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Editor's Notes

Greetings from the editorial staff of the Iowa Journal for the Social Studies!

We hope that all of you had a safe end to 2020.

The first issue of the 2021 year comes in a time of great change. We are sad to see Jeremiah leave the editorial team. Thank you for everything that you have done in helping restart the Iowa Journal for the Social Studies.

As we come to the midpoint of a very challenging year in teaching social studies, we are reminded by Dr. Gloria Ladson-Billings that this time of crisis allows us to not just return to normal but to re-invent how we teach children. This issue of the Iowa Journal for the Social Studies provides us numerous resources on how we can come out of the crisis invigorated instead of focusing on time lost in the classroom. This issue begins with a moving tribute to Tom Morain. This issue of the IJSS is divided into three sections. The first section focuses on Social Studies Teacher Praxis focusing on how teachers can improve their classroom practices. The next section Social Studies Classroom Praxis section lays out research-based methods for teaching social studies. The Teacher Feature section focuses on techniques by which we can make the middle school more active.

In the first section of the journal, the articles are written by Brittany L. Jones & Melanie M. McCormick, and Thomas Lucey examines social studies teacher praxis.

Jones and McCormick's exceptional article examines how teachers can implement anti-racist teaching strategies into their classrooms during the COVID-19 pandemic. The authors challenge teachers to use this time of change to incorporate anti-racist pedagogies into their social studies classroom. Using teacher interviews to find gaps in anti-racist teaching the authors provide effective strategies on how to bring anti-racist teaching into the social studies classroom including the use of interactive read-aloud.

Lucey's excellent article examines the changes in elementary preservice teachers' perceptions of Women's history, art education, and using primary sources. The participants participated in a day-long professional development on how to use various resources from the Library of Congress. The study used pre-and post-surveys to examine shifts in the PSTs' appreciation of teaching about these important topics. The study reveals some important qualitative transformations on participants' perceptions of these issues which appeared in curriculum they designed.

In the second section of the issue on social studies classroom praxis, the authors, Elizabeth Yeager Washington & Carla-Ann Brown, provide elementary and secondary social studies teachers with new research-based methods for teaching social studies.

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Washington and Brown's powerful article describes how we can help students engage in studying "difficult history" in a sixth-grade classroom. The article challenges us to conceptualize why we teach, what we teach, and how do we approach traumatic history. The authors challenge teachers to ground their teaching in culturally sustaining practices using asset pedagogies that use children's lived experiences as a foundation for effective teaching. To achieve these goals the authors use the concept of difficult democracy and the theme of "the power of human voice" to examine democracy in the United States and South Africa. The article provides an excellent model and reflection that will help teachers approach teaching "difficult history."

The third section is a very exciting teacher feature. This section features four outstanding articles by Jennifer Ingold, J. Keith Fry, Sam Kottke & Darnelle Lyng, and Madelyn Keiler. These articles provide new and exciting resources and visions for teaching social studies.

Ingold, NCSS Teacher of the Year 2019, provides an excellent and exciting framework for how to engage middle school students in addressing complex issues. The author provides an excellent framework for how to engage students by getting them to use primary documents in exciting and new ways. The author includes numerous examples of this framework.

Fry provides an excellent model lesson addressing the critical question of slavery and the Constitution. This article uses the Inquiry Design Model to examine this compelling question that all middle and high school students should examine. The article is rich with resources on how to teach this lesson.

Kottke and Lyng describe an excellent model of how to teach about race and culture at the elementary level. They present a month-long course with third-grade students sought to help students understand the complexity of culture. Working with several third-grade teachers, the authors created a curriculum to help students construct an understanding of shallow and deep culture. The authors provide the full framework of their unit.

Lastly, Kieler describes how they have taught about race in a high school classroom. The author presents how to incorporate music, teen literature, and videos to help students examine the issue of race in the United States. A key component of the unit is the use of the teen novel *The Hate U Give*. Kieler also provides excellent resources on how they are improving how they teach this topic in their classroom.

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University of Wisconsin River Falls

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The University of Alabama at Birmingham

A Tribute to Tom Morain

Thanks, Tom.

To paraphrase a quote written by Isaac Newton in 1675, “If we have had success, it is because we ‘have stood on the shoulders of giants.’” Tom Morain was that giant, albeit a quiet, genuine, unassuming, humble giant. Tom gave so much to so many. He was a tireless advocate for Iowa’s history and its museums, always stressing the relevance of the past to today and to the future. He freely gave of his time, expertise and support to those who asked. Countless among us owe him a debt of gratitude for what we have been able to accomplish.

I first met Tom Morain in the spring of 1987. Then a student at Loras College, I had applied for the internship program at Living History Farms. I met first with Dave Miles and Kay Walsh, who asked the typical interview questions.

And then there was Tom. As anyone who has ever interviewed with Tom for a job can attest, he asked some non-traditional questions. Tom asked, in all seriousness, “What kind of ice cream would you be, if you had to choose just one flavor?” This question, and others like it, caught me off-guard. I think I just stumbled and mumbled through my answers, talking a lot without saying very much.

Years later I came to understand why Tom asked those questions. Anyone who works in a public setting, especially at a museum like Living History Farms, knows that you will be asked anything and everything, and you must be able to respond appropriately.

But in 1987, on the drive back to Loras College, I spent a lot of time reviewing my answers, and wondering how I could have done better. About three weeks later, much to my surprise, I received a phone call, offering me a spot in the internship program. By the end of May, I was on my way to Living History Farms to begin my summer internship, not sure what to expect.

And there was Tom. When I arrived, he was greeting all of the new interns and making all feel welcome and important. Over the course of that summer, while leading groups of summer day campers, I spent countless hours “doing history” with a group of incredibly intelligent, interesting and engaging people. That summer internship changed my academic and career path. The next four summer breaks, and a few winter breaks, were spent working with Tom at Living History Farms.

Fast forward to 1992. I had just joined the education department at Living History Farms after completing a year of teaching junior high social studies. There was Tom, still with the museum. Until he left Living History Farms in 1995, he was supportive and encouraging, challenging me, my colleagues and the museum to always improve. One of my memories from that time is a conversation in which Tom said that he wanted to change his job title. His new title would be the “Director of Research and Interpretation Programs,” abbreviated, D.R.I.P.

And there was Tom, from 1995 – 2001, serving as the chief administrator at the State Historical Society of Iowa. Our paths continued to cross, and every time we met, he was encouraging, enthusiastic, pleasant, and joyful.

At a conference held during his time at the State Historical Society, Tom had to give some remarks after the keynote speaker. During the keynote, the speaker must have lost track of time. The speaker kept speaking, obviously enthusiastic about the topic, but oblivious to the schedule. The conference attendees were polite, but beginning to look at their watches and fidget nervously in their seats. Being “Iowa nice,” though, no one said anything. After the speaker concluded, Tom rose to deliver his remarks, despite everyone being anxious to get on with the other sessions. Tom’s remarks put everything into perspective, saying, “We all love history. In 50 years, will historians remember or care that, because we spent ten extra minutes listening to a fascinating speaker, we were 10 minutes late to our next session? We’ll just adjust accordingly.” Instantly, everyone was at ease and the conference went on.

And there was Tom in 2007. By then, he had returned to Graceland University, his alma mater. I had recently become the supervisor of the same internship program that Tom had founded in 1982. Tom was very gracious with his time, providing insights and advice and resources while I figured it out. He was also a guest speaker, providing his unique insights, advice, and encouragement to the interns.

And there was Tom, during RAGBRAI in 2013. The route that year went through Dallas Center, where I live. Our paths crossed as he wove his bike through town on Dallas Center’s main street. As I walked down the road, he saw me, made a beeline towards me, and we chatted merrily. Then, he was back on his bike and on we went.

And there was Tom, in 2016, delivering the keynote address at the unveiling of a new memorial to the Littleton’s, an Iowa family that had lost 6 brothers fighting in the Civil War. The words Tom spoke that day still resonate. “We Iowans sometimes let the East and the West coasts shape our own perception of who we are, and because they know so little about Iowa history, they tempt us to think that we have none... History doesn’t happen only ‘Somewhere Else;’ important people don’t all live ‘Somewhere Else.’ We need to connect, and to connect our children, to this place... We, too, are part of the story and we, too, shall leave our mark.”

And there was Tom, that giant of Iowa history, leaving his mark etched indelibly on the people, places and very fabric of Iowa history.

Thanks, Tom.

Daniel Jones

Education Director

Living History Farms

Intern Class of 1987

1 November 2020



Racism, COVID, Virtual- Oh My!
Using Read-Alouds as a Tool to Teach Virtual Antiracist Social Studies

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Abstract: Social studies teachers in K-12 settings face the challenge of teaching during the COVID-19 pandemic. Additionally, teachers ought to be prepared to virtually address racism which has been exacerbated by the pandemic. We argue that there are opportunities for teachers to implement antiracist pedagogies in their virtual social studies classrooms. Despite the lack of professional developments teachers receive on antiracist pedagogies, we will offer strategies on how to implement virtual antiracist social studies pedagogies using interactive read alouds for elementary and secondary students.

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Using Read-Alouds as a Tool to Teach Virtual Antiracist Social Studies

Today K-12 teachers face an unprecedented challenge of having to grapple with two forms of “viruses”: COVID-19 and systemic racism. Due to COVID-19 teachers are forced, with little time and training, to transition their learning environments from a physical classroom to a digital platform. Additionally, with the unnecessary deaths of George Floyd, Breonna Taylor, Ahmaud Arbery and many other Black Americans coupled with the numerous protests that have occurred throughout the country, teachers, especially social studies teachers, ought to be moved to create lessons that confront the systemic racism that continues to plague this country. As these two viruses continue to deeply infect both society and education, an added burden is placed on teachers who must adjust their pedagogies in ways that accommodate online learning while simultaneously addressing antiracist teaching in their perspective classrooms.

COVID-19 and racism are one in the same as the former directly exacerbates that latter. Recent literature on the effects of COVID-19 indicate that Black, Indigenous, and People of Color (BIPOC) have disproportionately suffered from COVID-19 (Gray et al., 2020). Likewise, as President Trump and his officials continue to label COVID-19 as the “Chinese” virus, Asian Americans face an added layer of racism within our society as being stereotyped as creators and carriers of the virus (Santis, 2020). The onus of teaching about racism and social injustices should be on all teachers in all subject areas but too often social studies classrooms are the only spaces to discuss social inequities, and even then, findings from our study suggest that social teachers do not implement antiracist pedagogies for two reasons: (1) because they have not been adequately trained to do so and (2) because teachers misconstrue antiracist pedagogies with multicultural studies (Husband, 2012). COVID-19 has presented education with a number of

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obstacles, but a number of opportunities as well. As many classrooms shift to virtual learning environments, teachers must learn how to navigate new technologies, while simultaneously critiquing and teaching about all the social inequities that have occurred this year in their lessons.

In this paper we argue that there are opportunities for teachers to implement antiracist pedagogies in their virtual social studies classrooms. Recognizing the challenges antiracist virtual social studies education may bring, the aim of this article is to offer strategies on how to implement antiracist social studies pedagogies in both elementary and high school virtual classrooms by focusing specifically on interactive read alouds. The first half of this article delves into our study on teachers and their experiences with antiracist trainings and attempts at teaching through an antiracist lens. The second half of the article offers research-based scholarship about the power of read-alouds and recommendations for implementing antiracist pedagogies for virtual social studies classrooms.

Literature Review

While there are a variety of strategies social studies teachers can implement in their classrooms, our paper focuses on how to utilize disciplinary literacy to teach social studies. Disciplinary literacy of social studies, framed within antiracist pedagogies, aims to develop inclusive, equitable, and just learning spaces for students. A disciplinary literacy strategy that can be used to drive social studies instruction through antiracist pedagogies is read alouds (Brophy & Alleman, 2008). By creating disciplinary literacy and social studies (read-aloud) lessons for students, teachers can support students in understanding challenging concepts (Meszaros & Evans, 2010). Using read-alouds to engage students can challenge their previous experiences in social studies and can connect social studies to their own personal experiences (Schug & Armento, 1985; Whitlock & Fox, 2014). There is evidence that read-alouds of informational

texts can support young children in learning social studies content (Gonzalez et al., 2010). Strachan's (2015) study found that young children gained an understanding of social studies concepts when they engaged in read-alouds that were "committed to social studies goals and provided ample mediation with text" (p. 215). Read-alouds of narratives as well as informational text are beneficial for elementary students when engaging with social studies content.

Often secondary classes silo content, so content areas such as literacy and social studies are not taught in interdisciplinary ways (Hall, 2005). Many social studies teachers do not feel comfortable teaching literacy skills in secondary classrooms because they lack the training (McCulley & Osman, 2015). But "for over a century now researchers have agreed that students can benefit by having reading instruction incorporated into their content area classes" (Hall, 2005, p. 404). Shanahan and Shanahan (2008) found that not only elementary but secondary social studies students benefit from disciplinary area literacy instruction. Disciplinary literacy includes "literacy skills specialized to subject matter" (p. 44). Subject matter is inclusive of social studies content such as history. Shanahan and Shanahan (2008) explain that readers transcend from basic literacy skills including decoding and knowledge of high-frequency words to intermediate literacy skills including using generic comprehension strategies, building fluency, and understanding common word meanings. Then, students can move to developing disciplinary literacy skills where they use specialized literacy skills to understand content from subjects such as social studies (Shanahan & Shanahan, 2008). As students develop their disciplinary literacy skills in social studies, they are able to make deeper meaning, apply knowledge in more complex ways, as well as practice analyzing evidence and challenging their biases (Monte-Sano & Reisman, 2016; Shanahan & Shanahan, 2008). Secondary students can practice analyzing evidence and challenge their biases through disciplinary literacy (Shanahan & Shanahan, 2008).

Students in secondary school are also able to draw personal connections and increase language learning like elementary students (Ayu, Diem, & Vianty, 2017). For example, in history class students can learn how to decipher between historical facts from biased or persuasive arguments (Perfetti, Britt, & Georgi, 1995). Secondary students can be challenged in reading complex texts independently, so read-alouds can be an engaging tool for teachers to utilize (Ayu, Diem, & Vianty, 2017). Read-alouds at the secondary level can also assist with other strategies high school social teachers utilize in their classrooms such as discussions or debates by helping students formulate their own opinions on topics.

Theoretical Framework- Antiracist pedagogies

In our paper we analyze our findings and offer recommendations through an antiracist framework. As noted in our findings, the teachers use antiracism and nonracist pedagogies as synonymous to each other even though the literature suggests that two are significantly different (Chandler, 2015; Husband, 2012; King & Chandler, 2016). Antiracist education goes beyond including varying voices and multiple perspectives, but rather, it pushes both the students and teachers to question issues of power that are pervasive in society and schools. A key aspect of antiracist education is the role of the teacher who should make intentional, everyday moves to counter inequities persistent in both school and society (Pollock, 2006). Teachers should first reject false notions of human difference, while simultaneously acknowledging and engaging the lived experiences students face based on their race. Most pertinent to our paper, antiracist education involves equipping both teachers and students to challenge racial inequality. Our recommendation of using interactive read alouds as an antiracist strategy embeds this idea of challenging inequalities by inviting students to dismantle racist notions by critically analyzing interactive read alouds. Utilizing stories and storytelling are pedagogical strategies that

encourage the amplification of voices which have been historically omitted from the dominant narrative. Coupling interactive read aloud stories with critical questioning makes space for students to push back against dominant discourses and hegemonic hierarchical structures (Apple, 1999; Zinn, 2004).

Methods Teacher Interviews

Study Design and Participants- We used pre- and post- semi-structured interviews in a qualitative design to answer our research questions (Miles, Huberman, & Saldaña, 2014). We collected evidence and insights about teachers' experiences in the classroom around this phenomenon of antiracist pedagogies. Using multiple cases allowed us to build "a stronger understanding and more compelling argument for the significance of the work" (Barone, 2011, p. 9). The teachers were from different schools with varying demographic characteristics and the teachers interviewed have varying levels of teaching experience. See Appendix A for Table 1- Teacher's School Demographics for more detailed information about participants. Findings from our initial teacher interviews showed a need to understand the lack of professional development and training opportunities offered for social studies teachers. So, we followed up our initial semi-structured interviews with questions to address the need for professional development on antiracist pedagogies. We analyzed the findings using an interpretivist approach (Miles, Huberman, & Saldaña, 2014). First, we read the data sources (teacher interviews) to find patterns and themes that became codes. Then, we reread data to mark places that reflect the codes. Last, we organized the coded text into categories (Guba & Lincoln, 1989). We then presented results, drew conclusions, and wrote our final report of data.

Results

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In this section, we will discuss two major findings from our interviews with the teacher participants. Our first finding suggests that professional developments do not adequately prepare teachers on how to teach about race and racism. Our second finding suggests that teachers conflate antiracism and multiculturalism.

Professional Developments- Our findings suggested that the professional developments in which teachers receive do not prepare them in ways that they can comfortably talk about issues of race. Our findings also indicate that there is confusion between antiracist pedagogies and other social justice oriented pedagogies (e.g., multicultural education). Teachers expressed the trainings or professional developments they are typically offered discuss standardized testing, specific content areas, new curriculum materials, standards, and English Learner specific training. Seven of the eight teachers explained they were not offered professional development specifically in antiracist pedagogies, but all teachers expressed they were interested in antiracist pedagogy training and believed it was important. Teachers indicated that in order to feel more comfortable using antiracist pedagogies they needed more resources (e.g., children's books, articles, videos, lessons, activities) and administrative support.

Eva who was offered antiracist pedagogy training was offered this optional opportunity through the intermediate school district and her administrator offered to pay for this training and encouraged his staff to attend. She explained this opportunity was a positive and a pedagogically supportive experience. Kate expressed she attended a professional development that mirrored more of a multicultural training that focused on closing the achievement gap versus antiracist pedagogies. She went on to explain that the facilitator of this training was unprofessional and even made a colleague of hers cry because the facilitator told this teacher that she had to choose to identify as Black or white rather than both. The teacher interviewed said this training was

“worthless” and that her district has yet to offer antiracist professional developments or trainings, so she seeks out opportunities herself. Having teachers attend any professional development or training that is deemed “worthless” is problematic, especially when facilitators are not even trained to deliver the training in equitable, inclusive, and justice-oriented ways.

Teachers need to be offered trainings that address antiracist pedagogies because it will support the teaching of social studies. Teachers explained that they wanted this type of training to teach their students multiple perspectives and to create a more inclusive learning environment for their students. The teachers all believed that using antiracist pedagogies while teaching social studies is impactful and important. Cynthia expressed how “inherently racist” their curriculum was for teaching history. She also expressed how teachers need the antiracist trainings in order to teach this white-centric curriculum. Nene also expressed how important it is to use an antiracist lens when teaching history to students in honest and more thoughtful ways. Marco explained that antiracist pedagogies “leads to a better understanding of the state/country/world around them and can lead to change” especially when teaching social studies. This teacher expressed how antiracist training can support teachers in better understanding how students of color interact with teachers and other students in unbiased or non-assuming ways while teaching social studies.

Antiracism or Multiculturalism?-Though the results from our study indicated that most of our teachers did not receive professional development on how to teach social studies through an antiracist lens, many indicated that they tried to apply antiracist pedagogies to their lessons. When we asked the teachers questions about how they both planned and enacted their lessons they used terms such as making sure to “add perspective” and “multiple narratives”. The teachers stressed the importance of amplifying other narratives and celebrating other cultures.

For the teachers in our study, discussing and adding in other cultures outside of the dominant white narratives presented in their standards was analogous to teaching through an antiracist lens, yet the literature on antiracist teaching does not align with the pedagogies these teachers were using. Adding concepts, themes, and perspectives to the literature without critiquing the structure and transforming their thinking in ways that are critical of the structure is not antiracist work, but lends itself more to multicultural education (Banks, 1997).

This finding aligns with the literature regarding the misconceptions of antiracist teaching. Too often, teachers and those in charge of professional developments, confuse antiracist pedagogies with other forms of “social justice” pedagogies. While our teachers understood the need of amplifying the voices of other cultures to disrupt white hegemonic structures within the curriculum, their pedagogies lacked a critical interrogation of power structures, an examination of intersectionality, and failed to make the identities of marginalized groups central to the instruction; all of which are tenets to antiracist teaching (Husband, 2012; Kalin, 2002; King & Chandler, 2016). King and Chandler (2016) make a very clear distinction between teaching as a non-racist and teaching as an antiracist. They argue that “nonracism marginalizes the historical legacy and contemporary renderings of systemic racism in present society by assuming the racial innocence of people, policies and ideas” (p. 8). Here the difference between addition and criticality is key. When teachers are not critical of the existing systems within their classrooms, they fail to be active in fighting against racist practices. So, the question then becomes, if teachers are not receiving professional developments on how to enact antiracist pedagogies in their face to face classrooms, then how could they possibly teach through an antiracist lens virtually? The next section of our paper will discuss how teachers can use read-alouds as a way to support antiracist pedagogies.

Discussion

We argue that read-alouds in social studies can support students in learning antiracism. When teachers utilize read-alouds as an extension of antiracist pedagogies, both student and teacher can build their knowledge on race and racism. Read-alouds can create opportunities for students to engage in meaningful discussions about the texts, increase active engagement, and build knowledge (Wiseman, 2011 cited in Ayu, Diem, & Bianty, 2017). If read-alouds are centered around antiracism, then students can become engaged with what antiracism is and how they can connect these ideas to their own lives. Teachers often feel uncomfortable discussing race and racism in their classrooms (Boutte et al., 2005; Branch, 2003). This discomfort can cause either avoidance or harmful scenarios for students. The majority of teachers are not people of color, so it is imperative that we prepare teachers to enter these conversations in non-harmful ways. Read-alouds can be used not only to teach the students but to guide the teacher in the discussions of race and racism. Teachers may lack the cultural knowledge or personal experiences of racism but texts can provide teachers with the information to teach this topic.

There are many books that address antiracist ideas that can be utilized in early elementary through secondary education that can support guiding the discussions of race and racism. Teachers will have many different choices of texts to choose from when choosing read-alouds for their classrooms. Although teachers will have choices, teachers need to be mindful of the books they choose to read-aloud to their students. Being thoughtful of who the author(s) is/are and if the information is credible is of utmost importance. For example, we noticed books using the term “African American” rather than “Black” to describe the race of characters in time periods when African American was not used. Attention to detail is important to provide students with the correct information. There are many different resources that can support teachers in

choosing books. We Need Diverse Books, SocialJusticeBooks.org, and The Conscious Kid are all organizations or sites that can help guide teachers to diverse texts. We also suggest that teachers try to utilize books written by authors of color. Publishing is dominated by white authors, so bringing in more voices of people of color is important. We feel it is more impactful when a story about racism is written by someone who may have experienced it rather than someone who is telling the story based on other people's experiences. When authors or books centered around racism, have not personally experienced racism, they may depict scenarios in unrealistic ways or may perpetuate microaggressions or other harmful forms of racism (Mankiw & Strasser, 2013). It is vital that teachers do their research prior to reading a text. We also suggest that teachers research about the authors and introduce authors to their students. This introduction can provide background knowledge on who they are learning from and provide examples of people of color in publishing. A strong read-aloud has the power to develop understanding, challenge pre-existing attitudes, biases, and beliefs, and increase agency and engagement for students.

We suggest that teachers choose books through a culturally relevant or sustaining framework. Culturally sustaining teaching addresses the needs of all students, supports the learning of all students, and "allows for a fluid understanding of culture, and a teacher practice that explicitly engages questions of equity and justice" (Ladson-Billings, 2014, p. 74; Paris & Alim, 2014). Bishop's (1990) metaphor of mirrors, windows, and sliding glass doors explains that students must be represented in the literature read to them, as well as provide diverse representation of others so they can develop understanding and transverse between diverse groups. Using this metaphor can also help teachers select a diverse range of texts to teach about

race and racism in their classrooms. Using a culturally relevant or sustaining lens to choose books can support teachers in choosing books that are not problematic or harmful to students

Read-alouds in the virtual classroom can be just as effective as they are in face-to-face learning environments. Read-alouds provide space for students to ask questions and make connections (Arganwal-Rangnathm, 2013). While reading online to your students can be less engaging than in person, shortening the read-aloud text and making space for collaborative constructions of meaning by examining texts for bias and misrepresentation through breakout room and chat features can aid with student understanding while simultaneously keeping them engaged. If conducting an asynchronous read-aloud, pausing to ask questions on the video recording and having follow-up activities is an effective strategy. For example, many schools use platforms such as Seesaw to share read-alouds and then have students respond to texts. The responses can then be utilized to develop a synchronous discussion. Appendix B contains example interactive read-aloud lesson plans for elementary and secondary students.

Recommendations for the Virtual Classroom

Addressing student biases- In some instances, students will need to do some “un-learning” about race because they may hold biases that are racist, problematic, and harmful. We believe it is important for teachers to be patient with students and they also need to be comfortable addressing the biases students may hold. Teachers need to feel comfortable being part of this “un-learning” process, even with virtual teaching. Teachers must tell students if what they said was harmful. Staying silent is highly problematic and silence means acceptance and injustice to students. In whole group settings, we have found that it is supportive to students to “call-in” their ideas to invite them into a discussion to develop understanding in humanizing

ways rather than “call-out” their ideas and potentially make them feel ashamed or embarrassed. Shame and embarrassment will not create a community for learning antiracism.

Teachers can also engage in one-on-one conversations with students, if they feel that is more appropriate. These one-on-one conversations can be scheduled video conferences with the student, and in some instances a teacher may want to invite the student's family as well. Additionally, one-on-one conversations can be less formal if the teacher decided to use the private chat box to check in with the student without being addressed in front of the entire group. We feel that students come from various backgrounds and they must explore how their identities influence their attitudes, biases, and beliefs about race, so that they can best understand what antiracism is and how they can live their lives in antiracist ways. Consistently implementing a virtual identity wheel into class lessons not only allows students to grapple with the intersections of their identities, but by doing it on a regular basis, it enables students to become more comfortable with discussing the nuances of their identities.

Family engagement- Teachers can often feel uncomfortable teaching about race and racism because they are concerned about how parents may feel “uncomfortable at best and uncontrollable at worst” (Bolgatz, 2005; Branch, 2003 cited in Epstein, Mayorga, & Nelson, 2011, p. 4). Our inclination is that teachers may feel even more uncomfortable conducting these conversations or discussions virtually, especially knowing families are present. Our recommendation is for teachers to be open to families about when they will address race and racism in their classrooms and open up conversation for questions or concerns. Sending an email or mentioning in a class newsletter can be a helpful first step to informing parents about the topics that will be discussed in class. Being transparent with families and providing detailed information about the importance of this work may help ease the uncomfortableness of families.

