, and others. <http://www.pbs.org/wgbh/americanexperience/films/>

**Spotlight Biography:** Search the Smithsonian's web archive "for famous and not-so-famous American artists and athletes, soldiers and scientists, inventors and social reformers, and other interesting people. On these pages you will find images and information from across the Smithsonian about men and women who have shaped our history and culture." <http://www.smithsonianeducation.org/spotlight/start.html>

**Not in Our Town:** "Highlights communities working together to stop hate. The videos and connected lesson guides and activities highlight and celebrate people who have developed creative anti-bias programs and responses." [http://www.pbslearningmedia.org/resource/cd64f754-c64e-45b2-8acd-fe07ebd1e277/cd64f754-c64e-45b2-8acd-fe07ebd1e277/?utm\\_source=twitter&utm\\_medium=social&utm\\_campaign=mktg2015](http://www.pbslearningmedia.org/resource/cd64f754-c64e-45b2-8acd-fe07ebd1e277/cd64f754-c64e-45b2-8acd-fe07ebd1e277/?utm_source=twitter&utm_medium=social&utm_campaign=mktg2015)

**Facing History's Resources for Teaching the Civil Rights Movement:**

[https://www.facinghistory.org/for-educators/educator-resources/resource-collections/civil-rights-resource-collection?utm\\_content=20578028&utm\\_medium=social&utm\\_source=twitter](https://www.facinghistory.org/for-educators/educator-resources/resource-collections/civil-rights-resource-collection?utm_content=20578028&utm_medium=social&utm_source=twitter)



## STUDENTS ADDRESSING ISSUES THAT NEED UPSTANDERS: WRITING PROJECTS AND LESSONS

- Jamie Jackson's first graders at San Diego Global Vision Academy worked on an extended service-learning project. They created short videos dedicated to making change by motivating others to be upstanding. Students started the year by watching the YouTube video, "A Pep Talk from Kid President to You." Inspired by his age and message, they co-created a video that answered his question, "How will you change the world?"
- The PLUS leadership team, comprised of 7<sup>th</sup> and 8<sup>th</sup> grade students, at McKinley Elementary School developed digital presentations for teachers and students targeting inclusion and discussion activities on bullying, cyberbullying, and drug and alcohol use. Brandy DeAlba coordinates the PLUS mentoring activities.
- Goleta Valley JHS teachers and students in the Grade 7 PLC participated in Upstanders, Not Bystanders, using Kidblog.org to write arguments with Upstanders as a theme. Teacher Amy McMillan made a Glogster overview of the project, illustrating the main parts: [perm.ly/cwp\\_unb\\_amcmillan\\_poster-glog](http://perm.ly/cwp_unb_amcmillan_poster-glog)
- Senior students at SciTech High School in San Diego wrote and presented lessons about teen social issues for 9<sup>th</sup> and 10<sup>th</sup> grade students: teen dating violence, stress, depression and suicide, and alcohol/drug abuse. The first lesson focused on bullying prevention and emphasized the role of upstanders. Students used the public health model of injury prevention as the foundation for their lessons, which includes current research about the causes and consequences as well as prevention strategies. Students used iPads to create the lessons with digital tools like Keynote, Prezi, and Animoto. Elizabeth Lonnecker is the teacher and coordinator.
- Golden Valley High School teacher, Annette Brown, created an Upstanders project titled Crosswalk Lesson. While crossing the street near one of the entrances to the high school, two girls were hit by a car. The girls recovered, but this was not the first accident there, and the City of Merced resisted adding a crosswalk. In response, Annette created a letter-writing lesson and campaign focused on the need for that crosswalk. This lesson was taught across the English Department and included digital support for composing and data gathering. One of the products students created was a set of digital posters which teachers and students brought to a city council meeting, along with letters that communicated their request for the long-delayed crosswalk.
- Janet Ilko created an Upstanders, Not Bystanders year for all her students at Cajon Valley Middle School, but especially for the students in her Leadership Class. Link to her blog to see what students created for anti-bullying campaigns, Mix It Up Lunch Day, and cultural awareness. Check out the mix of genres: poetry, This I Believe essays, PSAs, podcasts. And don't miss the final research project on vaping/e-cigarettes that led to a presentation at the El Cajon City Council. Link: <http://www.writingforchange.net/upstanders-not-bystanders-the-california-writing-project/> Janet's 2015-2106 year began with the following activities: <http://padlet.com/ilko1/o7cv0kajmk0z>

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### CONNECTED EDUCATOR MONTH

October is Connected Educator Month. As one of the participating organizations in Connected Educator Month (CEM), we invite you to participate in the activities and events sponsored by CWP and NWP in support of the goals of CEM. Link to <http://www.californiawritingproject.org/connected-educators-month.html> to learn more about opportunities and events.

