



Many Stories, One Nation

Curriculum Guide

Introduction

Many Stories, One Nation is a comprehensive high school Ethnic Studies course that examines American history through the lived experiences of diverse and historically marginalized communities. By centering voices often overlooked in traditional curricula, the course helps students understand how different groups have navigated freedom, resilience, and belonging — and how these journeys have shaped America’s ongoing evolution. The curriculum spans nine units from the colonial era through the present, with a culminating capstone project applying accumulated learning about identity, civil discourse, and American diversity to contemporary challenges.

Unit 1: Identity, Character, and Civil Discourse

Unit Overview: Unit 1 establishes the foundation for the entire curriculum by exploring the complexity of identity — both students’ own and others’ — including how race, ethnicity, class, and other social categories shape experiences of inclusion and exclusion, while developing essential civil discourse skills. Students move beyond simplistic identity categories to recognize that each person embodies multiple, intersecting dimensions of identity, which is essential for understanding how to honor diversity while building unity: we cannot engage knowledgeably and empathetically across difference if we reduce individuals to single characteristics.

Lesson 1: The Question of Identity and the Self

This opening lesson invites students to explore the complexity of identity — both their own and others’ — developing the vocabulary and conceptual framework for nuanced discussions throughout the course. Concurrently, students establish civil discourse norms that will guide classroom conversations about sensitive topics.

Lesson 2: Identity Beyond Boundaries: Understanding Multiracialism in America

Through analysis of Toni Morrison’s short story *Recitatif* and contemporary case studies, students examine how racial categories are socially constructed and how multiracial experiences illuminate identity complexity for all Americans. The lesson explores how diverse identities can find both unity and authenticity, while examining how navigating complex identities develops resilience and adaptability.



Lesson 3: Character Strengths and Shared Humanity

Through examining the distinction between subjective values and universal virtues, students discover how certain positive traits help all humans and communities thrive. This lesson prepares students to understand how these shared strengths can bridge differences and create belonging, setting up the next exploration of inclusion and exclusion in diverse communities.

Lesson 4: Diversity and Unity: Navigating Belonging and Exclusion in Diverse Communities

Students examine how ethnicity shapes experiences of inclusion and exclusion by studying Roya Hakakian’s immigrant experiences and considering three metaphors for American cultural integration: the melting pot, mosaic, and salad bowl. By grounding the discussion in historical context and emphasizing concrete examples, students develop vocabulary and frameworks for productive civil discourse about difference, identity, and integration.

Lesson 5: Diverse Democracy in Practice: The Periwig Controversy

Through the historical Periwig Controversy, students discover that most public disputes involve competing goods — legitimate but conflicting values — rather than simple right versus wrong, learning to recognize the legitimate concerns underlying different positions. The lesson culminates in students identifying competing goods in contemporary controversies, preparing them for subsequent lessons where they will learn specific civil discourse skills for navigating these value conflicts constructively.

Lesson 6: Civil Discourse Foundations

Students learn civil discourse as the practical skillset that makes a diverse democracy workable: the ability to engage respectfully across deep difference while maintaining both honesty and dignity. Steel-manning and star-manning techniques are introduced as concrete practices that embody the pluralist principle of engaging with others’ strongest arguments and best intentions.

Lesson 7: Logical Fallacies and Analysis Skills

Students develop critical thinking skills by learning to identify logical fallacies, gaining the ability to recognize flawed reasoning not only in others’ arguments but, more importantly, in their own thinking. The lesson introduces the SLEW Framework (Surprise, Learn, Engage, Win) and the “swap variables” technique, developing the intellectual flexibility necessary for navigating a pluralistic society.

Lesson 8: Civil Discourse Synthesis and Practice Session

Students integrate all civil discourse skills — steel-manning, star-manning, logical fallacy avoidance, and the SLEW Framework — in a lower-stakes practice session while engaging with a contemporary issue connecting to unit themes. The lesson includes explicit meta-reflection on the civil discourse process itself, helping students identify which techniques come naturally and which require more conscious effort.

Lesson 9: Diversity and Unity: Civil Discourse in Practice (Wrap-Up Part 1)

Students synthesize their learning and prepare for the culminating civil discourse forum, working collaboratively to articulate the strongest versions of different perspectives on cultural adaptation versus preservation in shared American institutions. Through structured preparation activities including position analysis, argument development, and practice mini-dialogues, students gain confidence in both their understanding of unit content and their ability to engage constructively across difference.



Lesson 10: Diversity and Unity: Civil Discourse Forum (Wrap-up Part 2)

This culminating lesson brings together all of Unit 1’s content and skills in an authentic civil discourse forum that serves as the summative assessment of student learning. Structured phases — position presentations, clarifying questions, steel-manning and star-manning exercises, substantive dialogue, and synthesis of common ground — ensure students move beyond debate toward genuine understanding, practicing the skills essential for democratic citizenship in a pluralistic society.

Unit 2: American Principles: Promoting or Impeding Equality?

Unit Overview: Unit 2 examines individual rights and community security within the context of American Governance Principles. Through examining voices both included and excluded from early American democracy, students discover how different groups have invoked these same principles to advocate for full citizenship. The unit emphasizes how excluded groups have historically claimed the Declaration’s promises as their own, and how constitutional structures work together as a system, while students grapple with the essential question: Do principles of American government promote or impede equality?

Lesson 1: Anarchy or Order — Hobbes and the Price of Security

Through experiential learning and primary source analysis of Hobbes’s *Leviathan*, students explore a fundamental question that shaped American political philosophy: Why do we need government at all? This lesson establishes the framework for understanding social contract theory, which will be contrasted with John Locke’s view in the next lesson and connects directly to the Declaration of Independence and Constitution later in the unit.

Lesson 2: Liberty’s Foundation: Natural Rights and Limited Government

By analyzing Locke’s own words from the *Second Treatise on Government* and participating in a government formation simulation, students discover the philosophical foundations that would later inspire the Declaration of Independence and American constitutional design. This lesson establishes the contrast between absolute authority (Hobbes) and limited government (Locke).

Lesson 3: From Ideas to Implementation — Communication for Political Change

By analyzing Benjamin Franklin’s diplomatic approach alongside James Otis’s more direct style, students see how different assumptions about human nature translate into actual political communication strategies. This lesson demonstrates that the founders’ success depended on both principled ideals and the ability to build coalitions through civil discourse — a skill as relevant today as it was in 1776.

