

Include diverse perspectives

To create a more lively and inclusive classroom



For every unit, review your instructional materials and ask yourself...

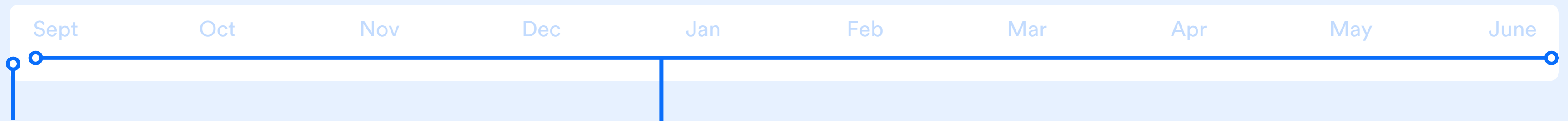
- Mirrors & windows¹**
Does your content include mirrors which allow students to use their existing cultural knowledge? Are you including “windows” that offer students a chance to understand different worlds?
- Authenticity**
Are texts authored by members of the community you’re representing?
- Complete portrayals**
Are you unintentionally elevating stereotypes or limited portrayals of the community you’re representing?
- Surrounding support**
Are you providing students with the resources and knowledge they need to engage in respectful dialogue around these perspectives?

Newsela can help you check ‘yes’ for more of these questions!

1. Rudine Sims Bishop, The Ohio State University, “Mirrors, Windows, and Sliding Glass Doors”, originally appeared in Perspectives: Choosing Books for the Classroom. Vol 6 no. 3, Summer 1990.

When to use Newsela for diverse perspectives:

Newsela provides diverse and inclusive content that can support your units all year long.



Beginning of the school year

Learn as much as you can about the unique identities, values, and experiences that your students bring to your classroom.

This could include students' race and ethnicity, gender, ability, socioeconomic status, religion, interests, and more.

Ongoing

As the school year progresses, keep an eye out for ongoing opportunities to surface more diverse perspectives on any topic.

Any time you start a new unit, there will be moments when students would benefit from exploring multiple perspectives. Check Newsela for content that brings in a new point of view during these moments.



Diversify discussion structures

Use conversational structures that establish a classroom culture rooted in respectful dialogue.



Whole Class

Instructors establish and model discussion expectations for respectful dialogue. Everyone expands on ideas to encourage energy and empathy.

Small Group

Learners leverage techniques modeled in whole group discussion to discuss complex topics that address multiple perspectives.

One on One

Partners ask questions in a student-to-student or teacher-to-student format to better understand ideas and points of view.

Key tools and student activities

Check out these short videos for an overview of some of the features Newsela teachers love most.



Annotations

Consider using excerpts of a text by highlighting to focus on points that are relevant to student culture, moments in time, or classroom context.



