

# The Trump Effect

## The Impact of the 2016 Election on the Nation's Schools

### Survey Comments

#### About the Survey

These verbatim comments came in response to questions on a survey asking educators about the impact of the 2016 election campaign on students and schools. The survey was conducted by Teaching Tolerance, a project of the Southern Poverty Law Center, from March 31 to April 2, 2016.

A link to the survey was sent to educators who subscribe to the Teaching Tolerance newsletter and also shared on Teaching Tolerance social media sites. It was open to any educator who wanted to participate. Several other groups, including Facing History and Ourselves and Teaching for Change, also shared the survey link with their social media audiences.

Respondents were also able to provide free responses to these five open-ended questions:

Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

Q3. Have you changed the way you approach teaching about the election this year? If so, how?

Q5. Do you have additional comments?

Q4. What resources do you need to help you teach safely and effectively about the 2016 election?

In the course of a week, almost 2,000 people responded to the survey. Collectively, they submitted over 5,000 comments. The comments are verbatim, except in cases where they contained personally identifiable information, in which case that information has been removed.

**COMMENTS BEGIN NEXT PAGE**

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- No but we are an elementary school
- They hesitate to voice their opinions in respect for the opinions of others AND in fear of retribution.
- Students from families supporting Republican candidates, especially (but not limited to) Trump, have been much more vocal about their distrust of Muslims and President Obama.
- This election cycle has become more than a joke. My immigrant students, illegal and legal, are asking questions that tell me they are scared. The Republican rhetoric about walls and "keeping them out" is frightening. The lack of tolerance is appalling!
- The language is a return to isolationism and a promotion of racism that hasn't been seen since the 1920's!
- There has been an increase in bullying by way of accusing each other that they are Trump supporters to isolate them from the social groups.
- Discussion of the candidates comes up more this year than I remember in past election years. Our school emphasizes respect so students are concerned and discouraged when they don't see that same respect from those that want to be national leaders. I also think they feel helpless in how to deal with it.
- We haven't addressed it head on yet--some of the kids asked me who I voted for in the primary (I wore my "I Voted" sticker to group).
- Kids are asking frightened questions, rather than positive ones.
- Fear among Muslim and Latino students
- My fourth graders are having a difficult time understanding why Donald Trump is using such hateful and inflammatory rhetoric. One of my students who is Muslim is worried that he will have to wear a microchip identifying him as Muslim.
- While some of my students have been able to look at the campaign critically, some have said things about the campaign simply to be inflammatory. Others think the whole thing is a farce that won't affect them. One male student said, "Well, if Bernie isn't the candidate, then I want Trump to win. It'll be funny." At the same time, some students have raised concerns over how our country could be viewed or treated after the election, depending on the outcome, and others have said they are worried about themselves, their families, and/or their friends.
- Students are mostly curious about the way I will vote. Many of them are against Trump as he is directly insulting them.
- They seem to be more afraid of people who are different from them. They seem to be angry. It seems as if they are echoing the rhetoric of their parents' candidates.
- Yes. I have students who expressed that they are scared because they are Muslim and/or immigrants.
- Students agree with the fact that immigrants are gutting USA, some of them don't but most of them do.
- My students have heard that one candidate wants to kick out all Mexicans. We do research, not web searches, and have discovered that the candidate is only concerned about those that are here illegally. This is reassuring and calms my students.
- I feel students definitely seem more involved in promoting the ideologies express by some candidates. Other students, especially minority, seem to be extremely concerned with what will happen to them if certain candidate wins the election. Never before had I witnessed such uncertainty by my students or peers.
- There has been no change here that I can see.
- I teach elementary students and a few have become very vocal in expressing intolerance.
- We all find it repulsive.
- I have noticed that many of our students, as young as 1st grade, are asking questions about what may happen to their family members that are here without the proper documentation. The vast majority of our students were born in the USA. Even with their USA citizenship intact, they continue to share some misconceptions of what will happen to them and their citizenship if Donald Trump is elected. These situations have led to various conversations to clarify these misconceptions.
- The presidential campaign will focus its rhetoric on issues of our nation after the major political parties choose their platform and candidates. This party behavior has been horrible to watch and listen to. However, I believe it presents a lesson for our students about how to not conduct ourselves.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- They are very scared by some of what they hear. The intolerant comments are affecting those students of color and they hear and see the lack of diversity in the candidates. They are making fun of candidates and calling them names- as they see them do on TV.
- No, not at all.
- They believe Trump...how.
- I'm taking a graduate course in rhetoric, so the term has multiple meanings for me. I can say that some my students seem to think Trump's incendiary speech will somehow improve our country.
- Doesn't because we don't talk about it.
- Many of my students are repeating the hate speech (directed at Trump) that is found in the media and social networks
- Latent prejudices are being voiced. Can be redirected into healthy discourse.
- We ran a mock primary in our school and the students really rose to the occasion. They took on the roles and put up the posters and made announcements and speeches and just generally worked hard to get everyone in school to get excited about the primary. They learned about caucuses and primaries through creating them in our school. Although I was sorry to see the level of support for Trump amongst some of our student body, mostly he was seen as an "entertainment" candidate, like a reality TV host, not as a true political candidate. He won the republican vote by 1 point over Cruz. Sanders won the democratic vote by a landslide over Clinton. I think the primary has energized our students to consider themselves as politically motivated, rather than apathetic.
- So many of my students have begun to show hatred towards refugees, low-income and poverty citizens, and there has been an increase in religious bias. Many are taking the anger and hate-filled speeches of the candidates to heart and are projecting the messages onto students they feel fit the stereotypes in the speeches.
- Not much talk
- My students are horrified at the spectacle of the Republican candidates shouting insults and insulting American citizens.
- My students are from primarily low-income families. However, because Donald Trump is known for his money, they want to talk about how it would be great to have a "rich" president.
- A lot of concern over what they "should do". Many excited to participate in the process, but unclear about how to feel about it.
- Many of our students on the cusp have fallen off a bit. They feel more emboldened to make derogatory comments, or to speak exclusively of some groups,
- I have seen more students, faculty, and staff feeling free to publicly denounce a candidate, specifically Donald Trump.
- There is an increased interest in the election this year.
- I think Trump's rude and brash behavior teaches my students that they can act like that.
- Absolutely, they are talking about little else
- It is very hard to explain to students why grownups are acting like children and saying hurtful things to each other and about groups of other people.
- Student who support Trump experience the most "ribbing"
- Yes, they are horrified at the anti-immigration positions of some of the candidates, and are shocked at the profanity, name-calling, and other non-presidential behavior.
- Students talk about it among each other.
- The Muslim students in my school have a wait and see attitude towards the presidential election. However, they are more inclined to discuss biased comments made to them by "white" students. (While the US census may classify Muslim Americans as "white," as a race, most do not agree and believe it applies to Christians not them.)
- In the past two days there has been a group of 8th grade boys coming to school with Trump-emblazoned t-shirts, red-white-and-blue plastic leis, and other "patriotic" decorations that are related to this Trump support. These are popular boys, and the group is growing. There are plenty of teachers who are saying to them how much they, too, like Trump. I am appalled. I demanded to know why these teachers were telling students that they liked Trump, but the only person who could name a reason said, "I don't think illegal

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

immigrants should be in our country." I responded, "Oh, so you think a nationalist, exclusionary, hateful-rhetoric-spouting millionaire badboy is going to help our country?" She said, "You know what I mean about immigrants." I said, "No--I don't know what you mean."

- Yes, my school is primarily white, middle class and rural. They are hearing a lot of stuff from their parents and grandparents, but also from TV, radio, Internet, etc. I'm hoping that the Media Literacy unit will also cause them to question and not swallow everything they hear hook, line and sinker.
- Thank you for this very timely survey. I've been feeling like maybe I'm incapable of leading my students toward civil discussion. The divisive rhetoric has certainly split students, many who are young and impressionable. Discussing politics has become a huge challenge to maintain civility.
- My school is actually having more political conversations and the students are more engaged than usual. Hopelessness because they cannot vote and fear of what could happen is more of an issue.
- Most of my students are Latina or Muslim. They are hurt and upset by the comments made by Trump and Trump's supporters about groups they identify with.
- My Hispanic students seem dejected about not only Donald Trump's rhetoric, but also about the amount of people who seem to agree with him. They feel sure that Americans, their fellow students, and even their teachers hate them (regardless of their citizenship).
- My students, primarily Latin@ are very concerned that Trump and his supporters have a chance of gaining power. Also, many of my poor white students feel that they have a sounding board for making intolerant and racist statements.
- Yes, the students are concerned with the outcome of the election far earlier. There is an absolutist belief - I'm always right!! - being brought into the discussion.
- Faculty members who align themselves with one of the political parties espouse the rhetoric of their candidate to students or around the students.
- They seem angrier about voting.... chanting...
- One of the students from another classroom wore a Trump t-shirt to school on Super Tuesday. When challenged by a student, he became upset and responded in an inappropriate manner. This allowed for a conversation about everyone having a right to choose the candidate of their choice. It also allowed for the conversation about being respectful in the disagreements we have.
- Teachers are worried more than students.
- My kids wrote essays either supporting or not supporting political candidates for this election. I had an overwhelming number of students write in opposition to Donald Trump and cited his rhetoric as inflammatory and racist.
- Yes. Students asked me why politicians can yell at each other like that.
- I hear my students talk about things they have heard their parents say, but this is typical for an election year. I encourage my students to ask questions, and to do their own research. I encourage them to look for the truth in what people have said, and to be careful when people are quoting things out of context. These are important lessons for their daily lives with their relationships with peers, as well as in the realm of the political climate.
- My students who are vocal are vehemently against Donald Trump. As a teacher, I need to remain neutral, and I think the current political climate makes it hard to do so. I don't want to alienate any students/families who may support Trump.
- Increased worry that their parents will be deported.
- They're scared as to what might happen to them next year, some of my students have told me that they've experienced hateful people outside of school (in the community and at their jobs).
- Kids tend to blame others more than accept responsibility. I believe this is a direct reflection of what is happening in the United States.
- Students at my school say hurtful things sometimes about minority groups (African Americans, people of alternative sexual orientations, Muslims, etc.). Before the campaign, when they said hurtful or disrespectful things and I called them out on it, they would stop and nothing else would be said during that class period. Today, when such things are said, they question me why I think it is not appropriate to say when their parents and the future president of this country is saying it (their opinion not mine). I don't know what to say to these comments other than that in my classroom such things are not going to be tolerated and if they continue they are going to be sent to the office.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Yes, inflammatory rhetoric and polarized positions have transferred into the school and classroom. Students are more apt to get into shouting matches than to have a discussion about something.
- The explosive headlines and conversations have caught their attention and most weeks, they want to talk about a cartoon/headline/video they saw.
- I use the rhetoric to help improve my students' critical thinking skills. I remind them that historically, name-calling and backbiting are nothing you in American politics. In addition, it is natural for politicians to look for wedge issues to garner support. My students are first critical thinkers and problem solvers. So, much of the stuff they say and hear is mostly entertainment.
- Definitely. A lot of our students from historically marginalized identities (e.g., Muslim, people of color, and LGBTQ+-identified folks) are truly scared for their lives if Trump were elected.
- Some students like the idea of "free speech" so we have talked about what that means.
- They are more engaged and willing to discuss the current rhetoric.
- Our students who are recent immigrants or who have parents who are immigrants are upset and bringing up topics of worry and concern for their families ----daily I hear comments. Non-immigrant families are hearing concerns but have no information about how to support.
- I teach in an "immigrant" high school. My students are scared!
- Because my school is heavily Hispanic, the rhetoric is precisely the opposite that these questions reflect. Bias is directed toward students who express anything other than sincere hatred for Donald Trump.
- They make "big hands" jokes. They make jokes out of DT's name-calling. They've seen the nearly naked pictures of DT's wife.
- Teachers are avoiding the subject, some students have made comments about politics being all about money or that all politicians are corrupt.
- I have heard student repeat their parents' beliefs and their parents' become their beliefs.
- Haven't seen this
- See above. I have mostly seen it with the older kids, not with the 3rd thru 6th graders whom I also teach, but in a non-social studies curriculum.
- Students seem more energized from Donald Trump's personality.
- The call for return to slavery (indentured servitude) by some has been astounding but has not seemed to shock my students. Heightened distinction between ethnic groups with stereotyping and discrimination.
- One student asked if this was how Germany elected Adolf Hitler.
- I have heard from my students that they are either very clear about their political leaning or choose not to talk about politics at all. Many students are excited but know very little about the process. Some of my students have been turned off my what they have seen from our political leaders and have already checked out of the process.
- We have held civil discussions that allowed my students to voice their concerns about some of the issues they heard outside of class or in their home. We have a diverse population in California and my school and classroom have many Mexican-Americans and as expected the subject of building a "Big Wall" to keep out immigrants from Mexico is a common topic. We will return to election topics for the rest of this school year and again next year until November.
- Yes, they are more intense and vocal about "why in the world would you be a Republican with all the fighting going on?"
- I have many immigrant students who are constantly in fear of their parents being deported.
- I find that I can't give it as much attention as I would like. Some of the discussion has been inappropriate for any age. I teach middle school.
- The Hispanic students are fearful.
- In my community, ironically, the most noticeable change in rhetoric has been treating Trump as a foolish figure and dismissing his platform as obviously hateful and thus unlikely to be successful. So I am seeing levels of disrespect toward his candidacy that I have never seen in any previous election with any candidate.
- Absolutely! A lot of kids are fired up about the election! We have many anti-Trump students at my school who

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

have been watching the news a lot and following the things that Trump has been speaking about.

- Many students are genuinely worried and afraid. A fifth-grade teacher whose class watches CNN Student News each morning told me that one of my ESL students said, "That man scares me!" when Trump's face flashed across the screen. He wasn't kidding. His eyes were huge and real fear flashed across his face. Many, many students have told me some version of, "Donald Trump hates us," or "Donald Trump hates all Mexicans." I have spoken with parents whose children have heard racial slurs and taunting. Unfortunately, staff has not always dealt appropriately with these incidents of bullying.
- Not really as I have addressed the elections almost on a daily basis in order to educate my students on the campaigns and current events.
- My students have expressed anger at a few of the candidates in regards to the candidates' inflammatory rhetoric. I have not seen that anger transferred or directed to fellow students.
- Increasing numbers of my students are referring to the presidential candidates as dangerously acting like children overcome by unrealistic fears.
- Students in my racially diverse and immigrant diverse school are generally fearful of what may happen to them or their families if Trump is elected. They voice it, they write it, they talk about it when they are having a stressful day, they add it to their papers (like writing the word TRUMP in a circle and making a slash through it).
- I have heard some kids say things that are exaggerations of what they hear, and/or repeating political rhetoric.
- None
- One of the things that worry me is that this is the first presidential campaign my high school students are old enough to understand. It doesn't usually work quite like this, and I hope they don't walk away thinking this is what politics is all about.
- Yes, I hear students parroting what they hear.
- Teaching the government class to the senior classes has been quite engaging. In our discussions I can hear fear in their voices. They hate the hate being expressed towards various groups. We are quite a diverse school so they are aware how certain rallies are not diverse and how they become violent when opposing view are expressed. They are apprehensive of what the outcome maybe.
- Yes. I inform them that my classroom is for me to teach and students to learn.
- Yes. Some students are angry and challenge any discussions about inclusiveness, civil rights or tolerance as being attached to an agenda that forces political correctness. These students employ language that matches the rhetoric from the presidential campaigns. Anti-intellectualism is a viewpoint that some students are demanding to be an option within a course's syllabus. In these cases, some students are very insistent and persistent about alternative lessons so that they do not need to read about, discuss, learn or hear about topics related to tolerance. This aggression resists course objectives and goals as outlined in the course syllabus.
- Yes, they cannot believe a presidential candidate can say things & act in the way that Trump is.
- I have had students tell me that they don't want to even both to vote. (Poor kids! I hope I scared them into voting!) I've had to give impromptu lessons on how apathy is actually a vote for intolerance and ignorance.
- Students that blame Obama, or others for actions they have no control over. The rhetoric is teaching students that there is a very simple cause = effect or outcome, without addressing the complicated nuances and domino effects of various actions.
- Students who support Trump are getting extremely involved with students who are against Trump. The conversations quickly digress into a fire that is rarely seen with basic politics. On the other hand - students who support Trump for one reason or another are in turn also ostracized from the mainstream as we are a fairly liberal school. It is causing social divide amongst students who were once (if not friends) at least cordial to each other.
- The students seem to be very polarized, but very interested. When we talk about it in class, they are repeating something they had heard on television or read on the Internet. I always caution them to not trust everything they see or read. Time permitting, I will take the concern they have and attempt to temper it with the alternate perspectives and give them context.
- My students are concerned about their and their peers' immigration status, rights and ethnicity.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My kids either vilify Trump or would vote for him. Interesting that I am just now using Teaching Tolerance materials for a unit on the use of political and editorial cartoons to teach social justice. Trump cartoons are, of course, everywhere, I think this sham of an election process is bringing out the worst in everyone.
  - The issue of behavior modeling is a problem. Students are asked to be respectful, but are noticing the lack of respect that exists in the "adult world" as a result of the campaign and simply think rules of respect are not necessary beyond school.
  - Definitely! Students make jokes about the election, inflammatory remarks.
  - There was an anti-hate event a few weeks ago. We hesitated on endorsing the event given the use of an image of one of the presidential candidates.
  - I teach at a very liberal school in a liberal community. I have seen students become extreme apathetic to politic and the government because of what they view as "anti-social justice" that other Americans seem to be supporting. Others are scared at how their rights may be under attack.
  - I see many students express anger over the language coming from the Republican Party. I also see many students responding favorably to Bernie Sanders' message.
  - I have never heard them talk more about politics than this year and it's usually regarding the idiotic comments Trump has made.
  - Students lack trust and admiration for both indictable Hillary and Dictator Trump.
  - Yes, for the first time in my 20 years of teaching I have a group of students who have formed a "Politics Club." They meet in my room once a week at lunch.
  - Mostly, my students are horrified that Trump may be president. There are jokes about moving to Canada.
  - Yes. I teach English Language Learners in grades K-5. My 3rd graders love talking about the news and politics. Sometime they are so funny or horrible that I have to write down what they say:
    - One of my 3rd graders is from [an African country] and she is Muslim. She said, "My father said if Donald Trump becomes president, he is going to leave America." A boy in the class responded "Yeah, he do not like Mexican guys."
- Then she added, "I think that a lot of people don't want him to be president, because I saw on TV, on CNN, that people were throwing burgers and paper and stuff at him. But he said 'I don't care if people like me, I just care if I'm the president.'"
- Another day she said, "I don't like when kids call me terrorist." (Though she said this happened outside of school.)
  - One of my students gestured at the other brown students in the room and said, "If Donald Trump become President, you're OUTTA HERE! And you're outta here and you're outta here and you and you! And me. Because I'm Mexican."
  - Another day, the 3rd grader from [the African country] asked me if I've heard about a guy named Hairly [sic] Clinton who wants to be president. She said she watched a movie about him. People used tell him, "Your mom's so dumb she can't even read," but he started to read everything, even the signs in the bathroom and on the bus because his mom told him if he reads a lot he can be anything he wants, even a doctor. And he just read all the time and he became a really great doctor and there were some twins "and their heads were stucked together and he cut them apart and they survived." Eventually I figured out that she was talking about Ben Carson and she said that he was her favorite and she wanted him to be President. But a few days later she came back and said, "I don't want Ben Carson to be President anymore. He doesn't like Muslim people."
- My school is a largely Hispanic and students are worried what might happen if Trump wins. They still are having a hard time understanding what each candidate stands for in easier to understand terms. They still aren't grasping what a democrat and republican believe in.
  - Yes. Students struggle more to see any middle ground or think critically about the issues rather they characterize each other based on the media/social depictions of each candidate.
  - My immigrant students are concerned about what will happen to them if Trump is elected, as they are undocumented.
  - Some students are enjoying the tendency of Trump to "speak his mind" and admire him for it. When I have pointed out the dangerous, obnoxious behavior towards other than white males, they think it is funny.
  - I teach in an elementary school (Grades 1-4). I had an African American student state that Donald Trump wants to bring Slavery back. Additionally, I have a large

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

ELL population and the kids are stressed and concerned for their parents who are not documented citizens.

- It has been very polarizing at my school as we have some conservative and very wealthy families along with some poorer very liberal families.
- My students have certainly talked more about this election than any other in recent memory. They seem to be following the news a lot more closely too. Many are fearful of Donald Trump winning, but many are also not fans of Clinton either though. They are definitely asking a lot more questions about the election process in general.
- It really has not.
- I have heard students object to the kind of rhetoric and language that is being used in the presidential campaign.
- The word "trump" is enough to derail a class. 50% Hispanic, many students fear being kicked out of the country
- My student population is very diverse (just outside Boston, urban, high rate of poverty)--no one has identified him or herself as a Trump supporter to me. If anything, my students quite openly make fun of him. My Muslim and Mexican students have used some gallows humor about "enjoying their last days in the US" before "President Trump" ends up in the White House and they get deported. (I assure them this won't happen and they say, "I know.") After all this is MA, and I think my students take it for granted that everyone here is a liberal democrat. I think they don't believe Trump has a real chance. But I don't doubt that their jokes mask some fear. And after the attacks in Belgium yesterday, I couldn't help but think about how my Muslim students must feel--between that and the increasingly frightening rhetoric coming from Cruz now, as well as Trump.
- Without revealing who I support, I have not shied away from revealing my criticism of Trump--I don't go on and on, but I think my students know I don't find him very, um, presidential. I strive to keep the conversation elevated though! Mostly, I ask tough questions. I ask what my students think of his speeches and push them to examine his rhetoric closely. I risk offending the teacher across the hall, because I know she supports him, but I guess I don't fear offending my students because I know how most of them feel. And whenever I get the chance, I remind them how unusual this election is and how the behavior they are witnessing is certainly not the way thoughtful, professional people conduct themselves--especially when they want to be president of the US! But bottom line, it's tough. There is ugliness in our world right now, and other than ask hard questions and model civility, I don't always know how to "go there" with kids.
- They are more amused than concerned.
- "In the land of idiots, a moron is king"
- I am hearing more talk about the elections than I think I am used to hearing however, I am not sure if that is my own concerns about the elections surfacing!
- I have a few avid Trump fans, especially young men, who appear to be becoming more and more verbally abusive to others who disagree with them.
- Yes
- There is a greater free-for all and more interest in politics among students. There is more fear about teaching it responsibly among teachers.
- So much of it is angry and mean-spirited. They seem bothered by this because this type of behavior is certainly not tolerated from them. But to see people who want to be president act this way leaves them with a lack of respect for the candidates.
- No, except on two occasions when kids expressed "My dad says..." or "My mom says..." about a presidential candidate. My reaction is to always thank kids for sharing their parent's opinion followed by a lengthier discussion about personal opinions and how we all have to listen carefully to all candidates and ideas then make up our own minds.
- I guess I already answered that - students are anxious, and perhaps tending more to stay within their ethnic/religious groups. They are also motivated to try to affect events.
- We talk about the elections openly. My kids are opinionated and most feel like their families should move if Trump is elected. Lots of chatter about Canada!!
- My students are apprehensive about the election results. Most of them have family members or are themselves undocumented. They fear that they will be deported or kicked out of school if a Republican candidate wins the presidency.



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Many of my students are afraid that someone with so much hate in their heart may actually become one of our leaders.
- We encountered a primary source quotation from a letter written around early 1776, referring to the Loyalists: "What baseness are our enemies not capable of, who would wish to be connected with a people so destitute of every virtue, God forbid it should ever be the fate of America." A student responded, "Donald Trump."
- Our district is more liberal [San Francisco area] but they hear hate, on the radio and on TV from some candidates.
- We have a largely Hispanic population that is insulted by comments made by some candidates. So far, the Republican supporters have stayed quiet, but I don't think that will last long.
- No
- Admittedly polarizing, the campaign has encouraged me to help my students find ways to make their voices heard. The Presidency is not our only branch of government. Our representatives in the Senate and House, as well as local leaders, need to hear our voices.
- Encouraging students to communicate with those governing us is crucial. Being art students also gives my students a visual way to express their concerns and make themselves understood. In addition, our administration takes student opinions seriously, bringing people to the table to discuss issues and find ways for solving problems. I have questioned my Muslim students to determine if they are experiencing discriminatory behavior. They have not indicated a problem. Nor have I heard or witnessed any incidents.
- I have heard an increase in civil rights talk at my school. My 11th graders (many whose families immigrated to the US from China or Tibet as refugees) are very aware of anti-immigrant sentiment in the country, but in our small, rural town, these students are feeling empowered to express their concerns over this. I have heard an increase in the talk about equality and civil liberties. We have using writing as a way to express our concerns about the election and the candidates, often deconstructing the rhetoric and the logic (or fallacious logic) to pinpoint the speaker's claim and purpose.
- Not overtly
- Our children are concerned regarding our future education that will benefit themselves and their siblings in this next generation. The academic with excellence standard need to be improved with S.T.E.M. programs for students and Special Needs children as well.
- The rhetoric has affected them because they are parroting false information. This is a great opportunity for them to research the facts versus what they're hearing from friends and family.
- Black elementary student, "my cousin in middle school told me that if Trump is elected he is going to shoot all of the black people"
- Latino elementary student, "Trump is going to send everyone back to their countries, I am going to have to leave, I don't want to leave"
- As a counselor, the major difference I have observed is the persistent "chatter" about Donald Trump. Many students comment on how horrible he is, yet can't wait to see what he is going to do or say next.
- There is no change at school. My students have a great deal of disdain for Mr. Trump.
- They are lulled into a false sense of security believing that his antics reflect a "reality TV" character versus the potential leader of the free world. I'm not sure they understand the gravity of the situation.
- I have overheard students talking about how they want to attend political rallies and jump Bernie Sanders' supporters.
- I wore a presidential candidate's badge at a gathering of high school English teachers and nobody said a word; it was very awkward. Usually teachers are gabbing about everything and politics, especially when we are teachers of "critical reading" skills.
- Kids, Latino kids in particular, are very nervous about immigration. I hear greater concern from Muslim families who fear that their kids might be treated differently by other kids, but this has not happened.... yet.
- Students do not understand why this has become such an angry and dishonorable campaign. They are taught better behavior by their teachers, and then they see this mess on TV and are confused. Some have acted out.
- I had a Caucasian child tell me this school year that his mother told him not to say 'Obama'. I used the

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- opportunity to discuss facts about the president and make him more personable to the children.
- When it is discussed with teachers and without students, the general tone is one of concern and bewilderment, of worry and disbelief. One time students mentioned Trump in a classroom and the teacher's response was that it was not an appropriate topic and that it wasn't to be discussed in class.
  - Basically, my students think Trump is a joke, all but a small minority. When he come up in class, 90% of students roll their eyes and criticize him while the remaining students become defensive. It makes the classroom an unsafe environment for discussion and learning.
  - They are worried about their families, maybe war. Some are worried their family could be deported. Some think immigrants are taking their jobs.
  - They are worried about their families and their own futures in this country.
  - It has made many of them very nervous for their families and angry at the hateful language and behavior.
  - They're uniformly disgusted.
  - Teachers are engaging students more in class discussions and debates on the upcoming election.
  - My students are very diverse - many are Muslim and others Hindu. They are very quiet during political discussion and are afraid of offending each other. They are also very young - 8th grade - so its a bit early for them to be doing much more than repeating their parents' opinions.  
So far the climate and respect in our school does not seem to be affected by the campaign.
  - We are in Arkansas... Parroting parents is common and, they are at the crux of thinking for themselves.
  - PoliSci may be the first time in their lives they have to justify what they say they believe.
  - Yes, but in a positive way. My students are involved and interested and doing the research.
  - It impacts me - because of what I said above, and it impacts students who are more centered on a conservative faith. They should not be generalized or demonized... we as a society are becoming much more comfortable doing this...
- No
  - One of my Muslim students ran into a supporter of a particularly outrageous candidate; he was told that his "kind" was neither needed nor welcomed in this country. My student gave up--temporarily--until we talked about how his "kind" is particularly needed in this country today and how many of us value his voice and how we--as a nation--need his perspective. The student shared this with me privately, but shared our conversation with others; it's been a fairly regular topic of conversation since.  
Another teacher told me about a student who was no longer going to wear his traditional garb for fear of standing out. An immigrant herself, she dissuaded him. Still, the need for the conversation to happen at all is tragic.
  - One of my students expressed concern about being deported even though he and his family are citizens. Other students have vocally expressed strong negative opinions of Trump
  - I have noticed much more interest in this year's election, the debates, and the news surrounding the candidates than in previous years. I've also noticed a lot more positive sentiment toward immigration and people in general.
  - Many of my students feel as though the comments made, mostly by the Republican Party candidates, are personal attacks on them. Comments have been made by my students similar to...people and families are going to be torn apart and sent back to their country...black students have made comments that trump will force them all to become slaves again.
  - The students are getting facts out of context and incorrect. If I, the teacher try to explain or show the students the actually statement they argue about it.
  - I teach at the college level, and many of my students are very conflicted about which candidate they will vote for. The area I teach in is heavily Hispanic, many of whom are immigrants, so the immigrant issues will really affect my students.
  - Many of our high school students have taken an active role in the campaign by attending rallies, voting in the primary, going to the State capitol to talk to legislators, and talking to each other about candidates and their platforms. Many of them have changed their stance as the campaigns go on. They are not happy with what they are seeing and hearing. Many feel that none of the candidates will lead well.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- It has made everyone more worried and even more ashamed of our country.
- Most of my students are from low-income Hispanic families. They are worried about the future of their loved ones because of the hateful anti immigrant rhetoric surrounding the 2016 election. I truly feel this fear is impacting their emotional well-being.
- Our campus has had active anti-racism initiative for over 10 years, and recent activism by multicultural student groups, including a rally against a planned anti-Muslim event in the city. However, the high schools are struggling more with anti-Somali sentiments and the town has had vandalism against Islamic Center. The rhetoric appears primarily in the local newspaper "comments" or chats in reference to any article published about people of color or GLBT issues, and especially anti-Somali opinions.
- I have been asked by my first graders if it's true what Trump has been saying. Usually, what my first graders are repeating is exactly what Trump has said. I see them scared of Trump wanting to "kill China," which I have then explained enough to alleviate fears. They are confused by why Trump would say bad things about women and Muslims. But we have studied the civil rights movement a lot, and we talk often about things in terms of being fair or unfair. My students have been fearful and confused, and I help them sort out what is real and why not to fear it, but look on it as something unfair that needs to be changed. It's convincing them that voting is important! I have one student (among 24 first graders) that supports Trump, and he gets frustrated that no one agrees with him. It's a good lesson of treating someone else with respect, and allowing each person to have his or her own opinion, even if you do not agree with that person.
- Yes. However, I have not seen an effect in my school.
- Because I teach in a school that is 90% plus Latino, many of whom are undocumented, the rhetoric from the Republican side of the debate has created an even greater sense of unease.
- Bias, anger towards immigrants and a huge divide between the Trump and Clinton. Hurtful words and mean comments are being shared daily. It is awkward and disheartening.
- Fortunately, my students come from a strata of the population where Mr. Trump and Ms. Clinton are viewed critically
- Being in the Caribbean where students from all over the world, particularly Hispanic, Latin and African-American or Afro-Caribbean attend, the overwhelming sentiment is that Donald Trump is extremely prejudiced and a bigot, and should never be President.
- The rhetoric gives me an opportunity to teach future voters how to sift through rhetoric and get to the heart of global and domestic issues
- Students K-12 showing genuine sincere concern of Donald Trump's anti-groups comments and the negative energy he exhibits in favor of aggression. Elementary and middle school students often mention the parallels of bullying. Some students showing physical anxiety and fear of there being a Trump presidency. Younger students K-5 openly crying. Students K-12 more interest shown towards importance of global empathy and compassion of mixed groups.
- I have had Muslim students called terrorists.
- I have students who are scared about what may happen to them or their family members if Donald Trump because president. They fear they or family members will be deported...even though they are citizens.
- I haven't really seen any effect. Teachers sometimes have conversations at lunch about things having to do with the election, but it's always friendly.
- I really do not see too much affect on my students. The only comments I hear, "I hate Trump, he is going to send us all back."
- I am in a segregated African American (99%) school in Chicago. I have heard several student conversations about how that one dude running for president wants to send all blacks back to Africa. They are seriously concerned and confused.
- I work in a school located in MA. My school was designated as a primary voting center on Super Tuesday. Our students from k through 8 witnessed firsthand how the electoral system works. On that day I had many of my middle school students come up to me to ask if I was going to vote. After finding out I was planning to vote in the primary, they eagerly followed up by telling me not to vote for Donald Trump. This occurrence happened to me four more times in the span of ten minutes before first period started. Following the directions to not vote for Trump I asked why? Each student would go on to tell me they do not want to lose their family. They told me they do not want their family to be deported.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

Many of my students are first generation Americans. Their parents' are either in [MA city] on visas or here illegally because [city] is a "sanctuary city." They hear on a daily basis that Donald Trump is a racist and he wants their families out of America. Along with that, they hear about deportation raids happening and fear a future Trump presidency where that is a daily occurrence. Knowing this, I assure the inquisitive students, I will not be voting for Trump because I do not agree with his politics. I further assured them that while Trump may win Massachusetts today that does not mean he will become president. Many just said "ok" followed by "Feel the Bern!"

- This election has my students scared of what their lives may come to if Trump wins the election and that is truly a sad reality I wish they did not need to have.
- Students worry about their moms or sisters grocery shopping while wearing hijab. Stress among our undocumented students who defy the stereotype and are not all Mexican.
- I teach young children and the main concern I have is how stressed out they seem to be over being "sent back to their country" if Donald Trump is elected president. It is hard to know what to say, as I want to remain unbiased, but also want to make sure they feel safe and happy at school even with such a huge fear looming over them.
- One student expressed to me that his older brother believes that all teachers will vote for Donald Trump. I explained to that child that is not true and that I would not be voting for Donald Trump. However, I'm concerned that many children who do not have biases as yet may start to have them out of fear (much like adults build their biases based on fear).
- Students have picked up on the disrespectful commentary and tone, some copying the mode until corrected.
- I teach 4th grade and there is rhetoric shared that has been projected onto the students from the adults. There is a sense from parents as to whether teachers can do a good job of neutrally teaching about the election process because beliefs and feelings are heightened.
- I have used the candidates as examples of ways to NOT to talk to and about others. I told my 2nd graders that even adults can be bullies and mean.
- Hate seems to have increased.
- Somewhat. Students are listening to extreme opinions and are expressing fears of "being sent back to Africa" or "deported across the Rio Grande"
- Well, I teach rhetoric-actual, literal, rhetoric. I have mostly experienced students answering "yes" (incorrectly) when I ask if they know what rhetoric is. What I am doing here is using rhetoric...the question I am answering used rhetorical strategies to most effectively communicate to a specific purpose. What too many politicians are using are fallacies...which is to say, ineffective rhetoric...
- The students have become more negative in their little verbal jabs at each other. If adults running for office can say things, why is it not ok for me?
- They are more aware of the election because of all the negative press.
- Students seem to think it is funny - I am not sure they can take these adults seriously and separate the campaign from reality TV. It is almost as if the campaign is not real to them.
- Very vocal of dislike for Trump.
- The threats and violence against Muslim students on our campus has increased. The female Muslim students are targets around campus for bullying, and they say it's while males who are the perpetrators.
- Students have paid more attention because of the negativity that has surrounded this election.
- Only a little- a student who has a white mother and black father said to me that I couldn't wait for Trump to be president, so I could have my way.... he was being kicked out of the classroom, and I am the principal, just happening to be at the door while it happened. I make a point to never share my political leanings, and try to provide as much information about all candidates as I can.
- Some have definite opinions. A few were briefly insensitive or harsh, but the lesson helped everyone see how one can best approach voting, and awareness of the rights we all have to participate in the process.
- My students are mimicking their parents and they are in second grade. I have actually heard them get upset at others when they spoke about certain candidates. They are only eight!
- At university level, grad school

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I haven't seen students affected, though I have seen teachers upset by the debates.
- They are paying attention, but I don't see their behavior changing.
- A student has been called terrorist and Isis. Another was told he would be deported if Trump wins.
- I teach in a school with many immigrant students and there is definitely a higher level of anxiety among these students, coupled with an increase in racial insensitivity, racially charged comments and anti-immigrant sentiments.
- It has helped bring awareness to the need of defining what it means to be a country and have a culture (i.e. what does it mean to be American). It has helped bring awareness and discussion of civil duty to protect our country (i.e. from terrorism). It has awakened the students' understanding of the role media plays in creating bias.
- Students are becoming increasingly hostile toward other students of color and religion.
- Yes
- In [IL city] where I teach, many of students are immigrants or the children of immigrants. They have told me about mothers who are crying, and worrying that they will be punished for being Muslim, or punished in some way for being immigrants.
- It has really been a shocking reaction to the negativism and students continually don't understand why the politicians are so cut throat.
- More than ever they are misquoting information.
- Many students know Trump's most notorious threats like banning Muslims or building a wall. Other students parrot the way some of the media blames Clinton for Benghazi.
- My students often refer to Trump with fear. They are afraid of what will happen to them (many immigrants) if he becomes president.
- Lots of talk about Trump and getting rid of Mexicans & Muslims. My school has about a 44% Mexican student population.
- My students are asking MORE questions, not fewer. They hear rhetoric (mostly from Donald Trump) and, in my experience, want confirmation that what they think (which typically is that his views are outside the norm and are hurtful) is normal. I took an informal poll in my classes asking three questions: a) How many students feel differently from their parents in terms of which candidate to support? b) How many students feel that their parents disagree with each other on which candidate to support? and c) Is this okay/normal/expected? I try to emphasize that discourse, disagreement, and understanding of points of view that don't match your own is the only way to truly find out what you think and feel personally (rather than focusing on the divisive rhetoric and/or sensationalist presentation of the candidates and their positions).
- The hateful speech of Trump has frightened my 8th graders
- I teach at a small, progressive private school in Virginia. Our middle school students actively research and discuss election politics. I have been impressed with the civility and respect with which are students share their own opinions and ideas.
- It's so objectionable that it's not school appropriate for 11 and 12 year old students.
- Students are outraged by the racism or cannot understand how people can be so ignorant.
- Many of my students of color talk about the changes their families will face if Trump is elected. They talk about it like it's a joke in front of their peers but, in small group discussions many are afraid.
- Many of my students are angry about the rhetoric that they hear from presidential candidates.
- My students are frustrated with the racism and prejudice that is emerging from the presidential campaign. They are scared of what will happen and they feel helpless.
- Yes. My students who are first or second generation US citizens are concerned. While teaching the election of 1860, the Civil War and post Civil War immigration, my students made connections with those topics and the uncivil discourse in the campaigns.
- YES. Just today, at the high school, I heard students in the hallway going to lunch. One student YELLED out, "I hate Muslims!" Was it because of the terrorist attack in Belgium? That was not mentioned. He said, "I hate Muslims! They have three wives!"

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I was in a side room and was not near enough to the conversation to go and stop it, as students were moving down the hallway. I do not regularly work in that school, so I had no way of knowing who the student was.
- Yes, my students (90% Puerto Rican) are very concerned about what will happen to them and their families if Donald Trump is elected.
- Example: talking about Trump winning in our state, one student turned to another and said, "Goodbye, Kevin" (because Kevin is Mexican).
- The majority of my students are outraged, specifically at the things Donald Trump has been saying. Students want to discuss it, but it does often become heated. I have noticed a change in how my students relate to each other and tolerate ideas that differ from their own. Students have become more vocal and less willing to find common ground.
- Students who are redirected or reprimanded for inappropriate language have commented that Donald Trump can say whatever he wants.
- Students are following the campaign closer.
- My students frequently talk about how terrified they are by the possibility of a Trump presidency. There is a lot of fear.
- For a school that focuses on immigrant families and ELL students, the hatred that the Republicans have been debating is very hurtful and hard to overcome.
- My school is full of immigrants and refugees, many of them Muslim. The in-building feeling is one of support. We held a Day of Solidarity in January to show support for the Muslims in our community.
- Students have had slurs yelled at them from cars driving by them as they walk home from school. It led one Muslim girl to express suicidal thoughts, which is what prompted the Day of Solidarity.
- They are anti trump, which I agree with, but try to remain neutral.
- Not at all. They enjoy it!
- I have several students who believe that the moment Donald Trump is elected, he will deport all of the Mexicans. We have a considerable Hispanic population and my 5th graders are scared.
- Unfortunately my middle school daughter came home and told me that one of her dear Muslim friends was called a "terrorist" by another classmate. We had a lengthy conversation about what to do if there was a "next time."
- Yes, his ignorant comments are filtering from his speeches to student rhetoric.
- I teach a dual-language class at a majority Latin@ school in a liberal city (most voters went for Sanders). The election, and Trump in particular, have caused serious concern among my students. I have even heard reservations voiced by students whose families are not immigrants. They know that their classmates' families are scared and that affects everyone in the room. My main concern is the sense that students don't know how to confront this rhetoric and these fears. I am Latina and the daughter of an immigrant, so confronting hate and teaching my students how to confront hate is central in my mind this year.
- My students are upset and feeling discouraged about their futures.
- Racial commentaries have been the most harmful - my students felt that people behaved that way "a long time ago". They didn't realize that people felt that way about their friends or themselves.
- Yes. There's a sense of arrogance.
- My Students are concerned by the anti immigrant talk and racist talk during this election.
- I belong to a secular homeschool group with over 100 families.
- We have many cultures, religions and races represented at our gatherings.
- The children seem most concerned that their friends might not be safe if the anti-Muslim sentiment grows. The older kids (12-up) are worried that if the U.S. elects someone who wants a database or temporary hold of all U.S. Muslims that their friends and their families may be subject to conditions Japanese-Americans faced during and after World War II.
- Yes. Some students quote a politician or other. In classes the talk is respectful. I am uncertain about the quality of conversation in the lunchroom.
- It seems that negative discourse is becoming acceptable. I feel like I have worked so long and hard as an ELL teacher to elevate language. Now? I'm not

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

so sure it is heading in the right direction. Very frustrating.

- Pro-Trump chanting.
- We have watched videos of Donald Trump's speeches, that are then analyzed for rhetorical characteristics -- level of vocabulary, emphasis, sentence cadences, and, of course, content. My students are aware of his rhetorical devices and also of the attractiveness that Trump has for certain disaffected segments of our citizens.
- The overall tone of xenophobia has been a point of discussion among many students both among themselves and with teachers.
- Our students are low income and the majority are people of color from varied places across the world. Our teens (many Latino students) have been expressing their concerns about building a wall to keep people out. They talk about the lack of civility and outright bullying of people of color at certain rallies. Several students who identify as gay are terrified that the progress that has been made will be reversed in the next 4-8 years. They are nearly all expressing fear and outrage that this can happen in America.
- Perhaps some of the students and teachers have had bigoted ideas, but the presidential campaign appears to have given them the courage to voice these thoughts, or perhaps they believe that this what they should be saying.
- Yes. Hatred and misinformation disseminated at student homes and at school.
- Seems like some kids are supporting Trump, but more so because of his notoriety on television and/or his attractive wife (model). In other words, they're "supporting" this candidate based on external factors.
- A lot of kids think all immigrants are bad people.
- They look indifferent.
- I have taught 7th grade Social Studies during the last three elections and this is the first time most students (over 50%) not only know who Trump is, they have very strong, negative things to say about him. The school population is over 85% Hispanic.
- My school seems mum on the subject. The dominant culture at the school is mainly white, and working-class. Most of the effort of dealing with student issues is focused on Restorative Practices and preparing them for testing in Math and English. I can see how the outside issues are affecting students, regardless. They are restless, more prone to behavior issues, and I sense fear. Mostly from the older kids, especially those of more marginalized ethnicity.
- I teach at a liberal university and students and faculty have commented on the conservative candidates.
- My students are very scared about their families having to go back to Mexico.
- They have been drawn in by slogans and easy answers to difficult challenges.
- I had to calm a student of Arab who was in tears and is afraid of what the outcome means for her and her family. Another Muslim student is in fear of a war between America and his country and has expressed concerns about retaliation and even similar events of the Holocaust taking place.
- They don't think that Donald Trump is a bully. Bullies are not powerful or rich.
- Repeating what they are hearing
- Many students have expressed anxiety about the possibility of a Trump presidency.
- I have taught the election every four years, but this year is very different. Students are argumentative as pro or anti Trump. When a different candidate is mentioned it is just as an afterthought.
- They have "fallen" for Trump.
- Just retired...now a sub, but in general I find students more confrontational than in past years.
- More discussions among staff than by students in grades 6-8.
- Students are scared - plain and simple.
- I have seen them talk a lot about Trump and their fears and concern that if he is president that things will change dramatically in our country. I sense a need for change, and a fear of the possibility of his presidency, and what it will do to our country.
- They question the politics in our country. They think our adults/leaders are a joke. They worry they will lose their families and teachers.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I am with juniors and seniors only. They like to repeat some of the candidates' catch phrases, especially Trump's. They like to "bait" teachers into discussions to get out of classwork, but sometimes it can be useful.
- Trump hate rhetoric.
- Major opinions, unwilling to explore issues like in the past
- Yes, Trump's anti immigrants rhetoric has negative impacted my students and their families.
- Most of our ELL population is very concerned and anxious about what will happen to them and/or their families.
- Yes, my future teachers often think they cannot teach about religion but when we discuss this they tell me how their church discourages them from being friendly with Muslim neighbors. I try to bring it back and it often rebounds into but after all that Muslims have done, we have to be afraid. So, it is a gradual process but not easy to counter the heavy anti-Muslim message and the anti-immigration message either.
- I have students wearing Trump shirts talking about how he is going to make America great again, and students discuss how we need to FeeltheBern, although they have no idea what his policies will be and then there is talk about Hillary and she needs to be in jail. People against Trump are calling him racist, and they parrot left leaning websites. In the High School there are students with pages long dissertations on how bad Trump will be for the US and it is again just filled with rhetoric from left leaning sites.
- A few students believe that because Trump is rich he must be generous, smart, successful and willing to share his wealth with America.
- Also--- I think one thing that might help all of us is to maybe sit down with some of the people who are so angry to try to understand what really has people so frustrated.
- Most think it is amusing. Some are angered.
- Without any prompting from me, my students have collectively decided that Donald Trump is a bully and are frightened by the prospect of a possible presidency.
- We try to teach our students to be tolerant but what they are seeing goes against that.
- I just don't have enough to say why do you people put us through so much to become state certified in the state of any state I am sick and more sick of the system and who runs it. You won't hear me any way so why do I write I wanted so bad to be a science teacher and no one would help very up set. But that's the way life is...
- Students get bits and pieces and appear uninterested.
- High school juniors and seniors - I have heard more jokes about Muslims and other groups than before the primary season started. I have also heard students of minority groups lash out at slights by Donald Trump and, less so, Ted Cruz.
- Children as young as kindergarten have chanted biased slogans from Trump's campaign.
- We were going to have a student from our high school who is from Iran come and speak about her experience. We canceled it because we were unsure what questions and comments students would make.
- Sadly, the insanity of the campaign has gotten my students (and my son) interested in presidential politics.
- Lack of respect for the process. Very negative rhetoric. Negative outlook.
- I have continued to discuss the election but find myself being more cautious because of the extreme viewpoints of my students. My daughters attend the same school and have reported that there has been a dramatic increase uncivil discussion in classes that traditionally have never discussed politics.
- Students are praising some candidates for their bluntness--which I in turn counter with why some the comments made are biased and not the best direction for our country.
- Students are becoming less trusting of government. They have lost confidence in the process. They have expressed that their future is bleak.
- Kids questioning respect in how the debating candidates speak to one another.
- Several of my students have commented that their families are already actively exploring options with a view to leaving the US if Mr. Trump becomes President.
- Many of my student families are from South America and there was overwhelming outrage at Mr. Trump's comments which are now ridiculed in many ways, one



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

of the funniest being "Sorry I couldn't do my homework last night I had to go out and smuggle drugs and sell guns." Mr. Trump's comments have proven a great opportunity to address stereotyping in this and other situations.

- My students have been slightly more interested in the election because of the anti-immigrant conservative messages.
- The students have been discussing immigration in a very negative way. I know it makes many of my students uncomfortable.
- The rhetoric has definitely affected Muslim students in this country as exchange students...many through US State Department scholarships via the Kennedy-Luger YES program.
- Yes. Several of my students' parents fear being sent back to their home country and are angered by comments made by Trump.
- Blame has been culminating during and definitely before this presidential campaign.
- We are a school of immigrants, and a significant proportion of them are Muslim. Most of my students are upset about the hateful rhetoric being thrown around by the Trump campaign.
- The sad part is that students are losing respect for the political process and for the office of the President. They see the candidates as jokes and are offended and dismayed for the future.
- Yes. I teach in an elementary school with about 50% Latino students. I overheard a conversation (in Spanish) in which students were discussing the fact that if Trump wins, they would be sent to Mexico. One of the students was particularly upset about it, because she was born here and had never been to Mexico.
- No, I personally have watched every debate both democratic and republican. With much interest. Many of those running appear to be out for their own interest and not for the interest of our country. The dem's seem to have a better sense about the needs of our country. Are those running the best we have?
- Just like the general public.... clearly divided...had them research platforms and made no difference...young women anti Trump
- I have NEVER had so many kids speak up about the upcoming elections. They are very worried about Trump and think he is a rich racist who hates them.
- I haven't noticed much of an affect on students (though much of the community appears to support Trump, based on signs in front yards, which is unsettling), but there is some mild hostility among staff. We were "informed" that we "could volunteer to phone bank for Hilary Clinton" with our union, which caused a bit of a riff and some scoffs from Sanders supporters.
- I have some elementary school students who seem to mainline Fox News. They are butting heads with other students. They have negative and racist comments to make about Muslims. We have been working on how to have effective discussions about controversial subjects.
- They are questioning our country's values, since so many are abandoning our American traditions.
- Nope
- My students are so confused. They are in middle school. And although they understood that politicians may have different messages...they have not had to deal with a presidential candidate speaking about groups of people, who often look like them, in such a hateful manner.
- My kids are befuddled and fearful...and actually quite disgusted that the best the Republicans can offer is Trump with all of his rhetoric and Clinton with her ethical issues.
- Definitely. My Latino students are fearful of Donald Trump, and unsure about what their future holds if he becomes president.
- My students are mostly (80%) Guatemalan and Mexican. I have 2nd grade students who fear Donald Trump. I wouldn't normally share my personal choices re: candidates with students, but this time it is different. They idolize Bernie Sanders and were relieved I do, too.
- Because we live in Arizona, our students are feeling marginalized.
- I teach English Language Learners in Boston Many of our students are scared that they will be sent away or lose their parents because they are Muslim and/or because they came from other countries. Especially scared are our families who are undocumented.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- There has been an increase in verbal insults among students.
- I am not seeing a huge difference among my students. My school historically has never been very political.
- My students are definitely feeling that the government is not for them and that there isn't a lot of hope for our nation.
- I work in a community where most of my students come from immigrant parents or have immigrant relatives. These students have shown fear coming to school and seem very scared of the election. They are only ten and eleven years old. Some of these students have anxiety over these issues.
- The population of students at my school are very diverse, with a high refugee population represented, 80%+ of the student body is free and reduced lunch program identified, and over 50% of the student body is Hispanic.  
With regards to the election, families and students are very apprehensive and even scared. Students have expressed in conversations with peers, and even some teachers, fears of their families being deported, arrested, or worse.  
Some students have even spoken about fears of being put in jail, being attacked by the police, or having their church closed and homes taken away. While these are hyperbolic fears from an adult standpoint, the fear is very real for many of these students.
- Divisive -- mostly rich vs. poor: "Rich people work hard for their money, and poor people just take it from the government."
- We just studied the Holocaust, so it's refreshing to see the comparisons students are making between Donald Trump and Hitler.
- Many of my students have been adversely affected by the fear mongering that certain candidates are focusing on. The polarizing rhetoric makes it harder to teach mutual respect and good listening skills.
- Yes. I teach in a diverse, urban environment and many of my students have expressed concern about what this election might mean for themselves, their families, their friends, and their greater community.
- No - I would have to say that in the two previous elections things were actually worse. On the other hand, it's still relatively early in the process. The level of discourse may deteriorate closer to the presidential election in the fall.
- Kids tend to mimic the adults in their lives, but they also mimic what they see in the media, entertainment, etc. I personally feel that reality TV had undermined the values of America and contributed to the decline in civility among adults that has also trickled down to the kids. Kids in general are less respectful than when I first began teaching. Parents are also less respectful. Arrogance and entitled attitudes are more widespread.
- No, I have not seen much of any type of reaction in my school toward the election.
- It has turned them against candidates who spew negativity and hate. They have made comparisons to issues like the Red Scares of the 20s and 50s.
- Students are very offended by the Republican rhetoric, particularly that coming from Donald Trump.
- My students who express their ideas are outraged by the words of Trump.
- My students actually seem much more open to talking about it since the rhetoric is more similar to how they speak to their own friends. They seem to understand the conflict but don't understand why this type of diction has such a negative connotation coming from potential presidential candidates. It honestly has been more approachable which is good in intermediate school but how sad that for the first time, my "lower than average kids" get it; it just means the presidential candidates are acting like lower than average 13 year olds and it makes me sad.
- I am a 20-year educator, teaching 7th and 8th grade. Prior to this election, I have not had my students independently engage in discussions regarding the presidential race unless it was part of a classroom discussion. The students have not shown an interest in elections in passing years, other than betting on who might win.
- I do not hear it discussed at all at my school. Everyone seems to be avoiding it. I am one of the few non-conservatives and perhaps the only non-Christian on my faculty. Perhaps conversations are being held outside my earshot.
- I teach at a Title 1 school - approx. 60% Hispanic population and 90% with free or reduced lunch. There is significant concern about the rhetoric being expressed by one certain candidate towards the immigrant & Hispanic population.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My kindergarten students are pretty unaware.
- There is significantly more interest and concern.
- My school is 60% Hispanic, mostly first generation or second-generation immigrants. We also have a fairly large Asian population, and African American (only about 6% white). I teach social studies, and students ask me about Donald Trump almost daily. They ask if they will be sent back to their home countries if he becomes president, and tell me that they won't go back because of how unsafe it is there. Of course, they don't understand why the anti-immigrant feeling exists in the campaign, but I believe they also feel betrayed that it has gathered so much support from regular Americans. Many of my students were born here, to immigrant parents. This is the home they know and love even though they also talk of "home" in Mexico, Honduras, Guatemala, etc. It breaks my heart to see them feeling, for perhaps the first time, that maybe they don't belong here. In their eyes, they are being betrayed by a country they always thought of as theirs.
- Yes. Students who normally wouldn't pay much attention to presidential primaries because they not their parents can't vote in the US. However, they know the rhetoric that Trump is spewing and are confused and fearful.
- Yes. Students are calling others "Un-American" if they do not hold the same political beliefs. Students are asking to complete assignments about immigration and its negative effect. Parents are yelling at teachers about being liberal and indoctrinating their children with liberal nonsense.
- It makes people bold enough to show their intolerance.
- Students argue over their family's beliefs. We live in a city where Latino families are 75% of the population. Those kids wonder how the New President will affect their families.
- I knew back in Oct. that DT was going to be a serious candidate and that the sarcastic, teasing comments made in my classroom about the reality TV personality becoming President were going to have to change because I could tell that some of my students were already looking at him seriously because of home influences. I had to figure out how to present all the candidates in a neutral way where students could logically make a choice. And of course, how to show the students that when they become a voting adult how they have to do their homework on the candidates. They can't just vote on looks, humor or charismatic threatening comments. In addition, we just finished a serious unit on the Constitution. Some of the threats and promises being made can't be done by a President without Congressional approval. So my kids now know that some candidates are counting on them not knowing the Law of the Land.
- The rhetoric is painful and nothing short of traumatizing for our students who have suffered through exile, migration and even asylum. It has inspired increased racism and terror.
- No one understands Trump. A very few students like him but don't say so out loud. They think he's direct, honest (!). The majority doesn't like Cruz or Rubio because they seem out of touch. Most of my students are Mexican Americans. I am one of the few teachers who talks about the election and teaches it.
- Some of our students newly arrived from Mexico have expressed concerns.
- I'm hearing n\*\*\*\*r from first graders. They also know who Trump is by name and can articulate favorable or negative sentiments about him personally. My own son is a first grader and came home with ideas about Trump which he'd heard from friends; he wanted comfort and reasons why someone so hated would be discussed by his friends.
- Not much, elementary school.
- I teach 6th graders, and they cannot understand how he can say negative things about groups of people and still get votes. They realize that his behavior is awful, and they are very confused why people are okay with his behavior.
- Encouraging middle-school students to use respectful language when referring to "others" has always been a challenge. It does not help when they see an adult publicly displaying the behavior I am trying to persuade them is offensive and inappropriate. Media content is viewed as credible, simply because it is public; this is a problem. I hear, "building a wall", "getting shot at the border", and "deported" each time there is major news coverage.
- My Muslim students are afraid and are being picked on (outside of my class). We are dealing with behaviors that we've not had to in the past.
- We have many students who are illegal immigrants and they feel their future is uncertain.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My students are in gangs. They are lumping all white people in a "die whites" movement due to Trump being white. There is a symbol - turning a sign language "W" upside down. Bonus points if you get a selfie making this hand gesture with a white in the background. I can reach most of them one on one, but in a group setting they are reluctant to see that not all white people support trump. We had an outburst in the hall 2 weeks ago- about 2 dozen kids yelling "fuck Trump" and teachers were not able to break it up in a safe and orderly manner. I've been having the conversations, but it's strange because I thought our society was moving forward. It a real odd way, I can now say I know how it feels to be lumped into a category due to my race alone, and no other facts.
- One family in my class follows Muslims traditions and culture. My student is affected by bullying tactics in his neighborhood because of this.
- I teach second graders. Last week our story was Grace for President. While we were talking about the title one of my students mentioned Donald Trump. A Hispanic student responded that Donald Trump wants to segregate. She followed that up with, "he wants to send all Mexicans to Mexico." I acknowledged her concerns and we went on to revisit the word "segregate" and to discuss the possibility of a woman becoming president.
- Talk about deportation and border security and immigration causes anxiety for my students, due to theirs or their family's citizenship status.
- The issues are marginalized so that much of what's said is about how "stupid" or "insane" Trump is. All they seem to want to do is Trump bash.
- I teach world history and I have had students turn in assignments that are inappropriate for the first time in 20 years. Students have turned in anti-Muslim rhetoric, as well as rhetoric against Alaskan natives during a mini lesson.
- I don't see students acting like the inflammatory and racist politicians they see. Rather, my students express a lack of respect for those politicians (though I live in a very liberal area of the country). That said, I'm concerned that they see politics and leadership as a mockable thing that is separate from them. I worry about how this will affect their generation when they are of leadership age themselves.
- I have, one student feels it's his right to speak up about the experiences of others. My students of color are more afraid to speak up. I see a look in their eye when we talk politics and I know they want to talk, but they are afraid of how others will respond. I see them nod their heads when I say something about racist comments of our politicians.
- Obama's 8 years are worse than this election cycle.
- No
- Students have been very motivated to vote and to discuss the issues. Students are excited about the election. Most teens at my school are supporting Bernie Sanders. The students comment about Trump's antics. Many immigrant students are concerned about their status if Trump wins.
- Students are less apathetic about the current election process and the issues discussed in the debates.
- Many of our parents without papers are unwilling to attend school functions because of fear of deportation.
- Increase in inappropriate language referencing race, immigrants, etc. students have more questions about meaning of words they hear such as racist, KKK. Many of our families did not feel comfortable registering to vote, or talking about the presidential race as if they wanted to remain anonymous or not share their opinions. My school has many immigrant and refugee families.
- Yes, because TV has become this place to reality shows that display realities that do not reflect the everyday lifestyle, so this campaign has become just another reality show. So students come to school and act out these behaviors they see plastered all over the TV without understanding the real life consequences of the bullying attitudes.
- There's regular conversation and some of it is healthy debate. Yet those with extreme views seem to be loudest and boldest. Somehow they feel, despite all we teach about tolerance and empathy, that it's fine to repeat the nasty comments made by Tea Party and extreme conservative movement -- and the comments are entirely quoted, nothing original from the students' own conscious thinking. Since my school is conservative, much of it is tolerated. They avoid taking stances against the outward disrespect of President Obama - although it was nice to see my principal demand a teacher remove the Confederate Flag he draped proudly over his classroom window (and we live in Southern California - a town well-known for its white supremacy).

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- 97% of my students are mainly from Mexico and many of them have heard the nonsense from the people running for office and the news.
- Trump and his remarks have come up quite a few times with noticeable discomfort and awkwardness from my 8th graders. There have been a several incidents regarding the Mexican border in speeches and some posters put up but our administrators jumped on it right away and both the students involved were suspended for a day.
- My students question the values of all the candidates.
- A fight almost broke out among ten-year olds.
- Most of the children express anti-Trump sentiments. One child said he was for Trump. Kids ganged up on him.
- Very little. Most of my students are oblivious to the news and concentrate on their social media and friends
- Students have become more vocal in their opinions and have identified some of the candidates as being racists or sexist.
- Several Muslim American students have written about or spoken out in class about the concerns they have if Trump is elected President. Several shared the concerns expressed at home by parents and siblings about their worries about how a Trump Presidency might change their lives for the worse (registration by religion, targeting, harassment, possible deportation or ghettoization, etc.). I have not seen changes for the worse (intolerance, hostility, bullying) among white students. The vast majority of White students laugh when Donald trump's name comes up in a class discussion. His candidacy is mostly seen as a joke and a disgrace. Students keep asking, however, why so many keep voting for him.
- Definitely. Students are more vocal in their opposition and hatred of minority groups. We have a small but visible Muslim population in our school and they have reported increased animosity.
- Middle school and high school teachers are being called to the principal's offices in my district because parents have complained that they are promoting their own political views. In one case this was done in response to a teacher who displays an enormous collection of campaign posters from both the D and the R parties dating back to the 1920's. While the parent claimed the teacher was promoting the Democratic Party, this teacher is in fact a Republican who, ironically, recently left the party over the racist rhetoric issuing from the demagogue with the bad hair.
- A teacher at my very rural, very white, very racist high school was also accused by parents (who also are employed in the school district) of promoting his own political agenda. According to what he told me, he had asked his advisory students who were repeating claims of the aforementioned demagogue if they would like to examine evidence to see if the claims could be supported with facts. He told me that he bends over backwards not to promote his own political views in school, and I believe this is true of him. Incidentally I recently introduced this teacher to your excellent curriculum website Perspectives for a Diverse America. He was super excited about it and plans to use it in advisory and also for a creative writing elective he teaches.
- My school has more immigrant than naturally born citizens; many are here illegally, but I make it a point not to know which ones. Another large population of my school is Muslim. Both groups need assurances and support. My students are scared and disillusioned.
- No, not at all. Our school environment is one of respect.
- A Muslim student in my class was disgusted with statements made by Trump and other candidates regarding her faith. The day that Trump came to UCF, my husband and I joined Muslim families and supporters of Peace at a rally in downtown Orlando. I met students and their families there who were promoting unity, peace and understanding.
- No
- There is much more contention. Students are talking about the personalities of the candidates instead of platforms.
- They look at the rhetoric and say if Presidents can say that, then why can't I.
- A huge increase in election interest, but for the wrong reasons. Students love the crazy behavior, without listening to the issues.
- Students are more aware but the information they are receiving is bias, hateful and no level of the historical significance.
- Conversation is so negative and there is not way for it not to be. Adults need to be role models, not playground bullies.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Some are horrified. Many are embarrassed.
- My ELL students are scared because the Trump campaign has demonized Mexicans as criminals and rapist. They are also very worried that their families and themselves will be deported even if they have legal status.
- Affect, yes, in a positive way. They are interested in all aspects of the campaign and how it will impact them. They are researching the issues, the candidates and the even the media coverage of the important time.
- No, it's a normal Presidential election year, comes around every 4 years.
- I have not seen much of this. As we read The Diary of Anne Frank in class, I did have a couple of students make the connection between Trump's anti-Muslim comments and the Nazi's anti-Semitic comments.
- Everyone is more silent about the process of the campaign.
- My students know who Donald Trump is because of his big mouth and rude behavior and hateful statements. They do not want him to be president, but they are not overjoyed by anyone else who is running either. We are trying to get those who are old enough and US Citizens to be in a position to vote in the upcoming primary, but that is an up hill battle.
- They are revolted in some cases.
- Students seem to believe that they do not need to listen to teachers - there is so much teacher-bashing going on in politics that the sentiment of teachers being greedy, whiney part-time workers is spilling into the school. I've never heard "I don't have to listen to you" from so many students as I have in this past election cycle. I'm very concerned that this rhetoric is going to impact these kids for a very long time to come.
- Generally, the student body is aware of the election, the candidates, and an esoteric familiarity with their positions. They have a grasp of the rhetoric and have formed opinions. However, there is no tension, fear, or violence present due to the election.
- There is a higher presence of hate talk towards all races, including African American.
- It has created a very hostile environment when the presidency is discussed. It's not civil, it's not productive. It becomes squarely focused on personal issues that people have with the candidates.
- Some students support Donald Trump, although I believe they do not understand his rhetoric while others ignore the message of this candidate. Some students are pretty much neutral because they do not understand what is taking place. I am sure that when the time comes to vote on campus, the issues of the day shall be clear and students shall cast their vote for the candidate of their choice.
- High school students are fearful of the future. They are seeing hatred that they never knew existed and the new mantra is "Racism is not dead."
- My students are actively engaging in discussion about the 2016 election. They have expressed overwhelming support for candidates that promote ideas of fairness, equality, and civility. They dislike and shun candidates with divisive rhetoric. We engage often in discussions about what it means to be a citizen and the importance of the idea that if you believe in civil rights, then who are you to decide who should get those rights? Belief in civil rights means that these are rights for ALL, not just SOME.
- I have Muslim students who are really feeling a lot of angst from the fire fueled by Trump.
- Latino students in particular have experienced more overtly rude, unprovoked comments directed toward them out in the community.
- My son and daughter are engaged in the process and appreciate hearing from all sides, why don't you?
- They are mostly uninformed. They are simply mimicking what they see others posting online. For example, I have heard a number of students say, "I'm moving to Canada if Trump gets elected." I feel many of the students think that this year's presidential campaign is making a mockery of the process. Several of my students were able to walk across the street to the local community college to see Trump speak during one of our school days. They said it was like a circus or sporting event. People dressed up in crazy outfits tail-gating in the parking lot before the event.
- Some of my students (3rd grade) are repeating what they hear directly from candidates (mainly Trump), as well as what they hear from other media sources (they cite YouTube as an example). I have been shocked and broken-hearted to need to have the types of discussions I've had to lead recently about not judging people based on their religion, cultural background, country of

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

origin, home language, or income level. Private conversation with a student: "My uncle is here illegally. What is going to happen to him after the election?"

- It's made them more aware of the election and inspired them to register and vote
- Since NH has a lot of political coverage, students are aware and actively involved in campaigns. Even before they are 18 some of them are volunteering on campaigns and attending rallies. This makes them very aware of the racist and hateful language that is being used.
- The students are aware of what the candidates are saying. They will even quote some candidate's slogans. Other students are concerned what may happen if certain candidates are elected.
- Yes they talk very negatively about Trump.
- I have heard students comment on the "crazy" ads, and the way this election has turned into a popularity contest.
- In the sense that some are outraged or disagree with statements made by politicians and we debate those issues in class...
- I am in a Title One school with a heavy black and Hispanic population. Several of my Hispanic kids are scared for their families and themselves. On more than one occasion, I have had a long talk with kids who felt they had to explain that their parents were undocumented immigrants and they feared deportation even though they kids themselves were born in the USA.  
It has, in many ways, affected the academic success of the students in question. For example, one really good kid, 3 months from graduation, is considering dropping out so he can work his part time roofing job on a full time basis to earn more money for his family. What do you say to a kid that is so right and so wrong at the same time?
- Interestingly, most my students, who have a low level of literacy, are quite aware of what's going on. They are pro-Hillary Clinton, and some "feel the Bern." Most of the talk is about Donald Trump and how dangerous he is.
- I teach at an elementary school where we have the ELL (English Language Learners) program for our district in a rural town in SE Ohio. I have seen and heard of an increase (and beginning) of negative comments being

made towards our international population. This is especially hard because it did not use to exist.

- Our 9th graders want to talk about it - then generally see Trump's and Cruz' comments about a wall as ridiculous.
- I have not seen it with students, beyond parroting what they heard a faculty member say. I worry that too many faculty members are interjecting their views on to students rather than teaching all sides.
- Yes, absolutely. We are a relatively blue county in the middle of a giant red state, so there's more open-mindedness here than in other areas not so far away from us. Middle school kids are having a difficult time with the complexities of this election--this is probably the first presidential election they're old enough to really know about and consider more thoughtfully, but at the same time, while they express horror at the things Trump has said and done, they also kind of laugh about it and treat it flippantly.
- My students talk about it, how ridiculous Trump sounds at times. Although some of my students are pro-Trump, and like him because he "is the only one who can change the U.S." Debates occur!
- I teach ESL in a high school--most of my students are from Guatemala, El Salvador, and Brazil. A few weeks ago, we had our annual lockdown drill and had to hide in the corner with the lights off. Several of my students asked if that was what would happen when Donald Trump became president and tried to deport them all.
- My students whose parents were born in Mexico and has lots of family there still, "Mrs. B, Donald Trump doesn't like Mexicans. That's sad." This broke my heart. How can I ever justify having mock elections this year?
- My 5th grade students have fear each time a caucus result is discussed, so since Super Tuesday, I avoid the issue.
- Whenever violence, including the bullying and ugly campaign disputes, appears in the news, it is a challenge to teach about non-violence.
- Not really
- Students are unsettled - they say they don't understand how adults are behaving in ways they have been told are unacceptable - it makes them uneasy and doubtful about their future

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- While studying inaugural poets of the past, my students wanted to write an inaugural poem for the potential new president. They had a great deal of fun caricaturizing the candidates. This tells me they are absorbing at least some of the most obvious policy positions taken by the candidates. In retrospect, this seems like a positive way to channel the rhetoric without defending it.
- The children seem a bit confused as to why these "authority" figures can behave the way they do and be supported for it.
- Students feel targeted.
- Yes, but it's not just the rhetoric of this year's presidential campaign. The number of politicians and public figures making blanket derogatory statements about Muslims has increased and has the potential to create hostile work environments for Muslims working in the country. I had to talk to one of my students recently when the student referred to a Muslim support staff person as an ISIS.
- It's hard for them to see the importance of media coverage, and developing awareness of the issues, when media doesn't cover the important things. My kids have no idea about crumbling city infrastructures, problems with health care system, and the seriousness of climate change and other pollution.
- Many of the ideas that I am hearing from students sound as if they are coming straight from their parents' mouths, and many of the statements are very biased and emotionally driven without any sound facts to support them. Many students have mentioned their parents threatening to leave the country and move because of the upcoming election.
- Many of my students are very uneasy about this election. Most feel that Trump is sending us backwards in race relations and can't believe a presidential candidate is behaving so poorly.
- No change
- They speak of the news
- Many students, particularly in the South, (I believe) feel that Trump is saying things that ALL people really think. The tolerant Southern voice that is already minimized is being drowned out by this divisive rhetoric. It is important for students to know that most people, even in the South, don't support hate.
- I often hear students making Anti-Obama comments, which obviously are their parents' views and not their own.
- My students are shocked. They thought it was a joke earlier, but now are concerned.
- Yes, my students seem to be more outspoken now, refuting some of the rhetoric spoken by several candidates.
- Not as much as the high school where I taught the last 12 years.
- Yes, my students are absolutely terrified of the specter of Donald Trump being elected. They are worried that they, their families or friends may be deported. Nearly all of my students--immigrant and non-immigrant alike--are so confused as to how a person who has no respect for American ideals can be so popular. At the same time, my students are more politically engaged than in year's past.
- Yes
- None
- My school community tends to be more left leaning, but we do have a few conservative families. There have been a few heated discussions about the candidates. Students are mostly upset that one candidate in particular has a national platform to practice hate speech.
- We have an active Race & Equity youth group at our school, which keeps positive dialogue among the students alive and current. This has been a great tool!!
- My students seem unusually interested in the campaign and what potential outcomes are. We are a small, rural school with majority white enrollment. My challenge has been getting my students to formulate specifics as to their support of a certain candidate. And looking at the pros/cons of each support. I haven't heard any overt statements about minority groups, but I am not with my students all of the time.
- Just among the adults. I think the students in my alternative setting high school feel that the presidential primaries and election is too far removed from any impact in their lives.
- Not at all.
- Students seem generally more anxious about the "What if's".



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- They speak a lot about how much they do not like the ideas that are being brought forward about building walls and limiting immigration.
- The rhetoric displayed during the presidential campaign is embarrassing and disturbing.
- My students have become more interested in the election process as a result of what they're hearing in the media.
- The students verbally share concern during Socratic seminars
- No, I haven't seen it affect my school, but there is dialogue about the candidates and their threats.
- With still maintaining a certain level of freedom of speech, it has been a very difficult topic, more so in my oldest students- 8th Grade. Most students still portray tolerant attitudes; however I have one in particular who is very vocal about wanting Trump to "build a wall." It is very discouraging.
- No
- When Donald Trump referenced the size of his genitals in a presidential debate, that was a hard one (pun not initially intended) to deal with in a middle school classroom. Of course they thought it was funny but they were also shocked that it was mentioned by a presidential candidate. I have had at least four students say things to the effect of "is he going to send "us" back to Africa?" Also, as I taught Hitler's rise to power before WWII, I had kids draw a comparison.
- I coach teachers in an urban district with large immigrant population and students are expressing fear of the outcome of the election. It's also causing further divisiveness in our student population as groups feel singled out yet are not able to reconcile to the fact that they are all in it together. The teachers I assist in lesson planning are more inclined to want to avoid discussing the actual candidates and issues.
- These questions have an air of victimization, as if young people can't handle the political rhetoric swirling around out there. But honestly, hate and ignorance and disinformation have always been a part of the political scene. By and large, I don't know if Teaching Tolerance is giving these people enough credit for their resiliency.
- I have never heard a presidential candidate's name mentioned so frequently and with such detail (usually 7th graders are blissfully ignorant of current events) and I have never had as many students willing to criticize a Republican candidate out loud, which is unusual due to the predominantly conservative political culture of our area.
- Students are unwilling to talk about issues because they don't want to start fights
- Our students (PK-5th Grade) come from 20+ countries and speak nearly as many languages. Many of our Muslim students express fear that they and their families will be treated poorly if Trump is elected.
- My students are terrified of what will happen to their families if certain candidates win. It comes up in discussions and journal entries constantly. During our literature unit we read a book about the Holocaust. The students immediately began drawing unprompted connections between Adolf Hitler and Donald Trump. With wide-eyes they ask me if what happened in Germany can happen in the United States to them. I am an ESL teacher and many of my students have come to this country fleeing violence and trauma only to find themselves and their families living in fear again due to political hate speech and the threats of immigration raids.
- It has divided... I have seen some students in an awful light as they post things on social media. The battle in sometimes behind the computer screens and it is ugly.
- Muslim students say their classmates consider them terrorists. The girls haven't expressed much concern, but the boys have.
- Some look at it pragmatically as if this is an "us" and "them" but that is the minority. Most students are revolted by the rhetoric and recognize its ignorance.
- I have two classes--ability grouped; as expected, the "high" class is mostly white, upper middle class (with several "gifted"). The students from economically challenged households (food-impaired households) is "low"--about 5% (one child). In the "low" class, the population in low SES is about 75%. I have fought this for years at our school, but this presidential campaign is decidedly entrenching the "haves" and "have-not" mentality at my school. Students in the "lower" block fear Donald Trump (they have little knowledge of Cruz, Rubio, or any other Republican). There is a lot of fear for my students of color, particularly Latinos that they (or their families) will be sent somewhere (most have lived in the States for their entire life). Some vocalize their concern, others get really quiet when the talk of elections come up.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I am open with my graduate education students, dialoguing about the responsibilities we have to remind students of the road that social justice and human and civil rights have taken in modern history. Students are stunned by the fact that they are seeing a candidate who opening is espousing taking away rights from a group of citizens because of their ethnicity. I have noticed that graduate students are upset by this and are trying to figure out how to teach rationale caring thought, during a turbulent time.
- In Puerto Rico we use the schools as voting sites, and politics is very much a part of our lives. My High School students for the most don't care much about their right to vote. They find the process a waste of time especially with the chain of events that developed lately in PR and the US.
- We are a very liberal school district. Trump supporters feel that they must fly under the radar.
- It's getting harder to work with students on determining fact/opinion, and the "correctness" of my way/ highway.
- Students are more concerned and worried about the impact of this election on them and their family.
- One of our kindergarten students was concerned that if Trump was elected all of the black people would be sent back to Africa.
- This election, social media, or I, have galvanized students to volunteer for campaigns and get involved and aware this year like I've never seen before.
- Yes, specifically how the anti-Latino immigrant rhetoric has affected how they see themselves in American society. Even those students who are US citizens feel their place in America is tenuous at best.
- BSU (Black Student Union) assembly was met with hostility and horrible media backlash.
- My students think it's a joke. They think some of the candidates are just putting on a show and trying to get attention.
- My students are in the zero levels and know little about the world around them. They tend to believe whatever they're told, and they also tend to view everything quite literally. We must educate them to think for themselves.
- Students of color have asked that since Donald Trump won the primary in our state, does that mean our state consists mostly of racists?
- Many of my students are new Americans or children of immigrants. They have expressed concern for their futures. Some Hispanic children are worried they will have to go back to their parents' home country.
- I live in a rural community that has about 30% ELL Hispanic population. Many of my students are concerned about the rhetoric by Trump, while many other students are supportive of his ideas. This makes it more important than ever that I address it in the classroom, and hopefully model how we can calmly talk about our differences.
- Students seem more exclusive.
- I work in an elementary school. My third graders especially are concerned about the election. Many of my students are concerned about what happens to their families should a certain candidate be elected. The week before the primary election was filled with students asking questions and expressing concerns. There has been a huge increase in the number of students who want to know my political views. I think that they want to know whether I am supportive of their families and current immigration policies. I have seen many elections in my 20 years in education, and this has been the most controversial and emotional.
- They see the campaign and election as a big joke. This terrifies me. They are also so quick to believe stories on social media. Getting the facts does not seem to be important to them. Again, it is all a laughable circus to them. I fear they will not respect or believe in our political process. I also fear they will only hear the voice of he who speaks loudest and harshest.
- My student population is more than 85% Hispanic. They are very sensitive about the statements regarding immigration. The students feel that immigration is the only conversation being discussed when there are so many other issues that are important for the incoming president.
- Yes they find Mr. Trump funny and think he is going to fix everything
- I have mostly seen that my students and colleagues are concerned about the direction our country is headed. We have been concerned about the amount of hatred and intolerance that has been expressed by presidential candidates and the American people.
- There are a small percentage of Trump supporters, but they are very vocal. Some are just using it for shock

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- value, but others appear to be fans. They just mention his name loudly during class whenever they can.
- Yes. Students are talking about it in the halls and in classrooms pointing out kids that will be deported.
  - Most of what I've observed has been wisecracks or sarcastic comments about what they've heard or seen.
  - Kids readily identify bullying tactics that began with Donald Trump's words of hate for the other candidates and spread amongst them...leaving Rubio as the scapegoat for "Going so Low".
  - They are afraid that if Trump wins he will deport all the illegal Mexican immigrants
  - Students are getting more into the elections.
  - They are studying the positions of the candidates more and speak out when they find candidates not being honest.
  - I teach at a Catholic School - we have used the campaign in my 8th grade religion class to look for the Catholic Social Teachings within the campaigns. Because Pope Francis has been so supportive of immigrants, we talk about the candidates and their positions on immigration.
  - The rhetoric of this election has been extremely inflammatory. I am an ESOL teacher, so the election has placed an additional burden of stress and discomfort on my students, who are majority Mexican immigrants in descent. There is a lot of fear and frustration, as well as the sense that they can do nothing to change how this is unfolding. Students have told me they feel like the whole country is against them, and it is difficult to convince them otherwise as Trump continues to win delegates. Students who are already at risk are even more at risk.
  - Because of our diversity here, there is not the anti-immigrant or anti-Muslim rhetoric. But there are "jokes" that aren't jokes about Trump and his rallies. There is a fear of What May Happen.
  - Not really except to get the students more involved which is great.
  - Yes. Most of my students are frustrated and disagree with the rhetoric, others think it is funny and entertaining, and for that reason they enjoy it.
  - Our New Americans are very very scared.
- Students have a strong opinion about the elections and are actually more in tune with current events this year, especially having all military children.
  - We talk about it all the time. My students barely know who is running but they tell me they would vote for "the white lady." They certainly know the name Trump but most have not really heard much of what he has said. I do not shy away from it with discussions with fellow teachers so they hear these discussions. I would never consider not bringing this up. I intend to show some of his rallies and speeches and have students tell me what their reactions to it are, both pro and con. Then we are going to talk about whether his popularity is a good thing or a bad thing and why. Then we are going to talk about how he got here--what the causes of his insurgence both from an economic and political point of view. That is, defining Nixon's South Strategy and how the GOP's "Southern Strategy", veiled racism, disdain for the working class and the poor have helped create a belief within the GOP that behavior like Trump's is OK but only when it is subtle. Then we can talk about the GOP economic belief, defining 'supply-side economics' how the "trickle down economic theories" have failed. How this failure created the disillusionment of many traditional Republicans and even some Dems with the established parties, etc. We are talking about Bernie already. I think a comparison of the two would be interesting especially since so many are torn between Bernie and Trump. We need to look at why that's the case? What is the appeal? We are going to talk about who the constituency for Trump might be and why.
  - I work in an elementary school (in the south) with a high Latino population. Many of these students are truly frightened by what they hear about this election and the candidates. I have even heard from African-American students who feel the anti-immigrant sentiment coming from some candidates is directed at them as well, even though they and generations of their family before them were born in the U.S. It is very difficult as an educator to know how to discuss these fears with students in a helpful, supportive way.
  - The BS they are hearing- the bullying tactics, the religion, all are topics and the remark "I would ask her out" referring to a daughter- for my students- many have abuse issues this is grounds for court.
  - I work in a violent community. Violence is like a part of their every day lives. However, it is difficult to explain how a candidate cannot follow the law and not have to face any consequences for their actions. Trust issues become a problem.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Students are more vocal on the issues reflecting their parents' views.
- A 7th grade boy told me that he needed to hire an assassin to take out Trump because he's terrified of him and what he might cause.
- My own daughter has had openly racist and sexist remarks told right to her. Have never had to call the school ever until now. In the school where I teach, I see both teachers and students more boldly making biased comments.
- The students on the liberal side have become hateful and disrespectful of anyone that doesn't fully agree with their view. Very 1930 Germany.
- We are currently have student body elections and one of the teams chose to use the same slogan as Donald Trump and our students were quite upset when they saw the signs.
- Some loud obnoxious students are still loud and obnoxious. The election may trigger comments - but those are among the classroom management issues that need to be addressed election or no election.
- Negative behaviors a result of watching adults.
- They are terrified of being told there are other options.
- The students don't like certain candidates because of the hatred they are spreading
- During my opinion/persuasive unit of writing, a few of my students wrote a speech convincing their audience to not vote for Donald Trump or to vote for either Clinton and Sanders. During the non-fiction unit a student chose the topic of Republicans to research. They were very well written with facts and anecdotes included.
- Yes. I teach at a school where 99% of our student population is Latino, a mix of legal and illegal status and our students are very stressed about their future. And questioning why some people can be so hateful towards them without even knowing them.
- Many students and adults are keeping a "low profile" and shying away from political discussion for fear of recourse.
- Our school has about 90 languages, is full of immigrants. It's in [an Illinois city], when I began teaching here it was primarily Jewish kids, the demographic change has been remarkable and not all teachers have been able to embrace this. Many late career teachers left when "those" kids began to show up.
- Many of my students are confused about the rhetoric. They don't know how to evaluate a candidate's policies or potential leadership abilities.
- I teach at a high minority/high poverty urban school. In Honors English 10 we have discussed rhetoric and propaganda in regard to Hitler and the holocaust; students have been drawing comparisons to Trump. In AP English 11 we've looked more deeply into why people would support someone like Trump, and whether John Oliver went too far when he started #MakeDonaldDrumpfAgain.
- My students have become very keen to the rhetoric tactics used by certain candidates in this year's campaign. My students will include information they have learned from the televised debates and interviews that they saw of the candidates.
- Yes. My PreAP classes had a debate and it was very emotional
- Yes, my students have become very divisive and are confused as to what information they hear from candidates is true and what is not. They have a hard time consuming media responsibly and analytically.
- Students have drawn parallels, as I stated above, to radical leaders of the past whose hatred ultimately caused death and suffering to millions of innocent people.
- My students are very pro-Bernie Sanders and anti - rump. They have not bought into the rhetoric other than to be concerned about Trump being elected.
- Some youth are becoming increasingly aggressive in their verbal abuse toward anyone that is different...often repeating what their parents say....
- I teach college students who are afraid that they will not be allowed to come to college because of their religion. The 2016 Presidential election is civil on the Democrat side but the news focus mainly on the Republican side. Maybe what we need to focus is how the news is covering these candidates. Freedom of the press and how candidates exploit it would be a very interesting topic for a social psychology course.
- Students are voicing disagreement with prejudice.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My school sponsored an ADL Peer Leadership Program, which was superb!
- The kids are quite concerned about the statements made by Trump - mostly about the wall blocking Mexico and sending African -Americans back to Africa. We have had many discussions about citizenship and what can truly be done constitutionally.
- Not really-----however, when we had a Day of Honor (a la Dia de los Muertos) several of the students executed a large sculpture of Donald Trump with a letter. It should have gone viral. It was poignant.
- I teach in a very progressive, liberal area of the country where the majority of white students and families are anti-Trump. The students have very heated discussions about their dislike for Trump and his policies. There is also a large population of Latino students in my school, some of whom are part of the group of undocumented minors. The community at large is very supportive of recent immigrants since so much of my school is made up of both Latino and African immigrants. The most divisive conversations happen between students who support Clinton or Sanders.
- My students are young and many worry about their family members if Trump is elected president. They believe they or their family will be deported. They also fear that speaking Spanish will make them easy targets for discrimination or deportation.
- In our teacher lounge, jokes or comments are made among staff members that bilingual teachers will be out of a job and that it will make things much easier when we stop accommodating students. Some teachers think this is funny. I do not. I often avoid these people now.
- Certain students have made comments that if Donald Trump is elected he will send people like them away. Or they say that if he is elected they will move to another country.
- My students discuss the campaign and how "hateful" the candidates sound, especially Trump. It makes them upset and worried about their status as 25% of my students are not here legally. School wide, the number is probably 50%.
- Since I only teach advanced biology I don't often talk politics but some of my students were laughing and joking that they will vote Trump, and my population is very ethnically diverse! I probably have 10 different countries represented in my classroom and the minority is Caucasian. But I took the time to explain to them how the world felt about us after 8 years of war/Bush, and how Obama took the time to talk to young/old people around the world about how we need to work together and the US is their friend. My son was in Germany going to school in 2006 and he felt the hatred of Americans personally. Obama changed that and won the Noble Peace Prize in the process and 14/15 year old students don't know that. I said to my students that if Trump got elected he might need to build a wall around our entire country because the rest of the world will not like us again.
- Very little, they are mostly uninformed 8th graders.
- Yes, my students are very concerned that if Donald Trump or Ted Cruz becomes president that they will be targeted for discrimination based on what they look like and not their citizenship status.
- Not yet.
- Embarrassing to say the least.
- Impossible to defend. Better to delete and 'paraphrase'.
- Many of my students have expressed outrage over the negativity of Trump's campaign and many have described him as a "racist."
- My more aware/critical thinking students are frustrated/angry about the things they are hearing and those that have less experience/knowledge tend to tune out the noise or, buy into the fear, negativity and vitriol.
- Open discourse about each person's ideas should be encouraged by our teachers and they should teach how to effectively debate on facts not fiction.
- As we work to teach the negative impact of bullying, students are watching presidential hopefuls bully one another. As we work to teach that all people are important and their voice is one of value, we watch presidential hopefuls shut down others who express a different idea or opinion.
- Concerns about the KKK and anti women and other ethnic groups
- It's hard to pinpoint this to the election because teachers are under so much pressure now and have had so many of their work rights eroded that moral is down. I live in Michigan and our governor and the legislature made our state a "right to work" state which has changed our working environment greatly. Our teachers are distracted by these changes and they are also distracted by what is going on with Detroit Public

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

Schools and Flint Michigan water crisis, where our children and families in the next county over are unable to use the water due to the high level of lead in it. This is also impacting our students, they worry about the children of Flint and so do I. Our colleagues in Detroit are working in unsafe environments and they do not have adequate test books, materials, supplies. Our state is not funding our schools appropriately. So these issues seem to be taking precedents over the election

- The rhetoric supplied by this year's campaign has filtered down into our students. Maybe not in content, but in the way they act and react towards each other. We need someone in the political realm to lead the charge to create a better political atmosphere that still allows people to talk about these issues at hand and create solutions for those issues.
- Poor role models = poor impressions on malleable minds
- A very limited number of students have repeated the ignorant rhetoric of some of the candidates.
- Will there be a wall against immigrants from Mexico has been asked several times. We do an immigration unit earlier in the year.
- I'm at an elementary. Students repeat what they hear without thinking too deeply about it. It is challenging to step in and confront these thoughtless comments in a way that protects my students who are being slighted, but also is sensitive to students who are echoing their parents' comments and don't want to believe their parents are doing anything wrong or hurtful.
- Yes
- Students are starting to become interested in politics because of how much press the election has already received.
- My students are predominately African American; and have interpreted Mr. Trump's stance on immigration as they will be sent back to Africa.
- I have not.
- The kids may listen, may learn, but what they'll do is what the adults do. Much more disrespect & intolerance
- My daughter and her friends are worried about their futures in this country. They are worried about all the hateful things being said and fear that the US is headed toward a fascist state.
- Students have brought up Donald Trump as an example of racism still existing in our world. They often say things about him in a very off-hand way (i.e., let's move to Canada if he gets elected) but they've also expressed fear of his beliefs that he doesn't like people that "look like them." They really haven't talked about any other candidates.
- Yes, several of my students have expressed fear of deportation of their families, if Trump is elected as President.
- Yes, children follow the example of angry sentiment and rhetoric.
- I think the rhetoric of the campaign mimics what we have seen from some media outlets for quite some time. Do I think that rhetoric affects students? Absolutely. They have a hard time practicing civil discourse, because that is not what they see modeled.
- Yes, I teach Hispanic students, and they are very concern about their future in this country, if Donald Trump becomes our next president.
- Yes there has been more talk about Trump and in years past too many didn't even know who the president is!
- My students (and to some extent) my population are disenfranchised and disengaged. However staff is severely affected as the climate of hostility against education in my state (KS).
- Absolutely! I teach a predominantly Muslim population and they are definitely worried about what they hear in the news as it talks about kicking out all the Muslims from America.
- Students are worried that they family members will get deported. Families are concerned about their children talking about the election.
- Yes, there is a great divide between students. Students don't know the deeper meanings or true things the candidates are campaigning. Instead, they know the topical ideas or the things they get quickly from the news. They'll discuss those things without evening knowing the difference between a republican and democrat.
- Yes. We did a mock election and the student representing Trump was addressed by a student whom he did not know in the hallway and told that he should go "kill himself."