Lesson 4: The Declaration’s Revolutionary Claims: Universal or Exclusionary

Students examine the Declaration of Independence itself, discovering how revolutionary ideas spread through collaboration while also confronting the profound contradiction between the Declaration’s universal language and the reality of exclusion based on race and gender. Analyzing the Declaration alongside the Virginia Declaration of Rights and Abigail Adams’s critique deepens students’ understanding of the founding’s promise and its tensions.

Lesson 5: Claiming the Declaration: How Excluded Groups Weaponized America’s Founding Principles

Building on the Declaration’s profound contradictions, students discover how African Americans, Native Americans, and women responded — not by rejecting the Declaration, but by relying on the founders’



own words to demand inclusion. Through analyzing petitions and declarations from these groups, students see a powerful pattern: marginalized groups weaponized constitutional language to demand inclusion in American democracy.

Lesson 6: We the People: What is Representation?

Students explore the foundational design principle of “We the People,” analyzing the Constitution’s text and the Federalist/Anti-Federalist debates over competing visions of representation — Madison’s argument in Federalist 10 versus Brutus’s concern about distant representatives. Through civil discourse practices, students engage with the fundamental question of how a large, diverse republic can truly represent all its people.

Lesson 7: Balancing Power: Separation, Federalism, and Checks

Students analyze separation of powers, federalism, and checks and balances through both physical demonstrations and civil discourse practices, understanding why the Constitution creates structural safeguards where ambition counteracts ambition. By exploring how these structures work together to balance governmental power, students deepen their understanding of how constitutional design attempts to protect equality and liberty.

Lesson 8: Rights in Practice: Who Gets Constitutional Protections?

This lesson explores how race, gender, and class shaped who could claim constitutional protections in practice, examining early voices like Benjamin Banneker and Judith Sargent Murray who immediately began claiming these rights for broader inclusion. Students analyze how the Bill of Rights translates abstract natural rights into concrete constitutional protections.

Lesson 9: Constitutional Rights Evolving: How Excluded Groups Expanded Rights Through Activism

Students examine how constitutional protections evolved and extended to new populations through the activism of excluded groups, analyzing diverse voices including María Ruiz de Burton, Jovita Idar, Virginia Minor, and the successful *Brown v. Board of Education* case. Students discover that constitutional meaning evolves through organized advocacy and strategic litigation by marginalized communities.

Lesson 10: Imperfect but Perfectible: The Constitution and Equality’s Evolution

This culminating content lesson examines how constitutional principles operate in contemporary situations, demonstrating that the Founders’ design choices continue to shape modern democracy through constant balancing. Building on social contract theory, Declaration principles, institutional structures, and rights protections, students analyze real-world cases where these elements interact.

Lesson 11: Individual Rights vs. Community Security in Practice (Wrap-Up Part 1)

Building on a case study examining social media, free speech, and school safety, students recognize the fundamental constitutional tension — individual rights versus community security — that appears across many contemporary issues. Students develop arguments grounded in specific constitutional principles from across the unit, ensuring they arrive at the forum ready to engage substantively rather than superficially.

Lesson 12: Individual Rights vs. Community Security in Action (Wrap-Up Part 2)

Students engage in a culminating civil discourse forum exploring the central tension between individual rights and community security — the same tension that animated debates between Hobbes and Locke, shaped the Declaration’s principles, and continues to drive constitutional evolution. Using the Civil



Dialogue Template structure, students demonstrate both content mastery and civil discourse skills before reflecting on the unit’s essential question about equality in American government.

Unit 3: Patterns of Inclusion and Exclusion in the Colonial Era

Unit Overview: Unit 3 examines how racial hierarchies and economic interests created America’s founding paradox: democratic ideals coexisting with the exclusion of many from full participation in “We the People.” Through examining the diverse strategies groups employed when facing exclusion — from cooperation to legal challenges, from cultural preservation to community-building — students develop nuanced understanding of how communities navigated structural barriers. The unit explores Native American responses to colonization, the experiences of enslaved Africans, the Constitutional Convention’s compromises on slavery, and the precarious position of free people of color.

Lesson 1: European Immigration and the Construction of Whiteness in Colonial America

Students examine how racial categories like “whiteness” were constructed in colonial America, analyzing how Germans, Scots-Irish, Catholics, and other European groups faced varying degrees of acceptance despite their shared status as immigrant newcomers. Through examining Crèvecoeur’s “melting pot,” Washington’s religious tolerance, and Franklin’s nativist fears, students practice identifying competing visions of American identity that persist in contemporary immigration debates.

Lesson 2: From Partnership to Rebellion: Indigenous Responses to Colonization

By analyzing Indigenous nations’ strategic responses — from Massasoit’s diplomacy to Metacom’s resistance — students see how different groups responded to European settlement and colonization, and practice civil discourse around competing interpretations of whether conflict was inevitable or whether opportunities for coexistence were missed. Through examining the Covenant Chain alliance and various adaptation strategies, students recognize the sophisticated political systems Native Americans developed and the difficult outcomes when power imbalances overwhelmed diplomatic efforts.

Lesson 3: Indigenous Resistance in the Southwest: The 1680 Pueblo Revolt

Students analyze how power imbalances and economic need can transform voluntary alliances into coercive relationships, demonstrating that understanding initial good faith doesn’t excuse later exploitation. Through examining the spectrum from cooperation to resistance — including the 1680 Pueblo Revolt, the most successful Indigenous uprising in North American history — students practice recognizing agency even within constrained systems.

Lesson 4: Cherokee Sovereignty vs. American Expansion: Violating Fundamental Rights

Students confront how democratic majorities enacted forced removal despite the Cherokee nation’s adoption of American constitutional forms, a bilingual newspaper, and even a Supreme Court victory (*Worcester v. Georgia*). Through structured debate about Jackson’s removal policies versus Cherokee sovereignty claims, students practice steel-manning opposing positions while recognizing that some democratic decisions violate fundamental rights.

Lesson 5: Enslaved Africans Build Community and Resist: Agency Under Oppression

Students examine how enslaved Africans maintained agency, built community, and pursued freedom, invoking the language of natural rights the Declaration proclaimed but denied them. Through primary



sources including the 1773 Massachusetts Petition and Phillis Wheatley's poetry, students see how enslaved people articulated claims to freedom and how community-building itself can be a form of political action.

Lesson 6: The Constitution and Slavery: When Democracy Protects Inequality

Through examining the Constitutional Convention's compromises on slavery, students grapple with democracy's most fundamental tension: can a system claiming to be based on equality deliberately protect fundamental inequality? The Three-Fifths Compromise, the slave trade provision, and the fugitive slave clause reveal how economic interests shaped constitutional outcomes over moral principles, demonstrating that compromise isn't always morally neutral.