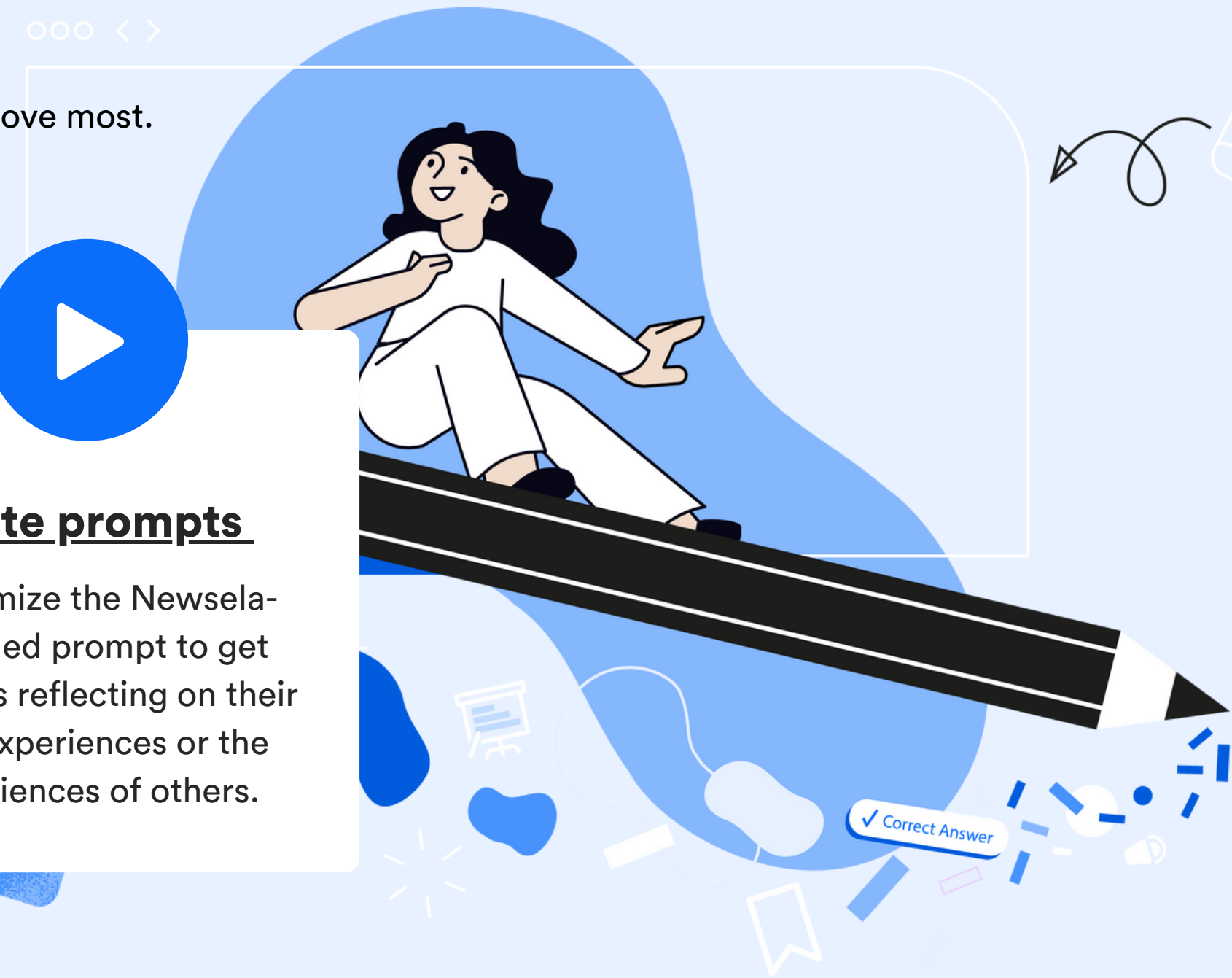
Text sets

Share multiple texts or videos with students around a common theme or to show a range of perspectives.



Write prompts

Customize the Newsela-provided prompt to get students reflecting on their own experiences or the experiences of others.



Try these collections* to include diverse perspectives in your ELA classroom.

[Debate and Discussion](#)

Each text set includes a selection of related articles, providing students with multiple perspectives on the topic in question. Teacher resources for facilitating respectful dialogue are included

[Pro/Con](#)

Each text includes an argument in favor and opposed to the focus question, providing students with multiple perspectives on the topic in question.