Even inviting families into the class discussions or conversations is a move that we would recommend for teachers to utilize. Many families will be listening in on virtual class sessions anyways, so inviting families to be part of the conversation could be a natural move.

Conclusion

This year will without a doubt be remembered by history as one of the most monumental periods the world has ever endured. In the United States the pandemic coupled with the other pervasive virus of racism has continued to ravage the country affecting every aspect of our lives; including schooling. Now more than ever, social studies classrooms need to be spaces where teachers not only discuss antiracism but teach in ways that reflect antiracist pedagogies that can be enacted on a virtual platform. The aim of our paper is to invite teachers and teacher educators to reimagine virtual antiracist social studies lessons by honing in on the utility of read-alouds in virtual classrooms. Interactive read-alouds can be an important antiracist strategy for social studies classrooms because “it is a way of sharing social studies content and perspectives that are not visible in our textbooks” (Agarwal-Rangnath, 2013, p. 45). Read-alouds serve dual purposes, not only do they check students’ comprehension of the text, but they allow the teacher to challenge students to think critically and question the voices who dominate the narrative. Read-alouds, when done well, not only provide multiple perspectives, but it forces students to ask why multiple perspectives are necessary. Interactive read-alouds also provide a space for students to wrestle with why groups, thoughts, and ideas are often omitted from mainstream texts. Lastly, read-alouds through an antiracist lens, are easily adaptable to a virtual classroom.

Our paper not only provides recommendations to teachers on how to utilize read-alouds in the classrooms, but it also has implications for how to improve teacher education programs and the professional developments that in-service teachers are contractually bound to attend.

Based on the findings from this study, teacher education programs, specifically social studies methods courses, should give more attention to training teachers on how to select and critically analyze texts they may want to use in their classrooms. Training pre-service teachers on how to carefully choose texts that are culturally sustaining, representative of their classes, but also free of biases can greatly improve their practices for when they become teachers of record. This work also has implications for improving professional developments received by in-service teachers. According to our interviews, the bulk of professional developments that our participants received centered around achievement, standardized testing, and technology; however, the teacher's in our study displayed both a want and need to gain a better understanding on how to implement antiracist pedagogies in their classrooms. To provide a starting off point, we offer two lesson plans that show how teachers might implement read-alouds in their virtual classrooms.

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Appendices*Appendix A*

Table 1
Teacher's School Demographics

Teacher	Years Taught	School Demographics	Location	SES
Bob	20	Predominantly White	Rural	Mid-low
Cynthia	1	Predominantly Black	Urban	Low
Nene	5	Predominantly Black	Urban	Mid-low
Bri	24	Racially Diverse	Suburban	High
Kate	8	Predominantly White	Suburban	High
Eva	4	Predominantly White	Suburban	High
Marco	6	Predominantly Black	Urban	Low
Meg	2	*Majority Minority	Urban	Low

*Note. We acknowledge the term majority minority as problematic, but this is how the participant described the demographics of the school.

Appendix B

Elementary Lesson Sample

Components	Teacher Activity
Opening	<ol style="list-style-type: none"> 1. Introduce the goal: Start the lesson by asking the students what sport they think a really tall person may play. Give time for each student to write a response in the chat box. <ol style="list-style-type: none"> a. If the students said basketball, then they understand what a stereotype is. A stereotype is when a person holds a belief about someone based on how they look on the outside. Stereotyping is harmful because we create assumptions about people before even getting to know them. When we stereotype people, these ideas can turn into biases against groups of people. b. Ask the students to answer the question: How would you feel if someone assumed things about you based only on what you look like? c. Explain that stereotyping is a form of racism. Racism occurs when people stereotype about others. 2. Sharing Photographs: Share photographs that show racism. For example, share a photograph that shows schools in the past that have separate water fountains. Share another photograph that shows the Trail of Tears. 3. Think-Pair-Share: Have the students break into small breakout rooms to discuss what they noticed and wondered about the photographs. The students can share their responses on a class Stormboard. 4. Sharing Out: Share on the screen the Stormboard where students shared their responses. Have the students participate in a discussion about their responses. They can ask questions about other responses or draw connections.
Development	<p>Interactive Read-Aloud: <i>The Power Book: What is it, Who has it, and Why?</i> By: Claire Saunders, Hazel Songhurts, Georgia Amson-Bradshaw, Minna Salami, and Mik Scarlet</p> <ol style="list-style-type: none"> 1. Introduce the goal: Explain racism has occurred throughout history and continues to occur today. Ibram X. Kendi defines a racist person as “one who supports a racist policy through their actions or inaction or expresses a racist idea”. He defines an antiracist person as “one who supports an antiracist policy through their actions or expresses

	<p>antiracist idea”. Racism occurs when people believe that problems occur because of specific groups of people, while antiracism occurs when people believe that problems occur because of problematic power and policies. Racism is a systemic problem in the United States and one that needs attention, so that people can have equitable, just, and inclusive opportunities and experiences. In the read-aloud of the section <i>Racism of The Power Book</i>, the students will learn more about racism and how it has occurred throughout history and throughout the world. They will think about how racism has impacted and continues to impact many people.</p> <p>2. Read the section Racism (p. 36)</p> <p>3. Questions to Ask:</p> <ul style="list-style-type: none"> ○ How has racism impacted people throughout the world? ○ Have you ever experienced or witnessed racism? Can you describe that experience? ○ How can we fight against racism? ○ What are some ways we can advocate for antiracism? ○ What can you do or say if you hear someone say something that is racist?
Closure	<p>1. Reflecting: Come back to the chart from the opening. Have the students think about if their initial thoughts have changed in any ways. Ask the students to share out how they think they can be antiracists and why that is important.</p>
Materials Needed	<ul style="list-style-type: none"> • Video conference platform (one that has breakout rooms and a chat box) • Class Stormboard • <i>The Power Book: What is it, Who has it, and Why?</i> By: Claire Saunders, Hazel Songhurts, Georgia Amson-Bradshaw, Minna Salami, and Mik Scarlet

Highschool Lesson Sample- Intended for a United States History Class or Government Class

Components	Teacher Activity
Opening	<ol style="list-style-type: none"> 1. Post a series of questions on the screen and share screen so that students can see them: <ol style="list-style-type: none"> a. What is segregation? b. How long has segregation been around in the United States? c. Does segregation still exist? If so, do you think it will ever go away? 2. Group students into breakout rooms to have them share their thoughts- inform students that they need to be prepared to share their thoughts in

	<p>a larger group discussion. Teacher should pop-in and out of the breakout rooms to listen to student discussion.</p> <p>3. Come back to the whole group session and one person from each group should share out their answers to the question.</p>
Development	<ol style="list-style-type: none"> 1. Ask your students to recall the 13th, 14th and 15th amendments to the constitution. 2. Using Padlet, or another web forum, ask students if these amendments are still utilized in today's society. 3. Ask students to dig deep in their explanations to provide concrete examples of how the 13th, 14h, and 15th amendments apply to us today. 4. Take time to explore and discuss the answers. 5. Lastly ask your students what the purposes were for the creation of these amendments. 6. Ask students if they have ever heard of John Lewis? 7. Play this short clip https://www.youtube.com/watch?v=z_oEkOdIXdo 8. Explain to students that John Lewis was a pioneer in creating a more equitable nation for ALL BIPOC people, not just Black people, and that the book you are about to read explains his story and how he went on to change America. 9. Begin Interactive Read Aloud with the book <i>March: Book One</i>. By: John Lewis, Andrew Aydin, & Nate Powell 10. <i>The length of how much you read is up to the teachers discretion and how long the class periods are. For the purposes of this lesson plan I provide a sample read-aloud section.</i> 11. Begin reading to your students on p. 36- 53. <i>Though seemingly a lot of pages, remember this is a comic book so graphics take up a lot of the pages.</i> 12. After reading this section(<i>also invite your students to read aloud some sections</i>) to your students pose the following questions. <ul style="list-style-type: none"> • On p. 36 why do you think John Lewis' parents warned him to "not get in White peoples way"? What does it mean to get into White people's way, and why would that be a problem in rural Alabama? • What were the conditions in America that John Lewis and his uncle couldn't stop at any restaurants until they made it to New York? Do these same fears exist today for Black people? Are Black people welcome and safe everywhere they go today? • On pg. 47 when John Lewis returns home he says "home never felt the same and neither did I and that riding the bus was to school was a sad reminder of how different life was from the other white children." Ask students to reflect on the differences they feel and see between themselves and white people. Have students write their responses in the chat.

	<ul style="list-style-type: none"> On p. 53 John Lewis reads a headline about Brown v. Board of Education. What is Brown v. Board of education? Is it relevant in today's society?
Closure	<p>Have students complete a Google Form exit ticket where they reflect on the following questions:</p> <ul style="list-style-type: none"> What area in the society do you think can still be improved? How would you use your John Lewis superpower to affect change in this area?
Materials Needed	<ul style="list-style-type: none"> PowerPoint for discussion questions Padlet Stormboard Definitions of 13th, 14th, 15h amendments YouTube video clip https://www.youtube.com/watch?v=z_oEkOdIXdo <i>March: Book One</i>

Author's Biography

Brittany L. Jones is a doctoral student at Michigan State University in the Curriculum, Instruction, and Teacher Education program. She is a former high school social studies teacher in Richmond Public Schools where she taught for six years. Her current research interests include antiracist social studies education in both K-12 schools and public history spaces, specifically studying the ways history education is complicit with societal injustices. Brittany's most recent research project included working on a national comparative study of Latinx social studies topics. She has created and led professional developments on culturally relevant and sustaining United States history curricula and assisted with creating the African American Studies curriculum used in Richmond Public Schools.

Melanie M. McCormick is a doctoral student in the Curriculum, Instruction, and Teacher Education program at Michigan State University. She is a former kindergarten and first-grade teacher in Ann Arbor Public Schools where she taught for five years. Her research interests include elementary social studies and literacy. Melanie's most recent research project explored how teachers teach about marginalized family compositions in the early elementary classroom. She has designed elementary social studies curriculum as well as led professional development on social studies for Ann Arbor Public Schools.

Teaching about Women's Studies to Elementary Teachers: Outcomes from a Professional Development Workshop

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Abstract: This paper describes results of a study that concerned a small group of white female elementary education teachers and their responses to a professional development opportunity that taught about women's history, art education, and teaching with primary sources. The workshop was facilitated on the campus of large public teacher education institution in the Midwest during the fall, 2019 and consisted of three morning presentations and an afternoon session. One presentation examined and modeled Discipline-Based Art Education and another described critical views of women's history. These sessions occurred before and after the middle session, which oriented participants to primary sources available at the Library of Congress. The afternoon session provided participants an opportunity to collaborate in the development of lessons that used the information gained during the morning. Analysis of responses to pre- and post- surveys found that respondents expressed greater appreciation for women's studies and Discipline-Based Art Education.

Key Words: Discipline-Based Art Education, Professional Development, Teaching with Primary Sources, Women's Studies

Teaching about Women’s Studies to Elementary Teachers: Outcomes from a Professional Development Workshop

This paper describes results of a study that concerned a small group of white female elementary education teachers and their responses to a professional development opportunity that taught about women’s history, art education, and teaching with primary sources. The purpose of this study was to interpret changes in elementary teachers’ attitudes about women’s studies, art education, and teaching with primary sources before and after the workshop. The one-day workshop presented information about critical views of women’s history, discipline-based art education, and the Library of Congress’s Teaching with Primary Sources website. It also provided participants with an opportunity to collaborate in the development of lessons that used information provided in the morning presentations.

Women’s studies represent an understudied area of social studies. The importance of this article relates to its communication about professional development of elementary teachers on this topic and the instructional strategies that such trainings can employ.

The spring 2020 release of NCSS’s Position Statement *Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events* represents a significant event. In general, social studies curricula maintain the illusion presenting of a “figured” world that affirms patriarchal perspectives cast as neutral (e.g., Engebretson, 2014; Holland et al., 2001; Pinto & Coulson, 2011). While such views perpetuate a recurring bias, Crocco’s (2001) still relevant call for a “deeper exploration of gender issues” necessitates instructional approaches that engage students in more sophisticated content examination of women and society.

Schmeichel's (2011, 2014, 2015) analyses of social studies lesson plans found that most lessons that concerned women generally tend to (1) guide learning that reinforces traditional women's roles, (2) reinforce patriarchal power structures, and (3) rationalize learning on technical skills and processes. The January/February 2019 issue of *Social Studies and the Young Learner* featured stories that concerned the importance of women's studies to elementary education. Nevertheless, scholarship that involves women's studies curricula predominately relates to secondary teachers, their attitudes, their environments (e.g., Colley, 2019; Engebretson, 2013, 2016, 2019), and issues of intersectionality (e.g., Vickery, 2017).

The difficulty of promoting elementary women's studies relates to the challenge of developing and implementing learning that attains the transformational and social action approaches to culturally responsive teaching (Banks & Banks, 2004). Where implemented, women's studies would seem to reinforce the contributions and additive approaches that reinforce the patriarchal figured world that selectively controls and manipulates curricular representations of women (Schmeichel, 2011).

Research of gender issues in elementary education attends to students' gender biases, textbook content, professional climates, and dispositions (Cárcamo et al., 2020; Deckman, et al., 2018; Gomez, Gutierrez-Estoban & Delgado, 2019; Ortejan-Sanchez, 2019; Santos & Amancio, 2019). Scant research in elementary education focuses on the reasons for teaching children about this area and the instructional strategies to engage them in its learning.

While social studies education scholarship touts the beneficial outcomes of aesthetic texts in learning, little work has theorized how these outcomes occur (Helmsing, 2012). The use of aesthetic texts prompts students' examination of content at several levels through three aesthetic learning processes: (1) making sense of the work; (2) challenging the perspective of the art

participant, and, (3) engaging the artwork and the learner (Garrett & Kerr, 2016). Discipline-based art education (DBAE) represents a strategy that uses art aesthetics; art history, art criticism, and art production, to stimulate students' deep examination of subject content (Laney, 2018). Scholarship provides a plethora of examples that demonstrate DBAE's use for teaching social studies concepts that range from history (e.g., Laney, 2010; Lucey & Laney, 2017) to economics (e.g., Laney, Mosely, et al., 1996). Through the examination and creation of artworks, DBAE offers opportunity for student immersion into women's studies. It invites the critical analysis of associated social representations and creative expression of student perspectives. Particularly with regard to critical views of women's studies, DBAE offers potential to stimulate learners' emotions to motivate their engagement in learning content. This workshop introduced participants to women's studies, DBAE, and primary sources from the Library of Congress.

Teaching with Primary Sources is an endeavor designed to connect classroom teachers with education resources available from the Library of Congress. Yet the employment of primary sources in learning do not necessarily alter thinking about social studies topics. Morowski and McCormick's (2017) finding that preservice teachers may experience difficulties critically thinking about their experiences would seem to align with Schmeichel's (2014) report of teachers using primary sources, such as letters, to teach women's history, yet failing to guide student thinking in ways that challenge societal power structures. How teachers use primary sources for instruction is as important as the fact that primary sources are used for learning.

This article describes outcomes associated with a professional development workshop that informed elementary teachers about women's studies, DBAE, and the Library of Congress's

Teaching with Primary Sources website. It informs the community about an understudied area of elementary social studies education and instructional resources for its teaching.

Methods

This study interpreted changes in workshop participants' perceptions of women's studies, art education, and teaching with primary sources before to after their workshop experience. Pre- and post- data resulted from participants' completion of online surveys and from lesson plans developed during the workshop. The following sections provide information about the workshop, data collection, and analysis.

Participants. The participants consisted mostly of volunteer elementary teachers employed by one school district. This district hosted a professional development school (PDS) program for a large public teacher education institution in Midwest. According to the Common Core of Data for the 2018-19 school year provided by the National Center for Education Statistics, the district was classified as suburban with just under 220 teachers. The community had a total population of approximately 35,000, which was 96% White. It experienced a poverty rate of approximately 23%.

Participants from the district were recruited through a series of emails to district elementary teachers from the district's Assistant Superintendent. Volunteer teachers enrolled through a website hosted by the higher education institution that hosted the workshop. Workshop enrollees were given the option to complete the pre-workshop research survey. Participants received a stipend for completing the workshop, whether or not they completed the research survey.

Seven of the 19 workshop enrollees completed both the pre- and post- workshop surveys. All seven respondents identified themselves as white females. Except for one who had 1-2 years-experience, all were teaching veterans with more than nine years-experience.

Workshop. In the introduction to a recent article, Thacker (2017) identified several indicators of meaningful professional development efforts. The intentions of this workshop aligned with several of these conditions, namely: focus on bettering teachers' knowledge; employment of active learning, and; collective participation and collaboration among attendees. The workshop was facilitated on the campus of large public teacher education institution in the Midwest during the fall, 2019. It consisted of three morning sessions and an afternoon collaborative work session. Each morning session was presented by an expert on the session topic. Two concurrent presentations (DBAE and Women's Studies) were held before and after the middle session. The participants who attended DBAE first attended Women's Studies last. The participants who attended Women's Studies first attended DBAE last. The presentations that described and modeled DBAE were facilitated by a recently retired elementary social studies professor who had expertise in DBAE and its application. The sessions that described critical views of women's history were presented by an associate professor of women's history at a Midwestern higher education institution.

The middle session oriented participants to resources available at the Library of Congress. It was facilitated by an associate director of the Teaching with Primary Sources program at a Midwestern Higher Education Institution. The afternoon session afforded participants with an opportunity to collaborate in the development of lessons based upon the information gained during the morning.

Instrument. Data were collected through the *Teaching with Primary Sources* survey, which was developed by the author. The survey contained items that related to the areas covered by the three (Women's Studies, Art Education, and Teaching with Primary Sources) workshop morning sessions. The purpose of the survey was not to test respondents' understandings of the concepts taught, but to interpret their view of social and professional issues related to the areas presented.

Each section began with an open response item that asked respondents to express their views about learning that related to the section topic. The section that contained the Women's Studies items began with an open response item that asked "What are your thoughts about engaging your students in women's studies in your classroom? What curriculum and instruction approaches would you employ? What role-models would you feature?" Eight items that sought respondents' attitudes about women's studies in elementary classrooms settings followed this open response item.

These multiple choice items required respondents to indicate their agreement with a series of statements. Each item employed a 6-point Likert-style scale that ranged from Strongly Disagree (Coded 1) to Strongly Agree (Coded 6). The middle alternatives were labelled Slightly Disagree and Slightly Agree to avoid the possibility of a neutral response.

The DBAE and Teaching with Primary Sources portions of the survey were organized in the same manner as the Women's Studies section. Each began with an open response item that asked about respondents' perceptions of the topic. Each was followed by set of seven items that asked about their attitudes towards professional issues that related to those areas.

Analysis. Analysis consisted of two processes. Descriptive analysis interpreted the changes in central tendencies of mean responses to survey items. Qualitative analysis interpreted changes in frequencies of response themes between the pre- and post-workshop surveys.

Findings

This section begins by describing changes in participants' perspectives of their prior learning, and the relevance of women's studies in elementary curricula. It also describes in their interpretations of the culturally responsive teaching approach appropriate for women's studies. The following section describes pre- and post- workshop survey statistics that relate to attitudinal changes and the patterns observed in responses to open-response items.

Prior Learning and Curricular Perceptions

The survey included a prompt that asked respondents, "To what extent was women's studies part of your high school, or college curriculum?" The item presented five response alternatives, ranging from "None" to "Extensively". The extent to which respondents perceived women's studies as part of their high school and college curriculum decreased slightly, from $\mu_{\text{pre}} = 2.88$ to $\mu_{\text{post}} = 2.86$ (Occasionally), between the pre- and post- surveys. The slight change may relate to the workshop's presentation of content with which participants were unfamiliar, prompting their reconsideration of and/or confidence in prior learning.

The survey also contained a prompt that asked respondents, "To what extent do you think that women's studies should be part of elementary social studies curricula?" The item presented five response alternatives, ranging from "None" to "Extensively". The extent to which participants perceived that women's studies should be part of elementary curriculum also decreased slightly, from $\mu_{\text{pre}} = 4.29$ to $\mu_{\text{post}} = 4.00$ (Frequently) between surveys.

On both pre- and post- surveys, respondents responded to the following prompt: *To what approach of culturally responsive teaching do you think that women's studies is most appropriate?* The item provided five response alternatives, which consisted of Banks's four stages of multicultural education and an additional item, "None of the above (The dominant narrative should be reframed to provide a balanced perspective of women's studies.)". The mean of their responses decreased from ($\mu_{\text{pre}}=2.57$; $\mu_{\text{post}}=2.43$), which indicates that their preference that lay somewhere between the Additive and Transformation approaches.

The changes within these three items may have related to the presentation emphasis on examples of individuals neglected by history studies, rather than attention to holistic perspectives and critical engagement in issues of social justice. These statistics indicate that participants agreed with the importance of attention to women's studies in elementary education. The workshop emphasis on examples of historic women's figures, DBAE processes, and primary sources broadened their awareness of women's studies figures.

The following sections present findings that relate to participants' perspectives of workshop content before and after the learning experiences. These sections support the changes in participants' perspectives before and after the workshop. The findings are sequenced by area: women's studies, art education, and teaching with primary sources. All participant names in this article are pseudonyms.

Findings that Concern Women's Studies

Table 1 displays descriptive statistics that depict participant attitudes before and after the workshop. The greatest amounts of absolute mean change were associated with Item 6 (I believe I have the knowledge to find resources that increase my knowledge relating to women's studies; $\mu_{\text{change}} = 1.43$), Item 4 (I feel comfortable in my knowledge of women's studies to teach content

in my classroom; $\mu_{\text{change}} = 1.00$), and Item 8 (I believe that my curriculum provides girls in my classroom a sufficient variety of women role models to develop healthy social relationships and aspirations; $\mu_{\text{change}} = 1.00$).

No mean change occurred for Item 7 (I believe that women's studies would be beneficial to both boys and girls in my classroom.) The smallest amount of mean change was associated with Item 2 (I believe that women's studies receives the proper amount of attention in K-8 social studies education; $\mu_{\text{change}} = 0.29$). The workshop's coverage of women's studies may have prompted attendees to develop more appreciation for its curricular importance.

Table 1: Descriptive Statistics associated with Women's Studies Items ($n = 7$)

Item	μ_{Pre}	μ_{Post}	μ_{Change}	SD_{Pre}	SD_{Post}
2. I believe that women's studies receive the proper amount of attention in K-8 social studies education.	2.29	2.00	(0.29)	0.49	0.00
3. I believe that a literacy emphasis on social studies teaching brings the proper attention to women's studies.	3.57	2.85	(0.72)	1.40	1.22
4. I feel comfortable in my knowledge of women's studies to teach content in my classroom.	3.43	4.43	1.00	1.51	0.79
5. I believe the women role models presented in K-8 social studies curricula properly depict women's contributions to society.	3.29	2.71	(0.58)	1.50	1.11
6. I believe I have the knowledge to find resources that increase my knowledge relating to women's studies.	3.71	5.14	1.43	1.38	0.69
7. I believe that women's studies would be beneficial to both boys and girls in my classroom.	5.86	5.86	.00	0.38	0.38
8. I believe that my curriculum provides girls in my classroom a sufficient variety of women role models to develop healthy social relationships and aspirations.	3.00	4.00	1.00	1.63	1.41
9. I believe that my school curriculum provides the boys with the social perspectives to encourage healthy relationships with girls and women.	2.57	3.43	0.86	0.97	1.72

The analysis interpreted pre- and post- workshop responses to Item 1 (What are your thoughts about engaging your students in women's studies in your classroom? What curriculum and instruction approaches would you employ? What role-models would you feature?). The analysis revealed three themes: (1) participant specificity in use of workshop materials to teach women's studies, (2) change of instructional emphasis towards social studies content and DBAE, and (3) teaching about women in historic eras, though with fewer example portrayals.

Resources available. Before the workshop, participants viewed women's studies as relevant/meaningful and important to understanding societal development. For example, Sarah observed "I think it is important for all students to see both men and women who have impacted our country's history." Kim commented "I think it is very important to show how women have helped shape our country and made advances in our world." Both of these comments indicate a general appreciation for women's studies; however, little articulation of the specific contributions. After the workshop Sarah communicated "I think that (women's studies) is a key element of instruction. I would implement specific people as well as themes in historical units." Her comment expresses an awareness of pursuing unit-based learning, yet does not identify specific figures.

Kim observed, "Women's studies should be a normal part of the curriculum. Students need to see the important roles women took to shape our world...I would use a variety of women (not necessarily famous women) that would cover many cultural backgrounds." Her comment provides more focus about the nature and breadth of women's studies that she would pursue. Yet, again, she provides little specific information that concerns the nature of the roles enacted.

Change in emphasis. In the pre-workshop survey, respondents disclosed the intention to teach women's studies through strategies broadly described (i.e., non-fiction, social studies, equality). These responses indicated that respondents possessed general ideas for teaching this area; however, had few specific ideas for instructional strategies. After the workshop, responses were more specific with regard to content emphasis and the employment of the DBAE.

An example reflection may be found in the instance of Jane, who observed in her pre-workshop survey:

I think it is extremely important to include the study of women in my classroom. In my nonfiction reading lessons, I tend to lean towards text (sic) with women heroes and those who have contributed to our country. In Guided Reading groups, I focus on biographies of both men and women heroes that have shaped America. I would like to include the study of women who were discriminated against because of their gender and what they had to do to achieve what they did.

This response discloses a text-based literacy-focused approach to learning that employs story-telling to convey information about the subject. Her instructional emphasis employed reading as an information gathering process.

After the workshop, Jane's instructional emphasis changed. Her view view of teaching content took a different perspective.

I would love to incorporate women throughout history in my social studies lessons. Now, I feel like I have the actual resources to be able to make it happen. I would like to take an approach that focuses on women first, rather than "add-on" information. I would feature women during the major wars, women's suffrage, and the great migration to begin with.

Jane's post-workshop comment spoke both to the availability of resources, and expresses a new perspective for approaching the topic. She no longer viewed women's studies as a side topic or basis for additional content. She had the knowledge to make the content a curricular focus. Women's studies did not represent additive curricula.

A second example may be found in the instance of Phoebe who reflected before the workshop about using language arts coursework to teach about women's studies.

I feel that giving the students in my classroom the experience to learn about women in history during language arts would be beneficial because many of them do not come from social economic backgrounds that would give them this knowledge. I would be able to use this curriculum while teaching informational and narrative nonfiction units.

Following these initial thoughts, Phoebe mentions the possibility of teaching women's studies in social studies and science; however, does not offer any specific strategies for doing so.