For a look at what is happening across the nation for Connected Educator Month and to access additional resources: <http://connectededucators.org>.

For updates on National Writing Project events for Connected Educator Month: <http://educatorinnovator.org>.

Upstanders, Not Bystanders



Connected Educator Month

DIGITAL LEARNING DAY & Beyond

## ISSUES THAT NEED UPSTANDERS: BULLYING, CYBERBULLYING, AND DIGITAL CITIZENSHIP

### TAKING ACTION: NATIONAL DIGITAL CITIZENSHIP WEEK, OCTOBER 18-25, 2015 AND ANTI-BULLYING MONTH/OCTOBER

“Grown-ups dread it. Kids need it. It's time to Have The Talk. You don't want kids learning about the birds and the bees on the playground. And when it comes to navigating social media, online games, smartphones, and the Internet, it's best for kids to get their info from a trusted source. With 92 percent of teens going online daily and nearly three-quarters of kids age 0–8 using apps, having The Talk is an essential rite of passage. As parents and educators, we want to raise kids to be safe, responsible, and ethical in the digital world. Giving kids a solid understanding of how we expect them to behave – both online and off – starts everyone off on the right foot. Plus, it's actually a lot easier than that other talk.” Common Sense Media

Join Common Sense Media, CWP, and other national partners for Digital Citizenship Week and engage students, teachers, and families in your community in thinking critically, behaving safely, and participating responsibly online. If the week or month do not work for your school, the resources below will be posted and public for use for the entire academic year.

To access resources and activities:

[https://www.common sense media.org/educators/digitalcitizenshipweek?utm\\_source=twitter&utm\\_medium=csm&utm\\_campaign=havethetalk](https://www.common sense media.org/educators/digitalcitizenshipweek?utm_source=twitter&utm_medium=csm&utm_campaign=havethetalk)

### TEACHING AND LEARNING

- **Act To Change Bullying Prevention Campaign:** <https://acttochange.org>
- **Edutopia** has numerous web resources on preventing bullying:  
*Bullying Prevention: 5 Tips for Teachers, Principals, and Parents* <http://edut.to/GBD8lm>  
*5 Ways to Stop Bullying and Move into Action:* <http://edut.to/1779Ksr>
- **Common Sense Media's** Cyberbullying Topic Center with advice, guidance, and solutions for families battling bullies:  
[http://www.common sense media.org/blog/parents-top-10-cyberbullying-questions?utm\\_source](http://www.common sense media.org/blog/parents-top-10-cyberbullying-questions?utm_source)
- **Teaching Tolerance**, “There are No Bullies”  
<http://www.tolerance.org/magazine/number-45-fall-2013/there-are-no-bullies>
- **stopbullying.gov:**  
Resources on understanding and preventing bullying and cyberbullying: <http://www.stopbullying.gov>  
Infographic on bullying: <http://www.stopbullying.gov/image-gallery/what-you-need-to-know-infographic.html>
- **The BULLY Project and film:** <http://www.thebullyproject.com>
- **NEA's Bully Free: It Starts With Me—Resources to Prevent Bullying**  
Link to the page and search tips, toolkits, and guidebooks for ways to address a wide range of bullying issues: LGBT, gender, cultural and ethnic groups, social networking and Facebook, school policies and procedures.  
<http://www.nea.org/home/neabullyfree.html>
- Newsela Text Set, “Bringing An End to Bullying”: <https://newsela.com/text-sets/30/bringing-an-end-to-bullying>
- TED Playlist of 6 Talks Stand up to Bullying: [https://www.ted.com/playlists/191/stand\\_up\\_to\\_bullying](https://www.ted.com/playlists/191/stand_up_to_bullying)

Digital ID co-created and co-curated by CWP teacher leaders, Gail Desler & Natalie Bernasconi.

