

# #EnoughIsEnough Syllabus: Responding to School Violence in the Classroom

#Teach4ourLives

*On March 2, 2018, some students and faculty in the Department of Curriculum & Instruction at the University of Minnesota gathered together to discuss the gravity of school shootings after the horrific event at Stoneman Douglas High School in Parkland, Florida. How do we respond? How do we support our schools, our students, and our communities? We started reaching out to each other and to those in our broader networks and communities. This list is not intended to be exhaustive, but we hope to provide resources especially for those working with youth and schools: educators (family and school staff alike), pre-service teachers, and teacher educators. We lean on and learn from histories of activism and social justice as we proceed together. -Abby Rombalski (UMN; my first year of teaching included Columbine)*

*In gratitude to those who came before us, to [#FergusonSyllabus](#), crowdsourced and brought forth by Dr. Marcia Chatelain, [#BlackLivesMatterSyllabus](#), [#StandingRockSyllabus](#), and more, including [#CharlottesvilleCurriculum](#) raised up through Twitter and Melinda D. Anderson @mdawriter (see more at the end of the doc). We humbly offer resources from a community of high school youth, undergraduates, graduate students, pre-service teachers, teachers, university faculty, and community members. Through tragedy, we remain grateful for leadership from [Emma Gonzalez](#) and many students and families from [Columbine](#), [Sandy Hook](#), [Majority Stoneman Douglas High School in Parkland, Florida](#), Red Lake MN, and youth from all of our own communities. Note added May 24, 2022. Massacres. Too many more. Uvalde, Texas. This work will take us all.*

***We offer these resources with the hope that contributors recognize the call to be critical, complex, and hopeful.*** Critical, to examine, expose, and change abuse of power; Complex, because the U.S. context for schooling does not offer a ubiquitous experience for all youth. Black, Brown, and Indigenous youth, and other marginalized youth and families, experience a different reality in regards to state-sanctioned (and school-sanctioned) violence in schools. For instance, zero tolerance policies have proven to disproportionately affect youth of Color in schools, contributing to school pushout and the school-to-prison pipeline. We have a responsibility to listen to all youth, to teach all youth, to protect all youth, and to learn from all youth. Hopeful, because we cannot continue to surround ourselves in discourses of trauma. We need the hope, the joy, and the life that youth are so ready to sustain. #YoutharetheTruth.

“Violence begets violence. The nation cannot choose to be selective in which children it expresses concern for, but the violence that this nation breeds will continue to claim all of its children until all children are embraced as its own.” -Bree Newsome

“The place in which I’ll fit will not exist until I make it.” -James Baldwin

"The classroom remains the most radical space of possibility in the academy."

--bell hooks

Breathe in, breathe out: <https://twitter.com/i/status/1529450989631131649>

## Responding to Trauma in the Classroom

<https://www.learningforjustice.org/magazine/a-love-letter-to-teachers-after-yet-another-school-shooting>

<https://www.tolerance.org/magazine/spring-2016/responding-to-trauma-in-your-classroom>

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/talking-to-children-about-violence-tips-for-parents-and-teachers>

[Being a mindful educator after a tragic event, ASCD](#)

[Trauma Resources for Students, MACMH](#)

[School Shootings and other Traumatic Events: How to Talk to Students, NEA](#)

MORE. [Compiled resources](#) from **Kaitlin Popielarz, PhD** @KaitPopielarz

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources>

## Self-care for Teachers

<https://www.teenvogue.com/story/self-care-after-witnessing-violence>

## **[A Sample Teach-in](#) about Gun Violence in Schools**

**From LiberatED, [“After a school shooting”](#)**

## Classroom Responses to School Violence/Gun Violence in Schools

What have you seen or done?

- Rhetorical analysis of Emma Gonzalez's speech in AP Lang class
- Flipgrid video activity, "Processing school shootings and gun violence" with the following prompts: If you are so moved, please take a moment to share your thoughts or questions related to school shootings, gun violence in schools, or recent proposals to arm teachers. I wonder about . . . I am concerned about. . . I want to . . . I am afraid . . . I am worried about . . . I feel...When I think of . . . One image or story that comes to mind about . . . An action I plan to take . . . Along with others, I . . . In class, school or at home, we have processed this by. . . My hope is. . .
- [March for Our Lives Lesson Plan from Amplifier](#) This lesson plan provides students with the opportunity to share their concerns and questions, analyze data around gun violence in the United States, learn about ways that schools and communities navigate gun culture, showcase their artistic creativity, and explore the role of art in social change movements. It is structured as two 45-minute sessions, however would ideally be expanded to provide additional session time for discussion and creativity. If kept as two sessions, students will likely need additional homework time to complete their drawing.