In the social studies classes, where my students are included with the regular division students, we study both World Wars and having this background knowledge of women's study would be very beneficial. Science is another subject where my students are with their regular division peers and I could incorporate the information taught in this workshop in the area of science too.

After the workshop, Phoebe expressed appreciation for the instructional strategies and content presentations. She commented about the new instructional strategies as being applicable to social studies as well as language arts.

I am excited about using materials and ideas presented in the presentations given. I will use the materials and ideas in the area of language arts and social studies. I will use many different role models but specifically focus on women around the world wars.

Role models identified. Before the workshop, participants identified role models who “shaped America.” The examples provided to support this “shaping” process were those typically presented in traditional accounts of American history. Among the pre-workshop surveys, multiple respondents mentioned Harriet Tubman and Rosa Parks. Yet they volunteered each of the following figures only once: Susan B. Anthony, Amelia Earhart, Eleanor Roosevelt, Laura Ingalls Wilder, Ella Baker, Elizabeth Stanton, Maya Angelou, Marie Currie, and Mother Teresa.

After the workshop, participants mentioned the employment of women associated with different historical eras or contexts (e.g., Women’s suffrage; Great Migration, STEM related individuals) with one respondent intending to use a “variety of many backgrounds.” However, the number of provided examples was fewer than the number before the workshop, with Jane Addams and Ida B. Wells Barnett being the only two mentioned. These responses indicate that participants appreciated the opportunity to feature women uncommonly perceived as role models; however, had few specific examples from which to choose.

Findings that Concern Art Education

Statistics that resulted from descriptive analysis of the art education portion of the pre- and post- workshop surveys are displayed in Table 2. The three greatest amounts of absolute mean change were associated with Item 12 (I am familiar with the Discipline-based Art Education approach to teaching.; $\mu_{\text{change}} = 3.14$), Item 15 (I believe that I have sufficient knowledge to research artworks for use in my classroom; $\mu_{\text{change}} = 2.57$), and Item 11 (I believe that art-based learning represents an important part of social studies learning; $\mu_{\text{change}} = 1.14$).

Table 2: Descriptive Statistics associated with Art-Based Learning Items ($n = 7$)

Item	μ_{Pre}	μ_{Post}	μ_{Change}	SD_{Pre}	SD_{Post}
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11. I believe that art-based learning represents an important part of social studies learning.	4.29	5.43	1.14	1.60	0.53
12. I am familiar with the Discipline-based Art Education approach to teaching.	1.86	5.00	3.14	1.07	1.15
13. I believe that an emphasis on literacy and mathematics allows for an appropriate use of art-based education.	3.43	4.00	0.57	0.98	1.00
14. I believe that elementary children are too young for art appreciation.	1.43	1.29	(0.14)	0.54	0.49
15. I believe that I have sufficient knowledge to research artworks for use in my classroom.	2.57	5.14	2.57	1.13	0.38
16. Children should study art or create art, but not do both in the same lesson.	1.86	1.86	0.00	0.69	1.46
17. Art and social studies should be presented as separate subjects.	2.00	1.57	(0.43)	0.58	0.53

Open response item. I interpreted responses to the prompt for item 10 (What are your thoughts about using art as a tool for your students' social studies learning? What art-based curriculum and instruction approaches would you employ? What strategies do you favor?). My analysis found that participants expressed a deeper appreciation for art's curricular use after the workshop, compared to before.

Prior to the workshop, participants appreciated the use of art in teaching; however, described few strategies for its application to broad notions of art forms and creativity. Respondents also expressed more depth of appreciation for instructional strategies and resources. For example, Jane initially observed, "I love the idea of using art as a tool for learning in any subject. I enjoy using photographs and videos because they allow students access to information about how other people live. "Following the workshop, she commented, "I loved ... how we were taught as if we were the students. I really like the idea of using visual elements to teach empathy. I would also like to provide song lyrics for my students to assess." This post workshop response conveyed appreciation for a specific instructional approach to be a part of her teaching.

Providing a very concise view of art education, Linda noted before the workshop that “I think art enriches other subjects.” At the conclusion of the workshop, she remarked, “I think integrating art in social studies curriculum is a good idea. I like the idea of integrating music and visual arts into my lessons. I favor analyzing music and lyrics as well as finding paintings and photographs from an era being studied in class.” Her comment offered a fuller description of vehicles for art education.

Finally, Lisa commented before the workshop that “I will admit that this is not a strong area for me at all and I wouldn't even know where to start”. Yet afterward, she remarked that “I think that it offers an entry point into learning for all students despite their academic level or socioeconomic standing.” Here, Lisa recognized the academic potential that results from the use of art in with all students.

Teaching with Primary Sources

Table 3 displays the statistics that resulted from descriptive analysis of the teaching with primary sources portion of the pre- and post- workshop surveys. Three greatest amounts of absolute mean change were associated with Item 21 (I know how to locate primary sources for use in social studies lessons.; $\mu_{\text{change}} = 1.58$), Item 22 (I am familiar with various types of primary sources; $\mu_{\text{change}} = 1.43$), and Item 20 (A literary emphasis in social studies discourages the teaching of social themes relevant to primary sources; $\mu_{\text{change}} = (0.71)$). These changes indicate a stronger appreciation for the use of primary sources and for the relevance of a literacy learning focus.

Table 3: Descriptive Statistics related to Teaching with Primary Sources ($n = 7$)

Item	μ_{Pre}	μ_{Post}	μ_{Change}	SD_{Pre}	SD_{Post}
19. Primary sources represent important tools for social studies teaching.	5.50	5.86	0.36	0.55	0.38
20. A literary emphasis in social studies discourages the teaching of social themes relevant to primary sources.	3.29	2.58	(0.71)	0.95	1.27
21. I know how to locate primary sources for use in social studies lessons.	3.71	5.29	1.58	1.25	0.49
22. I am familiar with various types of primary sources.	4.00	5.43	1.43	1.41	0.54
23. I think that the primary sources that we choose for our lessons may affect how our students view the concepts taught.	5.29	5.57	0.28	1.11	0.54
24. Children should study art or create art, but not do both in the same lesson.	4.29	4.00	(0.29)	1.11	0.58
25. Art and Social studies lessons that use primary sources should emphasize comprehension of the text employed.	4.14	4.43	0.29	1.22	1.27

Open response item. An interpretation was made of responses to the prompt for item 18 (What are your thoughts about using primary sources for social studies teaching? What primary sources do you employ? How do you select them?) In the initial survey, respondents described primary sources as “engaging”, “important”, and “supportive.” They considered primary sources as helpful to reinforcing existing units of study.

Only two of the seven respondents explicitly mentioned the Library of Congress website in their post workshop comments. Before the workshop, Tiffany lamented the difficulty of locating appropriate primary sources for the classroom, commenting, “I don't really know how to gain access to primary sources that my students will be able to understand.” At the end of the workshop, she expressed appreciation for the resources provided. “I love the idea of using and

looking at real pieces/artifacts. I love the use of Library of Congress site and the use of refining a Google Search to see the Library of Congress items.”

In her initial reflection, Linda spoke of primary sources and her dependency on curricular resources for them; however, it was unclear that she fully understood what they were:

1: I think primary sources support my teaching. 2. I use primary sources that are available through the text book we use as well as primary sources available through Brainpop. 3. I select items based on the level of my students and based on what I believe will draw them in.

After the workshop, she commented “I think primary sources provide an enrichment to lessons. I plan to use the Library of Congress site. I will go through the suggestions provided at this workshop.” Her post-workshop comment indicated a valuing for primary sources as teaching resources, rather than supports.

Lesson Plans

Of the six groups that created lessons, there were four of the groups of which all members consented to analysis of their lesson ideas. The four lessons consisted of three that concerned women advocacy efforts and one that focused on womens’ service contributions. Of the three activities that related to women advocacy and women’s rights, two featured propaganda posters that related to women in World War II and women’s social roles. The other presented Women’s suffrage.

Both of the two activities that featured World War II posters prompted students’ deep analysis about their content and features, yet also assigned their creation of posters that required their advocacy of women. One lesson featured a poster with a man and woman couple standing in front of an American flag with the caption “I’m proud...my husband wants me to do my part.”

(underlined in source). The assessment instructed students to create a new poster that included elements of the original, yet reversing power dynamic. The lesson used the primary source as a vehicle to examine historically biased perspectives of women and creating propaganda for alternative views.

The lesson plan about women's suffrage represented a second example of a lesson that promoted women's advocacy. The lesson featured a 1920 *Chicago Tribune* photograph of people protesting the June 1920 republican national convention. The activity included a reading of *Around America to Win the Vote: Two Suffragists, a Kitten, and 10,000 Miles* (Rockliff, 2016). The assessment instructed students to dramatize the protest of the 1920 convention using elements of the original event, yet requiring a reversing of power dynamic. Again, in this lesson, the primary source served as a vehicle for examining historically biased perspectives of women and advocating for alternative views.

The fourth lesson employed an image of the Women in Service Memorial as the focus of a Veteran's Day lesson. The lesson emphasized portrayals of the Vietnam's Women's Monument (VWM) as well as past and present examples of women veterans. Assessment activities require the writing of letters that thank women veterans for their service and include learner participation in a song activity. While the lesson does provide for the advocacy of women, the VWM reinforces the notion of women serving as caretakers and supporters of men.

Discussion

The study interpreted differences in pre- and post- survey responses of participants in a workshop that taught critical views of women's studies, DBAE, and the Library of Congress's Teaching with Primary Sources. Respondents expressed more agreement with the prompts about the importance these areas after the workshop than they did before.

The relevance of this study concerns its documenting successes with a professional development effort to integrate women's studies into elementary education through art-based learning that employed primary sources. Preparing elementary teachers in professional development opportunities that employ engaging collaborative learning processes potentially generate more focus on women's studies in elementary social studies.

The workshop oriented participants to DBAE as a manner of providing them a vehicle for offering their students a comprehensive experience in art education. By integrating art aesthetics, art history, art criticism, and art production into one lesson, teachers offer students the opportunity to both analyze content and synthesize new meanings from it. Many of the lessons from this workshop offered processes in aesthetic learning for their students to understand the meanings of the works, for the students realize their own biases, and engage the learners in creation and presentation of artworks (Garrett & Kerr, 2016). Further research is needed to interpret the extent to which informing activities prompt workshop participants to devise these learning outcomes.

Results of this project indicate that workshops of this nature may motivate elementary teachers' efforts to teach women's studies as a curricular focus, rather than an aside. The lesson activities generated by participants provided for deeper coverage of topics traditionally presented in the classroom. Their completed lessons focused on presentation of artworks that communicated women's accomplishments, yet not all contextualized these outcomes within a system of patriarchal power structures and featured critical perspectives that disrupted thinking about male privilege.

These products indicated that participants more readily applied the learning to existing curricula, rather than exploring new content possibilities. None of the lessons touched upon

issues of racism and intersectionality. Critical perspectives offer the basis for further study into the strategies to motivate white elementary teachers to create socially empowering lessons. Future professional development efforts may deliberately employ presentation and selection of intersectionality related women's studies content/materials to engender more participant interest in and focus on these areas. Studies may also examine the outcomes of recurring professional development that reinforces women's studies content and instruction.

The use of aesthetic texts offers dimensioned outcomes for learners. Purposeful selection of aesthetic texts is essential for developing workshops that get beyond traditional perspectives and present more heroes who advocate for rights of the underrepresented, expose the patriarchal power structures, and critically challenge the system. The analyzed lessons from this workshop mostly employed artworks and developed DBAE lessons that promoted women's accomplishments. These critical inquiries into the images and assessments may potentially push students to examine their social assumptions. By encouraging students to consider alternative manners of interpreting artworks from those of the dominant narratives, the lessons offer potential to unmask the power dynamics described in Schmeichel (2014). This outcome may result from the nature of the morning presentations, which focused on content, instructional strategies, and art sources. Future efforts may provide for sessions that deliberately speak to these themes to confirm patterns of influence.

Limitations. Since a small portion of the participants completed both the pre- and post-survey, these findings should not be construed as being indicative of attitudes among all workshop participants. Further, the reader should consider the inherent bias associated with the use of any attitudinal survey. The reader should exercise caution not to extrapolate these findings to the entire workshop or to the general population of elementary teachers. Finally, the

study only interprets changes in attitudes between the beginning and the conclusion of the workshop. Further study needs to interpret the longevity of workshop outcomes. Further research should interpret the outcomes of this workshop on a broader scale and examine the extent to which participants implement workshop learning into their practices.

Conclusion

Elementary teachers who responded to both surveys expressed appreciation for their learning about critical women's history, DBAE, and teaching with primary sources. Although this paper offers encouraging findings about the outcomes that related to facilitation of this workshop, more robust studies that utilize more diverse samples are needed to provide comprehensive interpretations of professional development conditions and participant outcomes. Such efforts should (1) recruit more diverse participants, (2) deliberately select culturally responsive and intersectional content, and (3) emphasize content that concerns power structures, patriarchal systems, and advocacy for social justice while resisting reinforcements of emasculating portrayals and perspectives of women's history (Garrett & Kerr, 2016; Schmeichel, 2011; 2014; 2015). As Discipline-Based Art Education includes an opportunity to employ art-production as a strategy to demonstrate student learning of concepts, its inclusion in these workshops offers potential to encourage participant processing of these issues while deepening their ideas for classroom examination.

This study found that a small group of white female elementary education teachers appreciated a professional development opportunity to learn about women's history, art education, and teaching with primary sources. This research informs literature that concerns the importance of preparing elementary teachers about the use of primary sources to teach about women's studies using art-based instruction. In an environment that perceives elementary social

studies learning as an application of language arts skills, this workshop offers grounding for further research that encourages richer content coverage.

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**The Power of the Human Voice in the Difficult Journey of Democracy:
A Unit Plan for a Middle Grades World Cultures Course**

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Abstract: This paper describes a curriculum unit developed by a middle school World Cultures teacher to engage her sixth-grade students in the study of “difficult history” and counternarratives around the experiences of marginalized groups oppressed by racism and white supremacy. Using South Africa and the United States as “historical case studies,” she describes how she conceptualized, designed, implemented, and reflected on how she taught the unit with the theme of “the power of the human voice,” which Black South Africans and African Americans have used as a means for gaining power and leveraging democratic structures to achieve racial justice.

What does “difficult history” mean? Levy and Sheppard’s (2018) theoretical analysis begins with acknowledging the myriad pedagogies, rationales, and ways of thinking about what makes certain histories difficult. Their exploration of the literature on Holocaust education reveals larger issues: “the importance of space, place, time, and identity when considering what might make a history ‘difficult’” (p. 366). In other words, it is important to consider “why a history is taught, where it is taught, when it is taught, the political and cultural landscapes on which it is taught, to whom it is taught, and by whom it is taught” in order to decide how certain histories may or may not be understood as difficult (p. 367).

Levy and Sheppard underscore the fact that difficult history necessarily involves what Britzman (1998) describes as “difficult knowledge” that may evoke strong emotional responses. Such knowledge may be synonymous with “traumatic histories, (which), more broadly conceived, are conceptualized as providing unique learning experiences and outcomes for those who study it...that are influenced by national, political, and social contexts” (Levy and Sheppard, p. 365). They argue that:

(The) desire to alter the hatred and violence that are evident in traumatic histories is central to the rationales behind teaching them, yet the pedagogy of difficult knowledge is precarious and not fully understood, and therefore, the ability to achieve these ambitious goals remains uncertain. (p. 366)

The study of traumatic histories may, in turn, evoke strong emotions, which sometimes may lead to a “breakdown of understanding in difficult knowledge” when people “experience the limits of the self through encounters with the otherness of knowledge” and find it difficult to learn from others’ experiences (Levy and Sheppard, p. 366; Pitt and Britzman, 2003).

In a similar vein, Goldberg (2020) states that the definition of “difficult history” depends on the learners and the educational context. He points to several “basic theoretical assumptions about the characteristics of difficult histories”, including:

- Exposing learners to “historical suffering and victimization that constitute a collective trauma”;
- Evoking strong emotions or ethical responses that may undermine learners’ “trust in security and morality” in the world;
- Confronting learners with episodes in which harm was perpetrated by their own country or ethnic/social group, perhaps by victimizing or enslaving another group;
- Arousing feelings of “collective guilt” in learners about the actions of their ancestors or current political leaders;
- Risking the possibility of controversy and backlash from multiple stakeholders;
- Fostering “dissent and dis-identification” among young people “encountering the unflattering face of their national history.” (pp. 130-132)

Goldberg highlights a number of recent descriptions of practice, many of which focus on teaching about countries that have harmed and traumatized their own citizens or on powerful groups that have committed atrocities against marginalized groups (e.g., Goldberg & Savenije, 2018; Goldberg, Wagner, & Petrovi, 2019; Gross & Jovanovic, 2020; Gross & Terra, 2018; Hines, 2020; Savenije & Goldberg, 2019; Sheppard, 2010b). From research by Gaudelli et al. (2012); Sheppard, (2010a); Simon and Eppert (1997); and Zembylas (2006), Levy and Sheppard extrapolate some critical considerations for practitioners as they approach difficult histories:

- Learning history is socially constructed with others, and meanings are shaped by the classroom discourse in which students engage;

- “Communities of memory” must be created to support the study of people’s suffering;
- Classrooms can be “transformative spaces” in which moral response and action are supported;
- Teachers must anticipate responding to students’ emotions that may or may not align with what they planned for a particular lesson;
- Teachers need to craft “meaningful rationales for teaching particular difficult histories” as they develop “classroom communities that support critical analysis as well as emotional engagement”;
- Creative development of curricula and meaningful opportunities for professional development are essential, as are “innovative and flexible forms of assessment”. (pp. 381-383)

Perhaps one of the most important aspects of teaching about difficult history, according to Hines (2020), is that it is especially dynamic; all of the “correct” answers are not right in front of students simply to be read and set aside as they move on to something else. Goldberg (2020) notes that there are many high-quality instructional and professional development resources from committed people, groups, and organizations that support efforts to teach difficult history authentically, meaningfully, and responsibly, with attention to what might be called “the complexity of the difficulty.” Highly regarded non-profit organizations such as the Zinn Education Project, Teaching Tolerance/The Southern Poverty Law Center and Facing History and Ourselves are among the most widely used by teachers to engage students in the study of, for example, the Holocaust, the mass slaughter of indigenous peoples, the history of racialized violence toward Black people, and the persecution of ethnic minority groups. Nonetheless, Hines suggests that there is much more to teaching difficult history than these “top-down” approaches.

Difficult History and Culturally Sustaining Pedagogy

Levy and Sheppard recommend that teachers be willing to talk about “the issues at the heart of (difficult history), which are often related to race, religion, class, and gender.” (p. 383). Hines (2020) emphasizes that the study of difficult history should be situated in a culturally inclusive curriculum, where all students see themselves and their culture as part of the narrative. This approach necessarily engages teachers and students in sitting with discomfort as they study difficult issues such as inequality and racism. He states that culturally inclusive curricula do not cling to myth, ignore the histories of marginalized peoples, or conform to the traditional view of American, Western, and/or white exceptionalism and supremacy.

Culturally Sustaining Pedagogy (CSP) (Paris, 2012; Paris & Alim, 2014; Paris & Alim, 2017) encompasses a theoretical stance on “asset pedagogy.” In rejecting deficit models of teaching, CSP promotes critical consciousness around social inequities and fosters cultural pluralism in socially transformative learning as part of the “democratic project of schooling” that takes place in a constantly changing world (Paris, 2012, p. 93). Specifically, CSP focuses on students from communities of color whose voices have been silenced and/or erased by the dominant groups in society. Paris (2012) also rejects the notion of “tolerance” and calls for explicit, intentional support of students’ diverse cultures.

Paris & Alim (2014) emphasize the importance of teachers’ keeping pace with the changing lives and practices of youth of color – not only focusing on their ethnicity but also on youth and popular culture from a broader perspective. They suggest that CSP’s two most important tenets are “a focus on the plural and evolving nature of youth identity and cultural practices and a commitment to embracing youth culture’s counterhegemonic potential while maintaining a clear-eyed critique of the ways in which youth culture can also reproduce systemic

inequalities” (p. 85). According to Kuttner (2016), to achieve knowledge of self and the systems around them, “youth need to develop a critical consciousness of how systems of power and oppression function if they are to challenge and transform them effectively” (p. 537).

CSP also has a critical literacy component because of the variety of languages and literacies that students bring to the classroom from their diverse cultures. Machado (2017) describes what CSP might look like in literacy practice with non-traditional texts. Teachers can use, for example, video, audio, images, poetry, journaling, and web resources. They can also explore and model how diverse languages and dialects may be blended and encourage students to investigate the variety of “cultural affiliations” they may have with particular aspects of their lived experiences. In short, Machado recommends broadening the definition of what counts as literacy in classroom reading and writing practices.

Opportunities to embrace Culturally Sustaining Pedagogy seem self-evident in social studies, with its rich content in history, geography, culture, politics, and current events. After finding little evidence of research on CSP practices in social studies classrooms, Martell and Stevens (2019) conducted a case study of ten secondary social studies teachers who self-identified as CSP practitioners. Martell and Stevens found that the teachers’ school contexts and their students’ backgrounds highly influenced their practices. They noticed similar characteristics among their participants, who consistently made connections to the historical and political contexts of their students’ communities and focused on developing their students’ sociopolitical consciousness. Martell and Stevens also observed that the teachers engaged their students in critical evaluations of social structures.

Portrait of a Practitioner

Goldberg asserts, “Commemoration of difficult episodes begins many times informally, initiated by committed individuals...,” including “teachers who show immense interest...and are central to this phenomenon” (2020, pp. 132-133). These teachers may seek out historical counternarratives in books and professional development activities, and they may willingly become “risk takers” who “tackle the troubled history” of various forms of oppression, violence, discrimination, racism, or persecution (p. 132). In fact, Goldberg states, “there is growing evidence of an increased frequency” of teachers and students “embracing the study of difficult histories” (p. 132).

More portraits of practice in the literature may help to shed light on teachers’ instructional decision-making about teaching difficult history – specifically, how they process their own beliefs and emotions about particular events, how they develop their guiding questions and learning goals, how they plan for their students’ needs, and how they envision their students’ learning and engaging with the content. Inevitably, they must also negotiate the context in which they work and the influence of various school stakeholders. Also, teachers of younger students understandably may need to opt-out of historical content that is especially upsetting, graphic, controversial, and/or intellectually demanding. Nonetheless, Hines (2020) argues that even younger students can grapple with difficult topics more than teachers may give them – or themselves – credit for.

This article is a portrait of one teacher whose practice is consistent with many aspects of the conceptualization of “difficult history” described above. Carla-Ann is a social justice-oriented teacher who is willing to take intellectual and instructional risks by problematizing official historical knowledge, introducing historical counternarratives, making the history of

marginalized and oppressed peoples more visible, and encouraging her students to question the status quo and develop political consciousness. She also prioritizes Culturally Sustaining Pedagogy in both her social studies and literacy classroom practices. Furthermore, she does all of this in a sixth-grade classroom.

The article describes an original “difficult history” unit plan that Carla-Ann developed for her social studies class, explaining her purpose for the unit, her reasons for selecting the difficult history she wanted to teach, and her process of creating the unit. It illustrates how she engaged her students in particular instructional strategies, classroom activities, resources, and unit assessments. It also comprises examples of students’ responses to activities, her perceptions of what her students learned, and her reflections on how she experienced teaching the unit.

The School, the Students, and the Course

Carla-Ann is the sole instructor for the sixth-grade World Cultures course at a K-12 laboratory school in the southeastern United States. The student population of her school is required by law to match the economic and racial demographics of the state. Based on its designation as a school of choice, with an application process tied to a lottery system and legislative requirements, the school comprises students from a zone of over 30 surrounding cities and towns. In the 2019-2020 school year, there were 110 sixth graders, whose demographics included 3.5% Asian, 24.8% Black/African American, 18.3% Hispanic/Latinx, 7.3% Multiracial, and 45.4% white.

World Cultures, a required sixth-grade course in most public schools in the state, includes state department of education standards and benchmarks on Ancient Greece and Rome. Students are expected to understand the origins and purposes of government, law, and the American political system; democratic concepts from Ancient Greece that served as a foundation for

American constitutional democracy; democratic principles from the Roman Republic such as separation of powers, rule of law, representative government, and civic duty; the roles, rights, and responsibilities of United States citizens; and principles and methods of civic participation that are reflected in the American political process today (CPALMS, 2020).

There is little in the sixth-grade standards that engages students in historical thinking skills. Familiar with the typical K-5 curriculum in her state, Carla-Ann knew that asking her sixth graders to engage in historical inquiry would likely be the first time in their school experience that they would be asked to learn this way. Certainly, this would be their first experience with learning difficult history, which in Carla-Ann's unit would comprise two aspects of "difficulty": a) learning hard truths about traumatic events, and b) challenging traditional historical narratives.

Conceptualizing the Unit: "Difficult Democracy"

As she prepared to teach about Ancient Greece and Rome again for the 2019-2020 school year, Carla-Ann began to contemplate the history of democracy from the standpoint of highly polarizing political events in the U.S. that she believed did not bode well for its democratic institutions. As she interrogated the simplistic versions of democracy in the World Cultures standards and required textbook, she pondered questions that went unaddressed: "What is the purpose of government?" "What should 'democracy' actually look like in daily life?" "What should the goals of democratic government be?" "What should the role of citizens in a democracy be?" These questions generated more challenging ones that she wondered about: "What is power?" "Who has it?" "Why and how have some people been denied power by those who have it?"

Carla-Ann saw an opening in the standards to challenge them, as well as an opportunity for creative freedom to explore her wonderings. She still wanted students to learn about the foundational/historical concepts of democracy, the rights and responsibilities of U.S. citizens, and methods of civic participation in the U.S. political process. However, she also believed that any study of history and government should help students understand how governments – including those described as democracies – may put structures in place to oppress and silence certain groups of people. She thought about ways of delving into how countries have differed in their conceptions of what democracy should look like and how marginalized people have been treated under flawed and inequitable government structures. Moreover, she wanted her students to see how such structures are often tied to racism, systemic racial inequality, and racial violence, and to engage them in exploring how and why this happens. Why would such structures exist in a government that describes itself as a democracy? Why would certain voices be deliberately silenced? How have oppressed groups used words and actions to gain power and to leverage democratic governmental structures for social justice?

Additionally, Carla-Ann wanted to incorporate Culturally Sustaining Pedagogy by focusing on the experiences of marginalized people of color with government, critical consciousness around social and political inequities, and possibilities for socially transformative learning. She believed that her unit plan idea would be appropriate for her diverse students to interrogate difficult histories of systemic and individual racism and to have access to voices that had been silenced in official historical narratives. Ultimately, she decided that the theme “the power of the human voice” would capture what she wanted to achieve, including the critical consciousness that she wanted her young students to develop.