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Undocumented students voice their worry.
- Yes. It is sickening to see how young white males get behind the vitriol of Trump.
- My students complain about Trump and think that he is already a government power who can jail them and their parents. Joe Arpaio is Sheriff, his endorsement of Trump fuels fear here.
- I have students telling me they hate Trump and wish they were old enough to vote, so they could vote for Hillary Clinton.
- Yes...Mr. Trump's impulsivity and anti-immigrant comments have shocked the students. They wonder aloud how someone who has tantrums and insults others on the national stage can deal effectively with the major issues of poverty, immigration and non-discrimination that we face today.
- The presidential election has made student become more interested in the process and issues.
- Most of my students do not like any of the candidates on either the Republican or Democratic tickets but the personalities of candidates has students talking about the issues and has them watching the news just to see what will happen next.
- Discussion about the primaries has been very civil.
- My immigrant students are much less trusting of Americans especially white people.
- My Hispanic students have expressed fear about their future in the United States. I am afraid also!
- The students in our school represent a wide range of political views. There are ample amount of students whose own views are represented by each of the current U.S. presidential candidates. The rhetoric from the campaign and certainly energize students to engage in discussions. These conversations can be heated however they remain civil with students choosing to respectfully disagree with each other.
- Yes, in [my] school district, elementary students put on a play about Arkansas, which included Bill Clinton from Governor to President. There were other parents who booed and mocked those little kids because they are against Hillary.
- I see that my students are actually getting more informed about what is going on.
- The rhetoric has affected my emergent bilingual students. They are concerned for their families and themselves. They worry about the life their families have started to build. They want to be here, but also want a nation of inclusivity and hope.
- The fragile delicate sensibilities have reduced robust dialogue. Grow up, it's going to be a long hard life if you can't tolerate different views. Nobody's going to hire you with a shelf for your participation trophies or a safe space in the conference room.
- It has angered and scared them.
- A Muslim student of immigrant parents was very uncomfortable this winter with things she heard other students say.
- I have Latino students who carry their birth certificates and social security cards to school because they are afraid they will be deported. They are very worried for their parents as well, and scared that they will be separated.
- They are appalled by it actually. We all are.
- Our community is of African-American and Latino population, with some families that are of Muslim religion but as a school we keep everything calm. The week of unrest in Kansas City, prior to Missouri primary we were on spring break. So, I did not have time to discuss with my students.
- Some of the teachers become quite vocal about supporting the Republican Party and its anticipated candidate. They speak in a very xenophobic fashion about immigrants and that building a wall is a great thing to stop them from coming over.
- My students, especially my Muslim students, have expressed fear in what is currently happening in the political climate.
- Yes. To be truthful, my students are appalled and scared at the level of popularity of the Republican forerunner, Donald Trump. They can't believe that so many people are supporting him. I have many diverse students who have shared fear if Trump is elected.
- I have seen a lot more angry discourse. I have also seen a lot more anti-protest rhetoric. For example comparing #BLM movement to extremist groups stating that they are the same but on the other extreme. This makes me very nervous. It is a very divisive dialogue.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Most of my students are immigrants or first generation Americans and they feel some of the candidates are racists. They are concerned about maintaining our two major political parties.  
At the beginning of every new class, they want me to give them an update of primaries/caucuses that have taken place. We also check the candidates' delegate counts and how many more delegates they need to obtain their party's nomination.
- It confuses the younger students and gives the impression that this type of rhetoric is acceptable
- Although I teach English it has allowed me to address the need for critical thinking in a real time environment. My students are learning to truly evaluate what someone says whether that is in print or in a speech. Currently we are doing a mock trial putting an idea on trial: "Should a juvenile ever be tried as an adult?" this is an extension of a justice module that is part of the Expository Reading and Writing curriculum created by The California State University system to address the lack of skills seen in freshman English classes. I teach adults returning to school to get a High School Diploma or GED. I feel it is extremely important to help these people gain skills that allow them to make better personal decisions whether they are moving on to college or joining the work force. We talk about the campaign almost every class session and I love hearing students analyze the candidate speeches. I want all my students to be able to advocate for themselves and for others. The future is theirs.
- My students, being over 95% Hispanic, are highly aware and fearful over the rhetoric displayed by the Republican Party. They have asked about the possibility of forced and mass removal of immigrants. Even those who are legal citizens are fearful of their status, their way of life if any of the Republicans, but especially Trump, is elected. We relayed these discussions into knowing history and where things like this have occurred in other times, e.g. Nazi Germany and Hitler. I also used the opportunity to tell my students that participating in civic processes is the best antidote to something like this occurring in our time. And, we discussed the importance of local and state elections, in addition to national presidential election.
- I believe many students and their families are sick of politicians' actions, want honesty and integrity in office,
- Some of my students express a dislike of Trump because they say he is "racist" and "hates Mexicans."
- Some students are afraid of what would happen if Trump became president.
- The students who are Latinos are extremely upset hearing statements like, "Mexico is sending us their rapists and criminals."
- Poor example of how adults especially those who believe they could possibly be an effective president should behave. They demonstrate the highest forms of bullying.
- After Mr. Trump won the Republican nomination in Massachusetts, several of our Muslim and (other) immigrant scholars feared what would happen to them and their families.
- We have a student who has expressed his feelings about Donald Trump and his brilliant idea building the wall to keep out Mexicans and the tracking of Muslims as he thinks they are all terrorists.
- Increase in hate speech. Threats about what will happen when Trump is elected
- A student told another who is Mexican and used to be his friend that he wanted him deported after talking about the candidates in social studies. The student reported that he supported Donald Trump. I have another student at my school who is Indian that has been targeted because the other students perceive him to be a Muslim. He has been harassed by being called "Isis" and with students saying "Allah Akbar" to him, among other things. His mother confessed to me that they had considered moving because of it.
- My students have talked about the election and comments that the candidates have made. Most of them seem shocked by it.
- In our small, mostly liberal school, most response has been horror and distress.
- Students are more concerned...very anti Trump-from those that have said anything
- Some seem more willing to express their anti-Muslim or anti-immigrant views, whereas before I feel they might have kept those thoughts to themselves.
- I have no specific reference but know after teaching for many years that certainly it reinforces attitudes that students bring from home. Remember we have a governor, Lepage, who claims that Trump learns his moves from him. We've been exposed to this for years and thought he couldn't be elected, let alone re-elected. This is the country that brought us not only Lepage, but Ventura, Faubus, Wallace, Swarzenegger etc.



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My students are angry about the things said by Republican candidates. They feel that the candidates (one of them especially) are racist and they feel demoralized.
  - I teach at a historically black education institution and the backlash against Black Lives Matter movement has many upset and angry
  - Yes, my kids are not pleased with all the fighting. I have not been able to show much, other than small clips on other specials without clips for the kids just don't want to listen to the badgering. Their questions are not being answered due to all the fighting.
  - Yes, the kids boo Donald Trump. The rhetoric can't help but permeate the school, because no candidate really understands the education system.
  - I have found that this year the students are very polarized in their discussions compared to the last election. It has helped to have them remember the U.S. Constitution and Bill of Rights when we talk about the political stance of candidates as well as the history of immigration faced by many of our ancestors.
  - Not really. All our students are non-native English speaking immigrants.
  - Students take what is said as fact.
  - Students are caught up in "the fight" and enjoying the competition.
  - It hasn't that I can observe.
  - I teach 7th grade Civics and my students simply repeat what their parents are telling them. I have had more anti-Obama rants than I have the last 8 years. Donald Trump is a favorite among the 12-year-old boys. Imagine that. I have to caution the students to reserve their "opinions" for their own homes and friends. We are a very conservative, Baptist community and the religion issues are fueling a lot of their outbursts. We don't have any Muslim students at our school. Children come in talking about what "Trump said" and how we are taking our country back when he gets elected. My minority students (mostly Hispanic and multi-racial kids) are subject to their rants but it's like the kids don't even think of hurting their friends feelings, they don't see each other's color, I guess. No kids are targeted for harassment or anything, but kids don't think twice about spewing their racially charged, anti-Obama insults. As for the concern about the aftermath of the election. They are not scared of a Trump presidency.
- They don't want Clinton or Sanders there. They think our country will revolt if they do.
- The inflamed character of this political season is directly connected to the candidates. Their behavior is much more than mud slinging, and borders on verbal assault. Students repeating these words or the sentiments of their parents are asked to question if they believe or are repeating.
  - Yeah, the Lamestream Media is still being lame. If it weren't for assholes like the entire ABC, CBS, NBC, MSNBC and CNN staffs, this would be a rather benign election year.
  - Students are more engaged in following the election this year than in past presidential election years. I attribute this to campaign rhetoric that has caught their attention.
  - I teach in a rural HS of 95% white, and many of them listen to their parents, lower socioeconomic class, and feed into Trump's rhetoric.
  - I live in NH in a very conservative town.
  - It makes them want to register to vote and participate if they are able!
  - They call each other "idiots" and "assholes" based on political belief. They don't discuss politics, they scream them at each other. The "Donald Trump" kids decided that teachers who try to squash their hate speech
  - They regularly comment that Trump is racist and not to vote for him. Today, during the pledge, one student added "and immigration reform" to the end.
  - There is a boy from Mexico, who is a citizen, who is terrified that the country will deport him if Trump wins. He is also scared that kids and grown-ups can and will hurt him. This is horrible and immoral that the Trump is getting away with this incitement of violence and racism.
  - Students are more open about what they hate. Likewise some of the staff voice their intolerant opinions.
  - Yes, It has increased their interest in the campaigns and the process.
  - African Americans and students of European background seem to argue about thing that didn't matter at one time between them.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Students have become very hostile to opposing points of view, regardless of the topic. Any division seemingly now elicits anger and personal attacks.
- Students have been arguing with one another, reflecting the beliefs expressed by their parents. The arguing escalated to a point that we have been asked by our principal to encourage students to save political discussions for home with their parents and with peers outside of school. Teachers are shying away from discussing the democratic process as a teaching opportunity because what's happening does not incorporate values we want to teach our students.
- Kids are curious as to why some people dislike Trump or Sanders. Many believe Clinton is not honest.
- I have actually seen my students turn around their opinions since the beginning of the school year because they have noticed how crazy some candidates may sound.
- It is not rhetoric to me. I explain to my students that Trump is honest about how he feels and vents. What is worrisome is his followers! Additional, people of color have dealt with this type of hidden rhetoric historical but when whites experience the same thing, only now is it an issue and injustice.
- My students fear they will be deported if a Republican nominee is elected. They are fearful and aware of the voting rights that are being reversed in order to silence people of color because they cannot afford to travel or leave work to obtain DMV IDs.
- I have students from Iraq who are worried that they will be sent back if Trump wins.
- I see the kids having discussions about the elections.
- Students are actually discussing the political race for the first time since I've been teaching.
- Mostly, it is a parroting of one another's rhetoric. One person says "fascist" and everyone joins in, without, I'm convinced, knowing what a fascist even is. My students believe a fascist is someone who disagrees with them.
- Yes. Students are talking about the election in almost every setting - in class, during passing, and during lunch. It is definitely something that is on their minds. They are worried about their futures, even if they can't vote yet.
- They are also making connections between school content and what they see in the news about the election. For example, as we are learning about Hitler's rise to dictatorship, students are making connections to Trump's campaign.
- Students are much more interested in what is going on. Students bring up Trump daily, and not in a positive way. Most are appalled at what they are hearing and mainly incredulous that it is being said. It is sad that they do not give any attention to the other candidates, however, even if they don't support them since it would be better for them to have a well-rounded understanding of the issues and people. Instead, they focus more on the sideshow aspects of the election, which has come, unfortunately, to make up a significant amount of what is shown on TV.
- NEGATIVELY. From wanted to escape Trump's dictatorship (if he is elected) to avoiding communism (if Sanders is elected) this election has negatively impacted my students view of our electoral process.
- I had a student beg me not to vote for Donald Trump because he would send her parents out of the country. Though her parents are most likely immigrants to this country, I have no reason to believe her parents are illegal immigrants. I never have told a student who I was voting for. I felt I had to answer her question privately and tried to assure her that I believed caring citizens would never let something like that happen.
- I hear a lot of discussion between students and staff members concerning behavior and outcomes--what might that look like?
- My students, and the students at my school in general, are quite anti-Trump. They are very vocal about it and they are very supportive of Bernie Sanders. Again, it is an extraordinarily liberal school.
- Civil discourse is always a challenge. In my opinion, I see that more and more at our school, whether it is related to the election, reality TV, or just rudeness...I don't know.
- I have only mentioned the election several times. I do not want to offend my white middle class students who come from conservative backgrounds but I still feel compelled to at least get them thinking a bit about the potential harm a Republican candidate could do to millions of school children.
- My school is completely comprised of Muslim and Mexican students, being in Arizona. They constantly ask why the American people want to kick them out.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

The students ask every teacher who they will vote for, when we respond that the information is private, they automatically assume we are voting for Trump and become confrontational. I have never seen my students so interested in the Presidential election, but I am worried that they may not be for the best reasons.

- We often overhear disturbing comments when Trump comes up in student conversations. It is in direct contradiction to the "kindness" initiatives we run in our middle school.
- My students are frightened as they are mostly Mexican-American.
- A lot of students go based on what they hear at home. There are a lot of "I hate Trump" comments.
- I have been recording delegates week by week. Junior Scholastic has been covering this election as well. Students in my room are required to present current events reports so no-I am not hesitant. Also have taught a lesson in "All it takes for evil to win is for good people to do nothing." Discussed what can good people do? Also discussed parallels to 1920's Red Scare and quota systems from that era OMG doesn't history repeat itself.
- It appears to be an unnerving experience to be a kid currently. My kids (gifted, mixed age, grades 3-5) seem to hear it all, and don't get how the messages coming from candidates works with how they are supposed to be nice to each other, share, not bully, welcome new comers, be excited about the kids who speak other languages, etc. It is very confusing. It is hard to use direct examples (like what the candidates actually say) to analyze. So we have resorted to looking at history. Lots of examples and sometimes the kids even say things like, "Wow, Donald Trump sounds a lot like George Wallace." Scary, but great connections for the kids to use as their own foundation for understanding the current state of affairs.
- Although I teach English it has allowed me to address the need for critical thinking in a real time environment. My students are learning to truly evaluate what someone says whether that is in print or in a speech. Currently we are doing a mock trial putting an idea on trial: "Should a juvenile ever be tried as an adult?" this is an extension of a justice module that is part of the Expository Reading and Writing curriculum created by The California State University system to address the lack of skills seen in freshman English classes. I teach adults returning to school to get a High School Diploma or GED. I feel it is extremely important to help these people gain skills that allow them to make better personal decisions whether they are moving on to college or joining the work force. We talk about the campaign almost every class session and I love hearing students analyze the candidate speeches. I want all my students to be able to advocate for themselves and for others. The future is theirs.
- I teach younger students so I have not heard too much from them. They may also reflect their parents' views.
- Our administration would prefer we leave it off the table. That feels irresponsible, especially as a social studies teacher, but we do not know our hierarchy of obligations or how we will be backed up.
- Derogatory comments about women, fear of discrimination. We are studying WWII and the Holocaust. Many students are making comparisons of one candidate to Hitler due to similar comments. They are told to discuss it with their parents, as we will not discuss it in the classroom.
- Anti-Muslim and anti-immigrant sentiment has been expressed by a few students long before the election. I have had more students speak out against Trump and his ideas than I had speak against fellow students that would express similar ideas to Trump rhetoric. I have several students that are worried what may happen to them. I have others that claim they are moving to Canada.
- It has caused much fear.
- Our school has an ongoing focus on kindness. My students are quite concerned about the lack of kindness expressed in this presidential campaign. They are also frustrated that rather than discussing causes, impacts and possible solutions, the campaign focuses on "clever" but mean remarks, accusations, and comebacks.
- So far I haven't heard too much negative from our students or teachers. We have many immigrant and Muslim families in our school, so far the student body seem to be as welcoming as ever at least so far.
- No. I teach first grade
- Not yet. This year in the state of Arizona all 8-12 graders must take the U.S. citizenship test. Students must pass this test with a 60% or better in order to get their graduation diploma. If they pass the test the first time then they do not have to take the test again. The question asked by some of my students is if they take this test now can this count towards their bid to

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- achieve citizenship or do they have to take the assessment again?
- Fear, anger.
  - Latino students asking, "Why does he hate us?" referring to Donald Trump
  - Two different classroom fights have broke out when the election came up. Apparently, they started about "who" the students might vote for, when discussions got heated-it was too late. (Not in my class!)
  - I work with English learners and one of my younger, second-grade students has said, " If Mr. Trump is president he's going to send us all back." She has talked about this daily and is very visibly upset. It is interfering with her learning in school and is frustrating to me because it's having such a great impact on her education. Regardless of what any teachers have told her she still is upset with what she has heard on the news. I have also heard teacher say that they believed that Donald Trump is correct and that we do have to be afraid of Muslims.
  - My students are 4th graders and do not understand the complexities of what goes in to governing our country. With so much access to media on the internet they are exposed to hurtful comments that are discriminatory and don't understand why adults are saying these things when the myself and the school are teaching them to be open minded and respectful to those from all backgrounds.
  - After teaching/ counseling for 45+ years, and still going strong, the worse affect that I am seeing is:
    - \* their growing distain & distrust for adults & our gov't leaders
    - \* reinforcing their beliefs that authority can be ignored
    - \* that being wealthy is the answer to so many of life's problems
    - \* that a majority of people would actually vote for a bigot, when students are taught that diversity is the foundation of our country.The speeches made by Trump are a real embarrassment to me, as I try to be a role model [I'm the same age as DT], and I try to teach truth and thoughtful discussion, instead of "one liners" that oversimplify complex issues.
  - They are more interested in the candidates then the issues.
  - I don't know how to present the hatred that Trump has built in his campaign.
  - My Mexican students are very stressed and fearful of what the future will bring.
  - Not only schools, but parks, stores, clubs, everywhere!
  - Republicans vote for any person running in the party no matter what, and Democrats seem to analyze the issues more among all candidates. All Republicans in my school believe Clinton is a murderer & liar. They are afraid of Sanders & Trump but will vote Trump if he is the candidate. They say they will never vote Clinton. Democrats make their points with facts, while Republicans speak what they hear from TV. They are not open to any truth proven with facts. Students speak what their parents say at home. One student said her mom said Trump was a liar. The teacher told this student that Clinton was a liar & killer, that SHE killed 4 Americans. The student was very upset & confused behind this statement, so she asked another teacher in front of two other teachers who quickly told the student those facts are not true, and that our government works missions in a classified manner that allows for limited information being released about classified missions.
  - So many of my students are truly terrified about what will happen to them and their families if any of the candidates on the right are elected. This is such a real and present danger for them and it is hard to talk about in an objective manner.
  - I think that because we address it in our classroom students feel safer about expressing their own feelings. Again, this is DC and most of my students belong to politically cognizant families.
  - My 5th graders got in a fistfight on the playground yesterday. It started when one of the boys quoted Donald Trump.
  - The word "racist" has become a popular saying with the middle schoolers. Political discussions in the classroom keep coming back to calling various political people racist. My middle schoolers all tend to agree that Trump shouldn't be president. Discussions are more about the inflammatory things he says rather than what he or other candidates stand for.
  - Students echo what they hear at home. Fortunately, most of my students' parents are fairly liberal in their political views, but several parents are strongly supporting Mr. Trump and that reflects in what students say.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Stress and anxiety over this election is very apparent in my students. They express great dislike for Donald Trump's rhetoric.
- Students argue if someone says they support Trump. Lots of anger and animosity. No respect.
- My students have been very vocal about their disdain for the republican candidates due to their hateful rhetoric towards immigrants and Muslims in our country.
- We have surveyed our students and they will make comments like why do they have to come here.
- We spend every Wednesday, which we call Socratic Wednesday, in my five Holocaust Studies classes talking about the election process, the candidates and the comparisons made to Hitler by republicans about Obama and democrats about Trump. We invited a politically involved Holocaust survivor to speak to my students last week who spoke of his concern about the apathy he sees when it comes to speaking up about Trump's racist, misogynistic, violence-inducing rhetoric. Students send me links to articles and videos that we share in class and discuss. My students are becoming aware of and informed about the political process and the importance of becoming knowledgeable in order to engage in political discourse without closing their minds to the views of others. Knowledge is power, but speaking up when we see danger is more powerful.
- My students are paying attention to politics and elections for really the first time in their life. They are shocked and dismayed at the xenophobic comments and the lack of specifics in the political rhetoric they are examining. I thought they would be turned off from voting but they are actually more determined than students in the past. However, they are or feel they would be voting to stop specific candidates rather than in support of a candidate and their ideals.
- Most of what I've heard is from my older students, who are eligible to vote this year. They are struggling to find a candidate that represents their views. And struggling to decide between the "lesser of two evils". They want to start a dialogue about it with their teachers, but we're prohibited from sharing our views.
- Absolutely.
- This year the government classes did a presidential debate wherein students drew names and adopted the demeanor and rhetoric of each candidate. Many said it was hard for them, but they did an excellent job and to see the girl from Ecuador promoting Trump's wall was a learning experience for all. I think the debate was cathartic for the students who are fearful.
- Simply fear about what will happen to our country and to them (white rural kids for the most part, who see themselves as connected to others) if Trump is elected, or even if he keeps on with his dangerous rhetoric.
- My students whose parents are Mexican immigrants have expressed concern that "Donald Trump hated us."
- I have heard them discussing this year's election more than I have in the past years of teaching. Lots of laughing about Donald Trump, then there are those students who love Donald Trump. I suppose it depends on what they hear at home.
- Yes, my students are aware of some of the disparaging remarks that have been made by one candidate in particular. Some don't understand why someone would want to build a wall to keep "some people out of this country."
- Yes
- Honestly, I consider myself lucky. The students in my school seem to be as alarmed as many adults by the tone of the campaign and the intolerance vented by Donald Trump. They started the year joking about him. Their tone has turned somber with concern over what will happen if he's elected. This was unexpected; I teach freshmen!
- African American students seem agitated when the election comes up and get visibly upset and concerned when a news clip from student news shows charged rhetoric from the extremist candidates.
- I find my students and parent in a high alert stage due to presidential campaign rhetoric. People are scared and angry. People who I would of called friend (colleague) have turned on each other with nastiness not professional at all. I think these open displaces of prejudice are playing out in our society as well as the classrooms around America. I think people are feeling that we are going backward instead of forward. Racism rears it ugly head again in a nasty way for the less fortunate and they is no one standing up for any cause but greed.
- Yes, we have had to teach allot more about stigma and how words affect others, as well as racism and stereotyping.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- My students are very soured toward the election, but also just the state of our nation.
- ESOL students feel more vulnerable.
- Our immigrant students are afraid of what might happen to them. Our poor children are confused.
- Many of my students have expressed worry about their lives and the lives of their families. I think many students are bonding over this.
- We have not talked about it in class since the beginning of the year. I don't think I would be able to have an unbiased conversation about it.
- Based on the behavior of the major candidates, students are getting the message that bullying is okay and you can insult anyone at anytime without repercussions.
- Fear, confusion, accepting things as truths that are not true
- I work with young adults with cognitive disabilities, and they are confused and frightened by what they see in the media. It is hard to teach about the election process because they cannot move past the fear. Even students with families who are here legally are worried about what will happen to them. In addition, I advocated for several of the higher functioning students to register to vote, thinking that being able to use their voice might help, however, some closed minded case managers felt that helping registered to vote was inappropriate due to the volatility of the election.
- It has absolutely created a sense of anxiety among our Mexican students. They fear what will happen to their families. My Black students are also concerned for their safety because of what they see on TV at Trump rallies. My White students are concerned for their friends.
- Trump's rhetoric has specifically increased the students' use of the word racism.
- We have had an increase at our school in racist language when our tolerance levels were much better prior to the election starting we had kids Caucasian kids think it's OK to treat people minority status with disrespect and outright white supremacist racism because it's allowed on TV and Donald Trump is going to be president according to them we expelled at least one student for his behavior towards a black lives matter protest held by her social justice organization and I've had racial epithets scrolled on our district office since the election runoffs have begun.
- My students feel if Donald Trump becomes president, he will deport immigrants. They also feel he does not like Mexicans. They are learning this from their families.
- Some students say they believe it is ok to "tell it like it is" without regard to how their words and behaviors impact the person hearing their hateful words.
- A nine year old African-American student asked me, "Can the new president change laws? My brother and I are afraid we will have to go back to segregation and we don't want to."
- Not really yet.
- Students seem more aggressive and are more verbally abusive.
- Students often get angry about what they hear from the Republican side. The election is generally being kept low- key at school this round. Our population is 85% Hispanic with large enrollment of Mexican children.
- We are a small, rural community and affect has been minimal.
- Some are entertained by Trump and co. They don't take them seriously
- I have had students legitimately concerned, to a point that it is affecting their academic and social life, about how the election, and more specifically who gets elected, will directly impact their home life. As an example- the highest achieving boy in my class has shown particular concern about the upcoming election. He is Hispanic and is always asking me questions about, and worrying about what will happen to him if a particular candidate gets elected. He has told me he can't sleep at night because he's worried that his family will be sent away in November. He struggles with his choice of leaving with them to stay connected, vs. staying in the states to "get the best education possible". It is completely and utterly heartbreaking to see a 10 year old so concerned with such adult issues.
- Our Latino students are anxious and vocal about their fears. Teachers in grades as young as kindergarten are hearing students talk about the issues. The name Trump is heard in hallways, cafeteria and classrooms daily. The term immigrant has acquired a negative connotation for students.
- My Hispanic students are very aware.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Most are keyed into Trump's racist & anti-immigrant talk. Those who have immigrants in their family, or who are not white, are upset and worried. Sanders is the candidate I hear the most support for.
- The Republican rhetoric has fueled discussion about immigration and how undocumented immigrants are seen by the media and society as a whole.
- Students seem more interested in the candidates but not necessarily the issues.
- Students are keenly interested re: much-hyped "sound bites" -- yes, especially by Trump. Also, although many fewer, some students are genuinely intrigued by the Sanders campaign....
- Absolutely. Students are incredible pro- or against-Donald Trump, and speak in an aggressive and at times violent way about their sentiments (i.e. "I want to kill Trump")
- They are concerned about the election, but not really concerned about what will happen after the election. If anything, I would say that they have become interested in the election for the first time & I have been answering more questions concerning the election process. My students, all Hispanic, have definite opinions concerning the candidates, which is unusual. Other election years, they rarely expressed opinions about US politics.
- I am a University teacher educator who works with pre-service and in-service teachers. As we are in full support of anti-bias curriculum, teacher candidates and I have had conversations about the impact of the 2016 presidential election on children and youth. Because anti-bias is an activist, proactive way of addressing incivility and discrimination, we openly state that the presidential candidates do not represent our values, and each in his/her own way, has lost our respect. There are individuals who serve as role models for us all, however, they are far removed from the political arena -- even though they are activists (i.e. Malala). In my curriculum course we follow Teaching Tolerance as the TT resources help students with the college's core values under the catch phrase CALLED to LEAD (Change Agents, Life-long Learners, Embracing Diversity as Teacher Leaders). Silence can mean compliance and children and youth must understand that what is happening is inappropriate.
- The students believe everything the candidates say even if they have been fact checked otherwise.
- I am lucky to be at a school where social justice and equality are our main focus. Also, being in Brooklyn, we have exposure to a broad range of skin colors, beliefs, and languages, so mostly our students show curiosity & excitement when seeing or meeting someone different. Political outrage and fear are common themes in student discussion, but mostly directed at the far-right fascist fringe that seems to have taken root in our country.
- Neither. Mostly I hear kids and adults say how disgusted they are by the childish and asinine antics of the Republicans. I teach an advantaged group of eighth graders. We are not particularly diverse and are mostly white Christians in a very red state. Our kids recently took a straw poll and 34% voted for Sanders, 29% for Clinton, 18% for Trump, 13% for Cruz, and 5% for Kasich.
- The children have been saying more inflammatory things to each other. So far most kids call each other on it, especially stereotypes and racial/religious profiling. It is both sad to see the new behavior, and it is very hopeful to hear them be called out by peers to correct it.
- The non-Muslim students (a school of all international students) are being kind and supporting the Muslim students. They are defending them and they are learning about them.
- Many of my students are afraid or unsettled; my younger Arab students are convinced that Trump wants to kill them and all Arabs. I have heard a lot less talk about who kids' parents plan to vote for than I usually do in election season. They seem to be taking it as a taboo subject.
- Absolutely! My kids are really upset. They don't understand how even a few of our teachers could be supporting Trump. Neither can I, for that matter.
- Discouraged -- we all are. How can a bigot get so far in a wonderful country with citizens I thought more highly of?
- YES!! A lot of vitriol has been repeated in the classrooms and hallways. I repeat "Integrity is doing what is right even when people are not watching."
- Tag lines that I can think of from the top of my head include, "Women shouldn't be leaders", "All politicians are liars, lian' Ted, HiLIARy, all of them" "Islam hates us", anything about "the wall"

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Most are afraid of their family members who are no legal citizens may be sent back to Mexico.
- Most feel connected to Bernie Sanders
- Some students find some outrageous candidates funny and imitate what that person is saying. I don't think they understand the ramifications, but I know it must make some people feel uncomfortable and unwelcome.
- Trump's rhetoric has specifically increased the students' use of the word racism.
- A boy brought a knife to school to protect himself against "the Muslims". His teacher had to move her Muslim students away from him for their safety.
- My students consist of (literally) two African American children and about 15-20 Mexican students. The rest of the 70 are white. We are in rural SC. Most of my students are great kids who try to get along with others. I see, however, some of the ones in our school who would be susceptible to Trump's rhetoric feel more willing to speak out in ways that are not appropriate. It occurs to me that kids would get in big trouble if they speak the way he does.
- Some of our students are truly becoming engaged in dialogue surrounding racism and Islamophobia. I also think that many of our Somali and Muslim kids are taught or don't feel comfortable speaking out about their discomfort. Some of that might be cultural, feeling safe in the environment (both school and in the U.S. and some is connected to being English Language Learners.
- Some of the students are certainly talking about it actively
- No
- We are having problems in our town because our Muslim community members are trying to build a community center and hate has been a problem.
- I teach American Government & Civics, so my students discuss politics and current events daily. A few have shared stories about how they have been singled out by law enforcement while driving through "white" areas (Hispanic students). Others have experienced rude comments and lack of service while shopping or at restaurants (these tend to be women wearing hijabs). Students from Western or Southern Asia are most concerned about these incidents increasing. Many are worried about their ability to gain employment after completing their studies.
- Mostly the kids' comments lead me to believe what I think: how can he say what he does?
- I work in a diverse urban school district we usually have civil disagreements over positions, this year the pro-Trump folks are being attacked (verbally) and are no longer willing to speak. I find myself in the ironic position of defending their right to be heard.
- They are vocally anti-Trump, even able to laugh at things he says...They easily recognize hate speech, but their tendency is to mock him, rather than take him seriously.
- Most of my students are of Mexican descent. They feel hurt and confused. They are children and are afraid of what a "bad guy" could do to them and their families.
- My students, predominantly African-American, express dismay and fear at the prospect of Trump becoming president. Many repeat the belief that Trump intends to "send them back to Africa."
- I work in a very multicultural climate. My Muslim students (elementary school) have expressed concern about their future. They hear it on the news and in the political debates. We have not stopped talking about the issues. In fact, we have talked about them even more.
- Students are becoming more informed in regards to the presidential campaign, candidates and their ideologies, and the political sphere in America.
- A lot of my students are undocumented as are their parents.
- They are terrified with the idea of Trump becoming president they want to talk about the Constitution everyday!
- They are shocked at the bigotry coming out on TV and Internet-- we discuss it in class. Thankfully, none has experienced anti-immigrant sentiment personally.
- My students believe that if elected, Trump will "take away our food stamps", "send us back to Africa" and "Build a wall".
- I find it difficult to answer students questions and explain to them why some of the things they hear Presidential candidates say, if they said at school they would be disciplined and the person running for president is not.



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- It has only made my students more interested in the outcome of the election.
- Students are more willing to openly address issues in a negative, confrontational manner.
- Not really. I teach 2nd grade.
- My 3rd graders are predominantly Mexican-American and they definitely make comments about how Trump wants to send their families back to Mexico. They clearly have heard that he is racist and not supported by their families. I haven't heard much on the other side, though.
- I teach at a high school overseas where students have family in the United States or go there for tertiary education. One student has said if Trump is elected she would rather go to Canada to attend college. Other students are concerned that it will be difficult for them to get student visas; so they are looking towards attending university in the Netherlands or staying in the Caribbean region.  
As an American overseas, I am asked by my colleagues how something so negative can be happening. Even seventh grade students are concerned about the negative statements about immigrants.
- None. We encourage open discourse
- YES! My students are having a very difficult time understanding what they are hated so.
- They have lowered themselves to the level of some of this year's candidates and it is hard to try to correct them when it's the adults in our nation, those seeking leadership positions, who are setting this bad example.
- Some students have outrightly expressed fear and incorrect information in regards to American foreign policy, certain racial/ethnic groups, and current legislation (both in affect and proposed) regarding effects stemming from current events worldwide.
- Yes. It seems that many students and families are staying informed. We have more discussion AND DISAGREEMENT with my AP students.
- My students have reacted very negatively to certain candidates, namely Donald Trump. I teach at a Title I middle school, high population of Hispanic students. There's been quite a bit of commentary to news clips as well as questions and discussion in my social studies classes, especially regarding Trump's negative characterization of Hispanic immigrants and his promise of building a border wall between US and Mexico.
- My students have been asking more questions and are more eager to learn about the Electoral College.
- I have a student who is an immigrant from Africa make "jokes" about how his family will be deported if Trump becomes president.
- My ESL students come to class with more anxiety and wonder where they should move to next since returning to their home countries is almost always not an option.
- They repeat things they hear from the candidates.
- Fearfulness.
- At a school field trip to an ice skating rink with Trump's name on it one student told another student that a sign that said "No M's" meant "No Muslims". In class when immigration, terrorism or presidential politics come up, students express a lot of anger and frustration toward Donald Trump.
- My students are immigrants or children of them. They are upset by Donald Trump and his rhetoric. They are worried that even if they came here legally, Trump wants them out.
- My students are less open to ideas other than those they hear at home.
- A 4th grade student said his family was for Trump because "Muslims kill all the Christians." Two black 4th grade students discussed plans to move to Canada if Trump is elected because they don't think they'll be safe.
- ELL students are fearful and have anxiety when they hear comments about a wall or being deported. They immediately feel like unwelcomed guests - shifting their eyes and body. Caucasian students do not...as if they feel a sense of entitlement. The children are only repeating what they've heard adults say, and as the teacher it is promptly corrected. Once the words are out though, they can't be unheard.
- It has overall been negative. How do you teach students about the "democratic" process when the major candidate of the Republican Party has such racist, sexist, and anti-immigrant views. At my urging our middle school principal discussed that we were a school that welcomed and affirmed all students regardless of religion. We have a few Muslim students,

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

and our concern was that the harsh rhetoric from the Republicans was making these students feel alienated from our community and nation. I have never seen anything like it in my life and I am disgusted.

- We ask. We discuss. We go back to the Constitution for evidence to confirm our beliefs. This is Vermont. Many feel the Bern.
- Students speak in terms of who is a liar and mimic words from the candidates. Our young children mimic the candidates in their language and accepting that their words are based on facts. They seem to be more blind about choosing sides than they were in the last election. They also speak in absolutes as opposed to being open to seeing the candidates as having some strengths as well as weakness.
- They are increasingly political (which is good), but the extreme rhetoric being modeled is not helping their ability to utilize reason and evidence, rather than replying in kind.
- My students go home to watch the news with their families on their own. They ask for permission to research and blog about political candidates and speeches every day, something that was unheard of before in my 19-year teaching career!
- We are all still tiptoeing around the topic. It is so inflammatory that no one wants to even discuss it. Not good when we should be talking about issues.
- Not yet--but I anticipate such.
- I've had students who wanted to tell inappropriate political jokes, and couldn't understand why they were inappropriate to tell at all, much less in a 6th grade classroom.
- Openly racist statements towards Mexican students have increased. Mexican students are worried about Trump.
- Students are harsh toward one another when discussing the campaign, and less open minded.
- No grey area. Either students are empathetic or anti anyone different
- I think phrase "do what I say, not as do" fits pretty well.
- Yes, students are not happy with the language of Trump, especially the Hispanic students. The females in the classes are horrified and angry about the lack of

respect for women coming from the Republican side of the campaign.

- Yes, like never before. It's chaos and creating fear in humble people. I'm afraid that all the good from President Obama will dramatically change for my students.
- When we talk about Presidential election they express fear. Some teachers are expressing culturally incompetent reactions to conflicts in the classroom. This has put a divide in one of or middle school classes.
- Insensitivity among staff and students. Division, restlessness, name calling, etc.
- I see an increase in racism this year. This may be attributed to many things, but I wonder if those who have those thoughts feel more comfortable saying them now. There is more anti-immigrant, anti-Muslim and anti-black statements.
- No. I teach adults and most have never voted or paid attention to the process
- Students are very engaged, are watching the election media. They want to discuss, understand better, and to be involved in the election process. Students are critical of the negative and offensive rhetoric that they hear from candidates. They are not embracing it. There are many students expressing their support of Bernie Sanders because he seems compassionate and accepting of others.
- The one positive I can identify from this election is that it has increased civic engagement amongst my students. They WANT to know how primaries and conventions look, what limitations on a president's power exist, and what other elections have been so outrageous. I do teach honors and AP level high school students, so my perspective may be a bit skewed, but I've been happy that they are at least curious and want to know more.
- I would love to share a quote that one of my students with high functioning autism shared with me. "It is like Donald Trump is passing gas on the entire country." :)
- Race relations, social economic status and religion are very touchy subjects. Hateful comments are being made, misogyny is apparent and a lack of historical knowledge surrounding different groups.
- My students constantly ask questions, and want to know what might happen to their (mostly immigrant)

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

families. I want to respect the opinions of all while educating my students about current events.

- They have a tendency to want to shout over each other like Trump and say mean things. They are mimicking Mr. Trump's rudeness towards others. It increases hurt feelings and bullying. They speak in absolutes about their candidate of choice. No room for discussion. This is in 4th grade!
- Students laugh at the ridiculousness and immaturity of the candidates in the ALLEGED debates.
- Students arguing about the statements made by Trump or how he is expressing the voice of the people is difficult to control or direct in a positive direction for students are quoting what they hear and see which is troublesome and difficult to clarify for them.
- I have heard racial slurs used that were not said before the presidential campaign started. We teach about acceptance, appreciation, educating oneself and embracing each other's similarities and differences but the campaign appears to come off as creating a complete opposite belief.
- Students are not taking the election process seriously. The notion that a woman is running for president is completely lost on them.
- Students are using more hate language than I have ever heard at our school before.
- My students spoke out against Trump's racist ways and another student said his father will vote for Trump.
- I teach in a very diverse school in which students are very tolerant, Mexican and Muslim students are fearful of what might happen to them and their families.
- Many of the students I work with do not listen to the news or actively try and research what is going on politically in this country. I am very concerned about this. Unless the information is easy to get to there is no interest. Have other teachers and counselors experienced this behavior?
- I have brought up the election as a topic for discussion in groups but as a way to get my students speaking up about a subject of interest.
- This incident exemplifies the atmosphere the 2016 presidential election has created in my urban school: One day after calling one of my 3rd grade readings groups, one student sat down and stated in a very loud voice, "Donald Trump is a racist! He hates black people.

That's bad!"

When that type of discussion filters down to third graders, the atmosphere is certainly different. I'm not afraid to teach the election. I feel it is my job to teach about it and help to filter out the ridiculous name-calling and hate mongering that the candidates are engaging in. I have heard no racist comments from students or parents, but there is some fear and raw nerves among my students and their families. I feel embarrassed for our country. What a ridiculous display they are putting on for the whole world.

- I teach high level students and the conversations among them have had a definite tone of hopelessness with any of the candidates. They feel that none of the choices will be good for the country and their futures.
- Disenfranchised students are displaying and discussing feelings of hopelessness. Privileged and unprincipled students are making more and more rude comments towards the disenfranchised peers.
- My students, who are predominately African-American, worry that if Trump gets elected they will be deported to Africa.
- Students whose families support the GOP are embarrassed.
- I have had some students quickly lean towards one political party/candidate simply because they yell and "tell it like it is." However, I have had to quickly redirect and explain to students that even though it may sound appealing, there is no actual basis to that particular argument.
- Yes, they seem very upset about the whole thing and confused.
- The staff has become bolder in statements they make supporting Trump's ideas.
- Students, especially our Latinos & Muslim students, are very much against the hatred spewed in this election campaign.
- The fear is very visible. You have many that fear for their future education. We have many that are facing uncertainty in gaining admissions because colleges and universities that accept DACA students are putting them on hold because if Republicans win they are concerned they cannot accept DACA or Dreamers? That is very sad news to hear. You also hear grade school/middle school level students afraid of having to leave the US because of the rhetoric being spread about

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

immigrants and walls, etc. This is just adding more pressure and concerns to many students it needs to stop! It is totally out of hand and sad.

- The rhetoric has caused our students to be concerned about their future as well as their parents'.
- Lots of negativity about the candidates and the way they speak.
- Despite efforts to thoroughly explain the voting powers our students possess, they still seem to feel either powerless or disengaged.
- I have seen a big increase in anti-Muslim sentiment since this fall. In nearly all of my classes we have discussed stereotypes about the religion of Islam and its followers in hopes to dispel some of this attitude.
- My students are critical of Trump, but don't really know much about the other candidates. It's also difficult to talk about the tweets and sound bytes without background info for the kids.
- Some students are worried about being returned to Mexico.
- A few of our students, particularly of Muslim and Latino descent have expressed concern over what the future may bring.
- No. They do discuss the immaturity of some of the rhetoric presented by "adults".
- Many of my students were concerned about a lot of the rhetoric that is being stated by the GOP.
- There is lively debate among the students about who should be able to run for president, the discriminatory statements made by some and why someone would support them
- They are completely immersed. They engage in intense debate about it in and out of the classroom. I see my role as helping them do so respectfully and from an informed perspective. This fits well in our discussions of what it means to be a citizen.
- I teach in a private school that is pretty liberal and strives to be inclusive. It is predominantly white. My African American students seem to be paying the most attention and really want to talk about the election. Presumably this is because they feel it has much more bearing on their lives. I think they feel a bit frightened.
- It maybe not seen but I know that parents might be concerned.
- Yes, anti-immigration policy of Trump since our school resides in Manhattan, New York area. We have students primarily from the Dominican Republic, Mexico, Honduras, El Salvador, Columbia and Puerto Rico. We have few from Spain (as well).
- Yes we have a strong commitment to get out the vote.
- There is lively debate among the students about who should be able to run for president, the discriminatory statements made by some and why someone would support them.
- I am a college counselor. Most students comment that they are amazed at the republicans for sinking to new depths in their election strategies.
- My students are speaking out against a candidate in ways I have not heard before. They do not like the racist attitudes exhibited by Donald Trump.
- Many of them are afraid of being sent back to Mexico with their parents if Donald Trump wins. I have expressed to them that we are a country with checks and balances, and he must have the approval of the senate and congress before he can make the kinds of changes that he is proposing. We are not a dictatorship.
- I teach 2nd graders, and I have not noticed the campaign to be affecting them. I have however, noticed it affecting other teachers, in that they seem to be ashamed at what they see from the people we are to choose from for our next president.
- Yes. Many are expressing concern of how we are viewed overseas and how certain groups are being stigmatized or targeted.
- I have students whose families are immigrants and they fear their futures
- Yes, they seem to talk more smack than any other previous years in the past.
- My students are fearful that our country will become a Nazi state with Nazi ideals. They fear for their families, themselves, and that they will be treated poorly by the American citizens they live with.
- By verbal outbursts

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I love teaching elections and the questions are less about the process and more about the character of the candidates.
- My school has a very large population of immigrants, mainly Somali and Muslim. We have been identified as "racially isolated" by the federal government, so that means we have more students of color than other schools in our district. We are also a Title I school, which tells you about our poverty levels of families. All of this in a changing culture, much of this is "new" to our teachers (changes occurring over the past 8 years). Lots of white privilege and denial and talk of "those kids" or "those people". It is so disheartening. And the rhetoric of the election is just making things worse. I don't even go into the staff lounge anymore. I am amazed at how many teachers agree with the Republican ideology and rhetoric. Ugh.
- We teach that the media is at fault. They choose what you get to hear. Research for the Truth!
- I teach in a residential treatment facility, and most of the students are more concerned about themselves than the election. However, we watch CNN Student News for part of our English class, and I have heard comments at both ends of the spectrum about Donald Trump.
- I specifically teach special education to students with a Prek-2nd grade academic level. I am trying to share with them that we all have different beliefs and that they have the right to their beliefs but that they shouldn't hurt others with those beliefs. When all they hear is the negativity and the caustic words that even they know are mean and hateful they struggle with my teaching because others are not being so nice.
- There has been increase in racial slurs, arguing, and other behaviors.
- Misinformation abounds. Students believe a "billionaire" will make them rich and the only cost is xenophobia.
- The students in the school have very strong opinions and voices of candidates they do not like and are generalizing it to the entire political party.
- A lot of my students (and their families) are anti-Trump.
- Teachers in my area are avoiding teaching about the election, talking about the candidates or issues. The students mostly seem respectful of each other's views.
- Students do not engage in back and forth debate. They express one anti-Trump view only. They don't rally around anything they are "for"
- My Latino students are feeling particularly attacked, not by people in the school, but by Donald Trump. They have become more politically vocal as a result.
- It has captured students' attention.
- I think students have a clear understand of statements, falsehoods and innuendo that is being played out during the campaign. Students are taking solid stances on issues and candidates.
- Students are verbally worried about themselves or their family/friends having to leave the country if Trump wins.
- My minority students have made grandiose statements about the Republican primary candidates. They are fired up and feeding into the frenzy. I have to constantly remind them to research and validate their information.
- Not really.
- On a positive note, the students are more interested in this election than they have been before.
- They did not like Trump's words or actions toward the minority groups
- Not really. Although a few Muslim students have asked about candidates' comments about the future of Muslims in America.
- I've heard so many of my students saying that Trump is the leader we need because he says things Americans are afraid to say. There seems to be less emphasis on actually substantiating a candidate's claims with evidence (especially Trump's), and I've found that students are repeating his mantras of violence and bigotry
- Yes, many of my students of color have asked me if I support Trump. I understand it to be a sort of litmus test for them. I have colleagues who will not answer the question but I will. I have never revealed which candidate I support but I made an exception this election cycle due to the extreme rhetoric of the campaign.
- My students are debating a lot more in class because what Trump says is creating dialogue amongst my students. The majority of my students share openly

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

their disdain for Trump. There is a student in my class who is the only Trump supporter and I've had to teach the class and this child how to engage in civil debate.

- The only time the election was brought up in my class a student shared that she heard there is a man running for president named Donald Trump who is really mean.
- My students are confused as to how certain campaigns have been allowed to promote racism, violence, and hate. They are also beginning to question Muslim beliefs, and some are scared of the anti-immigration rhetoric
- Though I am an English teacher, this year students are asking me about politics, history and how to register to vote. I recently witnessed a group of young males during class who appeared to be off task. They were talking a bit too loud and seemed distracted. When I approached them, I realized they were discussing the differences between the democratic and conservative parties! Needless to say, I left them alone and emailed the government teacher with pride.
- My class is starting a Campaign for Compassion. We are using multicultural examples of teaching compassion, like the Cherokee Two Wolves story to focus our energy on compassion instead of hate and fear. 2 Muslim students and 1 Black student have been victims of bullying since he-who-shall-not-be-named took the pulpit and declared a war on brown people. Super not cool. We are extending our practice of compassion out to our community.
- Many of my Hispanic students have expressed concerns if Donald Trump wins and have made angry comments about him and his campaign, especially his negative comments about immigration.
- I have seen a difference in my Economics' classes in that they have been affected by the Great Recession. I see the students more puzzled at the rhetoric and seemingly acceptance of it as witnessed in the primary elections. I stress the importance of voting since typically, the majority voter is white and near or at retirement age. If they do not get the vote out, they lose their grounds for complaints.
- They are aware of it, but most are not okay with it. We have an excellent History and Civics teacher who engages them in a full range of debates and conversations about current events and issues, which I believe genuinely hits at the root of the issues. Students often parrot what their parents say, but by engaging in these constructive conversations with that teacher as

well as in our Mentoring classes, everyone feels their right to speech is supported and it is a safer environment.

- Yes - my students have expressed their dislike for Trump and his rhetoric. My students have expressed their desire to attend his rallies to "fight," and they mean physically.
- Students are bold in expressing hateful ideas.
- I have seen a non-typical increase in interest in politics in recent months.
- It is clear that many of my students feel that a particular candidate's comments are offensive and they are not sure what to do. Some of them get very angry. We have discussed discrimination and equality in several of our units. Students always bring up a particular candidate during discussions about those themes.
- My students and classroom conversations in my school are taking place less than they normally would in an election year.
- Trumpism feeds their fears. The venomous poison every time he opens his mouth. Students model the rhetoric and hate of his speeches.
- Racial issues are always sensitive but I find myself either making excuses or apologizing for what's going on.
- Our students have come to consider hyperbole and augmentum ad hominem as normal political speech and logic. The media bombardment in order to advertise pharmaceutical cures and luxury cars has been in my opinion both the catalyst and sustaining energy of the campaign.
- We talk about the election nearly every day. My students are interested and scared and curious and confused. On a school level, this hasn't been a significant topic (yet.)
- They are very confused as to how these candidates have made it this far. They are concerned for their own safety. Most of my students are African American and are concerned about the candidates' stance on Black Lives Matter and police brutality.
- The current political rhetoric is the opposite of the school values we try and uphold.
- Discussions at our institution have been around a balance of giving kids right to explore political issues

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

and ideas but in a framework that isn't what is reflected in the current presidential campaign. We have hosted community conversations around how to help our kids and parents navigate the campaign.

- Yes. Muslim students are afraid - one student was preparing a speech for another class on keeping Muslims out of the country because they might be terrorists and keeping a watch on Muslims in country. Other students have stated out loud that Muslims are terrorists.
- Scaring the students making them wonder how this can be called a country of rights and laws
- Teaching the art of rhetoric with the sentiment lingering in their ears every time they turn on the news has made my job more difficult.
- Absolutely - especially among the boys (7th and 8th graders) my population (elite private elementary school) has embraced the rhetoric of Trump in a way I wouldn't have imagined nor anticipated. The parents are highly educated, world travelers and financial movers and shakers. This aspect of Trump's demographic is an ugly surprise.
- Yes, my students seemed to be fairly reasonable and coachable young people at the start of this year, but have become nervous and polarized by this election. I have no doubt that conversations they are having at home are further entrenching the students' responses. It's becoming difficult to have even simple conversations about current events.
- We have a large Muslim population at our school. They're uncomfortable with the direction the political conversation has taken.
- Not really affect but certainly interest my students. They have trouble understanding why some people are preaching so much hatred and why others listen to them.
- One faculty describes how he might have to move to Canada.
- We seem to be insulated from all this ugliness.
- No
- My students are more engaged this year than ever before!
- My more affluent students have mentioned family discussions about moving if Trump is elected. One

girl's parents got her a passport for this reason. Students are on board for Hillary or Bernie.

- As a special ed. teacher it's difficult to teach social skills and anger management when candidates are setting a bad example.
- They laugh about it but kind of like it.
- I work with immigrant middle school students from many countries, with many from Mexico, Central America, and the Middle East. The students are angry at Trump's remarks and scared, too. Additionally, with the recent ISIS bombings, my male Muslim students are being called "terrorist" and "bomber". My Mexican students here illegally already feel like they don't have the same opportunities as their legal classmates.
- I have not seen how the rhetoric has affected my students.
- No
- Students think what is going on ridiculous
- My Muslim students express concern and fears in response to comments made by Trump and his supporters.
- Not much-- it has been much worse in the past when anti-LGBT sentiment was used a wedge-issue.
- They are actually paying attention! They feel involved, at least
- They are a little worried
- Use of rhetoric is not the same as proper discussion of the candidate's positions on these issues. I doubt that many include the words 'until we can figure out what the hell is going on' to Mr. Trump's 'ban' on Muslims. Proper teaching requires proper context. Do teachers mention how one candidate lied to the families of dead Americans and then lied about lying? I doubt that occurs often.
- Yes I have Muslim students and other minorities who are afraid they will no longer be able to safely stay in our country.
- My 3rd grade students have commented on Trump's bullying. They are afraid of what will happen to "the Mexicans" (their families). For our Open House many older students expressed these worries in the form of poetry.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- They are concerned. Whether they have heard this from their parents or they truly are listening, I'm not sure. One of my students is against who her father likes. That makes it hard for her, but she knows she is entitled to her opinion and that was a good outcome of our discussion.
- There is more fear for sure and caution and talk of leaving the country or fear.
- My students (7th graders) are focused on the horribleness of Trump and they feel they can say terrible things about him because he is saying terrible things about them (they are Muslim, Hispanic, immigrants, etc.).
- Some of my students have taken on the personalities of the candidates.
- We have the highest percentage of Hispanic students of any school in our district. I've never witnessed the outrage from children that I have in this election. Maybe it's because children are educated about bullying and are quick to recognize it. Maybe it's because the children are Hispanic and identify with the threats. Maybe it's because the white children in our class don't see race, they see friends, and worry whether their friends will be here next year. Children want to talk about it because they're taught to recognize and confront bullying. It's devastating when educators aren't allowed to have discussions with their students about this because parents think teachers have a hidden agenda.
- They are particularly responding to Trump statements about Muslims, Mexicans, etc.
- I teach at a Catholic High School and opinions towards minorities, etc. have not changed. Students are positive towards them, but concern is made in a positive manner about the harsh language and rhetoric and how it should be changed.
- Our student body is over 90% Hispanic. They have only two fears: that Donald Trump could become president and that they or their loved ones could be deported.
- I also teach AP government and we discuss the election often. Most of my students express frustration and disgust with Donald Trump. I am concerned that my inability to conceal my disdain for him has made it difficult for students to believe I will respectfully listen to their opinions, a behavior I think is crucial to model. However, I have had a few students express limited support for some of Trump's ideas, so perhaps I am doing okay.
- There is a generalized sense of fear and foreboding among students of color and other minorities, but this has only been heightened, not exactly caused by political rhetoric.
- Our students see the whole presidential campaign as a game, with the real common people having no real input.
- The insane comments and incorrect comments on common core being federal, when we all know the states' governors enacted this plan. I cringe when I hear politicians and news media convince parents about something that is not even true, AND not even in the best interests of their children. Sadly, this affects us in our golden years when these children grow up and run this country.
- It has only got students more interested in the campaign.
- Yes, my students are very affected by the rhetoric. Many of them feel apathetic about the election and find it disheartening to see so much name-calling and bullying happening in a presidential election.
- Students are using rhetoric they do not understand the implications of. The conversations are plainly xenophobic and racist. It is very hard to put a lid on that material and continue with learning.
- I haven't seen a difference this year.
- And I think we need to talk about how policies that are not being talked about by the candidates - how it works.... so how does NAFTA work, what kinds of environmental policies are hurting the environment and which ones are helping.... what are the policies that allow a disproportionate amount of men of color be arrested and placed in prison, what policies allow CEOs to earn so much more than hourly wage workers in the same company.... I think the candidates themselves don't talk about economic policies that perpetuate injustice.... so we focus on the inflammatory rhetoric - instead of the decisions and policies that support injustice.... don't know how to articulate it.... but it feels like we are distracted by the circus instead of seeing what is really happening behind closed doors....
- My urban district is about 88% African-American. We do not have the language and hate of any candidates repeated at the high school where I teach in Ferguson, Missouri. However, I do hear students wonder if they



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

are being let in on what all white people truly think and feel. This is so disappointing and hard to combat when another sound bite that's even more outrageous happens each day it seems.

- We as students have become afraid but sort of shocked at how many people actually buy Trump's propositions and think he will "Make America Great Again"
- No change at school, except some teachers feel as I do.
- Anxiety levels have increased in many black, Hispanic and Muslim students.
- Classroom teachers are reporting that students who had undocumented family members and relatives are afraid of what other kids will think of them if they find out. One student reported that she thought everyone hated her because her mother was illegal (4th grade) and she didn't want to come to school. Over 35% of our students are Mexican. I've never had this reported before this year.
- They are worried that they wouldn't be around their Muslim, Hispanic friends and that Trump only cares about the rich people
- Racial tension is at an all time high and parents are not having mature conversations with their children about it nor are they explaining the origins of the discourse.
- Anxiety levels have increased in many black, Hispanic and Muslim students.
- Many of our seniors are more interested on what Trump has to say than on what Bernie Sanders have to say
- My students are afraid other people in other countries will think all Americans behave the way some candidates behave and believe the way some candidates believe.
- It is more than mudslinging. Rhetoric now includes references and innuendoes that are not age appropriate to the general audience. Youtube, Instagram and Twitter make everything "live" and interactive. As the reality television unfolds, the youth filters it right along side pop culture icons the Kardashians.
- Yes, I have students who fear deportation, students who get increased scrutiny and harassment from peers because of anti-immigrant biases that are showcased in this campaign.
- My students are more vocal with their negative opinions regarding "them/ those people".
- Yes. Most of the students are fearful of Donald Trump. They dislike how he treats other candidates and the way he tries to bring everyone down that disagrees with him.
- A generally heightened stress; for most, that has devolved from attention to inattentive weariness; for some, that has devolved to edginess, easier raised voice, easier tense responses; for some, that has harmed the quality of relationships.
- Kids haven't turned on each other yet, but it has made it ok to say hateful things about Muslims and immigrants and the black lives matter movement. Why not? If a presidential candidate can say hateful things and get press for it, it must be ok. The adults in my town are even worse. People are showing their true colors.
- I haven't seen much in my school. However, in other places such as social media, I have read and seen very hateful things.
- As stated above, my students have used this year's debates as a lesson in what not to do!
- My grade 4 special ed students, who are usually not particularly engaged with our country's elections, have strong opinions and fears about this election.
- My kids whose parents support Trump have become less tolerant of Muslims and women. They don't seem embarrassed by the degrading things they say because they are just repeating what Trump says.
- Many of my kids want Sanders because he promises a lot of free stuff and don't realize that nothing is ever free.
- It really hasn't, but it should.
- I teach at a predominately poverty-stricken school with an 80% black student population. I have heard several students express concern that they believe if Donald Trump gets elected, that he will "ship them back to Africa." My students are also discussing which president would legalize marijuana, and give them free college education and assistance.
- Students seem more polarized in politics and are using the "buzzwords" when discussing political issues not a deep understanding.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I teach in an elementary/middle K-8 school; it appears to me that the most significant impact has been the frequency of 'sound bite' clichés that students are repeating that they hear out of context, or isolated vs. connected to a larger idea, and then accept as true.
- Yes
- Students are disgusted by the hostile rhetoric.
- Yes, the kids (who self-identify as rednecks) are jeering to the teachers about Trump and make the Latin kids more reticent in class about it.
- For many it validates the idea you can say whatever you want and be powerful and popular
- My school is very diverse but typically is fairly balanced in their like (or dislike) for both Democrats and Republicans. Based on this year's election, there is a lot more conversation in the halls regarding their hatred specifically of Donald Trump. I've expressed that we all have a right to our own opinion regarding politics but that hatred doesn't help our situation. My middle school students have responded with "but he's trying to kick us out of the country or keep my father (mother, sibling, etc.) from joining me here". No other candidates are mentioned in a typical conversation. They are just fearful of what their lives will look like if Trump takes office.
- They're split down the middle. It is very difficult to discuss any of the presidential candidates that are still running because emotions are running extremely high. As a government teacher, I try to teach and discuss all sides (conservative, liberal, moderate) but inevitably, one student makes a comment and everybody wants to voice their opinion and it is not pretty. They also want me to discuss my political views - NOPE. I wouldn't state my political view anyway because I do teach government and because I know that the kids would tell their parents and the parents would have a field day accusing me of trying to influence their child.
- 90% of my children are Hispanic and from other countries, many of them have expressed their concerns.
- Muslim students/families are more uncomfortable.
- Campaign discussions shift to talk of how funny Trump is and how students hope he will win. When I try to bring up real world points about potential troubles if he were to lead our nation, the seriousness of the situation doesn't concern them.
- Students are more adamant and outspoken about their political choices than in the past. They are serving as election judges during the primary in Illinois. Students have attended rallies of the candidates both as supporters and protestors. A few have volunteered for local candidates.
- My Muslim students have been expressing concerns about perceptions of themselves and their religion
- I have actually brought up the inappropriate adult behavior to students when talking about bullying. It has only been during those conversations that the intermediate grade elementary students I work with have acknowledged knowing about what is happening in the campaign.
- As a music teacher, I don't necessarily have the chance to hear student opinion. My fifth graders, however, are writing their own songs for voice and guitar. Several in one class expressed an interest in writing about politics; most of what they are currently writing trashes one candidate in particular. Their classroom teacher, when asked about the circumstances, explained that they have a strong dislike for this candidate and his blanket statements. We now are working together to change their tone from express dislike to satire.
- Not that I'm aware of, I'm sure there's some resentment, however, my students no that that type of rhetoric won't be tolerated on this campus!
- My school is a majority minority population; more Hispanic/Latin students than others. They are disturbed about Trump's comments as many are not US American citizens yet.
- I have had comments such as, "I hope Trump gets elected so he can send you back to where you came from." Totally ignorant statements that don't even apply to the students who are being spoken to.
- There is a concern about being deported.
- My students have never been so interested in current events as they are this year! There are days when I come into the classroom and we spend the entire period talking about something that happened in the campaign that the students are interested in. We have been tracking the primary results every day and have been discussing major issues that our country is facing. Most election years, my 7th graders could care less about what was going on. This year is the complete opposite. If anything good came out of Donald Trump running for president it's that it promotes civic literacy for the next generation.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Yes. We have an increased number of diverse students in our school in the past three years; many of them being of Muslim dissent from various portions of the world. Although our general population seems comfortable with this in front of adults, some of our Muslim and students of color reluctantly report the sentiments that are verbally expressed to them by their peers. There are jokes, sarcastic remarks, and inappropriateness displayed by students in a way that is meant to be covered up from teachers and staff.
- I have heard many students discuss concern that they or their families will be "kicked out" if Donald Trump wins the election. I have also heard some interesting discussion from my students around gender. I have students that strongly support Bernie Sanders, and I have heard them accuse Hilary Clinton supports of only supporting her because she is a woman.
- Yes. They're excited to vote.
- No, I have not seen any affects on my students.
- I do know that we had a County online mock election and one student brought in "Dump Trump" sign and most kids agreed. No one seems to like his attitude and words that he uses to demean other candidates.
- Frustration in getting accurate information on the candidate, and not the negative slants back and forth, Democrat and Republican both. Students truly are invested in this election, they want to have an impact, they want to make the most educated vote, but they are hesitant in voicing their opinions because of misleading media information and presentations. It's that challenge that makes the classroom come alive with interaction and collaboration, and your program fuels their fire, and motivates their minds.
- Anytime I bring up the election students get fired up instantly about Trump. As a diverse community, they interpret him almost as an enemy.
- Staff is very concerned about the future of public education, if either of the Republican candidates is elected.
- Peace begins with each of us; in our speech, thoughts and interactions with others. I continue to talk to my students about respectful speech and disagreeing in a respectful way.... regardless of what others say and do; even those people in very powerful positions.
- They think it's funny, but not necessarily presidential. They've commented that the candidates talk like they do, and it's weird to them.
- We have been closely studying (historical and present day contexts of) immigration in my seventh grade WA State History class. The students are largely viewing the issues sympathetically (if not through their firsthand experiences!) although a number of students express their parents' more nativist views, even in spite of their recognition of the historical realities.
- Yes.
- I have seen it affect students but they are not doing complete research and finding out all the facts. Many rely on social media as a news source, which is alarming on many levels.
- Very difficult to pinpoint or share my knowledge, and views, because society and the media is into this propaganda, so the majority just rides this wave based on what is more popular.
- The rhetoric that is espoused by some of the candidates seems to create an environment where the line between free speech and outright disrespect has been breached. Students feel free to disrespect those who are in an ethnic minority. Islamaphobia runs high... I present many trainings on bullying, harassment and discrimination prevention. How can I encourage students and adults to embrace diversity when our "leaders" are undermining me every day?
- My students are middle school and lower level readers. They don't engage in conversations that expand beyond hair, clothes, or shoes.
- No, not to the point that it is causing issues on campus
- Not much with students. A great deal with adults in the building who are concerned about who will be elected this year.
- None
- Negative rhetoric surround candidates and students' self image - e.g. students that are first generation Americans; students of color
- Some students have been verbal about their support for Trump's stances on immigration.
- My kids are terrified of Trump becoming President. They believe he can/will deport them-- and NONE of them are Hispanic. They are ALL African-American.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I was pleasantly surprised, by how many had questions on primary day, and how many mentioned who their family members support.
- Most of my students are anti-Trump rhetoric, but some of my students do support his policies but maybe not the way he talks about them.
- It seems like a cartoon show. Only it is sad to see so many lies and half-truths--who can we trust?
- I haven't brought it up.
- My students are trying to figure out how to live in the world, and I have seen them take a real interest in how voting and politics affect them personally.
- I work in an inner-city urban school. Students of color are afraid because they have relatives who live here that are undocumented. White students back Trump because they probably listen to their parents and think that the immigrants have stolen the White Privilege they were born with
- Students that once agreed with Trump now are questioning his antics as racist, wrong, and immoral.
- I intervened when a student called another a loser. I was told that if you run for president you can say that and he intends to run someday.
- I was teaching a fifth grade class about communication and conflict resolution. We were talking about how to use kind words and respect each other, even when we have differences. A student asked if we need to be kind to the presidential candidates and referenced the poor language and personal attacks he had seen on television.
- I do have a large Hispanic population in my classes. They have asked if Trump can actually do what he says. And our discussion starts there. However, we also talk about the correct/legal way to be in the U.S.
- I think the students' parents are more afraid than the students.
- We have had more discussions about the responsibilities expected of leaders - in essence, what does it mean to be a leader (as a child and as an adult). Kindness is always a focus and it has been a great opportunity for kids to recognize that there are adults, some in powerful positions, who are not kind and opened up discussion of how to deal with it. We have also had more meaningful discussions about "possibilities", or outcomes, and the impact it could have on our community of learners. The immigration struggle is very real in my classroom, as is the fear it stirs up and reinforces. Providing a safe place at school has rarely felt more important. Worldwide violence is seen by some of my 6th graders as a direct result of the disrespect spewed by the Republican candidates. Many of them have thought about the differences between President Obama's responses to such acts versus reactions of others, and how the negativity perpetuates the violence. We've had many discussions about it in class.
- I think the current political rhetoric is confusing students and adults about what constitutes "civil discourse," for example "if we all have the privilege of free speech then why are people giving Trump such a hard time," "should politicians take responsibility for the tenor of their comments," "why does Trump not denounce the violence that has been occurring at his rallies, doesn't that mean that he actually advocates for violence to support his ideals" etc.
- Yes, the rhetoric has affected many of the undocumented students and they fear deportation. Many teachers will discuss openly their political views and say they would like certain races to be returned to their country because they bring down the educational standards with in current school environment. It is sad to hear this especially with the population we address on a daily basis. We are a very multi-cultural school. Students here speak over 50 languages and come from all over the world.
- Yes, in fact a student commented on why Spanish is required in schools and wanted to construct a letter to Donald Trump, if he were to be president, to petition that there not be this type of requirement. As an ESL teacher, I took the opportunity to lead the class in a discussion on civil rights, humanity, immigration misconceptions, and value of culture and language. This was NOT planned, but I had to take that comment and use it as a teachable moment. Especially since I have a student in that class, who has recently immigrated to the U.S. from Columbia, and is a beginning English Language Learner! It was imperative that I made the connection to "immigrants" to their friend and peer, and how she works tirelessly to learn a new language while learning and competing with her peers academically.
- My students are very aware and point out the bully behavior that is being displayed by the candidates. They tend to argue amongst themselves about the candidates statements and if any student tries to defend a

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- particular candidate, other students respond by calling them racists or other hurtful names.
- Students seem less and less trusting of government, candidates, etc. they seem to be tuning it out even more than ever.
  - Not really--although students seem to be more aware of the political candidates and what they stand for.
  - Students on both sides are angry. Progressive students are astounded at the hate. Conservative students feel the need to be more entrenched in "issues."
  - Yes, fear and hopelessness.
  - Middle school students are still fairly attached to parents' values and opinions. We are working in a very conservative geographical area and my school is the largest middle school in the country for military dependents. Surprisingly, the rhetoric of this year's discourse has given a number of students the freedom to call, "foul," and not just parrot what they think they need to say.  
The salacious, immature, id-nature of many candidates (not just Trump, but the responses of most in the GOP) is remarkable but definitely a teachable moment. Many teachable moments. I have taught overseas to much more racially and ethnically diverse populations and think they are probably handling this year more easily since the divisions are acknowledged but everyone loves fiestas and mixing cultures is encouraged (Northern Marianas, in particular). What an amazing time this is. We are acknowledging the fact that all political advertising, all advertising of products, are the same manipulation. We are diving under the rhetoric and my students are becoming very critical of the middle school nature of some of these candidates and their surrogates. As a teacher I am amazed how my lessons are enhanced by outrageous behavior and how civics is so much more real this year.
  - Lots of kids repeating what they hear from the candidates, as if it was all truth.
  - Fortunately, at my school the negative election messages from the GOP have had the opposite effect. The kids are up in arms against the message from these men. They speak about how disappointed they are about what the politicians say- especially D. Trump.
  - I am trying to avoid the election due to the trash talk from these men. It does not set an example I want my students to be exposed to at school. So sad!
- Yes. They are very much influenced by the buzzwords and clips
  - My students are all lower class with 90% on public assistance. They all have similar views, but the rhetoric that students hear is incredibly scary for them. They feel even more disenfranchised and scared for their future.
  - I think at this level they are unsure of who to vote for. They have just what their parents tell them. I would love to have more resources to make them more aware of the candidates' ideas.
  - I teach a second grade class and I am surprised at the impact the presidential race is having on my students. Instead of mimicking what they have heard on the news from the candidates, they have a more accurate picture of what bullying is. Having a clear example of what bullying behavior is has helped them to understand that when they treat someone unkindly it reflects badly on themselves not on the person they are trying to hurt. In the past, I taught fifth grade and had in-depth conversations about the candidates. In second grade, I am not teaching about government or politics. My comments about the impact the divisive rhetoric has had on my students are based on comments I have overheard when students were talking amongst themselves.
  - The only effect has been a positive one in that they are actively interested in the election and voting process. Donald Trump, whatever your views or opinions are, has awakened this country's youth to the America's political system and America's political landscape.
  - Students are afraid of what will happen if Trump wins. Our school has a high Latino population. Will they be deported? How will they be treated?
  - Students have expressed the worry that illegal immigrants will be deported. I teach in Wisconsin. The environment is ugly, more hostile. When we were united in a union we worked together more often and with management--now it is every teacher for themselves.
  - Yes, I have had students yelling at each other.
  - My students were angry and concerned about how the election was going to affect their family.
  - Yes, they are worried about the safety of their families.
  - None

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- I have heard derogatory references to Donald Trump, about what a "joke" he is; however, nothing hateful.
- Yes, definitely. The rhetoric has set up a school community that is hostile to conservatives and the Republican Party. It makes it difficult if not impossible to not take sides in my classroom because I can't be silent in the face of this kind of rhetoric, lest I lose my students' respect or trust.
- My students are aware of it. Early on, there were students (boys mostly) took a certain interest in expansive talk about Trump, but because of the anxiety that many of my students of color have expressed regarding Trump's rhetoric, I have really pushed them not to even make jokes about him.
- Although the rhetoric of the presidential campaign has been so pathetic, I actually have in turn been provided many opportunities to integrate numerous character development lessons within my existing curriculum. In short, out of the dark shines a light, those teachable moments that we as teachers live for.
- Students' discussions of the election seem much more heated, and more rooted in blind emotion, than was true of similar discussions during past presidential election years. (This is the eighth presidential election during which I have been teaching.)
- Although the rhetoric of the presidential campaign has been so pathetic, I actually have in turn been provided many opportunities to integrate numerous character development lessons within my existing curriculum. In short, out of the dark shines a light, those teachable moments that we as teachers live for.
- No yet, but I worry that if Donald Trump becomes the Republican nominee that some of my students will become more concerned about their families.
- Although the rhetoric of the presidential campaign has been so pathetic, I actually have in turn been provided many opportunities to integrate numerous character development lessons within my existing curriculum. In short, out of the dark shines a light, those teachable moments that we as teachers live for.
- My students seem more interested in the campaign this year but only in the same way they are interested in circling a couple of kids who are about to fight on the playground. It is pure entertainment. Students have rightly pointed out that the behavior of the candidates is demeaning to the United States and the office of the presidency. I teach 6th grade, by the way --out of the mouths of babes!
- This issue is not just a concern for Muslim students, it is also a hot topic for females and African-Americans.
- The students show deep concern about what could happen, either to themselves or to people they know.
- I have not seen the rhetoric of the campaign changing my students substantially. Some are more interested in the campaign as a result of the extremism of the Republican front-runner. I'm more concerned about the overall lack of civility in our society and this election is just one more sign that our ability to have respectful debate has declined substantially.
- I have not seen or heard anything about the campaign at all but then I don't go in the lounge very much nor do I have a teaching partner. There have been no district communiqués that address student or faculty political rhetoric. Further, I don't expect there to be any as the election gets closer.
- They are losing confidence in the presidential election.
- They are talking, listening and watching. I have one student become a delegate to the county convention and an alternate to the state convention. First in 20 years.
- No
- Race has become a bigger issue, when it shouldn't be.
- Kids are scared. A parent said her 8 year old asked what was different between Donald Trump and Hitler. She felt like they were both the same in their actions and ideology.
- My non-white K-8 students have shared fears that they are not valued in the U.S. and that they will be deported if Trump is elected.
- "They're all idiots." (Repubs.)
- None of my kids really seem to espouse the hatred policies of certain candidates. I have about 20 Hispanic kids and a few Muslim kids and the rest are mixed ethnicities of Asians, Native Americans, Indians, African Americans, etc., with the majority white or biracial. I am teaching about the election and talking about the bare facts. I refuse to let the students enter into uncivil discourse. They are compiling the platforms for each candidate. A number have been shocked at some of their findings. They have talked about the candidates. For each claim they make, they have to find facts to back it up. So far, many who hated

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

Bernie Sanders because of parent hatred of "socialists" are starting to respect him more after investigating his policies and past. There are negative emotions toward the others in general although some have families supporting one of them. One said they were ashamed to be seen with their parents when their parents had their candidate shirts on and their car bumper stickers. Each of the candidates has supporters, although I have noticed some that do not want to talk about the ones they support. They do not seem to be 100% proud to be supporting some of them. I think it has more to do with parents and church than their own personal convictions. Hillary does have her lady fans who believe it is time for a woman president, but many question her validity, as she is widely hated in our state. Some of the Hispanic kids have popped off to Trump-Cruz supports and asked them if they want to build a wall to keep them out. They didn't have a comeback for that as they are friends.

- The only students who mention Donald Trump typically do so to get a reaction out of others or as a joke. His rhetoric is often cited as negative by the over-50% Latino/a population of our school.
- Students made fun of and destroyed an image/creation of Donald Trump. Normally, I would step in if a presidential candidate was treated this way, yet I was internally excited by their exuberance against him. These students were otherwise very kind to each other and treated each other like teammates. I am however still concerned about how they decided to act toward another person's image. With students having less "power," how can you empower them in a situation where a presidential candidate is building barriers and creating fear?
- A number of students have started to justify certain statements made by politicians. The few that I have come across quickly when asked whether they were speaking from facts, emotions or both.
- 8th grade students are more aware and agree about Donald Trump being a racist, considering the majority of our student population is Latino.
- Not worth discussing because the candidates do not address the issues in a professional manner.
- The students at my school have continually expressed their anger and hurt at the comments and ideas regarding immigration and deportation. They are not only hurt by these comments, they are deeply concerned that someone like Trump is leading in polls and are hurt and worried that so many people agree with his thoughts. This leads them to believe that they

are not wanted here, that some do not see their value or contributions to our country. Many others are concerned about themselves or their families being deported. This is definitely not a new issue/concern but it seems to be heightened and talked about more often than I've heard in the past.

- Students know about Bernie Sanders and Donald Trump basically. Many are worried about what will happen if Trump is elected. Our teachers are also worried.
- For the most part at my school there are very few students who have embraced the negativity and bigotry that has been involved in some of the election process at this point. Most of the students are able to look at and decipher what is bias and what is fact.
- My high school students live in the moment and are ripe for a dialogue about their future. I would love to have a platform for them to express their opinions.
- Young people love Bernie and are amused by Donald Trump, but I don't think they are taking the election seriously.
- The majority of young people in our programs are Muslim with a family history of immigration. The fear and heartache is real. Students' have said that Donald Trump wants to kill all Muslims. (Whether this is true doesn't matter as much as whether the students think it's true and whether his actions and words support this.)
- Yes, my students are talking about how much they hate Trump and that they want to move to Canada.
- Some bold students speak up more than ever before. Others laugh but refuse to engage in conversation. The "haters" seem to have the silently acknowledged hold on what can/cannot be spoken. Our government teacher (shame on him!) has been outspoken against representatives of civil liberties and equality. I cannot speak against a colleague and therefore wreak division among us; plus he is passively hostile to my "liberal" views.
- Shows disrespect
- I have seen that students make comments about what they see on the news.
- It is confusing
- My students are disappointed by the tone used by most of the candidates running for President. They find the

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

candidates, especially those of the Republican Party, to be angry, divisive and insulting, not to mention childish. I teach Modern World History, and yet we spend as much time in class discussing the election as we do the world history curriculum topics. To be honest, I have been grateful for the end of relentless, repetitive and mostly empty debates which automatically triggered very time-consuming discussions NOT about candidates policy positions but, rather, on their latest outrageous statements during the debates.

- Immigrant children are afraid they will be sent out of the USA even back to tribal war zones in Africa. American-born Muslims are afraid they will lose citizenship and be sent somewhere they and their family members have never visited or lived.
- One of my students said that if Trump is elected, they would have to return to their country. Another said that if Trump was elected, slavery would be reinstated.
- Not yet.
- Students are concerned about what the candidates are arguing about.
- Students in our school system have cried in fear of having families deported. The students at my son's middle school also spend time talking about how worried they are if Trump becomes president.
- The reinforcement of smack language inappropriate in large group setting. It also has not gone amiss that it has affected our international reputation.
- Students are connected to messages from candidates via social media.
- We see an increase in small mean acts, and in sarcasm, low-level verbal abuse between students, and less tolerance for differences as simple as a married couple having different last names.
- I think some are bewildered by the lack of civility, but - as they are only just beginning to learn how to civilly debate - I am more concerned that they are taking this in as normal for political discourse.
- Threats of violence by candidates have resulted in some "copy cat" behaviors in some our younger students. "Punching the other guy in the throat..." is not figurative language to 14,15,16 yr. olds. Advocating violence over diversity of thought, revives old "Jim Crow" mentality; segregation, and separatism mentality --in America? Really?
- I am the principal in an elementary school trying to teach students about the DASA Law. It is difficult to tell students it's against the law to make fun of others when the presidential candidates are permitted to. I feel as though I'm not preparing them for the real world. Very sad.
- Yes, I have had my high school students visit about unrest on the political scene in the United States. Many are not pleased with Donald Trump. They find his views to invite more problems.
- Students have responded with sentiments of hatred toward Donald Trump and often whites in general.
- Students have more of an attitude that they can talk back to teachers, peers and administration. We were going to have kindness week and we could not include country as they were seeing a lack of kindness in THE GOP candidates.
- Yes, our school is located near Trump National Golf Course, which is just north of Charlotte, NC. Many conservative points of view are being loudly expressed and I have had several discussions in class about respect and tolerance. Typically, the comments are heard in the hallways and through various social media forms, not in the regular classroom. However, I have had several students express their concern about the negative impact the conservative rhetoric is having on them and their family.
- It is divisive. Students have stickers for their candidate, Trump, and put it on their pencil pouches. They do this in an attempt to separate themselves. We have a bully box to refer people who are harassing others and a student put one of the stickers that says Trump, and put it inside.
- They think it's "stupid"
- We are at a school that teaches Core Values and the students are well aware that many of the candidates do not follow the Core Values, of respect, mindfulness, courage, integrity, to name a few.
- There is an increase of "anti-" grumblings, in an area which is already very diversity and tolerance challenged. But the biggest change I've witnessed is a withdrawal from the voting process. My students are adults (at community college) and are most often very busy surviving and don't have time to sort through what is seen as nonsense - therefore they often claim they just won't vote this year.



## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Kids are so impressionable and when they hear the candidates talk down about other groups they think it is ok for them to do so too.
- It hasn't. I am in an elementary school and the student's are pretty sheltered about political events. Their parents are not concerned either.
- I teach Spanish so I get a lot of comments related to immigration, building a wall, disputes between students who are pro-Trump vs. anti-Trump. Many of this happens without regard to the students sitting next to them who may have immigrant heritage etc.
- Yes, it has increased hostility in conversations between students. I've also seen students express that they are uncomfortable stating their opinions.
- Emotions are high with this election and students and some feel the election of their candidate could mean life or death for them. How can you have a conversation about such a difficult dialogue when they believe their lives are on the line?
- Political discussions are more fraught and more common. Students who identify as liberal or anti-Trump are often intolerant of Trump supporters. Trump supporters are often students who have pre-existing racial prejudices and issues that are known by students and staff. Some Trump supporters (students) were surprises because they demonstrate values that are un-Trump like... for instance, being friends with/advocating for/supporting trans students.
- No but this is middle school
- Being nasty to one another
- Last year I felt that some of the events that took place in our country, gun violence, and the police shootings affected my students. There was a definite prejudice felt in my classroom.
- Students show fear and worry in response to Trump's rhetoric specifically. They share outrage and use him frequently in discussions as evidence or to generate more questions about fairness, systemic racism, or as an issue they are passionate about.
- There is far more distrust and isolation. People are sticking with their tribe. Few speak in meaningful ways with those who hold differing views. We are also located in Illinois and have a huge public crisis at the state funding level. Our college has laid off 55 people and a neighboring university is looking at over 300 layoffs. People could not be more stressed out.
- Students think that Trump is funny to watch on camera. They are not really swayed by what he is saying.
- I have seen the usual conversations during elections.
- Students are afraid. They are smart enough to understand that it won't just stay as an attack on immigrants and Muslims, but that others will be targets eventually, too.
- Some students have expressed fear about how solutions are not dealing with the conditions created leading to current global issues impacting the US.
- My students have not discussed the campaigning much this year. They have not expressed strong ideas one way or another.
- I teach at a very diverse school in a diverse district. The majority of the student body is Hispanic, African American, followed by Asian, Indian and White students. If anything the rhetoric has caused them (students) to become more aware of what's happening in the election.
- It is difficult to teach the campaign and maintain a respectful atmosphere. The gross disregard for polite conversation has affected the students. They say things like "trump says it this way" or "that is what trump says", or "did you hear what Trump said now" and of course discussion ensues. Sometimes they are not so polite in their conversation.
- What I have noticed is that my students are more engaged with the election. They talk about it; they debate. Above all, they are worried. There are a lot of "can you imagine what will happen if \_\_\_\_\_ is running the country?!" They are paying attention.
- A PreK student woke from afternoon nap and had had a nightmare that Trump had come to get her family.
- Staff is reluctant to enter into any political discussions.
- No, not really.
- Trump scares them.
- Yes, students are quick to become accusatory and condemn others for having a differing point of view. Many students come to school after the debates and parrot everything they might have heard on the debate.

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- Some students are more informed about governmental policies, but not many take the rhetoric seriously.
- In a 3rd/4th split the students come into class repeating things they've heard the candidates say, many of which are negative. They also chant things like "Dump Trump." My students are more interested in the election this year than in years past and seem to be exposed to more negative/ making fun of media such as John Oliver or other late night riffs on candidates. I often find small groups of students talking about candidates and repeating things they've heard their parents say about them.
- I see my students paying more attention to what is going on, and showing concern for how the candidates will affect our nation is elected.
- Due to the controversial nature (as well as the media exposure) of Trump, more students are aware of the election as well as related issues.
- My students are young -- 4th grade. They haven't grasped the nuance of the candidate's policies, nor do they know the details of how presidents are elected. However, they are very passionate about the idea of Donald Trump not being elected.
- They are more interested in what is happening
- Well we were wondering how to move to Canada if Trump wins...
- We are a very racially diverse community. Bullying has become more predominant.
- We have been talking about the candidates and their platforms.
- The angst is high, yes.
- A lot of students think we should kill any and all people we do not agree with. They also think that all Muslims are the same and are a threat to our country and way of life. They believe all Muslims want to kill us.
- Many students are shocked that the candidates are behaving so radically and immaturely.
- Students are making fun of the candidates this year instead of taking the election seriously.
- More hatred towards the GOP candidates.
- Yes, third grader commenting that Donald Trump does not like Mexicans and will make us leave.
- Students have continually expressed concern that they do not want Donald Trump and are offended by what he says.
- Very negative campaign, and it has affected my community since it is a large agricultural area in California.
- Some students feel more confident about speaking out against immigrants, Muslims, and Mexicans. 35% of our student population is Hispanic, and we have seen an increase in racial tensions this year.
- I once heard a few of my students talking about if Mexicans take jobs from Americans, but that was the only discussion I've heard that clearly stemmed from this year's presidential campaign rhetoric.
- Students are voicing parental views and some are voicing concern about fighting.
- The children of the pro-Trump households do not listen to the other side. They laugh and enjoy the horror stories in the news.
- Some students who support Donald Trump have been heard sharing his slogan about "Making America Great Again." I also heard some "songs" that they made up that included disparaging remarks about Hillary Clinton being a man.
- My students are confused about who they will vote for. They find the discourses contradicting.
- My students and staff are concerned over this election cycle. Many of the students are listening to what their parents are saying and going along with it, right or wrong. The staff has been less vocal, among one another, due to the nature of our jobs. The conversations that I have heard staff have were divided among those who don't like any of the candidates and those who have chosen a side.
- Those who are here illegally are concerned they will be deported.
- I have seen an increase in name-calling and an increase level of comfort with nativist and anti-immigrant positions.
- Because I teach journalism to high school students, we have followed the campaigns pretty closely. Several of my students who are second-generation immigrants -- Muslim and Latino -- are fearful of Donald Trump in particular because he makes statements that he'll build a

## Q1. How have you seen the rhetoric of this year's presidential campaign affect your students? Your school?

- wall to keep Mexicans out and that he wants to deport Muslims. I often interject to maintain civility in conversations between students who personally support Trump and Cruz (or whose households do) and students who feel threatened by those candidates.
- I teach at an early college where my students have the ability to earn their associates degree along with their high school diploma. Most of my students come from low-income backgrounds and will be the first in their family to attend college. I'm aware of at least ten students who are in the USA illegally or have parents who have illegal statuses. After Donald Trump's statement about building a wall several of my Hispanic students expressed fear and concern for their future.
  - Yes many students have approached other students with biased comments and bullying.
  - Frustrate them, turn them off to certain candidates, especially the insane rhetoric of Trump.
  - I teach 3rd and 4th grade ESOL students. They have expressed their and their families' fears about their futures if Trump is elected.
  - My students express anger about the situation. They tend to be liberal and are outraged by what they are hearing. Some express differences online, which leads to disharmony and unkind language, at times.
  - My students are mainly Latinos and they are concerned and angry about this rhetoric.
  - Many of my students are immigrants. They have a real concern about the attitude towards immigrants in the upcoming elections.
  - Students are somewhat agitated regarding the presidential campaign. There have been no debates or discussions on the playground. I teach Physical Education classes so I am not aware of discussions during the classroom time. We have been on spring break and I anticipate more discussion as we move closer to the June primary in California, the state in which I teach.
  - Some students are more adamant in their opinions this year (in a variety of directions).
  - My students do not like the arrogant actions of Trump and his statements about fighting the demonstrators. They see it as a way to encourage more violence and unrest. He does not stick to the subject about why he is the best candidate running for president.
  - Students are repeating comments from candidates that they don't really understand but hear their parents discussing it.
  - Some friendships have been shifted and been lost. There is more anger and discontentment.
  - Yes, in my daughter's school conversations about racism have now turned into one group of students in the class against the other.
  - My Hispanic students have a great deal of anger toward Trump. They have a lot of questions and have been very engaged. Much like the primaries have shown, it seems that the youth are also very interested in Bernie Sanders.
  - Students have been more outspoken about things that don't require a negative outburst.
  - We have a system that is very diverse. The leadership is not.
  - Increase in all types of bullying based on meanness toward those who use a different perspective - it is how popular and how loyal you are to your group (Christian, white establishment) and if someone in their group is critical of anything you do or even did not do, they blindly believe the group member (Christian, white, and far right) even in the face of evidence (phone records and e-mails, for example) and say if you were truly a member of the group in power you would not have problems.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- None noticed
- A student said he'd prefer another Obama term, and it angered another student who has been vocal about her support of Donald Trump. The angry student began yelling "what is the matter with you" and "this is why I HATE people."
- There has been an increase in bullying by way of accusing each other that they are Trump supporters to isolate them from the social groups.
- Some of the biased language I have heard is along the lines of equating people who are Muslim from Southwest Asia and/or North Africa as "terrorists," as well as language that encourages jokes about deportations and building a wall along the US-Mexican border.
- I have witnessed adults speaking out against refugees and immigrants as a whole rather than considering them on an individual case-by-case basis.
- I have heard people use racial slurs and spout out other racist rhetoric.
- During our winter performance middle school kids created a character based off Donald Trump that was meant to be funny. It was more awkward.
- No
- Too many kids treating a particular candidate as a "joke" and mimicking his colorful language.
- Students talking about immigrants without knowing the facts and calling or agreeing with harsher things for Muslims. Very sad.
- Have not seen any of this.
- This question seems like a loaded question or biased question. You are basing the climate of the school on the election and not including the events of the last few years, like the Black Lives Matter movements and Ferguson, as influences on the kids. The kids don't live in a vacuum. It really seems like there is an agenda here on your part.
- None. Thank God.
- Anti free speech.
- I have not yet heard bullying based on any campaigns, but the desire students' have to "build a wall and have Mexico pay for it" has been expressed multiple times. I try to redirect students to the subject at hand.
- N/A
- My students are mimicking the anti-Trump rhetoric.
- We had a fifth grade student tell a Muslim student that he was supporting Donald Trump because he was going to kill all of the Muslims if he became president!
- Ugly words, will tower down with education
- NONE
- No, my students have behaved in an exemplary manner. Unlike the adults running for president.
- No. Mostly head shaking and disgust.
- Yes. My high school students seem willing to deny climate change in ways that they never have in the past, fueled by the rhetorical "dodge-and-bait" used so often by republican climate change deniers like Cruz and Trump.
- We had an incident where one of our Muslim students was told he was a terrorist. Fortunately, the perpetrator was dealt with, but we can never erase the pain that caused that student.
- No.
- My students and families are all for deporting all "illegals," even though a huge population of our students and families are undocumented. They all are united in their dislike for Muslims, which is "ok" because there aren't any at our Catholic school.
- No
- The parents at my school have been fairly quiet thus far, and thankfully I have not heard children mimicking rhetoric from the campaign
- No. Not really. Our semi-diverse student body, 20-25% non-white, is also an international student population
- I have not witnessed any.
- We are embarking on a study of the Holocaust this week, and I am just horrified at how my fellow teachers are failing to connect these dots for themselves. Some of my students are beginning to see some parallels, but many of them think that they are now empowered or

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

emboldened in their exclusionist, nationalistic rhetoric. It makes me ill.