- A collaborative platform for teachers, students, and parents to share resources and lessons on all issues of digital citizenship, with stepping up (from bystander to upstander) at the heart of the project.  
<http://digital-id.wikispaces.com/Focus+1+-+Stepping+Up>

## BULLYING ISSUES THAT NEED UPSTANDERS: FIGHTING AGAINST STIGMA, CYBERBULLYING, AND BIAS

### TEACHING AND LEARNING ABOUT STIGMA

- *Teaching Tolerance*, “The Shame Game” <http://www.tolerance.org/magazine/number-45-fall-2013/the-shame-game>
- **Each Mind Matters: California’s Mental Health Movement:** information, blogs, and resources to teach students about the steps California is taking to eliminate the barriers of stigma and discrimination regarding mental illness so each person knows help is available and feels safe asking for the support they need. <http://www.eachmindmatters.org>

Outstanding documentary—*A New State of Mind: Ending the Stigma of Mental Illness*

<http://www.eachmindmatters.org/great-minds-gallery/view-the-film/>

### TAKING ACTION: DIRECTING CHANGE STUDENT FILM CONTEST

A video contest for California high school students or young adults connected with a college or community organization to address two issues—Suicide Prevention and Mental Health Matters. A third category, new this year, is called Through the Lens of Culture and offers participants an opportunity to create a video in another language and focus on the impact of these issues on a cultural community. For information about the submission process, resources about mental illness and suicide prevention, anti-bullying tips, and producing the videos, link: <http://www.directingchange.org>. Deadline: March 1, 2016

### IDEAS FOR DIGITAL LESSONS FROM COMMON SENSE MEDIA

#### Great for Grades 6-8: Animoto

1. Develop a movie trailer about the end of cyberbullying as we know it (but not the end of technology).
2. Produce a cyberbullying story that has two different endings: one with a positive resolution and one with negative consequences.
3. Create an infomercial for a fantastical piece of technology (device, software, or app) that will thwart cyberbullying. How does it work and how does it encourage responsible behavior?

#### Great for Grades 9-12: Animoto

1. In collaborative groups, make a 30-second PSA (public service announcement) about the importance of being an upstander.
2. Bring an advice column (Dear Abby-esque) about a cyberbullying dilemma to life. What was the writer’s problem and what would you suggest as a solution?
3. Interview someone who has been a target, a bystander, or an upstander.

For more info about Animoto, link to Graphite teacher reviews: <http://www.graphite.org/website/animoto>

### TAKING STUDENT DEBATES AND DISCUSSIONS DIGITAL

Encourage your students to take on issues facing them today and debate or discuss those issues with students at their school, in their communities, or across California. Debating and discussing such issues is an important part of college, career, community, and civic readiness:

For a start, check out the topics below. For research resources and writing activities, ways to go digital, and options for CWP to showcase your debate and especially your students and school, link here to download all the information you’ll need: ([perm.ly/dld-debatestoolkit](http://perm.ly/dld-debatestoolkit)). For classroom videos: <http://www.californiawritingproject.org/student-debates.html>

#### Topic #1: Social Media

Is social media destroying our social skills?

#### Topic #2: Cyberbullying

Should our democracy allow schools to punish students for off-campus cyberbullying?

#### Topic #3: Digital Footprint

Should colleges be allowed to take your “digital footprint” (social media presence, Google results, etc.) into consideration when making their admissions decisions?

#### Topic #4: Civic Participation

The public responses that are critical of the grand jury decision to not indict Darren Wilson are effective, justified, and/or productive.

#### Topic of your choosing

Feel free to develop additional topics that connect with your students’ interests or your curriculum.



Highlighted below are recommendations for lessons addressing cyberbullying, relationships, and communication that will help students learn how to be upstanders in their communities, schools, and classrooms.

