CENTER FOR RESPONSIVE SCHOOLS

JOURNAL OF SOCIAL AND EMOTIONAL LEARNING

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A+SEL

History, Social Studies, and SEL in the Classroom

Share Your Story!

The ***Journal of Social and Emotional Learning*** is a monthly journal written by educators for educators. We welcome original submissions related to our monthly themes. Articles should be well researched, practical, and inspired by your own experience. We want to hear from you!

Themes for upcoming issues include:

- **SEL and the Brain**
- **A+SEL: English Language Arts and SEL in the Classroom**
- **Leading SEL Change in Schools**

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Editor's Welcome

Social studies and social-emotional learning have a lot in common. Both are deeply rooted in the idea of cooperative life. For social studies, that means the ways societies have changed and connected over time, while SEL focuses on the skills individuals need to get along with others. Both emphasize the ability to demonstrate civic responsibility and share the goals of educating informed, active citizens.

In addition, research has found that social studies and SEL can support each other, and that skills in one area can reinforce skills in the other. According to a recent study, students at high schools with stronger SEL capabilities were also more likely to volunteer and engage actively in their communities (DePaoli et al., 2018).

This issue of the *Journal of Social and Emotional Learning* is all about how SEL and social studies can come together in the classroom. The articles in this issue answer two questions: What does SEL look like in a history or social studies classroom? How can the combination of SEL and social studies increase equity in education?

There is no better time to consider ways to deepen and expand our approach to history and social studies education than February, as we honor Black History Month. I hope this issue gives you ideas, strategies, and resources that inspire you this month and all year long.

—Emily Hemingway, editor in chief

What's one way you highlight student voices and experiences in your classroom?

Comment below!

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Teacher Talk @CRSLearn

Here are some of the ways our social media followers highlight student voices and experience in their classrooms:

"Reflection connections" relating what they have learned to situations, feelings, or experiences they have had and even adding how they can apply information learned to new situations.

Kiona Fowler

Morning Meeting, Advisory Meeting, and Academic Choice. Students hear themselves and listen to others, as well as make choices while they exercise autonomy.

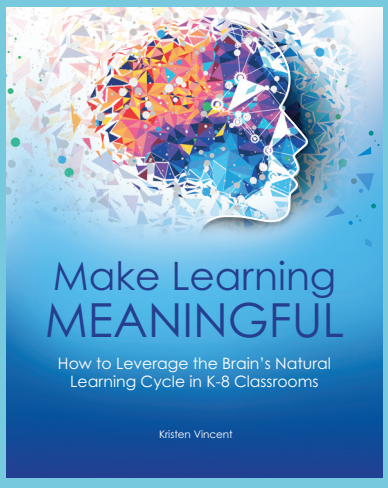
Sue French

Closing circle reflections!

Kristen Vincent

Your response could be featured here next month!

Follow **@CRSLearn** on Twitter and watch for our next question. If we publish your response in our March issue, you'll receive a free copy of *Make Learning Meaningful: How to Leverage the Brain's Natural Learning Cycle in K–8 Classrooms.*



A+SEL: History, Social Studies, and SEL in the Classroom

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Q&A

Follow us on **Twitter @CRSlearn** and join us for a Twitter chat on **February 20, 2022, at 7:00 pm EST.**

Our topic is accelerating learning with SEL, hosted by authors of the *Empowering Educators* series.

#SELsip

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FEBRUARY 2022

What actions are you planning for SEL Day?

Share one way you will showcase, promote, advocate, or support SEL on March 11, 2022. Share your February 2022 SEL showcase on Friday, February 25, with a social media post using #SELshowcase. Be sure to tag @SEL4USA and @caselorg so your post can be featured!

SEL SHOWCASE CHALLENGE

CO-HOSTED BY SEL4US & CASEL

#SELShowcase

Achieving Civic Competence With Social Studies and SEL

By Emily Hemingway

The National Council for the Social Studies defines social studies as "the integrated study of the social sciences and humanities to promote civic competence" (NCSS, 1994, vii). NCSS published national curriculum standards for the first time in 1994, and its 2010 revision has a particularly strong focus on civic education. According to NCSS, educating young people about democratic ideas and values is vital to our future. Even more, celebrating all forms of diversity in these learners "embodies the democratic goal of embracing pluralism" (NCSS, 2010, Introduction, para. 5).

If promoting civic competence, educating forward-thinking young people, and embracing diversity are three main goals of social studies education, educators can strengthen students' academic learning through explicit instruction of social and emotional skills. Social and emotional learning is how we "develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions" (CASEL, n.d.). Showing social and emotional competence means demonstrating the skills of cooperation, assertiveness, responsibility, empathy, and self-control—the same competencies that social studies students need to develop in order to meet NCSS's goals for educating citizens who are civic minded, socially responsible, and inclusive of all people.

High Standards for Learning

Academic disciplines typically have both content standards and curriculum standards, which refer to different aspects of building a robust curriculum. Content standards describe what students should know and understand, while curriculum standards (sometimes called "practice" or "process" standards) provide a framework for how students can think about big ideas within the discipline. NCSS describes curriculum standards as "a holistic lens through which to view disciplinary content standards and state standards" (NCSS, 2010, Introduction, para. 7).

In social studies, for example, content standards might include learning about reasons for immigration to the United States, while the process standards within the theme of culture encourage students to understand how cultures shift and change over time (NCSS, 2010). There are 10 interrelated themes in the NCSS Standards that encourage students to think deeply about social studies and make enduring connections within the content they learn. For educators, these themes are an important tool for making past events relevant and meaningful for today's students (Herczog, 2010).

Social Studies Themes

The themes of the NCSS Standards are big ideas that serve as touchstones for

Educators can strengthen students' academic learning through explicit instruction of social and emotional skills.

students of all ages. According to the NCSS Standards, social studies programs should spiral around these enduring understandings, using them as scaffolding to build a robust academic program. The themes and purposes of the 10 themes are:

1. Culture: Learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well as the lives and societies of others.

2. Time, Continuity, and Change: Learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.

3. People, Places, and Environments: This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

4.Individual Development and Identity: Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

5. Individuals, Groups, and Institutions: Families and civic, educational, governmental, and religious organizations exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

6. Power, Authority, and Governance: Learners become familiar with the purposes and functions of government, the scope and limits of authority, and the differences between democratic and nondemocratic political systems.

7. Production, Distribution, and Consumption: This theme provides for the study of how people organize for the production, distribution, and consumption of goods and services, and prepares students for the study of domestic and global economic issues.

8. Science, Technology, and Society: By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact.

9. Global Connections: The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies. This theme prepares students to study issues arising from globalization.

10. Civic Ideals and Practices: This theme enables students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

(*Adapted from* NCSS *Social Studies Standards*, 2010)

Content standards and curriculum standards are closely linked, but the

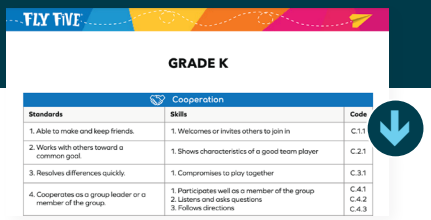
difference is significant. Content standards help students learn what historians know. In a social studies classroom, content standards might include learning about ancient civilizations around the world, while curriculum standards help students think like historians and anthropologists. Curriculum standards might encourage questions such as "What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture?" (NCSS, 2010, ch. 2, para. 2).