Planning the Unit

Ideas about the Process and the Content

Carla-Ann contacted Elizabeth, a professor of social studies education at the local university, to invite her to brainstorm ideas for the unit plan. In their first conversation at Carla-Ann's school, they talked about her vision for the unit and the guiding questions described above. Because one of their main considerations was how not to overwhelm students with advanced history content, they settled on the idea of a few historical "case studies" that would highlight specific democratic concepts and problematize others, from the perspectives of oppressed, disempowered people of color who struggled for social justice.

Before planning the section of the unit that focused on the U.S., Carla-Ann and Elizabeth decided to look at democracy in a distant country. Carla-Ann was particularly interested in South Africa, which had long been compelling to her because of its democracy "origin story." Why was a white supremacist minority able to persecute a large Black majority there? How did whites use governmental structures to do this? How was a democratic government eventually created there? How was its inception different from that of the U.S., and what did its transition to democracy look like? Then, from South Africa, the unit would move closer to home to critically analyze aspects of U.S. democracy, whose narrative emphasized its founding as a democracy but whose foundation rested on the white majority's oppression of a large Black population specifically targeted for victimization through its "original sin" of slavery and white supremacy.¹

Carla-Ann and Elizabeth started looking for resources about South African history and government that would be manageable for sixth-graders. Through an iterative process in which they each located text, film, and multimedia primary and secondary sources, uploaded them to a

¹ Carla-Ann's unit also included content on the oppression and brutalization of indigenous peoples in the U.S., but for the purposes of this article, the focus is on the experiences of Black people in two countries.

shared folder, commented on each other's findings, revisited their guiding questions, and explored additional resources, they sharpened the outline of the unit. They met a few more times at the school, then continued to correspond online to exchange ideas about the structure and content of the unit. They planned to keep in touch about how the unit was progressing and decided that when the unit concluded, Elizabeth would ask Carla-Ann a set of reflection questions, discuss what Carla-Ann gleaned about her students' learning throughout the unit, and analyze students' responses to the unit's culminating assignment.²

As Carla-Ann and Elizabeth researched their topics and located resources, Carla-Ann started to see key connections between the South African and U.S. governments. She would ask students to analyze the similarities and differences and to explore how a government can define many aspects of social existence. In their online discussions, Carla-Ann pointed out one commonality: "The concept of democracy was twisted by the people in power to exclude people of color, who the dominant groups classified as 'less than' themselves." Carla-Ann wanted her students to know that in the U.S., an African American was not valued as a whole person from a legal and constitutional standpoint, while in South Africa, the white Afrikaner regime stripped Black Africans of all political and human rights.

Carla-Ann and Elizabeth talked through the idea of students encountering the "difficult history" of how governments have either failed to protect their citizens or have sought to harm them and of how democracies have not been blameless in driving inequalities, systematizing racism, and dehumanizing specific groups of people. They concluded that an examination of South African and U. S. history would narrate two historical case studies about the realities of

² Elizabeth did not observe the students because the authors wanted to keep the focus on Carla-Ann as she designed and implemented this instructional "experiment" in her classroom. Carla-Ann did not share with Elizabeth any names or identifying information about her students beyond the gender of the students whose comments are included in this article. Elizabeth did not read any of the students' work.

the struggle for democracy. The first would be about a country that clearly had no authentic democracy, specified in excruciating detail how it would deny rights and freedoms to many of its people, and was eventually overthrown so that a constitutional democracy could be established. The other would be about a government that identified itself as a true democratic republic, referred to democratic principles in its founding documents but was failing to deliver on its promises of equality, freedom, and representative government for all citizens. Analysis of these two cases would “cover” the standards on the “origins and purposes of government, law, and the American political system,” but more importantly, it would unpack them.

As she thought about the ways that governments have silenced certain groups of people, Carla-Ann revisited her “power of the human voice” theme, deciding that the examples of South Africa and the U. S. could illustrate how oppressed peoples have used their collective voices to become full participants in a democratic society. She would cover the standards on “civic duty; the roles, rights, and responsibilities of United States citizens; and principles and methods of civic participation that are reflected in the American political process today,” but she would approach them as real-world issues and not as abstractions. Both case studies would illustrate the nature of historical trauma and the risks that oppressed people take to achieve justice, as well as how difficult the journey to democracy can be.

Carla-Ann and Elizabeth also deliberated about Carla-Ann’s goal of creating a classroom space in which standards-based essential concepts (constitutional democracy, the rule of law, popular sovereignty, representative government) could be problematized. She wanted her students to examine how governments have responded to citizens’ demands for democracy and to critique how governments have failed to do so. Additionally, Carla-Ann wanted her unit to take into account another essential aspect of the study of world cultures: the analysis of

perspectives and lived experiences of diverse groups of people aspiring to democratic self-governance.

Key Planning Considerations for Carla-Ann

Prior to this unit, students had participated in historical inquiry activities. To some extent, they had discussed “difficult” issues related to race and racism. However, students had limited understanding of the essential principles of U.S. democracy. They also did not know much about where the ideas of democracy and republican government came from and how they applied to the founding of the U.S.

Carla-Ann prepared for three main challenges. First, she wanted to strengthen her own content knowledge; she had no academic background on South Africa and was a child when the apartheid system was dismantled, and Nelson Mandela was elected president. She decided to undertake her own course of study, starting with researching plentiful sources online. She also connected with the director of African Studies at the local university and with other professors with expertise on South Africa. She curated authentic sources of information from eyewitness videos and texts, contemporaneous news articles, and images of individuals who experienced apartheid and participated in its downfall.

Second, Carla-Ann’s students had little to no experience with difficult history – in this case, what happens when a government perpetuates hate, inequality, and discrimination. She did not have any professional development experiences focusing specifically on difficult discussions. However, since the beginning of the school year, as part of building her classroom community, she had talked with students about the impact of words that represent critical issues such as privilege, stereotypes, dominant versus minoritized groups, racism, xenophobia, and oppression. For this unit, she found high-quality resources online with pointers for structuring, facilitating,

and reflecting on difficult discussions based on a clear set of classroom norms. She also had the advantage of a “warm demander” (Bondy & Ross, 2018) classroom management style that helped her to establish an orderly and supportive learning environment, to set high academic standards, and to build trust and a sense of safety among students, their parents, and her administration.

Third, she wanted to be mindful of critical literacy skills and to ensure that students could work with the sources she chose. From a Universal Design for Learning foundation (CAST, 2018), Carla-Ann created her unit with student accessibility in mind. She planned multiple means of engagement with the content, multiple means of representing the content in a variety of ways to accommodate student needs, and multiple means of action and expression to show understanding of the content. The resources and artifacts she chose combined multimedia modes of access, including audio, video, and text. She also planned close reading strategies for the more complex text. For example, Carla-Ann would read through the text with the students as a whole class and deconstruct advanced vocabulary. Additionally, students would have the opportunity to partner read, and collaboratively construct meaning with their classmates.

Organizing the Unit and the Classroom

Carla-Ann organized her unit into five sections. First, students would learn about the historical foundations and key concepts of democracy whose origins were in Ancient Greece and Rome, as presented in the standards and school textbook. She would then preview the U.S. Constitution so that students could later analyze how these concepts were incorporated into the founding of the democratic republics in her two case studies.

Carla-Ann organized four more sections: apartheid and democracy in South Africa, democracy and racial inequality in the United States, the South Africa, and U. S. Constitutions,

and a culminating reflective essay on “the power of the human voice” theme. After the first section, she would introduce students to the rest of the unit by previewing two essential questions: How have certain governments neglected or harmed their citizens by putting into place anti-democratic laws and structures that systematize racism and violate human rights? How have oppressed people used their voices to bring about a more democratic government?

South Africa: Overcoming Apartheid, Building Democracy

Carla-Ann’s students first needed to dissect the word “apartheid” and its origins and implementation in South Africa. They learned about racial classification laws, pass laws, and the forced removal of Black South Africans to Bantustans that whites created to maintain strict segregation policies and deprive Blacks of human rights. Then students explored resistance to apartheid and its growth into a movement, with the powerful voices of Steve Biko, Nelson Mandela, Winnie Madikizela-Mandela, and numerous other leaders and grass-roots participants. They studied how the movement led to the establishment of a democratic republic with a new constitution and Mandela as its first elected president.

The Origins and Implementation of Apartheid

To gain an understanding of how the voices of Black Africans were restricted, students analyzed South African apartheid laws. They read newspaper articles, signs, and other content that was not only passed around to Black Africans but also posted in public. Students commented that the white South African government not only restricted many aspects of Black Africans’ daily life and movement in their own country but also used apartheid as a form of public humiliation.

The inspiration for a lesson that allowed students to grapple with the extensive impact of apartheid laws on Black Africans came from primary sources in two curriculum units she located

online. Students read Black Africans' narratives of how the apartheid laws controlled virtually all aspects of their lives, including schooling, housing, healthcare, political freedom, and relationships. Although they avoided "white savior" tropes, they read one white South African newspaper editorial that urged U. S. corporations not to invest in South Africa so that they could understand the argument that South Africa would end its apartheid system only when it was pressured economically. The editorial led to a discussion of how the government could silence opposition voices through laws such as the Internal Securities Act, which outlawed sabotage against the government, and the Defense Act, which made it a crime to publish critical comments about the government or its officials.

Carla-Ann saw students make connections between restrictions specifically on Black South Africans and their effects on people in other parts of the world. For instance, after watching a clip by Trevor Noah of "The Daily Show," in which he described his hidden childhood as a result of the "illegal" relationship between his Black mother and white father, many students were left questioning why some relationships are seen as immoral because of the races of those involved, or what gives a government the right to criminalize love between two people.

Resistance to Apartheid

As they learned about the anti-apartheid movement, students started to grasp the theme of "the power of the human voice." How did the resistance happen? Who was involved? Students learned about the United Democratic Front and analyzed how Black South Africans used protests, speeches, boycotts, and the media to fight against the white racist government. In one lesson, using a series of political cartoons that circulated during the anti-apartheid movement, students deconstructed the meaning, target audience, and reactions to the images. Some cartoons

illustrated how apartheid was not only a South African issue; it became global as people from other countries spoke out against it. Through this activity, Carla-Ann saw students also uncovering how perceptions could be manipulated. The South African government would say something to try to display a public image of cooperation and equality, but the reality was the complete opposite. Students fact-checked remarks by P. W. Botha, the South African President and Prime Minister from 1978-1989, which led one student to ask, “Who was he trying to fool? Did anyone believe the words coming from his mouth?” This question provided an opportunity for the class to discuss political propaganda, to understand how leaders may use “gaslighting” as part of their hold on power, and to stop and wonder about something they are reading that simply does not ring true.

Students also researched important figures in the anti-apartheid movement and read some of their most powerful statements. While avoiding mythologizing Nelson Mandela, Carla-Ann spent considerable time on him because she wanted students to analyze his influence both as a leader in South Africa and as a symbolic inspiration for other marginalized peoples fighting oppressive governments. Using the *Mandela: An Audio History* radio series, they heard his eyewitness accounts and reflections. Carla-Ann noticed that her students seemed very attentive to this medium. They listened to people who lived through the apartheid era tell their stories about the protests, the consequences of breaking the apartheid laws, and their feelings about the oppression they experienced.

From Apartheid to Democracy

In this section, students examined timelines demonstrating how and when South Africa transformed into a democratic government. They explored the major historical turning points from 1990 to 1994, explained what they thought caused each one, and predicted how each

turning point influenced subsequent events. Carla-Ann emphasized the timeline-based investigation to illustrate the interconnectedness of the anti-apartheid activists. She also had a sense that students saw how persistence and resilience in a political movement can bring about a good result.

To conclude this section, students dissected Maya Angelou's poem *His Day is Done* to draw conclusions about her perspective on Mandela's life, his global impact, and the power of his voice to "call upon his inheritors (to) open the gates wider for reconciliation...(to) respond generously to the cries of Blacks and whites, Asians, Hispanics, the poor who live piteously on the floor of our planet." Students also read about Mandela's influence on former U. S. President Barack Obama, who admired Mandela's ability to lead non-violent transformative change, starting with changing people's minds and hearts.

The United States: Building Democracy, Perpetuating Racial Inequality

First, students needed to understand where racism in the U.S. stemmed from and how it became institutionalized. This discussion laid the groundwork for learning about the Civil Rights Movement, with students' listening to the voices of Dr. Martin Luther King Jr., Rosa Parks, John Lewis, Malcolm X, and the Freedom Riders, who were supported by, as in South Africa, the mobilization of numerous grass-roots participants. They concluded with a look at some present-day issues around African Americans' civil rights.

The Roots of Racism and White Supremacy

Carla-Ann's students learned about the early years of the U.S. republic and analyzed some of the "big ideas" in the Constitution and the Bill of Rights. Then they looked closely at the question of who was excluded from participation in the government, why they were excluded, and how this exclusion was perpetuated. In particular, they learned about laws and practices that

silenced African Americans and deprived them of their basic human rights. They studied Article 1, Section 2 of the Constitution, which declared that any person who was not free would be counted as “three-fifths of a free individual for the purposes of determining congressional representation.” Thus, they learned that the “Three-Fifths Clause” increased the political power of slaveholding states.

Students researched what the ratified 1789 Constitution said – and did not say – in Article 1, Section 2 about voting rights. Students learned that by leaving the decision of who could and could not vote to individual states, the federal government systematized discrimination and the oppression of African Americans. One student observed that “if it was up to the states, then Southern states definitely would not have allowed Black people to vote, because a lot of white people at that time did not see Black people as human.” Others pointed out the large number of slaves, who would challenge the power of white Southerners if they became free.

African American Voting Rights and White Resistance

Carla-Ann’s class focused specifically on the experiences of African Americans in their decades-long struggle simply to exercise the right to vote. With this section of the unit, Carla-Ann wanted students to evaluate the role of the federal government in either expanding the right to vote or placing restrictions on the right to vote. In one lesson, students examined the “Reconstruction Amendments” to the Constitution – the Thirteenth, Fourteenth, and Fifteenth – which were intended to guarantee African Americans’ rights to freedom, U.S. citizenship, and voting. Students said that they were encouraged by the direction in which the U.S. government was headed with ratification of these amendments.

However, students also confronted the history of the racial terror that African Americans experienced since they were first forced onto U. S. soil as slaves and which peaked during the

Jim Crow era after the Civil War and Reconstruction. As they became familiar with the Black Codes and Jim Crow laws in the South, students realized that voting and citizenship rights were not recognized by the former Confederate states, which exploited “loopholes” they created to disenfranchise African Americans. They learned about the lengths that Southern whites went to in order to silence African Americans and deny them their voting rights, which stood in the way of their primary objective: to make African Americans continue to serve as a source of cheap labor, including forced servitude for alleged “crimes.” After analyzing evidence of what these “crimes” consisted of (i.e., any instance of an African American not doing something that a white person told him to do), they saw that whites enforced numerous rules that could be described as “arbitrary and capricious,” a legal term students learned that described actions that were “illogical, irrational, and/or subject to a person’s whims” and that signified abuse of power. One student exclaimed, “That’s not fair. In this system, white people would be the judge, the jury, and the executioner.”

Students entered especially difficult territory when they examined historical evidence of the obstacles African Americans faced and fought in order to vote, such as “literacy” tests (e.g., the especially egregious 1901 Alabama literacy test) and poll taxes. They read excerpts of activists’ firsthand accounts and speeches. One of these was Fannie Lou Hamer’s remarks at the 1964 Democratic Convention, which re-emphasized to students the power that the former Confederate states still held to disenfranchise African Americans. Because some of these accounts focused on vicious tactics that Southern whites used against civil rights activists, Carla-Ann carefully selected sources that were relatively less graphic. Reckoning with the fact that law enforcement officials were often co-conspirators in the violence was also difficult because her students had somewhat dissimilar lived experiences with the police. By the time they learned

about the Civil Rights Act of 1964 and the Voting Rights Act of 1965, students seemed to understand what a landmark achievement this legislation was. They were able to articulate why there needed to be a voting rights act in the first place and what specific protections African Americans across the country had been struggling to obtain.

Setbacks for African-American Voting Rights

Even as they heard stories of success, students also learned about the obstacles and disenfranchisement that African Americans continue to face today in exercising their right to vote and to participate in government. Talking about the historical struggle for African American voting rights led to discussion of how voter suppression continues throughout the country through state laws and court rulings – as well as miscreant behavior by some white officials – that have made it harder for African-American voters to obtain IDs and access to polling places.

For example, students discussed why the Supreme Court upheld the Voting Rights Act for many years so that the federal government could prevent voting discrimination based on race. They also read an article about recent Supreme Court decisions under Chief Justice John Roberts related to the VRA – in particular, the 2013 *Shelby v. Holder* decision. They were then tasked with discussing challenges to and support for the VRA. Students learned that those who challenged the VRA argued that it was only meant to be temporary and was no longer necessary because the U.S. had evolved enough as a democratic country to the point where voter disenfranchisement was no longer a significant issue. By contrast, they also heard the point of view of those who asserted that laws protecting voting rights would always be necessary to legitimize a democracy based on popular sovereignty and representative government.

Perhaps the most important takeaway for students was the realization that even though, in theory, every U.S. citizen has the legal right to vote from the age of 18, the reality for African

Americans can be quite different. After studying a map that outlined states with current voting restrictions, students investigated which populations are currently most affected by discriminatory structures. The first thing many of them noticed was the number of states, especially in the South, that had made voting harder and often nearly impossible for people of color in high-poverty areas. A theme among student responses during this part of the lesson was sadness and anger around the idea that many people in power would see themselves as privileged enough to think that their voices were the only ones that should be valued.

Comparing Constitutions

Carla-Ann wanted students to compare the U.S. and South Africa Constitutions in terms of their conceptual focus, their audience, and their language about rights and equality. Using “close reading” strategies for complex text (Sadlier, 2018), students first examined each constitution’s Preamble. They commented that the Preamble to the U.S. Constitution seemed to value country first (“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity”), while the South Africa Preamble seemed to value people first (“We, the people of South Africa, Recognise the injustices of our past; Honour those who suffered for justice and freedom in our land; Respect those who have worked to build and develop our country; and Believe that South Africa belongs to all who live in it, united in our diversity”).

Students inferred that the rhetoric of the South Africa Constitution focused on equity, inclusion, and the inherent value of all people. Conversely, they knew from their study of the early years of the U.S. that its Constitution was restrictive and that people of color were erased in the document. This issue was especially striking to Carla-Ann’s students when they compared

images of the framers of the South Africa Constitution to those of the U.S. Constitution. They saw that the U.S. Constitution was created solely by a small group of wealthy white men who represented the dominant group in society, while the South Africa Constitution was created by racially diverse groups of men and women whose material circumstances did not disqualify them from participating in a national conversation about democracy. They also realized that the process was quite different in each country: The U. S. founders met in secret, while South Africans held open forums for discussion of what their constitution should look like. In the U.S., no African Americans – or for that matter, women and indigenous peoples – were invited to the table to engage in the discussion of how the government of the country should be formed. One constitution amplified the voices of the dominant group; the other reflected diversity of voices.

Students also compared the Bill of Rights in the South Africa Constitution to the Bill of Rights in the U.S. Constitution. Carla-Ann helped them to analyze the power and influence of words and how they can be used to frame the rights that people have or do not have, the role government plays or does not play in their lives, and the impact of this framing on laws and the democratic decision-making process. One of her main objectives was for students to analyze whether and how words like justice, respect, human rights, democracy, and social justice were addressed or implied in each document. She also wanted students to identify the message each country seemed to be sending and the image of itself it seemed to portray in these documents.

Students observed that the Bill of Rights in the U.S. Constitution had many laudable ideals and principles – most notably, the emphasis on the rule of law and constitutional government, the freedoms of expression, religion, and assembly, and the “due process” rights of the accused. They recognized that the South Africa Bill of Rights clearly emulated many of these ideas, and they also explored how the United Nations Universal Declaration of Human Rights

heavily influenced the South Africa Bill of Rights. Students noticed the resemblances in excerpts they read from each document and saw that the South Africa Bill of Rights specified a long list of the rights to which all people were entitled.

Students also observed that the South Africa Constitution opened with an acknowledgment of the “injustices” in their history and a statement that “honored those who had suffered for justice and freedom.” Moreover, its Preamble asserted respect for “human dignity,” “non-racialism,” “non-sexism,” “freedom and security of the person,” and linguistic diversity. Some of them wondered whether the U.S. had ever acknowledged the atrocities that colonists committed against African Americans and indigenous peoples. As one student observed, the U. S. Constitution mentioned “providing for the common defense, establishing justice, promoting the general welfare, and securing the blessings of liberty” without acknowledging who actually benefitted from these things.

Culmination of the Unit

Carla-Ann told students at the outset of the unit that they would circle back to the two essential questions she had introduced. Thus, for the culminating activity, she developed an essay assignment to assess students’ understanding. She asked students to expand on the theme of “the power of the human voice” within the framework of those questions: 1) How have people in history used their voices to participate in democratic government? and 2) How have governments neglected or harmed their citizens by putting into place anti-democratic laws and structures?

The first section of the essay asked students to express their own definitions of “democracy”; in their view, what made a government “democratic”? Themes among student definitions included “rule by all of the people” without exceptions. Some students used the

words “fair” and “just,” arguing that a democratic government was best equipped to reconcile situations in which what seems fair for one person may not be fair for another.

The second section asked them to describe what “success” and “failure” in democracy might look like. To answer this question, students drew from the historical artifacts they had used in class activities as evidence to support their thinking – for example, referring to sources that illuminated the lived experiences of Black South Africans during apartheid and African Americans during the Jim Crow era. Some students mentioned that a successful and strong democracy has a system of checks and balances to protect everyone under the rule of law. Others argued that a strong democracy should exist without the presence and support of, as one student put it, “oppressive structures that hurt people.” Students pointed out that a successful democracy does not put rules put in place for the sole purpose of discriminating against certain groups and treating them as “less than.” Conversely, one student defined failure as “when citizens [in power] don’t realize their responsibility in deciding the best ways to help make their government better for everyone.”

In the third section, students elaborated on the theme of the human voice in democracy and explained why they believed that some voices are considered valuable and why others are silenced in a society. In this section, students had to synthesize the mindsets of dominant groups in history that have had the privilege of creating the rules and to explain how that privilege throughout history has often led to feelings of superiority over other groups. One student wrote about the long-term impact of privileged superiority, which she said was often deeply rooted in fear. She remarked that “the people who have the power are scared...that if everyone has equal representation, they will lose their power and be less in control.” Another student wrote:

The voices of certain groups of people are seen as less valuable because dominant group members are [afforded] privileges that do not exist for minoritized group members. Their

privileges are not earned. They are just given because they are dominant group members and they exist at the impairment of minoritized group members.

Finally, the essay asked students to share their opinions on how people can work together to strengthen and protect a democracy, including changes they believed needed to be made for the promise of democracy to come to fruition. Carla-Ann perceived that most students were very passionate about this question. One student expressed outrage over the fact that many individuals in power are not held accountable for how they treat other people and that “this reality was not okay”:

[Needed] changes include addressing the racial...structures that are still in place. For example, the fact that people with power in and around the country that are allowed to spew racist...thoughts and ideas and are able to get away with it is UNACCEPTABLE and OUTRAGEOUS. Yes, our country allows freedom of speech, but that freedom should not be used to speak ideas that will dehumanize and hurt others. Actions have consequences! (emphasis is the student's)

Another student took a different approach, instead raising the question: “How do we live together so that democracy does not fail again?” This student recognized the imperfections and flaws in U.S. democracy and asserted that in order for the country to improve, it has to acknowledge where it has fallen short and how it has failed specific groups of people who have been negatively impacted by an inequitable society. Carla-Ann felt that this student captured the essence of the unit plan in asserting that “un-silencing” was a critical aspect of the process:

In order to make sure democracy does not fail again, we need to acknowledge the faults and flaws that were allowed to occur in this country and own it. If people are not willing to name the oppression, then how can we as a country grow from it? Slavery happened!...The murder of hundreds of thousands of indigenous tribe members happened! And we as a country cannot erase it or pretend that it didn't. After acknowledging oppressive structures that were put in place and are still in place, as a country, we need to start making changes from top to bottom (emphasis is the student's).

Carla-Ann's Conclusions

Consistent with Hines's (2020) assertions about the capabilities of younger students in learning history, Carla-Ann was ambitious in her belief that her sixth graders could tackle difficult content and in her conviction that she could challenge the official history narrative in the standards and textbook. Looking back on her students' enthusiastic participation in class discussions and the quality of their work on class assignments and culminating essays, Carla-Ann felt that she had largely achieved her goals for the unit plan. Her students had engaged in productive inquiry activities through which they felt comfortable in grappling with difficult history. They had participated in a rich, culturally inclusive curriculum focusing on counternarratives about the history, dialogues, and perspectives of marginalized, oppressed groups whose voices have been historically silenced and whose experiences have been erased in the official curriculum. She had safely navigated her students through what Hines referred to as "a place of discomfort" in difficult conversations about systemic racism and inequality.

She also felt that her students largely succeeded in analyzing and dissecting aspects of government and democracy that she had not delved into in previous years of teaching the course. One of her main takeaways was that she had provided students with the opportunity to interact with constitutions as living documents. She believed that one of her students' main takeaways was that the U.S. Constitution was meant to evolve over time, and that they saw no reason why people in the U.S. should have to settle for anti-democratic structures and institutions that perpetuate racism and discrimination. Students seemed to believe it was possible for anti-racist voices to generate the power necessary for enacting meaningful change for the benefit of marginalized peoples.

Moreover, in preparing for her unit, Carla-Ann demanded a lot of herself; she was developing a unit for an entire grade level of the required social studies course. She studied

unfamiliar history content in depth, consulted with others about their content and pedagogy expertise, read practitioner narratives about teaching difficult history, and structured her own program of research to find high-quality resources. She also was able to talk with colleagues at her school about their own classroom inquiry experiences.

Carla-Ann intends to teach the same curriculum in the coming school year. However, she wants to provide more opportunities for critical discussions around the topics that students are investigating, in order to make sure that they draw more connections among historical events, present-day issues, and their personal lives. For example, she wants students to pay attention to ongoing developments with voter suppression and the Black Lives Matter movement in the U.S., and to events in South Africa that are destabilizing its democratic government.

In reflecting on Goldberg's (2020) suggestions for teaching difficult history, Carla-Ann agreed that he was correct in emphasizing the importance of clarifying aims and learning from others' experiences. Carla-Ann knew what she wanted to achieve and how she would need to go beyond the official curriculum standards to do it. She knew that she wanted to increase students' "cognitive competence" *and* "emotional identification" as they studied content that was both intellectually challenging and distressing (Goldberg, 2020, p. 134), hoping to lay the groundwork for future study of difficult history that might demand more of them.