GRADE	LESSON
K	Sending Email <a href="http://www.common sense media.org/educators/lesson/sending-email-k-2">http://www.common sense media.org/educators/lesson/sending-email-k-2</a>
1 <sup>st</sup>	Screen Out the Mean <a href="http://www.common sense media.org/educators/lesson/screen-out-mean-2-3">http://www.common sense media.org/educators/lesson/screen-out-mean-2-3</a>
2 <sup>nd</sup>	Show Respect Online <a href="http://www.common sense media.org/educators/lesson/show-respect-online-k-2">http://www.common sense media.org/educators/lesson/show-respect-online-k-2</a>
3 <sup>rd</sup>	The Power of Words <a href="http://www.common sense media.org/educators/lesson/power-words-4-5">http://www.common sense media.org/educators/lesson/power-words-4-5</a>
4 <sup>th</sup>	Digital Citizenship Pledge <a href="http://www.common sense media.org/educators/lesson/digital-citizenship-pledge-3-5">http://www.common sense media.org/educators/lesson/digital-citizenship-pledge-3-5</a>
5 <sup>th</sup>	What's Cyberbullying? <a href="http://www.common sense media.org/educators/lesson/whats-cyberbullying-3-5">http://www.common sense media.org/educators/lesson/whats-cyberbullying-3-5</a>
6 <sup>th</sup>	Cyberbullying: Be Upstanding <a href="http://www.common sense media.org/educators/lesson/cyberbullying-be-upstanding-6-8">http://www.common sense media.org/educators/lesson/cyberbullying-be-upstanding-6-8</a>
7 <sup>th</sup>	Safe Online Talk <a href="http://www.common sense media.org/educators/lesson/safe-online-talk-6-8">http://www.common sense media.org/educators/lesson/safe-online-talk-6-8</a>
8 <sup>th</sup>	The Reality of Digital Drama <a href="http://www.common sense media.org/educators/lesson/the-reality-of-digital-drama-6-8">http://www.common sense media.org/educators/lesson/the-reality-of-digital-drama-6-8</a>
9 <sup>th</sup>	Turn Down the Dial on Cyberbullying and Online Cruelty <a href="http://www.common sense media.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10">http://www.common sense media.org/educators/lesson/turn-down-dial-cyberbullying-and-online-cruelty-9-10</a>
10 <sup>th</sup>	Overexposed: Sexting and Relationships <a href="http://www.common sense media.org/educators/lesson/overexposed-sexting-and-relationships-9-12">http://www.common sense media.org/educators/lesson/overexposed-sexting-and-relationships-9-12</a>
11 <sup>th</sup>	Becoming a Web Celeb <a href="http://www.common sense media.org/educators/lesson/becoming-a-web-celeb-9-12">http://www.common sense media.org/educators/lesson/becoming-a-web-celeb-9-12</a>
12 <sup>th</sup>	Breaking Down Hate Speech <a href="http://www.common sense media.org/educators/lesson/breaking-down-hate-speech-9-12">http://www.common sense media.org/educators/lesson/breaking-down-hate-speech-9-12</a>

For additional lessons, check out <http://www.common sense media.org/educators/scope-and-sequence>.

## DIGITAL CITIZENSHIP WEEK OCTOBER 18-24, 2015!

For more information, visit <https://www.common sense media.org/educators/digitalcitizenshipweek> & <http://www.californiawritingproject.org/digital-learning-day.html>

## UPSTANDERS CELEBRATE DIFFERENCES AND WORK AGAINST BIAS

Upstanders welcome opportunities to learn from and about each other. Teachers help by creating thoughtful opportunities to learn across cultures, genders, ethnicities, languages, orientation, etc.

### TEACHING AND LEARNING

- 1) Cultural Celebrations: Celebrate cultural holidays and dedicated months all year round. For example, the 2104 National Hispanic Heritage Month is September 15 – October 15. Engage your students with this collection of lesson plans exploring Latino history, but draw on themes throughout the academic year: <http://to.pbs.org/1tEYWOV>

Do the same with these resources from the Library of Congress: <http://1.usa.gov/1pgOgSM>

Use the same strategy for Asian American-Pacific Islander Month in May, for African American History Month in February. Celebrate, yes. Marginalize, no.