SEL Skills in Social Studies Classrooms

The integration of social and emotional learning in classrooms positively impacts academic performance across disciplines (Panayiotou et al., 2019). Students who were explicitly taught SEL skills through a dedicated program benefited from increased academic success, behavior, and well-being up to 18 years after instruction when compared with peers who did not receive explicit SEL instruction (Taylor et al., 2017). While learning in any academic area is deepened with SEL, social studies has a particularly strong connection with SEL.

Social studies as a discipline is focused on human relationships and how society functions, while social and emotional competence in cooperation, assertiveness, responsibility, empathy, and self-control supports individuals in maintaining healthy connections with others and within communities. Social studies content often naturally teaches social skills, from how to understand the impact of one's actions on others to making responsible decisions as a member of a community. The two areas of study have so many areas of alignment that it is no surprise that integrating SEL and social studies has been shown to be an effective method of instruction for both areas (Morris et al., 2017).

Learn more about the SEL standards for cooperation, assertiveness, responsibility, empathy, and self-control, and download your own free copy.


FLY FIVE

GRADE K

Cooperation

Standards	Skills	Code
1. Able to make and keep friends.	1. Welcomes or invites others to join in	C.1.1
2. Works with others toward a common goal.	1. Shows characteristics of a good team player	C.2.1
3. Resolves differences quickly.	1. Compromises to play together	C.3.1
4. Cooperates as a group leader or a member of the group.	1. Participates well as a member of the group 2. Listens and asks questions 3. Follows directions	C.4.1 C.4.2 C.4.3

Intentionally teaching SEL skills can help students find success with both content and curriculum in social studies classrooms. For example, consider again the social studies curriculum theme of culture. Students who are explicitly taught SEL skills such as expressing strong emotions and opinions effectively, demonstrating social and civic responsibility, respecting and valuing diversity in others, and respecting differing cultural norms would be able to bring these skills into their social studies and history classrooms, deepening their understanding of historical content with their application of social and emotional skills.

While some students might be able to draw on past experiences or have an instinctive grasp of social and emotional skills, others might need explicit instruction in order to demonstrate readiness with the skills. All students benefit from that direct instruction. Social and emotional vocabulary, experience, and skills create an important set of tools for students of history and social studies to use as they strive to become civic-minded, forward-thinking, inclusive citizens.

Download a grid of social studies themes with the SEL standards that support them.

SEL in History Class: Social and Emotional Learning in Context

By Terrence McAllister and Sonny Kelly

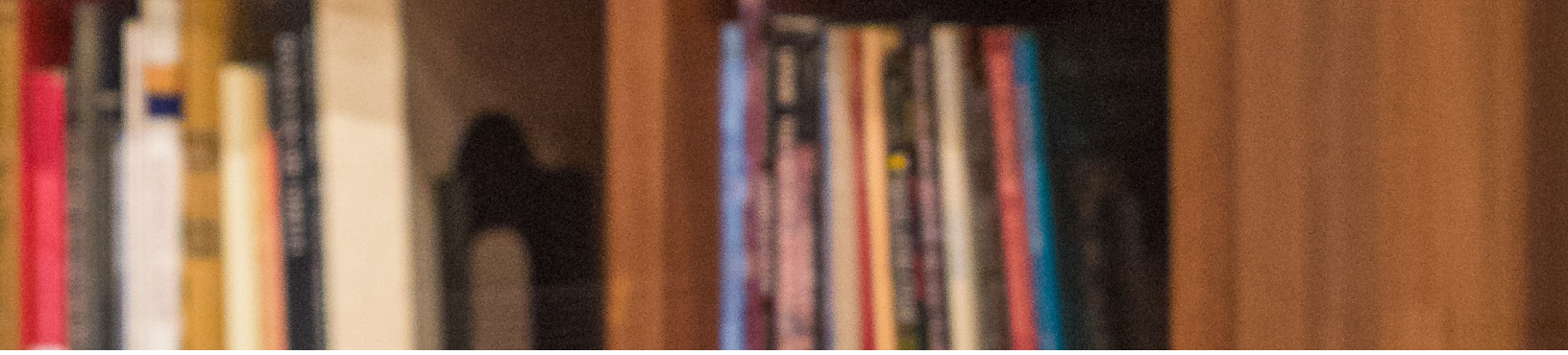
The field of education in the United States is currently rife with debate in a struggle to develop working definitions of terms such as "racism," "patriotism," "diversity," "equity," and "inclusion." Parents, pedagogues, and pundits alike publicly debate the meaning and application of critical race theory, privilege, and wokeness. Unfortunately, social and emotional learning (SEL) curricula that help educators create and implement a more relevant, inclusive, and comprehensive pedagogy for students are sometimes eclipsed in the fray. Unfortunate, too, because implementing an SEL approach to history lessons can offer many benefits to educators and their students. By applying such an approach to diverse history lessons, teachers and learners can discover fertile soil for fomenting the "social, emotional, behavioral, attitudinal, and academic skills that lead to success in learning, play, friendships, relationships, life, work, and business" ("What Is Social and Emotional Learning?" n.d.). As an example, what follows is an SEL-based approach to teaching the Boston Massacre and the involvement of Crispus Attucks.

Not unlike our current time, the 1770s saw their fair share of protests in the name of freedom. On March 5, 1770, British soldiers shot and killed five American colonists, including a Black man named Crispus Attucks, in what became known as the Boston Massacre. And not unlike current events, the soldiers were found not guilty of murder for Attucks's death, in part due to an imbalance of power fed by racist attitudes.

Using an SEL approach to teaching this moment in American history will help students to contextualize it and apply it to current events, at a time when America finds itself still grappling with police violence against people of color, a racialized justice system, and double standards regarding who has the right to protest for the ideals of freedom and justice. Teaching historical events such as the Boston Massacre can provide entry into the discussion and implementation of the five components of SEL: cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.).

Attucks was a runaway slave. He was born in 1723 to a Native American mother of the Wampanoag Tribe and an enslaved Black father near Framingham, Massachusetts. An ad placed by slave owner William Browne in a newspaper in 1750 described Attucks as six-foot-two, knock-kneed, and with short curly hair ("Crispus" is Latin for curly). As a newly freed man in his late twenties, Attucks found work as a sailor.

It was dangerous and difficult life, but being a sailor offered a runaway slave cover from bounty hunters. Attucks worked mostly on whaling ships, and when not at sea, he found work as a rope-maker. On the night that he died, Attucks had just returned from the Bahamas, on his way to North Carolina. The events that unfolded on that Monday night of March 5, 1770, have been reported from many different sources and perspectives. We know that the American sailors despised the British soldiers because they often competed with them for work, and that the British were known to kidnap American sailors and force them to serve in the Royal British Navy. (These notions of immigrants taking American jobs and engaging in human trafficking are not new.) A crowd of American colonists, which included Attucks, started harassing a group



of British soldiers that evening. Surrounded by a crowd yelling and throwing everything from snowballs to clam shells at them, eight British soldiers confronted over 300 angry colonists.