- No, I have not witnessed any new bullying or biased language. However, some of that stuff is common. One boy talked about his grandfather referring to President Obama as "that nigger in the White House." I'm able to use these incidents as a "teachable moment." However, I'm more concerned about how kids and teachers might be self-censoring, keeping quiet and laying low during this ugly period. Some must feel like a small minority when they hear the loud rhetoric of some candidates and their supporters.
- In short, yes.
- We are having more of an issue with bullying of transgendered students specifically. This indirectly ties in because it is becoming "acceptable" to say discriminatory things and be heroized for it.
- I have not seen bullying but have heard students express concern about their safety due to issues raised by Trump
- Yes, posters for the Black Student Union, and the SPECTRUM clubs have been vandalized with racist writing.
- No
- None witnessed.
- Not at our school, but it in the grocery store.
- Yes. I have heard students mimic Trump's comments about keeping out immigrants, building a wall, etc. It is mostly coming from white students.
- I think as a school we're doing a good job containing the rhetoric of hate, but there is a lot of general ignorance. Especially toward our Muslim population (we have a fair amount of Somali students in our building), however we have worked since last year (when most of the students joined us) to educate our other students about Islam and the Somali culture.
- Students mimic the rhetoric that illegal immigrants are harming America.
- No. My student population is very diverse and supportive.
- None
- Never
- I haven't seen that although we talk about the effects of that kind of speech and the broader ideas of terrorism, putting people into tightly categorized boxes, etc. In one of my classes, a rapid Bernie fan and equally rabid Trump fan sit next to each other and carry on civilly.
- Black 8th grade boys yelling out vote for Trump or you die; or if you vote for Trump, we are going to be sent back to Africa.
- The biased language is from the students about the candidates.
- None
- Have not witnessed this
- Only as jokes, not seriously.
- No.
- Students have picked on our first-year Spanish teacher by telling her, "We hope Trump gets elected so you get sent back to Mexico."
- Biased and inflammatory language seems to be on the rise.
- Many students are posting very slanted comments on social media and the political bullying has increased. It is to the point where students are unfriending each other because of their political affiliations.
- We have had some incidents and in our Middle School it isn't uncommon to hear bullying and biased language. We continually run anti-bullying programs and counseling to combat this problem with some good results.
- I actually have heard biased language from a teacher or two about "those crazy Republicans who hate Republicans."
- The opposite - this has inspired students to speak up for equality and fairness. Many are gravitating to Bernie Sanders.
- Yes, in a few instances. I had one student talking about how Obama is a Muslim and is murdering Christians. Of course, I corrected him and told him that his statement was not accurate. This student is excited to have a new president next year.
- My community is mostly white, upper class, and Republican--they have said such things as,

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- "Why don't we just purge poor people?"  
 "Immigrants should go home."  
 "Who cares if they can't feed their families--that is not America's problem."  
 "They are all just lazy."
- Recently a colleague told me that a student in her middle school homeroom stood up and shouted that all Mexicans should go home. He said he "stood with Trump" and was ready to "get 'em all out of here." Two of my Latina students are in that class. They were visibly shaken.
  - No
  - I have not.
  - A student pulled at another student's hijab and asks, "What is this for?"
  - Yes, both children and parents. Only a few cases, but enough to catch my attention.
  - I have witnessed people spouting anti-immigration speech in front of immigrants, and those with immigrants in their families. It makes for hurt feelings, loss of friendship, and loss of respect for those saying hurtful things. I've seen social media postings that are cruel and incite violence.
  - No. Teachers and administrators will not allow this.
  - This is too sensitive to share. But, it is easy to do a search to find university administrators who have acted in an insensitive manner and have perpetuated racial and cultural stereotypes. These errors have been defended by these same administrators and blame has been displaced.
  - Racist rhetoric has invited very hostile and aggressive acts of hate. This appears to be attached to the examples of authority: university administration and presidential candidates alike.
  - Our principal made a remark at a staff meeting that all Muslims hate gays and want to kill them. In all fairness, it was in the heat of the moment after a Muslim student had killed himself after his parents refused to accept him because of his sexual orientation. However, this "all" encompassing statement is detrimental coming from the principal of a building to teachers - and thankfully no students were present.
  - I have not witnessed bullying or biased language that mimics the campaign.
  - No
  - I have not witnessed any bullying, however we are in the business of teaching our students to be civil, tolerant. I admire Hillary Clinton's, Kasich, and Marco Rubio's positive attitude. Some of the other candidates are making it hard to show students how to conduct themselves in a civil manner.
  - Some students want to blame Muslim students for acts of terrorism. Two students had a heated altercation in between classes because the white student shouted Trump quotes to a group of Mexican students. Luckily, my administration handled the issue quickly and defused the issue. We also talked about it in my class.
  - Yes, but again I teach in a liberal community so it tends to be toward conservative, Christians and republicans in general.
  - A few students have mentioned Obama wanting to take away all of their guns, or how he is a "weak president." When I ask for specifics, they don't seem to have any.
  - Have not observed it.
  - Some of our staff uses coded, micro-aggressive type language to speak of students and their families. They make statements that are troublesome but indefinably so, until you have time to analyze them later. Many of our Muslim students have a prayer time scheduled during the day and/or do not attend music class. Several staff members see this as an inconvenient burden for them to deal with. But this is not new to this election cycle. During the height of the refugee panic I had Facebook conversations with co-workers who were hesitant about accepting more refugees. I do believe their fears were stoked by the political rhetoric, but they were open to reason and not hostile. The positive experiences we've had with refugees in our community have helped to temper some of the panic and it seems there are 99 advocates to every fear-monger. The day before Thanksgiving staff and students took a picture on the football field with a sign that said "Refugees Welcome."
  - None observed.
  - No
  - No bullying or comments directed at other students.
  - Anti-Muslim graffiti in textbooks.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- My students LOVE to express their opinions, especially if someone in the room thinks differently. They are in 7th grade, rarely read a newspaper and most are ill informed about current issues. But they love to argue, and the aggression in this campaign is just right for 7th graders!
- I have not witnessed any of it personally.
- Not an issue.
- I only heard about some comments on Yik Yak during Black history month that were very biased. Because that is an anonymous social medium, we can't even be sure that the conversation was started by our students. We have seen quite a lot of rejection of that type of thing among many students here.
- I have not witnessed anything that I can directly tie to the campaign. My colleague across the hall, a Trump supporter, flat out denies that he is a bigot--that he just wants people to immigrate here through the proper channels. She has a safe space sticker on her door! So, I don't know; I guess she takes a selective view of him. With each knew case of his ugly rhetoric at rallies, I want to ask her, "Do you still think he's not a bigot?"
- Quite a bit of talk amongst the older students about possibly leaving the country.
- They often role-play in moral leadership sessions, not taken personally.
- No I can't say that I have heard anything in particular at this time.
- See above, especially comments about Muslims. We deal with this directly and quickly and do not tolerate intolerance.
- No all voices are heard
- Students are using Trump-like tactics against each other, although adults are working together to stop it.
- I have just seen several comments from teachers on social web sites that are less than polite about different candidates.
- No
- I had one adult say "they think Trump is refreshing."
- I heard about anti-immigrant and anti-Muslim views being expressed by someone who volunteers in our school. :(
- I have seen an increase in demeaning speech in regards to students who speak with an accent.
- I have not seen this
- The verbiage of some adults that "they destroyed the twin towers," they kill women, no rights for women, the most recent events in Europe. How do we offer a balanced overview of the issues?
- Bullying is criminal, in this election has been not addressed enough. The violence in our school will decrease with suicidal attempts. There shall parenting programs in groups and individuals. There shall be addressed in the beginning of the school year that school don't tolerate words to each student cause of beliefs, faith and/or culture. School shall have uniform in all school.
- No, the students are not mistreating each other, but they are vocal about their opinions about the presidential nominees.
- "If they can't speak English there's nothing I can do, they should learn English" "he's going to be in jail anyway"
- None
- My teaching colleagues mimic the vile sound bites and are unable to discourse without unethical speech. They say the same things that Trump or Cruz or Fox News said the night before. I cannot figure out how to address their inability to communicate effectively because they are aligned with madness.
- I had a Muslim mother accuse a dad of treating her poorly at a concert because she is Muslim. She thought he was a Trump supporter (because he presents as low income white male).
- More from middle school students.
- An Islamic boy has made several statements about his hate for America saying everyone is racist and hates Muslims. :(
- The campaign has seemed to decrease tolerance to other ideas and people. The amount of biased language has increased slightly. I have particularly heard students arguing about illegal immigrants.
- A student called another student with an Islamic name a terrorist in class.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- I haven't.
- I did have one student tell another student to, "Go back to Mexico." Not sure if it was due to the campaign, though.
- No but we're a different kind of school.
- Nope
- No.
- I have not witnessed it, and, though I'm not naïve enough to believe it doesn't happen, I do believe that our students recognize the power of their voices. If a teacher didn't step in to redirect such behavior, I suspect another student would. As a staff--because we are primarily white--we do a lot of work around race, ethnicity, and, most recently, micro-aggressions, all of which helps us be mindful of students' experiences.
- Mexican students are the targets of biased talk.
- We stop and have frank discussions.
- I have had two fights occur based on race...one was a student who is white making comments to a Hispanic student...saying he was dirty, should speak English, go back to Mexico. When I have taught about Islam; many students and parents say things like all Muslims are terrorists.
- Yes.
- There has been some, mainly in conversations among students. In this area, many people are very anti-immigrant, in that many are blue-collar workers who perhaps feel that they might lose their jobs to immigrants.
- No
- Ironically, the Latino youth who are documented and English dominant disparage the "paisa" or recent immigrants in our school.
- Aside from info above regarding high school, local newspaper "chat" room, I have had papers from students reporting harassment for wearing a hijab or otherwise based on their race/ethnicity. What I witness most has been activism against racism that might be reflected in Minnesota's primary results in favor of Rubio and Sanders. A man who for many years came to campus (now officially banned) or stood on street corners with a Superman costume recently stood at edge of campus with a Confederate flag and had encountered with African American students, then blamed the students. Main reaction of students was trying to figure out how to ban this person from harassing while others emphasized protecting his free speech.
- Spring Semester: living in New Mexico majority Hispanic town, and a Latino middle school student told me he was suspended for hitting a student who had moved here from the South who was constantly pushing him and calling him names.
- I hear my first graders repeating things Trump has said against Muslims and women. Sometimes it's actually what Trump has said, or close to it. Example: "Trump says that no Muslims should come here because they all believe in Islam, but they don't all believe in Islam." I explained that they do believe in Islam, but there is something else, called jihad, that some think all Muslims support when most of them do not. Other things were more general and not-quite right, such as "Trump wants to kill Muslims" or "Trump wants to kill China." But these are first graders, and all but one in my class hates Trump.
- Build the wall! Keep them out! Waterboard them all! Trump says to punch them all in the face. Yeah! The violence and rudeness of Mr. Trump is appealing to students struggling in school and at home. It gives them permission to lash out.
- Thankfully no.
- I can't (yet)
- No, I have not.
- Small number of adult residents in area displaying Patriotism and American Flag symbols via automobile - flag displayed in bed of pick-up truck, stickers on vehicles, etc. along with aggressive driving attitude (not imagined.)
- I haven't seen or heard this.
- There has always been racism against Hispanics in our schools, and it has only gotten worse since Katrina and the huge influx of people from Honduras and Mexico. It is disturbing because without these immigrants, New Orleans would not have come as far as it has in recovery. Ironically, at home, Hondurans and Mexicans do not get along, but coming into this environment post-Katrina, and especially facing anti-immigrant sentiment with this election, draws these rivals together. The worst bias I have seen has been from the teachers, but I imagine a lot of this comes from having



## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- English learners in their classes who may bring down their scores in high stakes tests. This is an explanation, not an excuse.
- No the presidential candidates! Republicans are bigger bullies than our middle school bullies.
  - I would be very surprised to see that, given our demographic.
  - A teacher, rather than staying neutral, took sides and used misinformation--most embarrassing for him to be caught.
  - No. Thankfully.
  - Some of the adults that I know are on the extremes in terms of their political views. Don't confuse me with the facts if that goes against what I believe is implied but not spoken. The lack of honesty among those presenting information is the most troublesome to me. People quote from one source without considering what the opposition has to say about the topic.
  - I have witnessed it...though unsure I can say the campaign is the cause, I can say it does not help.
  - Some increased anti Muslim, anti LGBT sentiments
  - I am an education professor at a large university. I have Muslim students who have been bullied and harassed since October. One student came to me right after a male adult student pushed her off her bike on her way to class and told her to go back home. She said, "Some man named Trump is going to get me killed."
  - Yes...fear for their families
  - No bullying or biased language to the extent that it mimics the rhetoric of the campaigns has been heard.
  - Thank God no I haven't.
  - None.
  - No
  - I have seen bullying, but not that seems a result of the debates.
  - None witnessed nor rumored.
  - I heard one teacher say, "ISIS," as a staff member talked on the phone in an Arabic language. One white student said a Latino student was probably illegal.
  - No - most of the comments have been more personal, and not overtly political.
  - There have been instances of students saying to other students things like, "Trump will be president and send you all back". There have been incidents of hate speech, anti- Semitic remarks (not targeting anyone specific).
  - Students who voice their support of Trump regarding his anti-terrorism support are being harassed with verbal abuse (i.e. not a healthy debate, but rather personal attacks such as "you're a #\*\*^# idiot).
  - Students are calling our Muslim students names.
  - No
  - School is a safe place in [Illinois town]. We have several generations of immigrants in our community and we work hard to keep school safe.
  - At the high school (according to my 10th grade daughter), teachers are avoiding discussion of the election because of its uncivil temperament. At my school I do not feel there is much being said about the election with students. I have not heard negative language mimicking the rhetoric of the campaign. Talk among teachers includes the frustration with comments made by some in the Republican Party about our country not being great or discussion about certain people who should not be here in our country.
  - No. Actually the opposite. The election has led me to realize how much I bias those I don't agree with. I had assumed that Trump supporters were poor white men. Then I came to realize that some of the parents at my school who are incredibly generous are Trump fans.
  - None, well, jokes about Trump.
  - I've only heard about it secondhand and outside of my region. I have many teacher friends in districts around my own in Western Massachusetts and have not heard any discouraging anecdotes from them personally.
  - Our students shut that type of rhetoric and down pretty quickly on their own. They know to listen to one another respectfully. If they feel that one person or small group is disrespectful, they are empowered to speak up.
  - I have not.
  - The young men joke about the lack of respect Trump has for woman.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- From an 18-year-old male "If girls wear shorts and halters - they are going to get raped by those Mexican criminals that keep coming in"
- I haven't personally but had a colleague mention some of the rhetoric making it into their 3rd grade classroom.
- No.
- Our students are up front in their rejection of Trump and other candidate's hate speech -- at least in the classroom.
- I have not.
- No
- Hate speech from white students toward Muslim students
- No
- I teach communications so I'm a sure student are more conscious of their choices in my presence. I will not pretend that this isn't occurring outside of my classroom, however.
- I haven't seen or heard anything
- A teacher is having a hard time not expressing his opinions that affects students, especially our Muslim students.
- No.
- N/A Thankfully.
- A couple of anti - Islam statements that were quickly called out by students and staff. I think a few adolescent males like the shock value.
- None
- I have heard some bias from adults who have attitudes about immigrant families taking jobs needed by "Americans." I have heard ignorant comments from an entitled white male who expressed that Donald Trump can "clean up" America and get it back to its "true Christian values."
- Students and some teachers are quick to blame minorities for their personal circumstances. It reminds me of the situation of Hitler and his regime encouraging the mindset that the Jews or anyone that was "different" was less than human and was to blame for the problems facing society.
- No. Just contempt.
- Teacher instruction
- No. If anything, we have politically homogeneous student body, one that roundly rejects Trump and his appeals to voters.
- No.
- Solely from students and I hear and see more of the American flag merchandise being worn around school. Almost reminds me of the Klan when they combine their KKK flag next to the US flag.
- I have had a few students mention the benefits of a wall being erected to help in immigration reform. Also these same students seem to favor keeping refugees from entering our country.
- ISIS comments/taunts directed at Muslim adults in our building. Muslim students feel uncomfortable and fearful because of current events and the tone of the campaign.
- Some of my more conservative colleagues have echoed Trump's racist rhetoric in regards to immigration. I teach in [city], AZ., 45 minutes from the Mexican border.
- Thankfully, I've heard nothing in school yet, but I know it goes on to some degree. I've heard of racial slurs thrown at students on their way home from school.
- A general attitude of it is okay to be rude.
- "Kick all of the immigrants out of our country" " Immigrants are all terrorists" " Immigrants are drug kings and are causing violence"
- I have heard things said like, "If you like Hillary, you're a loser like she is."
- Students stating that others may not like what Trump is saying, but "he speaks the truth."
- Students are very vulnerable to the news & all the attention on Trump has highlighted him for the students as well.
- Not yet ...

## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- The only instance I can refer to is the "Allahu Akhbar," but I am particularly sensitive having studied in the Middle East, and as an American who reads and writes Arabic.
- They have generalized every statement as "racist" sometimes true sometimes completely off target with understanding the concept of racism.
- No bullying, but male students especially, like to try to initiate discussion in classrooms to get out of other classwork. I don't hear it being used in their conversations in the lunchroom while I am on duty.
- Yes
- No bullying, just more open comments or discussion.
- Not more than usual.
- As an administrator, I've had one student call a Muslim student ISIS. I am not sure if there are other smaller comments that haven't come to my level.
- I mentioned some biased language earlier. In general you will hear people try to state the facts and lay that on the shoulders of Muslims. I often say, I am no more responsible for the crimes in this world than they are.
- No, but there is more talk about race in general
- No
- Not going to tell because who going to do any thing about it...
- "All Muslims are bad." (1st grader)  
"Why are you wearing those silly clothes.?" (2nd grader)
- I have not witnessed bullying but have noticed kids with limited viewpoints, in other words relying on one biased source.
- There are times when students in class will get into debates that end up in arguments because they are only reiterating what they have heard. It is hard to have a civil conversation about the candidates and their beliefs.
- Yes, I have seen and experienced biases and bullying from adults in my school.
- Higher use of 'racist' when the kids describe bullying incidents
- My students are too outraged by the comments to consider bullying anyone over them. Rather anti-Muslim comments have led students to ask questions about the whole issue as they seek to know and understand the reasoning behind what are clearly racist statements.
- The students, not all, but a few have been saying hateful things about Muslims and Mexicans. It's not aimed at anyone in particular, but is happening.
- We have some comments about candidates from students. I correct, clarify as well as insist on respect and sensitivity for each others' opinions, beliefs, ethnicity or political stances.
- Any comments I have seen have been mocking things said by the candidates, Trump in particular. Students are genuinely frightened and concerned about what will happen to our country if he is elected President. There is also a big concern and there have been several conversations about how this election has impacted the US' role and reputation in the world.
- No, most teachers do not discuss the primaries. As a teacher I really do not want to get into a debate with fellow teachers--each is entitled to their opinion. If the issue comes up I would in a nice way listen and allow them to have their stand.
- Mainly, because I like Hillary, she indeed knows what she talking about and knows what can and what cannot be done--she knows the law-and the constitution etc.
- Anti gay slurs are common in my school, but they are not tied to candidates I can see these days. Before Trump began to dominate, some GOP candidates had a bit of credibility with the boys and anti gay remarks were thrown around more.
- I have not witnessed this.
- Some students are expressing the negative, racist language that Donald Trump says.
- Some students have asked Latino students if they or their parents are illegal. Students have asked our Muslim teacher if she supports ISIS. For the most part, they are information-seeking questions but are influenced by the biases that are formed from the current political climate.
- Bullying and misconceptions about certain groups of people is prevalent.
- Nope

## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- I have witnessed nothing I can put my finger on but among a particular type of students I get a sense that they feel emboldened by the inflammatory rhetoric, the idea that perhaps they don't have to filter their speech to avoid offending others. That somehow such self-filtering of their speech is an impediment to free speech.
- A group of students left a #whitelivesmatter sign on a table where African Americans normally sit.
- Have not witnessed any.
- Teachers are more divided than ever over my school over all of the political jargon.
- There hasn't been bullying. But, b/c of Trump students feel more free to say what they want about Muslims and the Middle East.
- Not yet, hopefully not ever!
- Today, a student commented at lunch, "I don't give a shit about Spanish people. I hate Spanish people. That's why my parents are going to vote for Trump." A group of four of my Spanish-speaking English Language Learners overheard these comments and were completely devastated. There are so many examples of this.
- Not only have we heard negative dialogue between teachers, but we have also heard parents arguing about politics. As a whole, however, our students are just scared and they comment on how people running for president shouldn't be allowed to say mean things about one another.
- Adults are openly name-calling and making racial offensive comments in the presence of children.
- I just see a more abrasive attitude within my overall community.
- Actually the overall attitude at our school is that all of the candidates' anti-immigration rhetoric is self-serving, and that Trump and Cruz in particular are dangerously insane. These are from conversations with both students and other teachers.
- My students know that sort of behavior is not welcome in our classroom. Fortunately the candidates who are exhibiting that type of behavior have become jokes in our discussions because there is no substance to their rhetoric.
- Not applicable. I teach in a Catholic school, and students are generally aware of the teachings of the church and would not be so openly disrespectful, even if they disagree. Adults are typically very respectful and are shocked at the tone of the political campaign on the Republican side.
- I have not personally witnessed any major differences in how kids treat one another-- just the usual middle school "drama"
- Not from the campaign...if anything, we have discussed what is appropriate and how ambiguous comments imply inappropriate desires (i.e. "people will riot"...when questioned, my students said this means he is telling his people to riot). Sadly, the 13 year olds get it more than the adults, even the ones who think it is okay. They understand and say this is within the Constitution. As long as they can connect it to the amendments, I feel they are more educated than the adults involved.
- Students are not engaging in this behavior at my school. Students are openly speaking out against it.
- Again - the rhetoric is not so much one that mimics the campaign, but more of how what is being said impacts them and their families. As a result, most comments from my students are negative and angry being directly aimed at Mr. Trump.
- NOOO.
- No way; not at my school that serves only immigrants.
- White students are calling black students n-/:r more often. One white student even said it was perfectly ok for him to use the word because his ancestors invented it.
- Kids are using hateful language and directing at Latinos and Muslims. They think it is ok since Trump is modeling it.
- Students call each other harsh names that they have heard before.
- It does not occur in the school, but at their jobs and in our community...A mosque was desecrated with hateful words written. Students report people at their jobs telling them to go back where they come from. It is horrible. They fear an increase in deportations or worse.
- There has not been bullying that is tied to our elections.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- My six year old students are imitating what they hear and have been using the word loser. Also, some children have expressed fear about what might happen if Donald Trump becomes president.
- Yes, I've seen students say they "won't listen to n\*\*\*\*r music" when the class voted to hear "whip nae nae" and continue to talk about skin color unfavorably when we discuss world history, slavery, MLK, presidents in a general way.
- "She's a liar."
- I have dealt with a few students who have made disparaging comments about "hating Mexicans." I don't think they would have said it last year, but they are feeling bolder about such comments.
- I have witnessed biased language among my Hispanic students at a greater rate than usual this year: "jumping the wall/border"; "green card"; "gardener"; "you'll be deported"; and the like have increased. African-American greetings to each other, equally biased, have also increased. Both of the above are usually spoken among those of the same ethnicity. Of interest, terms like "towel-head" and "camel rider" were much more common last year, and spoken by non-alike ethnic groups.
- Students who are Muslim or Syrian find "go home" and "we don't want you here" notes in their lockers, etc.
- A woman cannot lead the country. Trump is the best.
- Several students have made some inappropriate comments such as "when immigrants came here 100 years ago, were Americans worried that they were stealing our jobs?"
- Fuck you
- No
- Have not witnessed any bullying or biased language.
- I'm hearing more homophobic language and general bullying behavior than prior to the election season.
- Unfortunately, I am seeing a lot of "bullying" from some of the adults in our school, which makes me very, very sad. We are going through a difficult transition and those who have extremely strong personalities are becoming more forceful, more vocal, and sadly, very clever in making life difficult for their colleagues.
- Students are calling each other out when they think they see "racism" or unfairness. There has been concern among teachers and families in regards to the future safety of our families and whether or not we have the same values and beliefs. A public statement was made to reassure families that we will fight for the right for all students to learn and feel safe.
- There were students that mimicked that attitude that some people don't belong here. We had to have a discussion about the history of immigration and regards to those that are Indigenous to this land and the immigrants that came to this land. Who gets a right to say who stays and who goes? From the perspective of the Indigenous people of South America, they would be helping a lot of Europeans pack their bags to return to their country. My students watched 500 Nations and we talked about territory like that of California and Texas that originally belonged to the people that some candidates are attempting to send home.
- There was a fight between two students this year that was a result of anti-immigrant slurs and promotion of building a wall that one was openly saying before class and in passing. A Mexican student engaged him in a fight based on it.
- Yet as I mentioned, it's their math/science teacher that openly criticizes Obama as unworthy of being a president. And promotes anti-immigrant sentiments, although we have a large Hispanic population... And some with family that was deported just last year in our class. He is so insensitive and I know many of my students are afraid to speak up because of his brash demeanor. Interestingly they come into my class commenting about how blunt and rude he is -- as 7th graders many see the errors in his thinking. I only know this by what they offer as they enter - as I do not engage them in bashing other teachers in my presence.
- Not really from the campaign, there is biased language about folks with alternate life styles and the people of Asian decent.
- Thankfully, my students are wise enough to see that some of the candidates are bullying each other and cutting one another down.
- I heard someone say they are worried about Muslims because "only Muslims commit acts of terrorism."
- Not at all
- Kids do make fun of Donald Trump's over-generalizations and repetition of generalizations as in Trump-style excuses for not doing homework.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- "Immigrants are ruining America, they come here and all get on welfare"
- Yes, I was told in private by a staffer that they finally agreed with Scalia about his dying. That was awful...thankfully this staffer isn't around students much. Horrible thing to say...he had ten kids and a wife who will miss him. This staffer could have been unknowingly talking to a family member of the deceased justice. No one should be praising anyone's death because they disagree with politics. Unfortunate puerile behavior of the staffer. But the real world is like it...you have to be able to deal with it.
- Students are not allowed to gossip or bully in my classes. However, I have heard from some students that others have bullied them - a Mexican student was told he "will be on the wrong side of the wall", a Muslim student was called a 'terrorist' and immigrant students related that they were targets of unkind remarks.
- I have certain children who blame Obama for everything and I know that comes from their parents. I have a presidential poster in my classroom where Obama's eyes of been scratched out when I did my Constitution unit it took forever to make sure the kids understood that the laws were made by the legislators. I still think that some of them do not get this.
- The more terrorist bombings, the more kids begin to express bigotry towards Muslims. They begin to agree with Trump.
- Students speaking bias without realizing who their audience or peers are or where they come from, and frankly not caring if they do.
- Only hearsay but that is an enough, I have witnessed the aftermath of the bullying with upset and frightened students and I teach high school.
- I see that too often so I'm not sure how much is an increase or just an empowerment to say it out loud within earshot of adults.
- I have seen some biased language and behavior across all political beliefs, mostly from adults in my school. I have seen some intolerance of different political beliefs, I think out of frustration from some of the ridiculous things politicians are saying.
- In fact, we have seen the opposite---a rallying of support!
- I have not. To the contrary, so far I have only seen teachers trying to ally their students' fears.
- None what so ever.
- I've noticed if you disagree with a Democrat you are silenced and shunned like a Nazi prison camp.
- "Dirty Muslim." And "I don't mean to be racist but why do you wear that thing I your head?"
- No.
- Racism is everywhere even in our schools. It comes in different formats towards students, toward staff, and it is something that has to be constantly addressed, but seldom is in the most productive ways.
- There is some bias among our kids between the regular ed students and the ELL students. This is not new this year, however.
- I cannot believe how many ADULTS don't get it. Many are humiliating students in ways I haven't seen in a long time -- embarrassing them in front of their peers, lashing out, yelling so loud I can hear them 4 classrooms away. Is this a reaction to my previous comment about some politicians encouraging kids not to respect teachers? I'm not sure.
- No. The most difficult lesson in this election cycle is how to evaluate the behaviors, motivations, and actions of those seeking squelch free speech, no matter how distasteful in may be. We attempt to teach our students to seek a path of respect of all points of view as we humans are flawed creatures and capable of mistakes and harsh judgments without having all the facts. Basically, we need room to err.
- I have heard students talk in these ways, not towards other students, but towards populations of people they are unfamiliar with.
- There are people who agree with the notion of openly discriminating against Muslims and immigrants. They think it is the right thing to do because of terrorism or whatever.
- No bullying.
- Open discussion is always good and used in these types of cases.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- The Democrats have made my life unbearable, please make Bernie and Hillary stop acting like they care about America, waaaahhhhhhh.
- "Your dad is going have to go back to where he came from" from a student to another student whose father is from another country (in the Middle East). "After Trump gets elected, you're not going to be able to stay here any more" from a student to a student who moved with her family to the U.S. two years ago. "Your family isn't allowed to be here" to another student whose family is from another country (in Europe). "Trump is going to kick out all the Muslims because they're not supposed to be here!" (from a student to the class at large).
- "Go back to your sandhole, you terrorist. We don't want you in our country." Some students nicknamed a Saudi student "ISIS".
- My students of color are struggling because some of their parents support these racist ideas, which is very hurtful and confusing for the students.
- Students repeat what they hear adults say. They have referred to "Syrian refugees as all terrorists". "Anyone who is a Muslim could be a terrorist". "All the Mexicans are stealing our jobs".
- No, none. It's the opposite. Non-Muslim students are defending Muslims. One of my students wrote a beautiful essay about this. I'll include it on this survey.
- Middle School students repeating Trump as a means of bullying
- A third grade student held up his hands as the shape of a gun and aimed them at a student who is darker complected and called him ISIS.
- We have a large immigrant population (Middle-Eastern, largely) relative to other schools in the district. Over the last year or two, there has been an increase in us-vs.-them mentality, often in the form of verbal abuse directed at anyone with a "Muslim-sounding" surname, girls wearing hijabs, and anyone speaking a language other than English. This sentiment, despite serious efforts at No Place for Hate and social justice initiatives, has increased this school year. One of my students was told "You're the reason 9/11 happened" and another was asked if she's a terrorist, for example.
- No, thank goodness
- Taunts against Muslims, as terrorists, headwear and clothing
- None.
- Before the campaign I heard an African American child refer to the Latino children as Mexicans.
- Only in the poetry referenced above. Our school has a very strong culture of respectfulness for all.
- This really hasn't increased or decreased
- The derogatory comments are mimicked.
- Not that I have witnessed, but I would not be surprised. I do see some divisiveness and lack of concern about violence in our town, school.
- I have not witnessed much, just students calling each other out on who they do or do not support.
- No
- I haven't.
- Yes! It is distressing to see my Muslim and Hispanic students worried and taunted by white students after every Republican rally on television and sound clip that makes its way onto social media. I intervene every single time, but I am not on television with national name recognition.
- Bullying is a little worse than in the past.
- Not at all.
- No
- Those that support the rhetoric of the campaign are in the minority.
- Yes, there has been a huge increase in anti-Muslim speech and bullying of Muslim students. This is of great concern to me and other educators.
- Yes, many teachers will joke about the rhetoric among themselves; I am hoping it doesn't go beyond the hallways and/or teacher lounges.
- In my World History class, the students are very anti Muslim, even when I keep telling them personal stories of former students who practice the Islamic religion. It is very disheartening that these young people refuse to listen to me.
- Not at all. Our school is run very well and students accept all.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- None.
- No
- Mainly one student who feels that Trump's ideas of building a wall will be good for us. The idea of segregation (focusing on Muslims vs. everyone else) should be the way it is here in the US.
- At our school, the thing that affects us is the Black Lives Matter rhetoric.
- My kids are great and have not openly bullied each other in relation to this stuff, but some kids are clearly more uncomfortable than others about stating their opinions. Though it has not gotten out of hand there is a current of discomfort related to the whole affair.
- Secondhand...A teacher reported that a student ask someone if they were worried about the possibility of Trump being elected and the other replied, "no, I'm white" ... Our school population is predominantly black and Hispanic with white students (many also immigrants) as the minority.
- No, the main biased language I witness at my school is the incessant use of the n-word. This is has been a years-long complex conversation I've had with our students.
- The students that come from homes with Trump supporters are much more willing to be aggressively vocal about their support and willing to shout down opposing points of view. They also break into chants, as if they were cheering on a sporting event, which is not something I have ever witnessed before. It has made students much more comfortable with expressing opinions about minority groups and women that would have been considered verboten just a few short months ago. They relish no longer needing to be "PC".
- Student A referred to her friend (student B) as "immigrant" rather than by student B's name. Student A said student B had actually called herself that and so student A felt at liberty to use the term in this way. Student A also said, "Goodbye." and when asked why she said that her reasoning was "Trump is going to send student B away."
- People who may have not had a voice to their ignorance and prejudice before are now feeling more and more justified to speak out. Other students are questioning my ELLs more and more about their countries of origin and why they stayed here. Generally other students are showing ignorance in things like thinking, "all Hispanics are from Mexico" or "that Africa is a homogenous country" etc. In ways that are microaggressive.
- Teachers are generally supportive of students. However, the words "lazy" or "slow" and the insinuations that students are less intelligent without considering their language level have to be corrected more often than they should. When my students walk together some teachers describe them as a "gang." I have to watch in the hallway as their different languages and newness to the norms of a middle-class school in the US make them targets for receiving discipline (for minor infractions that are often overlooked for others) from a few of the staff members.
- I have not. But I am the GSA advisor for the school and students are generally pretty careful around me because of my zero tolerance policy for any kind of biased language. It's a huge concern, though. Adolescents are influenced by what they see and hear in the media.
- "We need someone that has more republican values," a student referring to Trump  
"We have had more black history month facts read this month then the amount of times we have said the pledge" student in February
- No. Some may mock Trump but they are clearly mocking him.
- I have observed both students and adults being bullies--there is a lot of talk about walls. Student essays have expressed the idea of gathering up immigrants (all!) and shooting them. Parents have requested I lock my doors at all times (I'm in a portable in a gorgeous field in proximity to the playground and PE classes) because of the "unsavory" people on campus (which is our contracted and licensed maintenance and facility district crew--mostly black and Latino). Parents have complained to my principal, referring to me as a lesbian and citing that I do not say the Pledge (not true) because I am a communist (oh, I'm a Bernie fan, which makes me a social democrat, I supposed--however, I was undecided at that time). Uncivil and biased messages have been left on my voicemail, as well, regarding the resharing of a Zinn Education Project regarding Columbus Day. This also reappeared in attacks against me personally. This is decidedly different from previous years, maybe in part because I usually teach the "low" classes; however, this year it appears with the growing vitriolic rhetoric on the daily newsfeed (including FB) makes it open season to be a bully.



## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- Most of my students are in favor of statehood for the island, really. I don't witness any major rhetoric about the topic.
- Any unity developed by Mix it up lunchtime has flown out the window.
- The worst has been on social media. I have stopped engaging on Facebook because I get blasted for expressing my opinion if it is different from the fanatics. And Mr. Trump and Mr. Cruz have allowed this to happen, along with the media.
- A few adults overheated about the election.
- We are a pretty left-leaning school but I will say the discourse is not about issues but about the drama of the election.
- None
- Teacher who are unaware of how the discrimination of the past influences the modern day socioeconomic conditions of their students, were quick to judge the presentation and point the finger at the presentation and not the societal reaction.
- Students feel like Trump is racist. Students feel like the US is not ready for a woman to be the President.
- I have witnessed ignorant quoting.
- No
- Nope
- Some of my non-Hispanic students have been very vocal about "sending all the Mexicans back" and building the wall on the border.
- Biased language is a concern.
- The anti-Muslim sentiment is very strong among the students.
- I had a colleague question me when I was trying to teach a lesson on tolerance and Muslims. She was not supportive of the lesson and did not want to be in the room. I wanted to present to students just factual information about Islam and how we need to be careful of stereotyping especially when we hear so much negativity in the news. She called what I was doing as propaganda.
- At the all white school where I teach "dirty Mexican" has become a common insult. Before election season it was never heard.
- White supremacy statements and rhetoric resembling on candidates bigotry.
- NO
- Haven't seen it at least in my classroom. My students know that it will not be tolerated.
- No - my students can't believe how the candidates are handling their campaigns. They resent the levels to which some candidates have stooped.
- I have witnessed anti-immigrant language, especially from the African American student population of our school, as well as speech decrying the language diversity at our school - "Why are there all these Spanish speakers?" "These kids need to speak English," etc.
- None
- No
- None
- Remarks about minority groups, building walls to keep out the drug people and the criminals. Seems the republican debate has brought the best and worse in students.
- Violence is always an issue. Child neglect, abuse, foster care, drugs, prison, poverty, and corruption.
- None
- No.
- Kids saying...  
All blacks are lazy. They're no good. Same for Hispanics.  
No smart women running for president. All liars and should go back home  
At least you're not black  
People tell me I'm not American because of my skin and religion.
- Conservatives speakers are forced to leave and are shut down. Students are echoing DNC talking points.
- Yes, from the adults and students.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- I have not witnessed any behavior, but folks have shared things that they are uncomfortable with happening in classrooms or in cafeteria settings.
- Not yet - but I'm starting my election unit next Month....
- I personally heard somebody say Cruz has some good ideas
- No have not seen it
- There was one student in the school that was talking about wanting to vote for Trump. Many of the students began bullying him because of that belief.
- Not in my classes, but have heard of an incident in one honors class in which a student, working in a group, looked at he group members and loudly said I wish Hitler had finished what he started.
- Students complaining and teachers complaining about what might happen.
- Students seem emboldened to make bigoted and inflammatory statements about minorities, immigrants, the poor, etc. What truly scares me is that these are students in my Advanced Placement classes. Students in my AP class have made comments such as, "the poor don't deserve nice quality houses" when discussing LBJ's HUD program, "a wall would make my quality of life better" when discussing Trump's proposal to build a wall (again-we live in an upper middle class community in MICHIGAN), and "because they are the ones who commit the crimes" when discussing racial inequality and the large percentage of blacks in prison.
- I have not witnessed this behavior and I have taught my students strategies to use if they witness this behavior.
- I have not, my students know better than to do something like that in my classroom.
- Yes, more hatred directed at others.
- Ironically yes. While the majority of students have embraced a more tolerant attitude, others have shown a devil may care attitude and one boy said "how can you get mad about me saying that...it is just what I heard on television." He was talking about building a wall so that illegal people cannot cross the border...how he would help build it while a student in that class is a first generation American citizen. She receives ELL services, and while that student may not realize that, I still had to reprimand him and I cringe whenever he wants to enter conversation where he might spew more hate.
- Hear statements that come directly from the Trump camp.....we're gonna take back our country....etc...
- Students have said, "Well, it's the Muslims." when responding to issues.
- My school requires LGBT training for all educators.
- It is not so much bullying as it is conversations. I think this is because of how we have tried to address these concerns.
- No
- Again, check with the older grades.
- No
- Because of my diverse community I think, I have not heard any teacher or student mimic the rhetoric of the campaign.
- No
- I have not seen this.
- Rhetoric is more combative. I see the influence.
- "Racist white people"  
"Where is the wall going to be built?"  
"Why can't people stay in their own country?"  
"Muslims are terrorists"  
"Make our country white again"  
"All white people vote for Trump"
- I have one student (very knowledgeable and very conservative in his thinking) that has said some very offensive things about Islamic people. In the same class, I have another student that is Islamic who took him on, saying, "you know you have a Muslim here, right?" His response was that she not "really" Islamic. The other students came to her aid immediately.
- Somali girls made fun of for religious headgear.
- Nonsense
- One of the pieces I have heard during the last month is "build a wall" so "those people" can't get in. This morning, a student (8th grade) asked how I felt about the idea of patrolling Muslim neighborhoods. His father agrees with it and thinks the Mexican

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- neighborhoods in the town south of us should be patrolled as well.
- Only one incident I have seen so far--regarding KKK
  - Children have focused on the bluster and innuendo. They were chanting at recess and discussing the candidates' debates that were name-calling and had sexual references.
  - No.
  - These same students are quite biased against African immigrants as well as others in our community. They frequently express anger that immigrants "get everything for free."
  - I have not we all agree Trump would be a very poor president.
  - In two cases there have been students who told others to go back where they belong based only on their ethnicity. One student was ridiculed for wearing a head covering.
  - There is an overall mood of negativity, anger & immature behavior.
  - In the library, I have heard some adults say, "Muslims need to be dead" and "Muslims should not be in this country." I have heard some claim the problems stem from having President Obama be "an ally to the terrorists since he, too, is a Muslim."
  - At our school, the thing that affects us is the Black Lives Matter rhetoric.
  - I heard adults discuss how political correctness (i.e. affirmative action) has hurt their friends at work. For example, they explained that their friend's financial company was forced to promote women who they believed were not qualified and how men were displaced from their higher positions because of reverse discrimination.
  - Conflict has increased same as the polarization of positions in the general public.
  - No at all!
  - No, just lots of strong opinions
  - My population is very 25% minority and 80% free and reduced lunch. There is bullying that is race related but was present prior to the election cycle.
  - Muslim students have been harassed by other students and called terrorists. Latino students have been told they should get deported and go back to their country (even if they were born here).
  - I've heard students discuss the "wall" that will be built between us and Mexico.
  - I have witnessed amusement at Trump's speeches and tacit approval from both adults and students.
  - I am an ELL teacher at the middle school level Latino students and other second language learners as well. Some of the Latino boys that I teach were told by another (white) student, "I hope that Donald Trump wins, so that he can send all you Mexicans back to Mexico." The school administration dealt with this matter in an expeditious, judicious manner, and there have been no further instances of this type that I know of. Nonetheless, it is clear that the biased, negative rhetoric of the campaign has made its way into our school, which both angers and saddens me at the same time.
  - Students running for ASB seem to think attacking other candidates is ok.
  - We are the victims of hate speech in the campaign, we do not fight among ourselves here.
  - I have seen/heard/heard about anti Muslim sentiment at school, but not in relation to the campaign.
  - No....at least not publicly.
  - None
  - I am surprised by this question because I have not witnessed any of this in my school. We have a very diverse population and they are not polarized in either way from the primaries.
  - Students discuss deportations and point out those who will be deported versus them not if they are American.
  - I have found myself in awe of some of the things that co-workers will display, post or discuss on social media. Although this doesn't directly make contact with our students, it really makes me think about how their underlying belief systems impact their daily interactions with our students, who are mostly students of color.
  - Thankfully, the adults in our school have kept the moral high ground and are modeling appropriate discourse on elections.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- At a high school, a group of students wore anti LGBTQ badges on campus. The school held an assembly and anti-bully education. A visit to the Tolerance Education Center followed.
  - There are two teachers that bully. One asked a child, "What should happen to people who steal?" He answered, "They should go to jail." Next she asked, "What about people who steal an education?" (This child was Black)
  - Yes U Missou journalism professor intimidating journalists
  - I have not witnessed bullying or biased language at school- from adults or students- that mimic the rhetoric of the campaign.
  - I have not heard this from students. They are staying strong and interacting with each other. I am more worried about instructors.
  - So, far I have not heard type of discussion of such amongst our families, students, or staff here at the school.
  - One of the teachers was very adamant that he was voting for Trump because Trump would build the wall and stop all those people from coming over. He also said that it was no longer safe to travel to Europe, especially Germany, as they had allowed so many of the refugees into the country.
  - One of my students has told me that she and several of her friends have been discriminated against because of their religion/nationality. I was appalled, and pressed for names, but she insisted that this happened in high school last year, and at a different college last semester.
  - Bullying has always existed and instead of making people feel like a victim, we should empower students to handle it. It may lead to a conflict but that will settle it.
  - Absolutely.... and we try to stop it as soon as possible. We are an alternative school of only 130 students. We know our kids and are able to stop much of this before it begins, but I have heard so much ignorance when it comes to religion, immigrant status, gender issues this year. As a staff, we are not afraid to tackle those topics openly and honestly, which helps stop and prevent bullying and biased treatments.
  - As educators, we try to keep political discussions around educational issues--including educating immigrants of which my community has very few.
- However, my state is one in which is the lower paying in the country and seems to not value teachers as much as the test and passing students to the next grade just for the "numbers". Because of this, many of the people I have spoke to think alike and support similar political beliefs.
- With that said, I have heard no bullying from adults but have heard some insensitive comments students such as how stupid a certain candidate is...
- None -- majority are disgusted with what is going on especially with Trump
  - We have a very tolerant campus. We have leadership with vision and cooperation and engagement is the order of the day. I am proud to work in this school. Students speak up because they know they can and adults model the behavior that allows the students to feel safe.
  - Not really.
  - No
  - I have not witnessed this, because the students at the school where I teach are the ones made vulnerable by the bullying rhetoric.
  - We have a very large immigrant population, and therefore, the majority of our school community is anti-Trump.
  - No
  - As I stated above, a student has been targeted because of his race and harassed for being a member of Isis.
  - I have heard rumors that there is a teacher pulling students aside to talk to them about political issues because the teacher disagrees with them. This is seen as a negative by the students.
  - No.
  - As we cover things like the Great Society and Civil Rights Movement in US history, or especially Japanese Internment Camps, kids seem more willing to speak in favor of Internment or ending welfare assistance.
  - The students tend to respond to offensive name calling by calling names back. The adults are avoiding the topic.
  - No
  - None

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- One student told another to "Go back to Africa"
- No.
- Some of my fellow teachers are very happy to see Donald Trump as a candidate, and are actively campaigning for him. Students ask me why is it ok for adults to speak disrespectfully about entire groups of people and they (students) get in trouble if they do?
- No, I haven't
- No bullying - but the kids are echoing what they hear on television. They have referred to "building a wall" when they didn't want to sit by people (to all kids not just to Hispanic)
- The SPLC keeps calling me a right wing extremist because I own a gun. Get a life, turds.
- I have witnessed significantly less bullying or biased language during this election cycle than in 2008.
- It is worst in 8th grade- I am a paraprofessional in a K-8.
- Students in US History participate in current events, and that often spills over to my classroom afterward. These students name call, praise politicians for being rude, and repeat racist comments they hear on TV.
- There have been some biased name calling to some of our students of color here, but I did not witness it.
- Students joke about the Middle Eastern students carrying explosives. Some conversations from adults do mimic the campaign rhetoric and talk radio.
- We are a single gender (young women) public school so, in general, some of the misogynistic language used by some candidates is not repeated here, but there is very definitely implicit bias that affects teacher/ student discussions.
- Yes. I have defused incidences in my class because of some one comment about the news.
- Students have become very hostile to opposing points of view, regardless of the topic. Any division seemingly now elicits anger and personal attacks.
- The debate about Ms. Clinton being allowed to run for president when she is under a serious investigation goes on.
- A teacher called a Muslim student's mother "scary" because she wears a Niqab covering her face except for the eyes.
- An employee at school told me (the ENL teacher) that she is frustrated that ENL students are pulling resources from our white students (apparently she thinks only non-white speak other languages).
- As the Civil Rights Team advisor, I do hear about these events although I personally have not witnessed them. Increased graffiti in the restrooms and comments made to instill discomfort/fear have been reported to me and then passed along to administration.
- None. Our students don't agree with what is being said, in general.
- Sadly, biased language is often interpreted as bullying. I have been doing this over 20 years, and never have I seen such intolerance for differing opinions.
- I have a couple students in particular who are very Pro-Trump (in many ways because their parents are). It's been interesting to navigate fostering respect for their opinions and balancing how their opinions are often biased.
- Not really. I've seen the opposite. People have been talking about their disgust at the hateful rhetoric they've heard.
- All Muslims need to be deported. All Muslims are terrorists. All Mexican people are drug dealers, or at least partake in illegal drug use. Etc.
- Nope
- No
- Not at all.
- Not really
- More togetherness, believe it or not. Most of my students have the same thing in common. Apparently, the US hates them.
- Lucky enough not to hear these things from our student body. But extremely disturbed by what I hear happening in other schools around the country.
- No

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- The students still associate Muslim with Terrorist, and that has increased yearly. This year, however, there is more bullying than ever, because we model it so well in the political debates, especially towards the LGBTQ communities and other non- Christian religions.
- Comments are made on a regular basis that follows the rhetoric from the campaign. It doesn't necessarily mimic it.
- NA
- We mostly have teachers who see the unreasonable and idiotic ways of the campaign, but it does expose some of those that are more underground with their beliefs (that are over-stereotypical bordering on bigoted or racist but it never boiled to the surface before). They remain quiet amongst teacher conversations or they offer a defense or re-statement of the quote to defend some point that was made. Nothing fracturing yet, but it is uncomfortable so most teachers are shying away from all talk of the campaign rhetoric and not addressing anything with kids under the rationale that they are "too young."
- We have a very tolerant campus. We have leadership with vision and cooperation and engagement is the order of the day. I am proud to work in this school. Students speak up because they know they can and adults model the behavior that allows the students to feel safe.
- None!
- Students skipped school to attend a Trump rally and spoke to journalists (giving their names and the name of our school) using inflammatory and bigoted language. Now they themselves are targeted by left-leaning students.
- Heard a teacher ridiculing students based on ethnic heritage. Derogatory comments by students to female students.
- Not at school but among members of the county
- I have not witnessed bullying or biased language, but I have heard other teachers express frustration with their students' comments when discussing current events.
- No
- Yes! I am not bringing up the election in class after hearing the aftermath of the fights in our small high school. Name calling, disrespect, fighting...
- So far, I have not seen any bullying from teachers or students on language or the color of their skin. We have over 90% population of Hispanics.
- None
- Against Muslim students.
- No
- I have not. We try to carefully vet our staff -- and at least have of them are minorities who are well respected by our students.
- I was told to go back to Mexico
- YES! Students vs. Student. Republican vs. Democrat
- All the things listed in the previous question. Some teachers bully other teachers with biased and judgmental comments that are often not solicited. The administrator has told a teacher NOT to speak opinions, but others are not censored at all!
- No, we don't allow that at our school. However, I have noticed some extra tension in the black students. The scenes of black people being beaten and ejected from Trump's rallies is very upsetting to them.
- Only one student who uses Trump's wall-building language, without even understanding why Trump wants that wall.  
Here, students find Trump's words frightening and abhorrent, something to organize against.
- One student is a Trump fan - most students are very vocal about disliking Trump but no students have made it personal.
- No
- These are the comments I have heard:  
"You're going to get deported."  
"If Trump gets elected president, all of us Black people are going to have to go back to Africa."  
"Trump is racist."  
"Muslims don't belong here."  
"Trump's got balls. He is racist, I'll give you that."  
"I don't want Trump to become president."
- A student walked into the class during student news and saw the image of Trump on the screen in a brief clip and yelled out, "Donald Trump!"
- I hear students say they don't like Blacks because they are dirty, they can't be trusted and they will hurt you.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

Colleagues who don't speak to you because of the color of your skin or because you won't denounce your race. They want you to shut up to the injustices that are going on so I can like you. " Go along to get along" You stand alone for what is right. Most districts are using the hiring practices of 20ish white women to replace senior teachers. Hispanic and Blacks are hardly hired all in small suburban area of Connecticut.

- Most of the rhetoric we here is strong opinions for against certain candidates. Most of the individuals in our Not-For-Profit treatment program are concerned that certain groups, especially the mentally ill are being portrayed in a very negative way.
  - The negativity permeates every conversation - the views of adults and students are surprising - especially those that think it entertaining. My students somewhat disregard their Hispanic classmates, they certainly do not understand the potential deportation of their classmates parents.
  - The only thing I noticed was a White student who was concerned about gun control. There have been issues of colorism at my school for years. The campaign has not increased or affected this to my knowledge.
  - I have not seen anything at all like that, thank goodness.
  - We have one teacher in particular who shows an obvious negative bias towards students of color, however, the administrator feels that this woman is a good teacher, her actions since the campaign started have become more bold and overt.
  - I am so relieved that I have not. However, I did have a White student tell a Mexican student that she was going to be deported. She had heard her parents talking and didn't get the full gist of the conversation. Though it was initially misconstrued as bullying, a couple of conversations later, we all realized that this child was actually trying to figure out a way to solve the problem. Still, it had been very hurtful and concerning.
  - The only things I've seen are the blanket statements like "Hillary Clinton is a liar" or "Trump hates Mexicans" like how candidates make inflammatory statements worth no basis. If I ask them to explain what they mean, they have no facts. I try to teach them how to think and ask for details/evidence.
  - Just that some of what my students say is misinformation.
  - No.
- YES
  - Just in general, more likely to engage in it.
  - No cases of direct bullying in relation to the campaign- just overall fear from students. On top of the stress of being from low socio-economic class, Common Core and PARCC Testing, this is additional stress these kids don't need. It's terrible.
  - I teach in a school with students who are predominantly Latino. One of my Caucasian students is outspoken about his support for Trump, and stated his hope that Trump wins so "illegal Mexicans are deported." I spoke to him privately about being respectful. His mother then emailed our assistant principal to complain about me, also reporting that her son thinks I am a "sexist" because I talk about Hillary Clinton. I have decided not to talk about politics anymore - a missed learning experience for certain.
  - No.
  - Yes, I have witnessed students telling other students they'll be deported if Trump wins. As a counselor I've had to intervene with Latino students to calm their fears and to give them a safe space to share how frustrated they feel that society thinks Latinos like them and their parents are criminals. Some students are crying in the classroom and having meltdowns at home. Some are expressing that there is no hope for their future because everyone in the US (black or white thinking) thinks of Latinos as criminals. Parents have made appointments with me to ask for advice on how to talk to their kids about the election and how to help ease their fears.
  - There has been a push by African American students and teachers to have native Spanish speaking students not to speak in Spanish to each other.
  - Many white students are being immediately called "racist" by students of color for making any comment about race or expressing favor towards Trump. Other students claim that they look forward to "building a wall." The school is becoming divided in a way between Trump and non-Trump supporters.
  - None. Our students are more likely to defend someone without enough facts to really back up their words rather than lash out against someone because of prejudice. So I guess it's a prejudice the other direction. Wait, I have to change that: incidents of anti-Republican and anti-conservative bias have increased, and generally the opinions of kids about people who

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

are not from the city are more negative than before. They say they can't believe how someone like Trump is listened to by anyone, and that he's a clown. We don't encourage it, but it's difficult not to wonder the same things ourselves. Came back to this because I just remembered: some kids in the 4th grade have begun a campaign to figure out WHO IS AWESOMEST!!!! Unfortunately, one of the latest posters said, "Bring any weapons you want," which is highly unusual for our kids.

- No, overblown in media, or our school is "exempt"
- None
- Yes. One Hmong-American student called a Mexican-American student a dirty Mexican. We had a long conversation about the impact of not only reality TV but now a presidential candidate saying such racist words with no consequence.
- More degrading comments towards woman and girls, then the offenders pretending they were joking. By adults and kids.
- A few of the staff members, but all that I have heard has been light and implied, not direct or even at a student (that I have seen).
- None...Mind you, I am not a classroom teacher.
- I have witnessed biased language from students regarding Trump's campaign. They are rejoicing in the violence at the rallies. I believe this is unhealthy.
- One of my Muslim students was bothered about her history teacher's support of Trump
- I have heard kids tell our Mexican students to "go back to Mexico" and I have been told that some of the kids are bullied verbally. It is often difficult to prove and I am not sure what to do about it.
- No
- There are some teachers in my school who have spoken out against "illegal" immigration and have openly stated that Trump is doing the right thing.
- However, teaching them how to voice their opinions without hate has been a challenge. In the midst of their own hormonal changes, they tend to respond to people by mimicking their behaviors; hence, discussions often begin with mini-Trump behaviors, giving me teachable moments on how to engage in polite but direct discourse. :)
- My students are 6/7th graders. They express fear rather than anger, although there are a few that will lash out at others who express views that differ from their own.
- Not within our school (we're an extremely diverse high school & city) but when our students leave our safe community for... Sports matches in other areas or against other school, when in public in groups, and online, the harassment is real & it's scary to many.
- A lot of anti-Muslim sentiments
- No
- The issue is white supremacy (in general) not anti-immigrant sentiment. [My college] is hosting Whiteness History Month in April. Some staff and students misunderstand what that means and have been in very vocal opposition to it.
- A student wore a "make America great again" hat and another student said to him, "you know Donald Trump hates women." And the student wearing the hat replied, "So does Hillary Clinton." What do I do with that????
- My students are wonderful. We did an activity on racism and stereotyping. My students showed very little bias toward any group. Actually, they were bothered by any stereotyping.
- Harrassment.
- I have heard it in a couple of instances mostly around the "building a wall" stuff.
- I have not witnessed this but that doesn't mean it's not happening. But my students have connected the work we've done around being an upstander vs. a bully to the fact that he says disrespectful and racist things about people who are different than he is.
- No
- No bullying because of the escalated hate speech that is being promoted by the media--just hurt & fear!
- I had one student comment that there were too many "Mexicans" in the classroom. When one student (from Honduras) told him she found his comment offensive, he told her once Trump is elected she will be gone anyway. In another classroom, where I co-teach, a group of boys called another boy (from India) ISIS.



## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- I have mostly have Bernie Sander supports, and Donald Trump supports. Now that Rubio is out of the race, I have students that are disillusioned by all the rhetoric.
- If anything I believe the negativity and the racist comments of Donald Trump have caused adults at my school to react the opposite way -- with more compassion and sharing negative thoughts about HIM!
- Yes, kids talking about "how great it will be when Trump is President because he'll bring back slavery and take black children from their parents"
- It has come from outside of the school. A local conservative talk show host found out that we were having world hijab day celebration at our school and was able to use that to direct lots of anti Muslim thoughts and ideas towards our school. Luckily our school community is strong and we were able to celebrate the day.
- Usually students: Obama is a Muslim who is destroying our country.
- No. I've witnessed fearfulness about a future led by hate.
- I have not, but other teachers in my building have.
- Black 4th grade students told by a white student that they don't belong in that school because they're black. Students have been in that school for years.
- Just the usual. This is Vermont. Most of my students have never seen or met a Muslim. It is not on their immediate visible radar. Our kids are more concerned about invasive species in rural Vermont. That is why we as teachers must put it on their radar by how we craft our units.
- So far, the biased language has been more parroting what the candidates are saying about each other instead of different groups of Americans.
- I teach in a very diverse, K-8 dual language expeditionary learning school that represents many different segments of our city. I have not heard one single example of this going on at our school, and I feel so blessed to be working at such an amazing school site!
- Students at my school have identified Muslim classmates by saying they "look like ISIS".
- Yes, students talking to students from Mexico about the wall that is going to keep them and their families out. Some of these students were born in the United States and have never spent a day in Mexico.
- No that does not mean it is not happening outside on campus.
- I have not- just the opposite. But we are an unusual school district.
- Some of our 8th grade students were allegedly using Spanish in class to say mean things about other students and staff members. Rather than having an open dialogue about the situation with students and parents, our admin and middle school teachers told the students and parents not to speak Spanish at school. Another teacher took it a step forward and allegedly said "you're in America now, you have to speak English."
- Overall many teachers come from traditional middle class white Christian backgrounds and are not accepting of students that are different from their norms. Some conversations include "these kids are in a school in the United States and they have to conform" ...when a student has a different worldview. It's been an uphill battle as I am a minority teacher.
- I have not witnessed this, but I worry I will. None of my students have yet reported it, and they know I will immediately take action if they are bullied or threatened.
- Yes. Difficult responding from cell phone.
- None.
- Pro White American sentiment
- Hateful comments about transgender student
- No
- Mostly it's that students didn't think grown adults would seriously act this way.
- The anti immigrant sentiment is offensive and ignorant. There is no rational foundation to support radical immigration ideas proposed by the current frontrunner potential Republican Presidential candidate that dominates the news daily. His ignorant, Muslim, black and Hispanic hate is not material I am comfortable addressing or explaining in a U.S. History class. Students are agreeing that solutions to problems are simple and agree with solutions proposed by Trump

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

who says what he feels and will make changes as he sees fit to do so. I am scared for this nation's future with a bi partisan government system that is breaking down before our eyes.

- More students mimic Donald Trump; they view him as a caricature.
- I have heard sexist remarks about Clinton by students and parents. I have heard a lot of racist remarks about Mexicans and Muslims.
- A number of the older white men teachers are frequently less than diplomatic towards ELL students and this will get worse I fear over the year.
- Not yet. I have a good principal and excellent deans and concerned teachers and staff who do not accept bullying and biased language, but unfortunately I am sure it is just around the corner.
- No bullying
- I have not, as our school is not very diverse.
- No
- I have not witnessed it at my school but a few colleagues have discussed that the rhetoric is heavy at their school with people thinking AMERICA will be grate again!! And the question is making it great again for who?
- I have heard co-workers complain about this generation's supposed apathy and how things are going "downhill." They are very pessimistic.
- No
- Thankfully, we have not had any incidents of bullying or biased language reported that mimics this rhetoric, but I am very concerned that we will as political issues progress.
- Adults in the school are talking about it and I worry because they may support Trump for one reason or another. They will vote for him, even though they might not agree with everything he says.
- The atmosphere among the students is shock and outrage
- I have not witnessed this, and we are actively discussing what students think about this approach during the campaign. Is it appropriate? Is it effective? What is the impact?

- No
- No, our problems tend to be within the students/groups making inappropriate comments on Haitians or Mexicans. This year it focuses more on romantic spats.
- The atmosphere among the students is shock and outrage
- I have not heard that rhetoric spoken
- We can present platforms of various candidates and discuss pros and cons. This election has unearthed unusual topics such as the wives of those running.
- Students are showing more signs of bullying now and use the excuse that if those running for office can do this so can we. They are using words from both democrats and republicans as their evidence of bad behavior. They ask why should we have to if the political leaders of our country are not.
- None
- In my class a few students who dislike Donald Trump will sometimes mimic his sayings and behaviors, not always realizing how offensive it is.
- Many students share their parents view point yet are not sure on how to voice them. Many students will say facts that they think are true but in reality they are false. Students are reluctant to talk about particular candidates in fear of bullying from other students.
- Some students at my school will mimic Donald Trump by his voice or re-state ideas/claims they have heard him say or their parents say. Also, we were writing open letters and two boys were writing separate letters next to each other, both to Donald Trump, stating everything he was doing wrong.
- None
- Students use violent language to express their disapproval of Donald Trump. Students single out the Muslim student in our class.
- I have not.
- No
- That the Hispanic people are not all what he says they are because they know of several people that are taking advantage of our Govt system.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- I have not.
- I have not seen explicit bullying. However, many of my students have openly expressed that they want to keep jobs and benefits for "real" Americans—even within classes that include immigrants and students from a variety of diverse backgrounds.
- Not exactly. Students are subtle about it and it is not a topic that we frequently discuss. Early in the year, a number of students would announce, "Trump for president" during class. We had a few discussions and I finally banned that particular candidate's name from my classroom.
- I was bullied by fellow teachers when I attempted to get an amendment passed for our Teacher Union's Constitution. I was sent nasty emails stating I was anti-union for trying to update/change our Constitution, though I was following the proper protocol. Our Union President did not support the amendment proposal, and though it had to go for a vote, due to our Constitution's guidelines, he told other building representatives to discourage support at their building. One person taunted me stating, after I told her to stop inboxing me, if I am so scared, I should not have tried to change anything, that our union is great the way it is.
- Bullying from students.
- Nothing except surprise that Trump is garnering the number of votes that he has.
- No more than normal. For the ones seriously involved, there is a little harsher rhetoric, but beyond them not much.
- None to speak of. Students trust our counselor and admin team, so I know that if they felt there was any biased language from teachers or students, they'd say so.
- My students have a limited understanding of the people, politics, and geography of the Middle East.
- No
- There have been many conversations about candidates that begin, but get dropped when it gets awkward. I feel that the election has had a silencing effect on our normal political discussions. Many of our staff know how I feel about my students and avoid the conversation. The students' home realities are not discussed because people are afraid to talk about much beyond the curriculum. This pushes students' true concerns to the background even when their behavior may be related to the stress caused by our national discord and blaming.
- Some of the teachers have posted on social media and in conversation the same way. They speak of immigrants from Mexico and the Middle East as unwelcome outsiders.
- I have witnessed the reaction to political bullying. One ESL student remarked of some comments from Donald Trump, "I am shock. That is bully!"
- I have not observed any of that.
- Definitely an anti-Trump bias and ridicule for those who might support Trump.
- I have not.
- In LS classrooms teachers reporting kids using strong language such as "I hate \_\_\_\_\_!"
- One student gleefully informed my Hispanic students that when Trump is elected their families will be deported to Mexico. There was appropriate administrative action about the words (a listening session between the student and Hispanic students) but the behavior is still there, although subtle. His Trump t-shirt, worn every day, is viewed as threatening (but he does have the right to wear it... although I'm not so sure that it doesn't interfere with learning).
- I don't care to share disgraceful behavior
- We have been addressing the impact of hurtful words on our confidence and emotional well being.
- The support for Trump has polarized the school community and resulted in unprecedented accusations based on perceived or know political affiliations
- Anti-immigrant sentiment is becoming more openly spoken aloud... Students love to talk about "the wall."
- No more than usual. Certainly the anti-Muslim bias is in the news, as well as anti-immigration, especially here in Arizona.
- no
- None. Adults may be acting polite, or are so distant from the power brokers they don't bother with it.
- None seen.
- No. Have not.

## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- none
- I had a student who was opening a door to let others out of the cafeteria ask for visas or green cards when Hispanic students passed. This county is pretty much 50% Hispanic origin. The principal called in parents whose reaction was that it could have been something worse.
- I have witnessed it for 20 years.
- No
- None
- Initially, Muslim students did hear comments. We discussed when and how to respond and how other students can show support for our fellow Muslim students. Our Rally, interfaith week, and support from faculty, staff and administration have had a strong impact on letting students know that any type of anti-Muslim rhetoric is not tolerated on our campus.
- No, but in the past anti-LGBT rhetoric during campaigns gave students "permission to hate openly.
- Nope, as much as that might happen elsewhere, they are very respectful of each other
- Not happening, thank goodness.
- None that I can attribute to the politics of the day.
- One of my students belongs to the Sikh faith and his family has experienced violence. A family member was beat up because he was "Muslim." He said people call out racist things to him and his family because of their turbans and the women's hijabs.
- I have a student who is from Turkey in my class. He has had some rough times out of school with some students from our school; which is brought into school. Sad. We are trying to help him to handle the bullying and discrimination he is facing. One of the candidates who is against immigration is not making this easier.
- Lots of hate talk and people arguing.
- Thankfully, no.
- None! Not permitted either.
- None that I have witnessed.
- I have not heard nor heard of this happening.
- Our students state minority people have no power. They wonder why white people have a hard time giving President Obama credit for all he has done since being in office.
- I have not witnessed this at my school.
- Huge problem is students uttering to their classmates what they hear at home, and then the school having no recourse as they won't have parent back up. For example, in the middle school I work at a student said to another, "When Trump wins you and your family will get sent back." What does a teacher do? I can assure you that if a student says that loudly and brazenly in class far worse is happening in the hallway.
- I haven't.
- No.
- Our Muslim students have felt more hate and bias from the other students this year.
- Hindu students are being called terrorists. The lack of education on religion and origin coming from home, is being placed into students being bullied and harassed.
- For over 23 years we have had a huge festival at the end of the year celebrating all the nations represented in our school. This is the first year we've had a parent write a letter questioning why we are focusing on other countries when we should be only talking about the American flag and Americans. They said we would be better teachers if we only taught about America. We have over 26 languages spoken by our students and though we always include an American or Native American dance in our program we have so many other rich cultures to study and explore so we, of course, didn't change a thing.
- Students are repeating racial slurs from parents more frequently and openly since the election season has started.
- Hindu students are being called terrorists. The lack of education on religion and origin coming from home is being placed into students being bullied and harassed.
- Some of the nicest people suddenly became raging bigots! Mostly because they were NIMBYs who did not want a refugee camp in their rich neighborhood. A good friend justified her nastiness because she had experienced 9/11.

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- There has not been an issue because of the refugees here, but events in nearby Cologne at New Year's have been taken as another excuse for hate.
- We are a great small school and there is no outcry bully but it is not as calm as usual either.
- I haven't witnessed any—but students know they can't get away with that behavior around me.
- Students only e.g. why don't we just bomb them?
- No, they just can't understand how he can get away with how he attacks people of differing opinions.
- No, they just can't understand how he can get away with how he attacks people of differing opinions. Me either.
- None. In fact, we just spoke about this yesterday as we are doing a unit on the Holocaust and my students feel they are pretty safe here at school. They said some bullying does occur, but they know what to do if they are the victim or a bystander.
- A lot of my white male students have been much more open about criticizing female students' appearances and weights (like Trump).
- Nothing like that has been witnessed.
- My students are only expressed concern about the threat of terrorism and fear of Muslims.
- I have been informed about bullying incidents and have heard biased language that we address as a class or a school; however, I cannot say whether it mimics rhetoric of the campaign or whether the incidents would have occurred regardless of campaign rhetoric.
- At lunch, the students use foul language and usually stop when I tell them, but there has been a definite increase in the language. Now, when I tell them to stop, they retort "Hey, if Trump can use that language and he is gonna be President, then why can't I?"
- Students freely expressing ideas of racial superiority
- There is a lot of anti-free-speech language, which is disheartening
- Of course there's biased language from students but I haven't witnessed bullying and I'm sure there is. I haven't seen it from the staff/adults.
- I have witnessed educators be outspoken about a certain Republican candidate—just saying, "what we all think." A great deal of negativism and slurs of anti-Obama in any venue or way they can.
- Thankfully, I have not. Most see Trump as a comedian and haven't actually brought his hatred into conversation.
- Some students have repeated the ideas that we need to keep immigrants out of our country, we wary of those not like them, and that Darren Wilson was justified in his shooting of Mike Brown.
- None
- "When we build a wall, we won't have to worry about your kind."
- "You have small hands!"
- No
- I overhear it at times. However, the polite social graces of school community seem to mask some of the sentiments of students and staff. Regardless of this, it is more apparent to those of color because they know the actions and rhetoric and the silence that accompanies of such sentiments.
- The climate in my school is such that a student who supports the Republican Party, especially Donald Trump, might not feel comfortable sharing their views. Students regularly speak jokingly and negatively about Trump. I have not seen any direct bullying based on this however.  
  
As noted above, I have heard students accuse other students of only supporting Clinton for her gender.
- No
- NO!
- Have not
- I have had a student come up to me and say, "He called me an immigrant! Is that bad?" It broke my heart to see such a reaction. It is now being interpreted as an insult to call someone an immigrant. I am working to change that in my classroom, especially with our unit on 20th century immigration.
- We have quite a few Muslim students and they have reported that some other students have made comments to them about being "terrorists."

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- The most biased language I've experienced since I've been at this school (first year) has been against the poor, who are apparently lazy, just in it for the money, and could do better if they just tried. I've had students say that if we raise minimum wage to \$15 the poor would just go buy drugs.
- We certainly have our issues here; students and teachers have heard negative, discriminatory language. However, to my knowledge, it hasn't been connected to the campaign.
- No.
- I witnessed students on a field trip to NY City yell insults and stick up their middle fingers at Trump Soho. There were people standing out front dressed in tuxedos and ball gowns, so I found it especially egregious as who are my students to behave so inappropriately towards people they don't even know and who were innocently minding their own business and happened to be standing outside Trump Soho. I have no idea who they were or why they were there.
- Not at the school. But my students are aware because when I prompt them to talk about their views of the importance of using language that is not vague or vulgar, they mention the candidates and what their speeches mean to the communities.
- None
- No--no more than any other year.
- None
- In one particular class, a student spoke about immigrants as "those people" and voiced his support for keeping all immigrants and Muslims out in the name of national security. A student who is the daughter of legal immigrants was hurt and angry at her friend, and she shared an open letter with the class. There have been times of difficult discussion in the aftermath, but students have shared that it was necessary.
- Thank heavens I have not. My students are adamantly against Trump and think he is a buffoon. One student insists that the system will prevent us from any of Trump's rhetoric becoming policy, but then others point out that's the same thing Germany's Jews said about Hitler.
- I tried to teach about the #BlackLivesMatters campaign, but I was swiftly silenced by administrators in the building, who allowed white students to transfer out of my class, and who told me never to teach about it again.
- Mostly students have talked about candidates and what they like or dislike about them.
- The administration is refusing to let our transgender and lesbian students to where slacks under their graduation gown. They say a student is not allowed to walk at graduation if they do not wear a skirt. Hearing about what's happening here in Georgia and in NC, this is highly disheartening for our students.
- Use of words like loser and deadbeat. Also, a lot of questioning about the migrant workers in our area as "illegals", they are not.
- The subject is broached more often and students in my class 'try' to be PC. They are not intentionally being mean and I can redirect the direction of the discussion and it moves along smoothly.
- What I see most commonly is the complete perpetuation of negative stereotypes. If there is discussion of Latinos there is the assumption that they are all illegal. If there is discussion about Muslims or Islam then they are all terrorists and radical ideology. I have also witnessed that often the most vocal voices seem to be the most uninformed and culturally incompetent which is scary to me i.e. confusing Sikhs as Muslims etc.
- No, I have not witnessed direct bullying or biased language from adults or students when in a teaching situation. However, the thoughts exist and persist within 'quiet' conversations.
- Teachers are generally careful with their political opinions about immigrants and language since I am an English Language Learner teacher. I have in the past heard comments and believe that people do "talk" and have their opinions that are anti-immigrant. However, if and when those discussion take place. I am quick to defend and provide factual information about immigrants, immigration policy, and so forth. In addition, on a separate occasion, I have had another middle school student this year take the position with me that illegal aliens "need to be sent back to their countries" and that if they want to be here then they should have proper documentation, if they don't they should be "kicked out." Again, this led me to discuss immigration policy, reform, and the actual process of obtaining legal documents. It seemed to be a productive conversation, but sadly the views this student had projected is something he was taught by

## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- his parents and will continue to most likely believe, rather than the fact.
- Not really
  - Definitely and for the students I do not teach, in particular, there is an edge that's bringing up other prejudices that are part of our fabric, Deep South that we are. Our kids mix well and most of our Muslim population is active-duty military and more accepted. Thank goodness my lessons are flexible and students know when they base their observations (written and oral) on fact, their opinions are more valid. The students who love the spectacle of Trump, Cruz, and Rubio (and they are not fooled by the supposed adult behavior of Kasich, btw because they know whining and complaining as a part of anger!) will admit they like the Jerry Springer-like spectacle, but think the office of the Presidency is more important than street fighting. We are working on more substance than spectacle, the role of the bystander in history, and their responsibility as young citizens. "This I Know" from Southern Poverty Law Center is our next foray and while this will be a personal narrative assignment, not necessarily political, I anticipate we are never far from what is a constant bombardment of political silliness, etc.
  - Kids telling other kids that soon they will be deported.
  - The kids do talk about what is being said with disappointment.
  - None, but we have an increase of bullying based on cultures
  - No I think most students understand the issue and that it is complicated, but where do we draw the line?
  - I have not witnessed any bullying or biased language at my school by students or faculty.
  - I am a middle school principal. We have had numerous situations of bias-based bullying during this school year. Students have openly taunted Latino and Muslim students, saying, "When Trump is President, you're going to get deported." There have also been cases of students just going up to other students and saying, "Trump Trump. Trump" in a taunting tone.
  - Some vocational instructors and academic teachers express in a public way that Trump is good because he says it like it is and he isn't politically correct.
  - YES! I had a student call Obama a terrorist.
  - No, in fact my students have pointed out how racist and inappropriate Trump is.
  - Not at school.
  - We do have a bully problem at the school by administration, some staff, a few students. This has been going long before this campaign. The school does work shops for the kids, and programs, not for themselves. The state requires them to have so many. Unfortunately they do not feel they have a problem. I feel what is taking place in the campaigns is what's been going on in our schools for a long time.
  - Not observed.
  - No.
  - Our school is a very inclusive, safe environment for all students.
  - I have not witnessed this behavior. Thank goodness
  - No
  - Not in my school, but certainly with adults in the larger community and on social media.
  - None, yet.
  - Yes! Students have used the support of candidates as a "dis".
  - I have not seen any students mimicking behaviors of politicians yet, but that is my fear in the long term. My current students are at an age where they are isolated from the nastiness unless a parent doesn't monitor well the news in the home. However, if the ugly trend we see in candidates continues over several election cycles I fear that the good work we educators have made to stem the tide of bullying will be overcome by a new wave of bad role models who will undermine the progress we have made over the last ten years.
  - Have seen adults bullying other adults, as Donald Trump have done.
  - no
  - I have seen none. My students have been taught to not listen to rhetoric, but stay focused on what the specific powers a president is allowed: To enforce the laws of the land
  - Heard many students talking about it, laughing about it, and worried.

## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- No. I show clips of Repubs and everyone winces. I show Bernie and everyone cheers.
- Certain people have gotten mad about social media and made ugly comments about "idiots" who follow one candidate or another. It has made it an uncomfortable subject that is mostly avoided unless with like-minded cronies. A lot of Sanders bashing goes on, and I have to bite my tongue at some of the misinformation spouted out. There have been a lot of things said semi-jokingly, but sort of serious underneath. As a conservative Democrat, it is difficult to be in a mostly Republican district and school.
- I have been told that one teacher shows a strong bias toward the conservative point of view and proudly expresses his distaste for gay marriage. He would be a tiny minority at our school if this is true. Nearly all teachers I know strive to remain neutral with students, but the majority has what I would call a progressive point of view, particularly when it comes to tolerance.
- Only as stated above.
- No, I have not witnessed it.
- Not at this time.
- With the very few students that have made anti immigrant comments, I question them and try to have them explain their comments in an effort to get them to think about things more in depth and avoid a lecture where they will most likely tune me out. This is an effort to get them to realize the contradictions of their statements, that their comments are often misinformation, etc. For example: an African American student here made comments to me that Mexicans were taking our jobs, taking her money. In another sentence, she said they don't work or contribute. I asked her why she thinks that, where she heard that. She didn't really have an answer...We spoke at length and although I can't say that I've changed her mind, I got her to think about not only the stark contradiction but to try and see things from an immigrants perspective and to speak about how racism has affected her as well and how she felt knowing that she was contributing to harming others with those stereotypes. Other than that, I honestly feel as though the rhetoric of the campaign (by some) is more a mimic of middle school and a child's conflict than the other way around!
- After an anti-bullying assembly, I had students tell me it isn't bullying, they're just 'telling it like it is.'
- No. Not yet.
- Some staff members, not teachers, have expressed agreement with limiting admittance of Muslims to USA even if cleared or ties to terrorism. This is frightening to teachers who are much more liberal. Makes teaching diversity and civil liberties difficult.
- Not at all
- Not yet.
- I've heard some mild comments, but realized they were making a joke of it, being sarcastic in support of comments from the campaign.
- Yes.
- I have seen some increase in biased language --from adults, parents, and students. Tolerance levels have lower at all levels. The media does not help this --too much fear inducing rhetoric.
- Kids notice it too.
- I've heard of a teacher sharing negative anti immigrant thoughts and then teaching our students. This same teacher resents the kids
- The bullying and fighting (which has increased) is a real disrespect for how students interact.
- I am a middle school teacher and have sons who attend in my district at the high school level, so I see this discourse at two levels. My sons have expressed a "club" like mentality for some of the students who support Trump. They act exclusive.
- I have heard students mention that we promote anti bullying and practice tolerance in our school and yet the presidential candidates bully each other and promote hate and exclusion and bias toward others. As a NYS Dignity for All Students Act (anti bullying) coordinator in NYS, I am appalled at what is happening in the campaign since it is teaching kids exactly the opposite of what is appropriate.
- There has been an undercurrent of students writing, and saying, "build a wall" to the other students around them. We just had a class discussion about the intricacies involved in this yesterday but I could use more information on all the aspects that have to be contemplated for this to happen.
- "I love Donald Trump! I know he is racist but..." student went on to explain why it was ok to be racist.



## Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.

- A Muslim female identified student was first verbally attacked and then physically attacked by a white male student. There have also been reports of discussions around the elections getting so heated in the classroom that professors are having to release class early.
- It mimics the sanitized rhetoric of "they/them" for immigrants. Also, a lot of weeeeeird misogyny-- one student claimed that Hilary Clinton would make it legal for girls to hit boys.
- There are a lot of negative sentiments focused at the sound bites Trump has been putting out. The only thing I have witnessed has been a self-identified Bernie Sanders supporter talking down to a Trump supporter.
- I have recently witnessed bias at my school but interestingly it was about Jews from a 5th grader! He was called into the office after he made racist statements while sitting in the hallway. After I spoke with him about his statements took him to the office to have a talk with the principle. This was a young Caucasian male.
- Name-calling
- No
- No, we only have 1 student in a Hijab (though several Muslim students, the others are male) and she feels more vulnerable, but I've only witnessed students address their Muslim peers in the context of "I can't believe what Trump and other people are saying, most Muslims are good, like our friends."
- At our college, we had some members of the board of trustees threaten the student trustee that they would reveal embarrassing, personal information about her to prevent her from being outspoken about leadership reform.
- Have seen no bullying or biased language from our students.
- Only an adult has echoed the anti-Muslim and anti-immigrant rhetoric, and it was before a staff meeting. Everyone moved away from her.
- My students are still young. They have not yet associated unkindness toward others due to political agendas.
- Yes, I was told that all immigrants take American jobs.
- One said my parents are voting for Trump because he is going to send everyone back.
- Others have expressed concerns about racial profiling connected to the anti-Muslim rhetoric.
- No
- Students have tried to bully students who might not agree with their view or their parents' view of which candidates should be our next president. Students have made fun of others for supporting a particular candidate or for having differing opinions than the majority of the students.
- I haven't.
- No, just repeating what they've heard. Much of what they're saying they don't fully understand.
- No
- Yes, against the Mexican community
- This is an epidemic and has nothing to do with the campaign.
- We have a group of students who are calling teachers and students names like "stupid liberal" and "stupid feminist". Any time we try to correct the unkindness and talk about ideas in a civil fashion, these students start crying about their First Amendment rights at school. It is becoming increasingly distracting and divisive. Kids who identify with the left are afraid to speak their minds, due to being mocked repeatedly. I try to teach that political opinions are great. They need to have research to back them up. But kindness comes first.
- We have a majority of Hispanic students at our school. Some of the non-Hispanic students have told other students they are in favor of the wall between us and Mexico.
- Bullying is not tolerated in my classroom.
- I have not witnessed any bullying or biased language. Our campus is extremely diverse in terms of race and religion, and I think this works to our advantage, in the sense that students learn early on about cultural conflict and tolerance.
- Some of the first graders were talking about who their parents voted for. One jumped in, apparently as a joke (because the students are old enough to know that Donald Trump is an easy butt of a joke), and said "what about Donald Trump?" His friends, not realizing he was joking, proceeded to yell at him until he cried.

## **Q2. If you have witnessed bullying or biased language at your school—from adults or students—that mimics the rhetoric of the campaign, please tell us about it.**

- Not at all. The kids are ridiculing Trump.
  - As stated above, the students are mimicking the conversations at home in a very rude manner.
  - No.
  - I have seen some signs of biased language from a few of the male teachers regarding Hillary Clinton being fit to be President of the United States. They have used some sexist comments under the guise of "just joking" and I've brought it to their attention. Politics is a very hard conversation to have at work outside of the confines of the curriculum.
  - None
  - I have not personally witnessed this, but several of my students have commented that they feel alienated from a particular math teacher who advocates for Trump.
  - Trump has students wanting to fight and talk about each other. They are down grading each other by making certain statements.
  - At a recent school team building activity, the students were asked if they felt unwanted by their country. All the Hispanic students indicated that they felt like they were under attack by the recent political environment. While I have heard very few students openly support Donald Trump, I know from an anonymous survey that I conducted with student body that the majority of students who identified as Republican would vote for Donald Trump.
  - Yes, students are mimicking Donald Trump's accusatory, and bullying behavior towards teachers and peers.
  - No, I haven't seen anything.
  - No, but we are not far from biased language.
  - We work at showing students the right way to settle problems and peace table talk helps too. We all must learn to get along and work side by side with all people. Everyone needs to be happy and have their concerns heard and resolved so it is fair to all. We are all loved and cherished by our families. No one has the right to be more powerful over you if you are all students learning together. Treat people the way you want to be treated and show kindness to others every day.
  - Unfortunately, most rhetoric stem from adults to include parents, which spill over into the school system and on social media.
- The current presidential campaign has brought to the forefront a lot of unresolved social issues in this country.
- I have seen and being targeted as being an immigrant and should be weary of what will happen if Trump gets elected. I have been treated not as an educated person with a college degree and just by being an immigrant now find myself facing the stereotype of being lazy.
  - We have a white student who wears a t-shirt weekly that reads "Trump: The President America Deserves." The first time he wore it, there were definitely students who took exception. Overall though, I have witnessed very little bullying.
  - Not directly.
  - Yes - adults (employees including administrators) actually use the same rhetoric. For example, "my staff is always trusted - they are professional" even in the case of written evidence to the contrary. "
  - "This was a hiccup - just a hiccup" . . . every thing is fine.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- No
- Yes, I am much more focused on sharing my personal views so that I don't get into the "angry" mode of talking against the Trump rhetoric.
- I am a lot more open with my students about how I feel about Trump. Thankfully most of my students detest him, but a lot of their parents are supporting him.
- No, but I do stop to discuss the importance of finding common ground.
- I've chosen to take a stand against the bullying language!
- It's less about the democratic process and more about calming fears of mass deportation.
- I have not discussed it as much as I have in past election years as I want to be careful not to show my personal feelings and concerns about the possibility of Trump succeeding.
- I am spending a lot more time pointing my students toward fact-checking sites, and encouraging them to be reading and watching more from various news and social media outlets, including ones not in the US.
- Yes, I have decided to be more honest about my own political feelings, what I think is right and wrong and bias.
- Yes, I try to talk more about it but I am afraid that some parents get mad, I teach Spanish and I am Mexican.
- Honestly I've avoided the subject and I don't want to do that!
- We did a mock debate in class because the students were always talking about the candidates. This gave them a way to discuss the issues without feeling like they were attacking other students with different opinions.
- I show the students the primary election data after every election. We talk about what it means and create scenarios how ALL of the candidates could win. I teach the election process and encourage my students to question what they hear in the media.
- I don't teach election in my class since I am a language teacher, but if the topic arises in my class I try to encourage students to educate themselves before making blanket statements about anything.
- I do not teach this. We do talk about it a little but not too much.
- I have resigned my teaching position so will not be teaching about the election this year. I will miss the opportunity.
- I teach beginning level ESL classes to adults. Since I use a lot of pictures of people, I make a special effort to have images of Muslim people looking like regular folks doing regular things, such as playing with their kids, talking with friends and walking along the street. This was something I was doing already, but I think it's more important than ever before. I sometimes make hallway bulletin board displays. After 9/11, I made one of the Middle East with a map and a quiz on the map, English words with roots in M.E. languages, and pictures of the countries. Since there is a refugee crisis in Europe, I'd like to do a display on that, with a map to show the countries (with some images of the people) and the movement of people. Trump's remark about building a wall (paid for by Mexico) raises immigrant issues in the States. I think showing in the campus hallway that we honor the people who are forced to move, will be, in part, a response to Trump.
- I have been emphasizing how none of these actions are called for in the Constitution, but are rather party behaviors that are the results of the development of platforms by the major parties.
- Yes, we have discussed the Socio-Emotional impact of this language, the tact of persuasion and what they think are important factors to consider when choosing leadership. We also discussed all candidates and all parties equally- allowing the kids to see they are powerful and can influence others to vote and get involved.
- I work in a community that does not share my political beliefs about the rights of all people. In the past there have been calls to the superintendent or principal when teachers have expressed alternative views to the community. I need my job so I must walk this fine line.
- I am trying to show politicians telling mis- truths in speeches.
- I rarely focus primarily on the election.
- Completely!!! Last election was amazing in my class! We even learned about electoral votes using other first grade classrooms. Not this year!! Not touching it!!! Not

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

sure what's worse the candidates or what they stand for!!