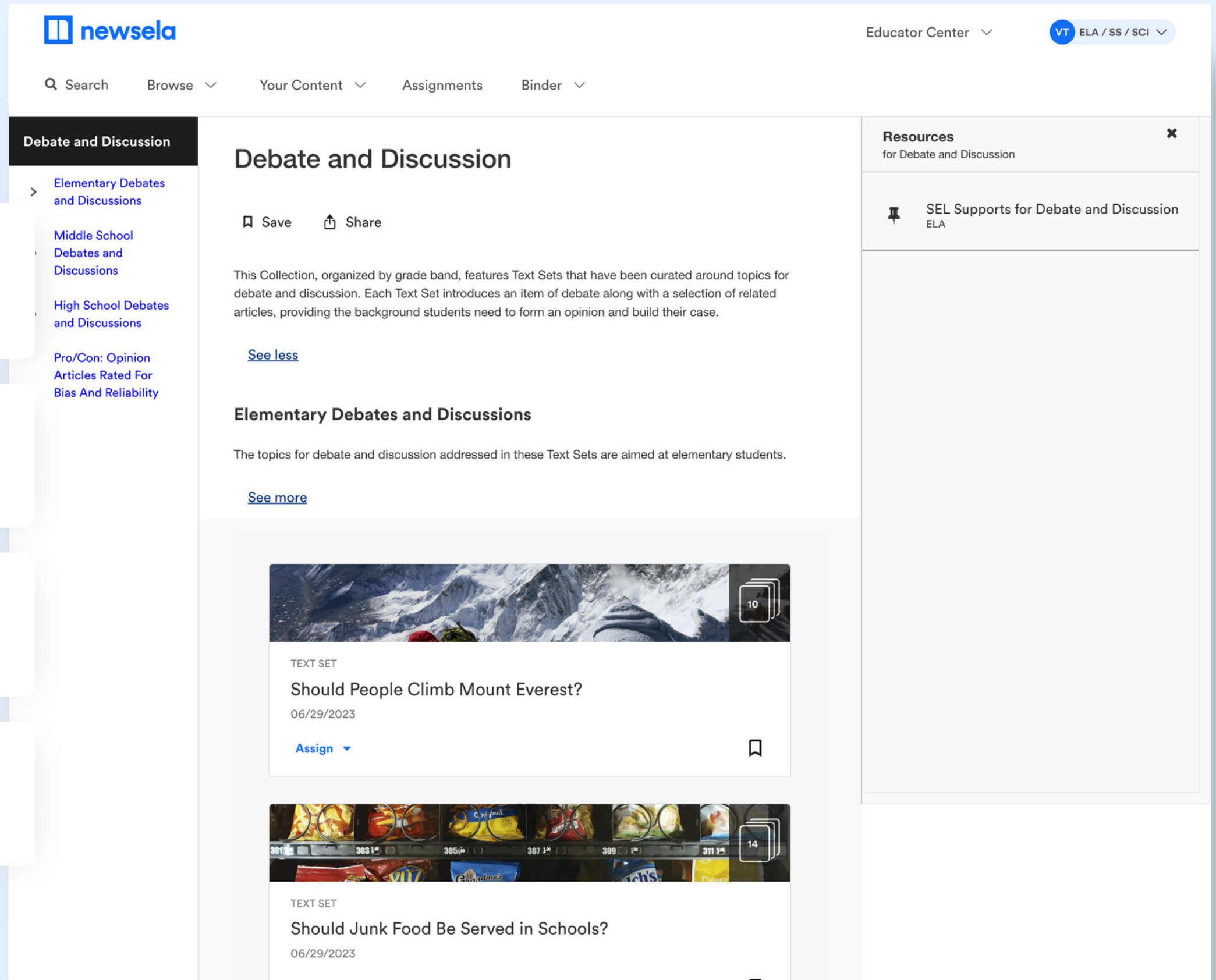
[ELA in the Real World](#)

Text sets with ready-to-go student tasks that inspire students to see the applicability of ELA skills and concepts in their lives and the world.

[Articles About Understanding Different Perspectives](#)

100+ articles that are perfect for engaging students in considering multiple perspectives on a variety of topics.

