

Advocating for an Honest Education

To end this unit, you will be creating advocacy materials to fight back against the anti-CRT laws sweeping the nation. You can choose from these two options:

- a one-page letter to your state representative or Board of Education expressing your opinion about the anti-CRT laws in your nation
- an Instagram post with at least 5 slides to build awareness about anti-CRT laws and what's happening in your state

Letter Instructions:

1. Identify who you'd like to write to, in each state there is a Secretary of Education and State Representatives. In some states, there is also a Board of Education. It's up to you who you choose to write your letter to.

2. Use the following format to address the letter:

[Your Address]

[City, State, Zip Code]

[Date]

[Rep or Gov. Official's Name]

[Rep or Gov. Official's Title]

[Rep or Gov. Official's Address]

[Rep or Gov. Official's City, State, Zip Code]

Honorable [Rep or Gov. Official's Name],

3. 1st paragraph:

- a. Introduce yourself, and discuss why the official should listen to you. Are you a future voter in their district? Make sure you tell them. Are you a student that is affected by their policies? Make sure you write that here.
- b. Introduce the topic. Discuss what anti-CRT bills are and if there is a bill in your state, make sure to know the bill number and include it in your letter.
- c. In the last sentence of this paragraph, tell the reader your opinion (argument) on anti-CRT legislation and what (specifically) you'd like them to do about it. If there is no anti-CRT legislation pending in your state, you can describe why you'd like to keep it that way.

4. **2nd paragraph:**
 - a. Support your argument with evidence from the unit. For example, you can tell them about the misleading rhetorical appeals, like hyperbole, used to support anti-CRT bills. You can also discuss the importance of discussing race in school. You can look [here](#) for data to support that point. Try to include at least 2-3 pieces of evidence in this paragraph.
5. **3rd Paragraph:**
 - a. Write in more detail about what you expect the reader to do now that they have learned from your letter. Give them specific examples, such as using their platform to build awareness on evening news programs or introducing a bill that affirms conversations about race in school.
6. Finally, close your letters with professional best wishes. Some examples are: sincerely, best, or best regards. Then, at the bottom, sign your letter.

Instagram Post:

1. **Create your Post:**
 - a. Go to [Canva](#) and make a free account so that you can save your work as needed.
 - b. Click 'Design'
 - c. Click 'Instagram'
 - d. Click 'Design for Instagram,' and then 'Instagram Posts'
 - e. Find and select a template you like on the left side of the screen
2. **1st slide/Title slide:**
 - a. Create a title that will catch people's attention when scrolling through Instagram. The title should be an attention-grabber, but it should also be clear about what the post is about. For example, "Why Lie to Students about Race?" Make sure to put the title front and center on the first slide.
 - b. To add a new page click the square with a + sign in the upper right hand corner.
3. **2nd slide:**
 - a. Describe what anti-CRT bills are and describe the goal of the bills. What is school expected to be different after these bills have been passed?
 - b. Include images that correlate to the text on the page
4. **3rd slide:**

- a. Tell readers if there is a bill that has been passed or introduced in your state. Make sure to include the bill number and the focus of the bill.

5. 4th slide:

- a. Include what you learned in the unit about how these bills originated (what started this whole conversation?) and what misleading rhetorical appeals were used to support them

6. 5th slide/Call to Action:

- a. Write about what readers can do to support the cause if they are interested. Common calls to action are asking readers to call or write to their legislators or asking people to donate money. If you ask people to donate, find a reputable education organization that could use it!

Letter Rubric

	Above Standard	Approaching Standard	Below Standard
Appropriate Audience	Student selected a letter recipient that has direct ties to education policy. The letter recipient is located in the region the student refers to in the remainder of the letter.	Student selected a letter recipient that is a government official, but may not have direct ties to education policy or the letter recipient may be related to education, but located in the wrong region.	Student selected a letter recipient that is not a government official or is not poised to take any action concerning education policy.
Accurate Explanation of Anti-CRT Bills	Student accurately explains anti-CRT bills and provides a relevant opinion on the state of anti-CRT legislation.	Student may have slight misconceptions around anti-CRT bills, but provides a relevant opinion on the state of anti-CRT legislation.	Student shows no indication of understanding anti-CRT bills and gives no clear opinion or argument about the state of anti-CRT legislation.
Effective Use of Evidence	Student fully and effectively draws on evidence from the unit to describe misleading rhetorical appeals used to support anti-CRT legislation. Student includes data that supports discussing race in school.	Student uses evidence to support their argument, but it may not accurately or fully describe how rhetorical appeals play a role in the development of anti-CRT bills. Student does not include data that supports discussing race in school.	Student does not effectively draw on evidence to describe the development of anti-CRT bills. Student does not include data that supports discussing race in school.
Format and Mechanics	No formatting or mechanical errors.	A few formatting or mechanical errors.	Formatting or mechanical errors make the text difficult to read.

Social Media Campaign Rubric

	Above Standard	Approaching Standard	Below Standard
Engaging and Appropriate Title	Student has a title that is both appropriate for the post and engaging.	Student has a title that may be appropriate for the post, but is not engaging.	Student's title is neither engaging nor does it accurately characterize the post.
Accurate Explanation of Anti-CRT Bills	Student accurately explains anti-CRT bills and the goals of anti-CRT legislation. Student provides a full and accurate update on anti-CRT legislation in your state.	Student may have slight misconceptions around anti-CRT bills and what they seek to accomplish. Student provides an update on anti-CRT legislation in your state that is not completely accurate or missing key details.	Student shows no indication of understanding anti-CRT bills or their goals. Student provides neither a full nor accurate update on anti-CRT legislation in your state.
Effective Use of Evidence	Student fully and effectively describes the development of anti-CRT legislation since the 1619 Project and the misleading rhetorical appeals used to support anti-CRT legislation.	Student mentions that the anti-CRT bills are related to the 1619 Project, but doesn't fully or accurately characterize the relationship. There may be misconceptions regarding how rhetorical appeals support the bills.	Student does not mention how the anti-CRT bills and the 1619 Project are related. There is no indication that the student understands rhetorical appeals.
Format and Mechanics	No formatting or mechanical errors.	A few formatting or mechanical errors.	Formatting or mechanical errors make the text difficult to read.