- I am not directly teaching about the election. However, I am taking anecdotes from each politician to have the students try to identify them in order to point out the importance of independent/critical thinking.
- I have always tried to approach election discussions without revealing any personal leanings, however this election has been extremely difficult for that. Any negative comments about a candidate's rhetoric or speeches are taken by many as a personal attack on their views.
- We have a small school and we are vigilant about inflammatory/hateful language so there hasn't been an increase here. But our students are very aware of what is going on, but in a superficial way. I'd love to be able to give them the facts and information they need so they can make their own decision but am not sure how to do that without being offensive.
- NO
- No, except that I am more out spoken then ever.
- Used it as discussion points.
- I will not be spending the time I have spent in the past. We will be watching the election results in November, but we will not be discussing issues, asking students who they would vote for, nor will we give students the opportunity to study who is running for President of the United States.
- I am more committed than ever to "fact check" some of the nonsense that captures TV time and radio.
- I have to preface every lesson with, "remember, we are not using divisive language or calling candidates bad names. We can disagree with ideas, but not put people down." It seems silly to lay this out, but it's because of the language being used by candidates.
- One of the biggest changes that I have had to personally make is trying to more carefully censor my own speech - I normally do not have as difficult as a time bringing to light issues and providing commentary from both sides as I do this election cycle.
- No. Honesty is the best policy and we examine many sides to an issue or a comment. This is not about judging.
- I really try to avoid talking about it but I am the school counselor so I would have to go out of my way to start talking about it.
- Not yet, considering it
- Carefully talking about the issues, and the importance of voting in general --
- No, but sometimes I stop it because sooner.
- Somewhat. I am telling my students (who are not eligible to vote) to make themselves as aware as possible of what's going on. I am teaching more about the election process and the way our federal govt. is constructed, particularly balance of powers. I am telling them to urge all their friends who are eligible to vote to pay close attention to what's going on.
- No, I don't teach about it.
- I am very careful about what I say and avoid political discussions whenever possible. As a librarian, having open discussions during the political season was something that I enjoyed in the past. Not this year.
- I try not to mention it. As I am an English teacher, it is relatively easy to do.
- Just encouraging my seniors to register to vote and learn about the issues.
- I've tried to remain neutral and allow students to voice opinions, but I feel like some of the voices are destructive.
- Yes. I have integrated articles and news into lessons, made room for debates and connected current events to the literature we read. We also did social experiments in class to understand how propaganda and rhetoric affect us.
- We were directed by admin to stay neutral
- I am more open to discussing the election and its candidates. I usually tell them we can only discuss election issues on Fridays (current event days)
- Yes, I have really allowed my students to ask questions and better help them understand the current situation. As a science and AVID teacher I have opportunities to really allow students to analyze what is occurring and attempting to bring the reality of their experience to the classroom.
- Limit discussion on the topics presented.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I have my students engage in a Socratic debate about statements the candidates made as way to get the students to look at their own bias and prejudice. I then try to correct ideas that are misguided or arrived through misinformation.
- I have stayed away from it.
- No. Shying away from difficult conversations doesn't mean the conversations aren't taking place. As adults, we need to give the students a safe environment to share their opinions. Of course, these opinions can be challenged, but it must be in an informed manner that doesn't involve personal attacks on those you disagree with.
- No.
- I have avoided it. It is very difficult this year to keep my own opinions out of it.
- I feel my students are more aware of the campaign because of the rhetoric that is all over the news this year. But this hasn't really led me to teach differently. I still talk about political parties, about democracy, and about our rights and responsibilities. We talk about our freedoms, and whether these are good or bad, or both. I do feel my students have a desire to know more than in the past, and I think that is a good thing.
- Yes. Unfortunately, before we talk about it I have to give a "speech" about respectful conversation and debate, and remind students that hate speech will NOT be tolerated. I've never had to do that before this year.
- I live in a very conservative area. I'm still fighting battles about whether or not President Obama is actually a citizen. I basically don't let students get away with saying things that are demonstrably factually untrue. I also talk about the importance of being kind and civil--even towards those with whom we disagree, which I haven't ever had to focus on as much.
- I am more adamant about its importance.
- I also run a nonpartisan organization in Washington, D.C. called the American Civics Center and we are using a number of inquiry strategies to examine the election and the divisive issues that are being addressed.
- I incorporate current events to the literature/historical context of our readings. When reading about the Holocaust (The Boy in the Striped Pajamas), we discussed the presidential candidates' views on immigration, the U.N. and International Affairs, War and Aid - particularly Syria & Refugee Crisis. When reading about 1930's Segregation (To Kill A Mockingbird), we discussed the presidential candidates' viewpoint on Affirmative Action, Black Lives Matter, Family Leave Act and Equal Pay.
- Absolutely. As I mentioned, I use what is occurring on the media as prime examples of logical fallacies, some to my students need to practice to recognize in the course of legal research, or for that matter, being good citizens.
- This year calls for an extraordinary change ... the language of the campaign trail, the shifting alliances and the seeming Teflon that surrounds Trump.
- I don't talk about it because the remarks being made by the black boys are mostly ignorant. They are completely unfair to growing minority of Hispanic and Muslim in the school. The boys are trying to engage teachers by distracting them in an effort to regain the prior status of having all of anyone's attention.
- Not really. I've tried to avoid the potentially sensitive topics and rhetoric.
- No--students are VERY interested this year.
- I have had to specifically focus on the Trump campaign a bit because my students, who only know that "Trump is a racist," cannot comprehend what makes people support his candidacy.
- No
- Yes, I am really trying to make our discussions places where they can hear an opposing opinion and to discuss the hard topics of race, radical Islam and their very real fears.
- I have avoided all conversation about the presidential election
- No I keep true to my teaching style
- No
- No, I speak honestly with them and try to ask what is positive and what is negative, application to our country using different presidential outcomes.
- This is the first time I have taught in a major presidential election year.
- I teach Civics and Economics. Naturally, I must have ongoing conversations about the campaign with my students. They raise legitimate questions on an almost daily basis. However, I have approached discussion of the primaries very carefully. In our staunchly "red"

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

state, public school teachers must be careful of expressing our political views to students. I realize that many of my students are mimicking the opinions of their parents. Our county in North Carolina is rural, poor, unemployed, and predominantly white and fits the Trump demographic to the letter. Therefore, I tread lightly and try to ensure that all points of view can be heard. I ask that my students keep the level of discourse respectful, but it is very difficult for me to refrain from inserting my own opinions. What saddens me more than my students expressing xenophobic ideas, though, is the sense that some of my colleagues share them as well.

- Yes. I have tried to connect inflammatory rhetoric to historical precedents of similar kinds.
- I have not built my lessons plans for the fall but I am really thinking about how I am going to bring these topics up in class and make sure voices on all sides are heard.
- I take my usual care to remain neutral and try to let my students reveal the strengths or weaknesses of the candidates' rhetoric.
- Yes, I do not broach it at all and students seem to appreciate that.
- I feel look I'm just trying to assure my students that everything will be okay.
- Yes. I try to skirt around the more unsavory parts. I am giving it less attention.
- No.
- I have asked my students to do a rhetorical analysis of each candidate in terms of -- "Is the USA moving toward pluralism or day dreaming about a white only government?"
- I have found it necessary to say to students that candidates are not necessarily responsible for the actions of all of those who support them--to which my students have replied, appropriately, that candidates are responsible for how they react to the actions of their supporters and for the atmosphere that they generate.
- I teach at a university. What I've noticed is that more students than I thought possible are supporting Trump, and they are staunch supporters of him. I teach social psychology, critical thinking, and mindful leadership, so campaigns always become part of my course content. This year I am struggling to appear impartial.
- No-this rhetoric has been inflamed since the 2008 election-opinions and voices condemning and terrible were not as heightened in my nine previous years of teaching.
- I am more direct and open with students this year when discussing the hateful rhetoric that is saturating the news. While I have always valued honesty in the classroom, at times I have filtered my comments so as to shelter students from the worst of the world. This year, they have already heard terribly ugly things from would-be world leaders, so it's too late to shelter them. Instead, we talk about these issues head-on.
- No
- I have attempted to provide students with additional information regarding the election in a balanced manner. I have tried to place this election in historical context with earlier "rough" election cycles, and show that we can move past the current difficulties.
- I have been making connections to other world events, both past and present, so as to help students understand what these debates and comments mean in the long run.
- This is probably the first time I haven't been unbiased about it. My students need to know that some of what they are witnessing is not okay.
- I need to set guidelines as principal.
- Yes. I teach about how we have a representative government because no one person can know everything. I teach about how our government has to make decisions that are for the best of ALL citizens, not just one group or religion. I try to foster critical thinking so students will consider the ramifications of what will happen or could happen after the election.
- And I won't lie, I'm re-teaching what lead up to Hitler's rise, and what his beliefs were, and I'm asking students to make modern-day correlations.
- I have not changed the way I teach this topic. I have found that because of the hateful talk they are more involved. I focus on explaining primary process national convention roles and how voting is important.
- I have explained the functions, such as what a primary and caucus are.
- Yes. I have had to be more thorough. This is an improvement in some ways. While my teaching has had to be more thorough and better researched, the stress behind teaching the content is extremely high. It

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

has made the learning space a very hostile work environment.

- For the first time, I have spoken out against a particular candidate--Trump, of course--and it's been hard to be even-handed and bipartisan given the rhetoric and bigotry on his side.
- It is hard to know how to teach about the positions that the possible (presumptive) Republican standard-bearer will take without bias (or distaste).
- Teaching elections is no different this year than any other year. The only difference is how famous/popular these candidates seem to be. Even in prior elections, students were still polarized, just not quite to this level.
- No.
- I have never before spent so much time discussing what primary candidates are saying. I have never before asked my students to think about what the leaders & people in other countries could be thinking when they hear the rhetoric.
- I usually only touch on elections - this year it's difficult NOT to talk about it. I think it's horribly divisive and uncivilized. I try to get my students to see other sides of issues, to show respect for someone even if they don't agree. With Trump's pugnacious rhetorical style, it's a struggle to have a serious discussion without someone resorting to name-calling.
- I am less willing to talk about it with my students.
- Yes, I have had to teach students that even though the president is a powerful man, he can't do what Trump says he'll do. I teach young children, who are too young to understand politics so I have had to assume the role of a counselor and calm their fears.
- I have only spoken about the election twice. I continue to register voters.
- I do a lot of pre-discussions about opinions and how to carry on discussions in an appropriate manner. We also have an agree-to-disagree policy.
- I am not teaching civics till the fall and have avoided it for the most part. However, I have tried to let the students do most of the talking and drawing conclusions about what the candidates are saying.
- I have, at times, found myself proposing a left-wing position in class despite my attempts to not bring my personal bias into the classroom. The right wing language has made it difficult to be neutral.
- No.
- I have avoided talking about the election
- No. I avoid the topic.
- This is my 4th year teaching and it's my first teaching a civil rights unit. Voting, civil disobedience, discrimination, protesting, and reacting and changing unfair laws are all themes that come up in our study and the students themselves are constantly making connections to the election. I wouldn't say that I have made a conscious choice to change my teaching - the first few years I taught directly out of an ELL curriculum but now I match my instruction to what is being taught in the general ed. setting. The 3rd grade teachers are doing an extensive unit on civil rights movements and I think that is in part a reaction to the current political climate.
- This is my second year teaching a contemporary issues class. Last year I worked hard at being a neutral observer to the class discussions. This year, in part because of a Teaching Tolerance article a month or two ago, I have leveled with the students about my views--and, in particular, have been clear about my discomfort with the hateful promotions of Trump.
- A ton of daily fact checking. I also draw more historical comparisons from Huey Long and Joseph McCarthy to David Duke
- No, but I think we are talking about it more with the younger grades as the issue of immigration really hits home.
- I avoid discussion about the election in my class
- No, I'm teaching it the same way that I always do. Instructing my students that they need to research each of the candidates closely and then choose which most closely lines up with their own personal beliefs.
- No
- I teach Social Studies methods to pre-service elementary teacher candidates. We talked about how to deal with controversial subjects in social studies class.
- Hesitant to get too deep
- This is my first chance to teach about it, and since my curriculum is my own and I have a lot of freedom, I was excited to dive right in. I'm pleased so far with what I have done. More than anything, I just want kids to question, question, question.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I'm not teaching about it per se to my students this year.
- Not at all.
- History has been there before
- I'm staying completely away from teaching about this election
- I teach health education so I do not actually teach about the election. I hear things more in the hallway and in my study hall.
- Not really
- I talk about language, power and oppression
- I am more committed to teaching it, and in a global context of tolerance.
- I allow 6th graders to talk about politics but request they use our posted Do's and Do Not's of how to talk about politics. "I agree with this candidate because of \_\_\_\_\_" "I don't like that candidates stance on \_\_\_\_\_" etc;
- I have not. We try to stick with the important topics. Social Justice issues
- This year (& last), I'm only discussing the candidates, what they're doing, and the basic election schedule.
- I have been more hesitant to approach issues dealing with the election, but I have begun earlier in teaching students about voting.
- I have not assigned any homework in regards to watching the debates. (I usually assign Debate-homework)
- I try to get kids to focus on issues...not personality & exaggeration.
- I encourage students to use their voices to vote to do the right thing.
- I still have to be careful to emphasize that any judgments I pronounce are my own opinion, and they should discuss this with their parents, but I have less worry about this than usual since almost all agree with me. Clinton vs. Sanders is undecided, but I doubt many (if any) students in our school have parents who support any Republican candidate.
- Bring in materials from Teaching tolerance, Amnesty International, and the ACLU.
- Yes. We have looked at the bigger picture and our responsibilities as citizens with a constitution that guarantees rights and gives us responsibilities.
- This is really the first year I have directly approached the election in the classroom, because I am so concerned that many of the students are afraid of what may happen to the country.
- Tried to empower the voices of marginalized students - given them "air time."
- I do want to point an area in this manner. Many Special Needs Educator, Assistant Teachers, Interns, who have chosen this field or career haven't been appreciated for their skills. They are under paid. This elections has not addressed Special Needs Educators has important impact in the Department of Education with their salary. There are many paraprofessional educators that their salary is very low they do exactly the same amount as a teacher. This elections hasn't address the importance for all programs be assessable to get grants or to further the ability to go back to get their bachelor degree because high rate of students loans.
- No
- Yes. I am trying to provide more historical context and also spending more time on the role of the media.
- I am teaching off the hook before anyone "catches" me and puts me in a Common Core box; we are reading Howard Zinn, Anne Frank, Haig Bosmajian, Jane Yolen, Ayn Rand, George Orwell and survivors' testimonies from the Holocaust and the genocides around the world. We are studying rhetorical devices and rhetorical appeals. I am making it as real and as connected to my students as I can. I feel like I am teaching for our lives.
- No, but plan to write an article in my newsletter about how to keep political ideology out of children's lives.
- I have not encouraged showing clips from different debates as in the past. This is not the kind of behavior that we encourage or tolerate.
- As that the children I teach are preschool/prekindergarten age, I have ensured that my teaching approach has been age appropriate with intentional objectives on their age and development level. I used resources from Scholastic and Time for Kids to assist me in the endeavors.



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I have never taught it before. I'm currently in elementary so how the subject is taught is limited.
- Yes. I am maintaining a lot more control of class discussion so that things do not get out of hand. I have been really insisting that students support all of their claims with reliable information, even in conversation, because a hand full of students repeat really outrageous claims.
- No
- So far, I've relied on articles from Newsela and have had some conversations with students.
- Yes. In 20 years of teaching, I've never revealed what candidate I'm for or against. This year, the discussion is all about fitness to even be a candidate. I'm not shy to point out that advocating war crimes, promising to dismantle the First Amendment, inciting violence, dumping on an entire religion - these things could get a sitting president impeached. What should the impact on a candidate be, if he holds such positions?
- Really have students look at the issues and discuss responses of the candidates relative to the issues.
- Have students discuss the process of actually electing a president using the Electoral College. Posed the question: Should this process be changed?
- No, but I teach composition and unless I initiate the subject, we have no in depth discussions.
- I'm more involved, but mostly because my students want to talk about it. Our recent unit on the great depression has made them look closer at FDR and Bernie Sanders. I don't share my views, but I ask questions and moderate discussions.
- I do not mind having the conversation with any students. I will NOT share my opinion. I will NOT let anyone generalize, stereotype or call anyone names... I try to focus on the deeper issue.
- For the first time in my career, I state bluntly what is appropriate conduct for a candidate for this country's highest office, e.g., if it can get you suspended from high school, you shouldn't be espousing it as a candidate. I'm teaching older students and always encourage them to develop their own evidence-based thinking, so they're primed to speak authoritatively. Another point that seems hugely important in this answer: I work in an incredibly--and wonderfully--diverse school. If there is a category of humanity, we probably have a representative in our building, so our students interact with a great range of people. While that certainly introduces challenges, and we are far from perfect, it also introduces a powerful richness in preparing young people for today's world.
- CNN student news helps to start the dialogue.
- No
- If anything; so far I have been exposing my students to the debates more and encouraging them to watch them with their parents.
- I have tried to maintain very sterile lessons on the election process. From experience, I know not to name names of specific politicians without prefacing that the conversation must be limited to respectful comments.
- No
- Yes, I am not covering the debates until we know who is actually nominated.
- No. As issues come up, particularly related to education, we discuss those in a calm and orderly manner, with each student getting his or her own say in the issues.
- I have offered more opportunities for the students to talk about issues and the candidates.
- Avoiding it
- I find myself using more examples of divisive speech, logical fallacies, and pathetic appeals drawn from the language of the candidates.
- I have avoided discussing the election with my 4th and 5th graders because I would feel compelled to point out the disrespectful comments and share my sentiments on what we should look for in leaders. Since I don't like "pushing" students toward or away from any particular candidates, I feel stuck.
- As mentioned above, during fall semester, I did give examples of how prejudice can relate to political policy by pointing out both the bigoted sentiments expressed by some candidates, and their policy recommendations for national government. I explained to students at the beginning of the 2015 Fall Semester that I was retiring by the end of the academic year, and felt somewhat more free about stating my own opinions in the context of a course about "Race in America" that takes a sociological/historical perspective. Only one student, who was raised in Georgia, strongly objected as noted above.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- To put my answers in context, I teach 1st grade at a progressive independent elementary school, so my class is obviously not impacted the way an older classroom would be. Every child in my class but one hates Donald J. Trump. If anything, they are learning the lesson of respecting the one child who likes Trump, but I did let them chant "Dump the Trump" a bit one day when that child wasn't there. I just don't let them make fun of or get angry at the child who supports Trump. What is different for me in this election is that I feel my job as a teacher is to stay neutral and not share my own views because I can't "teach" them who to support. But when I have students ask me if it's true that Trump has said such-and-such things against Muslims and against women, I do say yes, because the things being repeated are what DJT has actually said. I have supported my students sharing what has been said with the one child that does like Trump because I follow NPR avidly, and I've personally heard Trump say these things. I then am helping them understand why people might have these fears of Muslims or say things that belittle women, and the challenge is to do so in a way that is age appropriate for first graders, is honest, is empathetic to their fears and passion for fairness and still allows them to respect this one Trump supporting student. I do correct their inaccurate questions, like "Why does Trump want to kill China?" and try to explain better what someone might want to change about our relationship with China as a country and present both views. But I cannot remain neutral about D.J. Trump, not and keep my self-respect while respecting my student's fears, concerns and passions.
- I'm more open about my own opinions in this election. Specifically, I do speak about Donald Trump, and always support my statement with a video or quotation of him ranting like a scary lunatic.
- If asked, I am factual and express the importance of voting in every election.
- No.
- I move on to other topics. I am extremely private about my own beliefs and I don't welcome class discussion not quickly becomes heated.
- No
- No, I have not.
- Students and not necessarily teachers introduce topic of bullying for discussion comparing school bullying to Donald Trump's comments and actions and how his aggression would affect America's global position; students express fear of international war and civil war with Trump presidency.
- In essence, approach to traditional teaching of 2016 election is off track relative to emotion and history...there being imbalance due to emotional interference thus devoting much time and energy thwarting Donald Trump negative.
- No change.
- I am less neutral, because I want to reassure my students I don't buy into racist rhetoric.
- I try to not bring it up since it is so stressful for my students. I also know my principal does not want us discussing politics with the kids. However, the kids will often ask me questions and express their fears quite often.
- My concerns reflect my student's concerns, and as a veteran history teacher I find it particularly difficult this election year to be completely objective when it comes to Trump's rhetoric.
- No. I have taught the public voice since 1987. We live in a democracy so I believe teaching students how to successfully participate in the social discourse is the number one responsibility of Language Arts teachers. We write letters to editors and to elected officials, within and without our borders. We have thus helped create a skateboard park, crosswalk, lights on a baseball field, a new computer lab, soccer in the high school, and more.
- Many more opportunities for discussions.
- I have stated several times to my students that this is not a typical election year. We have discussed why so many people are so angry & analyzed if them taking their anger out at others is doing anything positive for our country. We have discussed reasons as to why so many angry people are attracted to Trump. One girl said her grandfather told her this year is reminding him of 1968.
- Yes. Realization of due process and civics/government has resulted in lengthy discussions
- Yes-I have not mentioned it. What's more? I feel fear identifying as myself-as a Social Justice Starship Captain and an Intersectional Feminist-with all the despicable and frankly horrifying paternalistic and misogynistic sentiments in never ending transmission.
- I try to use a multicultural approach in my guidance lessons and the material from SPLC is most helpful.
- Yes, I am more cautious of my language and the cites I allow them to use while researching.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- No, though I do not teach it directly as that is not my role. My role is more in spontaneous discussions with students.
- This election has required out of the box teaching and more sensitivity to certain topics. As a result, more student led discussions are occurring with the teacher serving as the facilitator to ensure that students do not lose their focus and remain cordial when agreeing to disagree on topics discussed.
- No
- I have not changed the way I teach. I am an elementary school librarian and have been teaching a grade 2 unit on voting rights. The students are very aware of the current election, and mention several candidates by name. I remind them that, since they are under age 18, they cannot vote, but will hear voting talk from their family members. Since they cannot vote as adults, we are going to vote as kids, for kids in a picture book about a class election.
  - Lesson #1:  
First, initiate a brief explanation about historic voting rights in the USA. Tell them that, in the past, only white (European-ancestry) men who were citizens and owned property could vote. Activity: have all students stand up. Tell them they are standing at the voting place, getting ready to vote in the early days of the USA. “Oh, but some of you cannot vote!” Ask all the girls to sit down and tell them, sorry, you can’t vote. Then ask the African-American boys to sit, the Latino boys, Asian boys, Native American boys, etc., all to sit down. A few proud “white” boys will be left standing. Then ask each one of them where they live. Chances are, most will say they live in a local apartment complex (sit down, please). Since they are children, none of them own property, but even their parents may not. In each instance at my school, either no one was left standing, or one lone boy was left, who felt very isolated and no longer proud. The injustice of the system was very evident, and students reacted strongly. Then tell them that, when slavery ended in the 1860s, black men got the right to vote, and all other men of color, so all the boys can now stand up. Sorry, girls, you still cannot vote. Then ask the girls to stand up, because in the 1920’s they got the right to vote. Then tell the class that some people still could not vote if they could not read, write, or pay a poll tax, and ask some students to sit back down. Finally, allow all to stand up and point out that even today, in some places, people are trying to stop everyone from voting, but everyone legally has the right to do so.
  - Lesson #2:  
Read aloud the book Election Day by Patricia Murphy, which explain voting laws in a very simple way.  
Remind students of what we learned last week. Should we vote for someone because they are a man or a woman, dark or light-skinned, speak a certain language, etc., or do we vote because of what they say and do? Discuss briefly.  
Read aloud first half of Grace for President. Ask questions for turn-and-talk activity during read aloud: What would YOU promise if you were running for class president? What promises does Grace make? Thomas? Make a comparison anchor chart of Grace and Thomas, listing first their promises side by side, and below that their actions, side by side, pulling evidence from the text.  
Ask students to silently think of who they would vote for, and why, but do not tell anyone. Voting in our country is private – no one has to say for whom they voted.
  - Lesson #3:  
Display anchor chart from last week. Review it quickly. Ask students to vote: take a ballot and a pencil, vote for their candidate, and silently walk to the ballot box and put in their ballot. Finish reading the story, revealing that Grace won the election, and ask them why. (She kept her promises, she listened to what the people wanted, she worked hard, etc.)  
Ask students to write a short opinion piece, saying who they voted for and why, using evidence from the text and the anchor chart (using a pre-planned sentence frame).  
While students write, count ballots and reveal tally at end of class.
- I had my students vote in a primary online on our primary day. I did not talk about the candidates’ views, I just spoke about how there were many people running in different parties.
- I can't say that I have changed the way I teach, but I strongly feel a drive to present calm decent lessons.
- I have always watched for teachable moments, and continue to do so this year. The 7th grade curriculum covers the beginnings of Islam. I may have spent a few extra days on these chapters, each of the last several years, but not much.
- I talk about this election much more carefully.
- I am very hesitant to teach a topic I feel passionate about because I am not sure how to approach it this year.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I embrace it with more opportunities than ever before. Trump has changed the rules of the way this game is played. And for once, my students want to play politics.  
I have been focusing on media bias.
- Yes, I can't be as neutral as I have before.
- No.
- I think teachers should discuss their political beliefs as little as possible.
- Since my students know about it, I use to trace patterns. For example when covering WWII students compared the sacrifices Americans made in WWII to the sacrifices Americans made in the War in Terror. We discussed how the bombing of Pearl Harbor led to Japanese Internment versus how 9/11 led to increasing Islamophobia and the anti-Sharia law movement.
- I'm probably more vocal about it. I have my students watch channel one news more regularly, because they need to understand what's going on in the current political climate.
- No - I've always focused on students knowing not only who the candidates are but what they want to do, and through that getting them to understand what THEY (the students) think and who they would support. I have already taught about dictatorship and citizenship this year, so many students are synthesizing what they've learned previously through candidates' statements and interviews. In one way of looking at it, the election is helping students use higher-order thinking skills.
- I don't teach about the election until after the candidates are chosen in the summer
- No, I just teach what an election is, not specific to president.
- Our students are certainly very aware and responsive to what is going on, more so than in past elections.
- Definitely, yes. I don't discuss it with students.
- I try to be neutral and let the students investigate candidates on their own, but this year I was honest about condemning racist candidates.
- I am not a teacher; I am a case manager for an alternative school.
- No - it's just harder.
- I usually teach in a very objective way - trying to give facts and information and allowing students to draw conclusions. That's difficult when I feel that I also have to put lessons about social justice above the objectiveness I usually have about the election.
- My school district has a policy that you must present both sides. I have started saying, "I can't speak to that issue" since I can only speak in generalities. I just say if we truly believe all men are created equal than we need to make sure that we follow through on those ideas. I stress to my students that they will have the power of the vote and to use it wisely.
- Yes. Ordinarily, I would teach the whole process of American elections during an election year, in some format, in all the grades I teach. I am holding the entire thing at arm's length this year, and not directly teaching it, because of the candidates' statements, rudeness, and bullying of each other and of people who attend their rallies. And I certainly don't want to be discussing Trump's penis size with students but there he was on national television discussing it with Rubio! Not to mention the misogynist statements from Trump and other candidates about women. I was appalled! Their behavior is exactly the opposite of what we are trying to teach kids about how to act. Since I have two classes dealing with the Progressive Era (1995 - 1920), I have instead been teaching something about the presidential election of 1912 (which was bad enough as far as rhetoric among the candidates was concerned, but at least thankfully is 100 years in the past).
- Yes, I share more critical analysis of rhetoric.
- I started the year with the election and revisit it at least once a week. I also sent a survey home to parents alerting them to what I was doing.
- I teach journalism and have discussed media coverage of specific candidates. Our discussions always lead back to Trump and are usually met with frustration of the massive coverage he has been given in the media.
- Normally I don't tell students about my political opinions. This year I feel it is appropriate to say that I wouldn't vote for someone who isn't going to be respectful of others.
- I make sure that the information is timely and factual.
- I don't usually teach about the campaign, but my students keep bringing it up. They are disgusted.
- I teach math, so we haven't discussed it in class.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- This year has turned out to be the most interesting campaign in more than a few years. The students are open to all opinions from all sides.
- I just remind them that we don't have a new president yet, and he or she cannot change the laws that quickly.
- Stories from students' personal experience is more important than ever in my class. Listening to a story that comes from a diverse perspective is not easy to discredit or ignore.
- Yes, I have thrown caution into the wind and have spoken out against certain candidates, which I have NEVER done, but I feel it's my duty to speak out against ignorance!
- I have been very blunt. I don't think it is okay to pretend to be unbiased about hate. It just normalizes hate.
- I no longer have students watch the debates at home. We do discussions based on materials I provide so I can monitor content. I also am having great difficulty not sharing my opinion. I never tell students how I feel politically - and I fear they would think I would vote for a candidate that would go against the values I have.
- I'm a language arts class teacher, so I usually don't touch on this.
- I'm very passionate but careful not to encourage the biased and racist thoughts and beliefs.
- When I have discussed the election this year with my children and others I teach, the conversations seem to always come back to the voter and civil rights fights of the 60's and the re-districting and voter fraud/ voter ID issues of now.
- I am committed to giving the children concrete ways of dealing with the emotions this brings up. Some of them have written to their congressman and representatives as future voters with their concerns and other have joined service organizations near where they live so they can make a difference in their daily lives for others in their community.
- I teach religion so we have been issues based, not candidate based.
- I try to downplay the inflammatory remarks they may be hearing and continue to embrace the fine power of words used right.
- I have had to limit discussions more to be sure there is no unkind speech between those of differing views
- Yep. I leave it to the parents.
- No.
- I am teaching very little about it right now and will focus on it more in the fall depending upon who the nominees are.
- We are an after-school program and we encourage dialog and discussions, so we have not altered that course. In fact, our students are so concerned, that we seem to have more conversations about these issues.
- I have limited the discussion in my class.
- Very difficult to keep the "they're morons" rhetoric down.
- No
- I try to take the approach that democracy is messy but best.
- No.
- Don't ever really directly teach election information but it normally comes up in random group talks. I've tried to avoid most talk due to the nonsense.
- I used to remind students to use respectful language when referring to the office of the President, even if they disagreed with the President's policies or views. Now I have to ask my students for strategies on how to talk respectfully about someone whose words and actions don't merit respect because I am out of ideas. Please know, the students flooded me with great suggestions. They DO know how to treat others with respect. They are our hope!
- I have not used any of the campaign information to discuss propaganda.
- I have not change anything.
- I use a resource called Newsela, which has been a great way to teach current affairs. Mostly with the older kids, I have used articles that explain a bit about what other students are thinking and saying about the election, especially how negative it's been, and how they should not let this effect their own thinking. I have also worked it into my Unit theme for 5th grade, as an example of persuasive language, and also on the subject of protest against oppression. I must tread lightly, though. Teachers are supposed to keep their politics out of the classroom. So I try to stay impartial. But we

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

all agree that negative hate speech is no way to run an election.

- I'm trying to make sure the students are given a chance to form their own opinions about the candidates. I try and make sure they have the information they need to form their own opinions about each candidate.
- I am very careful and encouraging of students expressing their concerns more because it is necessary to allow them to voice their ideas in a healthy, safe, and supportive environment with peers.
- Talking more about having the facts.
- I'm avoiding what the candidates are saying, sticking with who is winning where
- Not really, but it has been much more challenging to remain neutral and non-biased when explaining certain candidates and their positions.
- I have used articles from Newsela that do not focus on particular candidates but instead the election, in general.
- I listen...I don't seek to indicate that I find Trump repulsive and dangerous.
- No, not really.
- Not really, I always ask for them to speak from fact-based information otherwise the opinions are in valid. I only share facts and challenge them to look into other resources to learn.
- Yes, I am doing an entire unit on the election--students must find out the candidates' positions and decide which ones most closely align with my students' needs.
- I don't teach government type classes. I try to answer questions honestly about what they think is going on in government, etc.
- Walking on egg shells
- I am avoiding it so far
- Yes, I am using more news sources to reach critical thinking and questioning.
- Yes, I am much more careful about bringing it up. In teacher education we discuss the election as a theme in their classrooms but I have pointed out that much care should be taken. I frequently teach the Social Studies Methods course, so there it is easier to discuss

immigration and religions in general and of course discuss civic duties and voting in general.

- Yes, I do not answer students who ask me about these politics, I will talk about past politics, but I remain neutral in the classroom. I never allow students to use racial terms or bully anyone due to race. Having a mixed race family myself I have zero tolerance for that!
- When we read and analyzed Nazi propaganda I compared how it was similar to Trump's rhetoric.
- Yes. I am more vocal. I make connections between how we are expected to treat each other at school and how the candidates treat each other and segments of the population.
- The election is not part of my curriculum.
- Yes I encourage students to hold candidates responsible for their message and the behavior more than in the past.
- I have just stopped. I am concerned about the direction of the conversations.
- Yes! I stopped teaching but it still hurts that I can't teach the way I want too...
- I work with high school juniors and seniors as a math enrichment specialist in Welding, Building Trades, and Entrepreneurship. Normally, I would talk to students about elections and candidates during their breaks just to get their take on the elections as the seniors and some juniors will be eligible to vote for a president. I try not to force my beliefs on them and allow them to explore their reasons for their thinking by asking good questions. This year, I have kept my mouth shut altogether. I personally can't imagine Donald Trump or Ted Cruz as the president of this country, so I don't want to start a conversation in which I feel compelled to strongly discourage anyone from voting for either of them.
- It's hard to speak objectively because the Trump campaign is so riddled with bias and reactionary followers. Extreme reactions are tolerated, so I fear kick back if the campaign is discussed at all.
- I am more hesitant to talk about candidates. We only discuss based on information from articles.
- I feel like I've been very neutral in the past about my own politics, whereas I'm quite comfortable standing up to hate speech when it comes from Trump's mouth. I'm not sure if I will get in trouble for it, but I feel like I

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- need to show my students that I have the courage so that they can practice it as well.
- I hesitate talking about the candidates.
- Used more caution, which means spending extra time researching balanced sources and background information. I often rely on The Week because they provide liberal and conservative perspective.
- We began discussing the major topics of the candidates, what people are looking for in the next president, and since they are seniors in high school and some will be old enough to vote I the 2016 election what they are looking for in a president. That all went well but when the debates and comments of candidates were discussed the discussion had to be cut short because of the arguing.
- I have to be very careful giving opinions.
- Minimal discussion, actually
- Not at all. The dynamics of the campaign have led to real interest from my students and have brought many things into sharp focus. When discussing the reason for the Electoral College, I explained that this had been implemented in order that the popular vote would not be swayed by someone with huge personality but little else, and there was a huge and simultaneous cry of "Trump!!!" from my 7th Graders.
- After the Klan rally in (somewhat) nearby Anaheim, I felt it was important to give historical context, since many of my students have not studied the history of Reconstruction, Jim Crow, or segregation and civil rights yet, and knew very little about why it might be important for a candidate to repudiate a link to hate groups.
  2. I have asked my students to explore with their families sites like [isidewith.com](http://isidewith.com) or [ontheissues.com](http://ontheissues.com) to help them understand the policies they care about, and the candidates who align with those policies.
  3. Connected our studies of foreign and domestic policies of early presidents to assigned candidates to compare all perspectives.
- As stated before, I'm not showing any of the debates. I don't talk about the candidates specifically, but discuss the election in general. I have to bite my tongue often and I'm trying to stress the positive side of immigration.
- Our society is so greatly polarized at this point in time, it is difficult to even have meaningful conversations with co-workers or some family members....
- As in years' past I try to make sure students are respectful to one another. I stress to be careful of the medias' bias.
- Yes, I am going out of my way to address my students' concerns whenever they arise, regardless of the lesson plan.
- I am not a history teacher, but the issues of this election are spilling over into everything. The kids are unable to stop talking about it. They are appalled.
- Yes, I will do things differently. Normally, I never tell my students what my own political view is in order to encourage open discussion and allow them to form their own opinions. This year, I will still encourage open discussion and own opinions, but because the candidates' discourse is so harmful and negative, I have felt compelled to point out the juvenile, illegal and inaccurate statements and to be more open in terms of my own view. I am reminded of the lessons of the past when bombastic rhetoric was ignored to the peril of many.
- No, but I am a reading teacher who works with K-2 students. The election is not something I teach per se. I would not shy away from having a conversation about it, if the teachable moment arose.
- My students are who inspired me to teach this lesson again. I debated it a lot in my mind and did some soul searching beforehand. I take very seriously not imposing my own beliefs on them and not being specific, but I do work very hard to create a classroom culture of respect, safety, and responsibility. We engage in Socratic dialogue daily and I overheard students talking about the election, in particular their concerns regarding comments made by Donald Trump. I am so proud that they have been able to discuss in a mature manner and respect each other's opinions: much better than I would say some of the actual adult candidates have been able to do.
- I am teaching the New Testament at this time.
- Focus on that they vote first...  
Focus on dignity  
Focus on future
- I don't teach about it directly, but we have had some lively discussions, since we are studying Central America in geography right now.
- I normally love to discuss the issues and the candidates. I have taught government and AP government for years. This year I am unable to put a voice behind my hatred for Trump.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I am in my 4th year as a teacher, and this would have been my first presidential primary voting unit. I chose not to have my students hold a mock election, as Republican rhetoric is appalling and embarrassing. My approach has been to answer questions about the candidates my students bring up with honesty, but if they don't ask questions first, I tend to stay away from commenting on anything specific. We are currently discussing world religions and I hope to show students that we have a lot in common with the people we see as different. I am trying to focus on this aspect.
- No
- Completely. I am a special education teacher and I was finding it difficult to teach in small groups. Kids were preoccupied with the debates and campaigns. I decided to focus on reading comprehension and social skills through social skills/justice/equity lens. We have been using articles from Newsela and my school counselor joined us to co-lead a restorative circle. I have also used lessons from Perspectives to guide my lessons.
- I try to make logical explanations for things to help them see what they are hearing is not appropriate.
- Not really.
- I try to avoid the election because students usually just echo their parents' views on the candidates. Instead, we learn about issues outside of the context of the election. This seems to make the issues less charged.
- Our kids are a bit too young to understand besides just knowing that the President of the US exists
- I always try to maintain a neutral tone regarding candidates however this year I find that I have gone so far as explaining how some candidates' statements are blatantly unconstitutional or in contravention of treaties that the U.S. is a party to and thus obliged to observe. Also, I never thought I would be required to teach students about fascism in the context of lessons about a contemporary U.S. presidential election and yet here I am.
- Much more careful simply because the election has not been about issues as much as it has been about mudslinging and berating/belittling opponents.
- Absolutely. I am operating on fear at this point: fear of offending, fear of becoming defensive, and fear of saying the wrong thing because of my emotions.
- I've never been one to sugarcoat things with my kids, because they'd call me on it in a heartbeat. We have definitely delved deeper into candidates and their platforms and
- Honestly, I have just used CNN student news and their extra resources. I have focused more on what a caucus and a primary are and steered away from specific candidates. I plan to do more in the fall, however, do not have a plan.
- In regards to being hesitant, I am not hesitant to teach about the election but instead of having more open discussion as in the past--I am using more news articles (like Newsela) as a basis for discussion rather than open forum
- No. Must listen to all...
- I need to reassure my English Language Learners. We did a unit on immigration and every single student wrote on their K-W-L chart something to the effect of, "What happens if Donald Trump becomes president?" I have also had to teach about ICE in light of the raids they conducted in East Boston and surrounding communities.
- We are not really teaching about this election. Instead we are focusing on the positive outcomes that have occurred in the last two presidential terms, focusing on the normalization of relations with Cuba and other positive stories. We also have had opportunities for dialogue about hurtful language and unfounded accusations.
- I work with younger kids. I have encouraged them to listen to the news or the debates. Much of the language I am hearing from certain people is not appropriate for elementary students.
- I will not be teaching about the election except in a very surface way. As an Elementary ESOL teacher I feel the remarks, language and ideas are too divisive.
- No, my lessons remain focused on becoming an informed voter, that voting is a civic responsibility, and that peers and family should be encouraged to vote no matter their stance or politics.
- Yes. I say, "We all want the same thing. We just don't agree on how to make it happen." I try much harder to bring the sides together.
- I have! I have my classroom open during lunch/recess for students to come and chat. Interestingly it is my students of color that come during this time. They have indicated they feel safe to say what they are thinking, comfortable having students like themselves there and empowered to make a difference. As the election



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

information spreads I teach that they are entitled to speak their truth/opinion as long as it is their truth not someone else's regurgitated truth. I challenge them to challenge one another on what they hear, search out the truth. I ask that they should consider the "THINK" (T-is it true, H-Is it helpful, I-is it inspiring, N-is it necessary, K-is it kind) concept when accepting information or formulating their opinions.

- I try to maintain a neutral position in our discussions, but I have made it clear that certain behaviors exhibited by some candidates are not conducive to a successful outcome.
- I haven't taught about elections in the past but I feel very conflicted approaching the subject with students, more so than I would have in 2012 or 2008 etc.
- Yes - early on, I did not take Trump very seriously and referred to him as an idiot. Later, our administrator sent out a general email asking teachers not to refer to Trump in such a manner. After that I refrained from using the term "idiot". I was tempted to substitute "moron" or "cretin", but I held back. I also tried to be more respectful of all candidates. I do not hesitate, however, to point out the various ways in which certain candidates fail to show respect to each other and to different segments of the population.
- We watch Channel One news online each day, and respond to the discussion question of the day, which often does relate to political issues. A lot of my students don't seem to care too much about issues of the day, but some are very opinionated, and those are the ones who have expressed favorable views of Trump. What has chagrined me is that a number of my colleagues have expressed support for Trump! "Well, at least with him as president, we will not have to worry about being able to keep our guns."
- Not really.
- No
- I have approached it from a scientific perspective. I taught a lesson on the science of skin color using a Ted Ed. Lesson
- No, my students have known from the beginning of the year that my job is to prepare them to be active citizens in 5 years and they need to be informed and be involved. We have always discussed issues but I have always tried to play the fence for each issue and I always strongly encourage my students to discuss the issue with their parents. Most of my students think I am much more conservative than I truly am.
- I discuss how to vote, however I do not discuss the candidates beyond which parties they represent.
- I have to be very clear on what expectations are while discussing election news and am explicitly teaching student how to respectfully express opinions because the students have so much personal buy-in and emotion tied up with this election. I have not had to focus much on these points during other elections.
- I have avoided it, but am not happy about doing so. I intend to figure out how to handle it while on spring break next week and prepare myself for a tough battle outside my comfort zone.
- No, not really. If anything, I have found that for the first time in a long time, the students are paying attention and "tuned in" to the Presidential election process this year. As a result, I spend a significant amount of time playing the "devil's advocate" trying to explain and present the "unpopular" view points - not that I support them, but to provide my students with a better understanding what is going on.
- I support my students. I let them know that I do not listen to Trump or Cruz--that I do not believe they can be elected.
- The rhetoric of the campaign has caused me to address significantly more complex questions than in past years, and many of the questions are less about who I might vote for and more about the implications of electing any one candidate. I do get to talk about the balance of power and how our system of checks and balances helps limit the power of any one branch of government.
- No.
- No,
- I haven't started teaching US government in fear of this.
- I teach a blend of 7th and 8th graders. First, I listed out all of the political party platforms in 6 columns with equally aligned bullet phrasing. (Constitutional, Democratic, Green, Independent, Libertarian, Republican) The catch is I did not label which column belonged to which party. I told the students when I read a phrase you agree with put a check mark next to it. In the end the students added up the number of check marks for each column to see where their values might lie. Then came the big reveal. Some were surprised and some not. Second, I did the same with the 5 remaining candidates. However, the columns with the bullet phrases were based on each

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

candidates resume. No Names attached. This was much harder to disguise. When first Lady is on your resume, it was easy for them to guess HC. And of course when one candidate had no elected government experience or no committee experience . . . but many business experiences, it was easy for them to guess DT. This lead to the discussion of . . . how important is it for the leader of the USA to have some sort of elected government experience or at least a degree in law or political science. Some students did walk away with a different perspective on the Primary and the candidates.

- I try to help them give voice to their feelings and use it as a teaching opportunity to illustrate the power of words. Micro insults, micro assaults and micro invalidation. We contextualize it...their experiences in their home country. I constantly counter spin and statements they hear in the debates with factual information. Mostly, I listen and try to ease their pain and fear...which breaks my heart.
- I have embraced the election as part of my curriculum, which I had not planned to do. And I talk often about the importance of voting and have shown students how to register.
- I have instilled in my students to look beyond the TV news to obtain the truth.
- No.
- No. Keep my opinion out of it. Just the facts.
- I have to be very careful about any news article I share with my students.
- I teach ELA, not social studies, so don't usually build elections into lessons. However, this year, I must. The students need to talk about it. I need to address the language used, not to mention the racial profiling, prejudice, intolerance, etc.
- Every year, in every class in 9-12, I teach Aristotle's Rhetoric. Sophomores have it as their official theme for the year, so we refer to it in absolutely everything we do. So, for me, I RELISH election years. Empowering kids to pick apart all kinds of things from a pathos, ethos and logos standpoint actually KEEPS them from buying into the political garbage and keeps me from being biased when talking about politics and candidates. The more insane and ridiculous a candidate is, the more my students rise to the occasion. But, I teach in a small, non-profit public charter school. It is easy to keep anything from getting out of hand. It is easier to have discussions on the fly. I would say that teaching students as early as possible about how to think

critically and analyze nearly everything from election years with Aristotle in mind, sets a groundwork for ensuring positive outcomes in a contentious election.

- I have decided to not show Presidential debates and to downplay the platforms in this Presidential election, but instead to focus on the election process itself.
- It has been difficult because there is so much information and so many candidates.
- Yes- different conversations.
- Yes, I have taught just the basics of what is a Caucus, what is a Primary and the differences between the two. I have avoided engaging my students in a political debate.
- Yes. I avoid comment within the classroom environment and any discussion in depth within the work environment.
- I don't teach civics or poli sci, but we've always had relatively good teachable moments. However, the name-calling and divisiveness of this -- the notions that there is so much dysfunction in Washington -- has made me cynical. I do not know how to inspire the kids to believe in change, the power of their vote, when there's so much dysfunction, corruption and intractable hostility between the two major parties.
- I've taught for 26 years, and I've always attempted to tread a neutral line and play both sides of things with the goal of encouraging critical thinking in my students. I've thrown that to the wind this year. I simply can't pretend I don't find Trump horrifying. When things veer away from viewpoint and move clearly into the racism/sexism/hatred/un-American zone, I can't sit by and that's okay.
- I never tell my students how I feel about politicians. I never say whom I am voting for or whom I have little respect for. This is the first year where I told my students I can't stand the racist comments of Donald Trump - the first time where I have told my students a politician would divide and hurt America. I just have to say something for the students of color in my class. The city I teach in is so incredibly conservative and I want them to know they have an ally in the classroom.
- No the same, I'm not going to change the truth.
- No, students are open and want to engage in conversations.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I've avoided discussing election issues because it is impossible to present anything Trump says in a positive way. There's no way to appear unbiased.
- Yes. I have chosen not to discuss much. Instead, I am trying to focus on teaching my students positive social skills.
- I teach second grade and we focus more on community level of government. I have avoided discussing Trump.
- It was hard not to get personal. Usually you can take a stand back approach and allow students to look at the agendas and platform that candidates present and allow students to choose. For the students that want to be the class clown and make all the other students in the class upset, all they have to do is walk into a classroom yelling, "Trump for President." It has been hard not to be so involved in showing students why this candidate is a back choice. I've not been so vocal about a presidential candidate before. I want students to see his flaws and why he is not a good choice. I've disciplined students for coming into a classroom and yelling, "Trump for President" because I'm just as upset as the other students and feel that statement is bullying.
- I usually teach 8th grade history and English, which relates directly to elections and US politics. But this year I was put into 7th - which on the surface seems to have no relationship. Yet in teaching about the Middle Ages, we have discussed what makes good leadership. I've emphasized how power and greed bring about wars and suffering, yet when there's tolerance peace and progress emerge. It's amazing how many examples there are from this time period that really provide the "learn from the past" opportunities I hope can provide context for my students to better interpret the current election and political climate.
- I try not to be biased myself with all the nutty talk about.
- I cannot imagine teaching about the election next year if Donald Trump is the Republican candidate.
- I teach US government and the Constitution so every election year we do an analysis paper on the candidates. My school for the most part is very conservative and it is always difficult to not share my bias. This will be close to impossible if Trump is running!
- I have avoided it altogether. Usually, it is a great tool, now, the candidates are behaving like tools. I do not want to have to apologize for bad behavior.
- What this election cycle is reminding me once again is that the ruling class is using race, religion and sexism to divide workers. So it reminds me that students need to be taught history, economics and culture. It makes me a more fearless teacher. I am also in a place where, while diverse economically and ethnically, the majority of students are from 'liberal' leaning households.
- I will spend time talking about the Electoral College, as that is where the decisions are made.
- I use the election to demonstrate the political statements as it relates to their wanting to get elected. In other words, they say what they think people want to hear.
- I have focused more on teaching about fact vs. opinion, perspective-taking and equality.
- Not really. But our school, to its credit, is at least not unsupportive of the teachers, and as social studies teachers we are generally given more latitude when discussing politics. I am also lucky, in a way, that our administration's priority seems to be rocking no boats, so as long as we can give them a curriculum connection, they tend to be willing to shield us from the worst parent ire.
- I don't teach about elections.
- I'm a reading and language arts teacher, but I love politics. I always try to engage my students in conversations through both fiction and nonfiction. This year, though, I've shifted my approach from looking at what candidates say to reading about the issues at hand. Discussing particular candidates makes them anxious.
- No. I try to be as unbiased as possible...that's my job!
- No.
- No, so far we have stuff to constitutional foundations and the role of primaries. We have also emphasized state and local government that is an area where change occurs on the most basic level and that is an area in which most people ignore the voting right.
- I avoid the topic; it's too controversial and causes discord between students.
- Whenever there is a conversation I listen and then pose thought provoking questions like what are the similarities between the rhetoric today and that of Hitler.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I am trying to focus on the issues without getting into candidates. Then trying to use the how students view the issues to see where they align on the political spectrum. Avoiding the candidates, except to see if their statements about issues we are studying are correct through a "fact checker" news programs.
- Yes more determined to teach a fair and balanced curriculum and more determined those hidden voices in terms of content and students be heard.
- We are talking more about the election than I normally would in an ELA classroom.
- I teach civics, so we always spend time on various elections. This year I have had to spend more time discussing what the foundational beliefs of our country are and how we are seeing a departure of some of those beliefs. It has created some valuable discussion of what Americans want in political leaders and the importance of voting.
- No.
- While maintaining all students' First Amendment rights, I have decried the bullying demonstrated by some of the Republican candidates.
- My students have never been so aware of the importance of voting.
- No.
- No, I'm here to teach and my students are here for an education.
- More teaching of political process without discussion of candidates.
- I am a language arts teacher, so I don't teach the election.
- Yes. We have not delved into it deeply other than discussing delegates and the process of candidate selection by counts.
- My role is to ensure that the school has unbiased resources for teachers and students. I provide information about voting, but do not in any way tell students how to vote or my personal opinions about this election season and we have been told that we as staff cannot campaign during the school day or using school materials, which I totally understand and follow.
- I haven't brought it up with my groups. I'm not a classroom teacher, but I normally would talk to my groups about what's happening in the election and look forward to having mock elections. Not this year.
- No.
- I do not teach in a classroom that would normally talk about the election, but I have tried to not discuss it. I have also focused more time on civil rights.
- No. I challenge my students to focus on the issues that candidates present.
- Not at all.
- No.
- Framing the election in a background of tolerance and the ideas of what it means to be a citizen, recognizing the issues of free speech, but the responsibilities that come along with it, how words have POWER--both for positive and negative
- We keep encouraging students to vote. We aren't allowed to express our feelings for or against a candidate, but sometimes - I fail.
- I normally try to remain neutral with regard to politics when I teach, but my Latino ESL students are so upset about Donald Trump that I have been very open about my disapproval of him and his rhetoric. I see this as a way to show solidarity with them and to let them know that not all white Americans agree with Trump. This is possible in the ESL classroom setting, but I am hesitant to talk about the election in non-ESL classrooms because our student body is diverse and Trump is a divisive topic among the students.
- I sure have, I remind anyone who will listen that during Andrew Jackson's time the rhetoric was truly abusive and the mud was slung hard. We live in a time where anyone who doesn't agree with Democrats are labeled and demonized. How do you rationalize the utter dishonesty you all use to try to win an election? Shame on you.
- Yes. I've had to shy away from specific issues and teach more in general about how elections work (primaries, etc.) because as much as I would like to talk about candidates' positions on issues (in an elementary-friendly way), every time it comes up multiple students share statements (almost exclusively from or related to statements made by Trump) that upset other students (in my highly diverse and international class) sometimes to the point of tears. When students share information that is accurate as to what has been stated, but that is not feasible in reality (i.e. building a wall and making Mexico pay for it--and yes, I know my bias is showing

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

in this response), it has felt especially challenging to explain the nuance between these types of inflammatory statements and the context of the campaign trail. In addition, on a personal level, it has felt more taxing than ever to teach about these current events without revealing my personal biases. Two huge themes in my classroom and my lessons every day are exploring and celebrating diversity, and identifying and standing up to injustice. It has felt very hard to walk the line between teaching about these important current events, which I feel have the potential to change history (if they haven't already), and teaching about and with these two themes. We are currently studying the civil rights movement--it feels false and uncomfortable to teach students about this history of struggle, yet not address Trump's recent comments that--I believe--have incited violence and are fostering a supportive space for bigotry and hate speech in America.

- This is the first time I have spoken out about politics in the classroom, because I feel I have to address the elephant in the room.
- We have talked about it a lot more--openly--and how we can make a positive difference. How to address xenophobic comments when they are made--- appropriate comebacks, when to tell a teacher. How suspending a student doesn't teach them not to hate. How to build friendships and relationships with people who are different from us, because relationships are what will reach people.
- I am unable to stay silent about who I support because I feel being silent gives the impression that I am ok with what is being said. If I am suppose to intervene when students in school use hateful language how am I suppose to ignore when adults use it?
- Not really, I try to stay a neutral as possible while addressing bias and racist remarks as they are said or repeated.
- No.
- I have completely avoided it. What I am struggling with, and something I hope your organization can address, is this...How do I discuss all of the divisive elements of the upcoming election and remain outwardly neutral? I personally can find nothing positive to say about one political party and I can find mostly positive things to say about the other in reference to tolerance and inclusion. Sure, the political mechanics of tax structures and health care can be mentioned but it is going to bore a 15-year-old to death.
- Usually I am neutral about politics with my students, because that's the role of the teacher. I'm a dyed-in-the-wool liberal democrat, but I usually never say that, or tell them my personal opinions, sticking instead, with the facts. However, I take Albert Einstein's quote seriously: "The world is a dangerous place to live; not because of the people who are evil, but because of the people who don't do anything about it." To that end, I am telling them my direct opinions about Trump, Cruz, Clinton and Sanders, and yes... I'm biased in favor of Clinton and Sanders. But Trump's and Cruz's policies will be dangerous for my students (many are Mexican - perhaps undocumented) - and the rest of us.
- I have barely mentioned it.
- I teach sixth grade social studies, and I have been hesitant to discuss the campaigns due to the negative impact it has on opinions towards our international population.
- Our Global course has been following the current immigration issue in connection with New York State curriculum. For example - migration of peoples in world history, religious conflict in the Middle East. Next week, we address tolerance in our study of the Ottoman Empire.
- I am not in the classroom, but when I hear something about the election I try to offer a different viewpoint (even if its not my belief) to get people to think and explore their viewpoint.
- I teach English, so my role is different from someone who teaches social studies. But I focus on social justice issues in the context of my class, and things have definitely gotten worse this election cycle.
- Yes, I have not put up an election bulletin board. I back down from some conversations so as to not sway students to my way of thinking.
- If anything, I am teaching more about it because the kids are so concerned about how it will affect them. Because they are so afraid of how it will affect their future in this country, they are asking more questions about the candidates, more about the political process, are reading more about it on their own, and asking to talk about it in class. Although it is a frightening time, they are so interested in it all that it has provided for some very teachable moments.
- I am staying completely away from it. I have no idea how to even address this with 8-year-old children. What if their parents are Trump supporters? What if there are mean things said to each other? I am lost and disheartened.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I am trying to remain very positive that it will turn out best for our country.
- I am a principal of an elementary school and the teachers wait until the general election to teach about it.
- I would.
- Not sure how to teach it
- Because my students are young and impressionable (5th grade) I used to try to remain unbiased - not express support for one candidate over another. This year that has changed, I speak loudly and clearly about my displeasure with Donald Trump. It started with the anti-Mexican comments - one Hispanic student came to school angry and wanting to talk = so we did. This was early in the campaign, when I thought he would go away quickly. My school has a large Asian population, many Indian (Hindu) but also many Muslim students, including girls who wear head scarfs. The anti-Muslim rhetoric has frightened many and confused most. We talk daily, just giving the kids time to vent and we brainstorm what being a good citizen means and what they can do as children, unable to vote.
- I have to be careful not to be too "full-throated" about endorsing any one candidate because most of my students seem aligned with my political views. I know there is at least one student who may be a closet Trump supporter, so I try to offer "alternative" views when we talk about the candidates to make sure everyone's opinion is honored and respected in the context of political discourse.
- No
- Yes, I incorporated what is said and what the meaning encompasses.
- I am not teaching about the election. We discuss Constitution and Bill of Rights and also Declaration of Human Rights.
- I have tried not to touch it at all, to be honest. The only time I did was when we looked at how social media is being used to change the way that candidates campaign. I have not touched any of their platforms or beliefs at all.
- Because of their unease it has made it easier to get them to talk about the entire process and get them to register to vote.
- NA
- Include discussions about anti-Muslim and anti-immigrant issues and lots of disgust and concern about Trump
- No.
- I have discussed it more often and in more depth. The issues are so clearly laid out it's easy for students to understand platforms.
- I won't talk about it.
- I have been teaching without bias for or against any candidates but have been including lots of background information for my students to better understand voters' reasoning for voting for particular candidates.
- I think it is extremely important to teach about the election. I always refrain from revealing my own political opinions to my students and strive to remain impartial, however in this election year I simply cannot remain silent. I work in a school with a large immigrant population and I simply cannot allow my students to think that I believe any of Donald Trump's rhetoric is morally acceptable.
- Yes, can't discuss the debates because they are so embarrassing
- No
- No
- I haven't changed anything. I try to be as open as possible and allow my students the time to ask questions. I encourage those of voting age to do their research and be involved in the process.
- Not at this point. I have a feeling that the start of the next school year will be difficult as the election approaches.
- No--same as always. Present sides and students voice their views. Only my Civics class talks about the election and even that class is more interested in how our government is or is not working. They were very upset by the way the police have been treated in many communities because of a few that took their power and crossed the line with violence. Many of my students have fathers and mothers in law enforcement and have expressed fear when their parents go to work because of the protests & violent acts certain groups have created. We have police officers that teach classes in our school and the students know and respect them. Our streets are safe and students know if they are in trouble they can call any of the police in our community to help them.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- When you see groups like "Black Lives Matter" it gives a real bad feeling, almost saying that other lives are not important. That is probably the one thing that has created pain in our community.
- I am being more intentional with helping students make personal connections to statements the candidates are saying. I have always talked about "How do you think that would look if it is actually implemented?" but I am trying to be more intentional and personal and less general in our conversations.
- I actually feel I have been more likely to discuss things with students than I have in the past. This is because so many of them are upset with what they are hearing.
- Just careful not to share too much of what could be offensive and violence.
- I am the School Counselor. I am looking at ways to incorporate a lesson on tolerance into a history class.
- No
- I have not dramatically changed my approach but I do go to somewhat grand efforts to not take a position to my students. I feel that they need to be able to form their own ideas.
- I have urged the Civics teachers I coach to stress the checks and balances and limits of the president as well as how political parties change over time. If they are knowledgeable and comfortable enough we plan lessons to breakdown the issues and look at their historical/economic roots for causality.
- Not particularly. I just survey student opinion and have group conversations.
- I don't feel I can touch upon the presidential election very often except to discuss what values and behaviors we want in the person who represents the American people as their leader. I work hard to speak from a neutral perspective without stating or representing my own perspectives or beliefs. I am personally nervous of the large number of individuals who follow without utilizing any of their own thoughts whatsoever. They are voting on town/school issues based on what some official states and without personal consideration of the article being raised and how it would/could impact the community at large.
- As a teacher, you should be expected to create a classroom space that is as safe as possible from racism, sexism, and the denigration of any and all types of people, since your classroom is often filled with a variety of cultures, religions and beliefs. Normally, it is my responsibility to stay neutral and never reveal my P.O.V. about any political discourse. However, it has been unavoidable this campaign season because while I cannot speak out on my opinion of the candidates I also cannot neglect my duty to make sure the kids are informed and understand that this is unprecedented vitriol and someone needs to remind them that they will be as protected as possible from the vicious sentiments being shared by Trump. I'm supposed to stop racism or sexism in my classroom but I'm supposed to stay quiet on what Trump is saying? Not possible. It has been a delicate balancing act but to ignore the words of a major party candidate for the presidency would be negligent and harmful to their well being.
- Being a liberal, I have found it best to say very little about the election.
- I have become more outspoken about my own feelings and what this country is supposed to stand for.
- I am very vocal about saying that it is fine if you are a republican, but not fine if you are a person that discriminates. It is a grey area where we really are not supposed to say too much for one candidate. But it is too upsetting to stay quiet about.
- I'm far more direct than I have been in other elections. I talk about the good ideas from both conservative and liberal viewpoints and I try to present all ideas fairly, except the racist anti-everyone comments from Trump. Those I deal with head-on, pointing out how divisive, nativist, etc. they are.
- I'm in a very conservative wealthy community, but I retire at the end of the year so I feel I'll be OK. I try to stick to ideas and not personalities. I do connect my history classes whenever possible. When I talk about FDR's use of the radio, I talk about the social media of today and how the campaigns are trying to use it to get their ideas across and the voters out.
- We have drawn connections with history and the current political moves and thought process... How fear is used to promote division.
- I ask students to analyze what our presidential candidates are saying and I ask them to think about why the news has portrayed the elections this way. I've talked about devices of rhetoric (which Trump has decidedly employed) and the differences between reality and reality television. More importantly, I have strongly taught about colonialism (from viewpoints other than our Pearson textbook, which is mandated for me to use). I have a strong dislike of presenting

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

Trump in any fashion, other than to confront the resurgence of misogynistic, racist, and intolerant speech that seems to be everywhere. It's easy to confront it in history through Pearson textbook or reading books, but in this day and age? It makes me really angry, too, and fearful. I don't want to feed that when teaching about the elections, so I talk about the positives in the process, the possible problems our country encounters, and the faith I have in the people. We are just going into a unit on the Articles, Preamble, Constitution, Bill of Rights, etc.

- I am more open about politics than I have been in the past. It is important to have tough conversations with students during this time to make sure that everyone understands that voting is tied to preserving civil rights and human rights.
- I'm a Technology Educator, I don't teach electoral issues. But, if I have the opportunity arrives to explain about the right to vote and suffragette issues, I do explain it to my students.
- Not yet
- Yes, less current people and more historical
- I'm way more open with my political views. Not afraid or conflicted about calling Trump out as a terrible person and a symbol of racism.
- I've avoided it except to return to discussions of voting rights and how we must let our voices be heard.
- We have talked about leadership, and that good leaders use language that makes people feel good about themselves, and that there are leaders who say things that hurt people and who disregard others' feelings with their words and actions. Those aren't good leaders, and we don't want to follow their example.
- I have taken an open stand against the hate speech and all who spew it.
- I am slightly hesitant. It is almost embarrassing to encourage students to watch some of their debates. Sometimes the candidates react childish and say things that a person who is the President of the United States should not be saying or doing.
- As a college level professor, I have more freedom than a public school teacher. We discuss anything and everything.
- I think people are afraid to address this with students. They have made it about politic and say that they can't discuss politics instead of addressing students concerns.
- For the first time I have openly discussed the election. Trump has caused many heated debates.
- I simply have not addressed it to any significant degree at this point.
- This will be the fourth election season that I've been a teacher, and this is the first one where I feel that it is important for me to openly express my own political views. (In the past I've let my students know that I will vote but that my vote is my own business.)
- We've been practicing research & argument writing this week using the campaign as our platform.
- Tried to provide opportunity for dialogue- we've used the Holocaust, and the Communist scare by McCarthy to talk about volatile rhetoric.
- The week before the primary election the third grade students asked to discuss the candidates and their political agendas. As I said in my previous comments, they wanted reassurance and someone to listen to their concerns. It turned into a very valuable discussion and a teachable moment.
- Yes. In the past I have been very willing to allow students to discuss and share their opinions. This year I have been trying to have them question the media and listen very carefully to their gut. If something sounds wrong or feels insincere, question it. I live in a "red" state and I am concerned about the views of parents swaying their children. We don't have a lot of diversity in Montana.
- As a social studies teacher we dialogue daily about issues going on in the world. The election coverage is a daily conversation. I encourage the dialogue but also try to help students see all sides of the story by using as many resources as possible and staying focused on the issue and not the person.
- I start more about tolerance of others and debating with respect regardless of differences of opinion
- Students usually go unquestioned or teachers say things like "No political debates or commentary". If students can't get honest information or have conversations at school, I'm afraid they're not getting any at all. As a student teacher, I'm not sure what I'm supposed to say.
- Yes, ensuring that all students argue both sides when we discuss it and with trepidation.
- Instead of examining the views of each candidate, I have chosen to focus on how the candidates are being



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

represented in the media.

I have also chosen to not include assignments that examine those views, though we have done so in the past, because I did not want to create the potential for a severe conflict of words.

- No
  - Yes, I use CNN Student News in my classroom each day as a way to focus on current events and media literacy. In past years, I would pause after segments that I thought students might find interesting, have questions about, or find provocative. This year, I don't pause any segments unless a student raises his/her hand to ask a question.
  - I am not advising any teachers to teach about each candidate's position on each issue. My current plan is to ask strategic questions and generally avoid "debating" deportation.
  - No. The truth is that our world is changing and these kids need to see what reality is. That is the harsh truth
  - No! I have always encouraged debate and have always challenged positions taken by the students regardless of what side of the political side is taken. This helps the students become better critical thinkers and not be dependent on what the media and candidates are saying. Most of the time, by the time my students graduate, they usually have no idea what my real position is and they thank me for making them think.
  - I don't teach social studies/civics/history so I don't really teach "elections" but we use incidents within the campaigns for class discussions.
  - Yes. I have stopped talking about it. At first, I tried to assuage their fears because I really didn't think that someone with such vile and inflammatory speeches could make it far in American politics. I have been proven wrong, and I don't know what to say anymore. I am beginning to doubt that Americans have "American values."
  - Right now, it's just acknowledging that the primaries are happening and helping the kids make sense of the electoral process. There was a fear from some that the primaries were the REAL election, so there was some soothing and explaining about that.
  - No
  - I am afraid to discuss it. I am disgusted by it, and have a hard time being unbiased in my opinions against Trump's campaign. For this reason I am afraid to begin discussions. I feel we have gone backwards, or at least
- people that used to be afraid to voice their prejudices are no longer holding them back, and even feel empowered to say anything they think, and could care less about the feelings of others.
  - Some, more so because of the population of our kids and not based on the rhetoric of the candidates.
  - Try to keep it open and free discussion- also I try to keep it with students who are older and more mature.
  - I work in a culture that votes Democrat because they think they get more money that way. Don't say too much to students because they think everyone is against them. Care more about money than who is in office.
  - It is definitely more bizarre than in years past. The platforms are blurred on both the Democrat and Republican sides
  - Not really. My students have always been urban, poor and black. I do not mince words about what they are facing, why its important to vote and how to decide who is going to best represent them and their interests. I have to say, it was a lot easier when Obama was running because the students were totally engaged. Now it's just--"that white lady"
  - I've been teaching a lot more about equity, inclusion, how diverse we are yet we share many things. To try to build more commonality, respect, and less fear or hatred.
  - No -
  - Yes,
  - No. I just have many more examples to use from social media and, print newspapers.
  - I will probably curate the readings students use in their research and presentation assignments. Initially I may have students research a candidate that they do not really support - even if eventually they are able to make an informed selection. Lastly, as always, clear directions need to frame the assignment.
  - No. Still giving a one sided opinion like I've been told to. I am a good party member
  - No, I let them know that is why it's important to vote so their voice can be heard
  - I'm more careful about the difference between facts and opinion and making sure that there evidence to support every logical argument.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I leave the door open during class, but many kids come to my room during study hall to talk through their fears and confusion. I mean I have kids that were in camps for years fleeing Syria. I teach science; this year I made a unit on how biology has been used to justify racism. The kids were scandalized.
- More of my students are getting their political information from Facebook and social media. I have had to really push my students to seek out non-biased, traditional journalism sources for information. There is a hesitancy to read newspapers/watch TV news outlets for information.
- No. Change is a disaster
- Yes-I have pointed out the flaws in the policies of some candidates, but I have done so in an economic way (because I teach economics). I've also focused on historical formations of political parties and splits in political parties in my AP US history class. I normally would not talk about the primary as much as I have this year.
- Not including it.
- We've been really discussing it - it has given me the opportunity to get my students more interested and involved in current events!
- I have included information from past presidential campaigns as well.
- It is difficult to explain how anyone (within the three requirements) can run for president.
- Yes, I usually do not speak in favor of or against certain politicians, but this year I have been unable to expose certain candidates' dangerous rhetoric.
- Not really. I normally do not touch the subject much other than to extol how important our voting rights are because that is how we are instructed to handle it. We are to be unbiased, and after many years in the classroom, it is natural to me. But this year, the kids are looking and asking for guidance on the hatred that they witness. We tell them to be kind to others regardless of how they feel inside, and then they witness a nightly barrage, not just of criticism of another's political ideals but also of their family, heritage, and personality, and the students want to know how you can choose any of the candidates. They want to know how to choose...for them, it is like having 4 answers on a multiple choice question test in math and none of the answers remotely fit.
- Allowed more discussions led by student questions.
- Bringing out more about perspective and why people discriminate
- I used to be reticent about sharing my opinions about how critical being kind and accepting to everyone is, especially in our Democratic, pluralistic nation. Now I'm more likely to talk about the history/ progress the USA has made (and continues to make) within my lifetime alone (concerning civil rights the USA), and why it is so very important that we continue to burgeon in this particular area.
- I am very careful with conversations and let the students lead. I use post-it notes to have the kids ask questions so I can better prepare for topics.
- We generally don't spend much time on elections, other than to underline the way the democratic process works. We are finding that the children bring up this year's election more than in the past years.
- Probably and when it comes up...to cast it in a way that is accessible to them.... Kelso's Choice. How our candidates are not following such basic rules of behavior choice. tsk tsk
- The election coincides with the unit I teach on the Civil Rights Movement and the Holocaust/WWII. The rhetoric from this year's election has given the class opportunities to discuss similarities between our country today and our country/the world during the 1930-1940's and the 1950'-1960's. The rhetoric from some of today's candidates is eerily similar to the strongly held beliefs of many in our country from the above-mentioned eras. Students who were of the opinion that racism/discrimination no longer exist in our country are realizing that in fact we still live in a nation where racism and every other 'ism that discriminates against people is very much alive.
- Yes. I'm including more examples and articles on the rhetoric of this election and discussing the impact this can have on others. My students are analyzing these comments and the media's coverage of certain candidates as well as other events that are tied to this. We've also discussed local current events such as the anti-Trump protest in Chicago.
- We were discussing the holocaust and the scapegoating of Jews during WWII and I brought up that this is happening today with Muslims being scapegoated and how we can't let what has happened in the past happen again. I wasn't actually trying to teach about the election but students were savvy enough to know who I was talking about. I may have been crossing the line a

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

little, but I'm not sure. I certainly didn't bring up Trump's name but the kids knew who I meant. The other republican candidates aren't even on their radar. They are pretty young so they don't really understand how it all works so I gave them a crash course on the two parties choosing a candidate and then those candidates are who everyone chooses from. I will probably teach more about it in the fall.

- NO. Just talked about the birther issue (Obama and Cruz). Also about Cruz wanting to patrol Muslim neighborhoods.
- Yes, because the usual course of an election does not apply here. It's been difficult for me because this is an unprecedented situation. My students have been drawing parallels between the rhetoric of Trump and Cruz and that of Hitler. I have been trying to help them to see where that's appropriate and where it is not, because I don't want them to minimize the Holocaust in any way. We have also been talking about the Civil Rights Movement and the parallels between that and the current situation.
- I will do so. I teach drama so I will be engaging deeply with my students in the fall.
- Yes, I try to explain the process itself as a beautiful way of upholding the constitution. However I am afraid of the future amendments that will be attached to it.
- I mention the election minimally due to the stress and outrage I see in my middle school students concerning the upcoming election.
- Yes, I am more open to talking about it and constantly drawing student attention back to the basic values as indicated above.
- Told to not express opinions even when it is not an opinion but a fact.
- We analyze campaign ads and speeches. Doing so this year means I need to look at the speeches differently; I have made ties to Nazi Germany, bullying, economics, fear, and ignorance. I have always done so, but this year, I have found myself going into more and more deeply because of what is being said. While students have the opportunity to express their ideas, when I add my reactions I am direct in making comparisons. In addition, the teaching regarding speech and advertising analysis that typically takes place in high school and college classes, with a less extensive version in the junior high classes, is taking longer as we add various examples.

We ask students to look at their own actions and encourage them to grow out of and replace some of those actions; we want them to think about what is happening and how it affects others. And then, we hear the news.

I do not want my students to think that the "junior high" mentality and bullying being exhibited by some of the presidential hopefuls is the norm.

- Yes, I am more open to talking about it and constantly drawing student attention back to the basic values as indicated above.
- I am now retired and working part time, so I am not teaching about the election. I am uncomfortable discussing the election at all.
- I am a school social worker so I do not "teach" a class but I do talk to the children about elections, keeping my conversations on what it means to vote and why it is important to vote.
- I have purposely stayed away from teaching and talking about the election this year despite teaching social studies. I talk about the process, but not what is happening in the election.
- I am more reluctant to talk about American politics because it's so difficult to talk about Donald Trump and his supporters without making them out to be un-nuanced "bad guys." The rhetoric in both directions is so polarized and hysterical that it's very hard to [a] get at the actual issues and [b] teach and model empathy for even those who behave hatefully toward people we love.
- No
- No.
- My students are five, I need not teach them about it.
- The campaigning has been so ridiculous from all individuals, that it is really difficult to find a positive place to begin discussion.
- It is hard to explain that these are potentially our future leaders and they don't know how to behave.
- I have tried to purchase books and media that give people an opportunity to read and realize that not all Muslim people are connected to terrorism.
- Yes, I included the history behind the political strategies being used and I show the students examples of how dog whistling, grass roots, and media coverage

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

has contributed to the body of information and misinformation.

- Will teach only what the state standards require.
- I am so careful not to share anti-Trump sentiments with students but it is difficult.
- Yes, Showing my students about the values needed to be the president of a nation, and the way some of the candidates behave during the election process. Also, debating about the increasing number of Americans who support Trump, and share his values about society in general.
- I generally stay away from politics, but this year it seems to be harder to that because of the outlandish things that are going on and are in the media.
- We have examined the current world events more closely so we can make our own decisions regarding things like terrorism and health care and immigration.
- I am careful in how I approach the topic. The last thing I need is parents calling into the school.
- Yes! I have addressed the issue head on. When students bring up sensitive topics, including politics, we as educators should not shy away from it, but rather challenge it by guiding our students in a path of acceptance, acknowledgement, and appreciation, for past, present, and future struggles.
- I have used my history classes to extensively study the rise of Nazism and the Trump and Cruz campaigns. My psychology classes I have initiated a study of racism, its impact and the purposes it serves.
- I don't teach about the language-I'm a foreign language teacher, but I do try and have students look at facts about immigration instead of opinions they have heard from those running for office.
- It is very controversial so I feel I must teach it but with care. In general there is a lot of support for President Obama, despite deportations, but the election of a new president is not met with much enthusiasm, more dread.
- This is the first year that I have taught this age group. I am grappling with how to engage students in meaningful conversations about the critical issues that this election brings to the fore, e.g. voting rights, barriers to voting, putting forth an agenda to end poverty and discrimination in this country.
- No
- Mostly avoided it.
- I feel like we are just trying to avoid the conversation in my building because it is so inflammatory for our community.
- Yes, I am change the way I prestige in about the election this year! I have a lot less debating and more standing up positions and personal beliefs. I also required more sources for facts that are presented. I've brought in Aristotle's ethos logos and pathos as the core lens by which we discuss candidates. There is more framing to set up the space to have the conversation that can be inclusive of all points of views.
- I am a librarian, and so I am not in a classroom environment, but our small redneck town/county is volatile and frightening. Idiots driving in parade mode with rebel flags hanging from the pick-up trucks who are armed to the teeth.
- Yes. I have actually taken a step away from what I usually teach to focus on talking about Democracy and how that looks like in our country, and especially during this time.
- I have not changed how I teach about elections. My students are always concerned about the elections and want to know how to be a part of their country and so I always plan lessons and answer questions. There have been more opportunities to answer questions and more teachable moments this year.
- Nope
- Not really. I have always promoted open discussion
- The American systems are important to our immigrant families, so I have shifted the focus on elections to the importance of everyone, even the ones with whom you disagree, having the right to be heard.
- We stress to our school age students that its important for them to encourage their parents that voting is important for their future as adults.
- No. I just speak calmly and correct any statement that is based on incorrect information. I constantly remind my students to do research regarding the information that they hear on the TV or that they see on the Internet and to not accept what they hear or read without verifying it from a reputable source. I also teach the students about how to find reputable sources

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

so that they can check the truthfulness of the information.

- Not really. Many of these issues are things that I've been dealing with for the past ten years with my students. The campaign has just brought a lot of the sentiment to light in a more public way.
- No, the name-calling is not what we would hope but the issues have been more interesting and true.
- No I have not.
- Yes, I have had to do much more work in just introducing terms like racism.
- Yes! I'm very careful about the language I use to explain the candidates' rhetoric and try to answer the students' questions as much as possible. I try to reassure them that we will all be fine. At times, I'm truly embarrassed by what some of the candidates' say and the language they use.
- No.
- I don't teach Social Studies this year, but when the subject comes up in something that I am teaching in Language Arts, we begin a discourse.
- Focusing on respect, compassion for All
- I haven't changed how I teach as much as the materials I use. My students read and respond the articles from the New Yorker and they are aware of your organization. I have used your materials and DVDs in class. We follow Aristotle's thoughts on defining persuasive techniques and the students really enjoy thinking and analyzing the articles we read. We follow world events. Their last assignment was to show through examples how "Humanity is On Trial Every Day". We have discussed ISIS, Japanese Internment, The New Jim Crow by Michelle Anderson and now the justice system.
- No. Honesty and being unafraid to deal with real issues.
- I don't teach about it ever because I am not in Social Studies.
- I have talked about it more and have tried to explain the primary process.
- We've talked about the election more, because the students are frankly, terrified.
- Yes, not talking so much about issues and what the candidates believe. Talking more about the importance of voting.
- Yes, I've used articles from News ELA. Our discussions have been more productive when they have been grounded in literature.
- The only thing that we stress is the racist comments from the Republican front-runner.
- No
- No.
- We have had to talk more about civil right and freedom of speech.
- We have talked about hurting other people's feelings and the right time and place for saying what you feel
- I am more cautious and certainly make certain, as I always have, that students do not hear me support either party or any candidate. My opinion must be kept to myself, as I have no right to influence my students politically. I must remain and appear neutral where elections are concerned, while making certain I teach students about the constitution, civil rights, history, and the part all citizens must play if our democracy is to survive as a democracy. This year, unlike any before, I have been asked who I support, and I reply with the statement that our ballots are secret, and so mine shall remain!
- I have not encouraged students to watch debates as I have in past elections.
- Yes, I usually do my best to stay impartial and fair in explaining the policies and views of all sides in political debate, but I can no longer be neutral. I feel a responsibility to help my students make sense of what is being said, and feel empowered to act in a positive and responsible way.
- Yes - I take time to listen more in my courses and often our lectures get pushed to the side in order to make room for more discussions on the subject
- I am careful about the content that is exposed to the students (no video or audio) and closely control class discussions, instead of small group discussions that are later reported-out or shared.
- Yes, not showing the debates during school, for they are not benefitting my kids.
- No

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- Fewer teachers are looking closely at the candidates. More are focusing on the process and how it works.
- I have been above board that I do not approve of the base language used in the campaign. I have had students analyze the issues and give evidence of what the candidates have said, that is showing they have a plan, or at least they are being reflective on the lack of substance some candidates have.
- No - but I don't teach the students about this - their history teachers do.
- I throw a lot of disclaimers out there. I have always had problems teaching elections and political ideas in our community. When President Obama won his first term, I planned a very good lesson on the theme of reconciliation -- showing clips from McCain's concession speech and Obama's victory speech and I had about ten students in my advanced 8th grade US history speech refuse to watch Obama's segment and three parents called the school to complain that I tried to make their kids watch "that man"
- My students and I have discussed that after the dust settles the main goal is whose words and whose promises are most attainable. Like a red hot candy or a sour patch kid, students realize the verbal battle is just the outside flavor, and they are trying to find out what issues are really on the inside.
- Yeah, I now tell people that so-called liberals are anything but liberal. They're all a bunch of pansies. Pull on your big boy pants and get a life, libtards!
- I have not made notable changes to the way I teach about the election this year other than spending more time on how the nominating process works for each party. Students are much more interested and engaged in delegate counts and how this plays out differently in the 2 parties.
- I teach in a very conservative school district, yet I am a liberal. It makes me very uncomfortable to talk about the election because, even though Trump is a fascist, I fear if he comes up, I will be censured for being biased. Ordinarily, in a nonfiction study, I would look at political rhetoric, but now I can't.
- Trying to avoid the bullying aspect of the primary since we focus on anti-bullying efforts to our students.
- My approach is different only in the amount of time I am spending on it. In my Government classes, we talk about the election news every day!
- I usually do not teach much of the election, but now I try to avoid it completely.
- I teach math, but I usually do an election unit. I don't know if I will this year.
- I have been actively trying to discuss "what is fair?" and, "Have you ever seen someone treated unfairly? What did you do?"
- No
- No.
- Yes because it is becoming a racial battle because of how the African Americans are being treated and defeated by Trump votes.
- I now tell my students, whenever politics comes up, that I dislike all politicians and so do not support any of them. This is not true, but I feel that it is the only way that I can avoid criticism.
- I am not teaching it at my level. I am asking students to discuss it with their parents instead of at school.
- I just teach who the people are, and do not put my personal slant on any of it.
- I use examples from the election in my lessons because students are so tuned into what is happening.
- I haven't discussed it with my students but I actively discuss my disappointment on social media.
- I have talked more about the process of changing laws. I have explained that even though people say they do not want to allow Muslims in, one person can't make that happen.
- I have told my students that Trump does not stand for American values.
- I have always taught the process, purposefully avoiding my feelings about a particular candidate. I have also always quizzed the students on where each candidate stands on policy issues, simply to have them be informed before coming to a conclusion.
- I always try to present a neutral stance and give students as many sides to the issue as I can and not let my own views be apparent. I've tried to keep to that but it's been more difficult since so many students are against Trump that it makes it difficult to keep conversations away from openly bashing him when students talk. I try to keep it civil and away from open

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

bashing since it is clear there are some students who do support Trump, or at least have families that do.

- Very explicitly talk about the power a president actually has. Explain the idea of checks and balances.
- Trying to tone things down and ignore the hatred and vulgarity.
- I find myself being critical of the things that are being said in the race. At a liberal school it is harder to bring both sides of the conversation into the classroom effectively, but I am trying my hardest. Unfortunately the candidates do not make it easy.
- I need to explore the right to vote this year for the first time. Please create text sets of books to help teachers and college faculty explore voting and bias and discrimination...
- I try to keep them updated and let them know who is winning in every state, but as Trump supporters grow, my students are becoming more concerned about their own future. It has caused me to talk less and less to avoid scaring them. To be honest, it seems ridiculous! I am scared to talk about the biggest election in the US because my students think they are going to be shipped somewhere or forced into a concentration camp. How am I supposed to respond to that?
- It is extremely challenging. In the past I could play devil's advocate really well, and try to have students consider both sides of issues with respect and civility. How do you defend racist behaviors? I cannot in good conscience defend an anti-Muslim position. We cautiously use these topics as a way to learn from history, for example, making connections to the internment of Japanese Americans during WW2. However, I work in a district that is highly educated (college town) and liberal.
- Yes, Trump is a hot button and scares the kids. Cruz is worse because he would take back Obama care, and the students are afraid of that.
- In the past I have chosen to not teach about elections due to the sensitive issue of politics
- Truth is the antidote to ignorance-I have possibly stepped it up. Kids are very aware of the math involved in terms of delegates received vs. total needed.
- I haven't changed how I teach as much as the materials I use. My students read and respond the articles from the New Yorker and they are aware of your organization. I have used your materials and DVDs in class. We follow Aristotle's thoughts on defining

persuasive techniques and the students really enjoy thinking and analyzing the articles we read. We follow world events. Their last assignment was to show through examples how "Humanity is On Trial Every Day". We have discussed ISIS, Japanese Internment, The New Jim Crow by Michelle Anderson and now the justice system.

- Yes, I do not feel comfortable talking about the election. I feel this way, in part, due to my own strong emotions.
- I make it all text-based. We look at argumentation and evidence. I haven't allowed discussion of some issues (i.e. violence at trump rallies) because I have 9th graders and no idea how or what will be deemed acceptable by my administration or our students' largely conservative parents.
- I will not teach the election. I tell students to discuss it with their parents.
- It has been very difficult to discuss the election this year because the debate gets very volatile. Only two names are repeated frequently "Hillary" and "Trump". Because of this there can be no regular discussion as I have had in the past.
- I try to be unbiased but showed In the Shadow Hate to share how this racism is nothing new in. America
- No, we have open discussions at least weekly throughout the school year.
- No.
- Politics is politics.
- Not so different in the lower grades. They are learning what voting is and how to spell it.
- I'm not teaching it!
- I have not changed the way I approach teaching about the election.
- No
- No change, I am very active about teaching it.
- Not really.
- I usually have students write an argumentative essay on which candidate should be president. I don't know if I will this year.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- Explaining that we are in the primary and caucus stage and no one has been nominated yet- but the repetitive one note one topic nature of media makes it seem larger
- I have not discussed the election at all with my students. Since some of them have brought up things they have heard we have talked about those specific things but I do not feel comfortable teaching about the election when there is so much hateful language and so much lack of understanding from the Republican candidates.
- I have made it a point to have an open discourse with my students in 4th grade to be aware of all candidates, their positions, and how to make informed decisions about how to make their voting decisions.
- It is much more difficult to remain "neutral"/unbiased in my presentation so as not to overly influence the students' personal choices while encouraging civil discourse.
- I'm hesitant to say this publically, but in past elections I would never give my thoughts on whom I was going to vote for, but I have said in class several times that we don't need a leader who is going to undo decades of hard work by courageous and thoughtful people.
- Yes. I am not allowed to name names (the kids get the point anyway), but I discuss how generalizations of entire groups of people and religions has never led to anything good. We just finished a unit on Anne Frank and the students immediately made correlations between the fear mongering then and what's happening now. I am aggressively warning them to be vigilant and always on the lookout for ways to combat ignorance and to protect the freedoms of their classmates.
- I wish I could convince more people to vote
- Yes. I discuss it in a limited fashion to not at all.
- Yes, I have increased the amount of research I do and the amount I require of my students in order to be better informed and have them become thirsty to know more.
- Not yet, I just find myself having to work really hard to retain even a semblance of bipartisanship
- Although I never express my personal political views, this year is more difficult given the candidates and their rhetoric.
- No. I have used this campaign as I have always used any campaign, to demonstrate to my students the difference between government and politics and civics.
- I'm not sure how to approach it. I've always tried to present both points of view on controversial topics, but I can't begin to defend the hateful rhetoric of the GOP candidates, especially Trump.
- I find myself talking more about diversity and understanding.
- I have just said that we may have different political opinions & that we must respect opinions that we don't agree with. Other than that, I have completely stayed away from teaching about the election.
- We connect the discussions to historic events when similar events/rhetoric/divisiveness have occurred.
- I'm about to start...I'm not sure how I'm gonna change my approach yet.
- No
- In the past, our school board has made it clear that teachers should remain neutral in their discussion of politics. I made a decision I could not. Though I allow my students to express their views without any reprisal from others in the class, I could not stand idly by and pretend that what is happening is not dangerous and reminiscent of the 1930's in Germany and Europe. For this reason, I even used this activity as the lesson for which I had my formal observation last week. I received the highest marks in every category from my administrator.
- This primary season has opened up a much more in depth look at the primary process and the possibility of a brokered convention, which we have never covered in the past. We are also examining more closely the mainstream media and social media coverage and its impacts on the election. For the most part my students are liberal leaning with only a few on the conservative side. We keep discussions based on our specific readings using only that information to support our discussion so we do not get random, unsupported and possibly inflammatory claims.
- Of course. Tolerance.
- I have incorporated "The Children's March" into my lessons to show my students that even children can make a difference. Thank you for that video.
- No, just listen to the kids.