*Available to Newsela ELA users



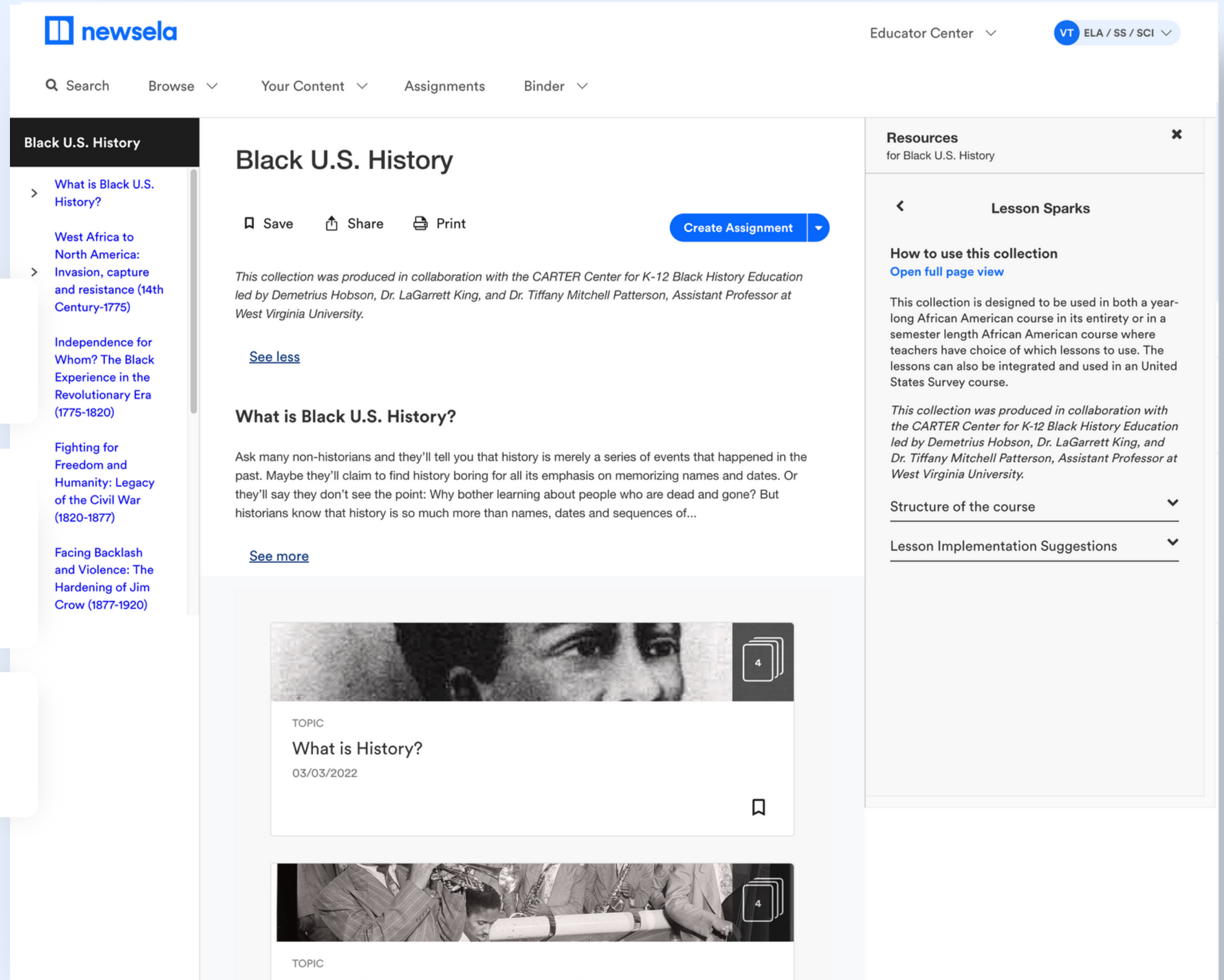
The screenshot shows the Newsela website interface. At the top, there is a navigation bar with the Newsela logo, a search bar, and menu options for 'Browse', 'Your Content', 'Assignments', and 'Binder'. On the right side of the navigation bar, there are options for 'Educator Center' and a dropdown menu for 'VT ELA / SS / SCI'. The main content area is titled 'Debate and Discussion' and includes a 'Save' button and a 'Share' button. Below this, there is a description of the collection: 'This Collection, organized by grade band, features Text Sets that have been curated around topics for debate and discussion. Each Text Set introduces an item of debate along with a selection of related articles, providing the background students need to form an opinion and build their case.' There are two 'See less' links. Below the description, there are two sections: 'Elementary Debates and Discussions' with a 'See more' link, and a list of text sets. The first text set is titled 'Should People Climb Mount Everest?' with a date of '06/29/2023' and an 'Assign' button. The second text set is titled 'Should Junk Food Be Served in Schools?' with a date of '06/29/2023'. On the right side of the page, there is a 'Resources' sidebar with a close button (X) and a pinned resource titled 'SEL Supports for Debate and Discussion ELA'.