The Boston Massacre itself began as an example of cooperation. Bostonians of diverse ethnic backgrounds gathered to protest England's oppressive occupation of the city. As a runaway slave, Attucks knew firsthand the deep human desire for freedom and liberty. As a sailor, Attucks stood in solidarity with the other colonial sailors in their indignation over the common British practices of taking colonists' jobs by working for less and of kidnapping young colonial men for impressment into the British Navy. As a proponent of both personal and collective freedom, Attucks rose as one of the leaders of this protest.

The Bostonians modeled assertiveness in their protests and by facing off against the small group of armed British soldiers. When the angry crowd of colonists pressed into the British soldiers, the protest turned violent. One of the British soldiers fired his musket, which prompted the other soldiers to fire into the crowd. When the smoke cleared, five men lay dead or dying in the snow: Patrick Carr, Samuel Gray, Samuel Maverick, James Caldwell, and Crispus Attucks. Most reports confirm that Attucks, armed with a wooden club, was one of the leaders of this uprising.

With regard to responsibility, the story of the Boston Massacre and Crispus Attucks allows learning communities to critically discuss the power of the law and media in shaping our perceptions of ourselves and others. For example, learners might examine Attucks's simultaneous status as a patriot and a runaway slave to discuss the American colonial society's responsibility to its members versus its perpetuation of the institution of slavery.

John Adams, often lauded as a great statesman, served as the defense attorney for the eight British soldiers during the trial in Boston. An American patriot in his own right who would later go on to become the second president of the United States, Adams put forth his best effort to ensure that the British soldiers received an effective and fair trial. In his defense of the soldiers, though, Adams leaned on racist and bigoted tropes, referring to Attucks as "a stout Molatto fellow, whose very looks, was enough to terrify any person" and went on to declare that it was due to Attucks's "mad behaviour, in all probability, [that] the dreadful carnage of that night, is chiefly to be ascribed" (Adams, 1770). Adams also specifically noted that Patrick Carr, one of the American colonists killed, was an immigrant from Ireland, and referred to the crowd of colonists as a "rabble of Negroes, &c." (Adams, 1770).

While Adams carried out his responsibility as an attorney by defending the soldiers, he also showed irresponsibility toward his fellow colonists by leveraging their nationalities and races to sway the opinions of the jury in the trial. After deliberating for about three hours, the jurors found the soldiers not guilty of murder. Adams was famously lauded for his legal acumen and blind commitment to justice.

Our responsibility is to learn from Adams's example of how we can do a better job of

treating each other with fairness and honesty. We are also responsible for managing our own perceptions and acknowledging the narratives that mold our values, beliefs, and actions. A look at two of the most popular artistic renderings of the Boston Massacre—Paul Revere's and William Champney's—can help us to do this (Gearty, 2006).

Champney's color drawing of the event is perhaps the most widely distributed depiction of the event. It shows a crowd of American colonists confronting British soldiers in the streets of Boston on that day. Of the five colonists who lost their lives, Attucks is depicted most prominently in the foreground as a dark-skinned Black man gripping the muzzle of a British soldier's musket. (Ironically, Champney's drawing of the Boston Massacre was actually produced in 1855, and it served as propaganda for the growing abolitionist movement of that time.) In fact, the first prominent depiction of the Boston Massacre was Paul Revere's, which was originally circulated in the 1770s and showed only white protesters. Revere's omitting of Attucks challenges students to contend with the fact that in a country that seems to aspire to color blindness, race has always mattered.

Comparing and contrasting these two renditions of this event allows students to explore the responsibility of representation. It appears to have mattered enough to Paul Revere to produce the glaring omission of Attucks's Black skin in his rendition of the Boston Massacre. It mattered so much to William Champney that he clearly featured Attucks as a Black man prominently in the foreground of his lithograph. And now, it matters to students who may have never seen Black Americans portrayed as anything but slaves in colonial America. We have a responsibility to manage our understanding and expression of history.

Empathy is also a key element of the Boston Massacre story. The story of Crispus Attucks is a clear reminder that people of color played important agential roles alongside whites in many historical events. Such culturally relevant context indicates to nonwhite students that they have historically had a stake in this nation's foundation and growth. It indicates to white students that interracial and interethnic cooperation have been historical practices in America, as some of the historical figures of that time modeled this. While John Adams depicted Attucks and the colonists as troublemakers, to most of Boston's inhabitants Attucks came to be known as a patriot and a hero. After his death, Attucks lay in state in Boston's Faneuil Hall for three days. Poet John Boyle O'Reilly wrote that Attucks was "the first to defy, and the first to die" (O'Reilly, 1888).

With regard to self-control, the Boston Massacre offers a case study in the threats posed by a situation where many people showed a lack of self-control. Between the increasingly violent crowd and the hasty use of lethal force by the British soldiers, both sides contributed to the outcome. Written reports from multiple witnesses of the event note that some of the colonists shouted insults and instigations, calling the British soldiers "lobsters" and "bloody backs" while openly daring them to fire their weapons. At least one witness claims that Attucks charged the soldiers as he shouted, "Kill the dogs, knock them over" (Kiger, 2021). Captain Thomas Preston, officer of the guard, attempted to control the situation by calling the crowd to "Stand off!" In the midst of this heated exchange, someone from the back of the mob threw a club that hit one of the soldiers, knocking him to the ground. "Damn you, fire!" someone shouted. One eyewitness said that Attucks actually grabbed the musket of one of the soldiers by the end of the barrel. As the crowd became more aggressive, one of the soldiers fired his musket, hitting Attucks

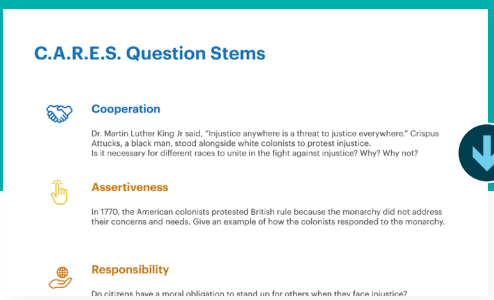
in the chest. The other soldiers followed by firing indiscriminately into the mob.

This chain of events offers students an opportunity to break down the failures in communication and self-control that caused the massacre to happen. They can also work together to examine how a higher level of self-control on the part of both the colonists and the soldiers might have produced a more positive outcome.

Despite John Adams's effective weaponization of race at trial, Attucks has been celebrated by Americans since 1770. A monument was built in 1888 in Boston Common commemorating the death of the five men who died in the Boston Massacre. In 1998, to commemorate the 275th anniversary of his birth, the US Mint issued a silver dollar coin in honor of Attucks. Many schools, children's centers, foundations, and museums are named after him, representing the struggle and heroism of a Black man searching for freedom.

