

Germán, L. (2020). *Using Social Justice to Promote Student Voice*. Edutopia.
<https://www.edutopia.org/article/using-social-justice-promote-student-voice>.

In this article, Lorena Germán advocates for the importance of promoting student's voice and how it connects to social justice efforts. Germán argues that by helping students encompass their role within their community, and validate their role as potential change agents in society, educators encourage students' opinions about current events. This encouragement promotes students to encounter self-derived correlations between past events to contemporary issues. Additionally, giving students the opportunity to have a choice in research while establishing the accommodation of new concepts and perspectives as important allows students to lead more informed positions and autonomy to classroom activities.

Minero, E. (2016). *Bringing the Community Into the Classroom*. Edutopia.
<https://www.edutopia.org/practice/community-partners-making-student-learning-relevant>.

In this article, Emelina Minero advocates that having purposeful partnerships with authentic community audience members can enhance classroom engagement and activities. With an authentic community member, students are encouraged to engage as they have validation that the curriculum has real-world applications. The article illuminates the necessity of purposely selecting community partners that may connect with students that might otherwise not connect with teachers in the classroom due to each unique adolescent identity. Additionally, learning partners encourage students to draw upon their passions, interests, and funds of knowledge, creating a greater understanding of their place in the community and society.

Singer, J. & Shagoury R. (2005). Stirring up Justice: Adolescents Reading, Writing, and Changing the World. *Journal of Adolescent & Adult Literacy*, 49 (4), 318-339.

This article by Jessica Singer and Ruth Shagoury investigates the practice of teaching a diverse population of adolescents to be writers, readers, and active citizens. Singer and Shagoury advocate for fundamental changes in curriculum development, teaching strategies, and student roles in the classroom. Two educators from an urban high school in Portland, Oregon, sought out to create a classroom with a diverse set of students of different backgrounds who could efficiently work toward positive social change by learning to ask critical questions and support one another. These educators' curriculum and teaching revolved around the central theme of

social activism, designing a project in which students learned that activism isn't a solitary endeavor, rather it is a collaborative and changing experience that involves support and togetherness. By using a range of literacy activities these students learned the importance of using literacy to elicit positive social change.

Social Justice Standards: Unpacking Action. Learning for Justice. (n.d.).
<https://www.learningforjustice.org/professional-development/social-justice-standards-unpacking-action>.

This article provides an overview of the implementation of social justice standards into our curriculum in a purposeful and logical manner. The resource outlines strategies to implement convincing essential questions that will invite student interest and curiosity. Additionally, the resource provides guidelines for unpacking difficult social constructs in a way that genuinely encompasses a student's unique learning journey. To create opportunities for student insight around their own internal bias or perspectives, it is important to identify important concepts of action, identity, diversity, and justice. Students will develop their own critical voice by being able to dissect elements of past and contemporary social justice movements in a reflective and structured environment, intentionally creating a community of activists aspiring for equity.

Solorzano, D. G., & Bernal, D. D. (2001). Examining Transformational Resistance Through a Critical Race and Latcrit Theory Framework. *Urban Education*, 36 (3), 308-342.
<https://doi.org/10.1177/0042085901363002>

In this article, Solorzano and Bernal establish a framework for qualitative inquiry and counter storytelling by using critical race theory and Latino/a race theory. They believe by using this framework they can examine the constructs of student resistance, and develop a race and gender-conscious framework that can explain Latino/a student resistance in urban contexts. Additionally, the article examines two events in Latino/a student history, analyzing individual and focus group interviews with participants that give insight into the concepts of internal and external transformational resistance.

Student Activism in School: Getting Your Voice Heard. Accredited Schools Online. (2021).
<https://www.accreditedschoolsonline.org/resources/student-activism-on-campus/>.

In this resource, the writers express their understanding of what it means to be a student activist and where to find support, tools, and guidance on how to create goal-oriented, effective rallies for change. With student activism surging in the last decade, these guidelines are meant to encourage students to call on leaders both on and off campus to bring justice upon the inequities that students have faced for decades. Student activism in this resource is explicitly

connected to social justice as it relates to the mistreatment of individuals by society, and student mistreatment by school administration. This resource also recalls student activism during the Civil Rights Movement and the early stages of environmentalism and the connection between activism techniques during that time while expanding to web and social media. Additionally the resource advocates for the collaborative expansion of activism groups to come together in order to amplify their collective voice.