Carla-Ann also agreed with Goldberg's recommendation about creating a classroom environment in which she protected students' emotional safety and mutual respect. At the beginning of the school year, she told her administrators, her students, and parents that some of the topics in this unit could evoke strong emotions. She built in frequent check-ins with students to gauge how they were feeling, identifying issues that needed to be brought to the surface and talked through – for example, a tense moment in a discussion of white privilege, police

misconduct, or racial violence. In doing so, she engaged in what Goldberg described as “connecting to others’ emotions and taking a moral stance” as a goal of difficult history teaching (2020, p. 134).

Carla-Ann emphasized several other key aspects of the process of developing her unit. She quickly identified the basic information from the standards and the textbook that she would need for the first part of her unit, and then imagined how she could go beyond them. She immersed herself in a wide variety of authoritative sources and perspectives, both scholarly and anecdotal. From there, she identified and adapted the sources that she believed would be the most appropriate for her students. She incorporated a diverse array of multimedia options for historical artifacts in order to accommodate access for all students to images, narrative text, poetry, audio, and video sources, including struggling readers.

On the whole, Carla-Ann concluded the unit with a sense of professional accomplishment and student engagement. She agreed with Goldberg (2020) that

difficult histories answer the strong need for emotion in history teaching. It provides the essential “identification stance” in history teaching, accessible apparently not just through evincing pride in the nation’s heroic achievements but also through empathizing with suffering of others.” (p. 134)

This perspective resonated with her and bolstered her desire to teach the same unit again, as did Goldberg’s framing of teaching difficult history as a combination of “critical stance-taker thinking with reverence for trauma that transcends understanding” (p. 135.)

The next chapter in Carla-Ann’s professional journey, situated in a global pandemic, a national anti-racist protest movement, and a vitriolic presidential election campaign in which she will be teaching sixth-grade World Cultures in both physical and virtual classrooms will raise

some of the same questions that she is now preparing for in a new context. In 2002, Walter Parker stated that “the central citizenship question of our time” is: “How can people live together justly, in ways that are mutually satisfying, and that leave their differences, both individual and group, intact and our multiple identities recognized?” (p. 33). In 2020, Carla-Ann is again asking her students: What holds a democratic union together? What causes it to crumble? How are its ideals upheld? What happens when a historically marginalized group is further silenced and devalued? Is democracy still a means for achieving justice?

Note

To see Carla-Ann's complete unit plan and set of resources, please email her at cbrown@pky.ufl.edu and request permission to access her Google Drive folder.

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Carla-Ann Brown is sixth-grade team leader and instructor for World Cultures, where she facilitates personalized student learning through standards-based and project-based learning. She is currently pursuing her doctorate at the University of Florida College of Education in the Teachers, Schools, and Society Ed.D program. Her research interests include Culturally Sustaining Pedagogy, Universal Design for Learning, and the teaching of difficult history and counternarratives. Currently, she is researching what happens when sixth-grade students are introduced to historical perspectives that differ from traditional perspectives taught in middle school social studies classes, and how they respond to classroom experiences around the critical analysis of oppression.

Empowering Middle Schoolers with Thinking Parameters

Jennifer Ingold

Bay Shore Middle School, Bay Shore, NY

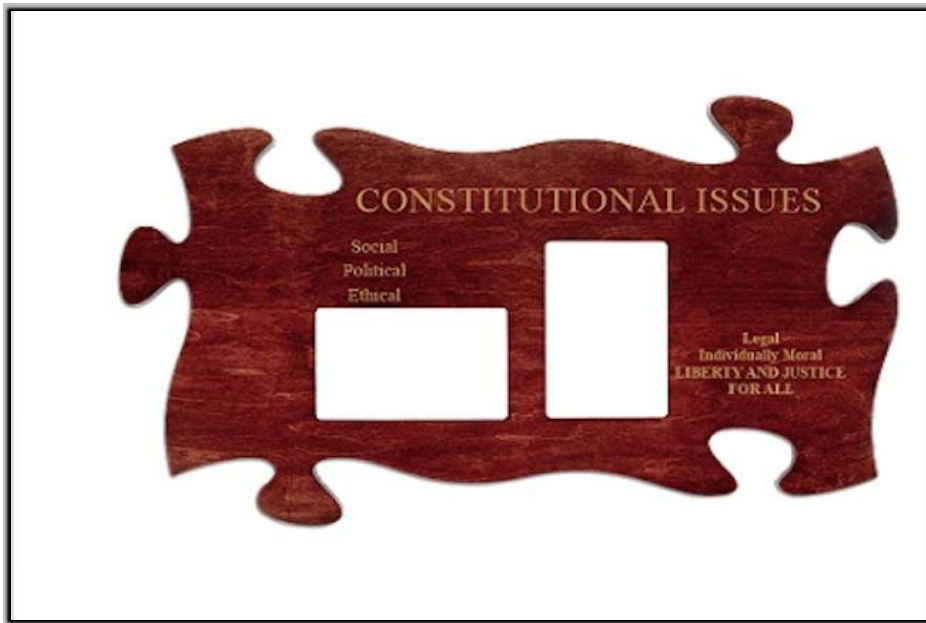
NCSS and NYSCSS Middle School Teacher of the Year in 2019



Are middle schoolers capable of piecing together the solutions to some of life's most complex issues? Teaching students to make good, informed decisions in today's society can be a tough business, especially if you are, well ... in "the middle". And, if we take into consideration that the 2nd greatest amount of brain growth happens between the ages of 10 and 15, we quickly realize that Johnny's impulsivity probably not only "made him do it", as he so eloquently puts it, but that his poor choices truly reflect his adolescent brain being totally in flux. A brain that is going through an adolescent "use it or lose it" cleansing phase, according to educational author and assistant professor at Winthrop University in South Carolina David Vawter. According to Vawter (2010) "the average middle school student has an attention span of about 10-12 minutes." And if that isn't enough of a challenge, Vawter also notes "middle schoolers can retain

only 5-7 bits of information at a time.” So, as educators with the odds stacked against us and as we continue to grapple with both the increased rigor of our classroom instruction and producing the best new version of life learner, we need to remember that it is essential we integrate into best practice helping students learn how to critically and deeply question just how all these individual pieces (of learning and of life) fit together.

PUZZLING PIECES OF HISTORY: J. Ingold_Authentic Organizer Custom Classroom Wall Art



I think that most of us never anticipated the complexities surrounding the true tests associated with the twenty-first century educational process or just how much they would challenge our own worldviews. Further, take into consideration Vawter’s (2010) testament that “middle school students are walking dichotomies.” One minute, they are fully engaged with you in dialogue on world peace and then the next, they are hitting the children next to them! Yet, we have made that commitment to this critical period in young adult life and “Educators who value young adolescents are prepared to teach them” (AMLE, 2013, pg.15-16). But are we? And even

if we think we are, just how do we accomplish the enormity of this task, guided education, modeling morality, even humanity on a level that best relates to the middle school mindset?

Creating a Frame of Reference

Without question, topics like American Reconstruction and connections of slavery to our nation's treasured past are bound to generate some form of controversy at any level, especially since many adults today can't seem to quite agree on how their importance should be conveyed to the next generation.

And so, getting middle schoolers interested in beginning that same process by which we become more tolerant, open-minded and complex thinkers freely contemplating such complexities can be quite daunting. What is necessary is a frame of reference that creates motivation while giving students minds free reign to learn to question, but with parameters that allow for both active implicit and explicit thinking. It is here, within these thinking parameters that students will begin to identify their own distinct connection between our social studies curriculum and define just how those connections relate to them in the real world.

Staging thinking parameters to outline the process by which we learn to collectively identify information and subsequently generate informed conclusions helps students begin to become more comfortable with and confident in their own ability to take on complex tasks. This process begins with a formulaic approach to analytical thinking containing mnemonic devices and acronyms that promise to keep every learner of every ability level active in the learning process. This technique, essential for all learners, but especially true for middle schoolers, has been culminated in one easy to use classroom tool (see Figure 1). Developed within the parameters of the National C3 Framework and under the guise of the Inquiry Design Model, *The Social Studies Reference Table* gives students on-going access to a categories chart of the most common social

studies enduring themes and simple formulaic thought parameters outlining *how to* think critically and analytically about dissecting various components of the 10 major disciplines of social studies. Its purpose is multi-dimensional and therefore can be used as a springboard to any classroom task, dialogue or debate.

The Social Studies Reference Table.

Fig 1. J. Ingold_Authentic Materials: **THE SOCIAL STUDIES REFERENCE TABLE FOR MIDDLE SCHOOLERS**

Mrs. Jennifer Ingold .Bay Shore Middle School Social Studies Department. Bay Shore, New York

Reference Tables for Enduring Issues/ SOCIAL STUDIES

2018 Edition

EI



Table A ENDURING ISSUES COMMON THEMES		
CONFLICT	POWER	HUMAN IMPACT ON THE ENVIRONMENT
HUMAN RIGHTS VIOLATIONS	SECURITY	IMPACT OF ENVIRONMENT ON HUMANS
SCARCITY	POPULATION GROWTH	TENSIONS BETWEEN TRADITIONAL AND MODERN CULTURE
IMPACT OF TRADE	IMPACT OF CULTURAL DIFFUSION	IMPACT OF TECHNOLOGY
IMPACT OF INDUSTRIALIZATION	IMPACT OF URBANIZATION	IMPACT OF NATIONALISM
IMPACT OF IMPERIALISM	IMPACT OF COLONIZATION	IMPACT OF EMPIRE BUILDING
IMPACT OF DECOLONIZATION	IMPACT OF MIGRATION	IMPACT OF GLOBALIZATION
EQUITY ISSUES/LACK OF ACCESS OF EQUALITY	IMPACT OF COOPERATION/MUTUAL PROBLEM SOLVING	YOUR OWN IDENTIFICATION

SPECulaTinG

Social, Political.
Economic, Cultural.
Technological.
Geographical

SPECulaToR

Social, Political.
Economic.
Cultural, Technological.
Religious

Table B Document Inquiry

$S^1 + SB^2 + DPM = EI$

Table C Writing Analysis

$ID^1 + AR^2 + ACT^3$

Speculation:

Forming a theory without firm evidence or conjecture



According to renown educational therapist and gifted author in the field of learning disabilities Regina G. Richards, an overall goal for any student is to develop “automatic strategy use”, as this will increase both learning and studying ability (Richards, R. (2008). *Memory Strategies for Students: The Value of Strategies.*). Students become familiar with the Social

Studies Reference Table's concepts within the first weeks of school allowing its self-questioning techniques begin to become automatic by the end of September. Continued guided practice of the easy 3-step thinking procedural process engages students in actively organizing their own thoughts. This eventually will translate to their writing, when they begin strategic use of the table's writing formula. Routine staging of these thinking parameters begins to increase active student engagement on all levels and boost self-confidence, especially with special needs and English Language Learners. With the increased confidence and new skills set, Taking Informed Action in our communities and Civic Participation, the highest level of engagement in our discipline, now seem more attainable and become even more attractive to the even shyest of students.

HACKING THE MIDDLE LEVEL MINDSET:

Empower students to be "OUTSIDE-THE-BOX" thinkers -

$S^1 + SB^2 + DPM = \text{ENDURING ISSUE}$

Familiarize students with the process of inquiry:

$S^1 = \text{WHAT DO I SEE?}$

$SB^2 = \text{WHO OR WHAT IS THE SOURCE? IS THERE ANY BIAS?}$

$DPM = \text{WHAT DO I BELIEVE IS THE DEEPER MEANING?}$

Essential Question: WHAT ARE THE POTENTIAL ENDURING ISSUES RAISED BY THIS SITUATION OR DOCUMENTS SET?

Don't Be A Spectator, Be a SPECulaTinG SPECulaToR

Social Studies curriculum and its related activities were not designed for spectators. The Social Studies Reference Table also reminds students to always be SPECulaTinG **SPECulaToRs** when

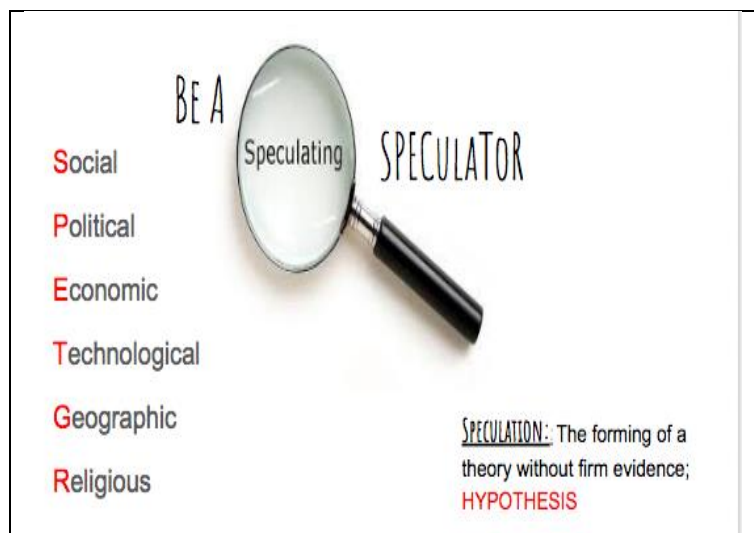


Fig 2. J. Ingold_Authentic Materials: THE SOCIAL STUDIES REFERENCE TABLE FOR MIDDLE

working with social studies related themes and concepts. Student's routine begins with repeatedly writing the appropriate formula(s) or acronym on the top of their papers prior to beginning their assigned task. These acronyms were designed to enhance student thinking and familiarity with the major disciplines of social studies. An acronym is a sequence of letters that may or may not form a

word, with each letter representing one of the keywords to be remembered (Richards, 2008).

The acronyms stand for the social science categories of **S**ocial, **P**olitical, **E**conomic, **C**ultural, **T**echnological and either **G**eographic or **R**eligious, depending on the nature of the task.

HACKING HISTORICAL APPLICATION:

Teach students to be SPECulaTinG SPECulaToRs-


Social
Political
Economic
Cultural
Technological
Geographic
Religion

SPECulaTinG SPECulaToR acronyms provide students with a critical lens through which to view their assigned task or question making the learning activity associated with each lesson more engaging and accessible for all. Making the process relatable and relevant for middle

schoolers helps mature the young adolescent minds that will productively mold the next generation of civic-minded citizens.


Hacking Middle School Social Studies: “How the Pieces Fit Together”

To help better illustrate the fluidity of the concepts described above, the following task-based learning activity on the *Age of Imperialism* was developed utilizing the Tech tool, *HyperDoc*. HyperDoc provides maximum student engagement through fully immersing all learners into a myriad of task-based learning activities. HyperDoc promotes student independence while allowing teachers to cater to individual learning styles. Discreet task modifications allow every student to engage in the best possible learning experience. Students are given the opportunity to complete each task at their own pace, which maximizes core on-task behaviors allowing them to reach their full learning potential.






STEP 1: DOCUMENT ANALYSIS

DAY 1-2



- EACH STUDENT HAS BEEN GIVEN A HANDOUT FOR THE ENDURING ISSUES OF IMPERIALISM ESSAY ANALYSIS
- LOG INTO:
 - GOOGLE CLASSROOM
 - CLASS CODE: ZNMXZNY
 - CLICK ON "IMPERIALISM HYPERDOC"

1st. → STUDENT SHOULD BEGIN BY CLICKING ON:

 <p style="font-size: small;">Enduring Issues of Imperialism Hyperdoc Google Docs</p>	<p style="font-size: 2em; font-weight: bold;">2nd</p>
 <p style="font-size: small;">Enduring Issues of Imperialism: Writing Analysis Google Slides</p>	

- TODAY'S TASK WILL BE TO:
 - COMPLETE EACH TASK ASSIGNMENT ASSOCIATED WITH : **BACKGROUND TO DOC 5** USING THE THINKING PROCESS OUTLINED BY THE HYPERDOC

Students begin by being given the compelling question “*Does might always make right?*”



Then, they are given a series of documents where they are asked to examine the purpose of the imperialistic tendencies exhibited across time by both Great Britain and the United States. Students begin the evidence collection process through acquiring background information from the United States Constitution’s Preamble, our country’s purpose which establishes how the principles of liberty and justice came to be, utilizing the formulaic 3-step process modeled by The Social Studies Reference Table. Students are also reminded to be SPECuLaTinG SPECuLaToRs all the while contemplating if the issues and concepts that stand out to them the most are more of Constitutional or Enduring in nature. This task -orientated approach to learning not only teaches students how to approach contemplating complex questions, but also encourages individuality as it helps students to begin to identify themselves as smarter, more resourceful thinkers. Students are then asked to utilize the formula(s) to script notes on the document sources on the handouts provided. Serving as the foundation for their evidence-based argument, students will examine these carefully scripted notes to determine what their position on the compelling question will ultimately be. Students are further encouraged throughout the


entire process to think critically and deeply about the factual information that they have collected and to go where their evidence takes them.

ACQUIRING
BACKGROUND:

BUILDING
AN
ARGUMENT
USING
EVIDENCE

**(DPM) Discuss the
DeePer Meaning
of what you are
reading:
Remember EVIDENCE
IS SPECIFIC TO THE
CLAIM**

**Discuss/Investigate the Document from Multiple Viewpoints:
SPECuLaTing SPECuLaToR**



We the People of the United States,
in Order to form a more perfect Union,
establish Justice, insure domestic Tranquility,
provide for the common defence,
promote the general Welfare,
and secure the Blessings of Liberty
to ourselves and our Posterity,
do ordain and establish this Constitution
for the United States of America.

Preamble to the United States Constitution, September 17, 1787

Historical Context:
The Preamble to the Constitution is an introductory, succinct statement of the principles at work in the full text. It is referred to in countless speeches, judicial opinions, and in a song from Schoolhouse Rock. Courts will not interpret the Preamble to confer any rights or powers not granted specifically in the Constitution.
Source: US Constitution > Preamble, Legal Information Institute, Cornell Law School, Accessed 6 February 2019

E: LIST POSSIBLE ISSUES

ENDURING ISSUES
*An enduring issue is an issue that exists across time.
It is one that many societies have attempted to address with varying degrees of success.*

CONSTITUTIONAL ISSUES
A Constitutional issue is any issue (legal or otherwise) which requires the interpretation of the Constitution to solve.

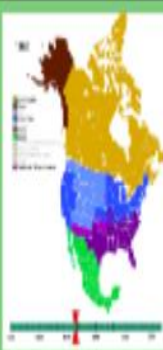
**(S1) What do you
SEE or Are you
READING?:**
List or explain
step-by-step the
**actions/
circumstances**
using
bullet-points or
dashes.

**(SB2) Who
or what is
the Source?
Is there any
Bias?**


This task -orientated approach to learning not only teaches students how to approach contemplating complex questions, but also encourages individuality as it helps students to begin to identify themselves as smarter, more resourceful thinkers. Students are then asked to utilize the formula(s) to script notes on the document sources on the handouts provided. Serving as the foundation for their evidence-based argument, students will examine these carefully scripted notes to determine what their position on the compelling question will ultimately be. Students are further encouraged throughout the entire process to think critically and deeply about the factual information that they have collected and to go where their evidence takes them.

Fig 4. J. Ingold_Authentic Materials: HyperDoc Sample Age of Imperialism Essay Analysis

HACKING THE
MIDDLE SCHOOL
SOCIAL STUDIES
CODE:
TOOL KIT
BUILDING AN ETHICAL
ARGUMENT USING
EVIDENCE



Link:




Acquiring Background Information: THE PREAMBLE

THINK: Social Studies Reference Table

Table B Document Inquiry	
$S^1 + SB^2 + DPM = EI$	

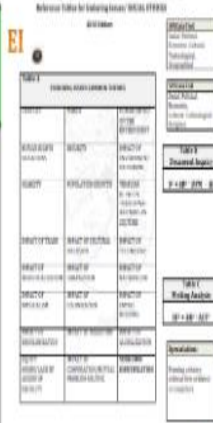
EXAMINE: Document Analysis Note-taking


Click the **Document** in the Margin for further analysis


 Speculating

RESEARCH + LISTEN: The Preamble Explained

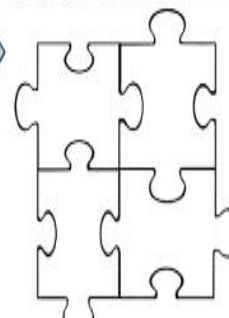
WRITE : List the possible issues in your packet p



 Remember to do some

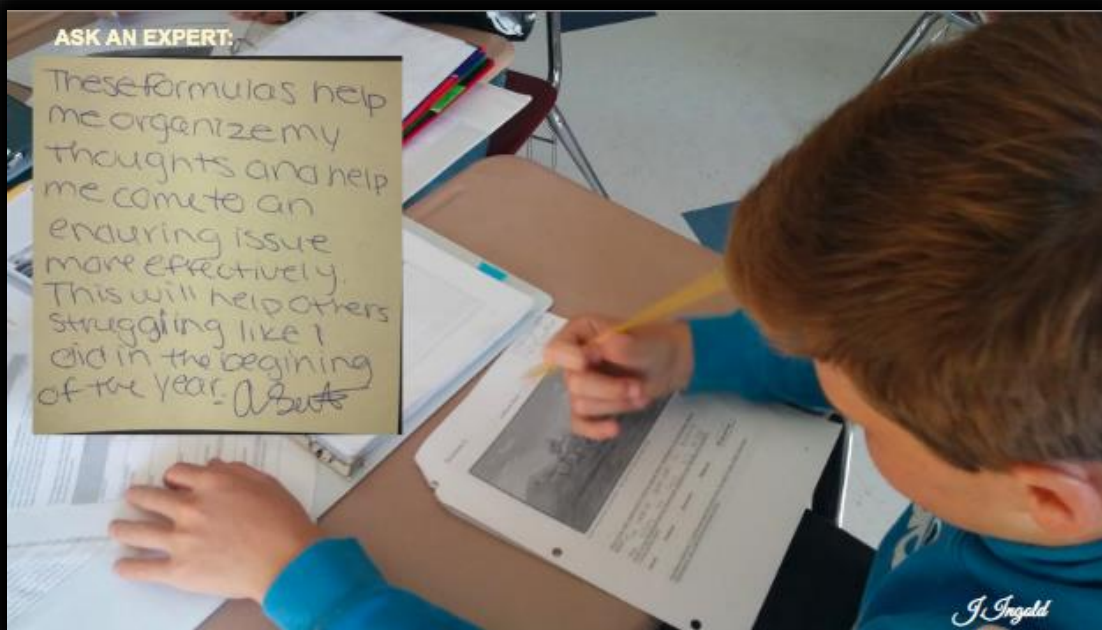


Constitutional Issues	Enduring Issues
<ul style="list-style-type: none"> An idea, principle or issue found in the US Constitution requires interpretation by the US Constitution 	<p>Issue that:</p> <ul style="list-style-type: none"> Lasts a long time People often struggle with Has no easy solution



After careful examination of the document utilizing the Social Studies Reference Table, students are then provided with a link that allows them to watch and listen to historically accurate interpretations of the document source. This portion of the multi-dimensional approach to learning gives our lower functioning students, special needs students and beginning/intermediate ESL learners alike a much-needed boost reinforcing the information already present in our historical investigation. While excellent reinforcement for every learner, including a “watch and listen” portion to our structured investigational process helps our struggling students in particular by providing that extra multi-sensory aspect to the activity allowing for maximum benefit of both topic literacy and optimal abstract/open-ended thinking opportunities.

Fig 5. Student in Jennifer Ingold’s 8th grade class works with The Social Studies Reference Table to evaluate a document **Set**.

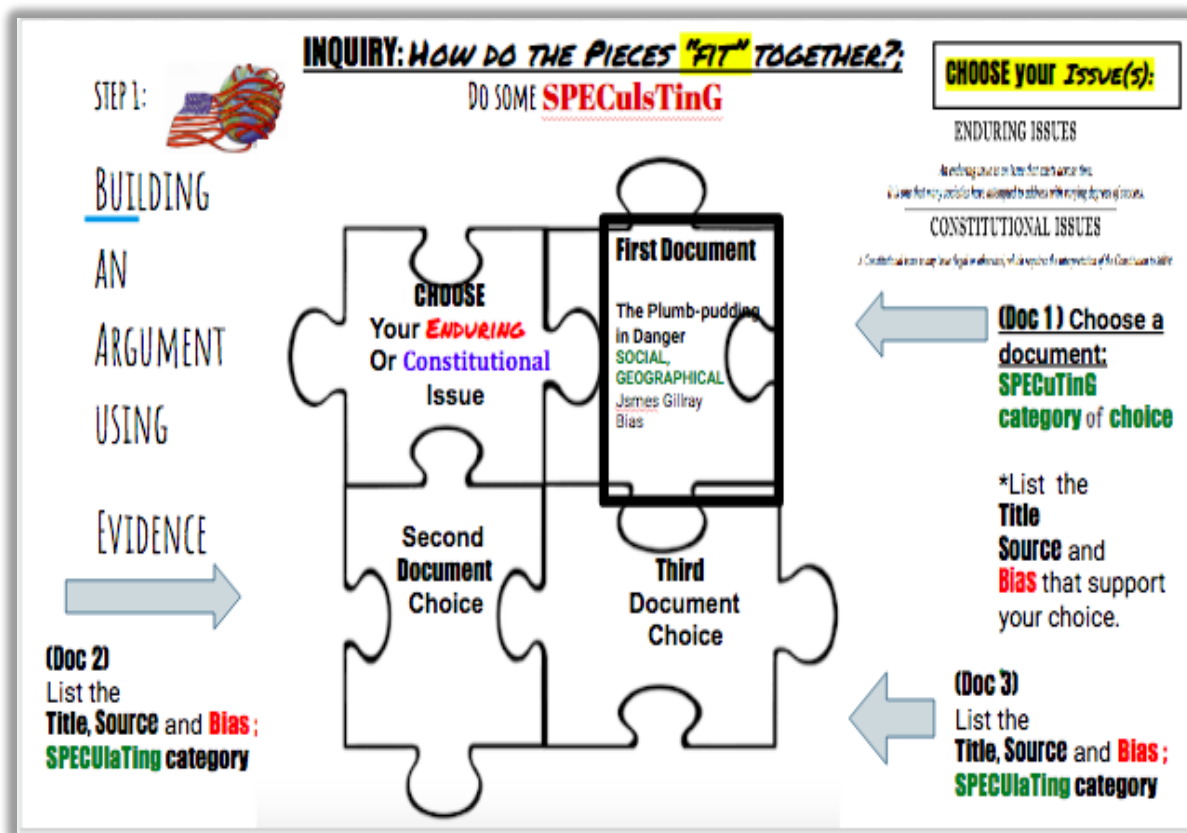


Finally, students use their individual scripted notes from the “*THINK ... EXAMINE ... WATCH & LISTEN*” portion of the activity to collaborate on the evidence collection in an effort to conclude

whether the main ideas and/or issues presented by this particular document source were more Constitutional, Enduring or both. Using their group's collective evidence, they will also further deliberate on if the major aspects of each of those issues was more moral or ethical in nature. Each member of the 4-person collaborative team is asking to present a piece of evidence, which is transferred onto a puzzle piece organizer. This provides the group with a visual on how the individual pieces of their conclusive evidence fit together. Upon final evaluation, student collaborators have collectively created a solid foundation for an evidence-based argument that is unique, identifiable, and understood by each collaborative team member. The same process is utilized for each of 5-6 subsequent documents.