Lesson 7: Free Black Communities: Building Institutions While Fighting for Full Citizenship

Students examine the precarious position of those legally free but excluded from full citizenship, analyzing how free communities built parallel institutions — churches, mutual aid societies — while simultaneously demanding inclusion. Figures like Richard Allen and Paul Cuffe demonstrate the range of responses to limited citizenship, and the lesson emphasizes that civil discourse requires understanding why marginalized groups might work both within and outside existing systems.

Lesson 8: Analyzing Patterns of Exclusion and Resistance (Wrap-Up Part 1)

This synthesis lesson helps students identify recurring patterns across all groups studied: economic interests overriding stated principles, legal systems codifying exclusion, and marginalized groups building parallel institutions. Through creating visual maps connecting experiences across European immigrants, Native Americans, enslaved Africans, and free people of color, students recognize that similar strategies produced different outcomes depending on context.

Lesson 9: Mock Constitutional Convention (Wrap-Up Part 2)

Students engage in a mock Constitutional Convention representing different constituencies from the founding era — including those excluded from the actual Convention — grappling with how to balance competing interests and form a union across deep differences. Students also reflect on whose voices were excluded from the actual Convention and how that exclusion shaped the Constitution's original design.



Unit 4: “I Contain Multitudes”: The Spirit of Democracy and Its Limits

Unit Overview: Unit 4 reveals how democratic ideals were simultaneously celebrated and challenged based on race, class, and national origin during the antebellum period, showing how democratic ideals have consistently been tested by economic interests, racial prejudice, and structural inequalities. Students learn that American democracy has always involved negotiating between competing groups with different interests, resources, and strategies, and explores the paradox of how democratic principles have been used both to further and to counter injustice. The unit examines the expansion of slavery, various forms of resistance among enslaved people, the abolition movement’s strategic debates, mixed-race experiences, Mexican communities facing American expansion, and Manifest Destiny’s multiple perspectives.

Lesson 1: American Slavery: Economic Exploitation and Racial Hierarchies

Students analyze how the expansion of cotton and sugar production through enslaved labor created concentrated political influence among slaveholders, directly challenging democratic ideals of equality. Through examining the internal slave trade and paternalistic ideology, students practice analyzing how economic interests can override moral principles in democratic societies — a tension that requires civil discourse to address.

Lesson 2: Experiencing Slavery: Enslaved People’s Resistance and Resilience: Maintaining Agency Under Oppression

By analyzing various forms of resistance — from work slowdowns to cultural preservation — students examine how enslaved communities created parallel systems of meaning and community as acts of resistance. Through primary sources including slave narratives, students see that enslaved people were not passive victims but strategic actors who found ways to assert their humanity under brutal conditions.

Lesson 3: Free Black Communities and the Abolition Movement: Leading the Fight for Freedom

Students examine the precarious position of free African Americans who faced exclusion from citizenship rights despite legal freedom, and explore different approaches to reform — working within versus outside the system — to understand how legitimate disagreements about tactics can divide movements seeking justice. Through examining leaders like Frederick Douglass and Maria Stewart, students see how free Black communities advocated for abolition while navigating tensions within the broader reform movement.

Lesson 4: Abolition Strategies: The 1843 Convention Debate

Through structured civil discourse exercises, students practice steel-manning opposing viewpoints about how to fight injustice, centering on the 1843 National Convention of Colored Citizens debate between Henry Highland Garnet and Samuel Davis. Underlying this tactical debate was the Garrison-Douglass divide — Garrison believed the Constitution was irredeemably pro-slavery, while Douglass argued it could be used to achieve freedom — demonstrating that even those who agree on goals can disagree profoundly on methods.



Lesson 5: Mixed-Race Identities in Antebellum America: Navigating Racial Hierarchies

Through analyzing mixed-race experiences in antebellum America, students see how legal and social constructions of race shaped democratic participation, with figures navigating between racial categories revealing both the arbitrary nature of racial classifications and their real-world consequences. This lesson emphasizes that effective civil discourse requires recognizing complexity rather than reducing people to categories.

Lesson 6: Irish Immigration and the Politics of Exclusion: Who Gains Access to Whiteness?

Students analyze Irish immigrants' experiences — fleeing famine to face “No Irish Need Apply” signs while gaining access to political participation denied to free Blacks — examining the tension between America’s democratic promise and economic reality. The lesson demonstrates how economic competition between marginalized groups can be exploited to divide potential allies and maintain the status quo.

Lesson 7: The 1863 Draft Riots: How Economic Competition Divides Marginalized Communities

Students examine how economic anxiety, prejudice, and political tensions can explode into tragic violence, using the Draft Riots as a case study in how demagogues exploit legitimate grievances to direct anger at even more vulnerable populations. The lesson emphasizes the importance of addressing structural inequalities through civil discourse while recognizing that understanding causes does not excuse harmful actions.

Lesson 8: American Expansion and Mexican Hispanic Dispossession: The Treaty of Guadalupe Hidalgo

Students analyze how established Mexican communities — some tracing their presence to the 1500s — faced forced incorporation into American society through the broken promises of the Treaty of Guadalupe Hidalgo. The lesson demonstrates that civil discourse must acknowledge historical complexity rather than accepting simplified narratives about American expansion.

Lesson 9: Manifest Destiny: Ideology Justifying Dispossession

Through perspective-taking exercises, students examine Manifest Destiny through Indigenous, Mexican, religious, and expansionist lenses, seeing how sincere beliefs can lead to the displacement of peoples already living on that land. This lesson emphasizes that civil discourse requires genuinely understanding others’ worldviews — and that understanding a perspective doesn’t require endorsing its conclusions.

Lesson 10: Constitutional Strategies: Advancing or Furthering Injustice? (Wrap-Up Part 1)

Students synthesize Unit 4 learning by mapping how different groups invoked constitutional principles and used democratic tools even before the Civil War Amendments expanded rights, examining enslaved people, Native, Latino, and free Black Americans, and immigrants as strategic agents rather than passive victims. This lesson shows that even in the most challenging period of American history, marginalized groups actively engaged with democratic principles.

Lesson 11: Constitutional Strategy Forum: Coalition-Building (Wrap-Up Part 2)

In this culminating civil discourse exercise, students represent different groups’ constitutional strategies, practice steel-manning and star-manning, explore Hidden Third Options, and investigate coalition-building possibilities based on shared constitutional principles. Rather than determining a single “best” strategy, this forum explores how diverse approaches using similar constitutional tools could strengthen rather than weaken movements for equality.