A comprehensive and interactive SEL approach to teaching complex historical events such as the Boston Massacre offers teachers and learners a unique opportunity to call each other into conversation, cooperation, and collective understanding. It allows learners to explore underrepresented and often unvoiced narratives. It challenges learners to consider the implications and importance of the key SEL competencies of cooperation, assertiveness, responsibility, empathy, and self-control. Such competencies transcend any particular curriculum or political platform. They allow learners to put real history into context, to see themselves as agential actors in a historical context, and to apply the lessons learned from that history into their real, present lives.

Download C.A.R.E.S. question stems for this article.



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Sonny Kelly *currently teaches communications at Fayetteville Technical Community College in Fayetteville, North Carolina. He has a BA in international relations from Stanford University, an MA in communication studies from St. Mary's University in San Antonio, Texas, and a PhD in communications from the University of North Carolina at Chapel Hill.*

A+SEL in Action

What does it look like to teach content-area skills in a history or social studies classroom while also emphasizing social and emotional skills? How can those academic, social, and emotional competencies reinforce each other and strengthen learning? Demonstrating civic responsibility is an important shared goal in the discipline of social studies and in social and emotional learning. There are many natural connections between these subjects, as Heather Young, coauthor of *Empowering Educators: A Comprehensive Guide to Teaching Grades 6, 7, 8*, and Leah Carson and Jane Cofie, co-authors of *Doing Social Studies in Morning Meeting*, share here.

Incorporating A+SEL in Social Studies

By Heather Young

Middle School social studies covers several disciplines: history, citizenship and government, geography, and economics. As a *Responsive Classroom* practitioner and passionate believer in the whole-child approach to education, I felt overwhelmed when thinking about how I could possibly cover all the standards and still have time to include social and emotional learning skills. I came to realize, though, that the content of our social studies curriculum offers many natural opportunities to embed the instruction and practice of social and emotional skills.

Addressing empathy is one way social studies educators can incorporate SEL skills during social study units. Present multiple perspectives of an event instead of just one side's viewpoint. For example, while discussing the Boston Massacre of 1770, one might share with students that the same event was also known as "The Incident on King Street." The class could analyze and compare the perspectives of American patriots and British loyalists in an attempt to find commonalities in descriptions of the event.

We can also encourage students to practice a variety of cooperation and empathy skills by thinking about decisions people have made. Through activities that incorporate questioning, students can become more aware of the impact people's actions can have on others, and how culture can impact attitudes and behaviors. This awareness

Heather Young *began teaching in 2011 and is currently a middle school social studies teacher in the Minneapolis metro area. Before assuming her current role, she taught sixth grade reading and reading intervention for six years. Heather wrote the sixth grade sections of* Empowering Educators: A Comprehensive Guide to Teaching Grades 6, 7, 8 *(Center for Responsive Schools, 2021).*

allows them to practice empathy for people throughout history and around the world today. Students should consider questions such as these:

- What influenced this person in history to make a particular decision?
- How did that decision impact those around them?
- Viewing through our modern lens, how would we choose differently?

Another way educators can integrate SEL skills is through simulations. One example of a larger-scale simulation would have students play the role of US senators and write bills about topics they are interested in. Bills should be on a national scale, which will encourage students to think beyond themselves and what changes they would like to see in the world. In this activity, students gather evidence to support their bill and then defend it to a Senate committee. Prompt students with questions such as these:

- How and where do you find evidence to support your ideas?
- How do we think about what someone against this bill might say, and how do we counter their argument?

This simulation not only provides students with a chance to practice finding evidence, an essential historical thinking skill, but also with a chance to practice a variety of assertiveness skills.

Committees of students debate the bills and decide whether or not that bill should make it to the "Senate floor." This provides students with a forum to practice listening to opinions that are different from their own and working with others to come to a consensus.

The easy and successful way to incorporate SEL practice in your classroom is by allowing students to interact with each other in structured and collaborative ways. Whether it is through quick-partner or table chats during a geography lesson, a government simulation, or a group analysis of a historical event and its varying perspectives, students will benefit from these and other opportunities to engage with differing opinions. Utilizing the content of our social studies courses, educators can model, scaffold, and offer feedback on academic as well as social and emotional learning skills in the classroom.

Social Studies Belongs in Morning Meetings

Adapted from the introduction of *Doing Social Studies in Morning Meeting* by Leah Carson and Jane Cofie (Center for Responsive Schools, 2017).

The Responsive Classroom practice of Morning Meeting offers an ideal opportunity to keep social studies alive and present beyond its often tightly scheduled block of instructional time. Morning Meeting provides students with more opportunities to think about the social studies content they've been learning as well as to explore concepts, issues, and skills in new and engaging ways. In addition, bringing social studies into Morning Meeting is an opportunity to investigate and propose solutions to fun and interesting challenges that connect to their personal lives, school, and community.

In a very real sense, Morning Meeting *is* social studies. In defining their curriculum standards, the National Council for the Social Studies notes:

> Within the school program, social studies provides coordinated, systematic study drawinguponsuchdisciplinesasanthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. (NCSS, 1994, p. 3)

With its lively interactivity, Morning Meeting offers opportunities for making challenging social studies concepts such as map skills, economic principles, and models of government more tangible and thus more easily grasped. Students learn better—and remember more of what they learn—when they can link social studies concepts with things they care about in their own lives: making and maintaining friendships, feeling a sense of belonging and significance, and meeting academic and social-emotional challenges in a safe and cooperative environment.

Click here to download "Social Studies in Each Component of Morning Meeting"

The four-component structure of Morning Meeting—greeting, sharing, group activity, and morning message—offers a perfect context in which to use meaningful social interactions as a way to deepen students' understanding of core social studies concepts, content, and issues in safe, engaging ways:

- During greeting, students welcome everyone to the classroom (and the day) as equal and valued participants in a social group dedicated to learning.
- For sharing, students hear one another's thoughts and ideas about various aspects of their current learning and discover respectful ways to respond to multiple perspectives.
- With group activity, students interact with one another in fun and lively ways while also stretching their social skills and deepening their understanding of academic content.
- A social studies–oriented morning message linked to previous or upcoming learning gives students the opportunity to reflect on and interact with social studies concepts, content, or skills, and to build confidence, competence, and curiosity.

Responsive Classroom Morning Meeting offers teachers a structured, purposeful, and fun way to start each day on a positive note and build a strong sense of classroom community. Beginning the day in such a powerful way sets up students for success for the day and enables them to approach learning with an open mind and a willingness to take academic risks. In a world filled with academic pressure and high-stakes testing, Morning Meeting offers an opportunity to explore academic concepts and skills in an engaging and supportive way, making it a fruitful and essential part of each classroom day.