With continued practice and reinforcement, students routinely utilize the same thinking parameters, puzzle piece organizer and 3-step formulaic approach to structure a written evidence-based argument in the new C3 argumentative essay format.

Fig 7. J. Ingold_Authentic Materials: Age of Imperialism Puzzle Piece Essay Organizer



Giving students ample opportunity to become discriminating thinkers and creative problem solvers through exchange of ideas helps fine-tune the art of communication. The key is in establishing simple ground rules, or *thinking parameters* that provide students with an important framework that can be built upon for structuring both explicit and implicit thinking whether simply completing an assigned task, structuring an argument or writing an essay. Open Communication has always been an essential element to problem solving.

The Bigger Picture

Children in the 21st century will be exposed to the complexities of life and a rapid pace of change unlike any other that has ever been experienced in human history. Communication is one of the core competencies that will be necessary to helping our students be successful in learning and in life as they continue forward on their journey. Certainly, speaking indirectly creates a

barrier to clear communication, “(How Using Social Media Affects Teenagers, The Child Mind Institute. 2019) and Mental Health specialist Victoria L. Dunkley, M.D., agrees believing that the Digital Age is further threatening our children’s interpersonal social skills stating that “Social media replaces learning the hard social "work" of dealing face-to-face with peers, a skill that they will need to practice to be successful in real life.” (*Why Social Media is Not Smart for Middle School Children*, Psychology Today. 26 March 2017) Clinical psychologist Dr. James Wellborn, a specialist in the field of individual, family and group psychotherapy with children and adolescents, also agrees noting, “There are some basic components to effective communication whether it is written or spoken. First and foremost, your children will need to be able to express him or herself clearly, concisely and appropriately. Most children need help hearing how to get better at this.” (*Wellborn*, 2014).

Reference Tables for Enduring Issues/ SOCIAL STUDIES
2018 Edition

Table A
ENDURING ISSUES COMMON THEMES

CONFLICT	POWER	HUMAN IMPACT ON THE ENVIRONMENT
HUMAN RIGHTS VIOLATIONS	SECURITY	IMPACT OF ENVIRONMENT ON HUMANS
SCARCITY	POPULATION GROWTH	TENSIONS BETWEEN TRADITIONAL AND MODERN CULTURE
IMPACT OF TRADE	IMPACT OF CULTURAL DIFFUSION	IMPACT OF TECHNOLOGY
IMPACT OF INDUSTRIALIZATION	IMPACT OF URBANIZATION	IMPACT OF NATIONALISM
IMPACT OF IMPERIALISM	IMPACT OF COLONIZATION	IMPACT OF EMPIRE BUILDING
IMPACT OF DEGLOBALIZATION	IMPACT OF MIGRATION	IMPACT OF GLOBALIZATION
EQUITY ISSUES/LACK OF ACCESS OF EQUALITY	IMPACT OF COOPERATION/INITIAL PROBLEM SOLVING	YOUR OWN IDENTIFICATION

Table B
Document Inquiry
 $S^1 + SB^1 \cdot DPM = EI$

Table C
Writing Analysis
 $ID^1 + AR^1 \cdot ACT^1$

Speculation:
Forming a theory without firm evidence or conjecture

Education:
Social, Political, Economic, Cultural, Technological, Geographical

Education:
Social, Political, Economic, Cultural, Technological, Religious

Enduring Issue:
EXPLAIN (WHY?) CONTROVERSIAL ISSUE

IMPACT OF GLOBALIZATION
keep the world safe for Democracy -Woodrow Wilson
Entering the war on the side of the Triple Entente
Woodrow Wilson

Students engage in Enduring Issues Debate on Impact of Globalization Debate utilizing Social Studies Reference Table practices, Courtesy of NCSS *Middle Level Learning Magazine*, June 2019

That is where education and teachers, social studies teachers in particular come in. When you provide students with the right tools necessary to think deeply, critically and intentionally it creates a common language that becomes the basis of every lesson on which student confidence and great classroom dialogue can be built. That dialogue and expression, whether verbal or written can be utilized in the real world in many impactful forms, like Inter-generation/transcultural Communication, dealing with complex social issues or any type of disagreement. In fact, in the middle grades it is necessary to encourage students to “think creatively outside-the-box” to both appropriately question and problem solve making abstract thinking, collective discussion and respectful, ethical dialoguing as essential as reading and writing. Giving children tools to utilize and ample opportunities to practice rational thinking in real world situations breeds fierce independence and gives them the necessary thinking parameters to become more compassionate, logical and open-minded ultimately producing better civic-minded, more well-rounded individual.

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Title page art courtesy of:

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Should the Founders Have Compromised on Slavery to Create a Nation? An Inquiry Design Model Lesson

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Abstract: This Inquiry Design Model (IDM) lesson asks students to answer the compelling question, “Should the Founders have compromised on slavery to create a nation?” Using three supporting questions and corresponding formative performance tasks, eighth-grade students gather evidence from featured the sources needed to answer the compelling question in the form of a summative argument. An extension and taking informed action are included. The standards and practices are from the Iowa Core and the Iowa general accreditation standards.

Keywords: Declaration of Independence, Articles of Confederation and Perpetual Union, U.S. Constitution, Iowa Constitution, slavery

Should the Founders Have Compromised on Slavery to Create a Nation? An Inquiry

Design Model Lesson

Since the death of George P. Floyd Jr. at the hands of Minneapolis, Minnesota, police officers on May 25, 2020, protests have pressured local, state, and federal political leaders to take a hard look and systemic (or institutionalized) discrimination in the United States of America. This lesson, intended for eighth grade U.S. history and civic ideals, addresses some of the roots of that discrimination, focusing on the founding documents of the nation.

One could go back earlier to the arrival of the first Africans on a Dutch ship in the colony of Virginia in 1619 or earlier to the use of Africans as slave in New Spain or earlier to Portuguese slave trading in Africa. However, these earlier events allow people to blame slavery on others, as Thomas Jefferson did in the original draft of the Declaration of Independence. By focusing on the founding documents, it is harder for Americans today to shift the blame to Europeans. The Founders had an opportunity to make dramatic change, but they ultimately compromised with the legacy of the past to bring about the changes they did achieve.

This lesson uses the Inquiry Design Model (IDM), a trademark of C3 Teachers. To learn about the IDM, see Lee, Swan, & Grant (2014); Grant, Swan, & Lee (2017); Swan, Lee, & Grant (2018); Swan, Grant, & Lee (2019). (This is a structured IDM lesson [see Swan, Grant, & Lee, 2019, pp. 30, 33, 37–58].) The article is organized in the form of the design pathway for an IDM, which consists of three phases subdivided into 10 steps. (See particularly Swan, Lee, & Grant, 2018, summarized in pp. 8–11; and also the summary in Swan, Grant, & Lee, 2019, pp. 38–40.) The one-page IDM lesson is located in an appendix to this lesson.

Notes on Terminology

Section 5.7 of the seventh edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 2020, p. 145) prefers a parallel structure in the use of ethnic terms. Since the various Iowa constitutions use the word “white,” Black is used here to maintain the parallel style.

The same section (p. 142) views race and ethnicity as two distinct things. However, it also acknowledges that “race is a social construct . . . ,” and acknowledges that one should be “sensitive to issues of labeling. . . .” The term *ethnicity* is used here because the concept of race was created by Portuguese slave traders to justify the enslavement of Africans (Wolf, 1994; Azurara, 1453a; Azurara, 1453b; Biewen, 2017).

Wolf (1994, pp. 464–465) notes a quote from Gomes Eannes de Azurara, author of a two-volume chronicle of 15th century Portuguese involvement in Africa, that claims a biological reason for enslaving Africans. In volume 1, Azurara (1453a) wrote, “And here you must note that these blacks were Moors like the others, though their slaves, in accordance with ancient custom, which I believe to have been because of the curse which, after the Deluge, Noah laid upon his son Cain [*sic*], cursing him in this way:—that his race should be subject to all the other races of the world” (p. 54). The quote referred to Genesis 9:18–27. Azurara misidentified Canaan, the son of Ham and grandson of Noah, as Cain, the son of Adam and Eve who killed his brother Abel (Gen. 4:1–16). The Bible states that some of the descendants of Ham settled in Africa (Gen. 10:6; Ps. 78:51, 105:23, 105:27, 106:22). In Azurara’s view, being of the “race” from Africa was justification for enslavement despite the fact that it was Ham’s son Canaan who was cursed, not Ham himself. According to the *New American Bible, Revised Edition* (2020, footnote Gen. 10:6), in the Table of the Nations, Ham’s sons Cush is a reference to “biblical

Ethiopia, modern Nubia,” Mizraim to “northern Egypt,” and Put either “East Africa or Libya.” Canaan’s descendants, however, settled in Southwest Asia (Gen. 10:15–19), not Africa. (“ . . . the Semitic-speaking peoples of Canaan are considered descendants of Ham, because at one time they were subject to Hamitic Egypt (vv. 6, 15–19)” [*New American Bible, Revised Edition*, footnote Gen. 10:1–32].)

Finally, *slaveholder* is used here rather than *slaveowner* or *master*. This is based on the rejection of the idea that one person can own another as property.

Phase I: Framing the Inquiry

Step One: The Content Angle

Step one is finding the right content angle, which narrows down the standards. The primary content standards are “**SS.8.14.** Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens”; and “**SS.8.25.** Examine the evolution of the function and structure of the government in Iowa.” The primary skills standards are SS.8.3 on gathering evidence, SS.8.8 on responding to compelling questions, and WHST.6–8.1–1.e on writing arguments (Iowa Department of Education, n.d., pp. 31, 32, 33, 49; Iowa Department of Education, 2016, p. 83). (All standards employed here are listed in the subsection below.) The standards are narrowed to those compromises in the Declaration of Independence, the Articles of Confederation and Perpetual Union, the U.S. Constitution, and the various Iowa constitutions related to slavery and Blacks.

Standards and Practices

Standard from the Iowa Core and general accreditation standards covered in this lesson are L.8.1, L.8.2–2.c, L.8.4–6, RH.6–8.1–2, RH.6–8.4, RH.6–8.10, RI.8.1, SS.8.3, SS.8.5–12,

SS.8.14–15, SS.8.21, SS.8.24–25, 21.6–8.ES.3–5, 21.6–8.TL.2–6, WHST.6–8.1–1.e, WHST.6–8.4–10, democratic beliefs and values, political participation skills, technology integration, civic literacy, technology literacy, employability skills, communication skills, and higher-order thinking skills (Iowa Department of Education, 2016, pp. 69, 70, 78, 79, 83, 85; Iowa Department of Education, n.d., pp. 31–33; Iowa Administrative Code, 2019, 281—12.5[4]b, 12.5[10], 12.5[17]a, 12.5[17]c, 12.5[17]e, 12.8[1]c[2]).

Step Two: The Compelling Question

Step two is creating a compelling question. For this lesson, the question is, “Should the Founders have compromised on slavery to create a nation?” The question is both academically rigorous and should spark student interest.

Step Three: Stress Testing

The third step is stress-testing the compelling question using the argument stems. Argument stems are probable answers to the compelling question written in the form of a summative argument.

Argument

Use a word processing program to write a past-minded as opposed to a present-minded argument that answers the compelling question, “Should the Founders have compromised on slavery to create a nation?” The argument needs to have an introduction that introduces the claim and counterclaim. The claim, counterclaim, and their reasoning and evidence need to be organized, logical, and supported with reasoning and relevant, accurate, and credible evidence from different perspectives that shows an understanding of the topic. Identify the strengths and weaknesses of the claim and counterclaim. Use words and phrases to transition between paragraphs and ideas, clarifying how the claim and counterclaim are connected to the reasons

and evidence. Use formal English and a formal tone. Provide a concluding statement that supports the argument. Do not plagiarize your argument; follow the rules of citation. Follow the rules of grammar, capitalization, punctuation, and spelling. Exchange your rough draft with another student (e.g., through the sharing option in collaborative software), and give *constructive criticism* on editing the work and strengthening the argument—regardless of whether agreeing with the other person’s argument or not—*without doing the work for them*. Consult the rubric provided by the teacher as part of the editing process to make sure that all the requirements are met at least at the proficient level.

Argument Stems. A “yes” answer argues that the problems the country faced at the time required replacing the Articles of Confederation and Perpetual Union, and the South would not have joined the Union without the compromises. A “no” answer argues that there are some principles that should not be compromised under any circumstances.

Phase II: Filling in the Inquiry with Steps Four, Five, and Six

Step four is “Sequencing the Content through the Supporting Questions,” step five is “Using Disciplinary Sources to Construct Arguments,” and step six is “Building Knowledge through Formative Performance Tasks” (Swan, Lee, & Grant, 2018, p. 9). These steps are restructured here so that the sources and formative performance tasks are covered with their respective supporting questions. “Supporting questions build out the compelling question by organizing and sequencing the main ideas. Supporting questions follow a content progression that becomes increasingly more sophisticated over the inquiry experience” (Grant, Swan, & Lee, 2017, p. 110). (On example types of question logic, see Swan, Lee, & Grant, 2018, pp. 63–75.)

The supporting questions, sources, and formative performance tasks should provide students with the content needed to answer the compelling question as reflected in the argument

stems, and help students practice the skills needed to form the argument (Swan, Lee, & Grant, 2018, pp. 64, 77–81, 91–92).

The logical place to begin building the sequence is by asking the question “What” and then “Why” before asking “Should.” It also is logical to have students work chronologically, beginning with the Declaration of Independence, then the Articles of Confederation and Perpetual Union, and finally the U.S. Constitution. (The Iowa constitutions are covered in question 2.)

In selecting the featured sources, one should remember that they can be excerpted, annotated, or modified (Grant, Swan, & Lee, 2017, pp. 101–103; Swan, Grant, & Lee, 2019, pp. 49–50). Modifying can be controversial. It can be changing the capitalization, spelling, and punctuation to modern English, or changing the wording, such as using a synonym that is easier for the students to understand. Standards RH.6–8.4 and L.8.4–6 prefer students learn to use context and dictionaries to determine what words mean. However, sometimes the wording is beyond students’ ability to “read and comprehend . . . in the grades 6–8 text complexity band independently and proficiently” (RH.6–8.10) (Iowa Department of Education, 2016, pp. 78, 70, 79). Annotating and modifying words and phrases is then justified.

A structured inquiry usually has three to four featured sources for each supporting question (Swan, Grant, & Lee, 2019, p. 30). This lesson exceeds that number. The number of sources can be reduced to make them more focused if desired, concentrating on the U.S. Constitution, and omitting the Declaration of Independence and the Articles of Confederation and Perpetual Union.

Supporting Question One, Task, and Sources

The first supporting question asks, “What compromises were made on slavery in the founding documents of the nation?” The focus here is on national documents.

The formative performance task for this question is as follows: in your own words, summarize the major compromises that were made in the founding documents—the Declaration of Independence, the Articles of Confederation and Perpetual Union, and the U.S. Constitution—of the United States of America on matters of slavery and ethnicity.

The featured sources for the question are as follows:

- Excerpt from Thomas Jefferson’s original draft of the Declaration of Independence with edits by John Adams and Benjamin Franklin on slavery (Library of Congress. [n.d.], para. 26).
- Declaration of Independence (1776).
- Articles of Confederation and Perpetual Union, art. IV, cl. 1; art. IX, cl. 5. (“ . . . fugitives from justice . . .” might have included runaway slaves, since they were not “entitled to all the privileges and immunities of free citizens of the several states. . . .” Additionally, the Articles stated that restrictions on trade between the states “shall not extend so far as to prevent the removal of property imported into any state, to any other States of which the Owner is an inhabitant. . . .” Slaves were considered property under the law; thus, there removal could not be prevented.)
- One or more excerpts from James Madison’s notes on the debates of the Constitutional Convention, such as June 11, July 9, July 11, July 12, July 14, July 23, August 8, August 21, August 22, August 25, August 28, September 10, 1787.¹

¹ Bilder (2019, paras. 10–18) notes that “Madison served on multiple committees in late August, and also became sick” (para. 10). From August 22 through the end of the Convention, George Washington kept the journal of

- U.S. Const., art. I, § 2, cl. 3 (the Three-Fifths Clause); § 9, cl. 1; art. II, § 1, cl. 2; art. IV, § 2, cl. 3 (the Fugitive Slave Clause);² art. V (the Amending Article).³
- Excerpt from Publius (either Alexander Hamilton or James Madison), *Federalist No. 54* (1788) dealing with the Three-Fifths Compromise.

Students might be instructed to go to the National Archives and Records Administration’s transcript of the Declaration of Independence and use the browser’s find function to search for words *slave*, *servitude*, *servant*, *service*, and *labor*. They might be guided by asking, “Does any reference to slavery appear in the final document? How does that compare to the excerpt from Thomas Jefferson’s original draft? What can be inferred from the fact that the words *slave* and *slavery* are not used in the original text of the U.S. Constitution, only in Amendment XIII, which banned slavery?”

the Convention. Madison’s notes during that period is from Washington’s notes. The notes for September 8 are particularly unusual. There is a watermark that reads “Taylor” on the sheet of paper that is not found on any other sheet. Moreover, “This sheet was missing in the early 1790s . . .” (Bilder, 2019, para. 14). Bilder (2019, para. 15) hypothesizes “that Madison had replaced an earlier version of the September 7–8 material for mysterious reasons that involved the treaty power. The treaty-power discussion on September 7 was a matter of considerable controversy.” Consequently, there are gaps on September 7 and 8. The gaps also affect the debate on impeachment. Bilder questions Madison’s ability to accurately recall the debates two years later. Thus, Madison’s notes from August 8 through September 17 arguably are suspect both for their accuracy and as a means of interpreting the intent of the Founders at the Constitutional Convention.

² The Fugitive Slave Clause violated Deuteronomy 23:16–17, which states, “You shall not hand over to their master any slaves who have taken refuge with you from their master. Let them live among you in any place they choose, in any one of your communities that seems good to them. Do not oppress them” (*New American Bible, Revised Edition* [2020]). In the Epistle to Philemon (v. 12), the Apostle Saint Paul sent the slave Onesimus back to his owner Philemon in violation of Deuteronomy. The reason is made clear in verses fifteen through seventeen. A nonpublic school might extend the lesson by discussing how resisting slavery might lead to sin, as with John Brown’s raid on Harper’s Ferry, Virginia (later West Virginia), which involved murder. It also might compare slavery in the United States in America with that in the Bible (Exod. 21:1–11, 21:26–27; Lev. 25:35–55; Deut. 15:12–18, 20:10–11, 21:10–14, 23:16–17; 1 Cor. 12:13; Eph. 6:5–9; Col 4:1).

³ After this article was first drafted, The National Council for the Social Studies published *Teaching Writing in the Social Studies* (Brodsky Schur, 2020). That bulletin contains information on writing an argument essay with the example of slavery in the U.S. Constitution (pp. 70–85). It has a sample from an eighth-grade essay and upper high-school level essay.

Supporting Question Two, Task, and Sources

Supporting question two asks, “How do the rejected and ratified constitutions of Iowa compare with the U.S. Constitution on the issues of slavery and ethnicity?” This question is present here because of the requirement of covering Iowa history and government that is built into the Iowa Core social studies standards. A teacher covering this topic thematically likely would include this supporting question, task, and sources here. A teacher taking a chronological approach may shear it off from the lesson, and cover it in the mid-19th century as part of Iowa statehood, probably with a house divided.⁴

The formative performance standard for this supporting question is to have students compare the compromises over slavery and ethnicity in the three Iowa constitutions with those in the U.S. Constitution. Have them use a T-chart, Venn Diagram, or write it out in sentence form.

Primary sources from the debates during the Iowa Constitutional Conventions (available online from the State Library of Iowa [n.d.]) are not included in the featured sources here. Because of the volumes of information and time constraints, a teacher-made source will be provided in lieu of primary sources. It might cover the topics of property rights, testifying in court, and access to public education, as summarized below from Pettys (2018), Schwieder (1996), and Sage (1974) in order to help students put the decisions reached at the Constitutional Conventions in context. Excerpts from the Iowa Constitutions are the primary sources here.

In 1839, the territory of Iowa passed a law requiring that Blacks who migrated to the territory have a certificate proving that they were free and post a \$500 bond, which would be lost if they were convicted of a crime (Schwieder, 1996, p. 68; Pettys, 2018, p. 12). Only Whites were allowed to vote, testify in court against a White, serve in the militia, serve in the territorial

⁴ Abraham Lincoln’s line, ““A house divided against itself cannot stand”” (1858) is from Mark 3:25 (cf. Matt. 12:26; Luke 11:18).

legislature, were eligible for aid established by law, and attend public schools. Moreover, marriage between a White and a non-White was illegal. These laws are known collectively as the Black Code (Pettys, 2018, p. 12; Schwieder, 1996, p. 69). In 1851, under the Iowa Constitution of 1846, the General Assembly became the first Northern state to pass an “exclusion law” barring Blacks from Iowa. The law allowed Blacks already residing in Iowa to stay and own property. The law did not take effect, though, because the Mount Pleasant antislavery newspaper the *True Democrat* did not publish it, a requirement for the act to be enforced (Schwieder, 1996, pp. 86–87).

In 1844, the territory of Iowa proposed a constitution as part of the process of becoming a state. The rights of Blacks was a prominent issue during the Constitutional Convention. One proposal required the General Assembly to pass a law to prevent Blacks and people whose ancestry was not exclusively White from settling in Iowa. The provision was rejected. One delegate who favored it reversed his position on a second vote because it violated the U.S. Constitution and consequently Iowa would have been denied statehood (Pettys, 2018, pp. 13–14).

When the 1844 Constitution was considered by Congress, Congress decided to reduce the size of the proposed borders for the state because of the debate over slavery. Opponents of slavery wanted to create many small states to dilute the power of slaveholders in Congress, particularly the U.S. Senate; slaveholders wanted fewer large states to keep their power in Congress. (Review the Missouri Compromise and the admission of Florida to the Union.) The debate over the proposed constitution was also partisan, with Iowa Democrats supporting it, and Iowa Whigs opposing it. There also was the debate over the proposed constitution’s ban on banks unless voters approved of their charters (art. IX, § 3). Voters in the territory rejected the

1844 proposal, and Iowa's statehood was delayed (Sage, 1974, pp. 83–88; Schwieder, 1996, pp. 32–33; Pettys, 2018, pp. 16–17).

In 1846, Iowa's first Constitution was approved, and the state of Iowa was established. In 1857, a second Constitution was ratified by Iowa voters, which, after forty-eight amendments, is still in use today.

During the Constitutional Convention of 1857, there was a debate over Article I, Section 22 (Pettys, 2018, pp. 27–29). That section reads, “Foreigners who are, or may hereafter become residents of this State, shall enjoy the same rights in respect to the possession, enjoyment and descent of property, as native born citizens.” Delegate Rufus Clarke “proposed adding a clause that would secure the property rights of American-born racial minorities, without regard to whether those individuals were legally regarded as citizens of America or any of its states” (Pettys, 2018, p. 27). That language was not added. The debate occurred while the nation awaited the U.S. Supreme Court's ruling in *Scott v. Sandford* (1857), a case that was to decide whether Blacks were U.S. citizens entitled to the privileges and immunities of the same (Pettys, 2018, p. 28). The Court's opinion, which was released a day after the Convention adjourned (Pettys, 2018, p. 28), held that Blacks were not U.S. citizens, and went so far as to declare, “They had for more than a century before been regarded as beings of an inferior order, and altogether unfit to associate with the white race either in social or political relations, and so far inferior that they had no rights which the white man was bound to respect, and that the negro might justly and lawfully be reduced to slavery for his benefit” (*Scott v. Sandford*, 1857, p. 407).⁵

During the 1846 Convention, Rufus Clarke argued that Article I, Section 4 should guarantee Blacks' right to testify in court. Delegate William Penn Clarke successfully reframed

⁵ Some students might be offended by the word *negro* (Spanish and Portuguese for *black*), particularly because of the bigoted slur derived from it. If this quote is used, it might be modified.

the debate in terms of the right of a litigant to call any witness regardless of ethnicity (Pettys, 2018, pp. 29–31). The final, relevant part of the section reads, “. . . any party to any judicial proceeding shall have the right to use as a witness, or take the testimony of, any other person not disqualified on account of interest, who may be cognizant of any fact material to the case; and parties to suits may be witnesses, as provided by law.”

The delegates also debated whether Article IX should bar Blacks from public education, as was Iowa’s policy under existing state law. Public education was not restricted to Whites; however, that victory was gained by delegates arguing that there could be separate, segregated schools (Pettys, 2018, pp. 32–33).⁶

The primary sources are the excerpts from the U.S. Constitution and the sections from Iowa’s constitutions below—their original text without amendments. Suffrage, holding office, the census, apportionment for the General Assembly, and serving in the militia are covered in these sections.

- U.S. Const., art. I, § 2, cl. 3; § 9, cl. 1; art. II, § 1, cl. 2; art. IV, § 2, cl. 3.
- Iowa Const. of 1844, art. II, § 22; art. III, § 1; IV, §§ 4–5, 32; art. VII, § 1.
- Iowa Const. of 1846, art. II, §23; art. III, § 1; art. IV, §§ 4–5, 31; art. VII, § 1.
- Iowa Const. of 1857, art. I, § 23; art. II, § 1; art. III, §§ 4, 33–35; art. VI, § 1; art. XII, § 14.

⁶ If one believes that Iowans have outgrown their prejudice against Blacks, consider that a 2018 study from 24/7 Wall Street named Waterloo-Cedar Falls as the worst city for Blacks in the entire country (Webber, 2018). Colin Gordon, a historian at the University of Iowa, authored a report by the Economic Policy Institute that named cities and states in the Midwest—including Iowa—as the worst place for Blacks (Norvell, 2019). A different 2016 report named Des Moines “the 11th best place to live in the United States . . . ,” but also “the third-worst city for African Americans” (Norvell, 2019, para. 6). The study also stated that “Iowa has the third largest ratio [for incarcerating Blacks] in the nation and the second highest in the Midwest, behind Wisconsin” (para. 8, bullet 3).