Unit 5: Civil War, Reconstruction and Constitutional Revolution: Marginalized Groups Fight for Rights

Unit Overview: Unit 5 examines how constitutional revolution following the Civil War created new tools for marginalized groups to claim full citizenship — and how white supremacy systematically reversed these gains. Students explore different groups’ strategies for securing rights and equality during the constitutional revolution of Reconstruction, industrial transformation, and new immigration waves from 1865-1920. The unit explores the Washington-DuBois debate about strategies for securing rights, Native American responses to Industrial Age America, Hispanic Americans building the modern West, Alaska Native peoples’ innovative approaches to cultural continuity, U.S. territorial expansion, Hawaiian annexation, immigration experiences, Asian American exclusion and adaptation, and the codification of racial classification systems. The essential question asks: How do marginalized groups use democratic tools to overcome discrimination?

Lesson 1: The Road to Civil War: Restricting and Accommodating Slavery

Students examine how unresolved tensions from the antebellum period — competing economic systems, moral arguments over slavery, and sectional interests — ultimately overwhelmed political compromise, analyzing the Missouri Compromise (1820) and Compromise of 1850 as temporary solutions that postponed but could not resolve fundamental contradictions. The lesson helps students understand how territorial expansion following the Mexican-American War forced the nation to confront questions it had long avoided.

Lesson 2: Dred Scott: The Supreme Court, Slavery, and Citizenship

Students examine the Supreme Court’s 1857 Dred Scott v. Sandford decision and how the Civil War Amendments sought to overturn it, exploring competing Reconstruction visions through diverse voices including Frederick Douglass, Andrew Johnson, and formerly enslaved people’s own conventions. Students discover that even those sharing goals of national reunification proposed vastly different paths, shaped by differing assumptions about race, democracy, and federal power.

Lesson 3: Reconstruction and its Aftermath: The Rise and Suppression of Black Political Power

Students examine how Reconstruction initially fulfilled constitutional promises — empowering African Americans to vote, hold office, and establish schools — while also examining how *Plessy v. Ferguson* and the structures of legal segregation denied African Americans full citizenship for nearly a century. Within this context, students analyze the Booker T. Washington-W.E.B. DuBois debate as representing two legitimate strategic responses to Reconstruction’s reversal.

Lesson 4: Native Americans: Strategic Responses to Industrial Age America

Students analyze how tribes and individuals developed diverse strategies — from adaptation to legal challenges — in response to an industrializing nation, examining how the Dawes Act and boarding school system revealed both federal policy’s impact and Native peoples’ determination to preserve their communities. Students practice civil discourse by analyzing how different strategic choices reflected different assessments of available options, understanding how these choices continue to shape Native American sovereignty today.



Lesson 5: Latino Americans Building Industrial America

Students examine how Latino Americans shaped Industrial Age America by contributing to railroad construction, mining, agriculture, and urban development while navigating discrimination and maintaining cultural identity. Through primary sources and civil discourse exercises, students understand Latino Americans as builders of the modern West, not merely as laborers.

Lesson 6: Alaska Native Peoples: Navigating Cultural Continuity

Students analyze how Alaska Native peoples in three distinct regions — Arctic/Western, Interior, and Southeast — each developed different strategies for cultural continuity based on their geographic circumstances and traditions. Through primary sources and comparative analysis, students understand Alaska Native peoples as sophisticated strategic actors who developed the unique ANCSA (Alaska Native Claims Settlement Act) corporate model, maintaining both cultural identity and economic power.

Lesson 7: U.S. Territorial Expansion in Alaska and the Pacific Northwest

Students analyze three competing principles — discovery doctrine, settlement theory, and original occupancy — to understand why different groups believed their territorial claims were legitimate. Through civil discourse exercises, students see how different expansion methods created distinct strategic options for Indigenous peoples, leading to contrasting outcomes: the reservation system in the Pacific Northwest versus Alaska’s unique corporate model.

Lesson 8: Hawaiian Sovereignty vs. U.S. Annexation: Contested Claims to Democracy

Students examine how both Native Hawaiians and American annexationists invoked democratic principles to justify opposing positions, demonstrating that shared political language can mask fundamentally different goals. Through examining the strategic choices of Queen Lili’uokalani and Native Hawaiian leaders, students understand how power imbalances affect both available options and their likelihood of success.

Lesson 9: Immigration and American Identity: Who Becomes American? Race and the Boundaries of Citizenship

Through Mary Antin’s contrasting accounts of her family’s experience, students understand that immigrant experiences defied simple categorization — encompassing both significant hardship and meaningful opportunity, often simultaneously. Students examine how race determined who could naturalize, own land, or marry across racial lines during the great wave of immigration from 1880–1920.

Lesson 10: Asian Immigration: Creative Adaptation to Exclusion (1850-1924)

Students examine how Asian immigrants — facing the most comprehensive legal exclusion of any immigrant group during the Industrial Age — developed creative strategies to build communities, preserve their cultures, and pursue opportunities, demonstrating remarkable agency through political organizing, legal challenges, and community institution-building. Students analyze primary sources from diverse Asian American voices, including women’s perspectives often overlooked in traditional narratives.

Lesson 11: The Codification of the One-Drop Rule: Legally Defining Race to Justify Exclusion

Students analyze how the Virginia Racial Integrity Act of 1924 created a comprehensive system of racial classification that denied individual merit and made racial inequality legally hereditary, representing America’s most systematic legal departure from its founding principles. Through analyzing the 1662 and



1924 Virginia laws alongside *Plessy v. Ferguson*, students examine how mathematical precision and pseudoscientific language gave discrimination a false appearance of objectivity.

Lesson 12: Using the Constitution to Secure Rights (Wrap-Up Part 1)

Students map how different groups invoked constitutional principles and used democratic tools during the Industrial Age, understanding them as active agents engaging with American democracy through the 14th Amendment’s equal protection clause, First Amendment freedoms, labor organizing, and electoral participation. Students see how diverse groups used similar constitutional language in legitimately different strategic approaches to realize democratic ideals.

Lesson 13: Strategic Response Forum: Coalition-Building in the Industrial Age (Wrap-Up Part 2)

Students represent different groups’ constitutional strategies from 1865–1920 — African Americans’ civil rights advocacy, women’s suffrage organizing, labor union formation, new immigrants’ community building, and Latino Americans’ civic engagement — practicing steel-manning, star-manning, and exploring Hidden Third Options. The forum explores how diverse approaches using similar constitutional tools could have strengthened rather than weakened movements for equality.