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I have had a harder time not being unbiased towards the Republican candidates, specifically Trump. I do not want students to know my politic beliefs because I don't want to influence them, but I feel like I have to speak out against the Trump rhetoric because students are so aware of his harmful words, and I want them to know I support them and not crazy racism.
- No
- I have increased the amount of diverse materials we study in order to gain perspective on civil rights and equality. I reference these lessons when students vocalize their feelings. I begin conversations like, "Why are rights important?"
- I have only taught a generic form of teaching about how we elect a President. I am emphasizing class president or president of a committee instead of the President of the United States. I have chosen books like Grace For President or Duck for President. I am concentrating on the way a President is elected by electoral votes. I work at a school where we have transient students who are in and out of the system with little consistency. Few can vote due to their statute in the USA.
- We do not talk directly about politics; we bring up topics about values, morals, and positive interactions with others.
- Touch on it very little compared to previous years, mostly because I am so appalled at the decisive, negative attitude of the campaign. I do not think the American public appreciate, nor respect a positive campaign.
- I talk about it more and listen to their concerns. Honestly, I didn't think Trump would get this far.
- We learn about character traits at our school. I do think the example has hurt this learning.
- No. I speak directly and honestly about their fears and concerns. Mostly, I listen.
- Yes--typically I would try to teach about the process and present the information, promoting the democratic process etc. and how lucky we are to live in a country that lets us vote...I absolutely can't do that for so many reasons now. First of all, I don't want to talk about the candidates. There's too much controversy and it's too infuriating and hurtful for me to speak about without being biased. Second of all, there is a good chance that if Trump gets chosen by the people, his party can still reject him as their candidate. That makes it hard to explain the democratic process and how it works.
- It's confusing to me so it's hard to teach.
- I am avoiding it. I usually don't.
- We held student primary voting which provided a cathartic experience for students
- I've talked more with my students about how they are feeling during this election more so than educate them on the election process.
- I changed grades this year, so I'm not sure. I don't expect I would have taught it until the Fall.
- Because the Republican primary is so inflammatory/outrageous/ridiculous (IMHO), I try not to bring it up. Hopefully it will be better in the fall when there are just two candidates.
- Yes as a business teacher I teach social responsibility and ethics which is been a good window for comparison between the candidates
- I have shared with them what I know and believe about Muslims and Donald Trump.
- In my professional development courses, I avoid all examples and discussion related to the candidates for president. As a moderator of discussions, I quickly move the discussion in another direction to avoid political examples and the strong partisan divisiveness that may occur.
- Yes, I am being more transparent about the issues, not expressing my beliefs but talking about the issues.
- Proceed with caution. I can't, however, refrain from expressing my core values that this behavior is frightening and wrong. When I open up to students, they feel freer to express their concerns as well.
- Since certain issues are hitting close to home for my Hispanic students, I am honoring their feelings and reinforcing the importance of parents voting now and always.
- I am not comfortable due to complaints from a parent, and potential repercussions for that.
- Yes, make it a point to address students and staff concerns using two-what dialogue.
- I have to be more sensitive to the political views of the students and their families.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- Absolutely, have dramatically increased emphasis on skill of discerning bias in rhetoric and inflammatory claims by so-called leaders.
- I've had to teach classroom guidance related to the electoral process in order to help students cope with the possibility of a potential Trump presidency. The majority of our students are citizens but their parents are undocumented. The potential for deportation in their young minds is real.
- We actually have a relative of Trump's in one of our classes and it has been extremely difficult for teachers to address his negative and aggressive behavior for fear of offending the student relative and her family.
- We teamed up with a local psychologist and a psychiatrist to create a special 1.5 hr. parent education session related to the stress of the election and the current climate around immigration issues in the country. It was attended by more than 40 Latino parents! As a result of its popularity we decided to add 3 more sessions from now until May.
- I am being more open and allowing more talk about it than I did 4 years ago.
- No. It has actually helped to generate interesting discussion about the role of government and the idea of democracy.
- I strive to provide "bipartisan" equal time sound bites.
- No - we teach the same way.
- This election year I have focused more on the "attitudes" of the candidates than anything else. My class and I have had many discussions about "what is right vs. wrong", and how people talk about each other and to each other.
- I try to be more careful - rather than stoke the fires. I continue to teach my students to be responsible and respectful. I haven't felt a lot of fear from them. They are unsettled about the minority issues brought up by Trump.
- No. I emphasize even more the importance of understanding the issues. We teach that it's civic duty to consider how policies and laws affect the entire community, not just our own families. Although we understand that we want to care about our own families and friends first, we need to be careful that we're not being unfair to someone else who is in need.
- Nothing, it's no different than previous
- I have focused on the process of the campaign, the electoral process --rather than the specific words of the candidates.
- I don't expect to change how I teach the election.
- I am spending more time teaching about what the powers are and are not in the presidency.
- I speak openly about the comments and behavior I see in the media from the candidates and their supporters that illustrate hate, prejudice, stereotyping, profiling, and general human degradation. I have no answer for "why do people think it is OK"?
- I'm fearful of the racial comments students might repeat. We've had numerous discussions about the childish and ridiculous remarks made by the candidates.
- I first reassure students that they won't get deported. I make apologies for Trump and tell them that he doesn't represent the US, or a majority. I tell them I don't think he will be president, I quote President Obama on that, too.
- Curricularly, I use it to teach about similar events and rises to power of people who used fear to control. We explore the sociopolitical events that can lead to this. We brainstorm ways to avoid it and recognize it, as well as strategies to help people and dismantle the hate.
- Typically I encourage kids to discuss the issues and candidates politely, with the understanding that others may disagree. I typically go very far to keep my own opinions out of it, regardless of what demographic I am working with at the time.
- This year for the first time ever I felt I had to speak out. When Muslim students asked me if I knew about Trump, I said candidly that he is a racist, that he's insulted or threatened nearly every one of my students, and that he won't be elected because we don't select candidates who threaten to harm our friends and neighbors.
- I realize I may have threatened my job; but I felt addressing my students' fears was more important. As a Jew I take this kind of rhetoric very seriously.
- I am asking students to be civil and respect differing opinions. That is not a change to my past approaches.
- Aside from a few sentences making clear my position on my disapproval of such sentiments and my disappointment that DT has come this far, I have avoided talking about it-- mostly because I don't know what to say.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- Yes, instead of discussing the candidates, their pros/cons, the issues. We can only discuss leadership qualities and attempt to discuss respect when listening to other's opinions, even if they are different from yours. It gets too heated and the students start parroting what they hear in the media or 2nd hand from parents. That I steer away from discussing the election at all.
- I am very careful about explaining Trump's positions beside defining Demagogue for the students via the on-line dictionary.
- I haven't started teaching about the election yet, but we have covered the Civil Rights movement and were able to make some connections between then and now. I think that after watching Freedom Riders and reading a non-fiction book about the Montgomery Bus Boycott, students were able to recognize how hating a group of people for their skin color or religion is bad for everyone.
- I don't teach elections anyway and glad I don't this year!
- Yes, I have taken the focus off of the candidates and turned it to the process.
- I described this above to some extent. I have tried to lead my class discussions of articles about Syrian refugees and books such as The House on Mango Street in such a way that students make the connection. Once a student brings it up (our Hispanic kids are usually the ones who do), I feel a little more free to address it.
- I try not to talk about the Republican candidates :)
- No, as an English teacher, if the election doesn't directly link to the topic I am teaching at the moment, I never discuss any election.
- No. I have always tried to achieve a balance between different points of view and not impose my views on my students. Each student should feel free to express him or herself.
- I attempt to make my classroom a comfortable and safe place to exchange thoughtful opinions and knowledge. I clearly define what is or is not acceptable. My students are good about being respectful, even when their opinions may differ. We recently spent about 3 weeks covering the Civil Rights Movement using "A Time for Justice" as part of the lesson plan. I began that portion of instruction explaining that many of the issues discussed and the pictures and videos viewed would cause many to feel uncomfortable. However uncomfortable, it was a necessary process because many middle and secondary schools gloss over and sanitize the subject. Also, students new to the U.S. have no prior knowledge of the details of slavery, the Reconstruction, Jim Crow, and the Civil Rights Movement. Most students were not aware of the extreme oppression African Americans experienced in the past and still do. The violence and blatant expressions of hatred that were commonplace, especially in the South, was surprising to many. We drew parallels to "Black Lives Matter" and the various ways students could peacefully make change in our country today. We also discussed how prior discriminatory practices have become ingrained and set the stage for current inequalities in our country. In the end, I tried to stress the importance of being knowledgeable about current political issues and local, state, and presidential candidates. Voting is a responsibility that we all have to exercise and I encourage all of my students to participate in the political process (if they may legally do so).
- I haven't included it in my teaching but the Social Studies teacher has.
- No I have not.
- More vocal about human and civil rights, the effects of privatization, especially on education...
- I have tried to reassure my students that no matter the outcome, they will be ok. I don't even know if that's true, but I can't have them worry and stress about it.
- This is my first year teaching social studies, so I am learning as I go.
- I need to reassure the students of their safety & talk about the realities of the world they live in in a sad way. This election means more than any election, maybe ever, so we talk more about it.
- For the first time ever, I am not able to be so impartial. I have shown my students the republican debates. We have used the debates as discussions on how to behave with compassion and empathy (or not). We have used the republican rhetoric as discussions on what happens when we do not take time to learn about each other.
- Yes, I spend a lot of time reassuring them.
- Yes I have decided not to focus on it in the class setting
- We discuss it openly and often.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- This is a note I sent to parents/guardians after the second-graders shared fears about a Trump presidency. This includes TT's Birmingham Children's Crusade video. I noted that today is primary election day. I was asked who I was voting for. I decided not to bring my personal choice to the classroom community. Then I asked the children who they thought would be the best president. They respectfully shared their preference for either Clinton or Sanders. That led to many children saying that they would leave the USA if Donald Trump was elected. And that's when the plans for the morning went out the window... I showed the timeline of the election and pointed out that there were 8 months before the final election and that they, the children, could work to elect someone they believed in. This was met with- "Kids can't do anything!" etc. They know how to push my buttons! My story of involvement in activism as a 7 year old was not convincing. So, it was time to turn to HISTORY. Luckily I could bring up The Children's March video of the Birmingham Children's crusade, 1963. I explained that this true story would prove that children can make great change. The students got snacks and we watched the video. I stopped it often to answer questions, translate, and allow children to step out of the room for a couple of scary scenes. I think the kids got the message- They can make a difference. I also hope they learned that even if the opponent wins the election people can stand up for justice. I encourage you to watch this 40-minute video. This campaign in Birmingham was an essential, transformative moment in US history. Before the campaign, and after the initial failure of adults to join with Dr. King, the Civil Rights movement was foundering. If you want to know more, I'd love to talk about it.
- I emphasis USG check and balance protocol that should not allow the President to make any decision that is not supported by the people.
- no
- I have found myself stressing the civil discourse of previous elections in my U.S. History classes.
- I haven't talked much about it unless they bring it up. I am not sure how much I want to teach about it this school year but in the fall with my next group, I'm not feelin' it. Hopefully something will inspire me.
- No
- Yes! I talk to my students & reassure them that WE are ALL an essential part of the American fabric!
- I have tried to avoid it, instead focusing on the principles upon which the nation was built, and the accepted norms of debate.
- Less open format current event discussions. More facilitation on my part.
- This is my first year teaching public school. I taught at a community college prior to this high school teaching position. I start off my U.S. History class daily with current events. Students are encouraged to stay apprised of current events in the media and presidential race, and share any learned information with the class. The students do stay apprised and everyone wants to be selected to talk first. Many do seem disturbed by what they see happening on the political scene. When my AP Psychology students learned that we have daily current events in my History class they asked to do the same in Psychology. They are watching, and they all have an opinion.
- I haven't really taught about the election -- there is so much to cover in my world history class that there is little time left for those "would love to cover in my spare time" topics. However, discussion of the candidates has already been coming up and I engage with students and let them have their say on negative comments about Donald Trump. I also try to be a voice of reason for them, and try to calm their fears (I have many Hispanic students, at least several undocumented immigrant status) and explain how our government works (the three branches, limits on power and decision-making, etc.)
- Try to provide accurate information and counter narratives to negative comments
- Not really. When I taught high school students until 2013, I always looked for articles, video clips etc. with candidates' statements. This year just brings so many more statement possibilities.
- As a science teacher I do not have many opportunities to teach about the election but among students and adults I have been focusing on teaching discourse.
- My husband's mother, a German immigrant, was refused entry into the USA in 1949. I share that information with them.
- Yes. We have had very direct, open conversations about the effects of violence, hate, fear, and discrimination.
- As a 3rd grade teacher current events are somewhat less central to my teaching, however when I do discuss the election I am more honest in my views about

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

Donald Trump in a way I haven't felt comfortable being about previous candidates I disagreed with. I believe his speech goes beyond words I disagree with on a partisan level, but rather they qualify as hate speech and therefore require me to speak out.

- I do not bring it up unless a student does.
- Currently, the election isn't discussed much. Our focus has been on contradicting the hate and easing the anxiety of students.
- I have to be a bit more careful not to be excessively critical of the Republicans. I'm not neutral but in the past it seemed I could present the election and have a discussion with students around the differing points of views of each party. This election cycle the rhetoric is so hostile that this is difficult for me personally and quite frankly difficult for the students.
- We approach through the issues that we have studied. One student is starting a debate club.
- I am more cautious in how I say things. I live in a pretty conservative area, and I really don't want to disaffect my students in any way. I also feel less confident in saying that the voters have the power to change our country for the better. When the loudest and most outrageous candidates get all of the attention and come away with victories, it is difficult to convince young people that Americans are inherently positive and want our country to welcome and be strongly in favor of diversity.
- I've always taught my students the truth and continue to do so with no fear.
- I think we should be honest about how they are not behaving as role models. I think we should call them out on their inappropriate, and dangerous, rhetoric.
- I sponsor Student Council, and we used to have a mock election each year, but this year it will not be held because of the tone of the election and candidates so far this year.
- Since many of my students' families are on an opposing side from where I stand, it has been difficult to discuss the campaign and certain candidates objectively.
- Yes -- talk about what empathy is and how it's applied without bias.
- I have always talked to students about the candidates and what they stood for. It seems that talking about candidates only leads to talk about the candidates'

behavior toward each other, not what they can do for this country.

- It is rich to point out fallacies of reasoning and fact checking. I teach an argument project in the spring, so I can pull dozens of examples of faulty language and logic from this election time.
- I am careful to point out that if they want to change this, they need to make sure they are registering to vote if they are 18 and they need to make sure their voices are heard if they are not.
- No. I have always tried to maintain an antiracist approach to my curriculum and have allowed the students to create their own meanings of the election. I make sure all sides, even the sides of the disenfranchised are being seen.
- Focusing heavily on Tolerance social awareness, and responsible decision-making.
- I have been leery to talk much about it. We post results and that's about it. I have so many Trump supporters who believe what he says and believe that the media is lying about everything, that I don't know what to do.
- No
- Because of the high interest, I am bringing it more into the classroom than I might in a normal election year.
- If anything, I feel a greater responsibility to teach about the election. My 10th grade class could likely be the last time my students are in a history or social studies class during an election cycle, so I feel very strongly that I need to make room for discussion of the election in my curriculum. Luckily, I teach US I and AP US History, so it's not too difficult to work these connections in. In an effort to remain unbiased, I have focused my US I on the idea of good leadership and the Constitution. Each of my classes created a definition of the "perfect president" that we are evaluating each president by and discussing if this definition is sufficient. I want to end the year by applying the same definition to the candidates that remain. My hope is that by looking to examples in history, my students will be able to identify the traits that make for good and bad presidents and form their opinions based on that.
- We have taught social skills lessons on perspective taking and self-awareness.
- No

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I will not touch it. The rhetoric is too personal, even for primary students.
- I have had to already say directly to the class that voting is private. I never divulge my choice and I do not want to hear about your choices either. I tell them at this age, they are to talk to their parents about elections and voting. I will still encourage voting. I am also going to swap a Social Studies unit that I normally teach in the fall on democracy and governmental systems to the spring and replace it with a non-governmental/political unit in the fall. If they were older, I would do differently, but as 4th graders they really just mimic what they see in headlines or what was talked about at the dinner table. I do feel afraid to even address the topic at all because parents can be so aggressive and mean in social media, in writing and calling admins and higher ups for even a simple word being misspoken or taken out of context. It can crush a teacher's soul and she can lose her job.
- I think it's wrong for teachers to show political bias. It's been a real challenge. Fortunately, the students seem to see through the posturing to a grim reality.
- Yes, I have avoided exploring and working with dissecting the issues and viewpoints of the two political parties and have not gone beyond Electoral Map projection, analysis of swing states for 2016 and really am not certain where I will go from here this year or next.
- I teach English and literature so we have been focusing on questioning information, qualitative research and proving and disproving theories and information.
- It is not being taught this year.
- I have changed. I am teaching more about tolerance and human and civil rights than in any other election.
- YES. I have decided to teach students not to accept what anyone one says without fact checking and asking for evidence when someone throws statistics around.
- I am a school counselor. I don't teach large classes. I have started to leave News magazines like 'The Week' on my conference table. Even 'Mad' magazine had an excellent satire on the candidates. I have also started to leave voter registration forms on my conference table. Any student is allowed to take the application. Just to get the discussion going.
- I have not changed the way I teach about the election. I've given students a chance to discuss their feelings about what they are hearing and seeing in the media.
- I have never put emphasis on the elections because I teach English, however, I have tried to remind students that ultimately the Congress has more power than the president.
- No
- Yes, I am allowing my 5th graders to view the Scholastic online magazine which has the Election timeline and some news but it is written by students for students.
- Yes. I am trying to figure out how I can integrate it next year without pointing out the absurdity and embarrassment that Trump has brought to the presidential campaign process.
- I teach Geometry. The elections rarely affect my teaching directly.
- I try to avoid discussing it because of the negativity from the leading politicians.
- I have been much more open with my students this year about the mudslinging and negative rhetoric that has been taking place. I have not shied away from it, but I have encouraged my students to think about the realities of what some candidates are saying.
- This is my first year teaching government so everything has changed for me.
- Democracy is sometimes a messy process, but the candidates the voters pick tell us a lot about the people in this country.
- Many of our teachers have limited the political discussions to specific issues or had eliminated discussion all together.
- I've emphasized more this year, everyone has their own opinion and we need to be respectful.
- No we watch listen and form opinions. The kids are more in tune and aware
- I have always tried to not show bias towards one candidate over another when talking with my students. I have always wanted them to decide on their own. This election cycle, I have struggled with the hateful, sexist, racist rhetoric coming from a certain party/candidate. I cannot condone what is being said and cannot stay silent...I haven't come out and told my students my choice for president, but they know what party and specific individual I am NOT going to vote for.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I have not necessarily changed the way I approach teaching about the election, but this year's issues and especially the candidates are making it incredibly challenging to moderate classroom discussion without tipping my hand as to my personal beliefs. (I do my best to keep my specific personal beliefs out of the mix to help provide a safe forum for students to express themselves honestly.)
- Yes, I am framing it more carefully because it seems really personal and racially divisive this year.
- No
- I am the Guidance Counselor so in advisory periods we have discussed Stereotypes, Diversity through Respect For All curriculum. I have had presentations during student assemblies, and all groups have engaged in skits: cyber bullying, diversity, bullying.
- No we watch listen and form opinions. The kids are more in tune and aware
- Reduced exposure to election information.
- Yes. I find myself having to express my own political views in the classroom, but in a tasteful, unbiased manner (as much as possible).
- Yes, I am more careful.
- Yes, I am not allowing the normal debates as they are too personally charged this year.
- I have left it up to the Social Studies department this year and have kind of stayed away from it because it just adds negative feelings to my class.
- Try to state that people can disagree but name-calling is not acceptable.
- Discussed immigration by legal means discussed the Syrian refugees problem and tried to get a consensus for security and status
- Not so far...
- We teach that the media is at fault. They choose what you get to hear. Research for the Truth!
- I actually teach English and Math, so don't cover it as much as some might, but I am not doing as much with the election as I might, due to the potential for uncivil debate (some of the students have impulse control problems).
- I haven't talked much about this pre-election information. I will have to figure out how to do it with the regular election year. I don't know how yet.
- My teaching partner is very reluctant to cover much of it in her social studies lessons (I teach science and math, so it isn't as relevant).
- Yes. I usually do not add commentary to the political BS but this cycle it is extremely important to clarify truth from BS.
- I am very aware of my own feelings and try to give all candidates equal coverage time in my classroom.
- I'm not teaching about the election
- None
- I don't think it's as possible to be entirely neutral this year. If I were to say that Donald Trump had decent points I'd be agreeing with racist dogma. I can be neutral about Democrats and Republicans but not about racists.
- I used some new resources: Newsela and <http://www.isidewith.com/>.
- I put it all out there and I let the students navigate these most interesting waters.
- No, we are still focused on the issues that affect all Americans.
- Even I am not sure who to vote for at this time so tell them to make sure and ask more political questions about the candidate they want in office.
- I have not. My students lack almost any background knowledge of the political system or campaign process so I am only able to teach a little as I also have more content and skills to teach than the time allotted.
- I am a science teacher so I do not normally include the election formally in my curriculum.
- I haven't done much teaching about the election yet.
- Yes, I decided to not encourage my 7th graders to watch certain debates.
- Honestly, in the past I stayed quite neutral regarding political discussions. This year I have been in agreement with my students regarding blatant prejudice and discrimination we've all witnessed from political candidates. We are outraged and stand in unison against bigotry.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I asked students about what they thought of England voting to ban that candidate and looked at the 1st amendment to see if his speech is legal or not.
  - In their current events critiques, I ask them to include what they see as bias in what headlines is in the news, as to how the news is presented.
  - I have not... I have been open to discuss the ideas being put forth by both sides and trying to explain that things will change if they became President.
  - My conversations and teaching have not changed at all.
  - I am more honest and open with my students about my opinions and viewpoints regarding this election, whereas I have previously kept my personal views to myself.
  - I don't teach about the election. I now realize I need a big refresher on how the presidential election works in the U.S. I'm unclear on the caucus and electoral votes are all about.
  - I don't teach about the election in particular, but as stated above, it has come up by students in our discussions about inequity, racism, etc.
  - Yes. Very few references. We do pray that the leaders make decisions that are in the best interest of all.
  - No, my classroom has been and always will be a "safe zone" for parents and students.
  - I look for common ground to talk about. Instead of pointing out difference. We discuss how hard it must be to live where they are coming from. The mass number of sojourner with no real home.
  - Yes. I really steer away from the entire conversation
  - First register to vote-period. Once registered I challenge my students to pick candidates which somehow express what they as individuals deem important.
  - Yes. I am working very hard to get as much info and as many different angles to stories as I can. This has been challenging since there is so much media coverage of some candidates and so much less of others.
  - I teach US History and will always answer questions about elections and current events. In years past, I have shied away from voicing my own opinion on candidates, however, I do not see how any teacher can not speak about the rhetoric in limiting civil rights.
- From African Americans to LGBT community to immigrants. We have also discussed parallels between historic events and language being used today much more than in years past. Example; during WWII when we speak about Jewish Refugees and the American treatment many students drew similarities about Syrian Refugees.
- I have had to do much more dispelling of rumor and half-truths based on something they overheard an adult say. Trying hard to be as neutral in my discussions but also feeling that I can't be silent on all of the ugliness being thrown out as political opinion.
  - Yes. This is the first year I am teaching only social studies (not humanities), so I can spend more time on it, but it is tricky. I have never stated my personal opinion before about a candidate (students certainly do ask) and have never shared who I vote for. I don't put bumper stickers on my car or wear buttons. But this year I have had to face head on candidates' hate speech and such uncivil discourse. I have provided articles and charts and other resources that focus on issues and the complexities. I have a wonderful speaker coming in to talk about Selma and voting rights. And I have some resources for Muslim speakers. But it feels like I am not doing enough.
  - I have condemned the words and actions of racist politicians and protestors
  - I use Upfront Magazine from Scholastic to make my students think about issues.
  - Because of the sensitivity of today's student, teaching the election will most likely not be a huge part of my curriculum.
  - Not the content - but the emphasis. We are emphatic about dealing with platform issues, not personalities
  - I always treat politics with equanimity, and I try to remind my students that opinions that are informed by facts are much easier to defend. I try to allow students to ask questions of each other and myself openly, but I also know when to intervene.
  - I run group therapy to improve student's behavior. The tone of this election has made me more determine to teach my kids the importance of education and how one is to problem solve without name calling if they really want a spirit of cooperation.
  - Not really. I just think the current election is more interesting to my students and they pay attention a little more when we discuss it.



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I cannot show any video of the candidates - or at least the truly ugly ones. And it seems unfair to only show them the democrats. The republicans are saying some truly heinous things.
- I have not taught it all because of inappropriate language and topics. I don't want to explain to my third graders what rapists are or explain the small finger joke.
- No
- No
- I do not teach American History this year, but will next year. I will not change the way that I teach it in any structural way. Will definitely ask students to consider why America is ready to support less traditional candidates. This year the primaries and candidates have consumed quite a bit of time during current events. Students choose the topics. I don't direct these discussions unless needed.
- I refuse to teach it.
- None
- I am careful what I say. But I am challenging students to listen to what is being said. I teach a dual enrollment rhetoric and argument class which is focus on how arguments are made and more importantly supported. This election has thrown that out of the water. There is no valid support of arguments...no reality about building walls and who pays for it, or free college and free medical care and the veritable dismantling of Wall Street and how that possibly could be accomplished when we can't even bring to a vote a moderate Supreme Court nominee.
- We can actually apply what we're learning on a daily basis
- Well, it has made for some good class discussions...
- I feel less comfortable teaching about the election. I mention it in a very broad sense of simply explaining how the election process takes place.
- Same as always, t have a true voice and should use it, especially locally
- My teaching is the same
- I have been very careful about what to say and how to approach the election and what students are seeing in the media.
- Nope. I use whole position approach and challenge students to back up what they say with complete evidence. If they can provide, we discuss.
- Yes. We discuss that just because someone is running for President doesn't mean they are a good role model.
- No, but maintaining a respectful neutrality under the circumstances is challenging.
- I have to be careful when answering students' questions. I try to calm their fears. It is hard to present an unbiased view when one side is so out of line.
- I listen a lot and don't say much. I am trying hard to find solid issues that represent the candidates, its hard not to find bias in what is out there. I don't want to use what the Media represents. I will focus more on the General election in the fall. That might make this more focused. There are too many personalities with a lot of background now for the students to understand and keep straight.
- I try to be open to chat
- I encourage my students to think about the qualities that are important in a president, someone who is the face of America to the rest of the world.
- I'm a math teacher, but a political science major. Can't have the opportunity to teach much about it.
- No, discussions continue to be open in my class.
- I am using the same factual material I always have. Students are far more aware of the lack of factual information in many current political debates.
- Yes, during morning breakfast, the class has the opportunity discuss daily current events. Emphasis is placed on being able to talk about certain events without yelling or getting upset. Students enjoy debating about certain hot issues.
- No
- I find myself avoiding topics that I know may further fuel the atmosphere of divisiveness. In my state, educators are no longer secure in their positions. Right to work laws make it possible for us to be let go at any time. All they have to do is blame it on "budget concerns." I need my job to support my family.
- No

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I have not taught about elections before, but I am very hesitant to teach about it this year because my students are so upset by Trump's comments.
- Nope. Gag order.
- No
- I am a resource teacher...so my opportunity to talk about this with kids is fairly limited.... but I haven't seen any teachers in our school talk about it yet with kids.
- I believe I am avoiding it; however, this isn't unusual for me as a teacher of British Literature more than six months from Election Day. I do wonder what the state of the election language will be, not the mention the endless commercials, closer to the election next fall for the start of the school year.
- I am creative dance teacher. I have built new units focusing on the culture and dances from countries that have undergone civil wars and whose people have immigrated to America. We have added a dance to our final show that shows Americans dancing and welcoming students from other countries (they are originally from these countries and are dancing traditional numbers in their native costumes). They song they dance to is Migra by Carlos Santana (not all lyrics). It's a political statement on my part to show the richness of immigration and the strength it brings to our students.
- More student voices!
- Yes, I have had to set class norms and stricter ground rules on conversations. I have also had give detentions to students for using racial slurs towards minority students.
- I try not to talk about it
- My students are far more engaged this year, especially my Hispanic students. They ask a lot of questions and are following the election.
- I am much more concerned with students locating and connecting the present election to every past election. I realize that so much of the media and public are focused on this election the "Epic Event" of first times but these ideas are not new. Many of the words, phrases, and ideologies are recycled from times long before this generation realizes ever existed. My current students are often in shock by the fact that former Presidents, Congressmen, and Justices had little regard for immigrants, were prone to violence and war, didn't follow direct orders, took or used power as saw fit, were sometimes racist, white, educated, slaveowners.
- Sadly, avoiding it.
- Not at all
- I teach English so I don't cover it like the history teachers.
- We try to understand all sides and find reasonable arguments - expressed by any or all sides/parties/candidates - and highlight those, e.g. so and so says this, and that seems reasonable to many people; but he and she says this and that, and many people find that reasonable ...
- No, but I am excited about our selection of Just Mercy as our common read for 2016-17. It will bring conversations into my classes about the connections between justice and poverty, race, and mental illness.
- The only changes I make is making sure I carefully preview videos and articles before sharing with my students since so many topics that the candidates have discussed have not been middle school appropriate.
- Usually my students are hard to engage with the process. This year I am thinking of making a video for them to share their voices and opinions.
- I have always been successful at being neutral about the candidates. The students never know who I'm favoring and/or voting for. So far, this election has made it difficult for me to be objective about all of the candidates. I'm doing my best but am struggling because of all the hateful rhetoric coming from some of the candidates.
- My lessons have been less about platforms and more about how we should treat our fellow human beings. I feel like I have to do damage control so my students don't think it is acceptable to be bigoted egotistical people.
- On the other hand, some of my students say they are voting for Clinton just because they want to see a female president. They are not educated on her platform or ideals. So, I have to educate them in politics without telling them they shouldn't vote for her just because she is a female.
- I am the math coach, so I don't teach a class.
- Not really. I keep an updated chart on the delegate count for each candidate and we take time to discuss each one's qualifications, dispel rumors, and what is said at the debates.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I find myself overcompensating in how I balance what I say. If I mention something that relates to the conservative candidates I make sure that I mention something about the more liberal candidates.
- I always try to remain very neutral - This year it is more difficult but I'm trying my best!
- Actually, my diversity courses allow me to hear out what students have to say. They are pretty smart, and pleased to be attending classes with an international bunch.
- I haven't, but it has become much more personal to the students.
- More emphasis on research, critical thinking, danger of hate speech.
- While I once engaged my students in conversation about the political campaigns, this year I am hesitant. The few conversations that have happened have quickly degraded to conversations about comments that Mr. Trump has made.
- I'm very, very careful not to endorse any candidate or political view.
- We have been doing more current events.
- Honestly, I avoid talking about it. I bring it up twice a month out of obligation. Rather than bring up specific candidates, I try to point out leadership troubles and strengths from history. For example, while teaching about the Cold War I had students point out qualities in JFK, which helped him avoid war during the Cuban Missile Crisis. I then asked students if any particular presidential candidates did or didn't have these qualities.
- Yes. We have spent more time with students identifying propaganda techniques that are used by the candidates. We have analyzed commercials and print ads. I also spent more time teaching the skills of discussion over debate to create a less aggressive classroom environment.
- I have reduced the amount of election related lessons and activities to avoid topics, language, and behaviors that would not be allowed in my classroom.
- I have pretty much steered clear of it. I have always prided myself in being able to sit on both sides of the issues and present the election as a whole. However, I find myself so appalled at the rhetoric, verbiage etc. being used that I can't be unbiased in discussions.
- It is more difficult presenting both sides of the story. It is important to understand the viewpoint of all candidates.
- My classes have been following the campaign much more closely than ever before. I spent 2 weeks on a stations exercise in which students could really learn about the issues we are facing in our country. There were stations on immigration, Iran deal, climate change, economy and taxes, ISIS, healthcare etc. We also researched each candidate and students wrote papers explaining their candidate's policies on 5 different issues as well as corresponding republican and democratic views. I have never spent as much time on the election before but the interest level has changed tremendously and my 7th graders did not understand a lot of the issues they were so powerfully expressing opinions on. I felt it was my responsibility to make sure my students can truly understand the world.
- Yes. I am open about my views, beliefs and opinions about such negative rhetoric and the tone of some of the candidates in the election. Also, I am open to listening and participating in polite discourse about this.
- I am much less likely to show clips of politicians speaking. I started off the year assigning all students to watch one Democratic debate and one Republican debate. However, as I watched the debates myself, I became increasingly uncomfortable requiring students to watch politicians engaging in hateful speech. I also hesitate to use clips in class because often the comments made are unpleasant and require providing a lot of background for students. For example, in the Republican debates, there is much discussion of abortion. I don't feel comfortable entering into discussions around abortion policy or the logistics of abortion (which are brought up on the debate stage) with my middle school students.
- I have not taught during a presidential election before.
- I have always been up front and truthful about people and their character. They are judged by their words and actions. Kids understand this and agree.
- Not that I can think of.
- I usually do not tell students who I am voting for or what party I am registered with. I still have not, but have felt the need to tell them I am not voting for Trump so as to let them know I do not agree with many of his statements.
- I try my best to present facts, rather than my opinion. That's no different.

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- This is my first year teaching in this subject area.
- No.
- I do not teach about the election specifically. I teach about addressing people as human beings with respect and willingness to communicate effectively in order to produce positive change.
- No
- No
- I am reluctant to help students engage in political discourse or open the space for them to explore resources, as so much of the rhetoric is negative, I'm concerned that there would be more time spent explaining negativity than the democratic process.
- This is my first year teaching the election at the high school level, after I spent more than two decades at the middle school level. I am certain that this is an election that requires careful consideration in a way that is different than most years. It's been a challenge to continually remind students who are able to vote for the first time that this is an unusual year.
- I am teaching about it on the sly and on the run.
- Only to show the connection of the 3 Principles of Society when settling the America's which was carried over from England
  - 1) Wealthy are Superior to the Poor
  - 2) Men are Superior to Woman
  - 3) Whites are Superior to Blacks

Trump's rise is just an extension of these principles
- I have changed my discussion, but I do not directly teach elections.
- I avoid it, when possible.
- No
- I find myself being more biased this year. Verbally, I mean. In years past, I've tried to maintain a very bipartisan stance in discussions with the kids for a variety of reasons. However, this year there is a true feeling of fear and disappointment that I don't feel should be overlooked, coated, or minimized. The potential for real danger is here and I need to be sure they are prepared. Because of the demographic of our school, my opinion is more widely agreed with than perhaps other places.
- I think my anxiety level goes up when anyone starts to talk about politics. Unfortunately this has caused me to discourage political discussion.
- No, I have not changed the way I teach this election year. I come from a very multi-cultural background and am quite aware of the student body and their individual needs within the classroom.
- My students feel that they have been targeted as out cast that don't belong in this country. I have the pleasure of reteaching the histories that have shaped this country. We all feel threatened by this runoff for President, as the rest of the World Leaders watch what's taking place here in our country the name calling, talking about each other's wives, and slandering one another. It opens the door for more terrorist attacks; we feel that in some way that they maybe trying to start World War III. I am saddened when I watch the debates and can't help but wonder what is this world coming to, If the rest of the world is seeing what we are seeing how can we be sure that the future of our country is secure when our political parties can't get along and turning on one another it leaves in in a bad place. :(
- Not really, but I think some of my colleagues have become more worried. And, I think these same colleagues are being affected about the hate that is being extolled.
- We are looking at more of the underbelly of previous mudslingers through primary sources. Students know this season is unusual for the past 40 years but through research and discussion they are evaluating the distractions for what they are. Teaching manipulation to middle school kids is fun because they are experts in this area of persuasion. I am highly aware of what's being said and we teach acceptance and tolerance (I always have done so). We will be fine, but my students are amazed how this batch could not possibly reflect the best and brightest of American leadership. Not too many profiles in courage. History and their guided research will open truths that are hard to uncover if all they are exposed to his network, electronic news.
- I'm not in the classroom, but here in the library when kids are discussing the election, I tell them to research things, not to believe everything a candidate says.
- I do not give as much attention to the process this year due to the negative language toward some of my students. I usually make a big deal about the primary elections with the march toward the conventions. Counting the delegates, talking about the issues, getting to know the candidates. Not this year!

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I am avoiding the whole thing. How can I explain to my 4th graders the issues, which have been raised? The wall at the border, patrolling Muslim neighborhoods, torture, masculine sexual activities, nude pictures of wives, the language! Etc.
- Yes, less about the candidates more about the process
- We have begun to talk about how to have a voice in democracy even more than before.
- No I love election years and being controversial. I really try and make the kids think critically about the issues and hopefully challenge their ideas of the candidates.
- Definitely yes! Our students are finally truly interested in the electoral process and understanding the role of the electoral college (which isn't easy to understand!). They are aware of the issues facing this country as they have never been before, and they are learning about the role the media plays in politics and elections.
- I try not to talk about Trump. His name comes up a lot but I feel like it's too much of a touch y subject and I have strong opinions about hm.
- Generally No. My students still ask questions of what they see covered on the news--I still answer them and ask them to explore the why's using history.
- YES, not touching it.
- I have encouraged my students to take action and volunteer and VOTE. I was able to register 10 students online to vote. They voted for the first time in the Illinois primary. They were extremely proud!
- Don't talk about it.
- No. I don't teach about elections per se, but do spend a lot of time on hate, harassment, and discrimination in my role as a school counselor.
- Yes, I've become more biased.
- I am not speaking about it with students unless they direct the conversation.
- I am a high-school theatre teacher, so the election isn't directly related to my courses, but I do try to teach good citizenship - the notion of registering to vote, and the importance of casting informed, educated votes. My district prohibits teachers from endorsing specific candidates at school, and I hew toward the secret ballot anyway, but this year I have had to be more delicate than usual in my attempts to discuss the election with my students in a fair, detached, and objective manner.
- I am going to focus on it in my Leadership class as it get's closer to our primary. I also connect it to the history they are learning.
- Yes, as I stated in my first response, the lessons tend to now focus upon character, civility, and true patriotism. My students have just completed an extensive study of the Civil Rights Movement and are extremely in tune to the ramifications of stereotyping and practicing prejudice behaviors. During a recent class discussion, a student commented that the behavior displayed by the candidates is embarrassing. The same student further stated that she was afraid of what other countries thought about Americans because of the presidential candidate's behavior. After all it is being witnessed by the world. At the end of class, my personal teaching reflection was merely, "Out of the mouths of babes," Perhaps the candidates should stop by my classroom for a civility crash course from my students.
- I will monitor this with the SS staff and ask them to respond to this survey
- When we've done some of our lessons on anti-bullying, the conversation has turned to the campaign. Kids have been able to rightly connect bullying to things that are being said by the candidates. It is an eye opener for them because their parents are mostly very conservative and Republican.
- While I'm troubled by the rhetoric, it does provide a teaching opportunity to help them draw correlations between issues like the Nativism of the 19th century as compared to the Nativist rhetoric of candidates who are part of a certain political party.
- I focus more on student based government and student issues, as opposed to national.
- No
- I have reinforced a message that addresses the process, as outlined by the constitution and precedence.
- Not really, but I have noticed that the Civil Rights History Through Song unit that I teach every year has an added layer of connection to modern culture. I have been hesitant to make the connections for students because of their age, but I suspect some will speak up as the election gets closer in the fall. In fact, I may change up the sequence of my Civil Rights unit to coincide with the fall elections.
- No

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

- I usually show at least one presidential debate to my classes. This year, I cannot even show a five-minute video clip. The immature behavior and negative rhetoric do not exhibit positive role models for our children. It is truly shameful that American politics has resorted to this type of standard for debate.
  - I teach it the same way; government and politics are taught by following the Constitution and our laws.
  - No
  - Yes, this year I decided to analyze the control of media...
  - We have been very careful with any programming around this or other hot topics.
  - I'm less nuts and bolts and logistics and more about motives and larger issues, like Wall Street and Big Bank control.
  - We are doing our propaganda unit with cartoons or ads from all of the remaining candidates. It has allowed for some interesting debate and fact-finding. They can't use a candidate fact unless they verify them with a reputable source. They are learning to identify propaganda techniques in political advertising.
  - Explicitly anti-Trump
  - I don't teach Civics or Social Studies, so the topic doesn't really arise in class. Usually I just defer when students ask about the election during class, but if they talk to me outside of class time, it is almost always to express their excitement about Bernie Sanders, a sentiment I share. I recently attended our local caucus, where several students very enthusiastically participated on behalf of Senator Sanders. I have been able to help steer them toward participating in the political process, and it has been a positive experience.
  - No
  - No, I just present what the latest news and at times we talk about it, if it is relevant to the topic I am teaching.
  - Yes, discussing the electoral votes and the political process.
  - I have just tried to assure the students that there are huge amounts of people in this country that disagree with those sentiments and we speak about being and staying informed when it comes to politics. I've spoken to them about how polls are conducted, the fact that some people (sadly) vote with name recognition and not an understanding of policies.
- We've also had discussions about whether or not (and why!) people would want a celebrity in office vs. an experienced, inclusive, etc. president. We also discuss what is currently in place to help immigrants in the country and our state.
- No, I still teach the process, however, I have had to address many bigoted statements that students have heard from candidates.
  - I actually am more engaged and find this an interesting, highly charged election process this year. The students are more engaged and have so many more questions and opinions this year than in previous years.
  - I have definitely made it clear that racist, sexist, or xenophobic comments made by presidential candidates is NOT acceptable, and should not be tolerated, and I've encouraged my students to be critical of that.
  - Unfortunately, I have avoided teaching it altogether.
  - In the past we have always tried to have a balanced approach and provide students the opportunity to share their thoughts and opinions about the candidates (and students were interested in a wider range of candidates) and keep staff opinions out of it (questioning accuracy, sharing info from all candidates and/or candidates not being represented by students). This year I don't think balance is possible and the positions of the candidates (let's be honest it's Donald Trump) are not something to balance, but blatant hate, which we don't allow in our program space. As we're striving to create and keep our programs as a safe place, there's no room for Donald Trump rhetoric.
  - Very subdued. Openly refuse to approach it head-on for fear of rebuke (i.e., parental complaining) or even angry backlash. Some of my former students have posted on FB that makes it pretty clear they support hate in the name of patriotism. I spoke against a few posts. Silence. I do sometimes fear retribution if the election goes a certain direction.
  - Should be about the issues
  - I have not taught about the election yet, I'm hoping that Mr. Trump will not be the Republican candidate. Teaching about the election would be a good opportunity to teach argumentative writing.
  - No
  - As always, I encourage my students to never accept what a candidate says on the campaign trail at face value. I ask them to get involved, write candidates and question them about their policy positions and to

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

recognize when responses are merely rhetoric that avoids details or being pinned down on specifics.

- Being much more careful to share facts, not personal opinions or personal feelings with students. Making sure to allow students to discuss pros and cons of various positions and tying them into constitutional rights.
- As a career changer who worked as a lobbyist previously, I still work carefully at letting my students share their opinions and am careful not to share my own. However, unlike previous elections, I find myself asking more probing questions than I did during the 2012 election cycle.
- I am avoiding it, instead of embracing it.
- No
- No. We keep ourselves civil no matter our age.
- While I still strive for non-partisan language, I find myself engaging with the topic a great deal more than in prior years. I'm having conversations about fear-motivated anger with seventh and eighth graders, even in my ELD classes, because the questions come up so often. Today, I finally confided with one class that this election has motivated me all the more to try to teach them how to think critically, debate without logical fallacies, and express their ideas articulately so that they may be prepared to reshape the way politics are discussed and promoted in our country.
- No.
- Developing thoughts of solutions and choices rather than negativity and hatred.
- Yes, there is more emphasis on empathy and respecting the rights of others.
- With such a diverse population it is difficult to teach any aspect of the election.
- Students take on the persona of the candidate.
- So I have the students debate taking the candidate that they do not agree with!
- Keeping quiet about it unless students comment
- We do not talk about the debates at our K-6 school.
- No
- I'm very careful about letting students form their own opinions and think about things. Many find the opinion they are carrying is uninformed or is not their own.
- I generally try to avoid offending any candidate's followers more than in the past because feelings may be running high.
- For my classrooms we have a rant/rave group discussion at the beginning of class. These are the times that the election is brought up and we created strict rules about how that space functions. I am growing increasingly worried though that it might get out of hand.
- Yes... there are so many great real-world, contemporary examples in the media that students can relate to. We have seen 3rd party politics, two-party system failures, Caucuses highly attended, chances of a brokered convention, appointment of a new SCOTUS Justice, non-traditional political participation.
- No
- Not covering it
- Yes, though I typically don't explicitly teach elections. I usually try to remain non-biased in what I say or respond to students, but this year I'm not hiding that I share their dismay and recognize certain rhetoric as clearly wrong and racist.
- No, always willing to have an adult, non biased discussion about elections.
- I usually present unbiased info about elections, but this year I don't feel I can present and give equal time because of the horrendous Republican candidates.
- More discussion, more reminders to our students of our history as Native Americans and three Treaties not honored, also we have discussions about the shooting deaths of Natives in the nearby city to our reservation.
- I am personally disgusted with they way campaigning has gone this election year. I find so little honesty, integrity, or good moral value in those campaigning for offices. These people have shown intense disregard for the people of this country. They do not hesitate to belittle, bully, or disrespect their opponents and continue to lie about their own wrong doings.
- I teach 5th graders and have had great discussions in the last two elections (2008 and 2012) that allowed multiple perspectives respectfully. I know I cannot teach, acting as though all perspectives are welcome, if Trump is the Republican candidate. He says things

### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

that would never be tolerated if our students said them. To not comment would be an example of being a silent bystander to bullying. I am really concerned!

- I remind my students that what is being said today during this election season will have a profound impact on them as well as their families in the future. They need to pay attention and participate
- No. I let them talk within guidelines and we discuss misconceptions.
- Yes.
- I have always been enthusiastic about teaching children about the voting process.
- Now, I am hesitant.
- Bernie Sanders is the only candidate acting appropriately.
- I don't want to seem biased, so I have stayed away from discussing the primary elections.
- I have avoided teaching about the election.
- I have to calm my students down. It is becoming very emotional for them, all the nastiness from Trump and Cruz.
- Yes, our school had to come up with a policy that students may not discuss the elections openly in the cafeteria, halls, playground, etc. due to the volatility which was becoming apparent between certain students. It was decided that if a teacher wishes to teach about the election process we will teach about the election from that context only.
- I am an English teacher, but have made many more references to Trump's campaign in my composition class. The students are familiar with his statements and commentary surrounding them.
- I have avoided teaching much about it, or approached the election just from the perspective of teaching about the parties and their values rather than about the individuals running.
- I'm taking a more hands on approach, getting students to research the issue and the candidates, more discussion on the importance of voting, and being educated on what's going on, thinking critically about candidates and claims.
- I will teach about the election at the end of the school year for several weeks. We will certainly be focusing

closely on the difference between the issues the candidates stand for, and how this lines up with their narrative in speeches and televised ads.

- This is the first year I am teaching government
- Yes. I have told my students that this election is historic in that it is not working in the traditional way. I do not ever express who I want to win or not win - that is not permitted in my district - but I am being more cautious when I address it to ensure that my personal bias is not coming out
- Not really
- I used to tell students that comparing any person or policy they don't like to Hitler was a false analogy. Now I hedge when I bring that up because of the similarities between Hitler's rise and Trump's rise as a demagogue.
- I do not directly teach about Social Studies topic. I am a math teacher. I will engage with the students if they are fired up about a topic. We had many discussions during the early part of the campaign. The excitement has died down a bit. I do not bring it up. But I am not hesitant to listen to them and help them analyze the situation.
- We have discussed the behavior of the candidates and the number of people supporting candidates not worthy of the office and how this makes us look in the world.
- I try not to bring it up and when they talk about Trump and his proposals- like building a wall and making Mexico pay for it - I tell them he is Trash Talking and acting like a bully. We are a school of: No Place for Hate.
- I have really opened up the conversation and allowed the students to drive the topics. I also have used it as a tool to teach the importance of voting and being active community members at both the local and state level.
- I have avoided it.
- We had a discussion in our classroom about how if someone likes a different candidate than you do that your response shouldn't be "ew but they're the worst how can you possibly like them?" and should be something more like "okay!" I don't know that I totally agree with this, because I would love for them to learn how to question each other politely, but they might be too young. We're really trying to prevent them from being mean to each other. I don't know that we would have had this discussion if there weren't a new student in my class who is from a conservative family. The vast



### Q3. Have you changed the way you approach teaching about the election this year? If so, how?

majority of my students are from liberal families.

- My boyfriend asked if we were going to do mock elections in November, saying that he remembers it fondly from elementary school. My response was "I hope not." Really I wish we could without the risk of its making students feel isolated or targeted, but I don't want any unhappy students at the end of the day.
- Not at all.
- Yes, I am basing my comments and teaching on equality compassion. I am not naming candidates names but asking what qualities would you look for in a President.
- I have revealed more of my own concerns.
- Though I haven't quite done so yet, I would like to focus on analyzing the discourse of the candidates and how it changes based on audience/over time/etc. I guess an essential question would be: How does candidates' language shape viewer's understanding of the issues?
- I have actually incorporated the topics of immigration and racism into in class lesson debates. I think is important that students learn how to express their opinions and listen to others points of views without offending one another.
- I have not changed the way I approach the election this year. I make sure to stick with the curriculum and not allow any one student to monopolize the conversations within the classroom.
- My kids are in 3rd grade. I did one lesson early on in the campaign about the primary system and then stopped. Once the personalities and rhetoric picked up, I couldn't see a way.
- I try to stick to the logistics of an election rather than the candidates' rhetoric.
- Avoided a thorough examination of candidates because of racist candidates.
- I have not, but I plan to define propaganda more thoroughly and encourage my students to think critically about how such ideas function.
- Yes, I don't want to talk about it, because I can't think of anything positive to say.
- As a civics teacher, I have always been cautious about debating immigration policies in my classroom. I teach in a very conservative county where most people come

from families that have lived in the area for generations. My school also attracts students who are illegal aliens because they have the opportunity to attend college classes that would not be possible after they graduate from high school. With this great divide in the background of my students I am always wary of having the students openly express their opinions before researching the issues involved. I have adopted a lesson where the students work in committees to research different immigration bills and then report back on their findings to the class. Then the students debate the pros and cons of each policy before voting on which immigration reform bill should become law.

- No
- Mostly have avoided it, but my co-sponsor and I are going to probe a discussion next PMAC meeting.
- I approach teaching about the election in a manner that ask students to be curious and to learn about our system.
- I am a science teacher so can largely avoid these conversations in the classroom but my students do share their opinions when there is time. I am mostly able to listen.
- No. I teach 6th grade. They express their opinions and we discuss them. I also am explaining the democratic process to them.
- Yes, comments are short and address what is spoken and the delivery of the message by Trump as unkind and not good for the people in this country.
- I don't usually teach explicitly about elections but want to find an organic way to talk about how people can disagree respectfully, and that adults are setting a terrible example right now.
- I am more retrained in my comments and more quick to ask students to dial back their comments.
- Listen to both sides and make a good decision.
- I am staying away from it.
- No. I continue to have open dialogue and challenge students to do their own research.
- I teach a Civics course so I have been tackling this election head on. While I, personally, am disgusted by the way this election season has played out, I cannot think of a time when students were more engaged and interested. The contrast of candidates on the left/right

**Q3. Have you changed the way you approach teaching about the election this year? If so, how?**

spectrum, the examples of propaganda techniques, the publicity surrounding the primaries, and the stark media bias have all proven useful tools in explaining our nations electoral process and two party system.

- Yes, I'm not sharing my views. I'm trying to be moderate in my discussions.
  
- Actually, I am leaving teaching at my institution and I am in full support of NYS Healthy Workplace initiatives and I hope to volunteer with a refugee resettlement center in NY or Canada.

#### Q4. If you would like to comment on any of the questions above, please do so.

- My students are Deaf. Most do not have access to media (due to lack of linguistic access, primarily). I have seen my students make comments about Trump, but none of the other things seem to be happening.
- Most of my students are DREAMers. They are terrified, distracted and confused by what democracy is supposed to be.
- Our school has a large immigrant population. The discussion is unsettling for them. I feel my classroom is more accepting and respectful than what I see exhibited on a national level.
- I work in a community organization that serves refugee kids mostly (some parents attend) who have been impacted by torture, trauma and traumatic dislocation. The staff and volunteers worry about how it's impacting our kids and their families. These families have so many stresses already that we're hoping the fallout for them is minimal -- but since we're in AZ and our own Governor has called for a stop to resettlement -- I suspect some of it is seeping in.
- I would like to teach to the 2016 presidential election. Give information to students about their rights as future and possibly present voters. Encourage a sense of pride in our democratic society. But I do not feel that this election will instill pride. It embraces hate and division. I do not allow hate or division to happen in my safe space.
- I have taken on talking about the 2016 election. I let my students know that candidates who hate are not good human beings. I have Muslim and immigrant students who are scared. I let them know it is wrong that these men are saying things like this and that our country is not about it. My class is participating in Newsela voting and learning about where the candidates stand on the issues. I would love more teaching resources for this.
- My students have comments about how good it will be not to have Mexicans and Muslims in our country and how their parents talk about it.
- For me, it started over a year ago when I MENTIONED H. Clinton to a journalism class-- received an angry phone call about partisanship. This was the day that she declared, and I put her pic on the bulletin board with other candidates. Parent suggested I take board down rather than discuss candidacies, as they didn't want their child hearing about Clinton.
- I know I will need age appropriate (4th grade) resources, especially beginning of 2016-17 school year.
- You forgot the word "illegal" on your immigration question above
- There seems to be more racism by students and teacher, whether is conscious or subconsciously. I have definitely seen an increase in the tone and amount of racial slur being said in the halls and around the school.
- The divisions in my classroom were race based for the past few years, even though the students didn't understand race, as exemplified when a Hispanic student called his Hispanic teacher and myself racists. This was done by a sixth grader, so I would say not just this political election had an influence on current behavior.
- As a teacher I try to be even handed when talking about divisive topics. However, Mr. Trump, as a potential candidate, makes this very challenging. Several teachers go to some trouble to make contact with women with covered heads to make sure they and their families are safe.
- We have witnessed many non-examples of public discourse during the political parties nomination process. We need to remind our students that the real dialogue and debate about the issues facing our nation will occur after each party chooses its platform and presidential ticket.
- I haven't heard any concerns about immigration and I work in a school with a high population of immigrants as well as having a Muslim teacher down the hall. I think the media is making much more of this than the average person.
- I am concerned when I hear my college students talking about the election. Their attitude toward any immigrant population coming to the USA is negative. They seem to have forgotten the basis of our democracy.
- The population I teach is 99% white.... they are pro Trump.... God help us.
- It is hard to hear students promote Donald Trump's hateful speech.
- Students seem more interested than usual, and the majority is very concerned about Trump and the hatred and racism he is stirring up. I teach at the university level.
- I teach first grade. Last election was amazing in my class! We even learned about electoral votes using other first grade classrooms. Not this year!! Not touching it!!!

#### Q4. If you would like to comment on any of the questions above, please do so.

Not sure what's worse the candidates or what they stand for!!

- My student population has divided into two categories: those who openly hate Trump and spread hate speech, and those who remain silent altogether, no matter who they support. I have had multiple students boast about attending rallies advocating for the assassination of Trump.
- Anti Muslim sentiment is high clearly due to Trump.
- Most of my students are white, rural, and reduced lunch. It is obvious they (their parents) hold very different political opinions from myself and I'm nervous about presenting both sides in a way that doesn't show the students how much I disagree with their own beliefs.
- NONE
- I teach the election everyday and my students follow everything and report things that I am not aware of. I have never been so confident that we are educating the next generation to think for themselves and to think about each other.
- The students discuss how inappropriate some of the candidates' thinking and actions are, and not to follow their thinking/actions toward religion, ethnicity, and national origins of the people around them. The campaign has brought forward good discussion topics in a way it is very conducive to their learning.
- I am hesitant to teach about the 2016 presidential election, largely because I am concerned about presidential candidates who are saying that they will "close the borders" and "build a wall" and tell immigrants to go back to their homeland. The U.S. is a place where we welcome others from other countries, cultures, people groups and ethnic groups. It would be against the fabric of this country to carry out what some of the presidential candidates are proposing.
- The alarming and divisive rhetoric seems to give my high school students the perception that if people can interrupt, insult, accuse, and generally disregard facts in TV, they why can't they in the school? It's amazing how the invitation to "be like Trump" has been infectious. The problem I see is that there is no one out there modeling a counter narrative. The loud voice gets the attention.
- I have no problem teaching about it. Or students need to know what is going on and understand our political system. Warts and all.
- My students (grades 3-6) are very confused. They ask a lot about Trump and why he wants to kick all Mexicans out of the country. They think he wants a war with Mexico. They ask why people hate him but then I tell them that a lot of people evidently like him because he has won many states in the primary.
- I teach in a predominantly Hispanic school where many students' families are migrant workers. My students are terrified of having Trump elected. It is all they can talk about. Additionally, because we live in a rural and agricultural setting, many non-Hispanic people are voting for Trump in our community. Some even work with our kids. It is stressful for our kids and their families. I am excited to teach whenever it is an election year. Usually I look forward to it. This year, I really don't know what to expect.
- We are a small Christian non-public school, our students tend to be conservative and republican. We have been having discussion about politics.
- Because my program involves only immigrants and refugees (ESL), my students are the ones who feel the brunt of all of the above, but NOT at our school. It's more in the community and via the media.
- I teach in a school that is 80%+ Muslim. The student population is remarkably mature about the political discussions in the media. In fact, they're more mature than most of the candidates.
- I find election season to be the perfect opportunity for my Media Literacy unit. Today my freshman English class began learning the Language of Persuasion, techniques used for selling products and ideas. "Fear" was one of the first ones on the list, and right away hands went up. They recognized immediately the way candidates use fear to gain votes or to suppress votes that might go to a different candidate. I'm very careful not to be partisan and to show them that almost all candidates use this and other techniques. Several students mentioned Trump as someone who is stirring up fear. Other presidential candidates were also mentioned. As they become aware of these techniques, the students recognize them in all sorts of advertising. Kids become more discerning, able to separate the true from the false.
- The Scholastic News for third grade was really inaccurate.
- I have been planning lessons this year that explicitly have students examining issues of immigration, the election, nativism, racism, etc. They have made historical comparisons to events like the Holocaust and analyzed similarities. The maturity of my students while

#### Q4. If you would like to comment on any of the questions above, please do so.

discussing these issues has been astounding. The compassion and understanding that they have expressed in our class discussions give me hope that perhaps they can model respectful and accepting behavior to the adults in this world.

- My students, 4th and 5th graders, are acutely aware of the presidential campaign and the language being used by some of the candidates. Rather than shy away from the conversation, we are able to discuss whether the kids agree or disagree with what is being said and why. We are also learning that these discussions must be civil and that we shouldn't follow the examples set by the adults we see on television.
- I have actually been told not to call parents when there is a behavior situation that involves a Muslim student because administration has had a parent accuse them of being anti-Muslim.
- We have Muslim women who wear hijabs and I had to stop students from harassing them. When did it become okay to do that?
- I feel this presidential campaign gives me the opportunity to talk to my students about the freedoms we share here in America, including freedom of speech. It also, though, offers the chance to talk about speech that is intentionally hurtful, not only to groups of people, but to individual people too. I teach 5/6 ESL, and I can use some of the "bad" behavior in this campaign to reinforce the importance of kindness and acceptance. One of the things that is amazing to many of my students is the fact that people in our country can speak out against those in power--and live to tell! I personally think this presidential year is exciting and unpredictable, and that makes it more historically significant, and more interesting for my students too!
- Immigration is a very real issue that affects the lives of my students. Even at the elementary level they are very aware of this issue and the impact that it has upon their lives. Students are worried about what will happen to their families.
- I work in a school that is made up of primarily minority students, and 70% of the population is on free or reduced lunch. MANY of my students are worried about what will happen to them after the election, and many of my students are scared by the discourse happening outside of the school. But our staff works very hard to keep things safe in the building.
- My students are terrified of current and future immigration practices.
- I am terribly disillusioned about our country right now. It is our job to make sure our students appreciate each other and get along. How is that going to happen when our own government can't put aside their differences and agree on a Supreme Court nominee?
- I will not teach the presidential election, as I am frustrated with what is happening in our country. We need to stop blaming each other for things that aren't right, and work together for a solution.
- At my school, we have always had problems with hurtful and disrespectful comments toward minority groups but the statements have gotten worse it seems since the presidential election.
- The political climate is scary to my students because they fear their future despite their race. We learn about disproportionate impacts on populations with regards to environmental factors and they are aware.
- I am a university supervisor so I am in three school divisions. I have had conversations in all three divisions about the rhetoric in the campaign and how that is impacting instruction. I've spoken to social studies department heads who have had numerous parent meetings to discuss removing Islam from the World History curriculum (the historical background is a major standard in Virginia)
- I have heard more anti-immigration from adults but not students. As a teacher of mostly first generation or immigrant students, their discourse is one of disappointment and fear.
- I teach university level legal research. Consequently, my student population is multicultural. As a result of this demographic I seldom here any rancor regarding this election cycle. Frankly, my students see this election cycle has more of a circus than anything else.
- My students have been civil in my classroom about the comments by some presidential candidates, but we discuss them and whether that kind of talk is useful or mature. Some minority students have a different view, but the conversations have been fairly respectful.
- There has been an increase in hate symbols worn by student and parents to school and administration has not addressed the problem.
- When students tell me that they cannot repeat in front of me what was discussed in a debate there is a problem.
- We have a diverse politically aligned community and I emphasize that we are discussing, not debating in our

#### Q4. If you would like to comment on any of the questions above, please do so.

weekly current events time. I try to emphasize that in our structured student-led discussions they have a unique opportunity to try to understand the other side, not to convince anyone of their opinion. I think it's led to high level of civility, but I don't know if it will hold when the parties are solidified behind candidates.

- I have a large population of undocumented students in our education community. I am worried about them and their future
- I have not noticed an increased amount of bigoted rhetoric. My (mostly white, middle class) school is fairly respectful anyway. One thing I have addressed head on is their right to advocate for any candidate, but simply quoting said candidate does not mean the student has provided evidence or support for any given claim. I always remind my students they need to seek out credible sources with strong ethos because simply parroting a candidate (ANY candidate) does not mean one has researched an issue well.
- I am at an elementary school so many of our students are not aware of the political issues
- FYI, I teach 7th and 8th grade social studies in a team of three teachers.
- Over the course of this year I have noticed a growing tendency to joke about political issues and about the rhetoric that's out there in the media (and it's not even an "election year curriculum" this year; we're teaching social justice and civil rights). Many of these students seem to take the political discourse less and less seriously than this age group ever has before, and that concerns me even more than if they were worried or against any particular group of people! If they take it seriously at least we can work with that but if they think it's all a joke, it's harder to get them to feel as if it's something important.
- Current bombings and violence around the world (such as in Brussels) causes concern about specific groups more than politicians arguing.
- I have students who have chosen not to apply for the Dream Act because they and their families are afraid of what might happen after the election and if Trump becomes President.
- I know that the Muslim students on campus especially those students who choose to wear the hijab have faced additional scrutiny and feel people staring at them more. I am certain it is worse for students in high school and lower grades.
- You didn't mention the specific issues of gender bias and one of our local schools experienced students wearing anti-gay "badges" and even posting anti-gay posters on the windows of a LGBT High School Club. This made the news and has been a topic of discussion in our District because it involves freedom of speech but may cross the line to become harassment and hate speech.
- Students avoid sharing to prevent arguments about being Democrat or Republican.
- The lack of professionalism from the candidates is disgusting. Every day I instill the importance of truth, professionalism and community in my students yet the leaders of this country display a lack of all ethical and moral behaviors.
- My students in one class put me on the spot and asked me my opinion as teacher about their question? -- "Has the Republican party in its two leading presidential candidates become overtly systemically racist?" I answered them with a recent publication of mine. Free download here -- "Racism, Pedagogy and the Renaming of the USA," *Race and Pedagogy Journal: Teaching and Learning for Justice*: Vol. 1: No. 1, Article 4.  
Available at:  
<http://soundideas.pugetsound.edu/rpj/vol1/iss1/4>
- I teach in a privileged community, so comparatively few of my students have families who are currently direct targets of most of the current rhetoric.
- I would love some resources about how to teach this election. It is challenging to balance the freedom for students to form their own opinions and recognize the rhetoric out there that hurts large groups of Americans. On the positive side, I feel like more kids than ever are tuning into the election, showing interest, and following what is going on. I find this to be great and want to support them in creating their own well-thought opinions to issues that come to the forefront during election years.
- The election has also lent itself to some interesting conversations in the fairly monolithic community where I teach. A Trump supporter looked at a non-Trump supporter in amazement when he said he would never vote for Trump. He asked the student, "Why wouldn't you? What's wrong with Trump?" The Hispanic non-Trump supporter replied, "I'm Mexican, how could I support Trump-he hates Mexicans and immigrants?" The white students seem to be oblivious to the fact that they are in classes with immigrants and people who are discriminated against.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I work with English learners and their families. Some of my students are immigrants; many are first-generation Americans from mixed-status families. I have had first- and second-grade students ask me, "Will we still get to have ESL class if Donald Trump becomes president?" and "If Donald Trump wins, my mommy said we have to move." It breaks my heart--and makes me sick.
- Knowing how important it is to be educated and knowledgeable about the impact of the present presidential elections, I have been covering it in-depth in hopes that my students will take the higher educated ground than the mud slinging that is happening.
- None
- I would like to teach the process in a way that is unbiased.
- I am the principal of a very diverse K-8 school. We are a language immersion school (French and Spanish). Just the other day one of my 3rd grade teachers came to me with concerns about this very issue. We have children from all different backgrounds and many of our teachers are in fact Nationals from other countries so it is tricky. We would love to have better grade level/ age appropriate resources. We use restorative justice practices in the classroom so when we have a conflict or a problem we can hold a solution circle, but teachers really need more help and guidelines about what to say and what not to say.
- As a principal I am trying to develop guidelines, but I need help. I feel very strongly that we need to respect different opinions, but that the platform and policies put forth by Donald Trump, for example, are in conflict with the very mission of school and I am wondering if I can use that as a guideline or way to discuss the issue with my teachers.
- Many of my immigrant students are concerned about themselves or their families being deported. Some have reported instances of bullying and/or violence because of their ethnicity and/or religion. It works both ways, too. A white student, with a shaved head, has been accosted as being a "skin-head" racist. Also, I teach in a credit recovery program that targets youth ages 16-24. Most of our students are 18+, and they not only need to vote, they need to understand what can happen to them, the poorer, socially and economically disenfranchised, left-side of the bell curve, as a result of the elections.
- It would be better and proper for educators to not voice opinion regarding candidates, issues and possible outcomes.
- It is unprofessional for teachers and others in charge of children to act in an activist manner.
- Tolerance has become a divisive term. It is understood as an agenda and an imposition on freedoms. Learning about the Civil Rights Movement is understood as against the beliefs of some individual students and students express these beliefs as if they are similar to religion. These are the challenging and challenged understandings of university level students. In addition, administration has made errors that run counter to a commitment to diversity and have had failings to express empathy or critical thinking. This has heightened the resistance expressed by some students when engaging in lessons intent on Teaching Tolerance.
- I am using this campaign to compliment the continued existence of fear mongering and the unfortunate circumstance of what appear to be an uneducated population following scare tactics. I've used it to compare the Japanese Internment with what "could" happen with our Muslim citizens should Trump be elected. We have talked about fear of Islam in the face of a tiny group of radicals - and the vilification of ALL Muslims even by presidential candidates.
- I teach at a school that is nearly 100% people of color--predominantly Latino--and the level of fear is definitely rising. My students are very worried about Donald Trump and what he would do to them and their families.
- As a small school, we don't find that among our community there is discord, but outside of school in the larger community, town and in the media, our students hear the uncivil and distasteful rhetoric.
- I teach at a youth detention center, where many students are Muslim. That probably had a lot to do with my above answers.
- My school is primarily a Latino school with 98% Latino and 2% Asian. Their fears are that if Trump or Cruz become president they'll be deported or separated from some of their family members.
- I teach at a university in a school of social work. I continue to use your resources.
- I work at a small charter school, and because of the class sizes and long-term relationships the students have formed with each other, there seems to be less uncivil discourse at my school than may be occurring at others. I have had to gently remind students not to

#### Q4. If you would like to comment on any of the questions above, please do so.

make Muslim jokes or comments, and they responded positively.

- I do speak to my students about the rhetoric they hear and tell them that the comments made are not considerate of immigrants that have actually benefited the country.
- The majority of students in my school are immigrants, refugees, and/or Muslim. I have not seen any evidence of an increase in anti-immigrant or anti-Muslim sentiment within the school, and I suspect it's either because this is the norm for our students or just because I'm not subject to it myself. However, students have told me about statements and incidents outside of school that show that they are aware of the changing climate.
- We are not allowed to discuss politics in a non-government class.
- I show Mooz lum in my units on Diversity in Health care to help foster a sense of empathy. I have 3-5 Muslims in every class.
- Although I have heard quite a few students spouting anti-immigrant or Muslim rhetoric I have heard many more speaking out against those types of views and expressing better, more tolerant, values. But there has been much more debate and interest in the presidential election when compared to 2012.
- My school is located in a fairly conservative district, and therefore many of my students hold their parents' viewpoints. It is a challenge to go up against a community of parents with strong views.
- My K-5 students are saying unkind things to each other like I have NEVER heard i.e. "I hope Trump gets elected then "so and so" (insert a classmate's name) will have to leave our country!!
- I have heard about some ethnically charged language that I haven't heard about before, but at the same time seen a push-back against that by students and faculty alike, who have stood up in support of minority groups on campus. We also have students who are doing volunteer work among the refugee population in our area.
- I teach a writing class and weeks ago did a unit on media consumption/literacy and critical thinking. My students were identifying propaganda techniques in ads and then in the candidates' platforms on immigration. Because they studied Sanders, Clinton, Cruz, and Trump, I was able to avoid taking sides (things weren't quite so ugly at that point). They filled out handouts

about what each candidate's platform said and didn't say. Then they found the propaganda techniques in all of the platforms (because, truthfully, everyone uses them, and they are not necessarily bad--just techniques people use naturally when they are trying to persuade). This unit opened up some dialogue, which was all good and constructive. And my students immediately spotted how vague certain candidates' platforms are! Oh, I also had them spend time on politifact's website seeing how candidates have scored for honesty. That spoke volumes without me having to say much at all--other than to note how credible Politifact is as a source.

- I work with younger children (Kindergarten), and even they are picking up on the divisiveness of this election...from their parents and family friends...we usually hold a "mock election" but have not this year out of concern for our students.
- My students / cadets are well above all that
- There is a sentiment illustrated by groups that are non tolerant and who believe they should think, speak and act as they please without regard for others. I find it frightening!
- My school is an international school, so there are less "immigrants" but more "foreign residents." There is a conscious effort to minimize anti-Muslim bigotry, although it is still there, as is other anti-sentiment that goes along with being human -- why we need Teaching Tolerance!
- Students at my school generally have educated parents. We live in a university town surrounded by farmland. Many vocal students are anti-trump, but in a joke-Y way. I worry that students hearing a trump sentiment at home are feeling silenced around their peers and don't have room to appropriately explore the political landscape. This could lead to compounded ignorance for all students if there aren't open and thoughtful conversations.
- I teach at a diverse suburban elementary (K-5) school in the San Francisco Bay area. Although the student population is a little over half white, about one third are designated as English learners speaking 21 languages other than English. Many of the families of English learners are newcomers to America who bring languages, cultures, and customs from various nations and ethnicities. Since students have daily contact with these who speak, look, and act differently, they can take it in stride and easily accept. AND - for the most part, elementary school students are fairly apolitical so there's not a lot of volatile rhetoric or acts.



#### Q4. If you would like to comment on any of the questions above, please do so.

- I'm sorry. I am a Family Educator for Early Head Start - my age group is 0-3. However, I am certainly interested in any and all information from your organization.
- I teach adult immigrants, so it hasn't been so much that there has been increased anti-immigrant/Muslim/etc. sentiment expressed by our students, but that our students are feeling and fearing these sentiments being expressed towards them. The arguments brought up during this election season have divided some students, but not much. There is a lot of anxiety, and also an increase in students applying for citizenship, in the hopes of being able to vote in the election. :) Oh, I also had my first student ever attend a caucus!!!! (And she stuck out the hour and a half long wait!!!)
- My school and principal are pretty much zero tolerance to any kind of discrimination, prejudice or racist rhetoric.
- Teens are so caught in drama anyway. This election is like watching a soap opera. It does not give the best image of ANYONE, regardless of party, running this year. I've heard people say they are ashamed of how it looks to the rest of the world.
- I teach in a private Jewish school in a relatively affluent and liberal community.
- Guidelines on teaching about discrimination, history of racism from our past. A re issue of the units on the Internment camps of the Japanese -Americans. The role of civil rights/human rights organizations in defending diversity.
- When political candidates talk of internment camps for Muslims, we must act and talk of our history. How far we have gone since the days of WWII.
- I actually do feel nervous teaching the 2016 campaign, but I feel obliged to make sure the students recognized rhetoric and polarizing language when they hear it.
- Many students, including my special education ones, can see what a bigot Trump is and are motivated to vote.
- The students are more vocal about this election and it's a great opportunity to educate them on the facts versus gossip about all presidential campaigns. It's also a great opportunity to teach them about media bias.
- My students are mainly Hispanic. The discussions on the Republican side seem to confirm the idea that many of them have: government is corrupt and does not serve the people. This makes me very sad, but very determined to continue to forge ahead.
- It is not just the election campaigns that are at fault. People should be able to disagree without being disrespectful. Our Republican Congress has set a very poor example for students. They have behaved like small children who did not get their way so decided not to play. I am embarrassed by their actions towards the President. They do not have to agree with him, but to talk the way they do and fight him on everything instead of trying to find a way to help the people is not what we expect of them. Shameful!
- The 2016 presidential election has actually encouraged me to teach my Head Start children about voting in the month of February. I wanted them to understand the importance of the concept of choice and the power of voting for things. I used the book *Grace for President* (DiPucchio) which begins with a poignant question "Where are the women?" That question provided deeper discussions about equity, equality, family expectations of various family members and gender issues.
- I have talked to families who are afraid of living in this country after the election.
- Our students are horrified by the lack of civil discourse. We are committed to making space for them to communicate, learn and be empowered in the political process.
- I teach at Tribal school (high school) and the kids all believe Trump would take away Federal aid to their families if he were elected. They're the first to point out the ways he's like the fascists they're studying. They're great!
- I teach ELL students, most of who are new to the US. Elections have always been a fascinating, yet complicated topic. I typically feel comfortable describing the process objectively and presenting various opinions on different issues. This year, I have expressed my personal opinion on many occasions, but I'm a little uncomfortable with that too. I don't want my newcomers to feel as though Donald Trump represents our community's feelings towards them. I feel compelled to speak up. However, I have always been taught as a teacher to be objective and keep my personal opinions and feelings out of my classroom, lest I be accused of trying to persuade students or to put down others' ideas. I'm conflicted and am at the point where I hope they stop asking about the election.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I am most amazed that these "educated" young people are favoring Trump! As young people, one can only assume they are echoing what they hear at home.
- What I see: There is more Anti Semitism / and / Anti Christian than there is Anti Muslim. There is more anti conservative than there is anti liberal.
- I am concerned about how you have changed YOUR ROLE... I used to lean to you; I do not as much. Disagreeing does NOT EQUAL Hatred. It is our job to identify where all 'sides' stand and teach students to DECIDE where they lean based on THEIR VALUES and BELIEFS. It is OUR job to teach them, 'you don't have to like it, but you can choose to understand / and / or not judge it. It is superficial and irresponsible to point a finger at someone who disagrees with 'illegal' immigration. There is so much more to this entire discussion that is not addressed. We do not have to like how someone expresses something. We do not have to agree with how someone expresses it... but shouldn't we focus more on NOT making a judgment and trying to 'help understanding' from ALL perspectives. Teachers have become more openly opinionated in ways that they should not. You have become more opinionated in ways that I hoped you would not... where do we begin to stop, not react and try to understand? I don't think you are as helpful as you once were. I hope that you consider a more neutral approach. Thank you
- The inflammatory rhetoric didn't start this election season, although it did increase noticeably since the start of this election season. Starting in 2008, I have struggled (here in Arizona) to teach about the presidency. Even when not directly talking about President Obama, about half of my class has consistently made disrespectful comments about President Obama. Such comments range from him being a Muslim to him being "stupid". It has been a struggle to orchestrate a conversation about political ideas.
- My school is exceptionally diverse, and I believe we do a good job of listening to students. So, while the election has been a regular topic of conversation, I think most students feel comfortable sharing their concerns and their outrage. The difficulty for us rests in the students whose views are reflected in the acrimony of the campaign, so it's a bit of a tap dance to ensure that discussions root in issues, not incendiary language.
- Our school is the non-traditional choice high school in our small, mostly white town so we tend to attract students whose viewpoints are different from the mainstream. While we haven't seen or heard much disparagement regarding immigrant status, race, or religion, there are concerns among our students from a lower socio-economic background. I am somewhat hesitant to directly teach about the election because I am an English teacher, not Social Studies, but we have grazed the topic while reading & discussing themes in *To Kill A Mockingbird* and *One Flew Over the Cuckoo's Nest* - students are noticing parallels with topics like racism, prejudice, ignorance, mental illness, and how basic point of view + experiences affect people's behaviors and attitudes.
- I teach in a diverse community with students from all sorts of backgrounds. There's a lot of empathy for refugees and a lot of anti trump sentiment. (Thank goodness).
- Unsure how to address the election with middle school students
- I have heard students who are from Puerto Rico believe they will be "sent back." I jump into their conversations and assure them of their rights as citizens. Others who are not of voting age, I encourage them to have their parents to vote. I'm an unemployed Social Studies teacher, but as a sub covering any course, I speak to students about the importance of voting.
- My students made the connection between their current study of the holocaust and Trump.
- In regards to anti-Muslim sentiment; this has increased not just because of the election but also due to the terrorist attacks that have taken place this school year. There has also been an increase in hostilities in regards to race relations at my school.
- Most of my students are born here and their parents came illegally. I work in New Brunswick, NJ population is 98% ELL. I have been working in my district for almost 15 years and there was hodgepodge talk in the past of raids by INS but there have been recent deportations and surrounding cities and states have taken people from their homes in the middle of the night. When my students express concerns it always begins with my mom told me so I listen and then very gently say, "I don't want you to worry about anything and since you heard about this from your mom can you discuss further with her" also our guidance department has sent email alerting us and offering availability if necessary. I want to say, "I don't want Trump either and if he's president I will go with you"!
- Students are very engaged, and I am very proud of the way most students have understood the bias and prejudice.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I teach in an elementary school and not near large immigrant populations, which is why it doesn't have a large impact of conversation. However, I do wish to discuss the election but am uncomfortable with the dilemma of promoting respectful dialog without calling out candidates (one in particular) on their failure to do so.
- I teach 6th grade and usually look forward to teaching about candidates and issues. In the past I have had my 6th graders write letters to the editors of our local newspaper. Many of which have been published...I hope their letters motivate others to vote.
- I teach at a Title 1 school where 62% are Hispanic and 78% of the students receive free or reduced lunches. My second graders are scared. They're scared of being sent back to their native countries. They're scared of losing their education. As their teacher, I hug them each day and let them know they are safe and they are loved. What will our future president do for our children? I am scared, too!
- Teaching college Sociology introduction to race-ethnicity: More students bringing up "illegal immigrants" on papers, and resistant to changing terminology to "undocumented" or "unauthorized" immigrants because the media tells them "illegal" is an accepted term. Giving examples of stereotyping in reference especially to the Trump campaign, one student took notes, and eventually sent a complaint to my department about his grades. He wrote about being discriminated against in Minnesota for displaying Confederate flag, and gave a final presentation with the theme that "Democrats are more racist than Republicans" by leaving out the Southern Strategy and Civil Rights Bills (taught in the class) which changed southern politics. First time any student wrote a complaint, and seemed to feel supported not by the university but by the election year climate.
- To put my answers in context, I teach 1st grade at a progressive independent elementary school, so my class is obviously not impacted the way an older classroom would be. Every child in my class but one hates Donald J. Trump. If anything, they are learning the lesson of respecting the one child who likes Trump, but I did let them chant "Dump the Trump" a bit one day when that child wasn't there. I just don't let them make fun of or get angry at the child who supports Trump. What is different for me in this election is that I feel my job as a teacher is to stay neutral and not share my own views because I can't "teach" them who to support. But when I have students ask me if it's true that Trump has said such-and-such things against Muslims and against women, I do say yes, because the things being repeated are what DJT has actually said. I have supported my students sharing what has been said with the one child that does like Trump because I follow NPR avidly, and I've personally heard Trump say these things. I then am helping them understand why people might have these fears of Muslims or say things that belittle women, and the challenge is to do so in a way that is age appropriate for first graders, is honest, is empathetic to their fears and passion for fairness and still allows them to respect this one Trump supporting student. I do correct their inaccurate questions, like "Why does Trump want to kill China?" and try to explain better what someone might want to change about our relationship with China as a country and present both views. But I cannot remain neutral about D.J. Trump, not and keep my self-respect while respecting my student's fears, concerns and passions.
- I'm not hesitant to teach about the election. However, I am hesitant and scared about my school population if Donald Trump somehow wins the presidential election.
- I am substituting mainly in middle school. Most of the students are Hispanic and have become very anxious about what some candidates have proclaimed.
- Most of my students are Latino, and they are concerned that if Donald Trump is elected president, their families will be deported.
- Not sure how to respond to questions has students are dedicated to the conversations they hear at home.
- Some of my students, mostly boys, seem to admire Donald Trump for his outrageous statements. It's tough to have a civil conversation with them without getting dragged into political talk (which is frowned upon by my district) or just getting dragged into a pointless argument. Donald Trump's rhetoric is rapidly undoing many of the years of slow, deep, meaningful work that our school has done around equity.
- The informational text from Teaching Tolerance is helping equip my pedagogy with high-level teaching as well as critical thinking from my student body. Thank you!
- Students K-12 show genuine sincere concern of Donald Trump's anti-groups comments and the negative energy he exhibits in favor of aggression. Elementary and middle school students often mention the parallels of bullying. Some students showing physical anxiety and fear of there being a Trump presidency. Students K-12 more interest shown towards importance of global empathy and compassion of mixed groups.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Any hesitation comes from the fact that most of my students are K-2 and really don't have much if any knowledge of what is going on and developmentally, I don't feel that they should.
- I believe teachers need to be encouraged to teach and discuss the election and discourse of this elections season. Many schools and districts tell the teachers that they can or should not touch these topics with students. There are to many good teachers that can have excellent lessons on this topic and should be allowed to do so.
- I teach ESL students. It is frustrating because I need to teach them what politics in the U.S. is (was?!?), what is different this year, and why. They are VERY concerned about what a Trump presidency would mean for them and their families. I don't really get the anti-Muslim stuff because this is not a large percentage in our student body and all of my students are from Latin America. And, I am hesitant to bring that up because my plate is full enough already. Am I a coward? Perhaps. I teach balance of powers to help them relax a bit about what will happen after the election. I would like to teach about voting and making a difference, but I have trouble with this because most of my students and/or families are illegal. I want to discuss tolerance, or the lack thereof, but most are newcomers, and are afraid of making any waves by saying anything. Any suggestions? Given what I have read about in other schools, our situation is quite good, but I worry about what is bubbling under the surface. Thanks for listening. These things were a lot easier to deal with when I was teaching Spanish to U.S. students. This is just my first year in ESL, so my approaches don't make as much sense as they used to. Trying the best I can,
- All the politicians say what they want us to hear. As a school counselor I depend on our local politicians for help not federal government. They have no clue what we need with children's issues.
- Our school is extremely diverse ethnically, religiously and socio economically. Our principal's motto "we are one" has been a source of strength and comfort to our students in these hateful times. As the director of equity and ELL I am proud of the ways we've been able to support our students by providing them space to express themselves and share concerns for their loved ones who experience discrimination in various ways.
- I teach in a majority minority inner city school. We have many students who are Latino/a, Muslim, or other immigrant. They feel uncomfortable about Trump, but they themselves are not swayed by his rhetoric.
- I teach at an inner city public charter high school with a majority of Hispanic students who express fear and anger toward Trump's rhetoric.
- We have used the campaign as an opportunity to learn how to research reliable information, how to evaluate statements from the candidates, and how to discuss and debate among ourselves with respect and evidence.
- I teach 2nd grade in Texas and my students are afraid that their parents, family members, babysitters, housekeepers, etc. will be deported.
- An angry America makes for an angry array of politicians. This Real life TV generation tends to feed off of high drama even and sometimes especially if it's cruel. What has an adverse effect on my generation - shocked at the intolerance and ignorance-seems to provide the current generation with what they crave.
- I teach college courses to mostly freshman-an age when too many are still prone to spout the ideological beliefs of those who raised them-at a 'liberal' state school, yet I still feel an unusually high level of stress and discomfort even entertaining trying to discuss this shit-show of an election cycle with my classes.
- Working at an elementary school, I was still surprised to learn how little the students know about the election. Talking with high school students is not that much more encouraging. Seeing some of the news programs with their interviews with college students was the most discouraging of all. If Americans had to pass the test given to potential new citizens, I think that most would fail.
- I am unsure of the direct causation.... as in blaming the campaign.
- Because I am an elementary education language arts and classroom management professor, I have no real curricular tie to the election.
- If there is a way that students could take an ethics test, and civics test, that provides scenarios and what-ifs, and then measures for them what party or organizations have their same causes. Unfortunately a two party system does not have enough diversity to adequately give Americans choices, and it is so outdated for 2016. Why is it only left or right? What about up and down? Sideways? Diagonal? Riding the fence? I think we're stuck in a rut from the olden days. Political parties should be plentiful, and viable. Then, after primaries, they could join forces on issues that

#### Q4. If you would like to comment on any of the questions above, please do so.

align-environmental justice, social justice, conservation/environment, climate change, habitat loss, water scarcity creating more refugees and terrorists. I could go on and on...

- We've got to listen and look hard at the hateful rhetoric, then move on to providing real solutions and good conversation. Debate and disagreements don't have to become a mud slinging fest.
- We have a wonderful multi-cultural school where intolerance is not "tolerated." Kids are encouraged to speak, but gently guided to an understanding of the importance of acceptance, respect, and recognition that we are one race and one human family, with hundreds of unique cultures to celebrate. When I taught the lessons mentioned below, students immediately had opinions about current presidential candidates, but I immediately redirected them to the theory of the lesson and the story.
- I often tell people, particularly Trump supporters, that until they have to look a teary-eyed Muslim child in the face and assure them that they and their family are not going to get deported because I refuse to stand by and let that happen, they will never understand the problem...
- I am a substitute teacher. I would follow the teacher's plans, so I can't choose to teach about the election process. I have had teachers have their students vote on things with a secret ballot. I have seen positive information presented and respect expected.
- My rural junior high is heavily Mexican-American and farm worker families. They are strongly anti-Trump, but I don't sense any personal fear. We just enrolled an immigrant from Yemen. I have not picked up on any prejudice that he might be facing.
- Elections are always controversial- this is just another learning opportunity. I think most of my students see the candidates as acting ridiculous and realize they are not acting as appropriate role models.
- The school at which I work is incredibly diverse - indigenous American and Hispanic/Mexican. Fear is more the issue that racism.
- I've seen more racially insensitive comments between students, and also from adults this year than in previous years, though not much that relates to my students who follow Islam.
- If someone answers yes above, you cannot assume they are immigrants. ONLY my students who show support

for Trump face bullying and restrictions on their freedom of speech.

- How do we address the issue of free speech and demonstrations? How do we encourage critical thinking when talking about the issues and where the candidates stand?
- I teach 8th grade at a middle school. Although I do not specifically teach a government or social studies class, topics around the election are brought up in my ELA class when we read/discuss current events. Information about the election comes into the hands of my students from home as well, but I feel this is at a minimum.
- We have also spent time on understanding the history behind the Syrian situation and in the past I have taught history of Civil Rights in the US. The kids I teach do not make up a diverse group at all so it is important to help them understand the larger make up of our world.
- That brings me to the "low level of agreement" with the questions asked above around any type of anti-sentiment (anti-Muslim, anti-immigrant, etc.). I am not saying we are a community of total acceptance for any group, I feel it is their lack of experience with a variety of groups that simply has kids wondering, "what's the big deal?" It is pleasing to hear they "don't understand why you would need to treat black people poorly or unfairly," or "why is Donald Trump so angry with ALL Muslims?"
- My school community is basically made up of middle to a lower socio-economic group of kids. They are mostly white and rural and not particularly of any religious faith. So, sadly, in my opinion, these kids are lacking in an understanding of their government and this election process.
- My school has a unique diverse community of students - the majority of whom can point to one or two generations back who were immigrants. The students who have expressed a hesitancy to voice their opinions at school are conservative leaning.
- Trump's blatant hatred and scapegoating has made some of my students more cognizant that immigrants are people how important it is not to use terms like illegal alien. However, adolescent males are especially attracted to Trump's bullying antics, even if they don't support his politics.
- I teach in an urban school with many minority students. They are terrified of some of the republican candidates.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Some of the Hispanic students are worried they (or their families) will be deported if Trump wins
- I teach Kindergarten, so there is little to no buzz.
- My students are concerned about the anti-immigrant sentiments of Donald Trump and his supporters. About 90% of my students are Hispanic, so they feel that what he has to say is an attack against their community.
- I watch the news extensively in both the morning and evening. I choose not to even discuss the topic with my students because the rhetoric is so extremely objectionable from one candidate that I don't feel free to even discuss it. I take a non-biased position on political issues with my students in English writing class. This election season has not been one I am willing to discuss in the classroom with students. We discuss other global news issues, and actions that students can take locally to bring peace to our local environment in the wake of current events in Europe.
- I think it is really sad that all of this unprofessional behavior has been going on. The kids talk about the election like they are discussing a street fight.
- Students are worried, afraid, feel both angry and afraid to speak out. They are horrified by the vicious rhetoric and can't figure out why anyone is allowed to speak the way Trump and Cruz do. Please note, I'm getting his concern from my students who have chosen to self-identify in class as coming from Republican families as well as those from (again - self-identified - I never ask) Democratic families.
- It is difficult to teach both sides this year since I am so deeply offended and revolted by the racist, bigoted, misogynistic, xenophobic sound bites spewed by the top two Republican candidates. How far it has strayed from the party of Lincoln. All I can think is how this is how Hitler, Mussolini and other fascists came to power. I teach at a very diverse school that has many immigrant families from Mexico, Thailand, Bulgaria, the Philippines, Armenia, and Muslim countries. My students are concerned.
- My National History Day students will not stop talking about Trump! (Not surprising that kids keen on the social studies would have many comments, including creating their own political satire, but still...) I have had to ban his name from discussion, and have had to tell the students to return to their projects studying events in 1963, 1942, 1909, etc. Trump is banned for the duration till the state contest is over, and so is any other discussion of this year's election. I have never had to do that before. We have also gotten directives from the superintendent and curriculum director not to discuss the election. But keeping talented social studies students in check, when social studies is what they DO, has been really difficult. Trump has been a clear distraction in the classroom, in a way I have never experienced before by a political candidate as a teacher. As far as the immigration issue is concerned, at least that has been somewhat educational...sort of. Two students have projects dealing with immigration in the early 1900s. Unfortunately, as they have worked with primary sources and done analysis, they are making too many comparisons with today's campaign rhetoric and noticing that current negative comments from candidates about immigrants sound like they are straight out of the early 1900s.
- I teach at a predominantly immigrant school with a high Muslim population. We have worked assiduously to combat Islamophobia, which students hear all around them outside the school. Teaching Tolerance has a presence in our school as one aspect of combatting prejudice.
- My school's population is about 65% Hispanic. Many of my students or their parents are undocumented and are worried about their future. Some of the parents of white students have become more vocal about their children receiving a "fair" education, since money is being allocated for "illegal" students, as they claim.
- Our school is 90% ELL students, and many of our families are very concerned about what the country will be like if Trump becomes President. It's very hard to empower people to take part in politics and making the world a better place, when our supposed leaders are acting like spoiled, mean children.
- Most of my students are outraged by the bigotry and racism displayed by the candidates ... particularly appalled by Donald Trump.
- My students are incredibly smart when it comes to politics of today's world. Understandably they generally mirror their parents' discussions and we capitalize on that in class discussions. They seem ready for a change in political leadership and welcome the rhetoric and colorful language used during this campaign. Over half of my students have stated they are tired of political correctness and just want to be told the truth.
- The lack of credible choices does have me concerned. But I really do not like knowing that our politicians are ruled by big money and the Koch brothers.
- I have many outspoken students from immigrant families who are courageously speaking up in my classroom!