- 2) *Perspectives for a Diverse America* from Teaching Tolerance is “a literacy-based curriculum that marries anti-bias social justice content with the rigor of the Common Core State Standards.” Link here to explore a wealth of resources and “build literacy skills and active citizenship through activities and assessments designed to help students deeply engage the text.”

Explore Teaching Tolerance’s Anti-Bias Framework: <http://www.tolerance.org/critical-practices>

- 3) GLSEN Educator Resources include Educator Guides, LGBT-Inclusive Curriculum, and Lesson Plans on Bullying, Bias, and Diversity. Resources are tailored for varied grade level spans and for teaching and learning, but also for taking action. Link here: <http://glsen.org/educate/resources>

### TAKING ACTION

#### October 27, 2015: Mix It Up at Lunch Day!

- “A national campaign launched by Teaching Tolerance over a decade ago, Mix It Up at Lunch Day encourages students to identify, question and cross social boundaries. In our surveys, students have identified the cafeteria as the place where divisions are most clearly drawn. So on one day—October 27 this school year—we ask students to move out of their comfort zones and connect with someone new over lunch. It’s a simple act with profound implications. Studies have shown that interactions across group lines can help reduce prejudice. When students interact with those who are different from them, biases and misperceptions can fall away.” Schools can also sponsor this day at any time during the academic year.

Link here for resources, tips, examples, and more: <http://www.tolerance.org/mix-it-up/what-is-mix?elq=282275065be2496897b6eb4ffd262545&elqCampaignId=356>

### UPCOMING HOLIDAYS/EVENTS THAT HONOR UPSTANDERS

October	Filipino American History Month
November	National American Indian Heritage Month
November	Sikh American Awareness and Appreciation Month
January 19	Dr. Martin Luther King, Jr. Day
January 30	Fred Korematsu Day of Civil Liberties and the Constitution
February	National African American History Month
February 4	Rosa Parks Day
February 14	Frederick Douglass Day
February 15	Susan B. Anthony Day
March 31	Cesar Chavez Day
April 16	Holocaust Remembrance Day
May	Asian American & Pacific Islander Heritage Month
May 13	California Day of the Teacher
May 22	Harvey Milk Day

## UPSTANDER POSSIBILITY AND RESOURCES: WRITING TO TAKE ACTION AND DIGITAL WRITING

**OCTOBER 20, 2015— NATIONAL DAY ON WRITING**, sponsored by NCTE, the National Writing Project, and The New York Times Learning Network, invites students and teachers to celebrate writing in all its forms: through photos, film, and graphics; with pens, pencils, and computers; in graphs, etchings, and murals; on sidewalks, screens, and paper. Consider using resources from this toolkit for teaching, learning, and writing. <http://www.ncte.org/dayonwriting>

**COMING IN NOVEMBER— LETTERS TO THE NEXT PRESIDENT 2.0**, sponsored by the National Writing Project in partnership with public broadcasting station KQED and web annotation company Hypothes.is. The 2.0 version of Letters to the Next President “will provide expanded publishing options, a wide range of curricular supports, and introductions to new web tools that help teachers and students learn to navigate the hope and the hype of a presidential election — all in service of providing youth with opportunities to participate in shaping their own futures.” Link here for more info and to sign up: <https://www.takepart.com/article/2015/08/06/cyberbullying?cmpid=organic-share-twitter>

### **FEBRUARY 21, 2016— SPEAK TRUTH TO POWER**

Teaching Tolerance sponsors *Speak Truth to Power: Human Rights Defenders Who are Changing our World*, an annual human rights video contest for middle and high school students. “Make a movie that makes a difference!” <http://www.speaktruthvideo.com>

**ONGOING—MY HERO PROJECT** gives students the opportunity to use media and technology to celebrate the best of humanity and to empower people of all ages to realize their own potential to affect positive change in the world. This “freely accessible, not-for-profit project is supported by visitors of all ages who share stories, art, audio and short films on our award-winning multimedia journal and digital library.” Explore the lessons that teachers have posted and check out the local My Hero festivals some communities sponsor. For more information: <http://myhero.com/go/home.asp>

MY HERO invites your family, school, or organization to take part in this not-for profit educational project. Add your vision by sharing your words, images and short films celebrating heroes from around the world on this ever-growing internet archive. For opportunities to create a story and a web page for it: <http://myhero.com/create/>