Unit 6: Between World Wars: Immigration, Restriction, and Resilience

Unit Overview: Unit 6 examines the complex forces that led to immigration restriction between 1914 and 1945, as scientific racism, economic anxieties, WWI nationalism, and the Red Scare converged to dramatically limit immigration and challenge American pluralism. The unit examines African American resilience during Jim Crow, women’s suffrage strategies, New Deal complexities, WWII’s Double V Campaign, Japanese internment, and Mexican American wartime experiences. The constitutional question of who belongs in “We the People” remains central throughout.

Lesson 1: Scientific Racism and the 1924 Immigration Restriction

Students examine how the Johnson-Reed Act of 1924 used pseudoscientific racial hierarchies to create national origin quotas favoring Western Europeans, alongside how Mexican Repatriation removed hundreds of thousands (including U.S. citizens) and the U.S. Border Patrol was created. Through primary source analysis and timeline creation, students develop understanding of multiple causation while recognizing that even during periods of increased restriction, affected communities continued to invoke American ideals and demonstrate resilience.

Lesson 2: Surviving Jim Crow: Black Cultural Renaissance and Political Resistance

Students examine how African Americans created one of America’s greatest cultural contributions — jazz, blues, the Harlem Renaissance — during the very period when Jim Crow segregation was most oppressive, discovering that cultural production itself can be resistance. Through a historical roundtable, students examine five complementary strategies — Ida B. Wells’s journalism, DuBois’s advocacy, Garvey’s economic vision, Hurston’s individual transcendence, and Randolph’s labor organizing — as mutually reinforcing approaches that prepared the groundwork for future civil rights victories.



Lesson 3: The Women’s Suffrage Movement, 1848-1920

Students analyze how women’s suffrage advocates used constitutional principles and coalition-building strategies to secure voting rights, examining the complex intersection between the suffrage and civil rights movements — particularly the tensions and collaborations following the 15th Amendment. Through primary source analysis, students understand how activists deployed multiple strategies, from the National Woman’s Party’s direct action to Black women’s dual advocacy, while maintaining focus on their ultimate goal.

Lesson 4: The New Deal and African Americans: Progress Despite Opposition

Students analyze the New Deal’s complex relationship with African Americans, examining how the same programs could simultaneously provide crucial relief and perpetuate structural inequalities — from WPA employment and Mary McLeod Bethune’s Black Cabinet leadership, to Social Security exclusions and FHA housing discrimination. Through analysis of three scholarly interpretations, students practice “both/and” historical thinking.

Lesson 5: World War II: Unity and Division in American Democracy

Students explore how WWII created a profound paradox in American democracy — the same war that united Americans against fascism also intensified domestic divisions, as different groups experienced vastly different treatment despite their shared patriotism. African Americans embraced the Double V campaign, Japanese Americans defended democracy despite internment, Latino Americans earned medals while facing discrimination, and Native Americans used languages the government had tried to eradicate to help win the war.

Lesson 6: Japanese American Incarceration: Constitutional Failure and Resistance

Students examine the forced incarceration of 120,000 Japanese Americans — two-thirds of whom were U.S. citizens — as a constitutional crisis revealing how racial prejudice can override constitutional protections during wartime. Through primary sources from internees like George Takei and Akiko Kurose, Supreme Court cases (Korematsu and Endo), and the SLEW dialogue framework, students practice civil discourse while grappling with the enduring tension between security and liberty.

Lesson 7: Mexican American Servicemembers and the Zoot Suit Riots: Defending Democracy While Facing Racism

Students examine how approximately 500,000 Mexican Americans defended democracy abroad — earning more Medal of Honor recipients per capita than any other ethnic group — while their families at home faced discrimination that questioned their very citizenship. Like Japanese Americans who used the courts, Mexican Americans employed both legal strategies and cultural resistance to assert their constitutional rights, with the Chavez Ravine story showing how challenges continued after the war.

Lesson 8: The Plinko Effect: How Shared Values Led to Strategic Diversity (Wrap-Up Part 1)

This lesson synthesizes Unit 6 learning by introducing the “Plinko Effect” — a powerful framework for understanding how people with very similar core values can reach dramatically different strategic conclusions based on small differences in how they weight those values. Using a Plinko board demonstration, students visualize how strategic disagreements don’t necessarily reflect different values but different judgments about which approaches will prove most effective.



Lesson 9: Strategic Complementarity: When Are Different Paths Both Right? (Wrap-Up Part 2)

Students engage in structured civil discourse about strategic choices during 1914–1945, applying the “When Are Both Sides Right?” framework combined with the search for Hidden Third Options — techniques that honor the complexity students have encountered throughout the unit. Using the Civil Dialogue Template structure, students practice steel-manning, star-manning, and identifying common ground while drawing on rich historical examples from all Unit 6 lessons.

Unit 7: The Long Civil Rights Movement: Diverse Strategies for Justice and Equality

Unit Overview: Unit 7 examines how the Civil Rights Movement transformed not just African American citizenship, but also opened pathways for other marginalized groups to claim full democratic inclusion, analyzing how different groups used constitutional tools to fight for civil rights from 1945–2000. Building on Unit 6’s Double V Campaign, students analyze how WWII veterans and others transformed civil rights activism by invoking constitutional principles and discover how one movement’s victories created tools others could use. This unit explores competing civil rights strategies, the pivotal 1965 Immigration Act, Hispanic American civic participation, Asian American coalition-building, Native American sovereignty movements, *Loving v. Virginia*’s impact on multiracial families, and women’s rights intersectionality.

Lesson 1: The Civil Rights Movement: Competing Constitutional Strategies, 1945-1968

Students analyze how different civil rights leaders — King’s nonviolent direct action, Carmichael’s Black Power emphasis on self-determination, Wilkins’s NAACP legal strategy, Malcolm X’s questioning of the Constitution’s protections, and Baker’s grassroots organizing — interpreted constitutional tools to pursue justice, practicing steel-manning different positions before evaluation. Despite their strategic differences, students discover that all these leaders shared fundamental American ideals, disagreeing about methods, not goals.

Lesson 2: The 1965 Immigration Act: A Turning Point in American History

Students discover that the Immigration and Naturalization Act of 1965 was fundamentally civil rights legislation — passed in the same political moment as the Voting Rights Act — that ended decades of discriminatory national origin quotas and transformed American demographics, with pre-1965 immigration 85% European and post-1965 immigration coming primarily from Asia, Latin America, and Africa. The lesson also examines federal ethnic classification systems, analyzing both their administrative usefulness and their limitations in capturing the rich diversity of immigrant experiences.