Article XII, Section 14 contained a provision that when Iowans voted on the Constitution of 1857, they also would vote on a proposed amendment to strike the restriction on the franchise to Whites. That proposed amendment was defeated by White male Iowa voters. Amendments I through V struck the word “white” from Article II, Section 1; Article III, Sections 33, 34, 35; and Article VI, Section 1 in 1868; Amendment VI struck the words “free white” from Article III, Section 4 in 1880.

All three constitutions banned slavery, but the right to vote, serve in the General Assembly, and serve in the militia were restricted to White men. However, no other elected or appointed state or local office, including the office of governor, specified ethnicity in the qualifications for office (Iowa Const. of 1844, art. V, §§ 2, 21; art. VI, § 2, paras. 1, 3; § 4, para. 1; §§ 5, 6; art. VII, § 4; art. X, § 1; art. XI, §§ 2, 3; art. XII, § 2; Iowa Const. of 1846, art. V, §§ 3, 17; art. VI, §§ 2, 3, 4, 5; art. VII, § 3; art. X, § 1; art. XI, § 1; Iowa Const. of 1857, art. IV, §§ 6, 22; art. V, §§ 3, 5, 12, 13; art. VI, § 3; art. IX, §§ 2, 6; art. X, § 3).

Supporting Question Three, Task, and Sources

The final supporting question asks, “Why did the Founders compromise on slavery?”

The formative supporting task is for students to explain why the Founders compromised on slavery. Teachers might guide students by asking them to think about what would have happened if the Second Continental Congress did not achieve a unanimous vote to declare independence from Great Britain, and if all of thirteen states did not ratify the U.S. Constitution. (Remember that two colonies—East Florida and West Florida, which had been part of New Spain until the Treaty of Paris of 1763 ended the French and Indian [Seven Years’] War—stayed loyal to Britain’s King George III. They were returned to Spain after the American Revolution by the Treaty of Paris of 1783 [Gordon, 2017].) Teachers might further ask students to think

about a situation in which not all of the states were connected, but separated by different countries; and to think about the weaknesses of the Articles of Confederation and Perpetual Union, and the problems the country was facing under them, particularly economically and on the border. (Remember that some delegates left the U.S. Constitutional Convention, and other delegates refused to sign it in protest.) Students might be asked to consider how close some of the ratification votes were in the state conventions, and how long it took some states to ratify it.

The featured sources for this question are as follows:

- A secondary or tertiary source, such as a textbook or teacher-made source, covering the weaknesses of the Articles of Confederation and Perpetual Union, particularly the economic problems, and the conflicts on the border. A summary of the contentiousness of the ratification and the time it took also should be included.
- Declaration of Independence (1776): “**The unanimous Declaration of the thirteen united States of America.**” (Again, note that East Florida and West Florida stayed loyal to the crown; it was not truly “unanimous.”)
- James Madison, Notes on the Debates in the Federal Convention, July 9, 1787:

Mr. KING [of Massachusetts] had always expected that as the Southern States are the richest, they would not league themselves with the Northn. unless some respect were paid to their superior wealth. If the latter expect those preferential distinctions in Commerce & other advantages which they will derive from the connection they must not expect to receive them without allowing some advantages in return. Eleven out of 13 of the States had agreed to consider Slaves in the apportionment of taxation; and taxation and Representation ought to go together. (Mr. King)
- James Madison, Notes on the Debates in the Federal Convention, July 11, 1787:

Mr. GHORUM [*sic*, of Massachusetts]. This ratio was fixed by Congs. [*sic*] as a rule of taxation. Then it was urged by the Delegates representing the States having slaves that the blacks were still more inferior to freemen. At present when the ratio of representation is to be established, we are assured that they are equal to freemen. The arguments on ye. [the] former occasion had convinced him that 3/5 was pretty near the just proportion and he should vote according to the same opinion now. (para. 8)⁷

Mr. MASON [of Virginia], could not agree to the motion, notwithstanding [*sic*] it was favorable to Virga. because he thought it unjust. It was certain that the slaves were valuable, as they raised the value of land, increased the exports & imports, and of course the revenue, would supply the means of feeding & supporting an army, and might in cases of emergency become themselves soldiers. As in these important respects they were useful to the community at large, they ought not to be excluded from the estimate of Representation. He could not however regard them as equal to freemen and could not vote for them as such. He added as worthy of remark, that the Southern States have this peculiar species of property, over & above the other species of property common to all the States. (para. 10)

- James Madison, Notes on the Debates in the Federal Convention, August 22, 1787:

Mr. ELSWORTH [*sic*, of Connecticut]. As he had never owned a slave could not judge of the effects of slavery on character: He said however that if it was to be considered in a moral light we ought to go farther and free those already in the Country. - As slaves also multiply so fast in Virginia & & [*sic*] Maryland that it is cheaper to raise than import them, whilst in the sickly rice swamps foreign supplies are necessary, if we

⁷ Some students might be offended by this quotation because it refers to Blacks as “inferior.” It might be excerpted or modified to address the objection.

go no farther than is urged, we shall be unjust towards S. Carolina & Georgia. Let us not intermeddle. As population increases poor laborers will be so plenty as to render slaves useless. Slavery in time will not be a speck in our Country. Provision is already made in Connecticut for abolishing it. And the abolition has already taken place in Massachusetts. As to the danger of insurrections from foreign influence, that will become a motive to kind treatment of the slaves. (para. 3)

Mr. RUTLIDGE [*sic*, of South Carolina]. If the Convention thinks that N. C. S. C. & Georgia will ever agree to the plan, unless their right to import slaves be untouched, the expectation is vain. The people of those States will never be such fools as to give up so important an interest. (para. 14).

- “**Mr. GHORUM** thought that Mr. Sherman should consider the duty [on slaves], not as implying that slaves are property, but as a discouragement to the importation of them” (Madison, 1787, August 25, para. 34).

- James Madison, Notes on the Debates in the Federal Convention, September 17, 1787:

Whilst the last members were signing it Doctr. FRANKLIN looking towards the Presidents Chair, at the back of which a rising sun happened to be painted, observed to a few members near him, that Painters had found it difficult to distinguish in their art a rising from a setting sun. I have said he, often and often in the course of the Session, and the vicisitudes [*sic*] of my hopes and fears as to its issue, looked at that behind the President without being able to tell whether it was rising or setting: But now at length I have the happiness to know that it is a rising and not a setting Sun. (para. 33)

- Klein (2020):

Although 55 delegates participated in the Constitutional Convention, there are only 39 signatures on the Constitution. Fourteen men, having already left Philadelphia, were not present for the signing, and only Delaware delegate John Dickinson had a proxy sign for him. Three delegates—Elbridge Gerry of Massachusetts and Edmund Randolph and George Mason of Virginia—were dissatisfied with the final document and refused to ink their signatures. (number 5)

- Benjamin Franklin’s (1789) letter to Jean-Baptiste Le Roy, “Our new Constitution is now established, and has an appearance that promises permanency; but in this world nothing can be said to be certain, except death and taxes” (emphasis removed) (“Death and Taxes (idiom),” 2020).

Phase III: Finishing the Inquiry

Phase III consists of step seven, staging the question; step eight, the extension; step nine, taking informed action, and step 10, finishing the IDM lesson by looking vertically. The last step ensures conceptual clarity and alignment throughout the IDM lesson (Swan, Lee, & Grant, 2018, pp. 141–148). (That review was done during the writing of this lesson, and therefore is omitted here.)

Step Seven: Staging the Question

Staging the question is a 15-to-20-minute activity that should spark student curiosity (see Swan, Lee, & Grant, 2018, pp. 109–117). To that end, have students discuss the following questions:

- How important is compromise in a representative democracy?

- Should a hungry person wanting a whole loaf of bread to eat accept one-half of a loaf of bread rather than receiving nothing at all and continue to go hungry, or possibly even starve to death?
- Are there some things that one should never compromise on? If so, what are they and why should one not compromise?

Read part of the definition of *impasse* from Merriam-Webster (n.d.): “**1** a predicament affording no obvious escape” and “**b** DEADLOCK.” (Merriam-Webster [n.d.] defines a predicament as a difficult situation.) Identify its synonyms as “logjam, . . . stalemate, standoff, standstill.” One might ask students to define it in their own words to check for understanding (e.g., an issue on which two or more sides strongly disagree, and do not want to compromise).

Ask student what some contemporary impasses in American politics are?⁸ This is done to create relevance by showing that impasses persist in modern American politics.

Finally, tell students that on the front page of the October 23, 1857, edition of antislavery newspaper *The Liberator*, editor William Lloyd Garrison wrote a nearly full-page article titled, “‘THE COVENANT WITH DEATH, AND THE AGREEMENT WITH HELL.’”⁹ Garrison condemned the U.S. Constitution’s compromises on slavery. Ask students if they think that this a fair attack on the U.S. Constitution? (The word *covenant* might have to be defined.)

⁸ The most likely answer might be abortion. However, students might need prompting. Other impasses to prompt them with include the death penalty (capital punishment), euthanasia (right to die/death with dignity/assisted suicide), gun control, immigration, environmental protection, freedom of religion (religious liberty), and the rights of lesbians, gays, bisexuals, transgender, and questioning people.

⁹ The title of Garrison’s article was placed in quotation marks, but it actually was a paraphrase from Isaiah 28:15a, presumably the *King James Bible* (2020). Verse 15 reads, “Because ye have said, We have made a covenant with death, and with hell are we at agreement; when the overflowing scourge shall pass through, it shall not come unto us: for we have made lies our refuge, and under falsehood have we hid ourselves. . . .” Verse 18 reads, “And your covenant with death shall be disannulled, and your agreement with hell shall not stand; when the overflowing scourge shall pass through, then ye shall be trodden down by it.” Iowa Code § 280.6 (2020) states that public school students cannot “be required to read such religious books [“as the Bible, the Torah, and the Koran . . .”] contrary to the wishes of the child’s parent or guardian.”

The scanned copy of the edition in which the article appeared was apparently bound, and parts of the opening, left-hand column are illegible. Efforts to find a legible copy online were not fruitful.

Step Eight: Extension

Extension tasks provide an opportunity for students to further develop communication and technology skills and demonstrate skills and understanding through multiple modes. They also provide opportunities to connect with other disciplines, such as English language arts (see Swan, Lee, & Grant, 2018, pp. 119–128). Below are some extension students can choose from:

- Analyze excerpts from the debates of the U.S. or Iowa Constitutional Conventions to determine how the arguments shaped the final documents.
- Evaluate how the background of delegates to the Second Continental Congress, the U.S. Constitutional Convention, and/or the Iowa Constitutional Conventions might have shaped their positions.
- Contrast how slavery ended in the North, but expanded in the South, particularly due to Eli Whitney’s cotton gin.
- Evaluate claims and counterclaims on the subject of reparations for slavery.

(The compelling question for this lesson might segue into another one: does the goal of ending slavery justify any means to accomplish it? Student should study revolts against slavery—particularly those by Blacks, and not just that by John Brown—as part of the inquiry. Henry David Thoreau’s approach of civil disobedience—refusing to pay taxes—could serve as a contrast to violence.)

Step Nine: Taking Informed Action

The purpose of taking informed action is so that students have an opportunity “to practice citizenship by applying the results of the academic inquiry to a real-world problem” (Swan, Lee, & Grant, 2018, p. 129). (On taking informed action and its three stages—understand, assess, and act—see Swan, Lee, & Grant, 2018, pp. 129–140.) While human trafficking is a serious, real-

world problem today, it does not connect as well with this lesson as another issue: forced prison labor. Thus, the taking informed action for this less is as follows: after investigating historical and contemporary use of prison labor with online and/or print resources, as well as diverse perspectives on the issue, write one’s legislators and congressional delegation to advocate for or against altering Amendment XIII, section 1of the U.S. Constitution and Article I, Section 23 of the Iowa Constitution of 1857, which allow for the use of forced labor as a punishment for people convicted of crimes.

Remarks on Teaching Slavery and Ethnicity in the U.S. Constitution

The Missing Question of “How?”

There is an important supporting question about the compromises over slavery in the U.S. Constitution that is not asked in this IDM lesson: how do the compromises over slavery in the U.S. Constitution affected that U.S. political landscape? In other words, how do they affect the power of slaveholders and the South vis-à-vis the free states of the North, particularly in the U.S. House of Representatives and the Electoral College. The power of slaveholders in the House and in selecting the president and vice president is essential to understanding the scope and depth of the systemic discrimination built in to the Constitution. Therefore, it is vital that students understand the political ramifications of the compromises. Nevertheless, this question is omitted here because the content students would learn might not be considered essential to answering the compelling question in light of the argument stems.

Evaluating Garrison’s Critique

During the staging of the question, students are asked to evaluation Garrison’s critique of the U.S. Constitution. As noted above, the IDM calls for spending only about 15 to 20 minutes on staging the question. If it motives students sufficiently, though, it might be worth while to

spend more time on the discussion, or return to it at a later time. Below is some information that can be useful during the discussion.

The Fugitive Slave Clause is arguably the only truly pro-slavery provision. It overrode any state constitutions or laws to the contrary, and compelled states to cooperate with the capture and re-enslavement of escaped slaves.

The Three-Fifths Clause taxed slaves. U.S. Supreme Court Chief Justice John Marshall later observed in *McCulloch v. Maryland* (1819), “the power to tax involves the power to destroy . . .” (p. 17). As an economist would note that it was an incentive to choose to divest one’s self of slaves and use free labor to avoid the tax as long as free labor was cheaper.

The Three-Fifths Clause also gave slaveholders less power in the House of Representatives than they wanted. It was the slaveholders who wanted slaves counted as whole people for the purpose of representation (see for example Madison, 1787, July 9, Mr. Madison; Madison, 1787, July 11, Mr. Butler & Genl. Pinkney, Mr. Butler), while slavery opponents did not want them counted at all for representation (see for example Madison, 1787, July 9, Mr. Patterson; Madison, 1787, August 8, Mr. Govr. Morris, para. 46). (The delegates spoke of taxing wealth since it was wealth in property, including slaves, that was taxed at the time, not income.) Some delegates were divided on the issue, regardless of regional affiliation. For example, George Mason of Virginia did not want slaves counted as fully equal as free people (Madison, 1787, July 11, para. 10). Nathaniel Gorham of Massachusetts also thought slaves should be counted as three-fifths of a free person (Madison, 1787, July 11, Ghoram, para. 8). Some Northern delegates, such as Rufus King from Massachusetts, did not believe that the South would accept the Constitution “unless some respect were paid to their superior wealth.” Under the Articles, “Eleven out of 13 of the States had agreed to consider Slaves in the apportionment of taxation;

and taxation and representation ought to go together” (Madison, 1787, July 9, Mr. King). James Wilson, delegate from Pennsylvania, disagreed, and asked, “Are they admitted as Citizens? then why are they not admitted on an equality with White Citizens? are they admitted as property? then [sic] why is not other property admitted into the computation?” (Madison, 1787, July 11, para. 31). (Remember that free Blacks counted as whole people, just as Whites.)

Article 1, section 9, clause 1, which permitted the trans-Atlantic slave trade to be banned in 1808, limited supply, which under the law of supply should have increased price. (That supply was replaced with domestic, natural increase.) It also allowed Congress to tax slaves taken captive from outside the United States of America, which further increased the price. Gorham said that the tax, was “a discouragement to the importation” of slaves (Madison, 1787, August 25, Mr. Ghorum, para. 34).

Article II, section 1, clause 2 dealt with the Electoral College, and depends on the Three-Fifths Clause. While it is true that the Electoral College institutionalized slavery as an aspect of choosing the president and vice president, it gave slaveholders less power in choosing them than if slaves were counted as whole persons.¹⁰

Article 1, section 9, clause 4, which governed taxes, similarly was dependent on the Three-Fifths Clause. Again, slaves were taxed rather than being untaxed.

¹⁰ After the end of Reconstruction, Southern states and a “five-fifths” vote in which all Blacks were counted as whole persons, but denied the franchise; all political power was held by Whites (Waller et al., 2020). Still, all of the presidents from 1876 until 1912 were Republicans. Democratic President T. Woodrow Wilson, however, was a southerner (born in Virginia), despite being governor of New Jersey when elected president. The context of the discussion in Waller was the Electoral College, but the same is true Southern influence in the House of Representatives. Nevertheless, partisan control of the House alternated relatively frequently from 1877 until 1931 (“Party Divisions of United States Congresses,” 2020).

Modern voter suppression methods, such as voter purges, voter identification, signature verification (exact match), restrictions on felons—who are disproportionately Black—from voting, reducing the number of polling places, reduced voting hours, and restrictions on absentee voting, perpetuate the systemic discrimination of that “five-fifths” system (see for example Johnson and Feldman, 2020; Sullivan, 2019).

The Amending Article prevented amending the ban on the trans-Atlantic slave trade and assessing taxes according to the decennial census prior to 1808. It protected the compromises that were reached, so both sides knew they would be honored.

Regarding the importation of slaves, Oliver Ellsworth, delegate from Connecticut, remarked:

As slaves also multiply so fast in Virginia & & [sic] Maryland that it is cheaper to raise than import them, whilst in the sickly rice swamps foreign supplies are necessary, if we go no farther than is urged, we shall be unjust towards S. Carolina & Georgia. Let us not intermeddle. As population increases poor laborers will be so plenty as to render slaves useless. Slavery in time will not be a speck in our Country. Provision is already made in Connecticut for abolishing it. And the abolition has already taken place in Massachusetts. As to the danger of insurrections from foreign influence, that will become a motive to kind treatment of the slaves. (Madison, 1787, August 22, Mr. Elsworth, para. 3).

Conclusion

This IDM lesson is but one component of learning about the nation's founding documents. Instruction should consist of a foundation and framework first begun in fifth grade that will be further built upon and filled in during the remainder eighth grade and high school U.S. history, civics, and government. How slavery, ethnicity, and systemic discrimination fit into foundation and framework is essential to true understanding U.S. history and government. The truth of systemic discrimination is reflected in the volume of Supreme Court rulings that are based on the Equal Protection Clause (U.S. Const., amend. XIV, § 1), which was meant to redress the legacy of slavery, that continues to grow to this day.

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Appendix

Inquiry Design Model (IDM)		
Compelling Question	Should the Founders have compromised on slavery to create a nation?	
Standards and Practices	L.8.1, L.8.2–2.c, L.8.4–6, RH.6–8.1–2, RH.6–8.4, RH.6–8.10, RI.8.1, SS.8.3, SS.8.5–12, SS.8.14–15, SS.8.21, SS.8.24–25, 21.6–8.ES.3–5, 21.6–8.TL.2–6, WHST.6–8.1–1.e, WHST.6–8.4–10, democratic beliefs and values, political participation skills, technology integration, civic literacy, technology literacy, employability skills, communication skills, and higher-order thinking skills	
Staging the Question	Discuss compromise, define <i>impasse</i> , identify contemporary impasses, and debate Garrison’s titled, “THE COVENANT WITH DEATH, AND THE AGREEMENT WITH HELL.”	
Supporting Question 1	Supporting Question 2	Supporting Question 3
What compromises were made on slavery in the founding documents of the nation?	How do the rejected and ratified constitutions of Iowa compare with the U.S. Constitution on the issues of slavery and ethnicity?	Why did the Founders compromise on slavery?
Formative Performance Task	Formative Performance Task	Formative Performance Task
In your own words, summarize the major compromises that were made in the founding documents of the United States of America on matters of slavery and ethnicity.	Compare the compromises over slavery and ethnicity in the three Iowa constitutions with those in the U.S. Constitution.	Explain why the Founders compromised on slavery.
Featured Sources	Featured Sources	Featured Sources
Excerpts from Jefferson’s draft of the Declaration of Independence, the Declaration of Independence, excerpts from the Articles, excerpts from Madison’s Notes, excerpts from the U.S. Constitution, and excerpt from <i>Federalist No. 54</i> .	Teacher-made background source, excepts the U.S. Constitution, excepts from the rejected Iowa Constitution of 1844, excepts the Iowa Constitution of 1846, and excepts the Iowa Constitution of 1857 (not amended).	Background source, except from the Declaration of Independence, excerpts from Madison’s Notes, Klein (2020), and Franklin to Le Roy.
Summative Performance Task	Argument	Write an argument that answers the compelling question, “Should the Founders have compromised on slavery to create a nation?”
	Extension	Analyze excerpts from the debates of the U.S. or Iowa Constitutional Conventions to determine how the arguments shaped the final documents. Evaluate how the background of delegates to the Second Continental Congress, the U.S. Constitutional Convention, and/or the Iowa Constitutional Conventions might have shaped their positions. Contrast how slavery ended in the North, but expanded in the South, particularly due the Eli Whitney’s cotton gin. Evaluate claims and counterclaims on the subject of reparations for slavery.
Taking Informed Action	Write one’s legislators and congressional delegation to advocate for or against altering Amendment XIII to the U.S. Constitution and Article I, Section 23 of the Iowa Constitution of 1857.	

Note. Adapted from Inquiry Design Model (IDM)—At a Glance, by J. Lee, K. Swan, & S. G. Grant, 2014, C3

Teachers: College, Career & Civic Life (<http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-glance.pdf>).

J. Keith Fry obtained an AA from Marshalltown Community College with honors, where he was named outstanding history student and did an internship in the Iowa Senate. He graduated summa cum laude from the University of Northern Iowa with a BA in history education. He is endorsed to teach American history, world history, American government, geography, sociology, economics, psychology, and all social sciences, grades five through 12. He has additional coursework in in cultural anthropology and criminology. He has taught under contract in both a Catholic secondary school and a public secondary school (grades seven through twelve).

Engaging Culture at the Elementary Level

Sam Kottke

Luther College

Darnelle Lyng

Luther College

We began our unit with the intent to create something that the third grade teachers at a local elementary school in Northeast Iowa, could implement to cover ancestry and serve as a foundation for the fourth grade trip to the local Norwegian history museum, the Vesterheim. What we ended up creating, blossomed into a unit that turns theory into an exciting experience that challenges students to learn about themselves in order to better understand others.

We wrote the unit over the course of a month alongside our supervising staff member, Zachary Fromm, who works with the third grade team as an instructional coach. The unit is designed as a genius hour project which spans 6-8 weeks. Each week the Decorah teachers typically spent around an hour engaging with the particular lesson or activity. In all, the unit consists of five lessons. During the trial run of the unit, Decorah teachers typically spent closer to eight weeks, as they opted to spend more time with a few of the lessons or focus on one particular activity for more time.

Foundation of the Unit

The unit is an identity study that allows students to dive into Hammond's (2014) three layers of culture. Hammond's work, *Culturally Responsive Teaching and the Brain*, is an essential read and deeply tied with the foundation of our unit. The three layers of culture she identifies and describes are: Surface culture, shallow culture, and deep culture. Surface level culture is observable, covering everything from our style of dress to eating habits. Shallow culture is not as observable but still apparent in our everyday lives. Shallow culture defines routines, family connections and conceptions of social factors, such as time. Deep culture reaches into our deeply held beliefs about the world and life. As students explore each layer of culture, they build their own identity tree. The surface culture fills in their leaves, shallow makes up the bark, and deep the roots.

Lessons

The first two lessons work with surface culture. In the first lesson, students begin by creating identity maps. They include things such as their favorite foods, activities, music, books, school subjects, personality traits, holidays etc. A survey of the identity map items turns into leaves on each student's tree. Using identity maps also provides a great opportunity to use technology, as various free identity mapping websites exist for the students to use.

In the second lesson, students bring a picture of a "family" member and a graphic organizer they completed at home about their "family" member. Family exists in quotations because we want to resist a conventional understanding of the word. The picture students bring does not have to be of a blood relative or of a living family member. It is of someone who is important to them, and influential in who they are. Students create a second identity map, this time about their family member. Students then share with a group of their peers about their

family member and the differences between the two identity maps. Using conversations had with peers, at home, and about differences, the students add several more leaves to complete the first part of their tree. The second lesson also begins to transition students into engagement with shallow culture because they discuss ancestry. Furthermore, discussions about difference help students perceive the specific rules and unspoken behavior of their culture and family. Both ancestry and unspoken rules and behaviors exist at the heart of shallow culture exhibiting student's transition from surface culture into shallow.

In lesson three, students engage in a "Find Someone Who" activity to have students interact with each other and the concept of difference (The Teacher Toolkit). Students find peers with similar or different items on their identity maps and talk about those comparisons. Students get to share aspects of themselves with other people, and articulate throughout this exercise what exists beneath the surface of their identity. Difference is cool and teachers are able to emphasize that throughout this lesson. The energy from this activity transitions into the creation of the bark. The bark is what students will use to talk about their shallow culture. The "Find Someone Who" pedagogy activates student critical thinking about their specific family and culture, and the debrief uses targeted questions to help students explore their shallow culture. Students create bark using answers to a series of questions, like "What do you think is rude," "What are big No's in your house," "What does it mean to be 'on time?' Early? Late?" and so on. In addition, students may also include the picture of their "family" member in their bark. The answers students create will be written onto wood-like pieces of paper, their bark, and go onto the trunks of their trees.

The fourth lesson centers around the "Accountable Discussions" pedagogy and the use of sentence stems (The Teacher Toolkit). This lesson transitions students from shallow into deep

culture. Deep culture makes up our deeply held beliefs about the world that guide how our brains function, how we act, and why we act. Deep culture is typically unconscious, but can be understood through reflection and engagement with difference.. In small groups, students use printed sentence stems to engage in conversations with their peers. The bark pieces students created during the previous lesson act as starters for the accountable discussions. For example, students could use the stem “I believe ___” and a bark piece to create the statement “I believe eye contact is polite.” Another student may use the stem “I agree with ___ because ___” to say “I agree with Billy because eye contact shows you’re paying attention” as a response to further the discussion. This lesson transitions students into deep culture by teasing out their rules and unspoken behaviors from their bark as beliefs.

The fifth, and final, lesson uses Facebook profiles to guide students through an articulation of their deep cultural beliefs. Understanding one’s culture is a lifelong process, and therefore, this unit is not intended to lead students to a perfectly clear understanding of their culture. Our unit is built as a key part in a much larger process. Students need to begin working with their culture at an early age, if they are to be culturally aware and sustaining adults. Our unit provides three example Facebook profiles of Kobe Bryant, His Holiness the Dalai Lama, and Lupita Nyong’o. Their “profiles” include answers for questions like “What do I believe is good and bad?” “How do I learn new knowledge?” and “Who am I?” The teacher should also create their own example to exhibit. The Facebook profiles provide starkly different cultural dynamics for students to engage with and compare, which they then use to create their own profile. Students then use their Facebook profiles to create roots. Deep culture is very difficult for a lot of adults to genuinely express, so this final lesson asks direct, focused questions to help students narrow in on their deep culture. The process for understanding culture is a continual journey, and

the earlier students are pushed to dig within themselves, the healthier their understanding of self and culture will grow.