Why Morning Meeting Is a Great Time to Do Social Studies

- Provides engaging ways to capitalize on children's natural curiosity about the world and its people, places, and environments
- Allows a safe time for positive risk-taking
- Brings social studies content to life through active (hands-on) and interactive (social) learning
- Enables students to practice communicating their social studies thinking
- Links social studies with fun
- Shows students that social studies content and ideas are an essential part of everyday life—all day long, inside and outside the classroom

Be sure to vary and modify activities. Here are some things to consider:

- Choose activities according to your teaching purposes. With a little modification, activities could be used to activate students' prior knowledge at the start of a new unit, enable students to practice skills they're learning or deepen their understanding of content, or help students make connections or review information they've already learned.
- Adapt activities to current content. For instance, if you are using a set of matching content-based cards, they can be easily adapted to a wide variety of social studies topics and terms.
- Consider your school's policies or students' needs in regard to touching. If your school prohibits student contact or you feel that students aren't developmentally ready for it, adjust activities accordingly. For instance, instead of shaking hands during a greeting, students can simply look at each other, smile, and speak their greeting words.
- Support English language learners and emerging readers. Morning Meeting can give all students, including English language learners, a chance to successfully engage with rich social studies content. If your students need additional support, use sentence frames for greeting and sharing, add picture clues to morning messages, let students write out what they're going to say for certain sharing topics, or have students pair up to do certain greetings or group activities.
- Adjust the reading level of messages as needed and adapt particular messages to meet your students' specific needs.

- Adjust for any time constraints. For example, if you want to spend more time on a group activity or are trying one that may be a bit challenging for your class, use a shorter and simpler greeting, sharing, and morning message that day.

Morning Meetings are designed to set a positive tone for the day and to help students make a successful start, so be sure to consider students' needs, interests, and abilities. Choose activities that allow students to practice or apply social studies skills or concepts you've already presented to them rather than introducing new content. Avoid playing it too safe, or students will lose interest. Aim for activities challenging enough to engage every child, yet not so challenging as to be discouraging.

As you probe questions, explore social studies concepts, and help students extend their understanding out into the world, remember to have fun, embrace mistakes as opportunities for learning, and keep a curious and open mind.

Leah Carson *has been an educator in New Jersey public schools since 2000, and she currently works with diverse learners as an instructional support teacher in South Brunswick, New Jersey. Leah has been a part-time consulting teacher for Center for Responsive Schools and uses her classroom experiences to bring the* Responsive Classroom *approach to life for educators across the country.*

Jane Cofie *is director of curriculum and instructional designer for Center for Responsive Schools and previously taught grades pre-K–5 in private and public schools in Virginia for 20 years. Jane is the author of Strengthening the Parent-Teacher Partnership (Center for Responsive Schools, 2021).*

Leveraging Adult SEL to Increase Equity in the Classroom and School

by Dr. Lora Hodges

Schools serve as one of the big four social institutions—along with family, faith, and community—that shape our sense of self and others as well as our notions of worth and worthiness about ourselves and others. Schools contour our concepts of belonging, affiliation, friendship, and fellowship. They hold sway in the preservation or diminishment of our ideas of who we are, who we can be, what is possible for us, how we fit into the larger world, and how we prosper.

School is the place where we achieve, grow, and make lifelong friends. We have some of our most memorable experiences there and gain a sense of accomplishment that fills our hearts in the present moment and paints a picture of tomorrow. School is the place where we become familiar with our own gifts, talents, and abilities, and where we get to explore, imagine, debate, confirm, or reject ways of thinking—new and old. School builds our courage to identify hopes, dreams, and goals that oftentimes chart or influence the course of the rest of our lives.

School carries the potential to transform the lives of our students and ourselves, of people and communities. As educators, we can leverage our own adult social and emotional competencies to foster equity and social justice, not only in our own lives and in the lives of our students but in society at large. The activities and lessons we offer throughout the day—especially in our social studies and history classes—offer rich opportunities for exploring and developing the social and emotional skills that will help to create a more equitable and just world.

Equity in Education

We lay the foundation for supporting equity in the world by supporting it in the classroom. Education is a fundamental human right (United Nations, 1948). Equity in education matters because it provides a framework for fairness and justice and a common scaffold for achievement for all. While learning in classrooms we find the inspiration to become our highest version of ourselves, we experience the freedom to see others and ourselves as equally human, and we create kindness and common good as we envision others and ourselves as capable of contributing more than we take from society.

Beyond learning to read, speak, write, and listen well, and beyond learning to work well with numbers and technology—and even beyond expanding our ability to appreciate music, art, culture, movement, and athletics—our schooling experiences add dimension to human virtues such as faith, hope, love, justice, peace, freedom, and righteousness. These same experiences acquaint us with and prepare us to confront and even rectify societal ills such as

As educators, we can leverage our own adult social and emotional competencies to foster equity and social justice, not only in our own lives and in the lives of our students but in society at large.

injustice, inequality, oppression, unfairness, and hatred. At a fundamental level, we learn the true meaning of cooperation, the first of the five core SEL C.A.R.E.S. competencies (the others being assertiveness, responsibility, empathy, and self-control).

Challenging the Status Quo

It is no wonder that all of us who are invested in the work of this beloved social institution seize every possible opportunity to name and challenge the status quo that diminishes its ability to educate all children well and equitably.

Challenging the status quo simply means identifying new and better ways of educating all students. For educators who have committed to exploring the role of SEL in the classroom, this involves two key steps: (1) developing their own social and emotional skills and (2) providing an environment and related activities in which students can build their social and emotional skills.

The Importance of Educator Professional Development

Continuous improvement in schools and continuous learning for educators empower educators to challenge the status quo. Schools that engage in continuous improvement do so because the school aims to educate all students to high academic standards and outcomes regardless of the differing characteristics of those learners.

Continuous learning is a career-long process to ensure educators are able to meet the learning needs of the students that they teach. Almost every educator is committed to being a continuous learner for the benefit of all the students they currently teach. Just as learning is a social and emotional process, so is teaching. It makes sense for educators to take the time to develop their own social and emotional competence in order to better serve their students. It's also backed by research; studies show that increased social and emotional competence in educators leads to a positive influence on student learning (Patti et al., 2015). So how do we bring about this change?

Awareness of Real-World Issues

As educators, we must remain attuned to the real-world issues that we, our students, and their families care about. Understanding current and past events through the lens of their social and emotional impact will help us to develop an awareness of the forces that have shaped our culture, including the role of our schools today.

Take the time to read books and articles about important historical events. Build in moments during your day to read the news. With an open mind, read about issues from a variety of perspectives. You will find that continuously educating yourself in these areas will add to the knowledge that you can share with your students and will enrich your history, social studies, and civics lessons. Weighing opinions, perspectives, and approaches that differ from your own will also help you to expand your self-awareness and your empathy.

Self-Reflection and Educator SEL

Change in social and emotional competence brings on self-reflection, which entails being able to be both a witness and an evaluator of one's own routine behaviors, attitudes,

reasoning, and the beliefs or narratives that sponsor them. Teaching is filled with these routines, and these routines unexamined often maintain rather than challenge the status quo.