Lesson 3: Latino Americans: Continuity, Change, and Civic Participation (1945-2000)

Students use new civil discourse tools — the Perspective Spectrum, Values Archaeology, and Coalition Mapping — to understand three Hispanic American perspectives from the late 1990s, recognizing the diverse histories of Hispanic communities from families present since before U.S. expansion to recent arrivals. Organizations like MALDEF, LULAC, and the American G.I. Forum demonstrate the range of advocacy strategies employed in the post-war era.



Lesson 4: *Loving v. Virginia* — Challenging Racial Boundaries Through Law and Love

Students analyze how legal strategy, constitutional principles (particularly the 14th Amendment’s equal protection clause), and personal courage combined to overturn centuries of law prohibiting interracial marriage in the Supreme Court’s 1967 *Loving v. Virginia* decision. Students understand how *Loving* transformed not just marriage law but paved the way for how Americans think about racial identity itself, with effects that continue to unfold today.

Lesson 5: Asian Americans and the ‘Model Minority’ Myth: Coalition and Division (1945-2000)

Students analyze how the “model minority” narrative emerged in 1966 both to celebrate Asian American achievement and as a tool to create divisions among communities of color, while also masking real economic disparities within diverse Asian American communities. Students explore coalitions and tensions between Asian Americans and other civil rights movements, from Third World Liberation Front solidarity to the 1992 Los Angeles uprising.

Lesson 6: A Native American Renaissance: Sovereignty, Identity, and Two Paths Forward

Students examine how Native Americans navigated post-1970 America through two complementary trends: efforts to strengthen tribal sovereignty and reservation communities, and growing adaptation to American life by Native Americans living off-reservation. The Indian Self-Determination Act of 1975 marked a shift from forced assimilation to tribal self-governance, and students use the “When Are Both Sides Right?” framework to understand how both trends worked together to advance Native American progress.

Lesson 7: The Women’s Rights Movement and Intersectionality

Students examine the Women’s Rights Movement (1945–2000) through an intersectional lens, analyzing how women from diverse backgrounds used constitutional principles — particularly the 14th Amendment’s equal protection clause and civil rights legislation — to advance equality. The lesson emphasizes strategic diversity within the movement, examining tensions between liberal feminism’s focus on legal equality, radical feminism’s challenge to patriarchal structures, and women of color feminists’ need to address multiple, interlocking concerns.

Lesson 8: Constitutional Strategies for Change (Wrap-Up Part 1)

Students synthesize their learning about different constitutional strategies by identifying patterns in how groups pursued their goals: grassroots organizing through community mobilization, judicial review through court cases, civil disobedience through principled law-breaking, and legislative reform through laws and amendments. Students complete synthesis reflections connecting Unit 7’s lessons to the broader Garrison-Douglass debate: When is the constitutional system reformable through strategic engagement, and when must it be challenged from outside?

Lesson 9: Constitutional Strategies Summit (Wrap-Up Part 2)

Students participate in a “Constitutional Strategies Summit,” advocating for different approaches to achieving social change through structured dialogue, steel-manning, and star-manning exercises, with groups representing judicial strategy, legislative reform, executive action, grassroots organizing, civil disobedience, and constitutional amendment. This lesson demonstrates that effective change often requires strategic pluralism — using multiple approaches tailored to specific contexts and goals, as the Civil Rights Movement’s success demonstrated.



Unit 8: Race and Identity in Contemporary America, 2000-Present

Unit Overview: Unit 8 brings students into contemporary debates about race, gender, class, and immigration in America, examining how Black, Latino, Asian American, Multiracial, and Native American communities have experienced both progress and persistent challenges since the civil rights era. The unit introduces six philosophical frameworks for understanding race — Colorblindness, Race Transcendence, Racelessness, Race Pride, Race-Conscious, and Class-Based — examines contemporary policy debates, explores third and fourth wave feminism’s emphasis on labor organizing, and culminates in a three-lesson immigration arc featuring a DACA stakeholder simulation. Throughout, students discover that people who disagree often aren’t arguing about facts but rather prioritizing different legitimate values.

Lesson 1: Progress and Persistent Inequality: Communities of Color Navigate Contemporary America

Through personal narratives, case studies, and supporting data, students explore both progress and persistent challenges within different ethnic communities, examining how some challenges follow racial lines while others cut across racial groups, with significant diversity existing within each demographic category. Students consider why thoughtful people might interpret these experiences differently, setting the stage for Lesson 3’s exploration of six analytical frameworks for understanding race, class, and identity.

Lesson 2: America’s Expanding Diversity: Religion, Ethnicity, and Identity

Students explore how Jewish Americans and Muslim Americans have each navigated the same dual reality — remarkable achievement alongside ongoing discrimination, including surging antisemitism and post-9/11 challenges — discovering that this pattern characterizes the experience of America’s religious minorities as it does racial and ethnic communities. Students confront a fundamental truth about American pluralism: our diversity is extraordinary, and navigating it is genuinely hard.

Lesson 3: Six Frameworks for Understanding Race in America

Students explore six philosophical approaches to race — Colorblindness, Race Transcendence, Racelessness, Race Pride, Race-Conscious approaches, and Class-Based frameworks — discovering that people who disagree often aren’t arguing about facts but prioritizing different legitimate values, with different starting assumptions leading to different conclusions. This lesson emphasizes that these frameworks represent different theories about how to achieve shared goals of justice and equality, giving students powerful tools for understanding contemporary debates.

Lesson 4: Race-Related Policy Debates: Affirmative Action, Reparations, and Criminal Justice Reform

Students apply the six frameworks to contemporary policy debates — affirmative action in higher education, proposals for reparations, and mass incarceration’s disproportionate impact — analyzing how different frameworks lead to different policy outcomes and practicing respectful engagement with positions they may personally disagree with. The goal is civic understanding: preparing students to engage thoughtfully with policy debates as citizens using evidence-based reasoning and civil discourse skills.

Lesson 5: Economic Justice and the Wealth Gap: Expanding Opportunities for Communities of Color

Students analyze wealth gap data, explore multiple theories to explain economic disparities, and evaluate race-conscious, colorblind, class-based, and agency-focused approaches to expanding



opportunity, with the lesson emphasizing that both structural factors and individual choices matter. Scholars including Ian Rowe, Amy Chua, and Thomas Sowell contribute perspectives on cultural capital, and a case study of Asian American economic success illustrates both pathways to mobility and important nuances about within-group diversity.