Try these collections* to include diverse perspectives in your social studies classroom.

[C3 Teachers Inquiries](#) Encourage student-led exploration of multiple perspectives and facilitate productive discourse on complex topics.

[Black U.S. History Collection](#) Go beyond mainstream narratives about the history of Black people by recognizing the monumental contributions to modern and historical American life made by the Black community

[Civics and Engaged Citizenship](#) Understand political participation and policy issues from multiple perspectives.



*Available to Newsela Social Studies users

Try this collection* to include diverse perspectives in your science classroom.

Science Changemakers

A project-based collection to engage and support middle school students in taking community action to address a local, state and/or global issue.

Science Changemakers

Have you seen injustice in the world and wondered what you can do about it? Can kids really change the world? Yes, **YOU** can!

This project will provide you with tools to research and take action on issues important to you. These issues are complex, so you will explore them in multiple ways. First, these are human problems, so you need to build empathy for those most impacted. You will find that many of these issues disproportionately affect Black, Indigenous, and People of Color (BIPOC) individuals and communities. You will explore why. Then, you will look at the issues through a scientist's lens. Maybe you can help solve the problem with a new tool or process. Or, maybe you need to raise awareness or fundraise. In this project, you will learn about advocacy through examples and skill development articles. The rest is up to you!

"The time is always right to do what is right." Dr. Martin Luther King, Jr.

[See less](#)

Becoming a Changemaker

Throughout this project, you will develop skills to become a changemaker. This could be in your own community or even on a national or global stage. Taking steps to influence change begins with an understanding of what issues exist and which issues you're passionate about.

Use the directions below, or the

[See more](#)

Resources for Science Changemakers

Lesson Sparks

Teacher Resources
[Open full page view](#)

Overview

The projects contained in this Collection embed opportunities for students to choose issues that they identify with, research using Newsela articles that present diverse perspectives, and take action on social justice topics that directly impact their communities, or global communities, while ensuring they always have a voice and choice of how to take action on an issue that is important to them.

While learning how to become a Science Changemaker, students will simultaneously develop Social-Emotional Learning skills in Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making as they deepen their understanding of how they can use science to make positive change.

This Collection was designed with middle and high school students in mind, as well as a large amount of student choice and self-direction. You may need to provide more structure for some learners, as well as, younger students.

Pacing Guidelines

SEL Framework CASEL Alignment

Differentiation and Extensions

ARTICLE
Sustainable development goals: all you need to know
08/07/2019

*Available to Newsela Science users

Appendix

Contents

- [View our other Newsela Guides](#)
- [Links to How-To Videos](#)
- [Link to Companion Guide](#)



Enhance your instruction with Newsela with these resources

Practice literacy skills

Drive achievement and reading comprehension by exploring this set of goal-focused resources.

[View Resource](#)

Build background knowledge

Boost learners' confidence and understanding with this group of results-driven resources.

[View Resource](#)

Get started with Newsela


Learn the basics for long-term Newsela success with this collection of curated resources.

[View Resource](#)

[← Back to Start](#)

Looking for more help? Check out these additional resources.

 [What is Newsela?](#)

 [How to find and save content on Newsela](#)

 [How to assign Newsela articles to students](#)

 [How to use article tools & activities](#)

 [How to annotate text in articles for students](#)

 [How to review student assignments on Newsela](#)

 [The student experience on Newsela.com](#)

 [How to track student progress in your Newsela Binder](#)

 [How to assign content to small groups of students](#)

 [How to use Lesson Sparks](#)

 [How to find and use text sets with your class](#)

 [How to use and edit write prompts in your assignments](#)

 [Download Companion Guide](#)