When self-reflection as a part of one's own social and emotional development is taken seriously, it presents a unique opportunity to promote the conditions that lead to improved academic achievement and well-being for all students. Continuous learning that helps educators develop social and emotional competencies—especially empathy, self-control, and assertiveness—can be leveraged to increase equity in the classroom and the school, contribute to educating all students to high academic standards, and bolster the educator's overall sense of well-being, ability to manage stress, and capacity to support all students.

Assertiveness and Equity

Assertiveness is a healthy way of communicating by using the ability to speak up for one's self in a way that is honest and respectful while also showing care and respect for other people's feelings. Developing assertiveness skills in educators has many benefits, including empathetic acceptance of oneself and the ability to manifest relationships based on trust (Postolati, 2017). Studies have found that assertiveness skills promote equality in relationships, prevent feelings of personal helplessness, and contribute to protection against manipulation and the manipulation of others (Peneva & Mavrodiev, 2013). Improved assertiveness skills are related to improved academic outcomes for students.

Growth in educators' assertiveness skills can also increase equity in the classroom and the school. These skills will empower educators to engage freely with families in an open and clear way and experience less situationally caused anxiety. Building assertiveness skills can be a lever for equity in the classroom as the focus is not solely on awareness of oneself (Postolati, 2017). It is also one's responsibility to treat others with respect, to oppose discrimination, to listen to rather than ignore others' views, and to accept that others have the right to criticize our actions in a constructive manner.

It is worth examining assertiveness in social studies and history classes. Assertiveness focuses, in part, on taking the initiative to do what is right, fair, and just (Center for Responsive Schools, 2019). Students can learn to advocate for themselves and others by starting small—helping a friend in need, for example—and over time include actions that address social inequalities. Meanwhile, in their social studies lessons, students can learn about those who fought for justice in the past and those who lead that fight today.

Empathy and Equity

Empathy is often misinterpreted or mischaracterized as feeling sorry for someone or as simply having a caring or kind attitude toward another. Some might even mistakenly see empathy as a barrier to effective, positive discipline. However, empathy is none of these things. Empathy is the ability to "see into," to recognize, appreciate, respect, and understand another's state of mind or emotions.

Changes in an educator's empathy can support shifts in inequities in discipline, encourage respect, and pave the way for a greater understanding of cultural differences. This consequently improves students' sense of belonging, engagement, and achievement.

Educators who have developed their own empathy skills are well positioned to work on these skills with their students, particularly in the context of social studies and civic

engagement. Social studies inherently lends itself to discussions of empathy as it is full of the diverse stories and experiences of people through the ages. Social studies prompts students to value the perspectives of others, recognize and respect differences in cultural norms, and understand how culture affects behavior and attitudes (Center for Responsive Schools, 2019). An understanding of the lived experiences of others can inspire students to engage in civic action to better their communities.

Self-Control and Equity

The American Psychological Association's 2012 *Stress in America*™ report states that 71 percent of Americans believe self-control is a learned skill (APA, 2012). Self-control is also a powerful skill that allows us to manage stress, maintain perspective, preserve hope, and achieve our goals. It is a skill currently being tested by the stress of COVID and concerns about the future, creating a mental health crisis that affects parents, students, and educators equally (APA, 2020).

Growth in educators' self-control skills can have a positive effect on classroom culture; people who have better self-control tend to be healthier and happier, both in the short and long term (Hofmann et al., 2013). This change can be a lever for creating safe and inclusive classrooms and schools, where all students feel welcome, supported, and valued, resulting in a sense of academic belonging and an increased readiness to learn.

In social studies classes, self-control can serve as a lens through which to examine the social, behavioral, and moral standards of key historical and contemporary figures. It can also help students create character studies of such figures, profiling their hope and perseverance in the face of obstacles. This deeper look at leaders, activists, and pioneers through the ages and across cultures can inspire students to become more involved in their own communities.

Conclusion

One of our core social institutions, school is a place of great importance in the lives of both students and educators. It is a place to practice equity and instill a sense of civic engagement in learners, which can be achieved through social and emotional learning and in particular by developing assertiveness, empathy, and self-control, and then linking these competencies to social studies and history lessons. Challenging the status quo in the classroom encourages students to do the same in their communities and gives them the tools they need to be agents of peace and justice in the world.

Dr. Lora Hodges has been Center for Responsive Schools' president and CEO since July 2012. Lora holds a doctorate in educational leadership and brings a wealth of knowledge, teaching experience, and expertise in organizational leadership and strategy to this position. Lora has also served as a classroom teacher, principal, and assistant superintendent, as well as a District Senior Advisor for the Collaborative for Academic and Social and Emotional Learning (CASEL).

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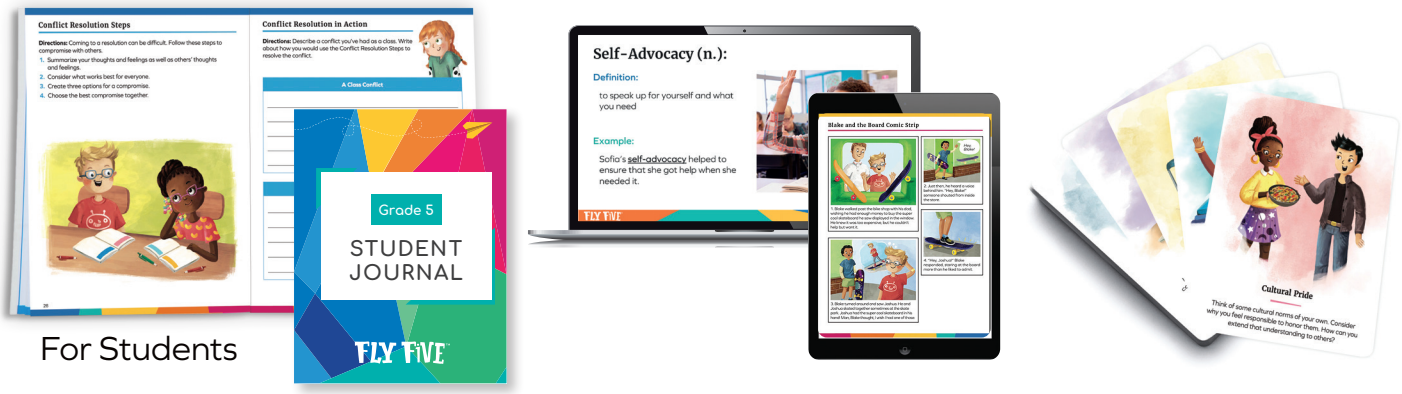

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CENTER FOR RESPONSIVE SCHOOLS

From Our SEL Field Notebook:

Teaching Historical Empathy

A Conversation With Dr. Sarah Brooks

Learn why historical empathy can be an important learning outcome in the social studies classroom. Dr. Sarah Brooks of Millersville University describes her research on the teaching of historical empathy, discusses its importance in teaching social studies, and explains how it can be achievable in elementary and middle school classrooms.

