



SHARE FEEDBACK ON THIS NEW SOCIAL JUSTICE READING GROUP GUIDE



In the wake of the 2016 presidential election, some social justice advocates threatened to move to Canada.

Kevin Welner and Michelle Renée Valladares founded a book club.

Once a month, Welner, a University of Colorado Boulder professor who directs the National Education Policy Center, and Valladares, NEPC's associate director, convene an intergenerational social justice reading group consisting of children and their parents, all of whom study equity and justice. The objective is to create a learning experience that counterbalances negative political rhetoric around immigrants, people of color, and other historically disenfranchised groups.

The children are the focal point, choosing the topics and leading or co-leading sessions on such subjects as the civil rights movement, women's suffrage, and the Holocaust.

"The fact that this is a group of parents who are coming together with their children to explore—in a variety of modalities—how to respond to the moment that we're living in ... feels very unique to me, and [it's] something I hope will catch on," University of Colorado Boulder School of Education Dean and NEPC Fellow Kathy Schultz told *Teaching Tolerance* magazine.

The university, in partnership with *Teaching Tolerance*, recently increased the odds that the idea will catch on: Together, they created *Reading for Social Justice: A Guide for Families*

and Educators to explain how educators and families can start their own multigenerational social justice reading groups.

The guide includes recommendations for establishing a group framework, inviting student input, and organizing a series of meetings where children and adults read, talk, teach, and learn together. It suggests aligning objectives to the *Teaching Tolerance Social Justice Standards*, goals for social justice learning that help K-12 students relate to others without stereotypes, recognize the responsibility to stand up to exclusion, prejudice, and injustice, and analyzing the impact of current and historic bias and injustice.

The guide highlights the Boulder reading group as well as similar efforts in Austin, Texas and Columbia, South Carolina. Both the Austin and Columbia groups were started by elementary school teachers.

Written by University of Colorado Boulder doctoral student [Ana Contreras](#), and [Julia Delacroix](#), an associate editor for Teaching Tolerance, *Reading for Social Justice* is currently in a beta form.

“I hope to see this guide contributing to the development of authentic school-community relationships as families, students, and teachers collaborate to build knowledge together and create transformational spaces,” Contreras said.

Teaching Tolerance is seeking feedback that will be used to improve the guide before a nationwide marketing campaign this spring. Your input would be greatly appreciated!

Click [here](#) to view the guide.

Click [here](#) to provide feedback.

NEPC Resources on Equity and Social Justice

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