## Considerations for Schools in Active Shooter and Other Armed Assailant Drills

- Collaborative guidance from the National Association of School Psychologists and the National Association of School Resource Officers
  - Overview discusses the responsibility of schools to protect student and staff well-being, broadly defined
  - Part 1, Section B discusses empowerment versus potential harm and also comments on available research, stating that there is no empirical research regarding school-based armed assailant drills. (This question was raised several times during our meeting).
  - Part 3, Section B addresses cognitive and emotional development factors and states that safety/security professionals must work in collaboration with school administration and school mental health professionals if choosing to implement drills/trainings. This section also points to Appendix 4 for more details and "developmentally appropriate" explanations and activities (organized Pre-K through adults with varying roles in schools); could be a useful resource for those working directly in the schools if choosing to implement drills/trainings
- <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/best-practice-considerations-for-schools-in-active-shooter-and-other-armed-assailant-drills>

## Writing in Schools

Resources for Writing OpEds and Letters to the Editor:

<https://www.theopedproject.org>

<http://www.ncte.org/action/write>

<http://www.nea.org/home/19683.htm>

<http://www.advocatesforyouth.org/sercadv/245?task=view>

Mentor texts:

<https://mobile.nytimes.com/2018/03/02/opinion/go-ahead-millennials-destroy-us.html?smid=fb-share&referrer=http%3A%2F%2Fm.facebook.com>

<https://www.cnn.com/2018/02/17/us/florida-student-emma-gonzalez-speech/index.html>

## Reading in Schools

**Philosophy, Prose, Primary source texts** (songs, prose, documents, etc.)

[“A Talk to Teachers” by James Baldwin](#)

Federalist Paper #10 --Madison

*Enemy of the People* –Ibsen

“Too Many Rules” by Anne Dunn, from *Fire in the Village*

“The Case for Commitment” by Paul Wellstone

The Bill of Rights, [2nd Amendment](#). (many focus on the second part of the amendment, "the right to bear arms" and omits any discussion of the first part, "a well-regulated militia." The first part needs to be examined in the historical context in which it was written.)

Something from Machiavelli: *The Prince* Chapter 17 "OF CRUELTY AND CLEMENCY, AND WHETHER IT IS BETTER TO BE LOVED OR FEARED" or Chapter 18 "IN WHAT WAY PRINCES MUST KEEP FAITH"

"The Four Freedoms" art by Norman Rockwell and the speech by President Franklin D. Roosevelt by the same name.

"Load Poems Like Guns" by Somaya Ramesh in book by the same name with translation by Farzana Marie

“Changes” by Tupac Shakur

*A Wreath for Emmett Till* by Marilyn Nelson

Claudia Rankine *Citizen: An American Lyric*.

Bacon "Of Revenge"

Lazarus "New Colossus"

Le Guin, "The ones who Walk Away from Omelas"

Thoreau, "Civil Disobedience"

"A Country of Teachers" by Sanchez

Tim O'Brien's "On the Rainy River" (it deals with the personal crisis of conscience. We often used Kohlberg's moral decision making framework, and Gilligan's critique of it, as a literary theory tool alongside)

The Ballot or the Bullet by Malcolm X

The Master's Tools - Audre Lorde

<http://www.historyisaweapon.com/defcon1/lordedismantle.html>

I believe in the laws of Nature

<http://www.historyisaweapon.com/defcon1/aquashlawsofnature.html>

### YA Books

March trilogy by John Lewis

Moxie by Jennifer Mathieu

Warriors Don't Cry by Melba Pattillo Beals

We Will Not Be Silent by Russell Freedman

Jason Reynolds, incl All American Boys

The Hate U Give by Angie Thomas

Ghost Boys by Jewel Parker Rhodes

### **Poetry**

"Kids Who Die" by Langston Hughes, 1938

'what it is & will be' from Finna by @illuminatemics (see screenshot at end of doc, thanks @heymrsbond)

## **Arts and Social Justice Resources in Schools**

→Time to draw and write on our own before we chose to process aloud (or instead of processing aloud)

[Dance Brigade: Movement as Protest: How Dance Functions as a Medium for Social Change](#) - Stephanie Panousieris - Graduate Student Project 2012.

[Art is a Weapon for Social Change](#) - Dr. Tammy Brown TEDxXavier University 2014.