**ONGOING—MI HISTORIA:** “Become a part of the LATINO AMERICANS project. Make a video describing what being Latino means to you, share your family traditions, tell us how you celebrate your heritage and culture, or let us know about your role models. Share your story and become part of ours.” <http://www.pbs.org/latino-americans/en/mi-historia/>

### **ONGOING—UPSTANDERS, NOT BYSTANDERS VOICETHREAD**

Participate in a cross-generational, cross-county Upstanders conversation! Gail Desler and Natalie Bernasconi, worked together to create the Upstanders, Not Bystanders VoiceThread. “Our goal was to ignite shared conversations on the challenges and achievements of those who have crossed that line from bystander to upstander. We created the VoiceThread and within a month were already struck by the power of the individual voices and stories, which span kindergarten to senior citizens and celebrate the impact of an upstander, whether on the playground, or from a family story, or during the Rwandan genocide.” Although this VoiceThread was created during Year 1, contributions to it are still being accepted and encouraged. Link here to view, listen, and contribute: <http://voicethread.com/?#q.b4134620.i0.k0>

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## **CWP'S UPSTANDERS, NOT BYSTANDERS CAMPAIGN**

Link to CWP’s Upstanders, Not Bystanders Board on Graphite: <http://www.graphite.org/users/jayne-marlink/boards/cwps-upstanders-not-bystanders-campaign>. Posted to the board are teacher-recommended resources, websites, and lessons in support of the Upstanders, Not Bystanders Campaign.

Also, check out the lessons created by CWP leaders, Lisa Guardino (<https://www.graphite.org/lesson-flows/an-ode-to-those-who-speak-up>) and Gail Desler (<https://www.graphite.org/lesson-flows/upstanders-not-bystanders>).

## ISSUES THAT NEED UPSTANDERS: TAKING ACTION AND WRITING ABOUT IT

Teacher teams and schools can address these issues at any time if the dates below do not work for your academic calendar or curriculum.

### SEPTEMBER 28- OCTOBER 2, 2015—ALLY WEEK

“Ally week is a whole week where we can engage in a national dialogue about how everyone in and out of school can work to become better allies to LGBT youth. Whether you're a lesbian adult working to make schools safer for today's youth, or a gay student organizing to create safe spaces for your trans friends, everyone has an opportunity this week to recognize their allyship and take action to become better at it.”

Digital writing invitations: Use #AllyWeek or #BetterAllies and share one thing you're doing to become a better ally for all LGBT students! Link here for more ways to write and connect: <http://glsen.org/allyweek/online>

### JANUARY 18-22, 2016—NO NAME-CALLING WEEK

“If you've ever been called a name, you know just how deeply it can hurt, but you hopefully also know how great it feels when someone stands up for you. We believe that a little more kindness can go a long way toward fundamentally changing the name-calling and bullying cultures in our schools, especially when a foundation of respect is taught in elementary school. We believe our schools should encourage and celebrate kindness. Be one of the brave, and join us in celebrating No Name-Calling Week in January. Whether you're a teacher, student, guidance counselor, coach, librarian or bus driver, show you care by organizing a week of activities at your school aimed at ending name-calling once and for all.” For all the resources and support you need to get started visit: <http://www.glsen.org/nonamecallingweek>

### FEBRUARY 1-29, 2016— NATIONAL AFRICAN AMERICAN READ-IN

African American Read-In, sponsored by NCTE focuses students and teachers on reading works authored by African Americans. Consider reading, writing, creating videos, VoiceThreads, and podcasts, or blogging about upstanders. Link here for more information: <http://www.ncte.org/action/aari>

### APRIL 15, 2016—DAY OF SILENCE

“Silence can create change! That's why every year hundreds of thousands of students across the world take a vow of silence on a Friday in April. This quiet, but powerful, student-led action raises awareness about the silencing effect of anti-LGBT bullying, harassment and discrimination. Anyone can organize a Day of Silence activity or event, and it can be a powerful way to band together and take a stand. Learn more about how to register, organize, what your rights are, and what to do if those rights aren't being respected. Strength in numbers. Solidarity in silence.” <http://glsen.org/participate/programs/day-of-silence>