Lesson 6: Third and Fourth Wave Feminism: Labor, Pay Equity, and Coalition Building

Students examine how feminist movements evolved to emphasize labor organizing and intersectional analysis, featuring key voices: Ai-jen Poo's National Domestic Workers Alliance, Dolores Huerta's continued labor advocacy, and Tarana Burke's #MeToo movement, which originally focused on working-class women of color facing workplace harassment. The lesson demonstrates how contemporary movements increasingly emphasize coalition-building across identity categories, recognizing that different forms of exclusion are interconnected.

Lesson 7: America's Immigrants: Historical Patterns, Contemporary Questions

This lesson launches Unit 8's three-lesson immigration arc by introducing a "recurring tensions" framework — Welcome vs. Suspicion, Economic Contributions vs. Competition, Assimilation vs. Cultural Preservation, Who Belongs?, and Established vs. New Arrivals — helping students recognize that today's immigration debates echo tensions Americans have grappled with since the colonial era. Throughout, students practice competing goods analysis and steel-manning, connecting contemporary debates to historical patterns.

Lesson 8: Contemporary Immigration Frameworks and Constituencies

Students learn four analytical frameworks — Economic, Humanitarian, Rule of Law, and Assimilationist/Multiculturalist — that explain how different values lead to different immigration policy positions, while learning about key constituencies whose life circumstances shape which frameworks they prioritize. Students continue practicing civil discourse skills by recognizing that disagreements often stem from different priorities and values rather than factual disputes.

Lesson 9: DACA, Dreamers, and the Question of Belonging

Students apply recurring tensions, analytical frameworks, civil discourse skills, and stakeholder analysis to a structured simulation focused on DACA policy, representing five stakeholder groups — Dreamers/DACA Recipients, Business Coalition, Education Advocates, Legal Immigrants, and Rule of Law Advocates — each with legitimate concerns and distinct framework priorities. The lesson culminates in a synthesis discussion addressing the unit's central question: Who belongs in "We the People"?

Lesson 10: When Frameworks Intersect

Students synthesize their learning by applying multiple frameworks to a single case study, recognizing where frameworks from the unit's three domains — race and class, gender, and immigration — complement each other, conflict, and reveal unexpected common ground. Students see how the unit's central question — "Who belongs in 'We the People'?" — applies not just to immigration but to all three sections, with class-based approaches appearing as a unifying thread throughout.

Lesson 11: Coalition Building Across Difference

Students participate in a cross-cutting simulation representing stakeholders from across Unit 8's three domains — race, gender, and immigration — converging on the contemporary issue of Essential Workers and Economic Security, which sits at the intersection of race, gender, class, and immigration status. Through group discussion, negotiation, and collaborative problem-solving, students work toward



policy recommendations that honor multiple legitimate concerns, demonstrating mastery of coalition-building skills.

Unit 9: Cultivating Multiracial Solidarity: Digital Democracy and Bridge-Building (Capstone)

Unit Overview: This Capstone Unit connects students’ extensive work on identity, civil discourse, and American diversity to contemporary challenges posed by technology and social media, asking: How can the historical lessons of bridge-building across difference be applied to digital spaces where algorithms often amplify division? Students examine how technology can exploit human vulnerabilities, practice civil discourse in digital spaces using AI-powered platforms, and develop final projects that apply their learning to real-world challenges. Project options include Platform Design, Technology Audit, and Policy Brief, with students drawing throughout on the diverse bridge-builders they’ve studied across American history.

Lesson 1: The Challenges of Democratic Dialogue in a Society of Technological Algorithms

Through examining videos from AI researchers Yoshua Bengio and Tristan Harris, students understand how social media platforms exploit psychological vulnerabilities and create communication challenges that affect democratic dialogue. Students are framed as “expert users” whose lived experience with social media provides valuable insights, establishing that their platform knowledge is legitimate expertise that will inform their final projects.

Lesson 2: From Polarization to Coalition: Building Multiracial Democracy

Using SWAY, an AI-powered civil discourse platform, students experience firsthand how technology can either support or hinder democratic dialogue, connecting historical patterns of communication success and failure to contemporary digital contexts. Students analyze their SWAY conversations through the lens of character strengths introduced in Unit 1, identifying which strengths facilitate bridge-building across difference.

Lesson 3: Finding Common Ground and Project Planning

Students translate historical bridge-building strategies into digital contexts, drawing from the diverse “Bridge-Building Hall of Fame” spanning Native American diplomats, Hispanic civic leaders, abolitionists, suffragists, and civil rights organizers, and select a Historical Mentor whose approach will guide their project. By the end, students have chosen their project type (Platform Design, Technology Audit, or Policy Brief), identified their specific focus, and begun detailed planning.

Lesson 4: Expert User Project Development Workshop

Structured as a workshop with project-type specific mini-sessions, this lesson helps students leverage their digital expertise while integrating historical bridge-building strategies, framing students as “expert users” whose platform experience provides legitimate research data. By the end, students will have made significant progress on their projects and established peer consultation partnerships for ongoing feedback.



Lesson 5: First Draft Development and Historical Integration

Students refine their work, deepen historical connections, and prepare for peer review, with emphasis on quality integration of historical examples rather than superficial name-dropping. By the end, students will have completed or nearly completed first drafts demonstrating meaningful connections between platform expertise, historical bridge-building strategies, and character strengths developed throughout the course.

Lesson 6: Expert Peer Review and Project Refinement

Students apply the civil discourse skills developed throughout the course to academic peer review, framed as expert consultants reviewing work from fellow digital communication specialists whose unique platform expertise provides valuable perspective. The peer review process evaluates both digital communication insights and historical applications, demonstrating that civil discourse is a set of skills enabling productive collaboration across any domain where people bring different perspectives and expertise.



The Johns Hopkins School of Education Assessment

The Johns Hopkins School of Education conducted a rigorous, independent evaluation of the Many Stories, One Nation curriculum through two comprehensive reports: a Knowledge Map™ analysis and a Standards Alignment review.

Quality Assessment Findings

High-Quality Materials: Nine of ten units scored in the “high quality” range (75%+), with Unit 2 (Founding Principles) achieving the second-highest score at 85.95%. The curriculum demonstrates “a clear focus on including high-quality resources for its students.”

Excellent Source Balance: The curriculum “strikes an excellent balance between primary and secondary sources,” providing students access to historical documents, government records, and letters alongside contextual secondary materials.