Sarah Brooks *is an associate professor in the Educational Foundations Department at Millersville University, Millersville, Pennsylvania. Her main focus is the preparation of secondary social studies teachers through coursework and supervised field experiences. In addition to this, Sarah coordinates the Secondary and K–12 Professional Development School, a partnership between Millersville University and several local school districts that prepares teachers in seven different content areas. Sarah also teaches educational research methodologies and supports the dissertation work of doctoral students.*

Q. Your research explores historical empathy in K–12 classrooms. What drew you to this topic?

A. My research on historical empathy began while I was teaching social studies to eighth grade students in Connecticut. I had a few years of teaching under my belt at that point. Having moved beyond some of the most pressing concerns of the new teacher, I started thinking a lot about what the purpose of social studies was for my students. Thanks to some excellent mentoring, I had become comfortable engaging my eighth graders in historical inquiry, and I felt good about the critical thinking skills these experiences were building. Yet historical empathy seemed to offer something more—a chance to build understanding and awareness that might assist students in interacting meaningfully with others throughout their lives.

Q. What is historical empathy and why is it an important skill for educators to teach in history and social studies classrooms?

A. My colleague, Jason Endacott, and I have conceptualized historical empathy as "the process of students' cognitive and affective engagement with historical figures to better understand and contextualize their lived experiences, decisions, or actions. Historical empathy involves understanding how people from the past thought, felt, made decisions, acted and faced consequences within a specific historical and social context" [Endacott & Brooks, 2013, p. 42]. Simply put, exercises in historical empathy engage students in the complex work of understanding another, often someone

Exercises in historical empathy engage students in the complex work of understanding another, often someone who is distant in time and place. The ability to understand others is foundational to an individual's capacity to have meaningful relationships and participate effectively in their communities.

who is distant in time and place. The ability to understand others is foundational to an individual's capacity to have meaningful relationships and participate effectively in their communities. There is considerable consensus that social studies should play a role in the preparation of citizens for effective participation in society. If this is indeed the ultimate goal of social studies, opportunities to cultivate historical empathy are critical to this effort.

Engagement in historical empathy also offers opportunities for self-awareness. Historical empathy necessitates considerable attention to the specific context in which a historical figure thought, felt, and acted. A potential by-product of this work is the realization that one's own thoughts, feelings, and actions are very much contextual.

Q. **Historical empathy seems like a sophisticated academic skill. Is it achievable in elementary and middle school classrooms? What does it look like at those levels?**

A. Historical empathy is complex, and it is possible in elementary and middle level classrooms, albeit with varying levels of sophistication. Research has demonstrated that eighth grade students can empathize with the experiences and actions of young women who chose to work in the Lowell mills in the early 1800s; fourth graders can empathize with diverse perspectives and experiences related to a specific time period or event, such as Nat Turner's Rebellion or the First Battle of Bull Run.

Learning activities designed to promote historical empathy should give careful attention to background information about a historical situation or time period, often provided through textbooks, documentary film, statistics, and timelines. Additionally, primary source work is foundational to the development of historical empathy. Students can be asked to examine one or more carefully selected and sometimes adapted primary sources to explore the context, thoughts, perspectives, or actions of historical figures. Journal entries, letters, or speeches generated by a historical individual are often particularly relevant. Students can be invited to display historical empathy in myriad ways not limited to discussion, debate, and first- and third-person writing assignments. Finally, elementary and middle-level learners can be asked to reflect on how their understanding of the past might influence their own thoughts, emotions, and actions in the present.

Q. **In your 2013 article with Jason Endacott in *Social Studies Research and Practice*, you write: "Educators should make deliberate space for students to express their reactions to historical content, to make moral judgments, and to use these responses to motivate actions in the present." Can you describe some practical ways that educators can incorporate reflection around historical empathy in their K–8 classrooms?**

A. What Jason Endacott and I have suggested is that students should be encouraged to use the historical understanding they develop to see and act in their present world in a new way. Fortunately, I have

Students should be encouraged to use the historical understanding they develop to see and act in their present world in a new way.

had the opportunity to see social studies teachers and preservice teachers invite this kind of reflection. Recently, one of my teacher candidates taught a multiday lesson on the Indian Removal Act of 1830. He worked to build up students' background knowledge of the contextual factors that encouraged a federal action of this kind. He then provided a collection of primary sources so students could examine the perspectives and experiences of those who were forcibly relocated. He also brought in a current news article that detailed the disproportionate impact of COVID-19 on Native Americans across the United States. He asked students to consider how historic actions might have consequences that can be seen in the present. He invited them to think about what actions might be taken in the present to address the problems they had just become aware of. Who could/should take action? Why? This is just one example of the ways in which students can be trusted to use the understanding of the past to think and act in the present.

Q. What advice would you give to educators who want to encourage the sort of reflection you describe but are concerned about teaching potentially polarizing events?

A. Inviting students to connect their historical understanding to present-day issues and events often means addressing topics that have been politicized and are potentially polarizing. I am sympathetic to the concerns this raises for social studies teachers, but I still implore them not to give up on this meaningful work. Exercises in historical empathy are on strong footing if they engage students with credible secondary sources and carefully selected primary sources. Discussions of contemporary issues require structure; spontaneous debates about current issues are fraught with risks. Teachers can structure discussions about contemporary issues by laying ground rules for how students will participate and interact with each other and by focusing the discussion on common sources of information. I have found the work of Paula McAvoy instructive when thinking about how to set up what could be contentious classroom discussions.

Q. What is your favorite aspect of your work?

A. Most of my work explores what is possible in actual classroom settings. Social studies teachers work within numerous constraints, even more so as they teach through a global pandemic. I absolutely adore the time I get to spend chronicling and analyzing the ways in which exemplary teachers navigate their specific contexts and pursue meaningful goals for their students. Their efforts inspire me.

Q. What do you hope to achieve with your research?

A. My hope is that my research can assist other educators—from the novice to the veteran—in expanding their conception of what is possible in their own classrooms. I hope that any or all of my scholarship might help social studies educators solidify their beliefs about the ultimate purpose of their instructional efforts and give them increased clarity about how this purpose might practically be achieved.

Q. What are one or two projects you're working on right now?

A. My more recent scholarship has shifted focus to teaching about religion in public school social studies classrooms. I've had

the privilege of examining the ways in which skilled teachers seek to expand their students' understanding of various world religions and the ways in which humans have enacted and continue to enact these traditions. Most recently, I was able to travel with world history students to several sacred spaces in their local community and interview them about how this experience shaped their understanding of different world religions. This work is certainly connected to my earlier research as I am now examining how students display empathy by recognizing the perspectives and experiences of religious adherents.

Q. Have any recent findings in your work been unexpected or surprising to you?

A. I don't think surprised is the right word, but I continue to be amazed by the bravery of social studies teachers who are determined to engage students in meaningful learning. My research has allowed me to spend hours in the classroom of one world history teacher who is open about his Muslim faith when teaching about Islam as part of his unit on the Abrahamic religions. He is aware that his majority Christian students likely have not had the opportunity to interact with a Muslim, so he invites any questions they might have for him to promote their understanding of Islam. Another study has allowed me to examine the work of another world history teacher who takes her students on a field trip to five or more houses of worship in their community so they can learn about different religious traditions by interacting with artifacts, spaces, and adherents. This teacher persists in this work despite logistical constraints and the sometimes challenging work of convincing students, their parents, and school administration that this experience is valuable.

