

SENSITIVE TOPICS & LANGUAGE RESOURCE

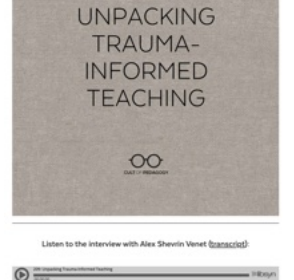
Dealing with Sensitive Topics & Language in the Classroom

Reckoning with Redress centers on events in the 1980s and refers to Japanese American incarceration during the 1940s and its consequences through the present day. As the Redress Movement proved, incarceration was both unethical and unconstitutional—an outcome of the racism, xenophobia, and war hysteria of the time that impacted and traumatized families for generations.

The *Reckoning with Redress* project presents a wide range of primary source artifacts, some of which contain racist, outdated language and slurs, as well as content that may be sensitive or triggering for some learners. In particular, one scene in the short film and some oral histories and testimonies in the storymap make verbal reference to alcoholism, domestic violence, forced removal and detention, and suicide. While students likely encounter difficult topics such as these when engaging with news sources, social media, and other content, being ready to address them in the classroom with intentionality and responsive care can help increase students' well-being and capacity to learn.

Resources for teaching a text with difficult language or facilitating discussions in the classroom with sensitivity:

Title / Author	Thumbnail	Description	URL / QR Code
"Strategies for Addressing Racist and Dehumanizing Language in Literature" By Facing History & Ourselves		This resource offers four recommendations for how educators can prepare to teach challenging texts.	Facing History & Ourselves  [QR code]
"Fostering Civil Discourse: Difficult Classroom Conversations in a Diverse Democracy" By Facing History & Ourselves		This guide offers tools and techniques for teachers to hold meaningful and productive conversations about contemporary events with their students.	Facing History & Ourselves 

Guidelines for Classroom Interactions By the University of Michigan Center for Research on Learning & Teaching		This website is a resource for the creation or co-creation of classroom guidelines, which can support equitable teaching by clarifying expectations and cultivating belonging.	CRLT 
Spring Planning Toolkit By the Constructive Dialogue Institute		This toolkit includes research-informed resources to strengthen classroom norms and re-energize student engagement during the mid-year slump	Constructive Dialogue Institute 
“Five Ways to Support Students Affected by Trauma” By Lea Waters and Tom Brunzell		This article offers ways that trauma-informed education can help support students’ well-being and learning.	Greater Good Magazine 
“Unpacking Trauma Informed Teaching” By Jennifer Gonzales		This article and podcast episode centers on Alex Shevrin Venet’s approach to trauma-informed education.	Cult of Pedagogy 