#### Q4. If you would like to comment on any of the questions above, please do so.

- Donald Trump is the most divisive candidate I have encountered since I began teaching.
  - My young Muslim students are afraid that if Trump is elected president they will have to either leave the U.S. or be required to wear a badge stating that they are Muslim. Even my students from non-Muslim countries are concerned.
  - I had a group of 6th graders closely watching the primaries and debates. After Trump's sexual innuendo I had to stop recommending they watch and participate in conversations regarding the debates.
  - I know something is wrong when I ask students to list people they believe have courage, and several of them listed Donald Trump. When I asked them how he displayed courage, the response was along the lines of "well, he has to stand in front of a lot of people and tell them the truth." Yikes.
  - Students would benefit from unbiased facts about this election.
  - I haven't seen an increase in my educational areas but in my church and neighborhood (grocery store, gas station, etc.) I have seen more strained relations and felt a palpable sense as if our community is having more trouble trusting each other.
  - We have many international students at our Catholic High School. We have a few Muslims. There are only a handful of students spewing hate. The vast majority is opening up their minds and hearts to a world of diversity.
  - I am afraid for their future, depending on the candidates who end up representing their parties.
  - My school is an elementary in a close suburb of Detroit. My population while diverse doesn't seem affected by the anti immigrant sentiment sweeping the election. From my perspective in 1st grade, I am more concerned about the dysfunctional, immature adult role models our students witness running for president!
  - My immigrant students are very worried about the deportation laws. Their families are here illegally and it's scary to them to imagine someone in power that might disrupt their lives.
  - I teach at a selective independent elementary school in [NYC]. My students are liberal and wealthy and, on the whole, white. They read about and discuss current events almost every day in my classes. They are thoughtful and concerned young adults (13-year-olds).
- I do have two Muslims in the class and they write articles for our school newspaper on Islamophobia. We are not a representative school in any way, I am quite sure.
- I teach in a sanctuary community in which undocumented residents are not normally challenged regarding their immigration status. However, I have had a number of students tell me that Donald Trump hates Hispanic people, that he hates Muslims and that their families are afraid they will be arrested or deported. I teach 6th and 7th graders!
  - I am disappointed in the candidates that are making derogatory comments about entire groups of people. The bullying, inflammatory talk is disgraceful for our country.
  - My students are talking about how stupid they think most politicians are acting. They think politicians are corrupt, liars and out for themselves only. Very little support for any candidates, except some like Sanders.
  - Because of all the interest in the election due to the unprecedented personal attacks during the primary season, my students have an increased interest in following it. Just for all the wrong reasons.
  - The students that are the most concerned are students who were not born in the US, as well as their family members and friends.
  - I am most proud of how my students responded when I asked them how they would respond to a student coming to school wearing a t-shirt supporting a candidate with divisive views and rhetoric. They responded with inclusive language, assuming the positive about others' views. They give me hope.
  - Children, no matter how skilled or practiced at critical thinking, parrot what they hear. And they hear everything.
  - I often feel like history is repeating itself to a certain extent. I am currently teaching about Japanese Americans and their experiences in internment camps. Some of the discourse I hear regarding American Muslims in today's society makes me wonder if the same types of things were said about Japanese American citizens prior to them being placed in these camps.
  - I do not believe that the school is doing much to educate students about voting.
  - Mostly what I have encountered is some concern from my students about what might become of them and

#### Q4. If you would like to comment on any of the questions above, please do so.

their families. I teach ELLs from various nationalities, particularly Latino students. I have told them that no matter what these candidates might say, they cannot simply chase away families or hurt them, by law. I tell them not to listen to hearsay or negative speech, but to think for themselves and do some research into how our government works. It is interesting that my most conscientious students are 5th graders, who felt comfortable enough to speak to me about this. We are currently doing a unit on the American Revolution, Protest and Freedom.

- It is very difficult to remain objective in presenting information about the debates
- Uncivil political discourse has existed for several years now.
- My hesitancy to teach about the election is not due to the usual comments about candidates. It is more about the emotions that surround Trump-both pro and con.
- The rhetoric of Donald Trump et al has caused violence to become part of 'civil' discourse. He MUST NOT be allowed to become the head of government.... the result would be at the least unrest and at the worst an increase in international tension.
- Additionally, our international standing would plummet. He is certainly NO diplomat, but rather an agitator who does not believe in negotiated outcomes.
- More than ever teachers have to set the norm for polite political discourse. We are needed all the time to help discuss things like immigration, the history behind the exclusion of people in this country, rights of women, and the need to tie events of today to the events of the past including WWII and other moments in our globe's history. They need to imagine and understand that we are all people whose rights have been jeopardized. As Americans we owe them the truth and the promise that we will work with them to achieve a just world.
- We live in a conservative area, and many outspoken students are commenting on the president and Trump. Some comments have been upsetting to other students (2nd grade), and we have had to have several talks about respectfully disagreeing, and not attacking a candidate or office-holder personally when we disagree with their ideas. This is hard when students don't really understand what they are parroting. :(
- I am generally the only white person in the room during my classes. Needless to say, we are a very diverse school - with large Latino and Muslim communities. So questions one and two don't really apply within the walls of my school, though I think it is

present in my students' daily life outside of school. However, conversations and concerns about Trump, and what will happen if he wins, have been present since the beginning of the school year. At this point, I'm using it as a teach point since most 8th graders don't have a clear idea of how our political system works. Additionally, we do a huge Holocaust unit and it has made me heart hurt with how many students are able to draw parallels between Trump and Hitler. Sadly, I think Trump has gotten so much air time and is so "in your face" with his beliefs, that I they don't realize there are other candidates who have just as dangerous, if not more so, beliefs about my students and their cultures.

- Although the majority of my students are huge Bernie supporters (the popularity, and we are northeast 'liberals'), Trump is a frequent topic of conversation.
- Last week a student ran down the hall screaming "Allahu Akhbar" in order to make a stir-he was not Muslim. Many students reacted by saying that is what Muslims say when they are about to kill someone. I had to spend time in class in order to explain that that was a prayer, or an exclamation that is unfortunately linked to terrorism in media, but in reality is merely an expression of faith. It was disconcerting, and disheartening, but nonetheless a teachable moment.
- I teach in a two-year college where I am struggling not with bigotry, etc. being caused by the candidates' positions, but with apathy. My students, all first-generation to attend college, say they aren't going to vote, don't care, don't know who is running.
- 95% of the 117 students I teach are actually from Mexico. Many of their parents are illegal immigrants. They are terrified that they will be forced to leave the United States. Teenagers are crying in class, students are writing heartbreaking journal entries, and some students have already gone back to Mexico out of pure fear. I am doing the best I can to teach them about the democratic process, and the importance of voting. It is so hard to look in the beautiful eyes of my students and admit that I am also frightened. Some of my students say horrible things about Mr. Trump. They want to kill him. We discuss "hate" speech, and try to come up with other words to use when describing him.
- STOP TRUMP!!!!!!!!!!!!
- Fear of slanted materials is my concern.
- I want to teach controversial issues and have never avoided them but finding materials that are balanced is almost impossible with this election. Whatever you can do to help, please help!



#### Q4. If you would like to comment on any of the questions above, please do so.

- I teach middle school - 98% of my students are Hispanic and they are anti Trump. Most of their opinions are based on what their parents are saying/feeling. However, I think this is a great opportunity teach the concept of Fallacy to my 8th grade using Trump and other politicians.
- It is very disheartening that you even have to send a survey like this out. I am happy to hear that it's not unique to my school. There was so much hope and excitement during the last 2 campaigns and now it is a complete opposite.
- I am a teacher educator and a Muslim wearing hijab. I have been here in the same position for 20 years. This has been a roller coaster ride of feelings, of being shunned, of sneers, and even oppressive remarks since 9-11. It was never easy to walk in and take my position at the front of the class but this presidential campaign and the rhetoric that is flying is so dangerous. In the recent past a student wrote a journal entry on how impossible she thought it would be for her to learn from as I was covered from head to toe. She gave me the journal about the 6th week of class when she had a change of heart but she chronicled how her feelings of anger raged at the University for putting me in this position to teach her in a Masters Program. More recently the anti-Muslim talk in the media prompted a student last fall to bring me flowers and tell me she was thinking of me. Thank you Teaching Tolerance for covering this. If it is affecting adults this way, imagine how children are feeling.
- The political tension is different this year everywhere, on social media, between friends then add middle school students who parrot what their parents are saying at home. Although that has always happened there, the choices are more extreme and the way "news" is delivered today students do not know reliable neutral sources, they do not understand the meaning of news media slanting "left or right" Lack of true journalism is a huge issue right now.
- My students cannot understand how such a blatantly racist candidate can still be in the race.
- I am more concerned about my students' ambivalence forward the racist comments being made by some of the candidates.
- I teach in a high school. What I have noticed is that my students hesitate to say anything at all. If they do speak up, they speak in such generalities. I'm not sure any of us know how to respond when we see adults who want to be our leaders behaving exactly the opposite of the way we expect our students to behave.
- The words coming out of nearly every politician's mouth just don't make sense with the world the students in my urban public school exist in. I think a lot of students may feel hesitant to speak up because they must wonder if all adults really think the way some candidates are speaking.
- I started trying to teach about the election with my middle school class, but they usually bring in ideas from their parents and some discussions got uncomfortable.
- I no longer teach because the state of Mo. makes it difficult to teach the subject in away that help young minds grow. I refuse to teach in this world because the wrong people are running the school system not the people whom need to have the voice of the one person who need you to hear them say I learn this way. Not the way you want to teach me let me tell you I can't hear you I learn this way not that way....
- I am in a rural community. The thought process is almost, "don't talk about it and it will go away" but everyone talks about it behind closed doors so the issues of concern will never truly get addressed and continue to be the elephant in the room.
- A 4th grader recently expressed concern about a return to segregation if Trump were elected.
- My school does not have any Muslim students and most immigrants are from Liberia.
- I work in a community with a great diversity and a lot of Muslim students. Everyone just seems a bit nervous and on edge.
- My students want to repeat what they hear at home. Very interesting comments.
- I teach AP US Government and frequently discuss current events. There has been an increase in students being vocal about both sides of these issues.
- I feel the elections are an embarrassment of what this country stands for and when discussing current candidates, the ideas expressed are not favorable to the ideas of acceptance I try to teach my students.
- This presidential election is an embarrassment to the process.
- We are a majority "minority" middle school, with a small multicultural mosque across the street. Some

#### Q4. If you would like to comment on any of the questions above, please do so.

Muslim students in the last few years have faced anti-Muslim comments from students.

- I am hesitant to show clips from the debates, but I'm still trying to teach the primary process. It scares me that my seventh graders mimic much of what is said but don't really have much knowledge about a candidate. I'm focusing on that...finding out how the candidates feel on specific issues.
- I am a certificated K-8 teacher, though I am currently not actively teaching in a classroom. I am, however, the host parent for a HS exchange student from Pakistan who is Muslim. He has followed the presidential election here quite closely. It is no surprise that he supports Bernie Sanders. He would agree that Trump represents a clear and present danger, while Clinton is viewed dimly around the world due to her tenure as Secretary of State.
- Student conflict (2 boys) over GroupMe conversation when a black male stated to a Student from Mexico, "When Trump wins your family is going back to Mexico anyway!" The administration used conflict resolution to resolve - BUT to think the person running for a National Office was used to harass. ????
- I feel our country has become divisive on some the issues above over the past 2-4 years. My students expressed concern after Ferguson and the outbreak of looting and damaging businesses as a form of protest. I have used many of your Civil Rights materials and educated them on MLK. My students asked me: what would MLK think of how he pushed nonviolence then & what's happening now?
- I teach mostly English language learners and immigrant students and they are terrified about the outcome of the election. There are very few accessible resources for ELLs or for students without a background of Western-style democracy and they are lost and confused.
- We are a school of immigrants, and a significant proportion of them are Muslim. Most of my students are upset about the hateful rhetoric being thrown around by the Trump campaign.
- My school is a small high school, (200 students grades 9 - 12) we have several Muslim families and it is the presence of these students that has kept things civil and kept anti-Muslim sentiment to a minimum. There have been some uncomfortable questions about why "good" Muslims don't do more to stop the extremists.
- I worked very hard creating and cultivating a lesson where I stayed neutral but taught about the current

Presidential election. I taught this "If I Ran for President" poster in 2008 but under very different circumstances and a very different election. I asked students to discuss with each other about social issues important to them. I teach middle school art at a Title 1 school. The majority of my students are Hispanic, but I also have students who are Muslim, refugees from Iraq, Syria, Myanmar. I have students from Nepal and Vietnam and China. I have African American students and Caucasian students. One of my students from Iraq used to wear a hijab. A few days after the Paris attacks, she stopped wearing it and she told me her Mother made her take it off because she was afraid she would get killed. She said she still wanted to wear it. For our project, we explored the history of political art and graphic design, looked at Shepard Fairey's Obama "Hope" poster, and students created their own posters based on their issues "If I Ran For President." We held a mock election in class. I turned one of my closets into a voting booth and had the students paint the butcher paper covering the door. I had students create and paint a ballot box. They overwhelmingly voted Democratically with about 75 % for Hillary Clinton and 55% for Bernie Sanders. Trump and Cruz were a tie at 8 votes each Rubio had a few, and Kasich had none. I took photos documenting my own voting journey, how I waited in line 2 hours but it was worth every minute, how I was in between two other educators and got to know them, how I did a lot of research on the other things on my ballot but there was still some information I didn't know. I worked very hard to remain neutral when they asked me questions since they really want to know who I voted for but I explained that as their teacher I am in a position of power and do not want to influence their opinion. I strongly encouraged them to use time inside and outside of class to research the candidates themselves and make up their own minds. I was so very moved at the issues that kept coming up over and over again: immigration and not separating families with deportation, equal rights for all genders, a high amount of LGBTQ right and freedom to marry, ending racism, stopping war and world peace, stopping bullying, helping the homeless: this is their reality.

- Many students are not mature enough to see through the debate issues and the messages from each of those running--some students show no interest.
- Maybe in the debates and history classes this may be a challenge.
- Right now my subject matter does not allow for this interest. .
- I teach at an alternative school where all of my students are teen boys and are mainly people of color. They are,

#### Q4. If you would like to comment on any of the questions above, please do so.

almost to a man, hoping Bernie Sanders gets elected. They are very afraid Donald Trump will get elected.

- I teach elementary students with mild cognitive impairments and autism, so my students are mostly unaware of the meanings behind what is being said. One or two students have simply said something along the lines of, "I don't like [Donald Trump]. He's mean."
- My students are preoccupied with the idea of Donald Trump becoming president. Many are Latino and worry about family members being deported. It is a constant discussion point.
- I worry that my students are seeing the worst in politics and politicians. Negative campaigning and saying things that have never come out of a candidate's mouth are making other candidates respond in the same way. We live in a free country, one that has welcomed people from everywhere, but I worry what kind of freedom we will have if something does not wake people up to how bad our country is looking now because of the support being given to someone who does not see the importance of American values. I talk about this election. If I can persuade others about what is happening and try to change support of a candidate that is an embarrassment to our country.
- I teach at a school with a high percentage of immigrant kids and fairly progressive kids. We openly discuss much of the disturbing content of the campaigning, but it is done quite respectfully.
- We are a school of about 20% Muslim population, and we do an excellent job of creating an inclusive and welcoming environment.
- My school has preK and toddler students in it and we are in a very diverse part of the country (in Queens County of NYC). It has been a blessing
- My school does not have a great deal of ethnic or religious diversity so conflicts among students regarding candidates' statements seem to be minimal though there have been a few statements by students that have required discussion. I think there has historically been enough diversity, albeit limited, that most students are respectful of the differences. Additionally, few students display their religious beliefs overtly, largely, it seems, because many do not have strong religious views.
- We talk openly, with established rules of respect and civility and the understanding that there are people in my classes who like Trump and like Sanders, etc., and it's OK to disagree with each other as long as our

discourse is civil and for the purpose of education and understanding

- I teach at a culturally diverse school with a mostly Muslim and Latino population. Those students feel under attack, and I feel my white students feel isolated and fearful of being labeled racist, or potentially a Trump supporter. As a result, I have completely ignored the campaign, and instead put focus on recognizing bias, acceptance of others, and the benefits of knowing people who don't look or think like you. Beyond that, I'm at a loss, so I am grateful for the Teaching Tolerance's efforts to help teachers with this daunting task! Thanks!
- We talk about the election almost every day. The loudest students are the Trump supporters. They just repeat what they hear - "Why do we have to be politically correct?" But, the rest of my students are Sanders supporters. There is a constant back and forth between the groups. They are very involved in the issues. Many are concerned with paying for college and like Sanders b/c of that. Trump supporters continue to argue that they should not have to pay for other people. They think everyone should work hard for themselves. I hope they follow through and go to vote.
- My students are mostly (80%) Guatemalan and Mexican. They are too concerned with what could happen to their families to react negatively to any other group of people.
- I have always felt that I could share information on all candidates without students really knowing which way I would vote. Even watching CNN student news has ended in booing and rude behavior. I am not at all sure how I will go about handling the election. This is my first year teaching fifth grade social studies. I will need help. Thanks for what you do.
- In regards to being hesitant, I am not hesitant to teach about the election but instead of having more open discussion as in the past--I am using more news articles (like Newsela) as a basis for discussion rather than open forum. Middle school students are more apt to repeat in discussion the exact viewpoints their parents have stated---and some of these opinions have been quite extreme in this election. THANK YOU for asking the question about students being concerned about what might happen to them or their families. This has been the hardest part of teaching Election 2016. The saddest comment (in my opinion) that I have heard so far is a student who stated, "my mom said we are going to have to be extra vigilant if Trump is elected because the KKK will get more powerful and other hate groups."---Heart breaking that an 8th grader would be worried about that.

#### Q4. If you would like to comment on any of the questions above, please do so.

- My kids are feeling attacked.
  - I am concerned what education will look like after the election.
  - I work in a community where most of my students come from immigrant parents or have immigrant relatives. These students have shown fear coming to school and seem very scared of the election.
  - I would like to have seen a question about "There has been an increase in conversations about civil rights and the responsibilities of voting." Something to the context of how voting is the way our voices are heard no matter our race, creed or religion.
  - I am the Social Science Department Chair in [a city in] southern California. A couple colleagues and I are trying to determine how not to interject our own concerns and bias while also being able to demonstrate why the comments of Donald Trump and the actions of some of his followers are not typical of American discourse and could have frightening ramifications.
  - The lack of civil discourse among some of the candidates has actually made it easier to discuss what appropriate campaigning should look like.
  - I am more worried that students will say and do things that they hear the candidates do which will most likely offend someone. It makes it sound like it is ok to be disrespectful of others.
  - I'm hesitant to teach on the election because students become overly emotional and simply repeat the sentiments of their parents. Most, I would say, are kind, compassionate young people. There are a few who like the negative energy and know how to use it to push my buttons, so I have to be vigilant about that and not allow that to happen.
  - Kids at the middle school level, where I teach, seem to echo what they are probably hearing at home. I have had students express admiration for Trump because "he tells the truth" and "he stands up for the little guy" and "he tells it like it is" and he "doesn't take crap from anybody"---- so during our current events discussions during our homeroom /den time period, I feel uneasy about allowing those opinions to be expressed, but am uncertain as to how to counter their expressions without appearing to tell them that their parents are "bad" or "wrong"--- or end up having parents storm in claiming I am trying to "brainwash" their kids. I have expressed concern that what plays well on reality TV is not necessarily going to be well received in the international community. As part of our unit on persuasive writing/argument, we have held mini-debates, and I have instructed them in how to attack ideas without attacking the person, and encouraged them to observe excerpts from the debates and see whether the candidates are using "good form" and building persuasive arguments, and whether they actually respond to the question. The kids have asked me whom I will vote for, and I have responded that in America, one's vote is private. However, I have told them that I intend to find a candidate that I can vote FOR rather than just voting for someone because I am against the "other guy." I have also shared with them my father's teaching when I was growing up-- to vote for the person, not the party, and to examine how they actually voted or conducted their business or what they accomplished rather than just go by what they say. (Actions speak louder than words. However, the words one chooses can reveal much about their character --- or lack of it.)
- This is such a teachable moment in history, yet, we, the educators who should be embracing this opportunity are so intimidated by the possibility of violence that we are not engaging our students in discourse and debate. This fear is real-nearly palpable- and shared by education professionals all across the country. For those of us who live with memories of a period in our history when intolerance was at its zenith, the possibilities are frightening. How we handle the next few months will define our country for generations to come. I hope and pray we have learned from our mistakes and use that knowledge to make wise decisions
  - Students appear to be more disturbed about the negative rhetoric. If any students agree with the negativity, they are afraid to admit it.
  - Students tend to see the negativity and the way some candidates present themselves as "cool" and tend to support that type of behavior and candidate.
  - My school is 97% Hispanic. The community is pretty much the same percentage. My students rarely see Muslim people in person. And yet, even given the media, I have not heard much any anti-Muslim conversation.
  - Students have expressed their fears of Donald Trump becoming president and also their parent's desire to move out of the country if that happens.
  - Although I have heard no comments from the parent population about the current election, it is so contested on television that I am hesitant in my curriculum. We still discuss the controversial topics in current events on Fridays but my unit where kids take surveys to

#### Q4. If you would like to comment on any of the questions above, please do so.

determine their political party leanings on issues seems controversial so I haven't done so this year. Maybe next fall, when it is closer to the final election.

traditional high school, I know that is not the case for many teachers. And the students and the community are suffering because of that.

- I am very cautious about teaching and discussing the upcoming election. I fear backlash from the students and the parents on random small comments that I make about voting.
  - I have avoided conversations with students (5th graders) about the upcoming election thus far because of my own discomfort with it. In 2008, I could honestly say to students that both candidates were honorable people. This time around, I cannot even pretend that is true.
  - My answer to Question #1 is not so much based on anti-immigrant sentiment against my students, but the anxiety and anger from my students towards the comments being said about their heritage.
  - My students don't really understand the current events, which many inflammatory comments are about. They don't know about immigration issues, and they don't know about safety issues in the Middle East. My school is predominantly African American (98%) in Kansas City.
  - No, not much discussion about the election. We have a fair number of Muslim students, but we love 'em all. I teach kindergarten, so I may not hear as much as upper grade teachers do.
  - As an ESL Teacher--- My students are frightened. They and their families hear the Republican candidates' rhetoric (Yes, Republican candidates! not only Trump). There is no influence by Trumpian talk on the children or teachers in my school. But there is tremendous and profound fear.
  - 85% of my student population is Hispanic, and there are continual questions about Trump's candidacy and what it might mean should he be elected.
  - I refuse to be bound by some distorted idea of objectivity when it comes to hate speech spewed by anyone, especially when that person is running for President. I run an alternative education program, and we have very explicit conversations about the harmful rhetoric of Trump and many of the other GOP candidates. It is not my job to tell my students how to vote, but I believe that it is my job to honor my students (many of whom are Latino and immigrants, many of whom are poor and come from families without much formal education) with honest and open conversations about the dangers of racism, xenophobia, sexism etc. however, at our town's
- The students fear if Donald Trump is our leader.
  - The Republican candidate is a terrible example for our children and for the entire country. He is an entitled fool.
  - It is like watching a reality TV. Show that I feel is inappropriate. Then to have to teach about it is absolutely horrendous. How do you teach freedom and tolerance, when our presidential candidates are vehemently against it? What a conundrum!
  - I just feel sad that my 5th graders express disappointment in the leaders they know they are supposed to look up to. They don't see this as a positive and exciting time-- it's a worrisome experience instead. I don't have answers, but agree that it's a difficult time period.
  - My students who are majority minority are horrified by the rhetoric and fear for their families and friends who may be undocumented.
  - I teach in a Title I school, 90% Hispanic. We talk about the election almost daily.
  - When we implemented an art lesson about Cesar E. Chavez and Martin Luther King Jr., issues about racism, income inequality, corporate greed, immigration and government apathy were raised and discussed. So the elections and its inflammatory language has been part of our lessons as our elementary students have raised concerns.
  - I teach kindergarten and my students can name few Presidential candidates but they can name Trump. My school is an amazing place so shortly after Trump insulted Muslims we placed a sign in front supporting out Muslim families. In class I am teaching & discussing with students the characteristics of a good leader.
  - They just repeat what is said at home.
  - The trash talk and inappropriate comments between candidates has made it difficult to follow some stories.
  - My student population is largely those who would be impacted by Trump's proposal and are, therefore, quick to voice strong opinions and ask me what I think. I do not have to tell them my personal opinions, I stress the tolerance message that I have been teaching (with your help) to put their minds at ease...and keep the conversation controlled.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Children are having to face new types of discrimination and are having a difficult time separating what they hear from their communities and on the TV from truth. They are little parrots mimicking the horrendous drivel that is filling this election's "debates". It is a challenge to help children think for themselves.
- I have used isidewith.com as a way for high schoolers to learn about major issues and determine where their educated values lie. Most turned out most aligned with Sanders and Clinton
- I feel this current election year is biased, manipulated and terribly sad in discourse. I do not find it inspiring to use any candidate's platform, except those from Bernie Sanders, to promote a positive future for my students.
- The almost all of our student population are immigrant's, many of them Muslim, so I have not heard any anti immigrant sentiment but much anxiety and nervousness from students and staff.
- My 6th graders feelings are so hot that it doesn't leave room for critical thinking or debate. It's all emotion and I find it very hard to be neutral -- much as I believe it's important and I try. My school (community) is very liberal. Past experience: families who are pro [insert name of conservative here] are shamed or silenced. This year is particularly dicey.
- I teach in a very conservative area of California, so I was already hearing unsettling comments from my students. This election year has intensified them even more.
- What kind of bullshit is this?
- If you enter any other country illegally it is a crime. US needs to stop being politically correct and uphold the law. If Muslims are terrorists then call them on it not like Clinton who calls them "bad people ". They are what they are; just like Hitler and the Nazis'.
- I teach in a school where there are 92 different languages. We teach tolerance and place an emphasis on social justice and racial equity. I have not heard one student say anything derogatory since the election season started.
- I teach at a school with a high poverty, high immigrant population and my students are both angry and terrified by the rhetoric they hear. It's hard to even discuss election issues fairly because I have such strong opinions about the anti-immigrant propaganda being spewed.
- The presidential election process is affecting the adults in our school. Since I teach 1st grade, my students do not discuss the news; however, I predict as time gets closer to the election, we will have students repeating discussions they hear from their parents.
- Unfortunately I've had to agree with each question. There is a level of shame that many students feel, especially when we look at the broader news of how we are perceived by other countries. Many students live in fear because they or their parents me be deported back to Mexico. We had to address the issue of election to help students explain that when a candidate wins a specific state that it does not mean that they have won the election. Some students were horrified to see the newspaper that said Trump wins. So I had to spend time explaining the process so that students were not completely devastated.
- I've only marked less than 4 instead I feel this election campaign can't be solely blames as the cause for this behavior -- it began with the rise of the tea party movement. This election has amplified the bigoted rhetoric I've heard amongst my middle school students since the 2008 campaign. I've been teaching over 20 years, through the skeptical election of 2000, yet never until 2008 have I witnessed the boldfaced disrespect for the president. The extreme language I hear daily in the media is repeated in the classroom, yet these kids have no ability to explain any reasoning behind it. They just repeat in blind faith and lack of understanding. Just today I heard a student speak out in class that we can't have a woman president because Hillary will destroy the country. Yet this student knows nothing of the role of the role of the president or the current reality of the country. I know my students are innocent victims of this hostile climate and know not what they do. It's adults in their lives who have modeled the intolerance they spout -- and it's not just coming from the home. I have an extremely conservative colleague who engages students regularly in political debate in order to capitalize on their lack of knowledge and wisdom (and he teaches math/science so it's not within his curriculum), who has been vocal about the fact he does not support the president and refuses to show CNN Student News (which we agreed as a site to show daily) because he can't stand to see or hear Obama. There are more like him within my district - who feel it is within their role as an educator to spew their political beliefs no matter how nasty and unfounded. Then there are those of us more middle road and liberal that takes every precaution to not reveal our personal biases, no matter how much our kids beg for us to tell. It frustrates me as an educator to see this behavior tolerated among our staff. Yet since ours is a conservative administration, it's allowed.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Several very loud and somewhat 'popular' students have been speaking out in very subtle ways so the students who may be feeling any concern do not feel comfortable sharing.
  - One of our Muslim students quit wearing her burka because of all the comments she endured from students in the hallways. I am still sick about it! She does not want to talk to anyone about it.
  - I believe that as we teach students to look at the world from a fair perspective, they continue to look at the world from a simplistic logical perspective. With that said, my students are making connections between the candidates and past leaders who are not well respected. My students ask the following questions:  
"Why are we repeating history?"  
"What are the reasons people cannot see the danger in our future?"  
"If we are not a nation of immigrants, then who are the real Americans?"  
Tough questions to ask, to answer, or just leave hanging...
  - In a second grade classroom where a teacher held a class election, and Trump won, a Hispanic child cried and said, "I am going to have to go back to Mexico."
  - Many of these questions relate to general feelings and are not just part of the current political debate.
  - Students are puzzled about the negativity from GOP candidates, and question the standards of democracy. Some question why older voters are acting out on issues of race, immigration, and equality. Many are concerned about life should a Republican win. They say opportunities will end, and express concerns about women's rights & laws for GLBTQ. They express why adults are so disrespectful of Pres. Obama, and dislike those obstructing the Executive and Legislative branches of govt. Some say that representatives are not in service of the public. They witness personal biases and underlying hatred. So many concerns for America are being raised in classes.
  - It is definitely more heated this year. I teach social studies so we can't avoid the election; it is our subject. I've adopted the strategy of saying "One of the candidates..." e.g., "one of the candidates is proposing a flat tax. Let's look at why that is actually regressive and disadvantages the poor." But sometimes, that isn't enough. When Cruz suggested yesterday that we patrol Muslim neighborhoods, I made a direct challenge, but had the students discuss it in terms of Constitutionality, freedom, and historical comparisons to Japanese internment, Jewish ghettoization, and the Red Scare.
- But, at the end of the day, we have a duty to push back against speech and action that threaten the safety and freedom of our students. Even if, especially if, parents are opposed to it. The nature of our school communities demand that we take a stand against abuses regardless of their source. And, and administration that won't support that should be relieved of its position.
- I am hesitant to teach about presidential elections because of the falseness of claiming we have a government that represents the people. We do not, and the clown show of presidential elections is merely entertainment at this point in time. Since we are steered into choosing between only two parties, both of whom represent corporations rather than their constituents, it is misleading to give youngsters the impression that this is a democracy and that their vote counts. I will continue to teach about the effects of racism, intolerance, ethnic cleansing, and social injustice.
  - This election has certainly gotten my students talking about politics, but in all the wrong ways. Rather than being excited about engaging in the process, they feel defeated.
  - Teach the kids to be respectful, have an open mind and think for themselves and they can handle all of this. Don't whip them into hysteria, teach like you are impartial and it's easier for them to see and hear impartiality. They need to be able to hear things they don't like or want to hear and not fall apart or have a violent reaction. They need to know people are different and entitled to have opinions that are different from them. Don't let your students be "sheep".
  - I teach service learning and social justice. We address issues of hate, bullying, racism and discrimination. Students in my classes noted that presidential candidates are demonstrating these qualities, which we attempt to distinguish.
  - There's more of the sentiment of thinking that a non-political figure like Trump, which I know to be a misnomer, will get things done and make us look strong again to foreign countries. I teach in a rural southeastern school where demographics indicate that Hillary Clinton is not trusted and Bernie Sanders is too socialist and Ted Cruz is too much like the status quo. People in my community do not take the time to research what is really said; for the most part the rhetoric is what is believed and a lack of understanding of history scares me into thinking we are about to repeat some very difficult times that will undo some progressive movement forward has been made recently all in the name of bipartisan politics.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Hate has no place in our schools or our elections. :(
  - I have seniors who may be eligible to vote in this election. It is more important than ever to discuss the awesome responsibility they have in this democratic republic.
  - My school is a large, urban, diverse school. Students seem to be more mature and thoughtful than the public at large when it comes to issues of immigration and religious rights in America. They recognize the absurdity of what is being said in the political campaigns and in some of the public discourse. That being said, some students are genuinely worried about what may happen to them or people they know after the election. One of my Hispanic students, who is a natural born US citizen, expressed concern that he would be driven out of the country if Mr. Trump were elected.
  - I am proud to report that students at [my] High School have rallied around the large and vibrant refugee population, which includes Muslim students, as a result of the hate speech spewed by some of the Republican candidates. We support them even more, as a result of the abhorrent adult behaviors demonstrated at the Republican debates.
  - I am a high school ESL teacher. Many of my students are undocumented and most of them have parents who are undocumented. They are very fearful of a Trump presidency and how it might affect them and their families. Nearly everyday they make some reference to how much they dislike him and ask me why so many people like him so much since his rhetoric is so blatantly racist. Some of my male students have even gone so far as to say that if they had a chance they would like to assassinate Trump or that the Mexican drug cartels will probably kill him if he becomes president. It scares me that Trump's campaign seems to encourage violence in both Trump's supporters and detractors.
  - The population of this school is predominately white so I see/hear very little increase to any of the concerns in the questions.
  - Yes, your questions are making an assumption that things are getting worse. Actually, the discourse at our multi-racial, multi-ethnic school has been very positive. Students in my classes are interested in this election more than any other. I do not hesitate to teach any subject... especially one that will challenge my students.
  - The 2016 elections are not affecting my school but the policies of the last 7 years of the Obama Regime have.
- I am forced to buy healthcare that I cannot afford. I now talk to the IRS more than I talk to a Doctor.
- It is difficult to know or see what is happening and fully comprehend how it is affecting Muslims.
  - My middle school lacks diversity. The few Muslim students in our building (probably less than 20 out of over 600 hundred students) have grown up in the community. Our students do not see them any differently than their other classmates and friends. While I know some students have made disparaging remarks, I have witnessed other students contradict those remarks.
  - Our school is extremely diverse and the students and teachers alike express concern. It is a very difficult campaign to address without opening issues of judgment.
  - We address bias and social injustice in fifth grade (we are a 3-5) school, however this election is concerning to bring into the classroom.
  - Most of the students at my school are immigrants. They have a lot on their plate, and when they are in school with their friends they seem to be happy. Of course they are somewhat concerned, but at times I do not think they truly realize the danger that may be looming. As far as the bad language is concerned our students are used to that. There is so much violence and bad language on TV programs, in music, on film, video games, and even in books, that hearing some "white" men say hateful things seems like the norm.
  - We talk about the current process every class!
  - We are an inner city school of mostly immigrant or first-born kids - there is no anti-immigrant sentiment, but a lot of fear and some confusion about what the candidates are saying. And a lot of anger.
  - What I'm noticing is that, not in the halls of our middle school, but in any type of classroom discussion, there is a polarization occurring. Students seem disinterested more than ever in hearing a different point of view - they seem to be (this is an assumption) mimicking the beliefs of their parents. Since our district is 35% African-American, 20% Hispanic/Latino, and 45% White, the disparities in beliefs are truly mindboggling.
  - The only students expressing concern about what might happen to their families are those present in the country after entering in a manner outside the established legal procedures.



#### Q4. If you would like to comment on any of the questions above, please do so.

- Hesitate teaching about an election? Ridiculous question. Any competent teacher finds elections as valuable topics and manages their instruction to keep the discourse civil.  
This line of questioning leaves me with more questions. What impact is the election having on your organization? Is your organization projecting its own irrational responses onto others? Are many of your staff members traumatized by political rhetoric? Perhaps you should review your hiring standards and seek applicants with more resilience.
- Teaching the election process and voting come hand in hand with the candidates and their agenda of the day. Students need to be subjected to these happenings so that when they become eligible to vote, they will fully understand how important it is for them to raise their voice so that it counts.
- We are not supposed to voice a political opinion in school. It is hard not to speak against a candidate who spews hate.
- As an ESL teacher, my students are vulnerable to racist comments at school and outside school in the community. It is a difficult time because some students are also sensitive right now because of the ICE raids that have been reported in the area. I have helped several students deal with their racist remarks directed towards them this year. Many Mexicans and Central Americans who go to my school are often hatefully called "Mexican" as though that were a bad word in the eyes of the person making the comment. Students have reported being criticized simply for speaking Spanish. I know of one Mexican student in our school who tells peers she is from Spain to avoid being criticized for her heritage.
- Seriously, this is what you do for a living? If there is any hostility in the 2016 election I can point to the last 8 years of incivility exhibited by POTUS and his minions having fostered it and relishing the effect it has on our discourse. You all need to get a life and grow up.
- My students are fearful for the future and they recognize that Trump speech is hate speech.
- I teach ELL students. We have many Muslim students, as well as students countries like France and Belgium. My Muslim (and other Middle Eastern) students have had many inflammatory, xenophobic comments made to them--something they haven't experienced in the past. We have been trying to equip them with true, peace-building responses they can use in response to hurtful, but it's difficult.
- We have had healthy debates about these issues in class.
- I teach in an inner-city middle school and have a lot of Muslim students, although they are African American Muslims, not Arab/Middle Eastern Muslims. My students are terrified of Donald Trump. They think that if he's elected, all the black people will get sent back to Africa. Apparently a satirical newspaper wrote this, and it was picked up by some cheesy newspaper and touted as real, so now my kids are scared. I have to do damage control.
- I am responding as the State Social Studies Consultant for [a state]. My answers are based on a variety of teachers' responses and questions at conferences and workshops.
- I do feel as though there is a lot of rhetoric on both sides as well as opinions based on snips of news rather than looking at the whole conversation. I work in Administration but try to engage students and teachers to look deeper at the issues rather than focus on headlines. All opinions are welcome to be share, BUT mud-slinging is not acceptable.
- I'm very concerned with social justice in general at my school. This election has been full of vitriol and "us vs. them" mentality, increasing the divide between all socioeconomic and racial groups. We have a diverse campus, which is a good thing, but there's a significant amount of division happening, and it's worrisome how easily they turn on someone who's different.
- I am amazed that Donald Trump has made it so far in his campaign for the presidency. He lacks experience, eloquence, and empathy.
- I don't like how Trump talks to and about his competitors. He is a bully and very crass and as a teacher, I don't want my students picking that up.
- I teach in an urban school with a large Hispanic population. A boy in the Middle School said to me: "Donald Trump hates my people." Then he asked me if I would vote for him.
- It is very difficult to educate on these issues without political sloganeering taking over on both sides. I have also noticed that many students do not understand basic civics.
- I teach elementary school in a small town in southern Michigan. There is not a lot of cultural diversity. My students, however, are shocked by the "ways those guys on TV act" who are running for president.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Thanks for addressing this critical issue. I've already talked to my administrator and school guidance counselor about numerous student concerns about possible deportation of family members.
- I don't believe the larger community agrees with the anti-immigrant rhetoric. We have quite a few immigrant families, and most people look on that as a benefit for their American born children. However, immigrant children from the Middle East are very uneasy and are taking pains to downplay their Muslim faith. Others are Coptic Christians from Egypt and are making a point of wearing crosses. So as the election heats up even more (a scary thought), we worry about how to reassure these students,
- This is an opportunity to discuss the political process and encourage students to understand and exercise their right to vote if applicable.
- I would like information to help me teach this to 3rd grade students in a school heavily populated with immigrant students and families. My students include Asian and Latino children as well as a few African American and Caucasian children.
- I speak MORE- I have actually had students tell me they are not happy with things their parents have said so I feel they need a safe place to talk
- Most students seem comfortable verbalizing their political views, which seem to mirror what they are hearing at home. Fortunately, most seem democratic-leaning.
- While we may have looked at political leaders as positive role models in the past, the majority of the current adults vying for political dominance in the 2016 election act more like guests on an episode of Maury Povich's TV show. I look at the current political scene as an opportunity to talk to students about civility and the personal characteristics of positive and productive leadership.
- My students are looking at the campaign as though it is a joke. It is hard to convince them it is serious when debates are talking about penis and hand size and other ridiculous topics. We have not heard much about the issues and the general media doesn't help when they give so much airtime to the nonsense. My students would rather make fun of the candidates than talk about the election.
- I want/need basic material to explain the process. My 3rd grade students and families can decide for themselves about the candidates. I am NOT going there with them!
- I teach at CUNY, and have both immigrant students and students of the Muslim faith (and may be the same student) in my classes over the past several years and they report no discrimination.
- I teach 3rd grade. Initially, Donald Trump was the only candidate anyone could name. I have introduced the other candidates, but have not discussed the issues.
- I'm using the campaign to address these issues head-on. The NEA has a new initiative about Institutional Racism and this campaign gives multiple examples that are clear to my students. It's also easy to talk about the difference between interpersonal prejudice and institutional prejudice.
- Considering the demographics of my school, my students have become more fearful of what might happen if one particular candidate won. They have become more aware of politics and its affect on citizens and non-citizens.
- I have used this election cycle to explain to my students that anyone can run for President and the more money you have the more your voice is heard in our country, as sad as this may seem.
- It is my hope that my own children learn about America's ongoing quest to better itself--to become a more perfect union--throughout the history of the nation. I want my own children to understand and live and promote the founding ideals of equality, rights, opportunity and democracy. As such, these are the lessons and values I strive to bring into my own classroom. The essential question I ask my 10th graders each year is "How can we create a more perfect union?" I find it alarming and disturbing that so many Americans are willing to abandon this goal and willingly support candidate such as Trump or Cruz who have flagrantly abandoned these ideals as guiding principles for our nation. I wonder what these voters would want their own children to learn in school and I feel thankful that the children I teach and the community and that I serve still treasure these values and reject intolerance.
- It is very difficult to keep trying to justify our election process when the Republican candidates have turned it into such a joke. It's hard to pinpoint the actual topics and goals of the election because of all the personal battles going on. It is horrible that US has turned into this.
- Students have looked at both sides of the campaign and appear more offended that someone that might have

#### Q4. If you would like to comment on any of the questions above, please do so.

indirectly committed criminal acts on our soldiers in the Middle East could be running for president. They like Bernie Sanders because of the "free school" concept and like Donald Trump because they feel he will keep our country protected from terrorist. Total split on sides so should be interesting as the months move on.

- A friend of mine recently told me that her daughter (a Chinese adoptee who is 9 years old) asked her if she would have to go back to her orphanage in China if Trump was elected. Really sad.
- The rhetoric displayed during the presidential campaign is embarrassing and disturbing.
- My students have expressed concern over the outcome of the election only if the country continues on what they believe is a "downward spiral."
- It's been a great opportunity for teachers to stress the importance of the 3 branches and checks and balances!
- If anything, I think this election has been good for political discourse at my school. Students who previously had little to no interest in politics are suddenly engaged. This election has actually provided more talking points than previous elections, so from my view it's been a positive thing.
- In past Presidential elections, students have parroted the thoughts and opinions of parents, relatives, etc. This election year I am hearing the negative rhetoric or negative chanting of the uninformed. While in the past I could count on some students to discuss opinions from informed discussions that must have happened within the home.
- I teach American History and will not shy away from discussing the crucial issues that are at the forefront of this campaign. I also have never experienced the amount and variety of people (adults and kids alike) that talk about moving to another country if Trump is elected. It is a disconcerting phenomenon.
- We work hard at my school on embracing diversity in all of its shapes and forms. My students are shocked at the behavior of both the candidates and their supporters! I, personally, am fearful for my country...it's become like 1930's Germany.
- We are repeatedly told not to include our political views, but I feel like the discourse this year needs to be addressed. I am an English teacher and am managing to include some of these issues through literature.
- I would LOVE some resources to pass on to my fellow educators on how to talk about this subject. I would personally like to have something more to say than there is a difference between a republican and someone who is just racist and unaccepting of others beliefs. I am really struggling this year, because I myself am so liberal and opened minded.... Help us to educate better :)
- When I was teaching about nativism during our Progressive unit, students identified Trump as making nativist comments before I could even make the connection. Now as I teach about WWII, students see the strategies used by Hitler and other "strong men" and connect them to Trump. A local letter of the editor that said the writer wanted a strong man and didn't care what he said or did, also brought a response from my students.
- I am a university professor training teachers in a program that focuses on cultural and linguistic diversity and special education. This election is quite challenging as I train teachers to be culturally competent and open to various ideologies. It is really sad that the rhetoric and actions of one candidate is permeating an atmosphere of unfiltered speech and a combative modality, among some in our country, that fosters a regression to bigotry for some and seems to be making an effort to erase so many years of civil rights and human rights work.
- In New Mexico many families have been here since the 1600's. There is a definite division between old-timers and newcomers with Spanish surnames. My school is semi-rural, and there is increasing division between old-timers and suburbanites.
- It is getting harder to explain why what we see in the media and hear from the candidates does not match the philosophy that students are learning about our government in class.
- Modeling yelling and talking rough is not where my program wants to go. I will have to talk about "people" who have been elected, the process, the hard won right, and the balance of government.
- I teach government and politics at a very liberal and fairly affluent school in a very liberal district, so my students are more worried about the direction of the country as a whole (fascism, war, discrimination, etc.) with the election rather than personal impact, though they worry about that too.
- My fifth graders are very concerned about the rhetoric and especially about Donald Trump. I would love some guidance on how to discuss these issues in a way that

#### Q4. If you would like to comment on any of the questions above, please do so.

conforms to county policy, but also really lets the kids voice their fears and allows me to share facts as much as possible. We have many immigrant children here and some are undocumented- or family members are. They are scared and angry. My African-American students are as well because of the bigotry.

- My students are Latino and express concern for their and their families' safety and security in a way that they have not done before. Although many are US citizens, they believe they will be deported along with their families.
- The most difficult issue for me: how does a good teacher support and respect his/her students and not criticize the hate spewed from our candidates.
- Students are saying if Trump gets elected, "We are going back to Africa or we are going to become slaves". If Hilary gets elected, "Oh well, she's a woman."
- More than ever, educators MUST risk their jobs and tell their students the truth. We often end up in the rubber room for it, but most of the teachers in there are there because they took a risk for the sake of their students' future.
- We live in VT; Bernie support is strong here.
- The rhetoric from Donald Trump, the presumptive nominee is despicable.
- It's more important than ever to teach about the campaign because of all the dangerous rhetoric!
- I'm extremely concerned about the number of students who openly and passionately agree with anti-Muslim and anti-immigrant comments made by certain candidates. I teach in a Catholic school and this is appalling to both me and my peers!
- This campaign has greatly divided my students on the topics of immigration and race. My students state often that they see no validity in the election process. My students say often that this election is a "joke."
- Difficult to teach tolerance and no bullying when the campaigns are full of mean and hateful rhetoric
- Many of my students who are immigrants from Mexico are concerned about deportation of their families.
- I teach at a middle school that is mostly homogeneous, predominately Caucasian. I try to teach the election without including any bias so we have instead been focusing on how the media represents the election as opposed to the content of the candidate's rhetoric.
- So far most of my students are not showing any interest in the election.
- I've had a colleague who is a naturalized citizen express his concerns about Trump going so far in the process. My husband is a teacher and he has heard an increase in bullying of Muslim students.
- It is so very important that we as teachers are not getting caught up in one side or the other. As a teacher with 45 years of experience I have witnessed and heard of how teachers are trying to influence their students for a candidate and/or against a candidate. That is not our job. We need to encourage debate in the classroom and make certain we as teachers don't support either side but to make certain students are using correct facts and have opinions based on facts not just emotions. We are to educate not indoctrinate.
- My school has MANY immigrants and MANY different languages spoken. In my class, there has been an open dialogue about this election and what is going on. There IS fear, especially from my students whose parents are not here legally, or from my students who are from Mexico (or who have similar features to someone from Mexico).
- Actually I have witnessed the effect of more of my students getting involved in the election and having great conversations within class.
- Students who can vote are leaning towards Bernie- they understand what he is saying and not the politicians calling him a "socialist"- they want answers not questions- jobs and work are their main concerns, party politics mean nothing to them
- As an educator I must not force my political views onto my students. I can however present the current issues and rhetoric to my classes and allow them to research and listen to debates, caucuses, and news and form their own opinions. Allowing them to discuss the importance of the future for them even though they cannot vote yet will hopefully show them how important it is to stay informed. Remember what is voted on today may have an impact on your future and how important it is to stay informed and when they can vote make decisions that will impact their lives.
- The issue of immigration, legal and illegal has been brought to the attention and is being discussed in a free inclusive community manner.
- My students are all fostered or living in group homes, all of them are black except one. The school itself is seeing a rapidly increasing number of Latinos

#### Q4. If you would like to comment on any of the questions above, please do so.

- attending. While I am not in the main school, I have seen no evidence of anti-immigration rhetoric or bullying. As part of our last PD we had a class on bullying and another on recognizing the needs of traumatized students who have recently arrived in this country or who have experienced violence on the streets of Baltimore. (That would be all of my students.)
- Problem happens when teachers teach about Muslim culture or holidays and then parents call the school irate because schools aren't supposed to be teaching religion. Of course religion is not being taught. But even though no teacher is in trouble, it still makes them hesitant to teach about Muslims again.
  - I teach immigrants (many undocumented) and refugees and they have all but given up making any effort in school. They tell me it doesn't matter, because if Trump is elected, they will all be deported.
  - I am dismayed by the role model these Republican candidates (and senators) have been to students. What behaviors are my students learning? Who am I to hold up as a model for them to emulate?
  - Is there a preconceived answer to go with the questions? The anti-Muslim is due to the slaughtering of innocents, not the election. The liberals at our school have come unhinged and are trying to shut down free speech.
  - We need to keep our students engaged in the political process and try to role model appropriate behavior, and ethical vs. unethical behavior. We have a lot of examples.
  - I remember when the very first issue of Teaching Tolerance came out. So relieved to read a levelheaded appeal to social justice I cried and wrote a letter to the editor published in the next issue! Many years later I am looking forward to what your magazine / website will provide for teaching about the election. We MUST not shy away from talking about difficult issues, and in a sane and safe classroom may be the only place most of our students will be able to do so.
  - Students afraid to walk by themselves, for fear of hearing the word "trump"
  - Some students that are recent immigrants have shared fears that they will be deported. Some students have shared that their parents are afraid as well.
  - I don't appreciate the hate some candidates are spreading
  - I work for Cambridge Public Schools in Massachusetts. Our mission is social justice. Students are not only worried about themselves but are worried for their friends and families.
  - I live in a border state with Mexico. Many people in my state think that comments about "the wall" are discriminatory and ugly. But rarely do they speak up about it except in safe zones. My students are familiar with the Cesar Chavez story and know that the US has sent citizens with Mexican ancestry back to Mexico. Many people are concerned but especially me. As a Jewish person with friends, students and colleagues from all backgrounds, I find the hate rhetoric extremely worrisome. My stand is to tell students and friends to please vote.
  - I have many Muslim students and the rhetoric has been devastating to them. Many are recent immigrants. After Paris, I played Mawra Balkar's Facebook invitation to Trump to visit her mosque for all my classes. We then discussed the tenor of the rhetoric and how it is manipulating and capitalizing on fear. In the video Mawra wears a peace sign, I bought little peace sign buttons and gave them to all my students. They are still wearing them on their ID lanyards.
  - My school is relatively diverse, and I am very clear about my beliefs regarding equality and equal treatment; so I'm not sure if there aren't increased feelings against immigrants or Muslims among students, or if they know not to express them to me.
  - We have viewed the debates in the past, and then discussed the topics. This year that was not possible. The debates looked more like a "roast" than individuals we have to choose from to run and represent our country.
  - I have 2 units where I use dvds and questions from your products: one unit is called the Human Spirit and I do historical documents and go from the Declaration of Independence through the Civil Rights, and I used A Time for Justice and The Children's March; and then a Holocaust Unit where I used One Survivor Remembers. Students have written and spoken using the reading strategy of connection, drawing parallels between those running for President and white radical leaders during the 60s and also Adolf Hitler because of the hateful tone displayed nightly on the news and during the political debates. While I see the point, I am reluctant to comment other than to agree that if the students spoke this way publicly at the school about another student or staff member, that indeed they would be punished in some way. They are speaking out and writing about how hatred is wrong and they are horrified at the way blacks were treated in this country

#### Q4. If you would like to comment on any of the questions above, please do so.

and how Jews were treated during the Holocaust, and they are frankly scared when the front-runner is so full of hatred himself.

- We are a very rural mountainous area that has a sizable immigrant population; they are very worried about what will become of their families.
- I am a retired teacher.
- If anything, students are expressing their disdain for bias in general.
- My school is a Unitarian Universalist Sunday school. There is certainly discourse, and concern about how the campaigns are being run, especially the rhetoric by Donald Trump. We are a mostly white, liberal religious demographic, so the responses are pretty much what we might expect. I was surprised that the children in our 3-4 grade were talking about what they know though. There is some concern for their friends of color, and much concern for people in general should Mr. Trump win.
- I teach 3rd grade and with the draconian SBAC testing coming up, there isn't much time for the election. Had I been able to stay the course, maybe I would've had some time. Probably Intermediate level teachers should answer this survey. I teach at a PLP school that received SIG funding with a longer day etc. We teach tolerance all day long in many different ways. My little ones have not even mentioned the election or the rhetoric. Our school represents mainly immigrant families (a few newcomers) who are trying to do their best.
- I only teach 9&10th grade advanced biology so I do not get to talk politics very often, and as a teacher we are not supposed to just blatantly share our personal political views.
- I work in a school that is made up nearly entirely of immigrants and/or children of immigrants. Most of the staff is on their side in terms of the rhetoric that is being said about immigrants, but there are a few who are not. They, fortunately, do not let their students know this, however. I have had some students ask about the recent attack in Brussels, as Muslims are not a group about which they are knowledgeable, so I've had to talk a little about that.
- Thank you for gathering this information. I see this as a rising to the surface of long held bias and bigotry. It was there, now we are hearing and seeing it.
- I want to lean into this next election and engage with my students, even if it is challenging. I look forward to

guidance and ideas from Teaching Tolerance. I will help in any way I can.

- I teach in a fairly liberal district. We have as an entire staff (over 1000 people) gone through equity training and how to have courageous conversations around race, ethnicity, and general equity. This has translated into the classroom and many of the freshmen are able to identify and articulate the extreme hateful nature of some of the candidates. They are also able to come back with why that is not what they want in the U.S. So over all I don't see a huge challenge with teaching about this presidential election as in the past. However, if I put myself in shoes of peers of mine in other districts, I could see how this could be a challenging topic to teach.
- Although I don't live in USA, I need to constantly explain the democratic process. It becomes ugly because the republicans show more racist slogans even when there are Hispanics among them.
- The democrats seem to be hiding behind coat tails as if n.i.m.b.y.
- As a Participation in Government and a US History teacher it is crucial that I speak with my students about the election. During our conversations, students share opinions and ideas. My job, then, is to challenge students to provide facts and reasoning for their assertions, clarify inaccuracies, and create a safe space for student interaction. One of the main strategies I employ during these discussions is to make connections to related historical examples and especially to the values upon which our nation was founded. (Equal protection, rule of law, freedom of expression, etc.) I find that when students evaluate policies or conversations in light of history and our shared values, they question their own assumptions and actions.
- 3rd grade Somali student near tears afraid of Trump.
- Free speech is a constitutional right in our country, we should support and respect it. Vandalism should be dealt with by law enforcement.
- There has been mention of the KKK at my middle school and concerns regarding that. I've heard that more than things against Muslims. School staff is very concerned about the impact of what might come out of this election--both for our country and with education, which has already suffered under the current administration. Concerned about possible hate, etc. against schools and citizens.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I work at an elementary K-5 building. The teachers are certainly having discussions about the campaign in the lounge lunchroom but I have not witnessed any discussions in the classroom. Our population is not diverse. However my grandchildren go to a parochial school in the community. My six-year-old grandchild asked me about what would happen to him, his brother and some of his friends if Mr. Trump were elected. He said he heard on television that our country is going to make people leave.
- The students hate/ are scared of Trump.
- I address civil rights within the language arts curriculum, but don't directly teach civics/history courses.
- I work in a part of the Grand Rapids community where immigrants are prevalent. I already have one student who has parents who are deported. His life is rough, I would be utterly sadden of Trump became president and did this to fifty percent of my schools student body. This would create huge problems for the Grand Rapids community in the present and it would be devastating for our future.
- While there are a small percentage of students who are verbally aggressive toward other ethnicities, the election rhetoric seems to make them feel less cautious about what they say.
- What a disgrace. To teach kids about appropriate behavior, tolerance & respect of others, how to deal with differing opinions or dislike of others is a joke when some the presidential contenders, who should be role models, are acting the way they are. The intolerance & disrespect is so outrageous that is unbelievable to me that these men are supported at all.
- I am a library director and am concerned about the hateful things people are spewing. I am also a parent of a teen. She is often explaining to me how concerned her classmates are about this election. Teens are worried that the US will become a dictatorship and end up in a similar situation to Nazi Germany.
- As a fourth grade teacher so much of what the kids say comes straight from home and it has gotten scary.
- While I have not seen any use of racist or anti-immigrant views displayed by my students or student body, I have seen an increase in student sense of fear over Donald Trump and the offensive rhetoric that he embodies. Students fear for themselves, their families, their friend, and their country.
- I believe it has never been important to teach the value of civil discourse and to emphasize the perils of racism and bullying. Feelings are running wrong though I am in a school with a strong Bernie Sanders' leaning, Donald Trump has recruited many followers and not because they are Republicans, but because he is giving voice to feelings that up to now have existed underground.
- In a school about 30 minutes away, during a basketball game, the crowd from one town was chanting "Trump" Trump, Trump" and insults to Hispanics at the other team. The other teams' school is about 47% minority. The next week, student leaders visited the opposing school and apologized for the poor behavior of others.
- My school and district has received two anonymous letters from a parent of one of my students since I started our immigration unit, the first stating that I was using propaganda and should be disciplined and that modern day Minutemen were heroes, and the second saying I was a fool and a "teacher" and threatened legal action if I didn't stop and that he would make "this go viral".
- My students are from Mexico and Burma, they are very afraid of Donald Trump, they are afraid of deportations and hate speech and all of his threats and mean language.
- A little...I've got 5th graders and it's a balance between our current events and the events of the past. Looking for ways to have meaningful conversations.
- Please continue to publish tools that help students make up their own minds on important issues facing our nation today.
- It is causing distrust between my immigrant students and myself since they are worried that all white people want them gone. I am constantly having to reassure them that I want them here and not all white people support what Trump is saying. I've never shared my own political views before as I did not want to choose sides in front of students, but this year I felt I needed to since otherwise they would view me through different. Now I feel guilty for sharing who I would or would not vote for since it goes against my beliefs of keeping my personal views out and letting them choose for themselves.
- I work at an elementary school that is predominately Hispanic, immigrant farm laborers. There has been increased concern by my students about their families' safety and well being.

#### Q4. If you would like to comment on any of the questions above, please do so.

- The campaigns of hate are against the law. These parties are inciting hate crimes for profit. That falls under the R.I.C.O. statutes at least. Anti-Bullying laws, rules and statues. Hate crime legislation. Inciting riots...it is all Unlawful.
- My students have spoken up and asked questions about the presidential election and process and after that I designed lessons about the presidential election. I also take time to have teachable moments as they arise. It is important to address kids' questions and try to reassure them as much as possible about our political system.
- As a child of a Holocaust survivor I am reminded of Hitler's speeches and protests that enraged people. I have briefly made commentary.
- There is racial discrimination that has been happening at our kids' school [in California]. But it has increased and become more aggressive lately!
- Colleges a places for open dialogue and new ideas.
- I teach college English and use 1960s as the theme. I have allowed students to voice their opinions on all civil rights issues today to help them understand the need for activism and critical thinking to help overcome the hateful speech and racist beliefs. I refuse to ignore it or let my students become ambivalent about these issues.
- I am responding as an administrator, not a classroom teacher.
- We have been told to keep our politics to ourselves.
- I work at a very diverse elementary school with a large immigrant and Muslim population. Families and children have expressed deep concern and fear about what may happen to them regardless of the outcome of the 2016 presidential election.
- My students are school age, so it is my 5th and 6th graders that are aware of what is going on somewhat in the elections. But they are knowledgeable that voting is the only way to change anything in a community.
- I teach English at a two-year college with a very high immigrant/refugee population. Many of my students are Muslim. I have not avoided discussions, and have had students do research and write essays about the 2016 election. I encourage open dialogue with my students, and do my best to foster an environment in which students feel safe in sharing their true feelings in a respectful way. There have been many issues in the news lately that directly affect my students and me (campus carry law, immigration, education funding).
- Would be nice to know what "civil" means to your group. I'm sure it is different than mine. When the truth is not politically correct does that make it "uncivil"? Like it or not this part of the process. Politics is not pretty and has always been that way. Have you read what John Adams said about Jefferson? Can Sharia law coincide with our constitution? Should people choose not to assimilate, do we have any recourse?
- This year more than any other year of my 30 years in education, are students talking about their personal concerns about the potential outcomes of this election? Of course, in years past, students have debated who is better, who would do a better job, etc., but the comments this year are different. They are serious talking about how their lives could and would change if a certain candidate were to be elected. It is of great concern to me. I hear a lot of ignorance in their voices when it comes to racial profiling and 2nd amendment myths. But what I am hearing, is talk of fear and real safety issues. It has been interesting. I am an English Language Arts instructor, but we are talking about the language of the Constitution, and deeply reading about different religions and the history of religion in the world.
- I am not hesitant to teach about the 2016 presidential election but I find myself sharing more about our country's history (civil rights laws, rise of the KKK, Nazi Germany, Supreme Court) than I have in the past. It takes additional class time to address my students' questions and/or concerns.
- I teach 7th graders who are tend to believe what their parents do and repeat what they hear at home. I try to provide them with alternative theories and thoughts if for nothing else to challenge them and to force them debate what they believe. Often times, they see error in their thinking from others' perspectives or at least, see there are other ideas out there which may be better for society or may be closer to their personal beliefs than what their parents have been saying.
- I teach in San Francisco, CA. So there are a lot of students who express how they hate Donald Trump, but if anything, it's made them more understanding and aware of politics.
- I teach 6th grade in a middle school in Dalton, MA. Most of my students have not mentioned the immigration and Muslim issues from the election because they are young and don't usually watch the news. If they something about the election, it is usually because it is from overhearing their parent(s)'s opinion. In addition, I teach geography be focusing on global



#### Q4. If you would like to comment on any of the questions above, please do so.

issues. I have used your materials (and LOVE them!) We discuss racial and LGBT issues by focusing on tolerance, peace, and civil rights. Thank you for all of your resources.

- The reason I don't believe anti-immigrant or anti-Muslim sentiment has increased at my school is because the school where I teach is predominantly students who are non-Christian, and who have family from outside the U.S. in the last three generations.
- Our school population is approximately 75% Hispanic, so the immigration issue is very important to our kids.
- I work with students in Special Education. We explain to the students that the election may impact the services that they receive.
- Most of my students are second generation Hispanics. The other day one sixth grade boy, a citizen of the USA, asked me if Trump wins, will he be asked to go to Mexico.
- We have a rather large immigrant and Muslim population in our school. These have been issues that we have been dealing with for quite a while. There has not been a spike in uncivil discourse among the students that I have heard. That could be in part because we have had to deal with immigration issues and Islamophobia for years.
- This election opens the door to exploring civil discourse and the necessity for it. It fits into the larger picture and discussion of human relations and how and why people go to extreme measures. It is also an opportunity to discuss and try to understand the democratic process and every individual's duty and responsibility to educate themselves and vote.
- Our students are thinking that these bad behaviors of politicians are normal and it is ok to be like them.
- Because of some the anti-immigrant beliefs espoused by the Republican Party, it has caused tension in the classroom, as some have been vocal in support of his policies
- I never discuss political races per se, just issues without names, parties etc. We have few Muslims in Maine though all ninth graders have an intro history/religion course in 9th grade and go to mosque, church, synagogue.
- Students at my school are usually apathetic about politics. The controversies arising during this campaign have gotten their attention, since they feel they are being attacked.
- Over half of my students are 1st or 2nd generation immigrants from Central and South America, and, in our discussions on this presidential election, several said that they didn't know if their families would be staying in the country. While outspoken comments targeting non-Caucasians have not been overheard by me, the students report kids "talking trash" about immigrants at recess.
- My students are very much concerned with this election and how grown men are acting like children and put each other down and calling names. They are concerned with the name calling, and how there is so much fighting amongst the candidates nothing is being answered. I have taught my kids to ask why or how something will be done. The kids are watching and discussing the primaries on Super Tuesdays, but are concerned with the choices at hand.
- Our school has a pretty diverse population, and all of the students I serve are very accepting of differences.
- Open discussion is one important key to a democracy. We should never be hesitant to discuss the election process.
- I am in avoidance mode/denial. It's difficult to accept that so many people agree with and support someone like Donald Trump.
- How stupid can you get?
- I hear children making statements they hear on TV or from misinformed parents that are racist and misogynist. They also talk about "keeping the Mexicans" out of the country. Kids are pretty ramped up from what they hear.
- I teach a heavily Hispanic student population. Most dislike.... and fear.... a Trump presidency.
- My students are immigrants, many of them refugees and undocumented. They are trying to understand why they are considered "other" and unwanted. I try to stress the positives of some of the candidates who have their best interests in their platforms.
- This year it is difficult to teach kindness and gratitude when my students see and quote politicians saying awful things about each other and large groups of people.
- My school is 99% Hispanic/Latino in a poor community. Most of them are ELL. Because of this, there has been no increase in anti-immigrant sentiment. My students are all worried about it. I have no Muslim

#### Q4. If you would like to comment on any of the questions above, please do so.

students, and my students have made no comments about Muslims. One student remarked that if Trump deported all Mexicans, our school would be empty.

- I teach music. My instructional time has been ravaged this year from kids being pulled for remediation to pass state standardized tests. I haven't enough time to instruct the music curriculum. I usually create a cross-curricular music and social studies lessons when I teach music history. I haven't the energy to take on another facet and frankly, the thought of this makes me very anxious given the nation's unrest with the political candidates.
- I live in a liberal area and most people would be hesitant to freely discriminate, however I have heard and seen some people embrace the racist rhetoric of the GOP candidates. The kids at my school have some families who favor the extreme conservatives.
- On the item if students express concerns, students do express concern but at the same time they joke about. They see it somewhat surreal.
- Hard to judge privately held feelings of the students; other than general remarks about public news comments from Mr. Trump.
- I mainly teach AP level government courses in a small coastal town in California- while I know that some of these questions do address issues on my campus, I have not seen it in my classroom. In addition, our community tends to lean pretty liberal, so a lot of this political rhetoric in regards to race/religion is simply not on our radar like that. We are also located next to a military language institute, so more of our Muslim families teach American soldiers for a living.
- We have very few Muslim students in our school so the discussions, when they happen, are focused on outside this community.
- We do have a very large Hispanic population and several undocumented students - although I have not heard direct conversations, it is very likely the political rhetoric is a great concern.
- I am the librarian, and knowing my faculty, my guess is that no classroom discussion is being encouraged about the toxic political climate, at this point. Any resources would be greatly appreciated!
- I teach in a very low-income middle school in Washington, DC. I have heard zero discussion of the election whatsoever from my students so far. This may be because the District is so solidly in the Democratic camp that positions on the left are rarely discussed. It could possibly be because the voters in their families are disenfranchised and/or disengaged. I hope it's the former.
- I don't teach many immigrant students so the candidates generally don't target my student demographic
- I do not have tenure yet, and the teachers at my school tend to be conservative and Republican; therefore, the negative climate comes from them, not the students. They are making the students and me feel vulnerable in this Presidential campaign climate. Many of my students are immigrants, and my position is not yet secure.
- I teach ESOL and many of my students are of Mexican descent and/or practice Islam. I have heard my students talk in fear about the policies Donald Trump proposes. A fourth grader said, "He hates Mexicans and wants to send my family back to Mexico."
- In front of students, teachers have openly talked about supporting Trump.
- I have heard much more vocal anti-Trump comments from my elementary students, but there are a few that are silent and who knows what they are hearing at home.
- I say that it isn't my job to comment politically, but it is my job to teach Spanish and how to have empathy and not sympathy toward other cultures. Unfortunately, in the upper grades 6-12, there are more reportings of "go back to... " Being screamed at those of darker colored skin tones.
- I have spoken to my 12 y/o. She is half Costa Rican and has encountered looks in public when we speak Spanish. I asked her what she'd say. She said she would, depending on her mood, say that she was sorry that their lack of knowledge about Costa Rica and other languages would result in such ignorant remarks. She's a gem
- Maine's governor, Paul LePage, has heightened tensions and laid the groundwork for the discriminatory and racist rhetoric of the national campaigns. As a social studies teacher, I seek to engage students in issues and discussions, but I have noticed an increase in a lack of empathy and impatience with diversity. While it does not make me shy away from the conversations, it does reduce my pleasure and elevate my caution around doing so. I appreciate that you at TT made the effort to record these teacher experiences. Thank you!

#### Q4. If you would like to comment on any of the questions above, please do so.

- This is incredibly important for us to be discussing. Thank you.
- Based on what I'm seeing in the halls and classes, I think in my school we have done a pretty good job teaching tolerance. We have been warned by administration, though, not to talk about our own personal political views.
- I am not hesitant because I am fearful. I am hesitant because the process should be taught, NOT my favor for one candidate over the other.
- These questions are asking nearly the opposite of what I am seeing. I do not see students having anti-immigrant stances or Islamophobia. In fact, all of the negative and awful political discourse has led to students instead speaking out against how horrible they feel it is that people are promoting such things.
- A student told a Muslim teacher that all Muslims need to be deported. Absolutely despicable.
- I had a student beg me not to vote for Donald Trump because he would send her parents out of the country. Though her parents are most likely immigrants to this country, I have no reason to believe her parents are illegal immigrants. I never have told a student who I was voting for- I felt I had to answer her question privately and tried to assure her that I believed caring citizens would never let something like that happen.
- I teach special ed and many of my students are members of minority groups. They are not readers, but the TV and computers are bringing the campaign into their homes and lives. Some are immigrants. We did a unit on immigration and there is no way we cannot discuss this. There is concern over the general tone of the conversations--and what will happen after the election.
- There is almost no discussion about the 2016 election, that I have heard, except in small like-minded groups. I have an office mate who is a Republican and we have agreed not to discuss politics. It's unbelievable to me that I can't assume that everyone I work with agrees that Trump acts like a playground bully and stirs up violence and prejudice against Muslims, Mexicans, women, and pretty much anyone who doesn't support him.
- I teach at a very liberal school, so they are quite critical of the comments that are being made that are racially and culturally insensitive.
- If anything, this election makes it easier to talk to students about the importance of registering and voting. Are they going to allow 'knuckleheads' like these candidates to decide their future?
- My preservice teachers need to ponder what this election means for their future immigrant and bilingual students and families. Please share lesson plans and children's book ideas, hopefully starting in May - November, to help college faculty like me nudge our future teachers to think carefully about how national politicization views impact children. Return to Sender by Alvarez is one marvelous book to share with middle students and preservice teachers.
- I'm an educator at a church, not a public school, but we now have a "no politics" policy for our 4th and 5th grade youth group because they kept arguing and saying really rude things to each other and about the candidates.
- We had parents tell their children not to let others know that they were Muslim out of fear (10/11 year old students). However, I am extremely lucky to work in a community that is very tolerant and compassionate, and we have had many students speak out against intolerance.
- I am bothered by the students who are enthusiastically supporting Trump one minute and then trying to engage or engaging immigrant students or students of the Muslim faith or Hispanic students. They do not see the connection between supporting Trump and being disloyal to their friends. It is as if Trump is a show they like and they do not see how it could negatively impact others that they admire. Kids are in middle level.
- Many students do not know how to process some of the messages they are hearing. Some of the messages from some candidates are so out of the realm of the normal discourse in their lives they don't quite know how to process it. As middle schoolers this confusion can come out in statements without context. The statements without context have been overheard by other students, with the sensitivity or paranoia about their own status after the election shouldn't anti-immigrant candidate win. This has led to conflicts. Fortunately, we have not experienced situations of out right bullying. But numerous instances of misunderstanding. Generally, teachers need more training, from organization like yours, and how to engage students in meaningful dialogue, even when those conversations can be very difficult.
- So far, my students are discussing issues with more integrity and maturity than are the politicians.
- Conversation among progressive teachers in my building has centered on how to reconcile our double

#### Q4. If you would like to comment on any of the questions above, please do so.

bind: not taking political stances means not speaking out against Trump's bigotry and receiving no guidance on how to protect our students in populations he maligns.

- Our school is mixed with many immigrant students and they find the rhetoric scary
- Many of my students have family or close relatives who are here illegally. They fear if Mr. Trump is elected that they will be enforced roundup and shipped back to Mexico. They also fear that pictures of the fears that Mr. Trump is using in his speeches to share have cast all Hispanics in a very bad light. I hate to confirm this but Mr. Trump has tapped a vein in the American public that feeds on the discourse that many feel and it is bringing out age-old prejudices.
- No
- Rise of fear about racism.
- Donald Trump being a candidate has really shifted conversations away from politics and more into racism in my classes due to his offensive comments. That could be a good thing I suppose but it has not been in my class.
- Have not seen this much concern/interest by grade 7 students before!
- I teach elementary school in an urban district. My student population is very diverse, and I have 3 students that are Muslim. They have expressed large concerns for the safety of themselves and their families after remarks were made during the presidential debates.
- My students cannot understand why Trump is so hateful and wants to build a wall between them and their families.
- We should always make sure that the instructor NEVER indicates in any way their personal feelings. If one gives one side of an argument, they must give the other side without showing their personal political bent.
- I am NOT hesitant to teach/comment on this year's election. Our students NEED to hear a balanced comment on the toxic comments coming from Trump, who keeps winning delegates. Our Muslim students are well respected, so there is no backlash for them.
- I had a student come to speak to my class today about her mom, who was a refugee in the late 1980s in the USSR. The class told me after she left that they wanted

to have a parent come into share his ideas about immigration. They feel we give things and money to refugees. There is no empathy, and it is scary.

- My 6th graders, largely comprised of ELLs, immigrants, and children of immigrants, have been impressively attuned to the rhetoric, and I've used the political discourse as a focus in our analysis of speech and language.
- I have students from migrant families who are fearful they will be sent back to Mexico, even though they have no memory of that country.
- How to convince Jehovah Witnesses to vote. Give me some advice
- At my school, there are clearly separate beliefs in the political debate. Republicans speak freely their thoughts on the issues & candidates, but they expect democrats to be silent with their opinions on the issues. There is clearly an inequity with freedom of speech at my school.
- At my school, there are clearly separate beliefs in the political debate. Republicans speak freely their thoughts on the issues & candidates, but they expect democrats to be silent with their opinions on the issues. There is clearly an inequity with freedom of speech at my school.
- The mess created by the candidates has opened the eyes of my middle school students. I have had them dig deeper, question statements, and survey family members, neighbors, and other adults.
- I teach in a school with a large population of students and families who are undocumented immigrants. I want to do a better job of addressing their needs, and I do have a lot of resources from the organization that runs our school, but I wonder about teachers who don't have that type of support. Also it becomes harder and harder to be an unbiased teacher in the classroom when the rhetoric on one side of the debate is so inflammatory and frankly destructive.
- Our student body is diverse, both racially, ethnically, and economically. We promote a value system that is the "Lincoln" way.
- Within my classroom I have been somewhat reluctant to mention candidates as my second grade students, reflecting their parents points of view, were opinionated when it came to a particular candidate, which made one of my students very uncomfortable. So, I've had to be very diplomatic.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I teach in a very diverse school in Washington, DC. I have students who are Arabic or of the Islamic faith. Most of what I see and hear from my students is more about how wrong much of the rhetoric, especially from the GOP side, is. There is some fear in there as well.
- I am a public school teacher & I am Muslim. I feel very uncomfortable & I worry about the future because of all the negativity toward Muslims.
- It is very hard for me to be objective when teaching this.
- I teach sophomores and juniors and have not heard/seen negative discourse/sentiment
- Some of my students have expressed concern for people they know but not for themselves.
- I think my students feel more supportive of Muslims and that they are being singled out as a group unfairly.
- If electing a President who promotes Hate/Fear makes people feel better. So did the Nazi's. Until it was all over. The world cannot afford another Adolf Hitler.
- I work at a school where 26 different flags fly in the common area representing my students. We just celebrated our multicultural festival last week. My students are constantly commenting on how mean and scary the Republican candidates are.
- I teach in a semirural Vermont preK-8 school, but my 5th grade students are genuinely scared of Trump and his message. Unfortunately, the international world has as much to fear from Cruz and Clinton as from Trump, but here in the US it is Trump whose demagoguery and affect upon masses of people is frightening to behold.
- We are told by administrators to speak objectively about the election, but this year I have been very vocal in my opposition to Trump, his rhetoric, and his propaganda. We have analyzed his ads to demonstrate rhetorical fallacies and plain falsehoods. My Latino students are especially concerned about his racist comments about Mexicans and what kind of threat he could be to them and their families. I believe it is my civic duty to teach students to stop demagoguery its tracks. I do not openly endorse or criticize any other candidates; I simply focus on Trump as the worst example of politics.
- I have seized every opportunity I get to teach about the election. I see it as an opportunity to open students' perspectives beyond what they might be getting at home, or on television. Our media has failed us mightily in the early 21st century, and I want the students who pass through my room to expect better of the media and to hold them accountable in the future.
- I students have show great stress about what will happen to them or there parents if Donald Trump becomes President. Why aren't Americans fighting against this man and why does he have so many American people following him and his rhetoric when most Americans are immigrants. Especially Donald Trump's wife?
- I teach in a diverse, urban district, with students ages 18-21. Many of the students of minority backgrounds are very perplexed by the rhetoric and dynamics of the current election cycle. Students will comment about the election if they hear others talk about it, but they will not bring it up on their own. Most of them are opposed to Trump, but they don't have a preferred candidate. I encourage them to learn about the issues and to vote, but many of them say they probably won't or that it won't matter. In light of the election process, our staff has also tried to incorporate more instruction around topics of race, diversity, culture, etc. (many from your website - thanks!). It is interesting how uncomfortable students are with these kinds of discussion. One student was shocked when I described myself as white--and not because I was stating the obvious, but because it made him uncomfortable to talk about race.
- My ESOL students are more motivated to learn about the campaign.
- My children's school has over 40 different languages spoken. Very diverse. I don't think many are citizens of this country, here on work visa from all over. Not much political talk at all, nothing that has been uncivil.
- Most students who I hear engage in conversations about the election are 4th/5th.
- I teach in a town with a large Hispanic population, and many of my students have family members who are not American citizens. They are so scared of the things they have heard Trump say. They are only in 3-5th grade, in a special ed class, so when it came up at the very beginning of the election I felt confident that I was able to ease their minds by saying he would never, ever be president and they had nothing to worry about. I never imagined it could get this far & they'd be as nervous as they are now.
- I spend time trying to calm fears, i.e. black kids afraid of being sent " back to Africa" and losing footsteps, Muslim kids afraid of harassment

#### Q4. If you would like to comment on any of the questions above, please do so.

- I work with young adults with cognitive disabilities, and they are confused and frightened by what they see in the media. It is hard to teach about the election process because they cannot move past the fear. Even students with families who are here legally are worried about what will happen to them. In addition, I advocated for several of the higher functioning students to register to vote, thinking that being able to use their voice might help, however, some closed minded case managers felt that helping registered to vote was inappropriate due to the volatility of the election.
- My school environment has continued to be supportive and a place for open dialogue. I have been heart-broken though talking to children who are worried about their families and their communities.
- I teach in an elementary school, and the students are wonderfully kind. What we are seeing is more stress and concern about the future, and a lot of confusion about the process, key players and big ideas. The younger students are hearing a lot of talk at home, but not necessarily teasing out all of the details and nuance.
- I teach 6th grade in an elementary setting so they only know what they hear their parents say. Last week I had to find a delicate way to respond to the comment "Trump hates Mexicans" without giving away my political leanings or offending their parents.
- I've spent a lifetime trying to teach tolerance social responsibility often at my school being that Caucasian teacher that appreciates culture I have so many students in my career of told me that I was somebody who show that not all Caucasians were bad as I've always worked in urban education with Donald Trump is propagating in the media has broken down a lot of hope that many of my night my Nordic students that the world could be a peaceful loving place and trust me over 15 years Teenagers have become kinder there has been more hope were understanding more togetherness less racism more acceptance of LGBT students less issue with interracial dating and definitely less negative appetite spewed By our teens and schools
- My work focuses on creating safe and supportive school environments and bullying prevention. The professional development courses I teach include a great deal of discussion about the models our students see in the political campaigns, debates, and news coverage. We do our best to model respectful behavior. When students see campaign ads, news reports and debates with adult leaders calling each other names, talking over one another and being rude they often feel empowered to display those same behaviors in our classrooms and hallways.
- Some students are concerned about the future of our country.
- My students are very nervous about some of their family members being taken away and losing their parents.
- Increased fear, uncertainty, suspicion and stereotypes of white people.
- I only substitute for the social studies teacher and do not know how the students are leaning, but the school is in Eastern Oregon in a very small community with very racist comments heard openly within the community. I definitely hesitate to allow any discussion that will open up political 2016 rhetoric. I am ashamed to admit it.
- My students have not been negative towards each other because of the election. Rather, they are outraged by the obvious racism shown by the Republican Party.
- I tell the students we are not going to talk about it because it is such a hot button issue. I teach Ancient World History, so it isn't directly related to my content. However I wouldn't dare ask kids to watch the debates, reflect and discuss in class. I flat out don't allow discussion of the candidates in my class. The candidates curse, make obscene references, and name call to one another's face. I don't want my students to think that is appropriate behavior to emulate in the world.
- Interest is much higher this year with the general attitude being that students are concerned because they feel like there are no good choices for candidates. They like Bernie Sanders and really dislike Trump and all that he stands for. I taught them about voting rights earlier this year but it might be time for a refresher. Thanks for your support materials - I have used all of them in class.
- Other than the individual policies/statement of the candidates, little has changed here
- A difficulty has been encouraging student to vote or make their political stances based on a candidate's platform, rather than sound bites.... particularly young minds are swayed by bombastic behavior, and those who tend towards name calling and or disrespect of competition. It is difficult to monitor bullying when the students see adults bullying large groups of people. Other students feel ashamed of the system and the American people, how we look abroad. Some feel hopeless in achieving fairness in society when these leaders are encouraging bigotry.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I am only hesitant to teach about the election because some of my students are so anti-Trump that it is hard to make it any sort of objective lesson. Part of the reason they are so vocal is they have heard from classmates about their concerns for their families' safety. I have had kids tell me how concerned her parents are about "getting to stay here" and wishing they could vote. Our superintendent wrote this guest editorial in the Seattle Times  
<http://www.seattletimes.com/education-lab/guest-essay-how-to-support-students-amid-hostile-divisive-presidential-election/>
- I have many immigrant families who are truly frightened by the images they see. Most disturbing has been the videos of trump shouting build the wall with an entire audience chanting with him. Scary.
- I just spoke with a Mom whose 5th grade child had a full blown panic attack because all her friends had told her that their parents had said if Trump is elected we will move to another country. The children are feeling the stress of the parents' anxiety.
- I work entirely with international students, so I marked 0 for increase in anti immigrant, anti Muslim, and uncivil discourse.
- Your questions seem biased to me. Are you blaming one side for this problem? Violence is wrong on both sides. It's un-American to stop others from having and expressing an opinion especially in an election year. Proper forums of discussion and respect must be encouraged for all candidates and people.
- My students are largely Latino. They are terrified of Trump.
- I live in a very liberal part of upstate NY... meaning few Trump supporters. The few that are here are VERY vocal, more so than prior to the election season. The media and this small group of people have changed the climate of our town and school. The greater majority of students were just as negative with their anti-Trump messages. It has been difficult to teach tolerance of both views because so much is personal to my students, and myself. It's been a long haul to get them to turn off the news (opposite of what I've taught in years) and listen to each other before calling names. Teaching tolerance in my classroom has been the most difficult to teach and preach in my 20 year profession.
- My students who are 95% Mexican American, many of them anchor babies, are fearful that they, their families, and those either legal or illegal immigrants will be deported or have government social services cut.
- My ELL students don't understand the hateful rhetoric.
- As a teacher, I try to keep my political opinions secret from my students so that they can make their own decisions. This year it has been very difficult for me to keep quiet when so much hate speech is being spread by political candidates. I know it's wrong to spread hate and segregation of different peoples, but it seems like the media and candidates are making hate acceptable and main stream.
- I have done lessons on the elections in my rural SC school at least three times (twice on gubernatorial elections, once on the first Obama election). I chose not to do it for the 2012 election because of the climate regarding President Obama, for fear I would say the wrong thing. In the mean time, I have pushed the envelope in other ways. Sadly, I have felt that playing President Obama's speech at Selma was pushing the envelope. I am hell-bent to do something for the election this year, but have to figure out a way to do it where I sound completely impartial or I will get myself in trouble...but also not so impartial that I make my immigrant and children of immigrant students feel like I support the vitriol that Trump puts out. Looking forward to seeing if you all are able to come up with anything that fits the bill.
- My community is multicultural so students are used to this diversity in culture.
- I teach at a community college that has a very diverse student population. My students tend to be part of the ethnic, racial, and socioeconomic groups that are experiencing discrimination elsewhere. I have not personally witnessed expressions of uncivil or threatening comments on campus. However, in class my students frequently mention the 2016 campaign, the rhetoric of the candidates, and their concerns about how their futures will be affected should a Republican front-runner win the general election.
- I have heard many express dislike of Trump. I work in a building representing many cultures. I honestly haven't heard any support for Trump. I teach Reading but believe in the value of teaching tolerance and compassion.
- Many of my middle school students are here in the US "illegally", and are hyper conscious of what this election means to them.
- I teach in a very progressive community but there is still a lot of fear around the "what if's". Kids have dealt with increased racial harassment when they leave their community & are in other parts of Boston, mostly

#### Q4. If you would like to comment on any of the questions above, please do so.

from hateful adults. They've said they feel a distinct increase in discrimination, hate speech & overt bigotry since the election cycle.

- A bank of 2016 presidential lesson plans and articles would be great! I am a 4th grade teacher and will be able to just teach ELA/Social Studies next school year.
- My school is predominately African American so immigration issues is not their concern
- I teach ESL to refugees, immigrants and International Students (on F-1 Visa) at Portland Community College (Oregon).
- My students are very interested in the election. The majority of my students are Latino.
- It is sad when you overhear students express fear of deportation from a country they have only known, especially when they would be deported to a country where they do not know the language.
- Most of the question did not apply because I teach in Sint Maarten.
- I don't see this election as any more "unique" as you state than any other election.
- I work in a lower socioeconomic urban community at a large, comprehensive, traditional high school that has a 99% Hispanic population. My students are appalled at the anti-Hispanic rhetoric & afraid of the possible repercussions if a Republican is elected--they are geeked hated.
- My school is very diverse and has a very liberal vibe, so I don't expect there to be a lot of anti-immigrant sentiment as most are immigrants. What has happened that has disturbed me is that although I feel that Donald Trump is a foul-mouthed loser, I have become increasingly unnerved by how students are talking about him. While it is ok to be upset by what he says, hate is never ok, but this election has brought out the worst in everybody. There is an absence of rational discourse.
- My students have had heated debates about the candidates and what they represent, to the point where everyone is talking in loud voices, some shouting, and I have to ring a bell to bring everyone back to attention (one class of AP Psychology).
- We watch Channel One (student) news in my homeroom each morning (7th grade). The election coverage always gets my students blurting out comments, namely against Donald Trump. They call

him a racist and talk among themselves about the latest things they've heard him say or do. It's been quite interesting to watch them. I must say this election has gotten more reaction from my students than any other I can recall.

- I teach two classes of adults, ages 19 to 68, in a literacy center that is sponsored by a nearby high school. Almost all my students are African-American. We are now studying the economics topics in my GED social studies class and will begin the civics/ government topics in a few weeks. Most students are unemployed and well aware of the problems that brings to themselves and their families. In my pre-GED language arts class, we are working on the skill of recognizing main ideas and supporting details in non-fiction, which leads to the study of generalizations, fact and opinion and propaganda devices, all of which are exemplified in the current primary campaigns. My goal is that studying these types of writing in the context of the current election campaigns will alert the students to their need to ask questions before accepting opinions, generalizations and statements wrapped in a propaganda device. Students in both classes are usually unaware of national political parties and elections, but they do understand the dangers of the anti-Muslim, anti-Mexican etc. rhetoric and disagree with it. As many are parents and grandparents caring for young children, their main concerns are being able to pay their bills and the violence in their neighborhoods.
- I can disagree with these statements because my community completely gets it! Many of my students are children or grandchildren of immigrants; the wall that Trump wants to build will separate them from members of their collective families. I am an educator in a Catholic school; therefore, Election 2016 is probably the best morality play I could ever have! I use it to teach both social studies and religion. We are also preparing for a visit to the Museum of Tolerance in Los Angeles (our eighth graders go every year).
- I am glad to see your magazine take a stand with this messy rhetoric going on however, why didn't your magazine take the same stand when President Obama has continuously been disrespected by he same republican party? There was a time when it was considered treason to speak negatively about the president. He has been the most insulted, disrespected president thus far. And I do believe we ALL know why...
- I am hesitant to teach about the 2016 election because I am not sure how to do it without letting my own positions and biases be the lesson I am teaching.