Strong Civil Discourse Framework: The curriculum scored 2.7 out of 3 for Open Classroom Climate and 2.6 out of 3 for Multiple Perspectives (2.5+ is considered “high”). The Civil Discourse and “When Are Both Sides Right?” frameworks “encourage an environment in which students value active listening, civility, and the consideration of multiple perspectives.”

Balanced Representation: The curriculum showcases “a wide variety of stories across its units,” with approximately 50% of resources addressing discrimination and structural inequality, while the remaining 50% focus on “stories of perseverance, change, and culture.”

Standards Alignment Findings

California: The curriculum “fully meets all of California’s Ethnic Standards” and supports many U.S. History standards, serving as “a strong supplemental resource” that enriches history courses “particularly from an ethnic studies perspective.”

The curriculum aligns with California’s Model Ethnic Studies Curriculum Guidelines (2021), CA HSS Analysis Skills (9–12), CA CCSS Writing Standards WHST 1-10, CA CCSS Reading Standards RH 1-10, CA CCSS Speaking and Listening Standards SL 1-10, and CA ELD Standards.

Oregon: The curriculum fully or partially met 43 of 51 Oregon standards. As an elective course, it “not only supports many of the standards for both states but also presents clear connections to required history courses with which teachers are already familiar.”

About the Curriculum Development Team

With its combined expertise in education, curriculum development, and educational leadership, FAIR has created something truly unique in today’s polarized landscape: an Ethnic Studies course that neither minimizes America’s struggles nor focuses exclusively on its failures, but instead offers students a path to understanding our shared story with honesty and hope.

Monica Harris – Executive Director

Monica Harris serves as Executive Director of FAIR and provides visionary direction for curriculum development. A graduate of Princeton University and Harvard Law School, she is the author of *The Illusion of Division* and a TEDx speaker who advocates for balanced, common-sense solutions to systemic problems based on our shared values and goals. Under her leadership, FAIR has developed the



Many Stories, One Nation curriculum as a balanced and positive alternative that honors America's complexity while building the civil discourse skills essential for democratic participation.

Lisa Gilbert – Lead Curriculum Developer

Lisa A. Gilbert, MPH, MA, serves as Lead Curriculum Developer for the curriculum, managing final lesson development in collaboration with Johns Hopkins University School of Education. She holds a Master of Public Health in Health Education from UCLA and brings over 25 years of experience developing evidence-based educational programs for adolescents and youth serving professionals. Her curriculum development work has spanned violence and substance abuse prevention, adolescent health, and youth advocacy, including state-funded projects recognized at national public health conferences. She specializes in instructional design and creating developmentally appropriate materials that engage students in meaningful learning.

Dr. Adam Seagrave – Curriculum Content Developer & Trainer

As Associate Professor of Civic and Economic Thought and Leadership at Arizona State University, Dr. Seagrave brings profound scholarly expertise to FAIR's curriculum. Co-author of *Race and the American Story* (Oxford University Press, 2024) and recipient of the American Legion National Education Award for achievements in K-12 civics education, he has dedicated his career to helping students understand the complex relationship between American ideals and historical realities. Dr. Seagrave's leadership on the Educating for American Democracy project and extensive work with K-12 educators ensures FAIR's curriculum is both academically rigorous and classroom-ready.

Dr. David Ferrero – Curriculum Content Developer & Trainer

As an independent education consultant specializing in school redesign, Dr. Ferrero brings a unique perspective on educational transformation to the FAIR curriculum. With teaching experience at the Universities of Michigan, Washington, and Drexel, plus a background in journalism and high school teaching, he understands education from multiple vantage points. His scholarly focus on the philosophical foundations of education in pluralistic societies makes him ideally suited to develop a curriculum that respects diverse perspectives while seeking common ground. As a FAIR in Education Fellow, Dr. Ferrero contributes original lesson content and ensures that our curriculum provides positive alternatives to divisive approaches.

Jonathan Burack – Curriculum Content Developer

With over three decades developing history materials and conducting teacher workshops nationwide, Jonathan Burack brings unparalleled curriculum expertise to the team. A Harvard graduate with an M.A.T. degree, Jonathan created the acclaimed MindSparks history materials, focusing on primary source interpretation and historical thinking skills. His development of programs like History Unfolding and Debating the Documents has shaped how countless students engage with historical materials. Jonathan's deep experience teaching in diverse school settings and his lifelong fascination with America's complex past informs many lessons in FAIR's curriculum, from the immigrant experience to the impact of world wars on American culture and identity.

Dr. Kobi Nelson – Curriculum Content Developer

With a Ph.D. in Education and Human Development and two decades of educational experience, Dr. Nelson brings classroom-tested expertise to the Capstone portion of FAIR's curriculum. Her diverse background includes teaching graduate seminar courses in secondary reading instruction, serving as a



site professor for prospective teachers, teaching English Language Arts, working with multilingual learners, and facilitating professional learning communities. Dr. Nelson’s talent for developing dynamic curriculum materials and her deep understanding of student engagement and diverse learning needs were instrumental in creating a culminating project that will resonate with both teachers and students.

Jefferson Shupe – Civil Discourse Framework Contributor

The civil discourse methodology at the heart of this curriculum owes a significant debt to Jefferson Shupe, FAIR Chapter Leader in Utah and State Coordinator for Braver Angels. Jefferson contributed the SLEW Framework (Surprise, Learn, Engage, Win) and other civil dialogue techniques that appear throughout the curriculum. Author of *The Bathwater Brigade* — a young adult novel about students from opposing perspectives finding common ground — Jefferson’s practical experience facilitating difficult conversations and his commitment to teaching young people how to engage across difference have profoundly shaped this curriculum’s approach to progressive skill-building in civil discourse.

Dr. Ashley Rogers Berner – Academic Standards Guardian

As Deputy Director of the Johns Hopkins Institute for Education Policy and Associate Professor in the Johns Hopkins School of Education, Dr. Berner leads a team of reviewers ensuring that FAIR’s curriculum meets the highest academic standards. Her role as former Co-director of Moral Foundations of Education at the Institute for Advanced Studies in Culture brings valuable perspective on ethical dimensions of education. The rigorous review process led by Dr. Berner guarantees that FAIR’s curriculum satisfies educational standards for both American Social Studies and Ethnic Studies.

Special Acknowledgements

FAIR gratefully acknowledges the volunteer reviewers from FAIR Chapters across the United States who generously contributed their time and expertise to strengthen this curriculum. Parents, teachers, and education professionals from our nationwide network of local chapters reviewed draft lessons and provided valuable feedback — bringing diverse perspectives from communities spanning California and Oregon to Colorado, Connecticut, Minnesota, and North Carolina.



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