[Art, Social Change, & Uncomfortable Conversations](#) - Marquese McFerguson - (SOC poetry/storytelling/short film) TEDxUSF (March 16, 2016)  
[Why Make Art?](#) To the Best of Our Knowledge (March 2, 2018). First two stories.

## Dance:

[Dance for Social Change: Raising Student Voices 2016](#) Dancing Grounds  
Can Dancing Stop a Bullet? [Freeze Frame: Debbie Allen Tackles Gun Violence with Dance](#) - BBC  
[Al Taw'am the Twins](#) - (Iman & Khadijah) - LaunchGood  
“[Meet the Al Taw'am Sisters](#)” (from the Twin Cities, MN)  
[Abraham.In.Motion](#), *Absent Matters* & [New York Times](#)  
[Liz Lerman's Small Dances about Big Ideas](#), Dance Exchange  
[MixTape, Side B](#), Cowles Center for Dance and the Performing Arts

## Spoken Word:

[“The Wrong Side of History//Gun Violence...It's Time to Talk About It](#) - Spoken Word by IN-Q  
Youth Spoken word - Brave New Voices (Finals) - [“Water”](#) by Washington, D.C. team

## Stand-up/Satirical Comedy:

[T & P Makeup Look](#) - Sailor J  
[Gun Violence Part 1](#) from BARE- Jim Jefferies  
[A Brief History of the USA](#)- Michael Moore

## Theatre:

*First Person Shooter*, One Act Play, Pine City High School  
[that play from Australia?]

## Visual Art/Comics/Textile:

[Gun Violence in the Work of Five Artists](#) - Art Report  
“[Drawn to the News: Arming teachers to stop school shootings](#)” - *Denver Post* - includes cartoons by Joe Heller & Nate Beeler  
[Los Angeles Street Art](#)  
[Quilts as Tools for Resistance](#) - HyperAllergic

## Youth in Schools

### **Immigration Policy's Harmful Impacts on Early Care and Education**

Study on the effects of the current immigration climate on young children under age 8

<https://www.clasp.org/publications/report/brief/immigration-policy%E2%80%99s-harmful-impacts-early-care-and-education>

### **ICE in Schools**

[What teachers & staff need to know \(if you witness ICE or CBP agents in your school\)](#)

[Know Your Rights \(from ACLU\); ICE edition](#)

### **SROs (School Resource Officers) in Schools**

[When School Feels Like Prison](#)

### **Gun Violence and Suicide**

[National Suicide Prevention Hotline](#)

[Crisis Text Line](#) - for those with social anxieties and texting is a better alternative

### **Regarding Emotion and Affect**

“Affective Learning” a 2017 [Sage Encyclopedia Out-of-School Learning](#) article by Anne Crampton and Cynthia Lewis.

Leonardo, Z., & Zembylas, M. (2013). [Whiteness as technology of affect](#): Implications for educational praxis. *Equity & Excellence in Education*, 46(1), 150–165.

### **Hypermasculinity**

[”Man Up” a Spoken Word Poem by Guante](#)

[”Handshakes” by Guante](#)

[Goodmenproject.org](#)

[The Boys are Not Alright](#)

New Research:

<https://www.californialawreview.org/print/a-profoundly-masculine-act-mass-shootings-violence-against-women-and-the-amendment-that-could-forge-a-path-forward/> and new thread (2022): <https://twitter.com/GeauxGabrielle/status/1529221838261338112>

### **White Supremacy/White Nationalism**

[”How to explain white supremacy to a white supremacist” by Guante](#)

<https://www.theroot.com/why-it-hurts-when-the-world-loves-everyone-but-us-1823253675>

<https://brianlozenski.blog/2018/03/07/on-the-mythical-rise-of-white-nationalism-and-other-stranger-things/>

### **Needs resources**

**Especially for K-2 and Elementary  
Students with Disabilities in Schools**

### **Articles, in response to #EnoughIsEnough**

<http://schottfoundation.org/blog/2018/02/28/getting-right-answer-starts-asking-right-questions>

[Parkland Survivors Meet With Chicago Students To Tackle Gun Violence 'Beyond Gated Communities'](#)

[Parkland is sparking a difficult conversation about race, trauma, and public support](#)

<https://www.harpersbazaar.com/culture/politics/a18715714/protesting-nra-gun-control-true-story/>

<https://www.nytimes.com/interactive/2018/03/02/world/international-gun-laws.html?smid=fb-share>

<http://time.com/5186040/sherrilyn-ifill-black-children-classroom/>

[America's Armed Teachers: An Ethical Analysis](#) (2018) by Douglas Yacek, TC Record