You can find more information and background on this conversation and on Dr. Brooks's research in the following.

Brooks, S. (2009). Historical empathy in the social studies classroom: A review of the literature. *Journal of Social Studies Research*, 33(2), 213–234.

Endacott, J., & Brooks, S. (2013). An updated theoretical and practical model for promoting historical empathy. *Social Studies Research and Practice*, 8(1), 41–58.

Endacott, J., & Brooks, S. (2018). Historical empathy: Perspectives and responding to the past. In S. A. Metzger & L. M. Harris (Eds.), *The Wiley International Handbook of History Teaching and Learning* (pp. 203–225). Wiley.

Leading the Way

We are following five school leaders as they lead their school communities through a year of rebuilding after the disruption of the past year and a half. While their schools, locations, and experiences are very different from each other, they share a strong, schoolwide commitment to social and emotional learning and to supporting student and teacher success. This month three of the school leaders share details about the impact of implementing SEL as they approach the halfway point of the school year.

We're about six months into the school year and into your thoughtful implementation of SEL initiatives in your school community. What impacts have you noticed so far among students, educators, and families?

Aliza Kadish: We have seen growth in students and educators since we started the implementation of the Fly Five curriculum. The most significant impact that was felt by teachers and families was the smooth transition back to school after the two-week holiday break. Teachers have remarked that they spent less time reviewing classroom rules and expectations this January than in any year prior, which allowed more time dedicated to academics and new Fly Five lessons. Parents have shared that children have resumed their school-year routines such as homework and bedtime more quickly than in past years. Educators were so pleased with this smooth transition that they are now feeling energized after seeing the benefits of their hard work on a different scale than anticipated.

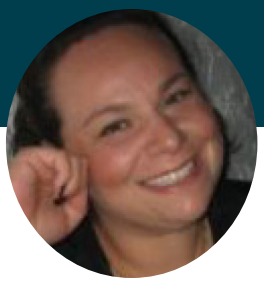
Leslie Paynter: Often the transition after returning from a longer holiday break is difficult for younger students. However, we had very few issues and concerns, which means students feel safe and want to be back at school with their teachers and friends. We've also found that caregivers are reaching out to the school counselor for advice and ways to support their children's mental and emotional health at home.

Debra Berndt: Our use of Morning Meeting has given our students and the staff connections and a way to get to know each other on a deeper level. Students and staff have fun together as they learn while taking into account their social and emotional learning needs. Students have taken ownership during the day by leading Morning Meeting and through their use of Academic Choice. Families have even seen the benefits to SEL and academics when they have had opportunities to listen in to students learning remotely on Google Meet.

Have you encountered anything that you didn't anticipate when you planned for this change?

Aliza Kadish: To be honest, we were expecting to see incremental growth and celebrate small successes throughout the community given that we are all so new to Fly Five. We

Debra Berndt—*Principal, Birchwood Elementary School, Niskayuna, NY*



Aliza Kadish—*Principal, Beacon Hill Preparatory School, Miami Gardens, FL*

Leslie Paynter—*Managing Director/Principal of Alamance Community School (ACS), Haw River, NC*

did not anticipate such a substantial change, and experiencing this validates for us that teachers are working diligently and students are truly integrating SEL with academic skills that are foundational, such as phonics and math facts.

Leslie Paynter: Most of us thought that this year would be much easier than last year and that the coronavirus would be gone by January 2022. Unfortunately, this isn't the case, and we continue to see that many of our families, students, and staff are struggling with stress and anxiety related to the uncertainty regarding COVID-19.

Debra Berndt: I have seen a growing interest in *Responsive Classroom* and SEL practices from our parents. This is often a topic that is referenced or questioned at PTO meetings. There is enough interest that next month I plan to hold a "coffee with the principal" prior to our PTO meeting to introduce *Responsive Classroom* practices and the philosophy behind it.

In your school community, where do you see evidence of social and emotional learning within academics? Are there places where academic, social, and emotional learning intersect in your classrooms and nonclassroom spaces?

Aliza Kadish: Evidence of the intersection of SEL and academics is different depending on the grade level. For example, in kindergarten and first grade, we are seeing fewer conflicts in hallways, on the playground, and in enrichment classes. In older grades, we are seeing students cooperating with each other when working in teams or small groups, showing empathy and support when others are having difficulty, and owning their behavior when they make a mistake. Implementing Fly Five with the enrichment teachers—which includes art, physical education, life skills, robotics, STEM-D, music, Spanish, and yoga—helps carry the common language and expectations

throughout the school day.

Leslie Paynter: Our staff have done a terrific job of using the Fly Five curriculum from *Responsive Classroom* to supplement lessons done by our school counselor and meeting the social-emotional needs of the children.

Debra Berndt: Students just finished a project about traditions and holidays around the world. They learned about people and cultures outside of their own scope, which expanded their worldview.

There are a number of classrooms integrating Academic Choice into their classroom program. Teachers across all grade levels see the value of students working together and learning from each other. Strategies such as interactive learning structures, turn and talks, and student presentations are commonplace on a daily basis. This supports all students as they feel they are not learning alone and can bounce ideas off of each other. We see the same in nonclassroom spaces, including in media. Our media specialist does things such as makerspace and coding with students. Often she will work with a student on their independent research project (project-based learning), which is based on an interest the student has.

Is there anything else you would like to share about what's happening with SEL in your school community?

Debra Berndt: We are reading *Culturally Responsive Teaching and the Brain* by Zaretta Hammond [Corwin, 2014] as a faculty, learning ways to meet the diverse needs of all of our learners. Although we are only in the early chapters of the book, we already see many connections to our *Responsive Classroom* work in building relationships, getting to know your students, and supporting the whole child. We look forward to digging deeper into this type of learning.

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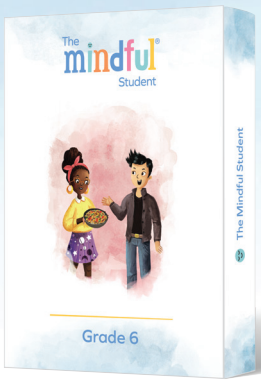

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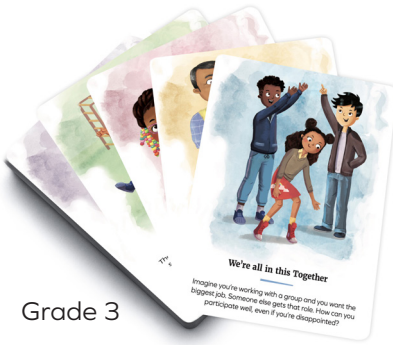

Grade 3

Grade 7

Grade 4

Grade 6

Grade 5

About our editor:

Emily Hemingway is editor in chief of CRS Publishing, where she works with a talented team of writers, editors, and designers to create practical SEL resources for educators. Prior to joining Center for Responsive Schools, Emily was a K–9 teacher and administrator in independent schools for fourteen years.

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