#### Q4. If you would like to comment on any of the questions above, please do so.

- There has been an increase in student concern around the outcome of the election. We have discussed what it means for our country if a candidate known for inciting fear, hate, discrimination, and violence is chosen to lead.
- My students parrot what they hear at home. I find it increasingly difficult to talk about it without expressing any personal political views. Help would be appreciated! Thank you!
- Kindergarten students look at their ELL peers and tell them that they "will get ported soon and never come back because there's going to be a big wall to keep kids with brown skin out". Imagine the fear in my students' eyes when they look to me for the truth. One student asks everyday, "Is the wall here yet?" In over twenty years of working with young children, I have never witnessed anything like it. The comments occur so often, we have set aside daily time to discuss the truth, character, and love.
- My school is a fairly progressive private school in Chicago so there has not been any outward signs that the election has led to any bigotry and uncivil behavior, but if there was an issue it would be that if there was a student who was a Trump supporter or a Republican, the environment would be somewhat hostile.
- We did a unit on immigration. After using the "I Am Syria" site and after having earlier studied the First Amendment, a sixth grader asked how it could be constitutional for a presidential candidate to suggest limiting immigration based on religion. We discussed. Some said it is definitely not; others thought that if a presidential candidate was saying it, maybe we were missing something and it could be constitutional. So we went to the experts and wrote our Vermont congressional representatives. Both Peter Welch and Patrick Leahy wrote confirming it is both unconstitutional and unconscionable. No word from Bernie Sanders yet but he appears busy this year! (One of my colleague's daughters works in Congressman Welch's office in DC so his response was even hand written and signed!)
- My children are worried about the election. They are worried about their classmates and parents being deported. I have had more than one child say they fear World War III will become a reality if certain candidates are elected.
- Students are appalled and afraid as a result of the overt bigotry and racism being displayed.
- The quality of the discourse is the biggest problem. How do we teach anti-bullying when bullying behavior is all they see on television (and that's the news)?
- The majority of my students come from families of immigrants or refugees. Almost all of their parents were not born in the United States. Almost all of them do not speak English at home. Since Donald Trump began his campaign, he has been a hot topic in my 8th grade ELA classroom. My students clearly do not like Mr. Trump's words, especially when he has berated groups of people to which they belong. The only problem is, my students react to Mr. Trump with the types of language he uses against people. They call him names, such as Donald Dump. It's difficult to teach students with so much valid anger and frustration, with which I completely empathize, to not name call back, when nobody in the political sphere is really doing anything about it.
- It's hard to wax enthusiastic about the process when there is such incivility and crass insults, which detract from the important issues to be considered.
- A few students are afraid of parents being deported. All of my students are seeing that it is acceptable to be bully and express hate and ignorance. I can't say anything about it as a teacher because due to the crippling/disabling of the NEA in my state and new state laws I can now be fired without due process. I am in a district with 27,000 students that has not given any guidance or support about how to deal with these issues. So, I assume it appears to my students that this is "just politics" as usual and that I am OK with it-- my silence must seem like tacit acceptance. Even so, I have had a Trump supporter parent go to administration complaining that I am too liberal..... and we haven't even studied the election or candidates yet In fact I have avoided it! This individual did not approach me and I don't know what he accused me of doing or saying specifically. I was just told by administration to "be careful". Among other side effects of this, it is making me suspicious of my students (who is "telling on me" for being too liberal?) and uncomfortable in my own classroom.
- This campaign goes against what we try to teach in school - disagree respectfully, respect everyone and each person has the right to be treated fairly. It is hard to expect students to act one way when they see the future leaders of our country acting another.
- I feel the students are more open and respectful than the adults are showing in this election. However, it is difficult to promote respect for government institutions that do not promote human dignity and rights.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Most of my students are Muslim-so they are terrified for this election.
- I teach in Columbus Ohio with a growing immigrant population. Many express fear of the next president because they think Trump will be their president. They feel that Trump hates them for being Latino, black, and disenfranchised. They think their families will be broken up.
- One of my students is worried her family will need to leave the country and move to Tunisia (where her dad is originally from) if Trump is elected, despite the fact that she, her siblings, and her mom are American. Others are worried parents and other family members will be deported to Mexico and families split.
- I teach it 100%. I encourage my students to become knowledgeable and often play both sides of the fence to where my students do not know who I want to be our next President. My students watch the debates, the news and commercials and we have debates/discussions in class. They know they can ask me anything and we figure it out together.
- I talk about the elections with my students. Most have never voted so it is important that they register.
- I have never seen students so engage in an election and asking so many questions. Latino students are concerned that if Donald Trump were to be elected president that they and their families will be deported. However students are mostly reacting to Donald Trump's rhetoric in a negative way and expressing the importance of a leader to speak respectfully about all groups of people. The discussions in my classes have been thoughtful and informed.
- I teach at a very diverse school - if students are not the children of immigrants or immigrants themselves, then they have friends who are. Most immigrant families come from India or Brazil, so they are different groups than those that seem to be the target of much of the rhetoric, but I have heard many students make connections to the immigrant experience as a whole
- I have taught 1st grade students for the last 19 consecutive years. Each election, I typically hear "I would vote Democrat/republiican" based on their home experiences. This year was different. The conversations were about issues. The comments were about women's rights, and immigration. I have students who fear that one of their parents will be deported. Seven-year-old children, afraid and debating issues....
- Students are shocked and disappointed at the lack of decency and real citizenship displayed by those who wish to become our country's leaders.
- I find it difficult to speak respectfully about the potential candidates who unleash racist inappropriate and disrespectful statements as I promote and teach eradicating racism to improve the nation that my students one day will be the leaders within.
- I have middle schoolers that are at-risk/struggling and they get it. They don't like Trump; they call him a racist. They are very angry with him. I let them do their own research and we'll do impromptu chats but I haven't done very much specifically because they get it. Our high school students think the Republicans are ridiculous and mostly just entertaining.
- I am definitely hearing kids voice concern that they or their family could be deported or not allowed into the country.
- There have been some anti-Semitism comments made within several schools within the school system that I teach, which is alarming because its population/community is largely Jewish.
- This election has put me as a teacher in the role of defending the integrity of this wonderful country. I have to explain that it is not usual for adults in a very hone red position to act the way these people have. They are supposed to be examples of the constitution at the highest level. As these young people look at the election, most for the first time, and they begin to form ideals and thoughts, I fear for them. What they must think of us teachers as we teach them how one must act and behave in politics and then watch TV?? I am avoiding discussing these horrible demonstrations in class.
- I have faced each question in class honestly - most are worried they will be asked to leave the country - legal or not. I had them read the Guardian article about Mexicans and Muslims being linked <http://www.theguardian.com/commentisfree/2015/dec/10/we-mexicans-welcome-muslims-as-the-new-public-enemy-number-one--> we talked about community and as I teach ancient Greece and Rome - it has been great linking propaganda and bias to artifacts from these civilizations and the presidential campaign.
- We have students from war torn countries in our community.
- How, oh, how do I teach my students civility when none is being demonstrated by one major Republican

#### Q4. If you would like to comment on any of the questions above, please do so.

candidate in particular? They see it from a man who is "successful" so how can I convince them not to emulate him?

- I work in a school that has an immigrant population. Several of my students who are American citizens are registering to vote because they are afraid for their family members who are not citizens for them this is the first time voting. I continue to have a group of disenfranchised students who feel that their vote will never count and so far have refused to register to vote and will not register when they come of age. What I find frightening is the amount of anti-Semitism from Muslim students and students of color. These students don't want open discourse. Some of these students have actually told me that they don't know anybody who is Jewish. Everything they learn comes from the Internet or Wikipedia and it is 100% correct. I don't have many instances to teach about the election as I teach World History, and we do not offer Government at our school.
- I teach in high Hispanic population schools. Their fear for their families is very real. As much as I try to keep the candidates names out of discussion, I can't. The hate and fear of Trump is so strong.
- Our school is PK-8th grade and I teach library through 6th grade research class. My older students are asking me who I like for president, and if I support Trump. When I tell them I'm a Democrat they say GOOD! They are afraid of what will happen
- The anti-immigrant opinions at our school are coming from staff not from students. Our school is over 50% students of color. Our staff is 98% white.
- Our local communities are suffering from the rhetoric that is going on. Maybe not directly at our local colleges, but the community is starting to show the divisions. Personally, I worry about talking or sharing anything about politics. We hear so much how we are surprised as to how many of our friends are also sharing the negative comments that the Republican GOP is spreading. Very sad because many friends have commented how they feel we are going backwards in time to the discrimination and division among people! Having experienced some mild forms of discriminatory comments is personally scary and sad.
- I am at a new school this year, so it is hard for me to comment on "increases" or changes, as I have no basis for comparison.
- The population of students that I serve or people of color and do not agree with the anti political campaign rhetoric.
- I could use help with remaining unbiased in teaching about the election. Also, resources to help students understand how these issues will affect their lives.
- I remind my students that Trump is the most popular candidate among Republican primary voters, and that if he wins the presidency, that's democracy in action. Fair and square. That's why it's important that everyone who is eligible to vote do so.
- This presidential debate has created great dialogue among my students. They are quite insightful and bring thought provoking questions. I wish they were given the opportunity to answer questions from students during presidential debates.
- I work with EL students and some are very frightened about what Trump is saying.
- I am hesitant to teach about the 2016 presidential election because of the obnoxious rhetoric of the GOP.
- My students have been more engaged in every aspect of this election than any other election. They are concerned with talk that would not be acceptable in school being spoken by candidates for the presidency. These are 5th and 6th grade students
- I teach in an inner city, title 1 school with a large Latino population. There is no new anti immigrant or anti Muslim sentiment, but there is definite fear amongst students. They worry a lot about what would hay to family members if a certain candidate is elected.
- In my classroom, we have used this campaign as an opportunity to explore what it means to engage in civil discourse, even when we disagree. Although it can be immensely challenging to truly listen to those with whom we disagree--especially when the rhetoric is so vicious-- knowing the opponent's argument can also be a powerful tool to dismantling it. To this end, we have engaged in targeted research related to the campaign-- many times previously unplanned, but emerging from the nature of the discussions we have. There have been moments of discomfort, to be sure, but there have also been breakthroughs in understanding, as well as accompanying vocabulary shifts. This has been most important concerning anti-Muslim rhetoric, which has oft been repeated without careful attention to what is actually being said. When this happens, we pause and ask questions to determine how much we actually understand about what is being proposed. Then, we research (usually in small groups or independently) to check ourselves and hopefully expand our

#### Q4. If you would like to comment on any of the questions above, please do so.

understanding. Finally, we debrief as a class to share our learning and build upon each others' ideas.

- I teach third graders and know that the views and policies proposed will affect 80% of my students.
- My school is 100% Immigrants from Spanish-speaking backgrounds. To extent we are very homogenous group. Recent or newly arrived students with no more than 3 years in the United States educational system.
- As a result of the extremely bigoted and misogynistic comments made by Donald Trump my students have researched the Reconstruction Amendments, the Civil Rights Movement of the 50' and 60's to ascertain the implications the presidency has on their lives.
- My students have been more engaged in every aspect of this election than any other election. They are concerned with talk that would not be acceptable in school being spoken by candidates for the presidency. These are 5th and 6th grade students
- We teach deliberation in our school so helping children to look at all sides to an issue, whose voice is missing from our discussion, the Pros and cons and then finding common ground has been a very helpful approach to discourse.
- Many of my students have parents that are not legal citizens, but most of them are American citizens, born in the USA. They have some anxiety about the status of their parents and grandparents.
- I do not believe teachers are the problem with this tears election.
- Immigration is a unit I always look forward to. This year it is causing me anxiety- as Trump comes up and I'm forced to show my own political beliefs when I react
- I teach in a PreK - 4th grade school
- As a teacher in a high poverty school with a high number of parents who are immigrants (both legal and not) they are worried that this election might send them back to their former country.
- We teach that the media is at fault. They choose what you get to hear. Research for the Truth!
- My 8th grade students have had some intense discussions during our study of the Holocaust where they have compared Adolf Hitler's viewpoints and actions to those of Donald Trump. Many of my minority students have expressed concern, fear, and

anger about how they and their families will be affected should he be elected.

- I myself express concern about what may happen, especially concern for my nonwhite students.
- Fear has always been a political tool. However, this election cycle I fear it is a tool of fools.
- While the kids have many valid concerns, I find it difficult to go too in-depth about the presidential election because of not being able to answer all of their questions.
- I teach elementary school in a stunningly non-diverse area of the country. The students know few immigrants, and likely no Muslims. They do have questions about Muslims, one student even asking if he could be one. I tried to answer their questions simply, weaving our discussion into our current curriculum, and got an immediate parent complaint.
- My students and I are all concerned about Trump's rhetoric, which we find disturbing.
- My students are largely Hispanic and African American. They are paying close attention to the rhetoric of Donald Trump and are angry and worried he will be elected.
- My students are fully engaged in this year's Presidential election. Students are willingly open to discuss their concerns, preferences and their hopes. No matter what criticism can be leveled at the candidates, on both sides, my students are totally in!
- In my social studies classes, the current presidential election has increased our following of the news and discussion of many topics pertaining to the election. Our discussion has only made students more aware of the various biases of all of the candidates, the general public, and the media itself.
- It's really difficult to be neutral in this election. I think that it is very important for teachers not to openly support political candidates, but that is almost impossible this time.
- I find that it is also difficult to speak of Mr. Trump with the proper tone of respect due to a presidential candidate.
- I work more with the student's parents which they are concerned what the new president might bring and change to the Immigrant laws and the treatment of their families' education.

#### Q4. If you would like to comment on any of the questions above, please do so.

- My school is 100% free lunch and roughly 50% black and 50% Hispanic, many of whom are first or second generation immigrants.
  - I teach first grade. I haven't heard any students express anti-immigrant or anti-Muslim sentiment at my school, but it's possible this might be happening in upper grades.
  - I have seen an increase in tolerance and acceptance from my students this year. They are more aware of politics than ever before. Students are voluntarily engaging in political discussions. One student even encouraged me to vote in the primaries this year and told me, enthusiastically, that he had just registered to vote.
  - My class is starting a Campaign for Compassion. We are using multicultural examples of teaching compassion, like the Cherokee Two Wolves story to focus our energy on compassion instead of hate and fear. 2 Muslim students and 1 Black student have been victims of bullying since he-who-shall-not-be-named took the pulpit and declared a war on brown people. Super not cool. We are extending our practice of compassion out to our community.
  - I feel that this is a great opportunity to teach that every vote is important and that elections and people running for office whether national or local need to be civil to each other and focus on issues not personalities.
  - We are heavily Hispanic and have a representative minority of Muslims who are accepted by their classmates.
  - I incorporate public policy in the teaching of economic principles.
  - The school that I teach at is very conservative and many agree with Mr. Trump and Mr. Cruz. There has been a strong anti-immigrant and anti-Muslim stance by many in my school. I try to remain balance in my presentation of information about the 2016 election and explain how many of the suggested ideas would never happen due to the Constitution and federal laws.
  - There has been a unique sort of dynamic emerge at our school. We live in a very conservative and religious area, however kids are not happy with the ugly comments being made in this campaign. We have a growing Hispanic/Latino population because kids feel more supported here than at the larger traditional public school. We have a small number of LGBTQ who likewise feel safer here than at a larger school. So, while things are hateful in this campaign, we far more kids and families who are not okay with the hateful rhetoric and actions.
  - I am deeply concerned that my students have a limited understanding of the American political process, specifically regarding campaigning, protesting, and rallying.
  - My students and I have spoken openly about the 2016 election. Many of them have expressed concern about what will happen after the election, and expressed concern with the way Trump in particular is running his campaign. They say he is racist, and don't understand why he is allowed to get away with the things he is saying. We are studying the Holocaust, and they are seeing the parallels in how he is running his campaign, even as I have tried to avoid that discussion. One girl said she was unsure if things were always this bad, or if she was only noticing because she was studying the Holocaust.
- However, a few of them have picked up on the idea of "telling it like it is," as an excuse to make disrespectful comments. They feel very entitled to state their thoughts (shouting out, not being called on), even if it is rude or disrespectful. They have not picked up any hate speech, however.
- The support that the anti-immigrant, anti-Muslim, anti-Black has is scary. It brings out the true colors of many Americans. If Trump continues to get so much support and is victorious in the presidential race, I would have more fear for my safety and that of my family. Frightening...
  - Questions 1 & 2 connect the campaigns with anti-immigrant attitudes. Obviously, the anti-immigrant attitudes in both the public and the candidates are coming from evil actions of Islamic terrorists.
  - Some of my Latino students express extreme dislike toward a particular candidate as they have stated that if he wins, he will 'hurt Latinos', 'get rid of Mexicans', 'hates Mexicans', etc.
  - Because the teachers are speaking about the candidates less, the conversations in the classroom are not as negatively affected. Listening to the parents and the teachers tiptoe around the topic is much more scary. Some avoid the topic at all and those that do take the risk of an uncomfortable conversation that is not appropriate for elementary and middle school students to hear.
  - I teach in an elementary school, so there is not a lot of anti-other sentiment that I am aware of. However, there are students that have expressed, "Trump hates

#### Q4. If you would like to comment on any of the questions above, please do so.

us." There was a group of third graders who were panicked about their parents not being allowed to stay in the U.S.

- White fear drives many of the concerns about the condition of the world. It's hard to reason with people that have this fear of being killed or loosing control of the American way of life
- My students have expressed some concern. They see (ok to name names here?) Trump as someone who sounds like a schoolyard bully. He and Cruz are trading 'shots' saying things that middle school students would receive a detention for saying, and possibly be required to go to conflict resolution meetings. We have explored what the world political climate will become if the US president makes this type of comment on a regular basis.
- I do not hesitate to challenge my high school students to research and then support the candidate of their choice. Apathy is the worst of all human social emotions-it is far more dangerous than any of the potential elected leaders.
- There has not been an increase in anti-immigration sentiment; there has been fear. 1/3 of our students are undocumented and a very high percentage of children at our school has family who are undocumented. There is real fear about what the consequences would be under a Trump presidency.
- I answered no bc I have not directly heard any of the statements.
- I teach 4th grade and one of my students said, "If Donald Trump is elected I have to go back to Mexico and I don't even really speak Spanish!"
- I am not hesitant, but I am stumbling, trying not to cross those "professional" lines, but believing that there are times when those "professional" lines need to be crossed.
- Illegal immigrants are seen as taking away jobs from Americans. Students say they should be sent back.
- The populations I teach are mostly Hispanics from Mexico. My school is 96% Hispanics. I live in Phx. AZ. so some are concerned about their families so this is why I teach about voting rights and how the state of AZ tried to keep people from voting due to the decrease in polling places (from 200 down to 60). I stress voting and their right to vote.
- This year's campaign is counterproductive to our Anti-bullying initiative. It is hard to teach young adults

about the power of words when all they hear is negativity.

- I work as a college professor at an HBCU. The way that these issues are impacted compulsory education teachers and my peers at other colleges/universities are perhaps more in line with the concern that generated this survey.
- The rhetoric around this election is just so toxic that teaching, or even talking about it with mixed crowds of students can be a volatile situation. I hear a lot of worry and discontent from teachers and students alike.
- I am at a school social worker at a school that is predominantly African American. My students have asked me "Will the country go back to slavery if the Republican party wins?" I find that alarming to say the least that my 5th grade boys group would ask me that. There seems to be a fear among my kids with the hate that is being so openly disclosed from those running for president
- So far it has been an OK lesson. I think once we have the two final candidates it might be more interesting, since they are both dramatically opposed to each other.
- Thanks for pursuing the election for me! I teach at the elementary level, and my feeling is the students don't speak outwardly about what they know/have heard from their parents.
- I teach kindergarten in an inner city public school. Our students are primarily African American (many with family from the Caribbean). Perhaps the students are too young to understand what the adults are saying.
- These are strange questions to be asking.
- Students voice firm opinions that counter Trump's rhetoric. They are engaged in election process. Students voice more support for immigrants, Muslims, women than they did previously.
- As a teacher, I have never told students whom I would vote for. It's too hard this year to pretend like Trump is not extreme choice. I have said negative things about him. Trying not to do that.
- I think that my students understand that this is unfortunately the new normal. They are avid "reality" show watchers and this is just more of the same. Many of them have parents who are disenfranchised and so the Trump rhetoric mirrors their anger. This is not a Sanders area, it is very conservative, under-educated, and suffers from generational poverty.

#### Q4. If you would like to comment on any of the questions above, please do so.

- I like to also teach Middle School students about what impact they can have with their economic vote. It makes them feel they can have some influence since they are not old enough to vote. I feel this potential power is not anywhere in the curriculum but is severely needed. This year is particularly scary even for elementary students and many of our ESL children are afraid. On the plus side many parents have attained citizenship so that they have a vote. Children seem very aware of what's in the news and it's always better to talk openly but sticking to the curriculum doesn't work this year.
- The elections are providing my 5th grade students and I the opportunity to have a more meaningful conversation by infusing the critical thinking lens into any conversation. Let it be said I hold an EdD in educational leadership with an emphasis in equity and diversity.
- I have been committed to working on anti-Muslim issues on our college campus. Muslim girls report feeling comfortable/safe on campus wearing their hijab. I have started a program called "Daughters of Abraham" for young girls from all religions to meet and learn about each other. Approximately 30-40 Christian, Jewish and Muslim girls meet once a month to talk and work on social action. We had a rally in support of our Muslim students "It's not about religion it's about humanity." I work on training students how to respond to anti-Muslim comments.
- Terrorism has much more an effect on anti-Muslim or anti-immigrant sentiment than the election has.
- My school is great, although there is some concern.
- Here is the thing. Taking things out of context is nonsense. Not to mention biased nature of reporting as it appears to be the case. If positions were clearly spelled out without sound bites, we could have a proper discourse. Even these questions are biased in favor of your political positioning.
- It is so frustrating that people running for the highest office in our land are not positive role models for our students. Students feel if these candidates can say these things and there is no repercussion in how well they are doing in the election, then they can do it without repercussion as well.
- Some female students are concerned about their health and privacy rights, and some students are worried about the Supreme Court for years ahead.
- The school where I teach does not tolerate demeaning comments about any minority or majority group. I'm proud of that, because I belong to one of those minority groups.
- I have not seen all these things at my school, but I have read of all of these types of incidents at schools across the country.
- My hesitancy to teach about this election is that we teach diversity and to celebrate our differences and some of the candidates have been professing the exact opposite. We have to stay neutral and present the facts but these facts, some of them, are not what we teach in our school. Also the President is a role model and even my Middle Schoolers have said they don't see a leader in some of the candidates. Makes it very difficult to teach when all that we teach is not represented in our potential "leader."
- The anger and hate language from kids and adults has been ugly. We are trying to encourage peaceful discourse.
- We have a daily thirty-minute intervention block in our school day. I work with eight students, focusing on their weaker reading standards. I used newsela.com to assist in my instruction. Newsela gathers a variety of news articles and modifies them to fit differing reading levels. After reading several different articles, my students asked to continue reading specifically about the presidential candidates. They were very interested in the candidates. We read about each one as the articles focused on whatever was in the news. Each political party was addressed. Students went from having little to no knowledge of primaries and the election process to having a working knowledge. They asked if we could have our own classroom primary election. It was so exciting to see the interest that was generated. This all changed when a parent took a picture of an article on one of the presidential candidates that one of the students took home and posted it to social media. Although the parent never contacted me and asked how I was using the article for classroom instruction, I was told I could not continue to use any political articles in my classroom. It was devastating to me because the children were very interested and it connected so many curricular areas: social sciences, current events and reading. Wisconsin parents often think that if educators bring up any politics in the classroom that there is a hidden agenda...when in reality they would have been so proud to see what responsible citizens their children were being...imagine...educated voters!
- I am a social studies tutor working on-site at a public middle school in Austin, TX.

#### Q4. If you would like to comment on any of the questions above, please do so.

The teachers in this school are either uncomfortable talking about politics or they have very strongly held opinions (fortunately, at least none of them are pro-Trump. Unfortunately, as a contracted tutor, I have no control or authority in the classroom.

- I try to tie the whole issue back to the political process, which we have studied briefly. I'm not given a lot of opportunity to speak, mostly I just try to answer questions.
- I teach ESL and I often use the current events for writing prompts, etc. This year ELLs are much more aware of the current election than ever in the past (I have been teaching for 20+ years). They know who Donald Trump is and they talk about him. They ask new students their opinion of him. They have not expressed worry about the results, but I suspect it is there.
- Students are far more willing to discuss politics in the context of my course (about immigration) than ever before.
- My students and their families often report they are fearful about the United States if Donald Trump is elected.
- In recent years there has been a growing divisiveness in the political area. Previously, two people could hold differing opinions without having animosity towards one another. Now the atmosphere has changed. There's a sense that if someone doesn't agree with you, it's acceptable (even encouraged) to have hatred and anger towards them. Sadly, this divisiveness doesn't end at politics. The very fabric of our society is in danger of unraveling. These are truly frightening times.
- Talking to students of lower socioeconomic advantages about voting and the primaries we had in AL, most of their families do not vote, sadly.
- My students are very concerned about what will happen to them if Trump is elected. Many of my students have expressed worries about "being sent back to Africa" or a "ban on Muslims."
- I teach on a US military base overseas. Teaching students to view candidates honestly and form their own opinions without inflicting my own political views is among the most important thing I do. I need help how to do that in light of Donald Trump's bullying
- Huge problem is students uttering to their classmates what they hear at home, and then the school having no recourse as they won't have parent back up. For example, in the middle school I work at a student said

to another, "When Trump wins you and your family will get sent back." What does a teacher do? I can assure you that if a student says that loudly and brazenly in class far worse is happening in the hallway.

- I teach Kinder, and there is little need to address this topic - however, it would be incredible to work with older children and talk about this. I talk to my kids at home about it, and we compare the ideas of the candidates. My oldest is shocked that Trump can say what he says publicly, and that citizens in our country vocally support him.
- My students are too small to know what is going on at this time.
- I have never been so upset with the mud slinging, finger pointing and cursing, it is just awful, I don't know who will be our next president it is awful and getting worse I'm sick of it, no respect for the voters and citizens of the United States I hang my head in shame.
- I teach in an elementary school and I find that most teachers I work with are avoiding anything controversial...so its hard to answer the questions above when the kids don't have a chance to express their ideas...and many of the kids don't know a whole lot about the election at this time...so for me.... we need a step before this...and have some frameworks for how to talk about the election - how it works and what to pay attention to...I think we need to know how to talk about 'facts' or primary sources....and not make sweeping statements about the candidates based on 'what we heard' from our friend....how do we find out what the candidates say....and then we need specific language for how to address the conversation....something like....if a students says this, "We shouldn't let Muslims in our country." Then the teacher might respond with \_\_\_\_\_. I think elementary school teachers need to see how to have these types of conversations with little kids to make them learning moments.
- I am hesitant to open discussion about the election or candidates because I will find it especially difficult to remain objective and to remain impartial in my position as a facilitator.
- We have seen an increase in hate/bias incidents at our school this year. We have almost doubled last year's numbers.
- We have a small, private school for young kids. We continue to promote kindness and social justice on a daily basis. I have been so proud to have Barack Obama as our president. The thought of Donald



#### Q4. If you would like to comment on any of the questions above, please do so.

Trump even being a candidate for president makes me feel like we are entering a very dark time.

- Staff has also shown intolerance when disciplining students of color or Latino students.
- Our Muslim students and students with parents who have come from other countries, are extremely worried their parents will be forced to leave.
- We have several Muslim families at our school. I have never seen any negativity towards them. The girls wear headscarves and the students are very respectful.
- My students all have expressed their worries about Trump at a 5th grade but passionate level.
- Our Muslim students and students with parents who have come from other countries, are extremely worried their parents will be forced to leave.
- I live & teach in Düsseldorf, Germany. There is a lot of talk about the US election & we have had a lot of articles in our school newspaper about some of these issues since the election began. We have heard more intolerance, but much of it has been spurred by the surge of refugees into Germany than from the US election. Even then, the majority of the students are quite compassionate. Some of the parents, though--oy vey!
- Our Muslim students and students with parents who have come from other countries, are extremely worried their parents will be forced to leave.
- I am concerned that our country, instead of being a symbol of freedom and care for others, will a symbol of hate.
- I think these are excellent questions for self-reflection as well. When you answer these questions, what are you saying about your community?
- I am hesitant to teach about the election. In my 23 years of teaching, I've never voiced my own opinions regarding candidates because I like students to debate issues, policies, and form their own opinions. This year is unlike any other and I feel as if it is my moral obligation to speak out AGAINST Trump, but I'm torn because that's not my place as an educator either.
- Students here are tolerant and accepting of others. They feel Trump is racist and against blacks, Mexicans, women, and Muslims.
- The survey might have distinguished among voices: heard students?

Heard parents?

Heard other school staff?

Heard local community?

- My school is not very diverse, but we have a few kids who have expressed worry that their parents or other family members may be sent back to Mexico. That had never occurred to my small town white kids because to them Noe is just one of them. They don't realize the other issues he faces since his family are immigrants.
- On a personal level, usually I can keep it pretty fair in my classroom. If I give an example of satire or parody of a Republican candidate, I can do the same for the Democrat. My kids usually figure out I lean liberal but we don't make a huge deal out of it. This year it is all I can do not to go off on a rant about what an asshat Donald Trump is and how dangerous he would be with power. I have lost friends over this election. People I have known and loved my whole life who support Trump full heartedly? And what he stands for? I have no respect for that kind of bigotry and sexism and racism and advocacy of violence. My students asked me who I voted for in the primary and I told them the truth: Kasich, even though I detest him (I'm a public school teacher in Ohio), just to try to stop Trump. I teach juniors. These kids will be hugely affected by the outcome of this election and some of them will be old enough to vote in it. I've never had such a hard time maintaining my cool but when some of them start talking about Trump, stuff they are hearing from their parents most likely, my blood pressure raises to a dangerous level. I don't want to ignore the election but it will be more challenging than ever before. I usually do a lot of activities from livingroomcandidate.com. Maybe I'll just stick to teaching about ads from previous years and let the ads and candidates from this year speak for themselves.
- I feel that it is important as always to tap into students' critical listening, reading and thinking skills. We are a multicultural campus with more than half Hispanic students, but also a growing number of Muslim students. Through readings and discussions, I promote tolerance and understanding of 'the other'. So far, I have heard students express dismay at the campaign rhetoric.
- I feel as though just the opposite has happened in our school. The students see the injustices during the campaigns and debates and know what is happening is wrong.
- I fear that my students are just not aware of the issues surrounding the 2016 election. My teachers need to do a better job of incorporating information from the campaigns into the content!

#### Q4. If you would like to comment on any of the questions above, please do so.

- We have a diverse population in our school and there is a strong sentiment among my students against some candidates - Any assistance in teaching this crucial election will be much appreciated! - Thanks!
- I teach lower division college courses. My students are from Israel, Palestine, Turkey, Saudi Arabia, Argentina, etc. etc. and the U.S. This campus has a relatively high level of acceptance, but definitely not perfect.
- I teach ELLs and it is fascinating to hear them tell their stories about their countries and draw parallels between this election and some of the candidates to their political systems in other countries. They are scared and tell me their families and communities are as well.
- I work in a school that is more than 50% Hispanic and they are scared. They are worried what will happen to them and their families after the election if Trump is elected.
- I only used current articles about each candidate and had the kids select one to do a double journal, then summarize the grade-level article.
- Hard for me to say, only see kids for 45 minutes a day
- School is 98% African American students, 2% Hispanic and all on free or reduced lunch. There is a lot of anger towards the government during this election for letting it be what it has become but also hope.
- I worry what the reaction will be in the first year of WHOEVER is in office.
- I teach US Government so I am able to only respond based on the students I have in class.
- I'm Praying for all of us. Thanks for all that you do, I know that with your help I'll be able to teach about the 2016 election.
- I hear teachers speaking blatantly about certain narcissistic Republican candidates-especially resurrecting Americans' rights to bear arms and "protect ourselves." There is rhetoric regarding "keeping people out" of America.
- We have been told by our administrator that we are not to discuss political candidates with students-only the process. Our students, who are predominantly Mexican-American, definitely are concerned about Trump.
- More education around the electoral process and parties would inform young people on what there looking at and what the system offers. I believe that the youth see this election for exactly what it is...tasteless. In parts of America where institutional racism has been woven into the educational system and the leadership and values reflect the same ideas students may be challenged in different ways. In those spaces I imagine that minorities and their counterparts alike feel compelled to take a side. Here in NYC institutional racism/DOE and poverty has created a generation that does not listen to the news, know the political process or care about what's happening in Washington. When polled in my group not only did they not know the candidates but they did not know the parties or what the positions were. They knew Mr. Trump because of his TV celebrity not his politics.
- I hesitate to bring up the election and related news because I feel Trump has made a broken system into a joke. In previous elections, I have been able to show respect towards all candidates and point out the qualities and characteristics each can bring to the Executive Branch. However, this year I feel my high school students see Trump as a celebrity/reality show actor. They lose the seriousness of the campaigns and rather than evaluate him properly, they find him funny. My serious and fruitful discussions of the past are gone.
- We have about 20% Hispanic students and 12% Muslim students in our high school. Students are protective of each other and a good number of students will speak out against the negativity when it occurs.
- I have one set of parents who challenge many things that are part of the normal curriculum (including science, social studies, and current events) based on the idea of "liberal media bias" trying to influence their child to be "anti-white" based on what is being said by candidates from one of the major parties.
- Having grown up in the 60s and 70s, this election year has taken on a side that I have not witnessed in my lifetime. So much rhetoric is being spewn by "so called" responsible individuals seeking the highest office in the land
- I do not think that we can hide from any election especially one as significant as a Presidential election.
- My school is predominately white with very few immigrants. However, the comments that have come about around the election have been bigoted, and uneducated. It bothers me greatly that there are people in the world who still do not know tolerance and rely on the comments of their parents to shape and mold their ideals (especially at the high school level).

#### Q4. If you would like to comment on any of the questions above, please do so.

- My students are have never been so interested in current events as they are this year! There are days when I come into the classroom and we spend the entire period talking about something that happened in the campaign that the students are interested in. We have been tracking the primary results every day and have been discussing major issues that our country is facing. Most election years, my 7th graders could care less about what was going on. This year is the complete opposite. If anything good came out of Donald Trump running for president it's that it promotes civic literacy for the next generation.
- I am at a middle school and not many of our students seem to be concerned about the election, at this time. Because school time is spent teaching I don't get to spend too much time with other teachers and when we do get together it is to discuss methods, students, curriculum, and occasionally wages.... I have heard from many that next fall is when they are likely to be concerned about what they are teaching as it relates to the next presidential election.
- I have tried to overcome my own hesitancy to look at the election face on. However, it is very difficult to remain a neutral provider of information and facilitator of discussion when I believe some of the rhetoric used by candidates is hate speech, and when that hate speech refers to the ethnic or religious groups my students belong to.
- My students are minority students thus it is quite the opposite from the questions you're asking. They rather are very excited to vote, if they're eighteen this upcoming election to vote against Trump. However, that is all they know and don't know any other candidates.
- Hopefully, most children see and hear the important news from their parents. I generally have a discussion about saying kind words to each other and not using profanity. "Treat others the way you want to be treated" and "What goes around comes around." We have very good conversations about Tolerance and Understanding of people who are different then we are. "Don't judge a book by their cover," I feel that connects with my students. I have not any issues because we always TALK to each other when something is bothering them....
- It would be nice and of equal importance if both sides of the presidential race were represented in your survey. It cannot be one sided, partisan and biased. Where are the questions that bring up issues on being untruthful to US Senate investigation, and does that bother the voter. I subscribe to this program because of its values and messages that young adults need to be exposed to. Please remember WE stand for equality, and equal time. Otherwise, educators are not teaching, they're postulating. I like your program, I use each issue in class and it's a valuable tool. Thank you
- I work in a school with about 75% of our students are either immigrants or children of immigrants. To put it bluntly, they are terrified about what will happen to them or their families. I have also had to have several conversations when teaching world religions about being tolerant to all religions and not fearing one etc. I have worked in this diverse setting for many years, and never before have I seen an event like this election make such an impact on my students.
- My students are 99% Latino/Hispanic. Some of their parents do not have the documentation needed to vote. Regardless, I know that our parents are talking and teaching their children about the candidates this year. It is exciting to hear that these conversations are happening at home. Earlier this month "a day without Latinos" rally was organized in our state with thousands of workers and their families traveling to our state Capitol, Madison, for this event. Those that couldn't make the trip stayed home from work and school to voice their solidarity. Some of our classrooms held only 7 students that day. Some teachers were angry and made statements about making up missed work and wasting valuable teaching time.
- We live in the reddest state (Oklahoma) in the country and many of my Hispanic students have quietly expressed concern about what will happen to them and their families if Donald Trump becomes president.
- My school is primarily Hispanic. There is a lot of fear about the possible results of the election.
- Trump has fueled either favor or disfavor with his reality TV-like rhetoric.
- I have never discussed politics with students or adults. This year is no different. It's a personal thing as many people in education have very different opinions regarding their political views. I also am in elementary school and work with mostly primary students in poverty who are not that aware of the rhetoric.
- We have engaged in discussions directly connected to all of these hot-button issues. My senior government students are closely following the primaries and caucuses, and interesting discussions have followed. My junior U.S. history students have discussed current issues in light of their studies of Japanese internment, the Holocaust, the Civil Rights Movement, etc. I will admit that it has been a challenge to require the

#### Q4. If you would like to comment on any of the questions above, please do so.

students to discuss/argue in a respectful manner without engaging in inflammatory rhetoric.

- I teach at a university and it is against policy for me to state my political views in class. It's not against policy to provide opportunities for students to draw their own political conclusions, though.
- I teach a Holocaust Lit class and students are able (and willing)--without prompting--to make comparisons between Hitler and Trump, between anti-Jewish hate speech and anti-Muslim hate speech. They see history repeating itself--and so do I.
- I have heard students say the following: "What will happen when Trump is President and he makes us all go back to Africa?"
- I work as a school counselor at a mostly African-American elementary school that sits between two neighborhoods of low-income housing. As such, my students aren't very much affected by the immigrant question, nor do they mention the anti-Muslim rhetoric. They are YOUNG; but when our primary rolled around, they were very interested in my "I voted" sticker, and asked me if I were voting for "the lady." The older students wanted to make sure I wasn't voting for Trump!
- It is difficult to teach about the immigration issue because my school is in a conservative town but has lots of diversity. Some of my students support Trump's policies and it is difficult to discuss them when you have students who agree with some of the ideas he espouses.
- There has been anti-Trump talk at my school among staff, which is comforting to me. There has also been anti-Bernie supporter talk since the protests at the Trump rally, which is upsetting to me.
- My students often make statements that I know come not from being educated on the issues, but from listening to others' opinions. Often they become heated when talking to each other. I have urged them to consider the issues, and have provided newspapers and magazines for them to read.
- We have a large farming, migrant population, but very few students in the high school. (We only have one high school in the county.)
- We have several schools that we visit and use a specific curriculum; we adhere to the curriculum and do not have other conversations. We have not noticed any activity concerning the presidential campaign.
- Being an educator in an incredibly diverse school has allowed me the freedom to have frank discussions with my students around the issues noted above. It's been interesting to recognize how, schoolwide, our diversity has provided us with a sort of insulation against that rhetoric and it's potential damage.
- I work with a lot of first generation immigrants as well as "mixed status" families. There is a great deal of anxiety and stress, so much so that some families are choosing not to participate in free programs that supports integration and school readiness for early learners in the family. They do not want to risk getting pulled over and potentially deported. They are very concerned about what will happen to their families. I also see very polarized discussion taking place...either people express they boldly and loudly or there is sheepish silence. There is very little exchange of differing ideas going back and forth.
- It is important that as educators we keep educate our students to all the events related to this campaign when asked. While I do not teach History, some students have expressed the desire to understand the political stands some presidential candidates are taking. We are allowed to discuss this during our Learning Seminar to help them better understand the required work for History.
- Elections and candidates have been reduced to media entertainment.
- And, I might add, the candidates are seen as "ridiculous" and not to be taken seriously.
- My school is a very progressive school, and so conservatives are in the minority. When speaking with teachers, they are most worried about making these families feel uncomfortable, yet at the same time, it is important the rhetoric of hate not take a foothold with these families. Teachers are finding it challenging to talk about issues.
- The ridiculous words that come out of Trump's mouth has actually brought out some great discussions on hate, mean words, over generalization of a population, stereotyping, etc.
- Mainstream Media bombards us with fear mongering and scapegoating fro a few of our presidential candidates, they ignore the ONE who is actually attempting to change things for the better and promoting justice. Bernie Sanders regularly attracts over 30 thousand people in one night across America to hear him speak, yet we see NONE of it covered in Mainstream Media. This bias is hard to ignore and actually fuels Sander's supporters more.

#### Q4. If you would like to comment on any of the questions above, please do so.

- Having taught a range of social studies, writing, history through fine art, journalism, etc. I always enjoy sparking the wonder of gifted middle school students regarding the unique challenges of democracy in action.
  - This year we are challenged by the candidates, their surrogates, and the public to try to find the truth in their statements. I know I've introduced political cartoons as an integral part of protest and understanding. This year those editorial cartoons may reflect the absurd tone and measure of candidates for the most powerful position on anyone's vitae, but it helps teachers sidestep dropping into the ooze of the campaigns. Because my approach is integrated and thematic and research is at the core of my classes, students are being critical in ways they haven't been before. We are trying to take the higher road as part of citizenship/civics, but the "nonexamples" are so much more obvious than ever before. We have read about dirty tricks of prior campaigns, learned about brokering a convention, the usual role of the parties to conduct "coronations" in Cleveland and Philadelphia is a more remote scenario, but we have been researching and thinking about how much more organically democratic the process would be. Who is still working who knows how to wheel and deal, and is what is involved in that skill set? It would be easy to point to individuals who are acting as though they are running for middle school prom king/queen and make judgments of their temperament, but we are trying to fact check (so many want to be opposition researchers!) and discuss what factors would lead us into this outrageous, unfiltered discourse. Of course, a big part of the challenge is teaching this to bright 6th-8th graders, all gifted, all listening to parents who are younger than my grown children. Geographically, Pensacola is very red with fascinating pockets of blue and purple. The ground swell for a democratic socialist reminds me of what my husband and I were doing marching on Washington in the fall of 1969. It's very exciting, but my contract is explicit in what personal information, especially based on politics and religion, I can share. That's why finding primary sources can open young minds to the know candidates have frequently stretched the truth but not in the face of aggressive 24/7 news cycles. We are taking our time thinking and analyzing.
  - I am just trying to find a nice way to understand the election process in general and I would like to be able to talk about issues but unsure how to do this in a non bias and tolerant way with young people
  - I am fortunate to work at a diverse school where the students have a genuine respect for each other.
  - I teach at an elementary school, our enrollment is 100% African American. We work on being tolerant every day.
  - In addition to the anti-immigrant and anti-Muslim sentiment, there has been an increase in anti-LGBT sentiment.
  - No
  - I am hesitant to talk about the candidates because of the incivility and thoughtlessness of the rhetoric.
  - I'm from a very rural state, by most standards far from the next school district. We are a mostly white district, a few Latinos and Native Americans total number of students from k-12 110.
  - Concerning the elections are not being discussed in the middle or high school classroom. Because I'm an open democratic, they the administration would go after me as being left wing. I would not or have not brought my politics into a classroom. Most of our students are on reduce or free lunch program.
  - My school is made up of 90% foreign exchange students so the problem with teaching the 2016 election is not that I'm dealing with Trump-esque rhetoric pervading our discourse, but rather our discourse is thick with bias against him, which I don't really care to dispel. I struggle to find any redeeming qualities to this candidate and therefore my presidential election simulation is suffering because none of my students want to advocate for him, even just to see where he's coming from.
  - I am the school nurse teacher in a high poverty small city. Students have been presenting with vague complaints of stomachache and headache. When I sat and spoke with the students, which are elementary aged, they slowly revealed that they are worried about the, "whole Trump thing". They are fearful that some part of their family may have to leave. I was very upset by this and consulted the social worker who alerted me that this is actually a big problem this election.
  - I think that in general my students have maintained an openness toward immigrants, partly because the local Mennonite churches (the denomination with which my school is affiliated) have been opening their doors to refugee families. There may be some who are increasingly anti-immigrant, but they are less vocal than those who want to support refugees.
- I don't know that there's an anti-Muslim sentiment in my school as much as there's a heightened fear of Muslims and a tendency to try to make a distinction

#### Q4. If you would like to comment on any of the questions above, please do so.

between their God and the Muslim God.

I teach English. I try to incorporate some discussion of current events in my nonfiction unit with first years. I have had several African American students talk about how Trump hates people of color. Some of my students with family in the Dominican Republic and Puerto Rico have also talked about his rhetoric about sending people back where they came from. I really don't want to have his name invoked in my classroom. It feels like it makes it an unsafe place for my students of color.

- Over the past 19 years, I have tried to teach about the election process without voicing my personal political beliefs; however, that same process has been quite difficult to maintain in the light of this years MESS. It is absolutely pathetic to watch our so called, "presidential candidates," acting in such a horrific manner.
- My school has an extremely diverse student body and an active multicultural club, which has prevented us from experiencing \*some\* of the problems the election has caused in other schools.
- Over the past 19 years, I have tried to teach about the election process without voicing my personal political beliefs; however, that same process has been quite difficult to maintain in the light of this years MESS. It is absolutely pathetic to watch our so called, "presidential candidates," acting in such a horrific manner.
- My students have actually shown more interest in the campaign than I've ever experienced at this point. They will bring it up and ask questions. The majority of my students are Hispanic so I haven't seen the increase in sentiments expressed in the 1st 3 questions.
- Over the past 19 years, I have tried to teach about the election process without voicing my personal political beliefs; however, that same process has been quite difficult to maintain in the light of this years MESS. It is absolutely pathetic to watch our so called, "presidential candidates," acting in such a horrific manner.
- There is little discussion but I believe being proactive with putting something in place is the right thing to do. If I can be of more help, please let me know. Thank you for all that you do at Teaching Tolerance.
- My school is very diverse -- primarily Latino and African-American, with a large Southeast Asian population. We watch and discuss the news each day in class, and they are very aware of what is going on in the primaries - the issues under debate, the players, etc.

I see the impact of statements by Trump and other candidates on their views of the political system, and what it means for them and their families. It's troubling, to say the least.

- I teach civic responsibility. I stay away from the actual candidates and make up grade level appropriate ideas.
- I live in the San Francisco Bay area and for the most part, this is a fairly liberal area. I have not noticed an increase in anti-immigrant or anti-Muslim sentiment on campus, and our campus is very diverse. While I am not hesitant to teach about this campaign, I am reluctant to present lessons simply because I don't have the time or resources to put together something for my US and AP European students. I don't want to make snap judgments about what is happening. Mostly I try to help my students see the parallels in history and current events.
- My teaching situation is unique in that I teach music to 500 elementary students each week. There isn't a lot of time to discuss social issues unless they directly affect my curriculum. I haven't heard any talk related to the elections among my students. This is probably due to their age and my limited time with them.
- This presidential debate has been an embarrassment to the process.
- I feel now more than ever the need for EDUCATED discussions. Many of my students are questioning what the future holds based on the behavior of a few of the candidates. I continually guide them in the direction of issues as the determining factor on how a person should vote-but it seems fruitless when the candidates are preoccupied with bashing each other and shooting their mouths off rather than discussing the issues themselves.
- We make sure we have an open discussion about politics. We are a Christian school, so we always teach in a way that holds to our beliefs, but we do not demean other religions. We teach tolerance and love for all people. We hold to the principle, "What would Jesus do?"
- Because of the negative issues resulting from the election season, I find it more important than ever to teach about politics!
- I have already filled out this survey but now you have sent it again.
- I teach at a privileged mainly white private middle school. See? But our school is very progressive. I'm talking about who the Establishment candidates are

#### Q4. If you would like to comment on any of the questions above, please do so.

from both Parties. And who's not. And why this matters. We're also talking about voting rights! My students, sadly, are getting it why some people are discouraged from voting. Discouraged and worse.

- The anti-Muslim sentiment has come more from the terrorist attacks, not the election.
- These questions are not geared towards 100% students of color schools - where Trump has helped radicalize the student body against him - but the classes are not changing fast enough to take advantage.
- I think education is more important now than ever. The more my students are able to understand what is truly happening around them, instead of just getting it second-hand from their parents, the more calm they feel. As an educator, my job is to help them to make sense out of the chaos. By exposing them to student resources they can regularly access, students feel like they are able to formulate specific questions, know where to find detailed answers, and not buy into the "hype" all of the candidates are trying to create. This has done a lot to reduce fear for the future. This election has done a lot for the development of critical thinking skills!! The discussions have been fantastic!
- I try to remain neutral politically in my teaching, but this presidential election is so clearly has only one candidate with integrity, making it hard to even discuss the election.
- One comment from a Hispanic student said another told her that -Trump has it right, you and your kind should all be sent back to Mexico. She was fully aware that the student had no idea of what Latin or South American country her grand parents had come from.
- My students do not take this election seriously because of the negative campaigning among the candidates.
- The only candidate my Hispanic middle schoolers radar is set to Is Trump. They despise him and fear both him and the people that support him. They feel vulnerable. It sucks.
- The primary reason I selected "no" to both the question on witnessing anti-immigrant or anti-Muslim sentiment is that my students have increased their conversation on the topics but have not changed their personal pro-immigrant and pro-diversity and acceptance mindsets, at least from those who have been sharing aloud. They have mentioned their scare of what could happen based on the outcomes of this election related to these issues.
- There has not been an increase in anti immigrant sentiment. Our school is largely a Hispanic population. However, the anti immigrant sentiment of certain campaigns in this election have been continuously brought up by the students; specifically Donald Trump.
- Prior to this election cycle, students didn't even think about discriminating based on religion. Thanks to Donald Trump, they now think that Muslims practice a religion that is based on violence. Although I tried to correct that in class, who knows what they will think?
- I have not seen an increase in fear or biased speech. However, students regularly make jokes or draw cartoons about Donald Trump (his hair, his wealth, his over-the-top rhetoric). I don't know how to handle this, especially in more casual circumstances (like lunchtime), since it doesn't feel like the moment for a serious discussion.
- I approach the election in an open manner with my students. They will never learn or understand the issues that are being raised without honest discourse.
- I work in out of school programming at a community space. The majority of young people in our programs are Muslim with a family history of immigration. The fear and heartache is real.
- My co-teacher is Muslim and she's very concerned with the comments Donald Trump is making and the events that occur around his appearances. Consequently, our students are concerned for our teacher.
- The reason there has not been an increase in anti-immigrant / Muslim sentiment in my school is because it is already very high. I am a transplant in a rural midwestern area in a state just north of the Ohio River. It is basically a redneck area that was dominated by the KKK in the not very distant past. I have never "assimilated" into this culture (my husband's job brought him here--to a professional / collegiate atmosphere) and been considered benignly liberal. I get some comments but my AP classes flourish so I'm not a total pariah. However, as I taught my usual introduction of WW2 with outrageous quotes from Hitler, Mussolini and the pattern of the Nuremberg laws, I only once passively commented, "Hmm. Seems like we have heard things like this recently. The next day my very supportive principal emailed me about a parent complaint that I was not being "fair" regarding the current primaries and candidates. I have backed off, but plan to continue teaching history very clearly so other students who are able to speak up. Some do--especially the silently alienated LGBT students.

#### Q4. If you would like to comment on any of the questions above, please do so.

- The campaign should be about the issues and not about money spent or previous issues raised. Let us know what we will get if ...is nominated. Not a playground King or queen please....
- Racism, violence and hatred are such a problem in the USA. Politicians have become egotistical and only care about their own hidden agendas.
- I have noticed that students, who wore hijabs at the beginning of the year, stopped wearing them. They have also stopped sharing about their religious holidays and family gatherings. I see this as an act of silencing, which greatly saddens me.
- I teach kindergarten, so we haven't talked much about the election yet. But, I always try to teach my children about voting (we vote on many things in our classroom) and to respect whoever is in the office of president. I feel like Republican candidates (most) exhibit behavior that I would not allow in my kindergarten classroom. I cannot hold them up as role models, and will have a very difficult time involving my students in the election process this time if this kind of language and behavior continues into the general election.
- I teach in a "minority majority" school district, so there has been consistent and loud anti-Trump discourse at my school even so far back as December. Students are opting to do open-ended projects and going with an anti-Trump theme, completely unprompted.
- I am teaching 1984 right now, and my students are connecting several elements of the book to the current election. I teach in a predominantly Hispanic school with a strong Muslim presence as well. My students are scared by the current election and campaign events as well as rhetoric. I've had a harder time staying politically neutral in lieu of Trump's racist and misogynistic rhetoric.
- It is an about face of the core of a democracy when candidates suggest ghetto police tactics, discrimination and quotes of dictators as if they American heroes.
- I teach my third grade students to be "Bucket Fillers" who enrich the lives of others through kindness and good deeds. To watch the disgraceful display of a select few, who believe themselves capable of leading our country at a critical moment in history, is beyond inconceivable!
- In our rural school, Muslim culture is absent and invisible, so there are very few conversations around it.
- Most of my students are immigrants from other countries (primarily Armenia/Russia, Mexico, and other countries in Central America). Thus, their concerns have a great deal to do with why there would suddenly be so much anger toward Mexicans. I do wonder if some of my Armenian students are drawn to the anti-Muslim sentiments, since their community is still seeking acknowledgment of the genocide of Armenians at the hands of Muslims in 1915, but have not heard this outright. While there are occasional pro-Trump comments, I've found most are sarcastic.
- Students complain about the lack of tolerance for DIVERSITY in thought, word, and deeds and feel alienated even when they are not part of the group being "picked on". Fear is apparent and the news/media is part of the problem. Kids don't trust MEDIA either because of this bias. Many students are refusing to share their opinions, out of fear of being judged.
- I teach HS and many students don't trust the process or the LEADERS who claim to be looking out for them.
- Anti immigrant sentiments have put fear into the hearts of many of my students. The thought of losing DACA and mass deportations would hurt the community in which I teach.
- In West Virginia immigration is not an issue as in border states, yet this year students talk about not wanting people from other countries to come to the United States. We have had incidents of students harassing other students they think may be Muslim. The students they harass are not Muslim and it is difficult to explain on both sides.
- I teach in Hawaii where often my students feel quite removed from the social and political goings on of the "mainland". My students are quite familiar with Donald Trump and many 1) believe him to be incredibly racist and 2) are concerned about what would become of their families (many of whom are immigrants) if he's elected. My colleague (a math teacher) engaged in a period-long discussion of the upcoming election recently to address our students' concerns, and realized from that discussion, how little our students know about the election process, the two-party system, the platforms & backgrounds of the different candidates, and US politics, in general.
- Students have been quoting Trump and saying that if he says it its OK to repeat.



#### Q4. If you would like to comment on any of the questions above, please do so.

- I point out to them that they need to fact check what he says (which leads students to know that most of what he says is untrue.)
- An increase in overtly racist commentary by students who assume it is ok because of what they are seeing on the news.
- Violent rhetoric has been part of American elections since at least 1800. (Maybe 1796.) Vigorous and overly vigorous debate is something people need to accept and not get overly worried about. The worst national crimes in our history did NOT emanate from any of the traditional hateful rhetoric.
- Need help in helping students learn skills to have respectful conversations with those that may have different thoughts/beliefs than they do. Students today don't know how to have difficult conversations. It is okay to disagree, but don't have to do it in a disrespectful way.
- There have been several insiders on my campus prompting out university's president to release a letter about current investigations underway and a reiteration of school and campus policies.
- I don't think that I've necessarily seen anti-immigrant/anti-Muslim rhetoric increase across the school, but in specific students, absolutely. Also, I'm a paraprofessional, but as a part of election conversation with students, I see that the conversations are more difficult than they may have been in previous years.
- If educators focus on the way Trump is changing the political landscape instead of focusing on his negative messages it becomes easier to teach. It allows for teachers to focus on political participation, political parties' roles, and various election methods.
- I teach first grade and my students are very accepting of one another in my classroom.
- Our country is in constant change. Families are busy trying to make ends meet... pay bills, buy food or meds... travel miles to see a doctor because their medical card does not work with local doctors.... who has time to worry about things that don't affect their daily lives... immigration... NO! Muslim... NO! Food and shelter. YES!!!
- I hesitate because one side seems so incredibly wrong, and yet I tell students that I teach them how to think, not what to think.
- My students are confident that there will be no change in their family. They truly believe no harm or deportations will happen to them.
- In a first grade class a Hispanic boy said "We cut off the heads of n\*\*ers" and African American boy made similar comment about immigrants.
- I have noticed that most of this year's kindergarten students could not tell me the name of our president. This is a change over previous years, WHEN AT LEAST HALF OF MY STUDENTS WOULD BE ABLE to identify our current president. This year's class has not mentioned the presidential election at all. This is also unusual.
- I had an extremely bright excellent former student message me to ask if Trump was elected would she and her family, as refugees, be forced to go back to their country. We have a World Studies course. A Freedom of Information Act was requested by a community member to find out the studies of the course. That's no problem, however the intentions were to remove students when religions of the world were being taught, specifically Islam.
- There has been more election buzz this year than in the past. However, thus far it has not been negative or insensitive.
- A quote from the 4th grade student who is Muslim in my class: "If Donald Trump is elected, I am afraid he will kick me out of the country".
- I teach a current issues class. We went over the position of the main candidates for both the Republican and Democratic parties. Then we held a vote. Sanders won by one vote over Trump. Clinton came in 3rd and Kasich 4th. Cruz got 2 votes and Rubio none. When I read the students' responses, they are concerned about terrorism and believe that Muslim terrorists or suspected terrorists should be removed from the US. They do not seem to have an issue with American Muslims.
- There has been an increase in racial bullying. Not only against Muslim students, but all races.
- Students mostly say disparaging things about Donald Trump and the other candidates they joke about.
- Donald Trump spoke at our school during the evening early in the campaign. It was an overflow audience. Some of my students went. Some liked what they heard and some did not.

#### Q4. If you would like to comment on any of the questions above, please do so.

- We have a group of students who are calling teachers and students names like "stupid liberal" and "stupid feminist". Any time we try to correct the unkindness and talk about ideas in a civil fashion, these students start crying about their First Amendment rights at school. It is becoming increasingly distracting and divisive.
  - We are told not to tell our own political views to our classes. I find it difficult to teach about this election without being biased against certain racist and sexist candidates.
  - From what I've heard, most students do not support the anti-immigration and anti-Muslim candidates, or at least they are more vocal. I don't know about their parents!!!
  - I am at a predominantly Spanish speaking school and the anti-immigration and anti-Muslim talk is of concern and worry about what will happen to them. Our school is not more anti- just more concerned and it is talked about.
  - I teach in a predominately Latino and Black community and the students are definitely engaged with the election and what they are hearing.
  - I overheard some of my students discussing Mexican immigrants and the economy. They are in second grade. They stopped talking about it by the time I got to their lunch table. It feels really uncomfortable because if it weren't an election, I would consider discussing how that's not an appropriate way to talk about fellow human beings. However, since it's an election year, that point of view is now politicized, and sharing my opinion on that is no longer kosher. That is the only anti-immigrant sentiment I have encountered among my students or in the school.
  - Actually, the craziness of this campaign has encouraged GREATER dialogue between my students. I am relishing in the desire my students have to talk about Trump and the future of America. Nearly all of our students eligible to vote in the fall have registered. I only hope the outcome is as good.
  - I teach at a high-performing all-black charter school in DC. We are always political. (-: If anything, we are talking more about the election this year than we would have otherwise. In past years I have been careful to share arguments and ideas from all parties even though our staff and students are 90% leftist. This year there is more of a sense that stopping Trump is a shared civic or patriotic duty -- which it is fair simply to educate against him.
  - As mentioned, many of my 6th grade students are concerned about who will become President. Though I haven't heard an increase in anti-immigrant or anti-Muslim sentiment since the election began, some students who have previously expressed such views, continue to express such views, even when other classmates push back on them.
  - Many of my senior students are concerned with their future and worry about student loans and jobs because of all the discussions they hear on TV
  - Here's my thoughts...I read this article and felt compelled to write this letter and send it to my teacher colleagues.
- 
- Hello, all,
- I am a quiet person in most mail links but I ran across this worthy read that propelled me to put my thoughts into words on the topic of this election year's rhetoric. The young man here tells of how nationalism much like what we are being asked to embrace has changed his life. His young, clear voice is edifying and I encourage you to read and share this article and my email. I taught children from Bosnia...and they were really damaged by this exact type of thing. Any teacher of history will tell you that "nationalism" is a cover word that hides many ugly things -- bias, discrimination, strife, division, domination, distrust, desperation, and eventually, destruction. I'm not siding with any political candidate with this message or suggesting others change their views or political stances, so please, don't flood me with hate mail or justification. All I'm asking is that you think. Open your ears and your mind and examine the opposing viewpoints with an ear for underlying charged statements that can have a profound and lasting impact on our country --- regardless of whom is elected. I just ask that you examine this election season's hurtful rhetoric (not exclusively owned by Trump) and consider how it affects the young lives we contact every day. They hear the news and debates. They hear the families and communities and commentators discussing. Are they learning hate? As educators, I sincerely ask that you consider this election through the eyes of a child, a teen, or a young adult. They look up to those who may one day lead our country, often times with respect, awe, and hero-worship. I've held devastated second graders as they wept because "their candidate" lost...with as much despair as if they'd lost a pet or broken a friendship.
- What I'm noticing as I roam in and out of schools this year is...fear. Muslim children see me and duck, waiting to be judged. Middle Eastern children find "Death to ISIS" drawings in their backpacks. A child of Indian heritage introduced himself to me, all in a single breath, "Hi, I'm Fharid but I'm not a terrorist." He was six. As

#### Q4. If you would like to comment on any of the questions above, please do so.

a human populace, and as a nation, we've got dark histories of judgment, division, enslavement, abuses, eradication.....horrors that must turn the very face of God. In so many of history's turning points, it started with statements like, "We've got to take back Rome!" "Let's build a wall and keep these undesirable tribes out because we are better than they are!" (Ahem, a historical note, this took China 2100+ years and then didn't really work.) "Let's make Russia great!" (Stalin is attributed with the deaths of 20-60 million people, depending on if one counts wartime casualties, and the people he let starve during the famine.) Please...we as teachers hold the power to illuminate minds in this looming shadow...and prevent history from recurring here following the seeds sown this election year. Help our children see what is behind the hateful, hurtful words they are hearing, and reject this false indoctrination of division.

Donald Trump's deadly nationalism: Hate has been mainstreamed, politics have turned violent — and he hasn't even been elected yet

Salon

Donald Trump will probably never have a chance to build that wall between the U.S. and Mexico. But he won't need to, because he has already built plenty of them. These walls now snake through our neighborhoods, pubs, offices, coffee shops, and family dinner tables. These walls have reshuffled the political imagination of millions of ordinary Americans who accommodate his rhetoric of hate by dismissing it as showmanship, as a campaign strategy of the primary season, or as a genuine reflection of Read the full story [http://www.salon.com/2016/03/27/donald\\_trumps\\_deadly\\_nationalism\\_hate\\_has\\_been\\_mainstreamed\\_politics\\_have\\_turned\\_violent\\_and\\_he\\_hasnt\\_even\\_been\\_elected\\_yet/](http://www.salon.com/2016/03/27/donald_trumps_deadly_nationalism_hate_has_been_mainstreamed_politics_have_turned_violent_and_he_hasnt_even_been_elected_yet/)

- I truly appreciate that Teaching Tolerance is taking this on. I look forward to your guidance and resources.
- After we read a story on the Underground Railroad, a third grader asked "can they make slavery come back again?" And the class became very concerned and needed a lot of reassurances.
- We are all afraid of "What if?" We all have so many questions about our future.
- I am more than "hesitant" to teach about the 2016 presidential election. I am avoiding it like the plague! In years past, I would have been making numerous references to the election but not this year. It is the most emotionally charged presidential campaign that I have ever experienced and I have been around for a while!

- I haven't taught much with my 1st graders but my 4th and 5th graders are in my Multicultural committee and have slowly been debriefing me on situations.
- There has been a dramatic increase in the number of hateful and discriminatory statements and actions towards others based on their identities (cultural, religious, gender, sexual, etc.) since the campaign began. We have a group of male students who are white who went up to a table of Latino students in the lunchroom saying they were going to deport them. This never happened before the election. On a recent trip to the Holocaust museum, the students were commenting that the scapegoating and discriminatory words and actions towards minority groups today is very similar to what happened in the Holocaust. Good observations kids, good observation. One of the things that we learned through the Holocaust was "Never forget". Unfortunately, our tolerance for hate and violence in our leadership and our society shows that we have forgotten.
- I teach in an elementary school setting and most of our students are latina/o from Mexico and Central America. Our students are somewhat concerned and make remarks mostly concerning Donald Trump. I say to them that to me he say very mean things and does not seem like a very nice person. We do not get into long discussions regarding who I favor because their main comments are regarding his biased comments regarding their status. None of the Muslim students have made any comments yet.
- I want to find ways to address the hate speech and divisive rhetoric and bullying as unacceptable, since my students are paying attention to the election for the first time and it is their new "normal". But my administration is rightful nervous about not getting involved in politics or appearing to support one candidate over another.
- I am not hesitant to teach, but I am reluctant to let students speak in as unrestrained a manner as in prior elections.
- I am a parent. I do not work in a school system per se. However, I am a Youth Program Coordinator, who trains students as Peer Mediators in the local system. My target audience is from 4th - 12th grades.
- In regards to the "uncivil discourse" I think that, in a way, I would rather see middle school students engaging in somewhat uncivil discourse than none at all. This is the first time in my teaching career where I have seen students so engaged and interested in an election. While I certainly do not want to see students

#### **Q4. If you would like to comment on any of the questions above, please do so.**

bullying one another, the fact that my Latin American students are offended by a student wearing a Trump shirt indicates that they are at least paying attention.

- I mostly hear my students (3rd graders) speaking in uncompassionate and dehumanizing ways about Donald Trump. They are parroting what their parents are saying. My teaching associate and I are discussing ways to address current events and the idea of discourse in our classroom.
- I think education is more important now than ever. The more my students are able to understand what is truly happening around them, instead of just getting it second-hand from their parents, the more calm they feel. As an educator, my job is to help them to make sense out of the chaos. By exposing them to student resources they can regularly access, students feel like they are able to formulate specific questions, know where to find detailed answers, and not buy into the "hype" all of the candidates are trying to create. This has done a lot to reduce fear for the future. This election has done a lot for the development of critical thinking skills!! The discussions have been fantastic!
- I am a progressive liberal who works in a district that is basically politically conservative. During Obama's campaign I proudly displayed my stickers in favor of Obama. People disagreed with it but I never was afraid of the response. I am afraid of putting forth any of my progressive beliefs this year. The campaign is truly producing anxiety and hatred throughout this country. My system has requested that limited discussions occur about the campaign that might initiate controversy. It makes me both angry and sad.
- I am not hesitant to teach about the 2016 - WORSE yet: Liberal educators are being run out of my school by bullying, false accusations and sabotage of their careers. I took this to EEOC in Buffalo, NY, and I won my case from reasonable cause of Age Discrimination - but an underlying issue was I was a fair liberal - bringing up several sides of political arguments. NO ONE in our union came to my defense because of they actually believe that successful immigrants "pulled themselves up by their bootstraps" and converted to Christianity.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Neutral or at least reasoned pro/con descriptions of the major candidate's main points
- A chart indicating the positions of each candidate that removes the "press" and inflammatory language from their points.
- I have the resources I need to teach this election.
- Not sure.
- I am a point where I'm going to take a stand even if it costs me my position.
- Kid-friendly tools to count delegates and see the process as separate from the vitriol.
- I need ideas on how to empower students to be involved and feel like they can have an affect on positive change. One of my students questioned why everyone should be allowed to vote because he feels like some are not knowledgeable enough to make that decision. I want to teach them how to be informed voters and how to be critical thinkers as they look for the truth or lies in statements that are made.
- I'll be watching your newsletter and hope some of the ideas that pop up will help me create an activity that offers a space to process.
- How do I try to make sense of what Donald Trump is saying and doing in a way that 4th graders would understand?
- Anything that helps me educate my students while also not getting me in trouble with my school/district/etc. Anything that can provide truthful, factual comparisons to what is actually being said as rhetoric.
- Anything about democratic societies and the importance of respect, tolerance and acceptance. Something that encourages students to make their voices heard in a nonviolent manner. What would happen if everyone spoke up?
- I need kid language texts on the candidates.
- I play some videos.
- I don't even know where to start!
- Common sense!
- Just information with real facts about minority groups affected the most. I think people need real statistics.
- This morning on the radio I heard the head of the New York City respond to Trump's comments about Muslims saying that about 100 officers on the force were Muslim and he thought they were doing a fine job. He added that perhaps some of these officers would be assisting Trump when he visits New York. That kind of story is terrific. Give us more if you can.
- It would be great if TT could put together a visual that shows the rights of citizens that can't be easily revoked without a constitutional amendment. This part has been the most difficult for me to explain to our students.
- The value of immigration
- I will not teach politics in my class.
- Scholastic Up Front magazine
- A balanced discussion about undocumented workers, that presents more than one viewpoint; a clear message from Muslim Americans or Muslims abroad that hateful speech is unwarranted are two things that might help.
- Better candidates!
- Quotes and facts from all candidates
- I need to know how to challenge students with biased views without telling them how to believe. I teach in a very conservative area, and I feel that students often just parrot what they hear at home or on TV. I want to make them more open to alternative viewpoints, without pushing my viewpoint.
- VIDEO AND BOOKS
- Teaching Tolerance, thank you.
- I would appreciate resources about how voting really works from the beginning to the end.
- I choose to teach safely and effectively about the 2016 election. If you have videos, brochures, and other media that promotes "tolerance" among ethnic groups, that would be greatly appreciated.
- A model of someone on TV that can at least be civil, recognize differences of opinion without anger, and value facts and science over ideology and fear. I wish someone would do that.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- It would be great to have candidate profiles that lay out their positions on issues. Also, appropriate news clips of each general election candidate.
- Nothing else.
- I would like to find out how I can safely have a dialogue about Trump's extreme lack of cultural sensitivity and his huge bias.
- Videos?
- Online voting so kids can have a voice ways to help kids teach their families about how to register to vote (for example my kids watched the Cesar Chavez documentary you sent me, then we went on united farmworkers web page and showed them how to sign up to vote, get involved etc.
- Helpful analysis of political issues, breakdown of the rhetoric used.
- News, newspaper, web
- I use what I've already got on hand, plus newspapers, civics materials, dvds, and Internet resources (e.g. watching the debates for later analysis).
- Any kind would be nice to use as resource material.
- I don't know.
- I always appreciate everything you send.
- I'm disappointed to learn that one of my favorite media sources, the New Mexico Media Literacy Project, is now defunct. They had some great tools.
- I need unbiased and fair resources that can teach students to find "common grounds". I've been trying to get my students to find common ground with each other, even if they disagree with the specifics of the political beliefs.
- I pair the news and historical context for the novel we are reading to make contemporary connections.
- I don't know
- I'm not sure. I need the adults the remain in the Republican party stand up, take control, and end the racist, sexist, Islamophobic, anti-immigrant, bigotry coming from a major political party.
- Sane candidates and a sane electorate!
- Articles or other resources that give the true facts about statements the candidates make; thus eliminating misinformation that the students receive.
- Balanced non-fiction articles
- Comparison of elementary rules to see who is breaking them.
- More lesson plans, resources, etc. I have used many this year to teach about immigration history as well as contemporary historical issues. I also used the To Kill a Mockingbird lesson to address multiple perspectives about race. It was really helpful with my kids.
- Data about immigration, the political process and how the presidential election process works.
- Lessons that address bias as a concept and an outcome.
- A lesson plan? Advice? Combating prejudice in our leaders? Understanding why this is happening!
- As we approach the election next school year, it would be helpful to have unbiased biographies about the candidates and their background experiences. I know my students would also be interested in learning about the candidates' stands on issues important to them, like schools, immigration, etc.
- I need an accurate list of where each candidate stands on topics that directly affect my students.
- As a relatively new teacher, I'm actually a little unsure of what is appropriate in the classroom. I would like general resources on a teacher's role during an election year.
- I love the videos and lessons provided in other areas. I would love to see something that would be useful in the classroom such as those.
- I think it would be helpful to give some historical context to this election by comparing the rhetoric this election year to the rhetoric in other contentious election years where the American voters had similar concerns that were stoked by the candidates.
- Teacher's Guide & Student work for political vocabulary, breakdown of parties, supplemental readings and materials.
- Simple – Use Your Head
- Accurate information about immigration/jobs and refugees.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Information on ISSUES not demagoguery!
- I would like to discuss the issues with my students without positions being attached to a known candidate. They would hate something simply because Donald Trump endorses it, not because they understand the issue.
- Understanding how the primaries work and how the delegates are supposed to vote.  
  
Understanding the difference between the delegates and super delegates
- I would like something along the lines neutrally putting out the party platforms. I'd like something that helps unify. For example, let's unify behind the idea that we all want what's best for the country, we just disagree how to get there and that disagreements don't have to get personal.
- I do not even know at this point
- A good lesson plan
- Fact based truths
- Is it possible to identify campaigns throughout history that were positive and civil? I remember issues similar to these when George McGovern was running.
- Documentation of similar inflammatory approaches in the past with connections to historical outcomes.
- I need some ideas and activities to use with first year college students who may be voting for the first time this year. These students may also be away from home for the first time and may be feel pressured from families who have one set of opinions about things, while their student have been exposed to more information being on a college campus in a new city. I would also appreciate any information you can share on how to have civil and constructive conversations about the issues without those conversations turning into shouting matches where no one learns anything.
- My final request is how to find experts that are unbiased and can speak to the issues.
- I use newspapers, political cartoons, Internet resources, and even ads from the candidates and their PACs and Super-PACs
- None
- No idea.
- Descriptions of the candidate's positions without the posturing
- None
- Students must acknowledge that learning for all of us only happens when we are uncomfortable (by being epistemologically open but physically, bodily safe.
- I could use information about the candidates and their platforms. Student-friendly information that can be given to students to help them form opinions would be great. I would also love strategies for how to handle Donald Trump in the classroom considering his popularity, my desire to help students make their own, informed political decisions, and considering the xenophobic, sexist, etc. rhetoric that had been used consistently by Donald Trump during the campaign.
- I try to use a variety of sources and challenge students to go beyond the rhetoric and ask many questions-I want them to ask "Why?" and "How?" as much as possible. I also teach them to evaluate the news for themselves and seek the original sources of information.
- I would like to find professional guidance for teachers and staff about how to react appropriately when confronted with this form of hate speech. While I feel personally prepared to tackle these issues, many colleagues do not. I am hoping to lead a couple workshops on diversity, tolerance, and modeling appropriate language and tone for staff across my district. Any resources I could present would be extremely useful!
- You make great videos so one on primaries, caucuses and electoral vote.
- How to allow perspectives happen (supporting different candidates) but also let other students know, in a safe and supportive way, that their concerns are SO valid and important to be heard and that the community is here to support them.
- Information that can critically examine what is happening in an unbiased way.
- Anything on local politicians as they effect our school and town directly
- I'd like some resources about past elections to help them understand the bigger picture. There are also a lot of rumors associated with the candidates. Some great

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

clear-cut materials about what the candidates believes and have a history of supporting would be good to have.

- Please send me anything and everything. I am thinking of guidelines for teachers.... when you hear this what might you say.... I don't know.
- Charts, posters, etc., that will make easy and understandable comparisons. Or show cause/effect, analogous timelines to demonstrate how history could repeat itself.

Short video lessons on specific talking points. Less than 5 minutes. (Yes, it's cliché, but our students get bored quickly, and often don't have the time to spend on education. They have to work to survive, pay rent, etc.,)

- It is none of a teachers business. It seems you are too activist. The children need to address these issues with their parents. It an issue like religion, teachers have no business interjecting.
- It is helpful to have "critical thinking" highlighted as an important aspect of teaching tolerance. It would be helpful to clearly recognize that teaching tolerance is multi-disciplinary. The benefits of the "intercultural competence", the communication skills, the critical thinking skills and greater breadth of knowledge developed through teaching tolerance need to be clearly outlined in all materials. Teachers are now in a position of constantly defending their content selection.
- More on how to combat student prejudice against immigrants and how to properly deal with fear of terrorism.
- Unfortunately I just don't know... this years campaign is so full of hate and creating fear, I don't know that there is a way to approach it as our school requires a BALANCED presentation of the information to all students which means that Trump must be included as a fair candidate. It is completely unfortunate for all.
- Graphics or charts that depict clearly where each party stands on particular issues (social rights, foreign policy, etc) to more clearly convey where politicians fall along the political spectrum and to help discuss how each candidate's ideology might impact legislation.
- I need: unbiased reporting of what the candidates are saying; what their platforms are; & how they plan to implement/pay for their programs

- I would like primary source data on laws, factual election information, the history of past elections and "close calls," and some predictions that either came to pass, or completely missed the mark.
- newsela,
- How to respond to some of the rhetoric.
- We can always use resources that show the commonalities in people around the world and different cultures. Things that humanize people are great!
- Non-biased new reports for current event assignments to open the discussion in a non-bias way. I use NPR and PBS for these.
- I would like to see values-based surveys for students. I would also like to discover ways to see the behaviors of candidates through the lens of school culture, such as using Trump's bully tactics to address bullying in schools.
- I am not sure what would work. I feel like most of the Republican candidates have lowered the bar on political discourse so much that any attempt to teach the issues will lead to explosive issues in the classroom.
- It would be great to get personal stories about Muslims and Hispanics as well as other nationalities and religious backgrounds that tell their transitions from their country to this. What they had to flee from, what they left behind, what they found here and how they are doing.
- Factual articles and videos that humanize refugees, immigrants and Muslims. Myths and Facts in an email format that is easy to share with staff members as a form of professional development.
- Tools to help break down issues and the candidates' stances - beyond the media/social lenses.
- A great dvd on fallacious arguments/rhetoric with several clear examples (mini case studies) from history. Students react well to seeing the speech and then seeing what it led to or exposing the lies and hypocrisies.
- I am not sure.
- The elimination of a couple of Republican candidates or at least they could tone down their language
- I feel that I have all the appropriate materials that



## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I need already.
- I have plenty, thank you.
- My neighbors at home, in Boston, and I want to put up window signs of some sort that are bi-partisan and that essentially call for civility in this election process. Something like "NO HATE on the road to the White House" or "Don't take the low road to the high office" (we haven't really had the chance to work on a slogan yet). I imagine a simple slogan and image/icon/graphic that could spread fast across the country. I have no access to a graphic designer. I floated the idea to move on but haven't heard back yet. I remember the story of a Jewish family in Montana who had a burning cross planted in their yard after they put their Menorah in their window at Hanukah. The community responded by ALL putting menorahs in their windows. That is what I have in mind. Something that spreads really fast and says we will not sink to the level of hate and bigotry in electing a new president.
- My students / cadets eyes and ears are more than adequate.
- I like having the teaching tolerance magazine.
- Since I don't teach about the election I personally don't need any particular materials.
- Anything that provides help to full understanding
- More readings and videos.
- My students are very good at trying to look only at the topics and what a candidate believes, but it is difficult with the poor behavior. Something that would I could use that puts the rhetoric where it belongs and focuses only on beliefs and practices of the candidates would be helpful.
- Bios on the remaining candidates? A schedule of remaining election events. For me, personally, a clarification on who qualifies as a natural-born American citizen. I feel fairly well informed and sure about it, but I have co-workers who argue about it...a lot - more than I wish to argue about it.
- Earlier, I really needed a "how-to" lesson plan about caucuses. I never found one, but put together a hodgepodge lesson. I guess, for immigrants, two things would be helpful. First, SIMPLE non-partisan information on the candidates and the issues. Second, lessons/information on other ways that students can participate and affect elections/campaigns besides voting. (And whether they need to be wary of participating due to legal status.)
- Any you can offer. My kids loved loved the video A Time For Justice. We will be watching the Selma video after the break.
- We also enjoy the Mix it Up activities.
- I feel that I cannot have discussions about politics in my classroom or at work. The parents of 'English Only' students may complain and my 'Republican' colleagues may resent my statements.
- New, respectful candidates. They misrepresent the message of the writers of the Declaration of Independence and the Constitution.
- Current DVD's from the voices of students.
- Women and listen to their opinions, the harm, the fear that they feel. Help to organize clubs on campus that work to understand human rights, civil rights.
- Anything would be helpful.
- Good examples of specific issues in the past where our citizens have successfully navigated issues such as the ones we have now and how citizen voices have had positive impact, as well as how it was done.
- Resources that compare candidates' rhetoric, indicating what is fact and what is fiction. Resources that that show the difference between answering/posing questions/civil discourse and ways/tactics to create inflammatory response. In what other elections has this happened? Resources that remind "white males" that some of them were once marginalized (Irish, Italians, etc.). When you hold the power it is convenient to "forget" that once you didn't.
- In the States of Georgia, there's no bus transportation in some city's or country. There aren't enough grants assessable to receive resources that are available for these small counties. There are so many people that are homeless and many will try to look for a place to live especially in the forest. There are not enough organizations for homeless shelters in Gwinnett County. Few of these organizations can hold a minimum of two to three families at a time. These organizations need to have effective programs with grants to help these single parents or family to get reeducated to have a sufficient way of living and not be in poverty any longer.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Non-biased news articles about what each of the presidential nominees stand for, are rare to find.
- Elementary geared materials
- Historical context: we have been here before, but never in this "age of information". Data on media coverage of candidates and bias.
- I will have to think about that.
- Thank you!
- Advice on how to teach parents how to shield their kids from this hate.
- Factual information about each one's stand on major issues would help.
- I would love a wall sized, durable Electoral College map to display and a few durable props to enhance classroom centers (3D Whitehouse puzzle, presidential seals, etc.)
- I would almost like to be able to describe and discuss cases or scenarios that played out in other countries with their politics as examples of civil discourse - or even ones in our own country. Perhaps include politicians who have worked together on a common cause despite vast differences.
- I don't know. Maybe historical examples that reassure students (and me) that the process works.
- I have used C-Span more
- I'm an English teacher. I don't necessarily teach about the election. I usually leave that to the SS teacher. We do read articles about the election and discuss them. I try to teach critical thinking skills as they look at the information that is presented.
- Materials to teach prime source stuff, like the Constitution, for starters. More about the Electoral College. Basic civics for all students!
- \*posters  
\* informational text support - articles with text dependent questions  
\*Dvd's  
\*primary source documents  
\*election voting kits  
\*newspapers or magazines
- These kids are voting for the first time.
- They need to see where their vote makes a difference. I would be hard pressed to explain how you could run for office unless you were a millionaire or backed by one.
- Middle class is nowhere near \$250,000 as suggested by some.
- More biographical info on the candidates.
- Right now? There are none... And that makes me sad.. I do not lean to you right now. I do not lean to many resources..
- I would love to see examples of when Americans became united behind their president, even when they were from a different political party, or despite their differences. (e.g. Kennedy was the first Catholic president, but ultimately gained the confidence of the American people.)
- I teach LA, so I would appreciate materials on bias. Our gov't teacher does a masterful job of covering those processes, so I would like to be able to bring in quality sources that analyze bias--from multiple perspectives.
- Is this a typical election or has it crossed into a different playbox due to the clear hate language and support for discrimination policies. How are we, as teachers, supposed to sit by in silence and show respect for the political process and its parties?
- A great experience would be a mock polling station.
- Not sure
- I am always open to any kinds of resources. So far I have not had major issues teaching about the election safely. Students, like adults, get confused about the election process.
- Videos, correct information, reading excerpts from the candidates on what their platform is in a way for 9-12 grade can follow or understand easier.
- As much as I can get about tolerance for the viewpoints of others.
- Presently, what is available through the press and Internet has sufficed.
- Everything
- Anything to fight the hypocrisy.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Language Arts, high school-appropriate materials
- Intro the parties and the issues and where the candidates stand on the issues.
- I am not sure about situation in K-12 schools as I teach at a university. But the Social Sciences and History classes can be supplemented by "current events" -- and students are familiar with using You Tube and Social Media, so are able to access political rallies and coverage directly. My usual approach is to use terminology from the textbooks in Sociology to structure the course from the opening day.... What is "race" and what is "ethnicity" -- these are basic terms that first-year college students do not understand. How is "prejudice" related to "discrimination" -- but how are the definitions completely different in both sociological, historical and legal terms? Some of these approaches can be used to build a framework in a history or other social science course at least in middle schools and high schools. (But university teachers are not faced with complaints from conservative white parents which I hear about). Even in a community college in Minnesota, one professor of color was chastised by the administration based on a complaint from white student that "she was always talking about race" in an English class.
- I am lucky that I have all I need. We even have women here who teach and are Muslims to help my first graders put a human face to the question of who Muslims are. Of course, I'm sure more are Muslim than I know, but two women wear the full robes and cover their hair and faces, and they have taught about their Muslim traditions before. I would suggest that for any students of any age, meeting people who identify openly as Muslim would be helpful, as well as other immigrants or even undocumented Americans. There is a great group that advocates for undocumented Americans called "Define American" that might be a great resource for students older than my first graders.
- My school, the first of its kind in Georgia, serves middle and high school students on the autism spectrum and neurotypical students, in an inclusive environment. If you have any resources to help some of the children who are less than mildly autistic, that would be helpful.
- Teachers probably need summaries of voting rights acts and constitutional amendments.
- I don't know.
- Past elections documentary, history to learn from. Why debates. Why different parties. Why we have to allow immigrants into our country. Why human rights and respect are necessary for future generations.
- Information on how caucuses affect politics,
- Information on how campaigns are financed. Who are the voting public, and how to people register to vote. I try to tie it into African American MEN getting the vote, then women getting the vote, and the Civil Rights Act of the 60's
- Informational text on propaganda, political biases, decision making
- Role models as example to support moral fiber and character content necessary for job of POTUS.
- None.
- I am not sure.
- How do I encourage my students to continue to be the sweet, caring children they are becoming and calm their fears at the same time? I know they must hear so much at home and I'm not sure how to help them differentiate the truth from people's opinions. For example, the truth is they are valuable human beings regardless of what a scary man on TV is saying about them. Or even what they hear the adults in their lives saying about white people that may or may not be true.
- Respectful candidates????
- We use Politifact.com because the Pulitzer Prize gives us confidence in their reliability. We also use pbs.org/what the candidates believe, another trusted site.
- Less hateful/hurtful rhetoric from the candidates themselves.
- Election materials for a mock vote for my school to make the process real for STUDENTS
- College level material. Love this site/resource, but it's not always possible to adapt the material I find to college level learning.
- It would be most helpful to have a chart of the main topics and a fair presentation of the parties, candidates, etc. have lineup next to each other to compare.
- Reputable cites and activities that promote critical thinking and discussion

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I am it sure.
- How do we explain to students that this is not appropriate adult discourse? These candidates do not show any respect for each other, and possibly not much respect for the office they are seeking. I may sound old here however I believe things should be more presidential and the decorum at events should be of the highest and classiest.
- More information about the real issues would be beneficial. Information regarding health care, education, and the impact the Supreme Court nominee/confirmed will have on federal and state laws.
- I need issue-based activities that help future voters see where they fall on the political spectrum. It's not about picking the winner, it's about voting your conscience. Besides, some of my students are ignorant to world issues, and only know what their parents say. Sadly, the parents aren't well educated either. They follow sound clips and celebrity endorsements. For example, in terms of terrorism, the Duck Dynasty dude's opinion means more to them than a Retired Colonel of the USAF.
- Please give us resources that help open student minds to the complex issues that better explain the Middle East. The pros and cons of global interdependence; global allies that once were our foes and vice versa. What are sanctions? Who's friends with who? Where do our allies and foes overlap? What resources get tangled in the webs? If basic needs were being met in these areas, would they be interested in disruptions and violence as much? Seriously, I can go on and on. It really can boil down to basic needs being met, families being safe, all these angry young men working instead of starving and reverting to mob mentalities. We have politicians that want to send in troops- unnecessary bloodshed.
- Books as described above; short films about voting rights designed for grades 2-3, and voting history and rights for grades 4-6.
- I need information for young students k-2.
- It would be good to have at least one simple voting lesson for each grade level K-8. I am presenting such lessons with Weekly Reader, Scholastic News, and Highlights when voting is in articles we read.
- I do use calming movements and breathing exercises when a class is upset.
- When I was in 8th grade, I asked Gov. Nelson Rockefeller what someone my age could do to take part in the process. He told me I could volunteer at a campaign headquarters and address envelopes. What about a video that updated that advice? How can a 13-year-old get involved in the process?
- Southern Poverty Law Center and I am attending classes put on by my union regarding addressing racism, etc., in ourselves & others.... amazing classes!
- I am not sure.... anything would help. Always looking for good reading sources and videos. Maybe something on the power of propaganda.
- Freedom of speech...allow my students and their teachers to express themselves without the threat of lawsuits or a teacher losing their job... The Socratic method cannot be effective when we are limited to what we can discuss as a "village".
- Unbiased info
- Students need to know the history of the political parties. How can we have an informed dialogue about political parties without knowing our history? The Republican Party has only recently become the "anti-immigrant party." Previously, generations of conservative immigrants felt at home in that party. Third, fourth, and fifth parties are also very interesting, and we have few classroom materials about them. Socialists, Communists, the Green Party, the Reform Party, etc., are all important to the history of politics in the USA. The suppression of political parties is also an important part of our history. More historical materials would make teaching about the 2016 election much easier, and less scary. Students need to have a long-range picture of how messy and real democracy can be. We need materials that portray the 1st amendment, and its relationship to politics, in a positive light, to encourage young people to embrace the messiness of democracy.
- I don't know. This campaign is full of negative rhetoric and shameful. I wonder how the US is being perceived in other countries.
- To be honest, I haven't really thought about what resources I could use. I have my kids read articles on NEWSELA which has been a useful resource so far with the amount of information I have been sharing with my kids.
- Student friendly articles that take apart the simplified portraits of candidates that the media offers
- Anonymity.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Unbiased, brief descriptions of each candidate's positions on the ISSUES
- We often discussed bias in the media, but it is becoming harder and harder to find non-biased information.
- Multiple ideas of what students can do to effect change in their local environment.
- Writing prompts for students to write about what they can do to promote mutual respect, to confront bullying and biases toward other races, ethnicities, women, children, etc.
- I am not really sure what resources you could share. I use your resources all the time. I present all over our district. I lead discussions with teachers on topics around racism, stereotyping, white privilege and bias. I am doing a presentation tomorrow on how teachers need to address how they are to deal with these concerns in the classroom or inside the school building. I used a lot of your resources in my presentations.
- Anything that will help me follow my districts guidelines so I don't get reprimanded but will allow me to follow my conscious.
- Information about the electoral process, including what happens in a contested convention, and about elections in the past that have featured really tough issues or bad behavior by candidates and how it was resolved so civil discourse could take place  
2. How to handle and discuss bad, bigoted, and bullying behavior by public officials and candidates (our Governor does this all the time as well -- making bigoted and bullying remarks) and how to teach students to be respectful in their disagreements.
- Primary sources aimed at middle school students.
- Newspapers, the web.
- Honestly? Better professional coverage of the election from media outlets. That's not something you can give me - but it IS something even my students are asking for.
- Many websites have some sort of non-biased 'road to the white house' resource, but a guide for unpacking the policy plans could be helpful. A lot of students feel helpless when it comes to presidential campaigns because they can't vote... and for some of my undocumented students, their families can't vote.
- Any resources about youth activism or about disenfranchisement would be appreciated!
- In years past, election simulations and discussions about power struggles were helpful. Discussing media bias was also empowering. The future of our country is discouraging these days. Tools for teaching young people to still have hope would be helpful.
- Knowing members of our school community are fearing the results of the election, lessons to help students talk about their experiences and how to show support for the members of their community being victimized by the bigotry would be awesome!  
Videos to accompany the lessons would help engage all students
- How to teach to issues not taglines.
- None
- Honest information
- Samples comparing and contrasting current campaign rhetoric with that of the past.
- Ideas for primary students--especially around teaching civic engagement. I am currently teaching an immigration unit and think teaching these themes can also help.
- Non-partisan, kid friendly resources that engages kids in the political process.
- Background history that is objective and unbiased on each remaining candidate.
- The what we are reading section has given me many articles and resources that help the children think through their beliefs, emotions and actions and help them, and me, come up with 'what we can do now' solutions.
- I ask for resources from credible sites representing both sides. Our church affiliation is very clear about issues such as welcoming immigrants.
- Anything FREE!! :) Limited budgets...everything electronic. I need something my students can hold in their hands and embrace.
- Readable position statements by parties and candidates
- I need unbiased middle school language
- I use the New York Times and the Internet daily.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I also work with Facing History and Teaching Tolerance.
- As I said above, we are an unrelievedly liberal, progressive school.
- If anything, we show little tolerance for any other point of view.
- I am not sure, although I may bring back my unit on the effects of propaganda during the rise of Hitler.
- Tough question. I think we need to be able to illustrate to our students how fear mongering and hatred have been used in many other campaigns throughout history. I think being able to illustrate how this is a timeless tactic that provokes more fear and calls for the rise of a "savior" to get life back on its "proper" track and save us from those who "threaten" our values would be evocative and useful. (Hitler, Pol Pot, Mussolini, Stalin, Idi Amin, as well as movements such as those who opposed freeing the slaves and equal rights for a variety of Americans.) It is important to be able to illustrate that tyranny is an old story and we must be able to demonstrate how people worked to overcome demagogues and oppressive regimes. People need to be empowered to stand up and use their hard-won civil rights to hold a mirror up to the unseemly, despicable attacks on others. Light needs to illuminate the shadows and our young people need to know that they have the right, indeed an obligation to speak out against hatred and oppression.
- Accurate info on issues that doesn't come from ant political source.
- Objective, balanced information
- Your current resources are fantastic. Keep up the good work & the good fight.
- Resources for students to access via their cell phones, as this is their way of communicating and educating themselves in this era.
- Time for Kids
- I honestly am not sure at this point. I am at a loss as to how to incorporate it into my lessons.
- I work with first grade students. I read books about voting. The whole school makes an activity by classroom. Every student in their classroom, including the teachers votes. Every classroom counts their votes and send it to Principal office. After the office counts all the votes they make an announcement of the winner.
- Unbiased, comparative literature that addresses candidates and their issues side by side. Informational articles about how elections work with big, easy to read color graphs, biographies on the candidates.
- Kids respond well to streaming video, visual information, and any media (written or otherwise) that features other kids their age dealing with similar issues. I could also use anything that teaches them the difference between delegate votes vs. popular votes, which I still find confusing. I would like to work this into my 5th grade unit before school is out.
- I would appreciate information on each candidate's stance on social and education issues.
- Information about the election in a lower lexile level. I have struggling readers and this would make the material more accessible.
- Teaching students how to fact check
- What a president can and can not actually DO with regard to the law and his/her position as president (not what he says he can do but what he can actually do) Assistance/tips on engaging/enfranchising immigrant populations to become civically involved and vote
- Books and any visual/media resources would be helpful for my primary and intermediate grade levels, as well as creative ways to present materials for instructors. Thank you
- This web site and some other articles.
- Any material that can help me remain objective when presenting candidates platforms
- News articles that focus on the election and not any particular candidate.
- History of elections & constitution....
- I was going to say a whip and a chain, but actually, I hope to engage well-versed, respectable speakers and perhaps acquire literature from all candidates and discuss the different styles of campaigns.
- Biographical information about candidates, candidates' platforms about issues
- I would like to hear ideas for stopping uncivil discourse in the early grades. Simply having bullying talks is not

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

effective when it doesn't involve people they know, and it is very difficult to tell students that what they are hearing at home is unacceptable. Any assistance with this would be helpful!