[https://www.teenvogue.com/story/sixth-grader-wrote-will-in-case-school-shooting?mbid=social\\_twitter](https://www.teenvogue.com/story/sixth-grader-wrote-will-in-case-school-shooting?mbid=social_twitter)

<https://www.nytimes.com/2018/03/13/us/national-school-walkout-guns.html>

<https://iameducator.com/2018/03/01/armmewith-solidarity-against-the-nra-militarizing-schools/>

<http://educationvotes.nea.org/2018/03/12/7-questions-educators-asking-rights-speak-protest-engage-activism/#.WqhecANwRtY.twitter>

<http://neatoday.org/2018/03/13/nea-poll-arming-teachers/>

<https://iameducator.com/2018/03/01/armmewith-solidarity-against-the-nra-militarizing-schools/>

**#MarchforourLives**

<https://www.seventeen.com/life/school/a19583656/powerful-student-speeches-march-for-our-lives/>

[Naomi Wadler's 1-min speech](#) via CNN (find 3.30 min at #ThisIsNaomiWadler)

[Emma Gonzalez's silence](#) via Mother Jones

[Edna Chavez's 5-min speech](#) via abc

<https://www.thenation.com/article/what-happens-when-you-put-young-people-of-color-at-the-center-of-neveragain/>

## Articles connected to research

- [https://www.theatlantic.com/health/archive/2018/02/effects-of-active-shooter/554150/?utm\\_source=twb](https://www.theatlantic.com/health/archive/2018/02/effects-of-active-shooter/554150/?utm_source=twb)
- <https://www.thedailybeast.com/whats-next-for-school-shooting-victims>
- <https://www.vox.com/policy-and-politics/2018/2/16/17016382/school-shooting-drills-training>
- [Marketplace with Kai Ryssdal, 02/15/2018: There's a lot we don't know about gun violence, and that's intentional](#). What's that saying? You can't manage it if you don't measure it? Everybody's got their own answer about how to stop mass shootings, but nobody has substantive data. That's because there's effectively a ban on spending federal money for research on gun violence. Then: We know the National Rifle Association spends big on lobbying, but thinking of the NRA as just a Washington powerhouse lobbyist obscures its actual impact in this economy.
- [How Mass School Shootings Affect the Education of Students who Survive](#)
- <https://www.npr.org/sections/ed/2018/03/07/590877717/experts-say-here-s-how-to-prevent-the-next-school-shooting>
- <https://everytownresearch.org/arming-teachers-dangerous-proposal/>
- <https://everytownresearch.org/impact-gun-violence-american-children-teens/>
- The Children's Defense Fund "Protect Children Not Guns" Campaign and 2016 Fact Sheet. CDF pays "particular attention to the needs of poor children, children of color and those with disabilities."  
<http://www.childrensdefense.org/campaigns/protect-children-not-guns/>  
<http://www.childrensdefense.org/library/data/cdf-protect-children-not-guns.pdf>
- National Association of Social Workers Social Justice Brief on Gun Violence in the American Culture. Situates gun violence in a public health context and also addresses some of the nuances about subpopulations  
<https://www.socialworkers.org/LinkClick.aspx?fileticket=HlcEGsb8cy0%3d&portalid=0>

- American Psychological Association on Gun Violence  
<http://www.apa.org/topics/violence/gun-violence-prevention.aspx>

## Actions in response to #EnoughIsEnough

What have you seen or done in your schools?

- Walk outs, sit-ins, teach-ins
- Parent, teacher, and community walk-in, to show support, before school started
- Whole district moment of silence, with some walking together onto a sports field
- [https://www.actionnetwork.org/event\\_campaigns/enough-national-school-walk-out](https://www.actionnetwork.org/event_campaigns/enough-national-school-walk-out)
- St Paul Public Schools [Security Teams](#)
- [St Paul Public Schools Resolution](#) to Address Gun Violence In School Community

## Resources for Taking Action

2022: <https://marchforourlives.com/march22/>

<http://www.youthinfront.org/> (Boosted by Leigh Patel: New resource on youth and resistance from youth activists and youth-allied adults in the Boston and Cambridge area.)