### ONGOING—CHANGING THE GAME

“Are you involved in school athletics or PE? If so, GLSEN wants to help you create a winning team by encouraging the principles of respect, safety and equal access for all students, teachers and coaches regardless of sexual orientation or gender identity/expression. Sadly, our research shows that LGBT students often find school sports spaces like a locker rooms and gyms unsafe. That's why we created Changing the Game to assist those who manage these spaces to create athletic and physical education climates where all students can participate and develop healthy physical fitness and participate in lifetime. Help us Change the Game.” Link to: <http://sports.glsen.org>

### ONGOING—THINKB4YOUSPEAK

“LGBT teens hear anti-LGBT remarks throughout the school day, creating an atmosphere where they feel disrespected, unwanted and unsafe. Anti-LGBT remarks such as ‘that's so gay’ are often unintentional and a common part of teens' vernacular. Most do not recognize the consequences, but the casual use of this language often carries over into more overt harassment. This campaign aims to raise awareness about the prevalence and consequences of anti-LGBT bias and behavior in America's schools. Ultimately, the goal is to reduce and prevent the use of anti-LGBT language in an effort to create a more positive environment for LGBT teens. The campaign also aims to reach adults, including school personnel and parents; their support of this message is crucial to the success of efforts to change behavior.”

<http://www.glsen.org/participate/programs/thinkb4yourspeak>

## MORE ABOUT CWP AND OUR PARTNERS

### THE CALIFORNIA WRITING PROJECT

The **California Writing Project** is a network of sixteen regional sites, nine housed on University of California campuses and seven on California State University campuses. Every year, about 20,000 teachers participate in CWP campus, school, and district programs. These teachers, representing all grade levels, from kindergarten through university, often teach in disciplines other than English. The project also provides programs that serve administrators, students, and parents.

For the last four years, CWP has coordinated California's statewide Digital Learning Day activities in support of the national campaign. We chose to do so because CWP has a central mission: improving student writing and learning by improving the teaching of writing. Increasingly, the teaching and learning of writing are supported and mediated by digital tools and communication technologies. Taking the Digital Learning Day lead for California and building momentum during Connected Educator Month, give us the opportunity to celebrate great digital teaching and writing, encourage more personalized and relevant learning, and provide access for students to powerful technology-mediated writing experiences.

To find the CWP regional site that serves your schools and community, link here:

<http://www.californiawritingproject.org/regional-sites.html>. Contact leaders there to learn about programs and strategies designed to support and sustain digital writing and connected learning.

### COMMON SENSE MEDIA

**Common Sense Media** is a national nonprofit organization dedicated to helping parents and educators guide young people in becoming good digital citizens—in other words, the ability to think critically, participate responsibly, and behave safely in our digital world—so that they can harness the full potential of technology for learning and thrive in the 21<sup>st</sup> century. Their free K-12 Digital Literacy and Citizenship Curriculum has over 65 engaging and student-centered lesson plans covering topics such as cyberbullying, Internet safety, digital footprints, and creative credit and copyright. All the lessons are aligned to ELA Common Core State Standards. CWP is proud to partner with Common Sense Media on National Digital Citizenship Day and on contributing digital writing and teaching content to Graphite, its new site for educators. <https://www.common sense media.org> and <https://www.graphite.org>

### DIGITAL LEARNING DAY

**Digital Learning Day**, February 17, 2016, is hosted by The Alliance for Excellent Education. In its fifth year, this national campaign celebrates educators and the potential of technology in education for learning and teaching. To participate nationally:

1. Join the email list for updates and info. <http://www.digitallearningday.org>
2. Be sure to explore the wealth of instructional resources and toolkits developed by the Alliance for Excellent Education and its partners and revisit these links often to sustain your learning and participation beyond February 17. Link to: <http://www.digitallearningday.org>

For updates on Upstanders, Not Bystanders and Digital Learning Day, check our website often:

[www.californiawritingproject.org](http://www.californiawritingproject.org).

Like us on Facebook: <https://www.facebook.com/CaliforniaWritingProject>

Follow us on Twitter: @CWP