- Biographical information about candidates, candidates' platforms about issues
- A variety of newspaper articles, on line sources, etc.
- I like Politifact and the other fact checker groups that are on Facebook. I try to encourage students and other people to use more than one source for information. If you have other sources or recommendations, that would be helpful.
- I would welcome any materials. I am so afraid that Mr. Trump will win that it's hard to know what resources to ask for.
- Skirt around it
- Balanced, issue based, so students can formulate their own political opinion, not just hose of their parents.
- Resources such factcheck.org, newsela.com plus election resources.
- Any and all would be great!
- I think we need materials that highlight Muslims in the many service positions, teaching, medicine, police, the service etc. I think we need some great Muslim women in hijab (and not) role model posters. I also think we need the same to emphasize immigration but I have seen quite a few of those sorts of things already but nothing to highlight the work and lives of women.
- I think we need some videos of Muslims and Immigrants telling their stories to counter the rhetoric.
- THANKS for asking.
- I think things relating to the difference in legal and illegal immigration, stories from both sides. Perhaps data of people who are incarcerated to show not "all" immigrants are criminals (with an actual breakdown of the number of illegal immigrants in the system). Also materials that show what each branch of the government can do, and how the candidates can make all the promises they want things change when they are in office. That alone could lead to information on past presidents, what they promised vs. what they implemented.
- Donald Trump's speeches with fact checking to go along with it on a middle school reading level
- One thing that might be fun to do is to get some campaign speeches from PAST campaigns---and analyze the promises and statements. How much of what a politician says is even a reasonable statement? How many of their promises have been kept? How many of their goals have been accomplished. Maybe some lessons about how do you get out of a corner when you have made outlandish statements? For example, if you announce, "I am going to be build a series of 100 foot glass platforms so people can stand on them and touch the moon and I am going to have the stars pay for these platforms" and then you realize that is a really stupid idea, how do you say that and not look stupid?
- I look at the past 8 years--maybe 10 years--of campaign rhetoric and it frightens me. People seem to have lost their ability to be reasonable.
- Or maybe something about "what are they really saying" or "What are they really afraid of? OR how to ask questions that help you understand what the person is really trying to say.
- I think students could benefit for an overview of election rhetoric from the past as well as insight into the extremes of this election. Your Dvds on the Children's March and on Caesar Chavez are great resources that we use every year.
- I need material that demonstrates that the behavior we are seeing on the national level is not acceptable without sounding bias towards any one candidate.
- Let me become state certified with out the bull!!!!!!
- I have no idea how to respond to either of the above scenarios. I want the students to learn to vote based on the platforms of the candidates; however, when some candidates seem to have no candidates don't seem to have a platform, I don't know how to address that without resorting to the catch-22 situation of saying the candidate has no platform and the candidate saying, "Everyone says I have no platform, I have a platform."
- We need more adults to speak out again the hateful messages.
- Scholastic News, www.newsela.com, tweentribune
- NYT, TT

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I trust that you will supply me with appropriate middle school material.
- I would love additional articles and lessons that emphasize both sides of an argument as well as research to support. Most important, because I teach government, any connection of these topics to the politics process would be advantageous.
- I have resorted to avoiding the topic and changing the subject because anymore as soon as discussions begin they escalate in a matter of seconds.
- I would need resources that would help students understand the presidential election process in a professional manner.
- Enquiring minds and good news reporters.
- Not sure, but I appreciate any from Teaching Tolerance.
- I would love to have the candidate's biographies with their positions on policy.
- I am utilizing many resources both on-line and local...
- Charts that compare candidates' stance on major issues
- We will learn about the election process and use respect of one another's beliefs. My 8th graders conduct a mock election with a school wide assembly to hear issues. We run a voter registration and vote. It will be a challenge if both sides continue to not unify our country.
- Clear, accessible readings and explanatory videos. Simulations that help students unfamiliar with American democracy understand the process.
- I have been looking to websites like politicfacts and procon.org to help sort out the reality from the fiction. More facts would be useful. For example, the current Supreme Court nomination issue; it would be helpful to have concise, clear presentations of the facts.
- Books that tackle racism and bigotry at the primary level would be a great resource.
- Non-partisan resources. Getting news from a variety of media. Being mindful of sound bites that have been edited. Trying to look at the whole picture.
- I will need materials for the fall, as I will be teaching a social studies course.
- Materials on race-immigration/legal and illegal immigration. Free College--how this can happen, ==on many of the issues being debated--what the elected President can do and not do without congress.
- I have plenty, and I will be retiring and passing them onto the next teacher.
- Resources that speak to older elementary kids, using early elementary language.
- Text sets
- More time, but I don't think you can get me that.
- Students need to understand what they see and hear is not acceptable and we must show respect to others. I use historical facts to show them how wrong these hateful thoughts are to the country.
- I would love more information about the history of much of our racially charged public discourse.
- Do you really have anything for toddlers and UPK aged kids on the 2016 election?
- In the context of US history classes I've tried to have students compare and contrast attitudes and policies toward immigrants in times past with the attitudes and policies of today. Likewise students have examined religious intolerance of the past as a way of understanding why similar sentiments might exist today. In American government classes students have also examined how public policy decisions are made and the impact of past decisions on particular groups. So materials that allow for an examination of contemporary issues from an historical perspective would probably be the safest means of educating students about issues while avoiding criticisms of particular candidates and their proposed policies.
- I need any and all resources available. I think teachers need to be given the green light to say Trump is a racist bad the views he is presenting are not what America has been about.
- Nothing I can think of. A decent resource sheet that lists that candidates and what the REALLY believe about issues would be nice.
- This may exist out there. I would like a listening rubric of sorts for students to rate candidate speeches.
- Newsela, Rock the Vote materials, teaching tolerance
- Facts!



## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I need easily accessible (both for me and then written in simple English for my students) an explanation of current immigration laws and potential changes. I also think infographics would be great, particularly those that compare the candidates on major issues.
- Resources on how to stop adult bullying!!! It is very hard to explain to our children why bullying is so harmful when our presidential candidates are participating in this offensive behavior.
- Additional suggestions/ideas for fostering tolerance within a school culture and conducting ourselves by a different standard than the election leaders model.
- I'm not sure where to begin.
- Specific history related correlations between current topics of debate, and civil rights struggles as well as governing failures of the past that relate to today's issues. A 'learn or repeat mistakes' sort of guide.
- The philosophical differences between Democrats and Republicans, and the breakdown of wealth and poverty in America. How much of the wealth is the result of hard work and how much is from Trust Funds?
- I would appreciate background information that is accurate on issues that are discussed in debates or as sound bites. One thing that I think is very helpful is a lesson on this data can be skewed in order to support a point. I think looking at the data from a mathematical perspective that shows how people can manipulate the numbers to fit their cause.
- I am the Social Science Department Chair at a large, public high school southern California with a very diverse student population. A couple colleagues and I are trying to determine how not to interject our own concerns and bias while also being able to demonstrate why the comments of Donald Trump and the actions of some of his followers are not typical of American discourse and could have frightening ramifications.
- We regularly practice active listening skills. Their ability to respectfully disagree is a key element in our class discussions.
- I will use "Forming Consciences for Faithful Citizenship" from the United States Conferences of Catholic Bishops. (I teach in a Catholic high school.) I will also use newscasts and statements published on the Internet so that students can evaluate the positions of the candidates with respect to the position of the Catholic Church.
- Primary sources from the 20s and 50s
- Pretty much Youtube has it all.
- I have used a few online resources, the Virginia Youth Legislative Organization and one called people.org I think? We always do the current events on Flocab.com as those are simple but generate great conversation.
- I would like to have readily available some footage from previous elections that displays appropriate debating so that the students can see that this is not the way traditional debating works. Students need to become savvy on evaluating media sources and understanding how biased coverage of news changes public perception of world events. I don't have enough time to find sources to teach these skills so would like some curriculum including easy links to information or examples to show students.
- I would love resources that would help me teach 5th graders about differing positions of the political parties without delving into such delicate and deeply personal subjects as abortion and same-sex marriage. I would love resources that teach beliefs and customs of different religions that do not appear to promote or condemn any of them.
- I am a retired academic librarian, however my club does lecture and help at the Boy & Girls Clubs and provide information about voting, election on the local level. Yes, I can help with election information on bullying and the election.
- Consistent, timely summaries or over-views of what the candidates do or say - especially at the debates. These need to be relatively brief and concise so students don't get bored or overwhelmed with information. It also needs to be unbiased to let the students make their own conclusions.
- More information about US immigration issues, America's "War on Terror" and what that means for Muslim-Americans-- possibly how it draws parallels to groups previously discriminated against.
- There is no kind of bullying in Boston Public Schools, as far as I know, that has been inspired by Trump or Cruz.
- While I address all questions, I tread lightly around topics that might put me at risk personally and/or professionally. Free speech is a major topic of consideration when students ask IF certain candidates can say the things they do. I stress the importance of

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

"fact checking" and as stated previously, I stress that the president does not have carte blanche once elected because of the checks in place, so this would be of help, too.

- Whatever curriculum Teaching Tolerance publishes, please make sure that it asks teachers to engage immigrant students as assets to the conversation, but don't assume they are the experts. Students are still kids trying to make sense of the nativist turn in the presidential campaign. Nativism has reared its ugly head throughout American history. The recent inflammatory conversations are contemporary versions of the same rhetoric. It's important to draw such connects and teach how people have resisted in response.
- I will use whatever you have for me.
- Ways to uphold got. Offices while not giving up on equality, tolerance, and morality.
- It took a long time for me to put this together and I wish I would have had an editor to make sure I was staying as neutral as possible. It would be great if your team could put something together for the fall when school resumes and we are down to the final two.
- Anything that will help my students become engaged and have voice. Anything that will help them have hope that this is not the American way. That they are not alone. That they do not have to be shamed by their accents, sociology economic status, etc. Anything that they insures their dignity.
- I use the NYTimes Learning blog. I also show John Oliver clips and CNN summaries.
- I have DVDs about MLK JR and Cesar E. Chavez from Teaching Tolerance that have had a positive empowering effect specially on problem solving using non-violence.
- Supportive resources for respectful discourse
- Books appropriate to very young children to teach about heroes.
- New candidates. Go Bernie
- I need neutral articles -- just facts about issues.
- I would like resources that will reassure students that 1.) America will not turn against its immigrants, and 2.) The President cannot do anything/everything he/she

wants.

- My vocabulary lists need expanding: discrimination, stereotype, generalization, racism, tolerance, civil rights, etc. needs expansion to address what is happening without pulling out scary analogies (Jewish people/scapegoats/Hitler The little I've learned by researching "fringe" candidates in the past has helped, but it is not written in "student friendly" language.
- A sheet that helps them separate claims and arguments into pathos ethos and logos. When using it, it helps make things very clear for students.
- I'm not really sure. Maybe an article that shows the statements of candidates on all sides and how these fuel hatred and intolerance.
- We would like to do something next fall and do a mock election school wide but I don't even know where to start.
- All white people are NOT Trump supporters!
- Information on the real issues and where the final Presidential candidates for the major parties stand on these issues. History of the Major Political Parties. How to dissect political ads on TV, Radio, Internet, Billboards, and Newspapers etc.
- I am confident to provide an open yet basic comment with my students, as they are third graders. I'll keep it simple and wouldn't need any further resources.
- I would like information about the candidates from an unbiased source to share with my students, as well as information on their political platforms.
- I don't even know.
- Lessons where students read quotes from politicians and evaluate what the politician is actually saying.
- A fucking brain
- Nothing
- Facts on each candidate's views on subjects such as women's rights, immigration, act..
- Having a template to "score" candidates on issues might help students get past their emotional reactions and think critically about the underlying issues.
- For 1st Grade, the only resource that I think is valuable is teaching them that our country is based on

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

democracy through books on the Pledge of Allegiance and lower level readers about our past presidents which we already have. Perhaps some color sheets with positive thinking bubbles of what past presidents might say about why he chose to run for president.

- Grade level nonfiction news articles for students to read on presidential race that is sensitive to immigrants and refugee students. Real people acting as mentors and guest speakers to students to answer questions as an expert.
- How do you help students see through the rhetoric to find the true measure of a person? Something that speaks to social justice and the importance of voting so that students understand the power of numbers. Is there a letter writing campaign or media campaign that students can initiate to their local legislature that lets them know the impact of this election on them. How does media feed into the reality show business? It seems that students can be so trusting of what they hear from the television or what they read in the newspaper that they need tools to help them decipher how media is used as weapon. I've seen an attempt by media to do a compare and contrast. Trump has been compared to Hitler. I know that Hitler used Propaganda. Having students figure out what propaganda is and how the candidates are using that to get votes, sway large groups of people. Hitler was speaking to people that shared a common experience of wanting to attain national pride. What is the audience that the candidates are reaching and why is their platform of specific candidates so powerful. It's almost a study into the dark side of dictatorship rather than the foundation of democracy that this country is supposed to be built upon.
- I've adapted lessons from Sites of Encounter for my history class - it does an excellent job using primary sources to help present a balanced view of the world in the Middle Ages, rather than the Eurocentric view presented by much of the other material provided to us. In English, I've used Long walk to Water and I am Malala to help create a global perspective for my students and develop empathy. We participate in charitable work with Project for Awesome and Water for South Sudan. I employ the amazing materials from Teaching Tolerance for Dr. King and civil rights.
- What do I need? Materials that help students recognize bias in the current election - which I feel is safest by using historic examples that mirror current conditions and students view in today's lenses as unthinkable (Segregation, McCarthyism, women's lack of rights and the battle for suffrage, etc.). I would love to see materials that bring forth even more current examples of campaign abuses (clips saying Obama would teach sex Ed in kindergarten or invoke death panels)... The stuff that is so clearly absurd. This way perhaps students can see the rhetoric for what it is.
- The material from you and the Museum of Tolerance. Two months ago I took 3 of my classes to the Museum of Tolerance. It was a real eye opener for them.
- I think you are much better at understanding the resources we could use which would clearly show weaknesses and strengths in our candidates.
- Students have come a long way in my 24 years of teaching. Acceptance of gay students, understanding and having a heart for students with disabilities are both evident in our student population but anything with Muslims and refugees is still met with toxic remarks. I think having more up close and personal stories from kids their age who are refugees and Muslim are the only way to reach students at this age. Jr. Scholastic has run a couple stories in their magazine which were pretty powerful and helped put a personal face on these students they are told not to trust! I know this is not an election resource but in a way it is educating them about the issues.
- New Candidates, rules for debates that are actually followed with consequence, less drama, more issues.
- Better resources to teach about the Electoral College for 4-5 grades.
- Any materials geared towards fourth and fifth grades.
- I'm fine thank you
- More resources that cover civics & the Constitution. Standards of America's democracy.
- Other candidates/presidents who have displayed repeated inappropriate behavior or had major conflicts with the ideology of the United States. Ideas and resources on how to better support sped students in understanding why tolerance of others ideas is so important!
- I think talking points would be good. What are the candidates saying, how are these relating to our subjects, what specific connections can we make. Though the challenge is to avoid Nazi Germany. Though the comparison is apt, even a parallel in some cases, we and our students have been following Godwin's law so long it is difficult to have the conversation sometimes. Other comparison examples would be helpful, e.g., "well, let's look at what the US

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

did in WWII", or "Let's see how that worked out under Stalin".

- Never mind about elections. That process, and the corporate media circus that surrounds it, are part of the charade of representative government at the national -- and, increasingly, state -- level.
- Spanish language sources for current events. I recently had to calm a group of my ESL newcomers (I am only partially fluent in Spanish) who thought Trump had won the election. They didn't understand our primary system, and all I could do was assure them that they and their families weren't going to be sent back to their gang-run countries. It became a group therapy session. I wish I had something to share with them to help them through this.
- The United States Constitution and C-span primarily, but iCivics and political platforms from the campaigners web sites.
- I research every day. I use Teaching Tolerance resources. I usually write my own, which echo the same sentiment.
- Unsure
- I'm gritting my teeth until this whole thing is over.
- A good video on how to learn to discern what a candidate is saying and the consequences of it to the future of American freedom.
- Comprehensive fact checker program to show candidates do lie.

Resources on proper political discourse.

- Great question. I'm not sure what would be helpful. There is an article floating around about the 10 strategies that despots use (I'm not sure of the number) but that Trump has over half of them - things like nationalism, etc. I also plan to address Trump with my juniors as I have an article that compares him to Frankenstein (the next novel I'll be teaching). I usually let the kids start the discussion and have small group conversations because I want them to take the lead. Often they will bring me articles or videos.
- It would be good to have some lessons on the party platforms after the conventions which are written in such a way that my students can compare them.
- A wide range of media

- None. There's enough election coverage out there so my students can weigh both sides and make an intelligent decision in November.
- Information from reputable sources to inform without inciting fear in young children.
- I think the one resource that all teachers need are smaller class sizes, and more time to teach and less time testing. We can address one of those issues here in Maryland the other would take much more time and work. So we do the best we can with what we have.
- Any resources would be valuable and appreciated.
- The varied news sources serve our needs well.
- Anything!
- The truth! The truth about people and policy.
- Video showing the candidates and their agendas, for sure. Presidential and Vice-Presidential debates would be awesome.
- Anything that addresses the truth of this election and why it is an important turning point in the history of this country. The disrespect shown the current seated President and how it has set the tone for this election. The impact of all the negativity, misinformation, deceptions. Something that separates truth from fiction.
- CNN student news
- A different republican candidate?
- One thing that could be useful would be student-friendly information about students' rights as residents of America since there are legitimate concerns about whether this political environment could lead to infringement on Muslim or Latino students' and family members' rights. I would also like student-friendly information about the events in Central America that are leading to immigrants coming here from that region. More information on this topic could help Americans recognize that these people are refugees and we should show support for them as many people have for Syrian refugees.
- How about the mainstream media cover everyone fairly.
- Tools to use with much younger students. I've heard about a lot being done with middle and high school students, but I could use resources targeted to 3rd

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- graders--they are engaging in the issues, but middle school resources are not appropriate for them.
- Better access to the general ed population, and other teachers who care (and are not hate-mongers themselves).
  - Perhaps a lesson on previously controversial elections/topics to demonstrate that we will be able to weather the storm.
  - Also just more concrete information on some of the critical issues that are often discussed/debated in kid-friendly terms.
  - Unbiased, non-partisan resources on the importance of voting. Because honestly I may not vote if this election doesn't change.
  - I'd like information on why it's important to support Planned Parenthood. Talking about abortion is a bit touchy, but I'd like my students to grasp the importance of women's health, and why it's important for MEN to support women's health programs.
  - I would like to have a way to look at Trump's platform in a more political-based way. Currently, it is hard to find any positive in what he is saying.
  - We tend to use current event articles from New York Times or NPR
  - Not sure what "safely" means?
  - I don't need election materials specifically, but social justice support to address the us-vs.-Them mentality and begin to build appreciation for diversity.
  - I need factual, easy to read information about all presidential candidates.
  - Lessons that teach how to deepen understanding of the "Other" and how to develop solutions to problems that are more effective than: Build a wall.
  - Scholastic News, Time for Kids, local newspapers and of course, Teaching Tolerance.
  - Teaching Tolerance, so much. Center for Media Literacy.
  - Something to help students understand how the history of our country and how demagogues have not won because of the open democratic process here.
  - Resources on handling disputes, conflicts, and acceptance of differences.
  - The resources have not been identified. The concern is the perception students have of the world. If educators are endowed with the right to instill knowledge, then recourse is the proper educator.
  - I'm not sure. I think I'll be addressing election during fall semester a few months before the presidential election.
  - Videos that seriously voice the concerns of real people and how candidates plan to address those issues would be helpful.
  - Articles or graphic organizers breaking down the candidates' main beliefs would be great. Students focus only on how the candidates are looking, name-calling, or acting "stupid" rather than their actual beliefs and platforms.
  - We need to show students that the South is ready to move beyond a hate-filled past. The idea that the hateful rhetoric of Trump has been concealed behind political correctness is destructive to our way of life and threatens all students not just immigrants and minorities. A diverse collection of tolerant Southern voices would be extremely helpful in the classroom.
  - Nothing particular. Everything I get from TT is good.
  - History and information about race in the US that does not blame or put down any groups of students. A safe way to teach about racism.
  - I would like to teach my students that just because a candidate says something doesn't mean it is true, the lying is out of control.
  - I use Upfront Magazine, fact checker and various political websites and blogs (such as politico.com). I feel that I have the tools that I need to teach my 9th and 10th graders about the election.
  - CNN election
  - None
  - Background information that is easy for my students to understand concerning the party platforms, the way political conventions work, both then and now; for example, the ideas of delegates, their roles in nominating their party's candidate, can delegates that were voted for a particular candidate change to another

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

legally, and does a political party have the moral and/or legal right to "choose" a more viable candidate.

- Whatever you send we review. We don't present biased information for either side--keep it light.
- None
- Nonpartisan materials that provide students with an opportunity to understand based off of factual/substantiated data
- Facts versus rumor
- I'd like to teach empathy and tolerance. I would like to show, possibly through videos, events in history that have hurt our country as a whole, where a lack of acceptance for other nations and races caused great turmoil and destruction.
- We watch [www.cnn.com/studentnews](http://www.cnn.com/studentnews) every day at the beginning of class and that sparks a great deal of conversation!
- More on controversial presidential candidates in history. How to diffuse the bigotry, hatred, and how to combat the acceptance of outright lies that social media helps to spread. Questioning sources, specifically that in media has become crucial.
- That's a good question.
- I am unsure. I am wrestling with this as a school counselor, trying to find that neutral place to allow for personal choice, consideration, and affiliation. It is difficult as we are at a time in history with the largest amount of information at our fingertips, yet we are the least informed and see that civility is lacking in so many arenas. How far will we continue with this lack of civility before something happens that dramatically damages this splintered culture? And maybe that is the key: are we a splintered culture?
- The Internet is a valuable tool and provides access to all the current information, especially social media.
- You need to do more content about how many of the laws that have been passed are restricting voter registration. Teachers could use that info. We're going to need a new civil rights movement to stop our slide back into Jim Crow times! Speaking of the Civil Rights Movement...it would be nice to have info at hand to teach about the other important people in African American History...Stokely Carmichael, Andrew Young, Angela Davis, Malcolm X, Julian Bond, Shirley

Chisholm, Barbara Jordan, Thurgood Marshall, the Black Panthers, Medgar Evers, just to name a few...

- I need more resources and activities to assist me in discussing racism and teaching students how to deal with the racism they face. The resources I have found on the site so far seem to be from the perspective of helping students to understand what racism feels like. I would like to see a resource for students who are already fully aware of what it feels like that helps teachers who may or may not be a different race from their students. A resource that gives tools for reacting to prejudice for individuals and schools. Resources for schools that are going through a demographic change especially in the area of economic disadvantage. I would also like to see more resources about immigrants to address misconceptions and ignorance. Something for students and teachers both.
- Anything...I'm struggling here
- I'd like lessons/information regarding the way people have been systematically denied the right to vote...Ohio last election, etc. I will be teaching about Civil Rights in May. That would be a good tie in.
- I also need some objective information regarding Black Lives Matter.
- I don't feel safe by any stretch of the means. I believe the Zinn Education Project and Teaching Tolerance offer a wealth of resources. I am doing a human rights unit in reading using *Esperanza Rising*, *Under the Same Stars*, and several other books. I do this every year as an "immigration" unit, but because I am also teaching about Westward expansion, voting rights, and use of land (and issues therein) for American history, I decidedly changed the focus. My eyes are wide-open stepping into this, but I do not feel safe (as a teacher).
- I think it would be interesting to create a computer based rhetoric measurement that goes from Culturally Competent to Negative Impact - By feeding in the political rhetoric it identifies the negative language and positive language of candidates and puts them on a rating scale. Lesson plans can be built around the power of speech and foreshadowing of actions. This can be linked to current and past world leaders. Be happy to help with this :)
- I get most of it from the Internet, being that we don't participate in the US general elections.
- Talking points to fairly share the points that Trump and his supporters are making in light of the fact that I

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- may personally feel that they are racist, sexist, and elitist.
- I'm using graphic organizers and word webs. Also am trying to focus more on local elections--land grant issues, water rights, gambling, etc.
  - IDK, have what I need for history of it.
  - Support from administration. Education for teacher. Ready to go lesson plans tackling issues like: hate speech, prejudice, bias and stereotypes.
  - Information about republicans verses democrats - what they stand for, what they believe in, the differences and similarities, when, where, and why they came about???? Students are not very clear about what makes a democrat and a republican. Thank you.
  - I think the resources are out there in the media.
  - I don't the sentiments of the politicians are just directed at immigrants and Muslims. All students/people of color are uncomfortable and concerned. I think whatever resources should focus on addressing the concerns of all students.
  - Truth.
  - I'd like to see resources that show all the candidates and their stance on the issues. I like to have a balanced approach, so that I can cover both stances. Advice about how to stay balanced while at the same time opening students' eyes to the danger of hate-speak is important to me.
  - Articles/nonfiction/informational text concerning rhetoric of campaigns
  - Not sure.
  - I would be very interested in resources especially designed for upper elementary students.
  - Truly unbiased media and resources to teach the facts.
  - Truthful and unbiased information on the issues being supported by the candidates.
  - not sure
  - A list of sites where students could get some basic facts would be nice. Mostly they need time and a place to discuss these issues safely. It would be great if they could do some of their own research, but it seems the school is apprehensive about engaging them at all.
- Any information that provides informed decision making with stepping on the toes of families or administration.
  - Unbiased, fair reporting from the media.
  - None
  - I frequently adapt the lessons you post that focus on the positive aspects of diversity.
  - Leveled readings about candidates' positions using their own quotes. Suggested discussion topics. Articles about how to address the rhetoric and lead controversial discussions.
  - I would like to have debates...where students choose a name out of a hat and have to represent their view; you would get a chance to be another candidate the next week.
  - Visuals - Party, candidates, issues
  - Informational texts (at 4th-5th grade reading level) about the election process, delegates, voting and conventions. AND (this one is a joke) a Donald Trump pinata.
  - I'm not sure. I've been planning to revisit some of my other materials from Teaching Tolerance just so the concepts remain fresh in these middle school brains, but something more about the elections and our political system would be helpful.
  - PBS has a great one
  - [factcheck.org](http://factcheck.org)
  - We need to keep educating our students about their safety -- a new president cannot force entire populations out of the country.
  - Have already covered the primaries, but will be looking to do a unit that ties in with Constitution week next year.
  - I have been using the NY times upfront magazine, some TV news and newspapers-
- Could use information concerning the issues facing all of us and the future for the young voters- how to decide the issues, what do they see that is important to them. A way to make a decision on their own and not influenced by parents, politicians, teachers.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I'm sick of politics being brought into the schools. Lose sight of what I'm here for, and that is to...TEACH.
- Access to the videod debates
- I don't understand why you all are so tied up in your underwear about "safe". It's a class discussion. There are rules to discussions. If you have one student get into the Trump thing--he/she has to follow the rules of discussion if they don't treat it like any other behavioral issue. Ditto for the opposition.  
If you want to be politically neutral, then ask the questions and get written opinions using the vocabulary of GOP, Southern Strategy, Supply-side Economics, etc. Get Op-Eds from both the NYT and WSJ and have students compare. Listen to newscasts, etc. Go to all sites from all sides, including pro-Trump sites.
- Suggestions/lesson ideas/resource lists that will help educators have positive conversations with students about the candidates.
- Factual articles about candidates and issues
- I post relevant and unbiased reports on Twitter for my students to read and post a comment about.
- Liberals to be taught to respect other opinions.
- More information about tolerance and understanding of cultures.
- Just up to date states on how the campaigning mood is impacting our Country and the various ethnicity within our culture.
- Dilbert' Creator Scott Adams Explains Donald Trump's Success <http://digg.com/video/dilbert-trump-explained>
- I am going to really look at the rhetoric using the SOAPStone analysis: speaker, occasion, audience, purpose, tone, subject and appeals (pathos, logos, ethos), etc.
- The biggest hurdle is curating useful readings, speeches, pamphlets at a variety of reading levels.
- In our state it would be great if Teaching Tolerance worked together with: New Mexico Human Rights Projects [www.nmhrp.org](http://www.nmhrp.org)  
Her projects have coordinated perfectly with everything I've utilized over the years from Teaching Tolerance. Her project really brings out the "choices" that adults and students in have. And explains the differences between bystander, helper, and victim and that we have all been in each one of these roles at some time in our life. Her project makes students and adults understand the strength and resilience displayed in the Cesar Chavez movie, The Children's March, A Place at the Table, and the story of Rosa Parks.  
The story of Cesar Chavez has been a huge hit with New Mexico Students.
- Good, punchy, graphics that get to the point and explain the limits of executive power. Like Cruz cannot order anyone to monitor and secure any neighborhood, that they a spouting fascist rhetoric. I am alarmed at what was behind the curtain (sheet?) that the Republican front-runners pulled open
- I need help with values-neutral approaches to teaching. How do I expose my students to the issues without sharing or pushing my own personal beliefs?
- Positive resources with info that is politically correct
- New candidates? Please?
- My students would appreciate publications whether electronic or books and magazine. My students appreciate DVD and websites that would be beneficial to help them safely and effectively learn about the election.
- Anything will help
- Anything you can provide will, as always, be helpful
- I do not know what you could provide to help. There seem to not be any rules anymore for societal norms. Your units/lessons have been extremely helpful through the years to combat hatred through teaching of the Holocaust and this past year the Civil Rights movement. I will continue to use them, but if you design any new ideas to deal with the 2016 election, I would love to have the chance to use it.
- Some good open-ended conversation starters...
- Detailed explanation of our crazy election process, esp. the crazy 'super-delegate' thing!
- Eye catching posters for the halls and for my classroom with positive messages please.
- I need something that explains the differences between Democrats and Republicans that is appropriate for middle school students. I would also like something that says whether or not the President would truly have the power to do what Trump claims he can as the Chief Executive.



## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- My biggest struggle is to help students understand the gravity of the situation our country is facing. Many of them think that Trump is so absurd that it is something to joke about. What they fail to realize is that Trump is a voice for thousands of Americans who truly believe and live the things he is promoting. I want to help students feel a call to action to stand up against what is being said and not just laugh at Trump's ideas. I want to help them realize that as citizens of this country it is part of their civic duty to protect the rights of all people, rights they take for granted and have never lived without.
- Articles on issues of discrimination that are at easier levels to read. More information on how the Electoral College works vs. popular vote.
- Articles on how elections are funded; specifically super-pacs and lobbying laws.
- Videos on these topics
- Simplified general election procedures; how it all works.
- To be honest. I'm not sure...
- I think this age group does not remember when Obama got elected or what our country was going through from 2001-2007 so they need to be taught and reminded about how our country changed after 9/11 and what Obama did to make peace with the world after George Bush. They do not know that he won the Noble Peace Prize! I think we need some curriculum that goes into to depth about what Obama did for this country and his election/campaign and winning the Nobel Prize!
- Good current events
- Perhaps some Web sites that explain a bit more clearly how the delegate system works. I've explained it, but it's a bit complicated and they are having a difficult time grasping it, and understanding why the Republicans can't just make someone else the nominee.
- Ideas for engaging activities. I like the idea of exploring two sides of the issues, of trying on and exploring the ideas that, for me, are abhorrent, but standing in someone else's shoes promotes tolerance. I always tell my students that freedom of speech is about engaging with those who see it differently. Trying on the ideas of the "other side" help children to reflect metacognitively and their experience forces them to explore the question, "Could I be wrong?" Going in role, exploring ideas that one does not agree with. Trying on positions will help children make their own decisions. I never ever tell my students who I vote for or my political views...I think that is essential. It's not about me.
- Patience and hope that the voters will come to their senses.
- Biographical information on each candidate and positive statements they have made towards leading our country
- Using the facts of both party candidates
- Better candidates. Okay, not realistic.
- A video that includes a wide variety of speeches -- negative and positive impacts. Include Trump (ugh), Churchill, Hitler, J.F.K., Roosevelt's speech to women and mothers, President Obama, Crazy Horse, M.L.K., Susan B. Anthony, Oprah Winfrey, Gloria Steinem, Maya Angelou, Mussolini, Venus Williams, Caitlin Jenner, Roger Federer, Pharrell Williams, Emily Howard Stowe, Margaret Atwood, Lois Lowry, Margaret Cho, Tyler Perry, Stalin, Wendy Kaminer, Michael Jordan, Truong Tan Sang, Frederick Douglass. Okay, that's a long list. It could be longer!
- Just trying to balance what is said and try to explain how the system is supposed to work.
- My fellow teachers are looking to how to teach about the issues and remain unbiased, professional, and examples of tolerance.
- Not sure
- Candidates who are respectful of each other and the American people and people of the world.
- Curricula/suggestions for talking honestly about demagoguery and far-right populism WITHOUT demonizing those who support Donald Trump.
- Any and all election teaching materials would be appreciated.
- Ideas for talking to young children about how they can love their families without adopting their politics. How do you talk to children who spend every day in diverse environments but go home to monocultural environments that are often hostile to diversity?
- Videos, articles, primary resources.
- Perhaps, a round table discussion video similar to "A Place At The Tab". I still use it to grab the students'

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

attention when beginning to utilize the TT materials.  
(The students love it- please reissue it in DVD form.)

- Immigrant Spanish translators and lawyers to help all my families get registered and legal.
- I am blown away by the reality of it.
- If there is a DVD available that can be shown in a public library that addresses the hatefulness this election is kindling in order to dampen the flames of hate with sound reason and education, I would welcome having a community showing of it.
- Ways to talk about specific candidates' bigotry without taking political sides.
- I use many reliable social media and news sites to provide a more in depth body of information.
- Quality candidates that do not bully their opponents
- Articles and videos that are unbiased and at students' levels
- Informational texts about our Constitution, our election process, and the values we share as Americans.
- Facts about the process-
- The largest obstacle is parent support because a common response to something that is diverse to their personal views is met with anger and defensiveness.
- Articles from multiple perspectives
- Something that teaches what the difference is between a republican and democrat. Something that teaches that we need to be tolerant of all peoples.
- We need a willing school and district that accepts the consequences of the current presidential candidates by addressing them in a meaningful way.
- Material about islamaphobia would be helpful and any visual materials such as posters that deal with the topic of racism.
- This is a balance between:
  1. 1st Amendment Right to free speech is a guarantee.
  2. How should people in power, presidential candidates, use this power? Just because we can say what we want to, should we?
 Resources that provide this balance of information and argument to promote students' ability to think critically on this issue would be very helpful.
- Students and adults feel that the primary system is rigged and biased and confusing and that their vote doesn't count. Materials that would explain this process would help, also info on the gutting of the voting rights act, also very discouraging. We love teaching Tolerance here, I am showing my Malala movie in many classes, the kids, 2nd to 8th grade are riveted! Thank you for everything!
- Lots of primary sources, especially comparing the issues that prompted the voting rights act of 1965 and how certain states (like Arizona who cut polling places from 200 to 60) are replicating the barriers of the 1960s, especially to Hispanic voters.
- Electoral maps and a history of the Electoral College or Elections of the past
- Topics like why voter turn out remains low  
Stories about the process of becoming a presidential candidate
- Articles offering two sides.
- I'm really not sure.
- Fact checking!
- Comparison charts...especially with a historical slant
- Impact chart on our lives for each of the candidates if elected
- The Department of Justice needs to grow a few and stop this violence and madness
- Additional resources for primary grades that explain history and now in politics.
- 18-22 year olds who can effectively adult.
- Any materials would help
- Resources for elementary school students that teach about respectful dialogue and discourse. Ways to empower students to move forward without fear.
- Information that I can break down from my 5th and 6th graders to a way that my K-4th graders can gain more from the importance of voting.
- Different web sites on the Internet.
- I think that it is important to show students that not everyone is represented by anti-Islamic and anti-immigration sentiments. When people know that they

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

are cared about and that they are an important part of their school community, that they matter, positivity can be reinforced. Various examples of unity and encouragement would be great!

- I use the popular news sources, and of course Teaching Tolerance materials. I also use outside sources like speakers and such to help engage my students in this.
- I think tools that talk about why the language is so hateful.
- I have what I need.
- More on rhetoric, why it is used, and who it plays to.
- I think my students need specific information about what the candidates' platforms are/how they distinguish themselves from one another. Information on how elections themselves have changed over time, the importance of elections and the election process, the importance of minority votes, and some states' recent actions of redrawing voting districts and instituting voting rules/regulations to restrict people from voting. This would be great in comparison to what happened in the 1950s and 1960s Civil Rights movement.
- Sensitivity to others views and respect for those who differ
- Any of your materials that you feel are appropriate for adult level HS students. My population ranges from 18-50. Most are working adults with a great deal of experience trying to make it in the world. We are in Silicon Valley and many are being forced out due to rising rents. The election is important because these students need to have a voice.
- Channel One News, CNN, bill of rights Institute
- None
- I think in addition to learning about the election, if students (especially those under 18 who can't yet vote) learn about the power of grassroots organizing and other ways to be involved, it will empower them.
- The history of Islam, immigration. Also proactive ways students can participate in the campaign process to combat hate speech.
- We don't really push politics too much, just making their vote count for themselves and their needs.
- I used your video on the Children's March recently to help my students realize they are not powerless to affect change.
- Everything that Teaching Tolerance has provided me has been of great help—the articles, the videos, the posters. For my students, I need to focus on the job of the president, the jobs of the judiciary and legislature, the importance of the balance of power between the branches of government, and the important part citizens play in maintaining our government.
- Summaries of policy platforms of candidates. Sadly, the debates have not shown a clear delineation of ideas, and instead turn to name-calling.
- Not sure.
- Factual material based on positions (if actually provided), fact checks on statements, candidate background/reasons for running/how expect to help country (not by building a wall)
- I am watching old debates that are much more civil to show how to look for responses. I am using maps and other information. May show short clips, or look to see what numerous news stations state on the follow up.
- Anything you can come up with. If it comes from Teaching Tolerance, the materials will come from a respected source.
- It's not about resources. It's about the incredibly negative impression people will form about the United States as a result of the Republican candidates' dialog.
- Lessons in rhetoric, lessons in how to read between the lines of campaign speeches.
- Access to or worksheets on actual answers candidates have given on questions/platforms  
How to analyze what candidates say to make informed decisions on which they should vote for. And know what a vote means, in different parts of the campaign. Caucus vs. primary vs. election.
- I'm not sure what they would need. I think they have it covered.
- Hmmmm.
- I find that CNN student news for the most part paints a fair picture of all sides of the political parties. We also supplement with BBC news, Nat Geo for kids and Time for kids.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Umm, how about liberals who actually have brains?
- Not sure... I try to focus on the mechanics of the primary process and avoid individual candidate behavior.
- Information about the hateful rhetoric being thrown around.
- How to remain neutral.
- Appropriate images, language, and simple and powerful lesson plans for elementary age.
- Do you have any suggestions?
- I have taught history and government for many years; including presidential election years and I feel comfortable using resources that I know are available.
- Activities that show appropriate responses to fiery rhetoric, ways to dissect statements to understand the appeal
- Visual aids: Posters, DVDs  
Audio recording with activities  
Workbooks, worksheets with activities in decision-making
- I would welcome anything that raises awareness of the importance of this election, and of the kind of issues at stake.
- Resources that help students put the rhetoric of this election cycle into a historic context. This is not to say that we should equate current politicians with those of the past, but rather to focus on how the same issues and scapegoating seem to reappear over and over again throughout history. Then students can better understand the context of the ugly rhetoric and make informed decisions regarding it rather than responding with anger and vitriol.
- Just more knowledge of the candidates and what they stand for (for my understanding) so I can filter it down for 5 & 6 year olds.
- Articles with questions and writing prompts that are aligned to CCSS
- Responding/reporting when your religious beliefs or nationality is attacked.
- Anything for elementary students.
- I am SO GLAD you asked. It would be very helpful to simply have a chart illustrating where each candidate stands on major issues. These would include fiscal responsibility, economic strategy, foreign policy philosophy, social policy, constitutional support etc, along with their voting records (for the senators and office holders). It would then be helpful to see a graph illustrating each candidate's history with following through on promises, and with telling the truth in general. In this way, my students can see 1. What a candidate says, 2. Whether a candidate follows through with what they've said, 3. General integrity.
- I would love to have politically-neutral fact sheets, videos, activities and more that would allow students to know the information in a non-biased, non-partisan way that allows them to make their own decisions about the candidate and issues they support, rather than relying on the biased and extremely partisan media reports and community members they are hearing from. I don't want to tell them what to think - that is tantamount to educational malpractice in my opinion - but I also want them well informed enough to make a smart, informed decision about what they think.
- Lesson plans? ... Ahh in a perfect world. Information on how to discuss these extreme current events without disclosing personal political views.
- Responsible, rational candidates that don't use fear and hatred to diminish and bully people... Barring that, which I guess we won't have, maybe some sort of program that helps students feel somewhat empowered. Something about being able to control things through voting.
- None.
- I'd like to see some lessons on the history of election improprieties so that our students can see that this is not a 'new' occurrence, and that our nation will survive this election.
- Children's and adolescent books, videos...
- Sensitivity training and learn how to discuss these issues without frightening them.
- Articles, talking points, videos.
- We use the Chicago Tribune and other papers, as well as visual media news sources. Our school has a strong ethos of accepting and respectful words and actions, which is probably the backbone of our interactions with students and between students. Also the social studies common core standard about differentiating

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- between fact, opinion and reasoned judgment has been quite important in the student's analysis of what is going on. They question each other in terms of those three categories
- Fact-based summaries of candidates positions, rooted in specific quotes from actual speeches are always helpful. Tools for teachers about how to engage in discussions in the classroom with the teacher as the facilitator as opposed to the commentator are also helpful. A list of probing questions / responses a teacher could refer to when a student repeats something they heard in a debate or on TV from the candidate which does not mesh with the message of tolerance, acceptance, and celebration of diversity taught in the school.
  - I rely on your logical big picture reminders from the smart and sane people at TT to keep me grounded. They come from the blogs, the articles, the lesson ideas, etc. Thank you for that.
  - Fact-based summaries of candidates positions, rooted in specific quotes from actual speeches are always helpful. Tools for teachers about how to engage in discussions in the classroom with the teacher as the facilitator as opposed to the commentator are also helpful. A list of probing questions / responses a teacher could refer to when a student repeats something they heard in a debate or on TV from the candidate which does not mesh with the message of tolerance, acceptance, and celebration of diversity taught in the school.
  - Any of your materials that you feel are appropriate for adult level HS students. My population ranges from 18-50. Most are working adults with a great deal of experience trying to make it in the world. We are in Silicon Valley and many are being forced out due to rising rents. The election is important because these students need to have a voice.
  - I need better facilitation skills in order to help the students think through the issues and I need to teach without putting my opinions into student driven discussions. Also, I would like information about how to convey the importance of the democratic process. I teach science.
  - Anything and everything. Especially actions for majority white, majority conservative buildings to help students analyze rhetoric and make their own political decisions without empowering or enabling the racist and Islamophobic tropes currently being lauded.
  - In the Shadow of Hate has been a good starting point to talk about our dark history of racism in this country. I also really use A Place at the Table to get kids talking... these are both good resources to put all the hat talk in the context of our history and for that I am always grateful
  - I would like updated resources (for middle school students) explaining political parties and their dominance in American politics. Many students are interested in why more third parties haven't/aren't rising in popularity.
  - Good magazine subscriptions for kids 6-8 years old.
  - I think students need to understand a bit more about voter rights. How some states (i.e., Arizona) have gotten in trouble due to put on voters prior to voting. What does this mean for the individual who wants to vote, how does this affect people in everyday life.
  - The news is an effective news source.
  - Videos, lessons, etc.
  - More on what platforms candidates are on. Less on politicians themselves.
  - Every resource provided by TT has been awesome. I used the civil rights resource, "A Time for Justice" to introduce the time period that Harper Lee published To Kill A Mockingbird.
  - I teach at University... We too need help knowing how to address hate without pushing our agenda... Guidance on fostering discourse would be great. Thanks for the good work...
  - My students are grade 7 so 12 & 13 years old, but short effective lessons on the nomination and election process- civics is no longer part of our curriculum. I 'officially' teach language arts, but we are often discussing the news or the latest headline.
  - I would love resources that would help me to put my English learners fears to rest. They are so concerned about Donald Trump winning and the effects it will have on them and their family.
  - Websites with articles that I know are safe for students that are younger.
  - A video of a master teacher modeling a lesson talking about the rhetoric and the fear with students asking directly who the teacher is supporting, and talking about the fear of the future.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Pictures & quotes of Nat'l leaders that inspire the "good" of mankind and not the intolerance of certain people running for president. Such leaders as C. Powell, Oprah, professional ball players, celebs, musicians -- any leader whom our youth recognize and look up to. I would hang these poster up on our walls. [I'm the director of our school, so I don't have to ask "permission."]
- I need to be patient, to calm down, to understand the ignorant point of view. = /
- A FAIR assessment of ALL candidates, their issues & platforms. REAL comparisons of actual issues to candidates plans to include costs. An assessment of what they say they will/can do to actual reality. Summation of facts of how government positions work/operate in regard to war, missions & classified information being released.
- More news articles with follow up lessons and activities.
- Perhaps some strategies for using research to look at the history of the two parties platforms so that my students can better understand where some of the current ideologies stem from Maybe some activities on how to respond calmly and logically to inflammatory rhetoric How to use data and reason and logical back up a strong argument against something that makes you feel too emotional
- Examples of where turning points like this in history have occurred in the past and maybe some work looking at the root causes of how we landed in the political landscape that we are currently in
- Resources that are appropriate for my second graders who are capable of understanding serious and complicated topics.
- I am fine with the resources I have.
- Resources for younger students (grade school), resources to help students learn that they can disagree while remaining kind and respectful, resources on discouraging an us vs. them mentality
- I'd like info on how candidates stand on important issues.
- I'm not sure.
- How do I teach the content neutrally when I myself and opposed to what Trump represents? I do not want to let my bias show through.
- Not sure.
- Any materials you can offer will be greatly appreciated.
- I think the most important thing is to encourage all students to register to vote when they are old enough. We need resources that promote voting rights.
- I have mentioned the movie "Selma" in many classes. I think that starting with a video that honors the marchers at Selma would be a good start.
- During the last presidential election, Indykids had a great double-page chart of candidates and issues. The chart included all candidates on the New York ballot, so that students saw more than just the two major parties, and saw candidates with strong positions on the environment, education, and justice. I'd love to see Teaching Tolerance produce a national version - include the Green Party, PS&L, Libertarians and others to give a wider range of views and a context within which the two major parties have such a stranglehold on electoral politics in this country.
- I have wondered about something for kids that are concerned for their families' safety.
- Facts
- I'd love to have solid resources that would help me teach my kids effective skills for dealing with bullying and bias in a non-confrontational way.
- Teaching Tolerance  
Readworks.org  
CNN Student News
- Anything I can get my hands on. We're using newsELA and CNN student news, the occasional scholastic news that comes out, but most are the same information over and over again. Need something appropriate for 6th graders.
- Anything and everything.
- The election cycle/process
- What the parties stand for/platforms
- An outline of the various political issues - immigration, tax reform, voter ID, voting re-districting, healthcare, social security, etc.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I usually like to use news, but the news is so ugly, both campaign and terrorist, that I look for other news as balance.
- I'd like something to help students and children unite in their struggles to fight the racist rhetoric in this election. I would like resources of students and people of color who are using activism to counter this, especially if it involves multiple communities of color uniting against racism. Information about structural violence and how this came to be also helpful. Ages are 4th/5th grade. Anything for early elementary to engage at a developmental level.
- Quite honestly, I don't know. Maybe two decent candidates? :)
- Better candidates/ leaders.
- Media blackout
- I would love elementary level platform statements that could be easily used to explore ideas.
- I have also found myself heading to the constitution, the branches of government, and checks and balances to help talk about what reality could look like, what candidates could really change by themselves. It feels like candidate statements more and more need to be placed in the context of what is actually possible - the president can't make that many unilateral decisions for example. As my classes explore voting, they are also interested in who comes out to vote and how they could help encourage more people to vote.
- I try to focus on empathy. I see students resist understanding or valuing multiple perspectives.
- Sentence frames and models of civil civic discourse.
- Unbiased facts about each candidate's history and plans/platform.
- Newsela.com and the Teaching Tolerance materials
- Trump not running would be a good start
- Films for comprehensible input and videos that explain. This would be most effective if it came from other kids.
- More details about the nominees
- Resources to help students objectively analyze election rhetorical techniques in order to weigh candidate records and language. Students need help with navigating information and misinformation.
- Possibly ways to approach from a non-emotional perspective. I personally have such a strong reaction that it is difficult to stay objective. But how can I not be when I believe that this behavior is disturbing.
- Certain candidates being kicked out of the campaign!
- Knowledgeable and culturally sensitive individuals to share experiences and solutions.
- Video clips have been the best resource.
- Language to help teachers navigate political issues without alienating anyone. The last thing we need is to end up with a divided school. It's such a tricky issue to discuss without sounding like you're for one party over the other one.
- Open discourse by adults in a civilized manner within the Community. Business owners who do not make openly discriminating comments or post signs.
- Not sure at this point.
- I am unsure how to frame the conversation when so many students are personally affected by the rhetoric that is being used by some of the candidates. In addition, I am unsure how to go about talking to my students about what they can do to help since they are too young to vote.
- The type of professional sourced "fact-check" comments on what is objective vs. what is "pants on fire" dog-whistle/hype/hear-say/irresponsible rhetoric or borderline (?) hate-speech....
- FACT sheets that clearly define the TRUTH of each of the presidential candidates, and that analyze the truth of each of their comments.
- Examples of other contentious races that have included bullying, explicit name-calling and generally unacceptable behavior...and how that played out in the course of that country or civilization.
- More facts about where the candidates actually stand rather than just the inflamed rhetoric that we hear on sound bits.
- We actually do pretty well with online news and "news" resources, ads, books, etc. Posters that simplify big issues might be helpful, but really, who has room to put up anything else on the walls?

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Safely? This is not a soviet election. Are other schools seeing this kind of stuff? Not here
- I think it would help for students to see the basic principals of our democracy in print and having respected elected officials comment on them. The children hear all men are created equal- but they see differently and they hear differently. Perhaps an explanation of how work needs to be done which will continue to reinforce basic principles --while inclusive of differences in the American people.
- The more issues oriented the better. Laying out candidate positions on specific issues to encourage discussion and allow kids to make up their own minds is what would be most helpful to me.
- Facts - to support the truth about what can and cannot happen in a change of presidents.
- Information about how it is legal for someone like trump to do what he does and still be in the running.
- A show of solidarity in all our schools, kids and adults alike, in upholding core human values like respect, tolerance, and kindness. I need educators to stand together as stewards of equity and justice for all.
- I would like a way to easily present the issues. ... Is that possible?
- Better candidates. Or more people with spines all around us, starting with debate moderators who allow debates to go so far from what is relevant and important.
- Newsela.com and the Teaching Tolerance materials
- I am interested material that includes a discussion of the process, the role of the journalism, social media and other external factors that may influence an election outcome.
- As I said above, I would greatly appreciate a "just the facts" approach, so that I can discuss the things being talked about in the election without seeming biased. I have been able to do this in the past, but I find that it is much harder with this election.
- We need information about how to support the "others" being talked about on TV daily. This would include women, non-white men and women, LGBTQ people and a few more. We, as teachers, need book lists, articles from good sources and permission to take the time out of our busy curriculum that we're suppose to teach.... to do this.
- CSPAN resources.
- I create my own lessons using the many resources available online. However, it would be wonderful if SPLC created something to use during this election cycle.
- I'll continue to look at your website for resources.
- A reasoned discussion about two subjects, immigration and citizens united.
- I would take anything. My eighth graders will be spending the rest of the school year on the US Constitution/politics, and I just may do the same with my 7th grade NM History students...
- Understand/acknowledgement that racism exists today. That many racists people deny it. Scapegoating
- I encourage my students to think and learn for themselves, so any activities that are very student-centered and grounded in historical thinking is especially welcome.
- A variety of articles at different reading levels (3rd to 6th grade), and lesson plans
- Any factual information you have that is more unbiased than I can be would be very helpful.
- Junior Scholastic and other resources I come across.
- Don't know?
- Non-judgmental (if that is possible) explanation for conservatives' fear of foreigners, immigrants, Muslims and non-whites. Why the fear and hatred? What does it stem from?
- I have had success using the "fact check" summary provided by media outlets that specifically identify any false or exaggerated political claims.
- Language that is non judgmental and speaks to peace and humanity
- I have subscribed to UC San Diego Teach the Election. This has been very helpful.
- How to teach about compromise and respectful dialogue in our democratic system to 3rd graders when



## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

what they witness on TV is the opposite so they don't lose hope in our system.

- Vocal & visual back against the media  
Articles/videos that explain the reality of our society because we welcome all!
- A guide to the candidates, if there is one.
- Parent information class materials so that students are not learning fear mongering habits via their parent(s)' and faux news.
- I'm not sure. I get my information from several resources, online, in social media, from the ABC network and CNN.
- Lesson plans, ideas for teaching about the issues of the election and unbiased information.
- What ever is available is greatly appreciated.
- I need to become more acquainted with You-Tube video clips.
- More articles from Teaching Tolerance and Facing History.
- Protocols and materials for open and honest discussion.
- Not sure
- Not sure
- Student-friendly sources with facts on each candidate's stance on the major issues.
- Advice and facts.
- I'm not sure what's available. The staff would benefit from comprehensive race equity, cultural competence, Zinn history training.
- Trump's voluntary resignation and apology for the abuse my ELL students have endured would be a great place to start. No citizen (and yes, they are American citizens) should live in such fear, especially at the age of five.
- Resources for parents to turn off the news and not promote hate speech would possibly be useful.
- I think resources that discuss and help decipher why the anti-establishment candidates on the right and the left seem to be so popular. I think my students do not

understand the angst of white working class people, the growing income inequality, the anti-immigrant feeling and the Obama backlash which as strong racist undertones. If you do not discuss this with students they have no idea where any of this is coming from.

- A nice ready to use website would be great!
- We need contemporary examples of when, where, and who led our country to celebrate diversity. We need examples of how immigrants changed and change our country for the better. We need current information about the real issues of immigration and the issues our immigrants face when they arrive. Why do they come? What happens when they arrive? They need everyday stories of people who give up everything to come to our country. We need simplified, but accurate facts to share with our students that they can understand and respond to. We need resources that compare and contrast the candidates in a fair and equal manner on the major issues.
- More publicity for Sanders.
- How can we support the election/Presidential concerns within the rhetoric?
- C span classroom.
- I need the other adults in the country to speak out clearly against the bullying behaviors and the hate. I can't teach that these are not American values without risking my job.
- The truth of the state of the economy. Need data.
- I usually find my own, but any materials that show the longevity and numbers of immigrants in US. How they have impacted our society and why all humans deserve dignity no matter what. Even the cruelty of ISIS needs to be handled in a humane way. We need to show why innocent till proven guilty should still rule. That torture of any kind is unacceptable.
- How to explain about primaries and what conventions.
- Something that would align with my state's standards and cover the issues that is friendly to 8-9 year olds.
- I need to know how to respond to the hate and threats from political candidates, and let students know that is not okay, without being perceived as politically biased.
- I am open at this point and time to any and all available resources to spark positive student engagement. Feeling Sad and very afraid concerning the future of our nation.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Not sure. I feel like so many of my students only trust what they think.
- Nothing. I use resources I find on the Internet
- Some organized way to access media and articles about the election, to compare and contrast candidates.
- Lesson Ideas for:
  - self-awareness
  - What to do when actions and words don't match?
  - Bullying in politics
  - How to choose a politician as a role model? How to know when a politician is not a great role model.
- Open honest dialogue, tolerance and healthy conflict.
- Anything!! My students are fifth graders, so I'd especially appreciate language to use with younger students.
- Strategies on how to communicate with parents ahead of time about politics in the classroom. Like a sample letter or permission slip. Maybe a list of good neutral questions to ask that cannot be misconstrued as leading one way or another in the context of politics. How to talk to younger students about how politics can cause hurt feelings and how best to avoid situations that are uncomfortable.
- Wasn't this the purpose of a free education in America -- to ensure freedom, equal rights, justice in our democracy? Students as future voters and current citizens need to know how to find facts (not media twists, drama and diversion tactics), discuss aspects of issues with clarity (community discourse), agree/disagree with regard to what's best for the most and to be able to say why (takes cooperation & collaboration), guidance on rational, ethic and civil discernment processes.
- Great question. Legitimate Bi partisan non-biased material that reflects current values and ideas to strengthen American nationalism not promote friction and civic unrest among Americans who are loyal to the Republican or Democratic party regardless of candidate credentials.
- I'd love to have some questions or conversation starters, as well as non-partisan ways to respond if a student does express bias or use inflammatory language.
- How do successfully integrate cultural diversity and anti-bullying into reading and literature subjects.
- Not sure.
- Some lighthearted material as well as the fear mongering would help - say cartoons of now and in past history of USA and other cultures
- Fact checking resources.
- An accurate listing or breakdown of what the candidates have pledged/promised to do when elected in addition to past records.
- More information about how our democracy is supposed to work.
- We need an administration that stands up to have our students' voices and concerns heard. When our school has this, perhaps the hatred from our staff will die down.
- Anything that includes how to discuss policies and ideas that are abhorrent to me without showing it.
- If I were to share teaching materials with colleagues and/or students it would be for helping people of color to overcome the centuries of atrocities that they face on a day to day basis. So in this election it would be to show the buzzwords of how they are talking about hurting people of color. When statements are made about people bringing AMERICA down etc. Who are you referring to about bringing AMERICA down?
- I could use help locating unbiased resources and information about polling. Also, voter identification laws info could be helpful. They hear about these issues but don't realize how they affect others.
- That's a tough one.
- I have been using "Selma: The Bridge to the Ballot" as a pre-requisite to "A Raisin in the Sun".
- It would be nice to have a website that has student-friendly language about the issues and how candidates stand.
- I need curriculum that prepares students, families and staff on the destructive effects caused by media and political campaigns so they can help dismantle systems that cause fear and hate.
- I would love to see materials that help students assess the accuracy of the candidates' factual claims, as well as analyze the strength of the candidates' opinions. Is this being proposed as a fact? If so, is it accurate? What

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

information supports that fact? How do you know? If, on the other hand, it is an opinion, what is the basis for that opinion? What information supports the opinion? What is the other side of the argument? Where do you come down? Why?

- How do I discuss these issues without alienating and insulting kids whose families are Republican? I feel like the Republicans have given me nothing of substance to talk about except for anti-Muslim or anti-Mexican/anti-immigration. I am usually comfortable talking about race in the U.S., but these discussions seem to go negative really fast. I don't see inclusion in the Republican debate. It's really difficult to parse out the real issues vs. the rhetoric. What else are we talking about in this election?
- Deconstructing vocabulary
- The social studies teacher would need to explain the process and possibly bring in people with knowledge.
- Students need to see models of rationale discussion from adults. They also need to see how other teens around the nation are reacting.
- We are studying propaganda in advertisements, politics, and the government. Anything in these areas would be helpful.
- PEW
- Teaching Tolerance
- More resources for Elementary level students K-4th grade information that shows the major issues and how to come to a consensus or resolution
- Who is eligible to vote...? I have lots of undocumented and former offenders who are parents of my students. They don't know whether their parents can vote.
- Focus on citizenship and the RESPONSIBILITIES that come along with the RIGHTS of being an American.
- We teach that the media is at fault. They choose what you get to hear. Research for the Truth!
- K-2 grade level of understanding concerning the election and some history on how language can affect society.
- More accurate information.
- Factual lists on each candidate
- Ways to discuss difficult concerns that students have about Donald Trump
- I don't know
- Power of democracy, non-violence, and debate
- More about the process would help, especially if Trump gets the Republican nomination.
- I am happy with the resources that I am using i.e. Denver Post, CBS News, NYT and other internet sources.
- I don't think I will teach anything about it until fall, if at all. I have 50% students of color. Many languages spoken and just want everyone to be happy and not worried. Fourth graders shouldn't be worried about this. Already very strong comments against Trump among students...
- Spreadsheets or posters pointing out the candidates and their stance on the issues. Also, match quotations and opinions to the different candidates to verify the sources that my students have responded to.
- Objective materials about how each candidate stands on the issues
- Since I am not in a classroom I only suggest that they watch the debates and read more on the candidates
- Overviews about the process that are engaging and short and to the point.
- I would like to present students with alternatives to voting in electoral politics. I feel that the rhetoric about "you must vote. This is a democracy" is overplayed. Emma Goldman was an anarchist. There are many great movements that have changed the course of history where the leadership was specifically anti-electoral politics. This would be refreshing. Also, it would be interesting to debate about the plutocracy that has become the United States.
- In my class we have open discussions about racism and other prejudices. I bring in read alouds, news articles, and other media and we analyze injustice and ways people respond to create positive social change. What worries me is that if I bring in examples of our presidential candidates being racist for us to analyze then I will be accused of being partisan. It also worries me to not discuss this since the candidates' statements are all over the media and kids are undoubtedly watching the news and exposed to this at home.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I presently use Junior Scholastic articles, cnn student news, the American Immigration Council and teaching tolerance resources.
 

I would like middle school discussion appropriate resources to help engage students on the election process, as well as, help them understand why such negativity has arisen with this year's election.
- I don't know.
- Any resources would be beneficial.
- How do super delegates get chosen?
- How bound are they to the peoples votes?
- I would appreciate any statistics that show both sides of these issues and help students that these issues are more complex than the words being used.
- Being willing to address the issues without making it all so personal has been the biggest resource. People have to be allowed their opinions, but they have to also understand those need to be tempered with truth and rightness, if that makes sense.
- I need resources on the American Political Process and the steps that an average, everyday citizen can take to voice his or her own viewpoints respectfully.
- Basic history lessons on how national elections work.
- Not sure
- I would like a whole series of lessons about respect...for self, others, family, adults with whom one disagrees, law, etc. I would like to teach my students more about the validity and importance of their voice in the process of undoing the damage that is being done in this election cycle.
- Examples from history that highlight past elections that proved to be scare tactics. Example of how speeches may or may not be the truth.
- -Coverage, both before and after both party conventions.
  - Explanation of the difference between a caucus and a primary, and why a certain state would chose one over the other.
  - Explanation of the Electoral College system, and why the candidate who gets the most votes is not necessarily the party's nominee.
- I need unbiased information (middle school) about all of the candidates, their platforms, and how it will affect us as a whole. Most of the info I have is one sided and/or inappropriate for my grade level.
- None from Teaching Tolerance. I have lost tremendous respect for Teaching Tolerance for its failure to confront gun violence, the NRA, and its poorly written and worse conceived review of Dr. Payne's A Framework for Understanding Poverty.
- Clear, unbiased, fact-base info about the issues
  - Advice about language to use when talking about all candidates
  - credible sources/ resources
  - collaboration with other teachers
- I don't know how to make my teaching seem unbiased when I'm clearly leaning one way. I want to share how scared I am of the nasty rhetoric and language being used by one party, but I don't want to seem like I'm promoting the democratic party/agenda.
- I have asked for, but have not received, resources/direction from our district.
- Objective resources that let students personally assess the rhetoric of this campaign. Resources that present both sides of issues in a way that middle schoolers can understand, with accurate facts to combat inaccuracies and falsehoods.
- I have already written to the editor about my experiences, but I thought it wouldn't hurt to do the survey as well.
- supportive administration
- Voting materials
- Middle school appropriate lessons on the power of words would be very helpful.
- I need educational resources to inform students about the facts around the rhetoric. I'd love to see a debate or deliberation that helps students see their similarities instead of differences on the issues and in our country. We need to diffuse the "we"/"they" attitudes building in our country.
- Stats from previous elections in history that were filled with hateful language
- I would love a clear, short, unbiased lesson, with video, that would really help my students understand what is going on and the issues that each candidate represents.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I would appreciate some resources for a mock debate and election based upon the real-world reality of today's goings-on for the elementary level.
- Basic US govt how to - and nothing about some of these horrible people.
- I'm good
- We use the local newspaper and Internet sites.
- I would like to have access to a news service. Would like to have some sort of a television. Computer screen is hard to see.  
Other than that???? What would I need?
- none
- New York Times, the Week
- I need Info presented on a middle school level, showing bullet points of each candidate's positions AND also help with managing my own political views to allow space for others with opposing views. I don't know how to talk about all the candidates fairly. I don't think I can morally do that, in good conscience. How can I be morally outraged and not show it? Is it ok to express my own preferences and opinions, and if not, I need tools to open up the dialog to all.
- None
- None, but I could have used some back in the '90s and early 2000s regarding gay history to counter-balance the so-called "family values" candidates.
- A few more good candidates....
- We are OK as is.
- Basics of Elections, Mock Primary and elections materials
- The totality of position papers from the candidates. Not media reporting.
- How to help students feel safe in our country if Donald Trump is elected.
- Facts. Facts that represent the candidates and yet in a way that a Middle Schooler can understand the background that caused this candidate to believe in what they do. Behavior of a candidate is another issue. I don't know if there are resources that speak to how do you stay respectful to someone who is a bully and might be your leader...
- We have incorporated lessons from the Civil Rights and the videos I had plus some stuff from the Holocaust Museum.
- Language -- knowing the right language to use.
- New York Times, CNN Student News, Teaching Tolerance
- Possible videos that comment on the comparison of candidates and how their poor approach to life, respect of ALL nationalities and races, and humanity in general (like how they are now attacking each others' personal lives).
- Mostly talking points that will help students understand the process and determine what's real and what's not would be helpful.
- Just an open mind and a commitment to allowing all opinions to be heard with respect.
- Aviva Chomsky: They Take our Jobs and Other Myths about Immigration.  
Leo Chavez: The Latino Threat and multiple other sources of factual material regarding immigration, including "Injustice on Our Plates" and other materials from SPLC.
- Our school services youths who have special needs. They learn best through visual aids and hands on activities. I use Teaching Tolerance magazines, educational videos while using a multi- sensory approach due to their many educational, behavior and social-emotional deficits.
- I need resources that concisely and accurately explain electoral processes and political parties without bias.
- How to have civil discourse
- Would love it if a publisher, like Scholastic, would help us navigate this for our students!
- I teaching my students that God made children of many colors and he loves them all. I show pictures of children from all parts of the world. We talk about skin color and how God loves everyone, we color the faces in many different colors.
- I think I listed that above.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- As an instructor I cannot tell my mostly adult students what to think or how to vote. Many of them can't vote because they are immigrants. What I want to teach them is critical thinking so they can make informed, unbiased decisions and discuss them. I want to expose them to materials that help them understand the root causes of the anger and hostility we are facing during this election season. It is difficult to find materials that present different viewpoints on these underlying issues in a non-threatening way suitable for a school environment. Any materials and activities in this area would be much appreciated.
- I am not sure.
- Resources that connect to the common core in some way so I can find time to teach about it.
- I teach K-5 so election specific information isn't covered in my creative dance classes. I have stressed welcoming, acceptance, learning about other languages and cultures and finding the basic similarities in all people.
- Articles by kids or teens
- The current newspapers actually are helpful.
- Information, information, information
- I have been using New York Times, Upfront Magazine.
- I have used Beyond Heroes & Holidays Youtube, Newseum
- I need pamphlets to explain the truth about how indigenous people were being treated during the founding of America. I could use resources concerning who the candidates are and their genealogy.
- Any you have available.
- Some historical materials on some of the issues: e.g. the 'history' or 'timeline' of immigration reform discussions, the 'history' or 'timeline' of national debt discussions, etc.  
In our state, the issues around same-sex marriage, transgender people in restrooms, etc. are BIG issues in schools communities and these need materials: e.g. the 'history' of marriage including recent changes, the 'history' of restrooms - including segregated restrooms - and recent debates
- An on-site massage therapist! Lol. Tips for keeping my cool and being fair and unbiased in the discussions.
- Not sure....
- I would love to have access to materials that have already been screened for use in middle school. Previewing articles and news reports can be very time consuming since I have to copy and paste and delete!
- Umm...Ideally a way to have Trump and his hateful rhetoric clearly extinguished by conscience and compassionate citizens.
- Something that breaks down each candidate's platform and ideas into teen-friendly rhetoric. I'd like something that is like a blind date. Meet the candidate's platform without knowing whether it is Clinton, Trump, Cruz or Sanders.
- Access to more data. Ways in which we can prove some of the campaign allegations from one candidate to the other as true or false.
- A pamphlet or chart that dispels some of the exaggerated facts and rhetoric that the candidates are putting out there. Also, a large poster that gives a brief description of who each candidate is, his or her education, qualifications, etc.
- Concise information that offers facts about the issues ... my students "know" Trump wants to "build a wall" and Sanders will provide "free college" but beyond that, students do not know substantive information. Also, informational, educational video clips would be great to use with students so they can obtain some background knowledge before engaging in reading/ researching tasks.
- I teach in a small school, and access to current Teaching Tolerance materials has been more than sufficient. I then supplement this with a Virtues and Circles process.
- Any!
- I've had students try to take the Alabama Literacy Test, just to find out that if they were black in the 1960s, they would not be allowed to vote. I leave them with the clear understanding that this was only one of the strategies used to control African Americans. More materials like this would be useful.
- Well, I'm an English teacher, so I can't do a huge unit about it anyway.
- USHMM sites for hate speech, UPF for anti-Muslim rhetoric

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I really don't know.
- I'd like whatever you have available.
- Any positive, thought provoking resources will greatly assist us.
- More curriculum on the political process in the US so that they can see that the buffoonery we are experiencing isn't right.
- I need ready-to-use worksheets that will help students see the long-term effects of each candidate. For example, they need to see the long-term possible repercussions of having a president who openly disrespects women (trouble getting along with female heads of state) or talking without thinking (offending nations with short fuses, like North Korea or Russia).
- Student-friendly election guides and graphic organizers that address age-appropriate issues and use primary sources to verify or refute ideas and comments from the candidates.
- Lessons on acceptance of people who don't look like me!
- Character and Tolerance education information.
- I actually use CNN Student News (Carl Azuz) daily (a 10-minute broadcast).
- Political platforms.... the ideas of each candidate put into a graph...or side-by-side diagram.
- I need clear-cut information as to each candidate's platform.
- I could use a middle school level "issues guide" to help students with background information. I could use resources that help students identify fact-based statements from rhetoric. I also could use a "debate watching guide."
- Debate material.
- Candidate information
- How to speak to confront people that support biased behavior
- None; because our County supplies us enough information on Character traits with an array of many great lessons, scenarios, and skits the kids benefit from. I use these.
- We have a work book called "We the People" which is great for teaching civics and the foundations of government, but a series of lessons on how someone is elected, who can vote, the electoral college, how to chose a political party etc. would be helpful. Everything I have found has been very elementary.
- Fact-based information on stances and policies and how those policies would be funded/would affect our students.
- I'd love to know how to approach the teaching of the issues in a way that allows me to be a passionate teacher--without sharing my own biases. I'll occasionally have students say something like, "Doesn't \_\_\_\_ make you sad?" It's hard not to respond frankly/honestly, and yet, I do feel a commitment to presenting multiple perspectives.
- None--I teach tolerance, respect, open-mindedness, and doing research all the time.
- None
- Doing more research on the issues, although that is difficult because the candidates are really not covering the real issues and instead are throwing mud at each other! Very disappointing that ALL parties have relegated themselves to this level and as a society we have tolerated it!
- I am a counselor. I teach mainly social skills, friendship, success in school; issues to help grow successful, productive members of society. Voting and elections are a part of that but not issues I address.
- I use a variety of news sources and try to find ones that are as non-partisan as possible.
- Reading material that is in short, has lots of pictures, and interesting.
- Lesson ideas that discuss immigration reform
- I'm a first year teacher and I am learning EVERYTHING for the first time. It's overwhelming but I know that current events are important and I want to talk about the election since it is so important to the future of our country. I need already put together curriculum for first grade aged students to teach about the 2016 election.
- As an ELA teacher, I need to consult with the History/Debate teacher to talk about how to approach this issue. I also need to plan ahead - I'm sure this will be a much bigger deal in the fall when we return after

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

summer break! It would be nice to have materials that explain how elections work and how to evaluate an argument.

- Watching Fox and MSNBC  
The Sunday Talk Shows
- None
- I got some materials from Scholastic that has been helpful.
- Courage.  
Time.  
Compassion.  
Hope.
- I'd love to be able to use the newspaper to do deeper thinking about issues and using text evidence to support opinion.
- I think it would be helpful to have a segment on change. The most common feeling among all groups at the moment is a sense of being unable to effectively influence change without resorting to negative rhetoric etc.

We need to educate kids on constitutional conventions, how amendments to the constitution were created, the history of the "separation of church and state" etc.

- All resources available that promote equality for all. It is a pleasure to read the unbiased opinions of others who know what it will take to allow a positive flow of energy within our nation. Poison ...even when delivered through the words we speak .. Does not promote equality for all.
- Any articles, activities and resources that I can use with my kids or share with my colleagues about how to speak about the different issues, as well as talk about the problems with the rhetoric of the republican party would be greatly appreciated.
- Proof/data to demonstrate that Trump's words are ridiculous and promote hate.
- Social Media, since mainstream media is so biased.
- More primary source and information about values education. I've been using political cartoons as launching points for research and discussion. I've used principles of marketing, persuasion, techniques of gerrymandering and the differences between delegate count (with students bringing in questions about the

"reappropriation" of delegate counts!) Modern history and political science is rarely covered in middle school but students are excited to understand what is going on (and covered more yesterday in the media than a shooter in the Capitol!). Powers of persuasion are a construct that can be discovered/taught and opening up the whole process has been fascinating. Couldn't have done it this way without the constant media coverage of the outrageous campaign we are serving up to our citizens and the world.

- Stats from credible sources.
- I am concerned how I can teach the election to my 4th graders next year. How can I hold up the candidates as people who care about all Americans?
- I don't know how I can show that these candidates are people we should respect as possible leaders of our country. In my more than 30 years in the classroom, I have never had this level of dread toward an election.
- Candidate platforms - discourse to discuss them that are helpful for students to talk about the issues and not much the candidates
- Stats on immigrants in the US, Crime rates and areas vs. Immigrants, Religion numbers, Info on understanding extremists vs. the actual religion (Muslim)
- Numbers on the positives of immigrants How many come to stay, the positive production they are creating in boarder communities. What are candidates' real stances on these issues?
- A lot of election materials center around the candidates. It would be helpful to have detailed information about the issues-the history of the problem and projected outcomes of various solutions.
- I would love to have a Candidate chart (which I am currently trying to put together in my oh-so-little free time!), which will have Trump, Cruz, Clinton, and Sanders at the top. Below each candidate's name will be their platform regarding 4-5 issues. Next to each issue will be an "effect" box. This chart can be used in 2 different ways: (1) the 'effect' part can be filled out in terms of how voters are reacting to the candidate's stance on this issue; (2) If the candidate is elected and is able to carry out his/her plan, what 'effect' will it have on our nation and it's people?  
Can you make that for me? Also, more resources on the role of the media in the election process.



## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- I think we should look at history and see that it could possibly repeat itself in a very scary way. Do we need to be reminded of the holocaust? Internment camps?
- I have no idea. Teachers are confused because they don't want to appear to be partisan, but they want to be able to say, "Donald Trump is hateful and wrong, and the way he talks is not how we talk here."
- Resources on historical struggles in the past and how the U.S., leaders and citizens overcame them.
- I needed to know the real issues that the candidates stood for.
- Ways and ideas to discuss it without my personal or political bias.
- I need Republican voices that are reasonable and that can help my students understand where conservatives are actually coming from in a way they can relate to without being ostracized or attacked.
- I am open to anything.
- The more factual information about the candidates that I can access the better. Also, information that refutes claims made that are incorrect.
- Zinn Project, Teaching Tolerance & Center for Social Inclusion. Multicultural pedagogy and intercultural communications is imperative for a healthy society.
- Not sure. I teach language arts at a departmentalized middle school so it doesn't naturally fit with what I teach. I just discovered your lesson ideas for teaching civil discourse and I'm thinking of working in that the same way I work in Socratic Seminars. I like the idea of not just yelling out opinions and denigrating the opponent but actually having logical reasons with evidence -argument not fight.
- It might be nice to have some readings packaged together to use those civil discourse ideas with -content for the argument. We currently have a unit we call "Up standers" about people who have stood up and taken action for things they believe in. It would be nice to have more like that. Obviously we include some Civil Rights people, but we also include an NYC Indian cabbie who supports schools for girls back home and Craig Kielburger from Free the Children. I like Perspectives for a Diverse America with the readings there, but it would be nice to have the searching done and have a set of related readings packaged together.
- Fact Checkers - Myth Busters
- News sources and historical events provide a great deal of primary sources ripe for student interpretation. It would be great to have the sources gathered for me, but it's really not very difficult to do so myself.
- The actual professional platforms would be good. With so much rhetoric, the basic facts get lost.
- Given the current trends in the election, I'd say we're going to need some lessons about populism, demagogues, income inequality, socialism, and mass politics.
- Articles, Videos, Primary Documents
- I would like some elementary resources that address solving cultural problems of at school and at home. Stories of the civil rights heroes are wonderful, but I would like to see more stories from a typical child's point of view as he or she wrestles with accepting people of different cultures in the classroom and in the neighborhood. I am writing my childhood autobiography, which I intend to use in my classroom. My focus is how I recognized my parent was a racist but I was not going to let that ideology affect my understanding of race. I would be most happy to help Teaching Tolerance develop resources of this sort if invited to do so.
- None, I work with student-initiated conversations,
- I don't think you can use one specific resource, other than "The Golden Rule."
- Honest materials telling where candidates stand on issues.
- None
- Takedowns of Trump's message and rhetoric
- Without being totally biased politically, how can you tell them that Donald Trump's behavior and proposed policies are unacceptable? I want students to make their own decisions yet I would not let them act the way this presidential candidate is behaving.
- Real historical footage as discussion starters.
- I do not, I am not a social studies teacher.
- Accurate information about the candidates. Information on the issues being discussed.
- Honestly, I'm not sure.

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- In my school (near Seattle), the majority of students come from families that support Democratic candidates. If any of the students are more conservative, they would probably feel very reluctant to talk about it. I was a political minority in my hometown (Colorado Springs, CO), and I wish my teachers had been more supportive (or at least neutral) during the 2000 election. I'd love to know how I can help create a comfortable climate for conservative students, even if I find the Republican party's current situation repulsive.
- I have been finding my own. But any good resources that allow students to critically ink and develop solid strong candidate preferences and knowledge are always welcome.
- I need unbiased, honest, factual information, be it videos, cartoons, memes and the like that will help shed light on the important issues our country may face after the election.
- Zinn Project, Teaching Tolerance & Center for Social Inclusion. Multicultural pedagogy and intercultural communications is imperative for a healthy society.
- We've added a new unit about belief systems to our curriculum to teach understanding and tolerance for others. Perspective taking and empathy are also key.
- I already use your explicit Civil Rights materials. Regarding the Holocaust, we do an extensive unit on Eli Wiesel's book "Night". I do not back off of the loud lessons in history. What else can I do?
- Stories of how hate changed everything quickly. Stories of the goons that have power when the law looks the other way--even WASPS (I use Niebuhr's poem) who get caught in crossfire--literally and figuratively.
- The real issues each candidate stands for or against.
- I don't want students to focus on name calling and being rude as they write persuasive (argumentative) speeches why their candidate is the best.
- Current events
- How to explain the beliefs of supporters of the various candidates without generalizing, over-simplifying and stigmatizing.
- Factual, documented statements and facts from all candidates. Tying in these to previous struggles for acceptance of diversity and dignity for all.
- Each candidate's thoughts on various topics.
- C-Span Classroom I also use my own personal stories that try to illuminate equality and looking and different angles to consider a problem.
- How do I keep my students from hearing and thinking that the words of Donald Trump or other candidates, are what America is to be. I want to encourage my students to embrace all people of all cultures, and to speak to each other always respectfully.
- Up-to-date news stories
- Short video clips demo stating opposing views but in a professional manner for the office of the president. I have had students write out and demonstrate how to tactfully address a problem posed to a candidate without being discriminating.
- Framework for explaining how this election is different from most recent primary elections.
- I have been reminding kids to be kind and reminding them that meanness has no place at our school, but that's not enough because some students don't seem to be aware that they are being mean -- they feel their acts are not out of the ordinary.
- I sometimes feel too overwhelmed to know, but have thought about examples of civil political discourse from historic elections, lessons on logical fallacies and proper vetting of statistics, and something brief on the electoral process (especially because it varies so much from state to state - and in California, with a June primary, it often feels like things are decided before we even have a say!)
- Non-biased resources with prove-able facts, students can research
- We realize politics have a sense of bias, and so do students, but differing points of view are what has historically made our democracy work. Hate language loses the real messages students are looking for. Students don't like the win at all costs agendas --"we don't have enough heroes as it is..."  
"what happen to diplomacy, respect, compromise, collaboration, fair play, and tolerance for other opinions, other approaches, and other possibilities? Some students say too many candidates have put Winning over "people and their dignity". If they treat each other this way, how will they treat us and our needs?"

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- Not sure.
- Information.
- Anything would be very helpful. We are located in a very conservative area that is dominated by the Republican Party. Our state, county, and city official elected positions are currently filled with republicans and this has changed the landscape of public education and daily living dramatically.
- I wish I knew what might help!
- Candidate qualifications
- Proposal pluses and minuses (Feasibility of campaign promises)
- Debate dialogues
- I have been researching about difficult dialogues in the classroom paired with either a counseling model or active learning as a means to explore these topics. So at I feel that the tools I'm gains have been affective but, would like more tools on how to calm students that get to the point of physical aggression and how to support student who have been attached.
- Access to more facts and less media-influenced/bias resources.
- Any resources from Teaching Tolerance would be helpful.
- Our local board of elections is all we need.
- Even amounts of factual info on each candidate.
- Better analysis of the candidates proposed plans, fair coverage versus preferential treatment to one candidate.
- I need resources on how to teach that individual voices are critical to our democratic freedom. Something that will encourage kids to not be afraid to speak up when they see or feel strongly about their ideas and beliefs. I would like resources that will encourage and motivate students to come together and problem solve issues that affect their communities as well as those globally.
- Help in how to conduct respectful discussions AND take on what I consider unacceptable comments and behavior by Trump.
- Reasonable candidates, that act appropriately dignified.
- Full, vetted background info on all candidates; truth checking and fact checking on all quotes from candidates
- I'm not sure I need anything other than access to web-based news and analytic sources.
- How do I foster respect for candidates who themselves show so little respect?
- Article or guidelines about how to teach about intolerance
  2. Ways to respond to students who feel as though their safety in this country is threatened by vitriol from political candidates.
  3. Helping students to understand the voting process in upper elementary, particular as it relates to voter suppression/obstruction (I teach in Arizona)
- More Internet access (youtube for commercials)
- Well some sort of guide to what they each think/believe would be nice- it's hard to get by media sound bytes and rhetoric
- Resources to diplomatically teach some of the problems in this election (while living in a Republican state).
- Examples of 'what is true' and 'what is false' or what is impossible to do without consent of congress and etc. Thank you!
- I have been using Newsela's voting page as part of the conversation but hands on tools to demonstrate the democratic process would be great. Info graphics with info the students can relate to about the candidate would be great as well.
- I would appreciate any resources you have. I have used all the materials you offer teachers. They are wonderful resources.
- I would love to know if there are resources out there to teach young students about politely debating. Also any advice on how to handle these sorts of conversations, or moments where you hear students saying things that seem to mimic problematic political rhetoric, in ways that don't give away my political allegiance is welcome.
- I don't believe I need any help. I'm excited for the November election.
- It would be beneficial to have graphic aids of past Presidents and current candidates with their platforms listed in student friendly language. Also would like a

## Q5. What resources do you need to help you teach safely and effectively about the 2016 election?

- ready-made letter stating that discussions will be taking place within the classroom.
- A balance of articles from both parties.
  - -Middle school appropriate texts that show/explain candidate's previous viewpoints on issues compared to current viewpoints on issues.  
-Middle school appropriate texts that explore the role of the media in an election campaign.
  - Videos or Internet links on how the electoral votes work. Although some of my honor students understand the concept they feel is unfair that a person with less votes can still earn the electoral numbers.
  - Materials that help students look at nationalism and its effects throughout history. Things to help us present the contributions to our country by immigrants. Things to help students think critically about messages and rhetoric. Things for K-6!!
  - I've used online resources and various magazines to teach the election. The students have to ask their parents for permission to watch the debates and view other materials at home.
  - Any advice would be great!
  - Concrete, accurate information about the election process.
  - Structure and technique to examine candidates' point of view.
  - I use several news outlets including NPR and PBS.
  - I don't know; hopefully you can find some kind of material for this situation.
  - I have felt that it is particularly important to teach my students about the history and current issues surrounding immigration. My students have a lot of questions about what power the President has to change or enforce immigration policies. In January the students read about the immigration raids taking place in North Carolina and surrounding states. I would like to have more information on President Obama's enforcement of immigration laws as well as the current status of the Dream Act. There is a lot of misinformation about the ability of students who are not legal residences to attend college.
  - Cultural diversity issues should be addressed with students, faculty and staff
- -How the election works, electoral vote, etc.  
-resources defining Super PAC, lobbyists, how do campaigns work, Democrat/Republican, GOP, Tea Party/Independent-maybe the rise of the parties and how they have changed through the years
  - Civil conversation and questions and answers
  - As always, more information that is streamlined and accurate. Classroom teachers are always short on time!
  - Classroom teachers can use developmentally/age appropriate materials for leading discussions regarding the issues and candidates.
  - I need a "frame", a context within which it would be organic and "non-political" to help kids become more critical about what they are seeing and hearing, and think carefully about the repercussions of the serious hate speech that is around them.
  - Not sure what would be appropriate.
  - Perhaps list resources (websites, links) to voting history and history and background of candidates.
  - I am not sure. It seems like it is the people running for election that need to be educated in respect for all human beings.
  - Anything that will help presents the material and not makes me seem biased toward one party. I think Trump is a racist, hateful, uninformed idiot. He is dangerous. (Cruz isn't much better.) However, I work in a very conservative community. I can't be that blunt in the classroom.
  - Posters that celebrate all cultures. Your former posters need to be reprinted and be shared with all educational centers.
  - I have used numerous anti-bullying websites and books from as far away as Australia and have been teaching about civility in the workplace for about 12 years. And, your website. Those with authoritarian personalities are intolerant of gays, elders, American minorities, and even groups that Do NOT even exist - I have taught for many years that Mexicans did not invade us - many were annexed into the US - and that Native Americans are not immigrants.

**Q5. What resources do you need to help you teach safely and effectively about the 2016 election?**