<https://wewillnotbesilent.net/>

Organizing for Education: A [Justice.Education](#) link

Towards an Abolitionist Horizon: [A Guidebook for Young Organizers](#) (2022) by Project Nia/Mariame Kaba

[An open letter in support of school walkouts to protest gun violence](#): (shared from the National Council of Teachers of English and Radical Scholarship Wordpress from CA university faculty)

Book(free PDF download): Re-Imagining Change by Patrick Reinsborough & Doyle Canning

<https://www.storybasedstrategy.org/download-reimagining-change/>

Website: [www.TeachersTakeAction.org](http://www.TeachersTakeAction.org) and join our online group of nearly 8,000 educators online. Follow us on [Facebook!](#) [Twitter!](#) [Instagram !](#) [Join our online community!](#) (Curriculum available to download from the website)

New source, one year after Parkland:

<https://apadiv15.org/reducing-weapons-in-schools/>

Rami Benbenishty and Ron Avi Astor worked with the American Psychological Association to develop this **policy brief** and **podcast (and a link to a chapter from our new book)** on reducing weapons in schools without zero tolerance.

In Minnesota

Stand up against [HF3286](#), MN House of Representatives: A bill for an act relating to public safety; allowing permitted and trained school staff to carry firearms.

Link up with [Students Demand Action MN](#) on Facebook.

Youth Organizations (see also <https://www.blacklivesmatteratschool.com/> for more on youth organizations/organizers)

<https://www.pbs.org/newshour/nation/baltimore-students-march-on-city-hall-to-protect-gun-violence>

History of Youth Activism (what we can continue to learn from each other)

[From Little Rock to Parkland: A Brief History of Youth Activism](#)

[East L.A., 1968: Walkout! The Day High School Students Helped Ignite the Chicano Power Movement](#)

[SNCC Role Play](#) from Rethinking Schools

[Birmingham Children's Crusade](#)

[HOW ONE ELEMENTARY SCHOOL SPARKED A CITYWIDE MOVEMENT TO MAKE BLACK STUDENTS' LIVES MATTER](#)

Authored By Wayne Au, Jesse Hagopian,  
Rethinking Schools

<https://www.npr.org/sections/ed/2018/02/28/587933123/from-little-rock-to-parkland-a-brief-history-of-youth-activism>

## Other Contemporary Syllabi (an incomplete list)

### #CollectiveTeaching

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[Black Lives Canada Syllabus](#)

<http://www.blacklivesmattersyllabus.com/>

[The Charlottesville Syllabus, 2017](#)

<https://www.aaihs.org/resources/charlestonsyllabus/>

<https://www.elle.com/culture/career-politics/a42227/reading-list-womens-march-on-washington/>

[Edwin Mayorga's #TeacherLivesSyllabus](#)

[#MarginalSyllabus](#)

<https://www.aaihs.org/prison-abolition-syllabus-2-0/>

Teaching unit on history of student activism: <https://nyti.ms/2G3cJfW>

Elementary age #TeachResistance Lessons:

<https://drive.google.com/drive/folders/oB3Y8ry-AmojQMk9YZTUwVlk4N1U>

New S&P Curriculum Unit for Domestic Violence Awareness Month:

<https://survivedandpunished.org/2018/09/23/2018curriculum/>

<https://www.weareteachers.com/indigenous-peoples-day/>

[Teachers Take Action Against Gun Violence: Curriculum and Resource Toolkit](#)

<https://gisellepr.files.wordpress.com/2016/05/lemonade-syllabus.pdf>

<http://www.radicalteacher.net/trumpism-resource/>



CSGV@CSGV 5h5 hours ago

Incredible scene right now on Capitol Hill. #notonemore #enough #NeverAgain  
#ThrowThemOut

March 13, 2018

A memorial to children killed by gun violence since the Sandy Hook school shooting.

The truth is that we can love our children better than we have. We can resist. We can organize. We can be led by our children. But the truth, in this country, is that we do not love our children enough to divest from violence. We have not loved children enough in this country to change our relationships to violence. But we can. If we bring this truth into every space we enter, every space we long to bring a gun (and all the other less spectacular but equally brutal forms of violence we tote daily in our heart and heads), our children will not be safe, but they will eventually be safer and far less addicted to violence than we are.

-Kiese Laymon.

'what it is & will be' from Finna by [@illuminatemics](#)

**what it is & will be**

ain't yet no word for a world without the cop's unruly bullet or baton.  
ain't yet no word for a world without children starved & lonesome.  
ain't yet no word for a world with boundless capacity for care.  
ain't yet no word for a world with every bloody debt repaired & repaid.  
ain't yet no word for a world with touch exclusively consensual & ecstatic.  
ain't yet no word for a world where each mistake is a holy possibility to improve.  
ain't yet no word for a world where there are as many genders as dandelion seeds spinning in Spring.  
ain't yet no word for a world where every person is vegan & the last meat they ate was the rich.  
ain't yet no word for a world with no fear.  
ain't yet

but we working.