We recommended to the third grade team that they planned a gallery walk after the trees are completed to showcase their student's work. Teachers gave each student a piece of poster paper, on which they created their trees. This allows students to reflect on their finished products and internalize the value of difference.

Conclusion

Writing and planning this unit was a challenge. It was not easy or simple to imagine engaging with such a complex topic in engaging and accessible ways. In addition, both of us are trained in secondary education, so approaching a third grade classroom is out of our comfort zone. However, the experience and growth of all parties involved was well worth the struggle. We as teachers must continually push ourselves in the classroom, in order to grow as culturally relevant educators. We are proud of what we created alongside the students and educators. Our main goal was to provide students unique experience with ancestry and identity to better contextualize their work with local Scandinavian culture during fourth grade. What was created was far more profound. Third graders not only gained a unique experience, but began the lifelong journey towards understanding culture's influence on their lives. Students learned about themselves and others. Throughout that process, students deepened their understanding of difference and its importance in society. Discussing culture and difference is paramount in our current society. We cannot afford to marginalize the value of confronting difference and learning from varied identities. We must provide students with a space to confront difference. Students are the future, and teachers have the power to make change, so teachers provide students with the tools they need to revolutionize our society.

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Sam Kottke is an aspiring English teacher from Plymouth, Minnesota. He attended Luther College, where he and Darnelle became planning partners. Sam strongly believes the classroom is a space where students discover identity and grow into change makers. Educators must go beyond diagnosing problems in society, and empower students to imagine realities beyond our societal structures, so students go from being taught how to fit into our world to how they can reshape society.

Darnelle Lyng is an aspiring high school social studies teacher from Fridley, Minnesota. He strives to continually emphasize the importance of a meaningfully diversified curriculum, and demand that we make concrete changes in education.

Appendix A: Identity Map Resources

“Online Diagram Software.” *EdrawMax*, www.edrawmax.com/online/new.

Appendix B: Unit plan and Lesson Scripts (With resources).

Unit Title: Genius Hour

Grade Level: 3

Subject Area/Topic: AP Language

Designed by: Sam Kottke and Darnelle

Length of Unit (days): 6-8

Summary of Unit: Students will engage with cultural and identity work over the course of six genius hours during consecutive weeks. Students will be led through various activities each hour, all of which help construct a culture tree. Students will, literally, build a tree through the placement of leaves, bark, and roots. The tree represents the three core layers of culture. The leaves are *surface* level culture: observable and concrete things, such as food, dress, music, and holidays. The bark on the trunk of the tree represents *shallow* culture: unspoken rules and norms such as friendships, concepts of time, attitude towards elders, familial practices, and rules centered on communication. The roots are then the *deep culture*: unconscious assumptions which guide their worldviews, things like what's fair and what's not, what's good and bad, what group harmony looks like to each person, decision making skills, and concepts of self. Work centered on the trunk and roots of the tree is very complex, and a continual process students will engage in their entire lives. Therefore, the activities throughout this unit will simply serve as an introduction to the deeper levels of culture, and help students begin to identify, engage with, and inquire about deep aspects of their identity. Activities will center on inquiry, both about themselves and their peers. Through inquiry, comparison, and the use of supporting questions students will identify various aspects of their identity represented throughout the tree. The culminating activity of this unit will be a gallery walk in which students both get to articulate what they have learned about their identity, culture and heritage and also learn about various cultural values present in their peers.

Iowa Core State Standards -

SS.3.1. Identify disciplinary ideas associated with a compelling question.

SS.3.2. Use supporting questions to help answer the compelling question in an inquiry.

SS.3.5. Construct responses to compelling questions using reasoning, examples, and relevant details.

SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.

Enduring Understandings

EU #1: Culture is an integral part identity.

EU #2: Asking compelling questions about culture leads to a more complex understanding of oneself.

EU #3: We are constantly in a state of inquiry to learn more about who are as humans.

Essential Questions:

EQ #1: Where do I come from?

EQ #2: What makes me who I am?

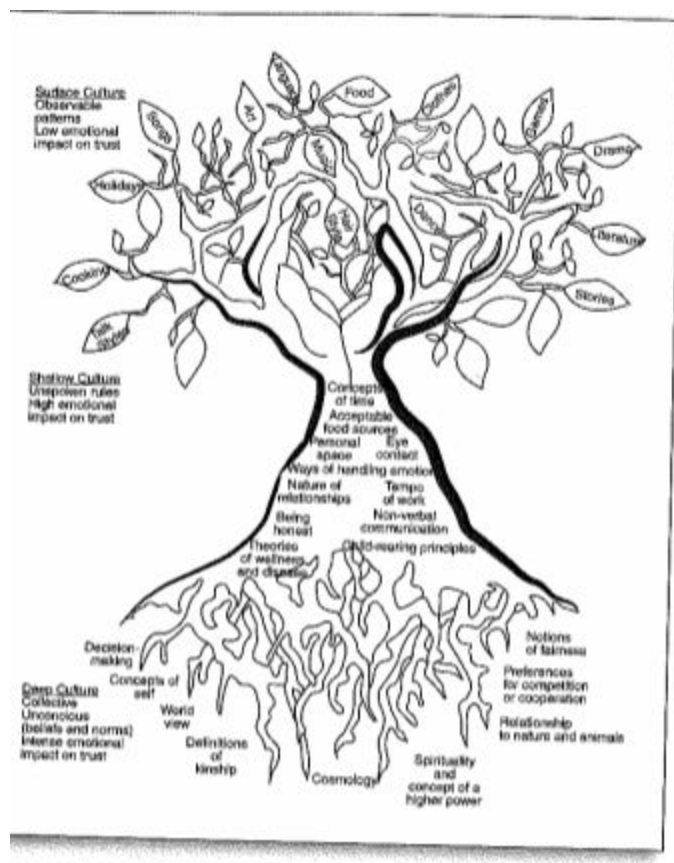
EQ #3: How do I see difference?

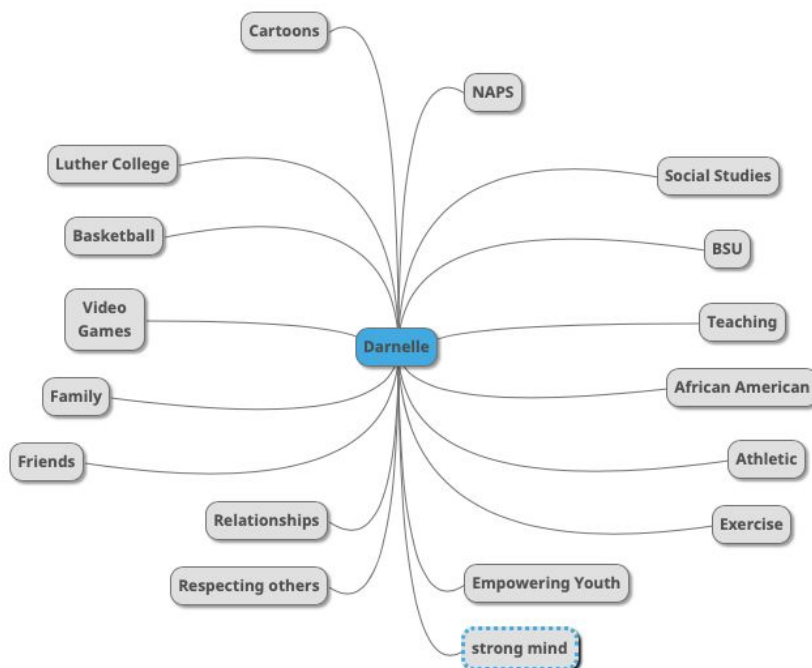
EQ #4: How does culture affect me?

Scope and Sequence:

Lesson #: Topic	EU	EQ	Main Topics
1- Identity Map basic		EQ #2: What makes me who I am?	Surface level culture: Identity map (Digital). Students will draw their tree and use their identity maps to create some initial leaves. Introduction to ancestry. For both teachers should present an example. It would be helpful to have both a familial and a non-family member example for the ancestry introduction.
2- Family Tree		EQ #1: Where do I come from? EQ #2: What makes me who I am?	Surface & Shallow Level Culture: Students will share their “Family” members in small groups. They will share what their family’s talked about, what they discovered, why the person they brought is important. Students will also use the identity map they created outside of school as another visual. Depending on time, students will create more leaves.
3- Creation of trunk, New leaves, & Find someone who		EQ #2: What makes me who I am? EQ #3: How do I see difference?	Shallow Culture: Engage in a Find Someone Who. Students will revisit their leaves and add new ones (in a different color) based off what they learned from their peers. Add their “Family” photo to the trunk of their tree. Create pieces of bark using their identity map created with their family.
4- Accountable Discussion		EQ #2: What makes me who I am?	Deep Culture: Discussion pedagogy in small groups. Students use sentence stems to engage in accountable discussion about their trees to that point
5- Creating the Roots		EQ #1: Where do I come from?	Surface, Shallow, & Deep Culture: (We could have students discover different people/stories around the room with examples of deep cultural traits and use annotated questions to articulate

		<p>EQ #2: What makes me who I am?</p> <p>EQ #3: How do I see difference?</p>	<p>what they noticed - this would then guide the creation of roots.</p>
<p>6- Gallery Walk</p>			<p>Surface, Shallow, & Deep Culture</p>





Day 1.)

1. (5-10 min) Short introduction of identity map:
 - a. Share a teacher example. Talk students through different categories/headings used. This is a fun chance to share more about yourself while getting students excited to write about themselves.
 - b. Use the PDF pages as a guide to the activity.
 - c. Use Bubbl.us to create mind maps (You don't need to create an account and they can be saved as JPEGs).
2. (10 min) Students create their own identity map:
 - a. The teacher will give students around 10 minutes to begin creating their own identity maps.
 - i. A significant amount of time is important so students can go beyond their initial thoughts.
 - ii. Surface level culture is everything observable, and these maps create a whole picture of their surface culture.
 - b. (5 min) After this ten minutes the teacher will have the students stop and offer a supporting question to deepen/broaden their thinking.
 - i. The teacher should begin pushing students to write more than just one word responses that serve their own maps.

- ii. This question will likely be different for every class depending on what the teacher has observed during the first 10 minutes.
 - iii. If students are too focused on sports or hobbies or personality traits, teachers can push students in new directions towards other aspects of surface level culture.
 - 1. Redirects towards food, music, games, stories/books, clothes, etc.
 - 2. EX: What kind of food does your family eat, do you cook? What kind of music do you listen to? What holidays do you celebrate?
 - iv. Students will take another 5 min to continue filling out their identity map
 - v. In total, students have 15 min for their identity map. (Jenn stopped here Day 1)
- c. (10ish minutes) Students draw their Culture tree and create a few leaves:
- i. On a large sheet of poster paper, students will draw a basic tree trunk with branches/top!
 - 1. An example/template may be nice to have.
 - ii. Students will use their identity maps to create leaves to put on their tree.
 - 1. The leaves will just be a survey of their identity maps. Students potentially will not put everything from their maps onto their tree, simply the most important and diverse/varied parts.
 - 2. Initial leaves will be green. During future lessons, students will be able to pick another color or use another color for leaves they discover later.
- d. (5 min) The end will be used to explain to students to gather a picture and discuss with a member of their family or someone they view as family about ancestry. Specifically students will be asking questions and discussing that familial person's ancestry. As students are keeping this in mind and preparing to do this outside of class they should also be prepared to bring in a picture of the person they focus on.
- i. Students do not have to bring in a picture of a blood relative. "Family" member in this case refers more broadly to key relationships which are influential in the lives of students. Using this definition, the photo students bring could be an old ancestor or a more modern relationship.
 - ii. Students will fill out a graphic organizer which focuses on both family/heritage and shallow culture ie. traditions and values during their conversation with family members.
 - 1. If students do not have a picture of their family member, this organizer will still allow students to be involved.
 - 2. Students will be able to record and remember their conversation with their family as well.

DISCOVERING ME

Families: We are in our second week of our genius hour identity project. We hope you found last weeks' letter to you helpful for the project we have started. In class this week, students have designed leaves of a tree as the "surface" characteristics of themselves. Using the chart below, students will explore the influence of a familial member. "Family" member in this case refers more broadly to key relationships which are influential in the student's lives (i.e ancestor/relative or non-blood relationship) on their identity/personality. Please sit down with your student and discuss. Please also send a picture, if possible, of the familial member your student focuses on.

STUDENT NAME: _____

Please begin by just talking about people in your family...

<p>NAME OF INFLUENTIAL PERSON IN YOUR LIFE</p>	<p>WHAT DEFINES THIS PERSON? WHAT DO THEY LIKE TO DO?</p>	<p>IS THERE A QUOTE OR A PHRASE THIS PERSON USES A LOT WITH YOU?</p>
<p>WHAT VALUES ARE IMPORTANT TO THEM?</p>		<p>HOW HAVE THEY INFLUENCED YOU?</p>

Try This

If you're doing this work on your own, think of a person in your life you'd like to know better. This could be an existing acquaintance, neighbor, relative, student, or, what the heck, your old college roommate whom you could call on the phone.

If you are reading this book as part of a teacher study group, PLC, or college class, potential better friends are sitting right in front of you! Set aside some time and ask everyone to think out someone they don't already know well or work with often. Change your regular seats if needed. Then pairs select one of the topics below and have a ten-minute conversation, taking turns and asking each other follow-up questions. This should be a natural back-and-forth chat, not sequential soliloquies. You can use a note-taking strategy if you want to remember information, but don't let it impede the flow.

What to talk about:

- Talk about the neighborhoods where you grew up.
- Talk about some accidents that have affected your life.
- Share some favorite family stories.

*Neighborhoods
Accidents
Deaths
Lives
Family Stories
- traditions
- trips
How have
they been?
Where before?
why?*

In reality, this process we call "getting acquainted" simply means exchanging bits of our identity with another person, back and forth, over time, in a controlled way. As we get to know more and more about each other, we almost always feel increasingly positive and friendly toward the other person. Indeed, we often begin calling them a friend.

In this chapter, you'll encounter a whole batch of brief but practical lessons teachers have devised to build identity, friendliness, and support in their classrooms. I was lucky enough to see these contributors in their schools in Chicago, California, Wisconsin, New York, and New Mexico (Such different cultures, but such similar classroom climates when the identity and empathy work has been done.)

To summarize all this: if you want a curious, collaborative, inquiry-ready classroom, then you are in the friendship-creating business. Start early and enjoy it!

GET TO KNOW OUR IDENTITIES

How do I see myself?

Beth Kaminski, first-grade teacher; **Megan Dixon**, second-grade teacher; and **Deb Zaffiro**, instructional coach at Glenwood School
Kristin Ziemke, first-grade teacher at Big Shoulders Foundation
Sara Ahmed, sixth-grade teacher at The Bishop's School

Each of these closely related variations shows a different way of inviting kids to map, draw, or otherwise represent their own identities. Rather than using out-loud discussions to surface these potentially tender topics, we offer quiet think time with a graphic model that allows kids a safe and thoughtful path toward sharing with others.

Identity Maps

At Glenwood School, kids in the primary grades create identity maps to share their lives, get to know their classmates, and generate ideas for later research and writing. Since most of these kids learn the concept of webbing at ages four and five in the school's kindergartens, children are ready and eager to try out this new form of mapping when they hit first grade.

The basic concept is simple: students put their name (or their self-portrait) in the center of a big sheet of drawing/poster paper and then branch off, listing things they care about—family, favorites, important memories—and topics on which they might be experts. Of course, kids do this only after their teacher demonstrates it first, using a list of possible identity topics (see Sara Ahmed's list on the next page). Through this modeling process, students learn fascinating personal information about their teacher and become extra excited to begin their own webs.

*How
to draw*

*How?
? from teacher/
parents just have to
ask kids about identity
research!*

Identity	
Personality	Favorite foods
Physical Features	Age
Opinions, beliefs	Gender
Perspective	How you treat others
Family	Financial status
Culture	Reactions
Ethnicity	Sportsmanship
Language	Lifestyle
Religion	Job
Environment & Community	Traditions
Nationality	Celebrations

Figure 2.1 is a recent identity web of my own that I started in front of a class to show kids the idea, and then gradually completed as children worked on their own webs along with me.



Figure 2.1 A recent identity web for Smookey

If my example looks quite detailed and illustrated, this is something that kids have taught me. Sure, they can sketch out something in a minute or two. But given a little extra time, they will invest extraordinary effort and artistic care in making these maps of themselves. In fact, we often see a hall after a couple minutes of web work time—followed by a second surge of detail, expansion, and illustration. As students construct their webs, conversations often break out in table groups and kids begin to learn about each other even before the web is complete.

Here are a couple of sample webs from Glenwood School last year, collected for us by instructional coach Deb Zaffiro.

In Beth's class, kids made their webs with very limited time, but most elaborated fully. As you can see in Figure 2.2, David has a twin brother, is a lover of facts (I hope he runs for office someday), and is a rescuer of endangered animals. Quite a resume for a six-year-old—and so much to talk about with your friends.

In Megan's room, her second-grade mapping veterans wanted to experiment with the format. Mason (see Figure 2.3) listed places he likes on the left (Disney World, Home, Blue Harbor, and his cousin's house) and things he likes on the right (math, science, reading, writing, family). Hey, Mason, #JoinMyClassNextYear!

Kelsey obviously leaves no doubt about who rocks! Perhaps borrowing Mason's left/right layout, she has carefully arranged the things she loves (dogs, my friends, and ramen soup) and hates (spiders, horror movies, and when I'm too short to go on an amusement park ride) on opposite sides of her web (Figure 2.4).

We usually have kids create identity webs early in the year, when we are intentionally working on positive self-identity and

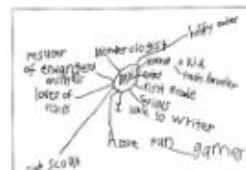


Figure 2.2 First grader David's identity web



Figure 2.3 Mason's identity map



Figure 2.4
Kelsey's
identity map

group collaboration. The next step is for students to share their webs with others, in a context that feels safe and comfortable. This might mean with one partner, a table group, or ideally the whole class. We like to hang the maps at well-spaced intervals around the room, and then have kids visit several classmates' charts. They bring along sticky notes and leave behind comments about connections ("I love dogs too") or questions ("What amusement park did you go to?"). We leave them hanging for days and make time for kids to "meet at our webs" and talk.

Partner Venns

First-grade teacher Kristin Zemke has pairs of kids use these familiar overlapping circles to create a partner web. She suggests you "go big" and do this on poster or chart paper, so kids can work side by side on the floor, at a big table, or on pushed-together desks. And when you or the kids draw the circles, be sure to make plenty of room in the middle space for the commonalities.

Kids begin working quietly, each on their side of the diagram, filling in attributes of their own identity. (If they need topic suggestions, you can co-create one fresh or adapt the Identity chart of suggested categories on page 26.) Next, have kids study each other's side of the diagram, looking for things they have in common (e.g., we both like to read, both have a big brother, both bring lunch to



Figure 2.5
Element
students' partner
Venn diagram

school, both speak Spanish). As they find these, they take turns copying them down in the center section.

Now invite kids to talk about other possible overlaps that might not be listed on both sides—or even on one side. As they keep talking, kids will notice other similarities (we both have brown eyes, we both have on Nike shirts, we play together at lunch).

To share similarities and differences across the whole classroom, hang up the posters at well-spaced intervals and have a gallery walk where kids can examine other peoples' diagrams. Visitors can bring a clipboard on which to create a running list of all the things that students in the class have in common—and bring those lists to a later meeting on the rug.

There are so many delicious variations of these "me" charts. Kids can map:

- What people say about me
- Questions I have about my identity
- What I hope my identity will be in the future
- Identities of book characters and historical figures

Day 2.

- I. Prior to this class, students have been tasked with bringing a picture of someone that the student considers family.
 - A. Students will have brought this picture to build a familial identity map.
 - B. Students will have also completed a graphic organizer on their family member.
- II. Introduction (5-10 minutes)
 - A. The teacher will explain to students that this identity map will be built around the person who they have a picture of.
 - B. In doing so, students will create a clearer description of the person.
 1. This means nationality, ancestry, hobbies, values, and experiences.
 - C. The teacher will show an example of the familial identity map as for the students to see the details.
- III. Once students are aware of the instructions have them get out their pictures and wherever they put what they talked with their familial member.
- IV. Students have already been through this once already because of this they should have a basic understanding of the process
 - A. Student will be given time to put together a basic identity map for their members (5 minutes)
 1. After this time the teacher should begin interacting with students and pushing them to think about writing deeper identifiers.
 - a) Values, stories maybe (5-10 min)
- V. Once students have been given the time to build the maps have them compare maps with their own. **(As students are comparing their own maps with their familial members map the teacher should go around taking notes on similarities and differences they are seeing in the familial members and their own maps. These will be used to create questions later).**
- VI. (this should be around 5 - 10 minutes)
 - A. Is there anything they see as way different than their own
 1. Similarities?
 - B. Is there anything that was new knowledge after talking with them?
 - C. Is there anything you thought about adding to your own map after this
- VII. Once students do this have them talk with a peer that isn't sitting next to them about the new identity map. (This should be around 5 - 10 minutes)
- VIII. Now after sharing and comparing with one other person have students think about what they thought about adding after talking with their familial member (10-15 min)
 - A. *Have students pick a new color leave in which they will write down these new identifiers and put them as leaves on there trees.*

Day 3

- I. Have students get the identity maps they built for themselves and for their family member.
- II. **(25 min) “Find Someone Who” (if possible try and get the instructions within no more than 5 minutes for time)**
 - A. Explain to the students that you will tell them to find a peer who’s identity map is similar or different to their own based off of a specific detail. These statements can be both similarities and differences. (Ex: find someone who has the same thing as you for a food category, or someone else who has the same sport or activity, and for difference Ex: for those who listed a sport find someone who doesn't, for those who have books find someone who doesn't). After reading the statement, students will pair up.
 1. This will allow students to see perspective differences and similarities. Though also engage with their peers.
 2. **It's important to share this as the point of the activity.** *Even though there are differences, it's not bad. Difference in identity is normal, cool, and creative. Difference is not negative.*
 - B. Once students are in pairs, they should talk about what they have on their identity map and why.
 - C. **(10 min)** Go through as many prompts as time allows. After 10 minutes students should put away their own identity maps and pull out the identity map/graphic organizer made for their familial member.
 - D. Students will repeat the process from A and B using their Familial graphic organizer (A second Find Someone Who).
 1. **Questions asked will need to be different and potentially broader during this second iteration.** Under point V during “Day 2” the teacher takes notes on their students’ maps/organizers to use during this portion of the lesson. Notes will help direct specific questions. **For example,** some classes may have students who all talked about countries their familial members come from, and for them this could be a questions (find someone who’s familial member comes from a different country). For other classes, they may all focus on where their Familial member lives now or lived, and that would be a different questions.
 - E. The biggest change is the students will be talking about their familial member, not themselves. ***They could:***
 1. Tell a story they remember about a time in reference to the specific identifier that involves their familial member.

2. Or to tell their peers about their familial member in a more general sense. This insight should allow students to get more insight into who they are. This is also the first step in identifying shallow culture as students will begin to touch on their behaviors through story.

III. **(10-15 min)** Creating the Bark - “Find Someone Who” Debrief.

- A. After students have completed the activity, they will use what comparisons they just made as a platform to articulate behaviors and move beyond simple things (moving from surface to shallow). It may help to utilize a slideshow with questions so students can visualize the various questions (**From Below**) they are answering. You may also go one question at a time, as that may make it easier for students to accurately create their bark pieces (less overwhelming).
- B. Questions:
 1. What do friends mean to you?
 - a) EX:
 2. What do you think is rude?
 - a) Ex: No saying excuse me after I burp, eating with your mouth open
 3. What do you think is polite?
 - a) Ex: Eye contact, P’s & Q’s
 4. What do your grandparents mean to you?
 - a) Ex: Grandparents make me feel comforting and safe
 5. How do you act towards elderly people?
 - a) Ex: Nice, open doors, help them if need be.
 6. What are big No No’s/rules in your house?
 - a) Ex: Not doing your chores, getting bad grades, not bathing
 7. What are ways to communicate without talking that are nice to you?
 - a) Ex: Waving, head nods, happy facial expressions, engaging body language (Could also be viewed as negative).
 8. Ways of communicating that are mean or rude?
 - a) Ex: Eye rolling, slouching.
 9. What does it mean to be ‘on time?’ 15 minutes early? 15 minutes late?
- C. The amount of questions you can ask will depend on time.
 1. This provides an opportunity for students to finish the next day and reconnect with the unit. If you are able to finish this all in one day great, but carrying over into the next lesson is fine and provides a nice transition.
 2. If time, asking each student about their familial member may help them create the bark to their tree:
 - a) When looking and thinking about that familial person what do they mean to you? What have they taught you?

- b) Engaging in one-on-one conversations for this question is also a successful pedagogy and has the potential to deepen student learning

IV. **(5 min/anytime left)** Finishing the Bark

- A. After students are done answering questions about the bark, they will also add their familial picture into the bark.
- B. “Because this picture or description you have represents part of you, it will be put into the trunk of your tree”

Day 4.)

- I. **(5-10 min)** Begin class by finishing the bark question from Day 3 and having students put their familial member in the trunk of the tree.
- II. **(30 min)** “Accountable Discussion Pedagogy” - small group portion
 - A. This Pedagogy provides students with short phrases to start a sentence (Called sentence stems) which they use to make statements and then respond to one another. Students learn how to engage in a discussion. Students also get a lot of practice with inquiry and answering questions because a lot of the stems involve inquiry. There is a link to the pedagogy at the end of this section.
 - B. (5 min) Explain to students this is a learning discussion and each contributor to the conversation is held accountable to give reasons and evidence for their opinions.
 - 1. This is essential to establishing an accountable discussion because students recognize the importance of every voice and perspective.
 - C. Explain that they will be given sentence stems, which they will use to make and respond to statements in small groups.
 - D. Organize students into groups of 3-4, but **do not** pass out the stems yet.
 - E. (5 min) Introduce students to the pedagogy by asking a student “What questions from last week (for bark) did you like answering.”
 - 1. Then, ask the student “Using the ‘I Believe’ sentence stem, how did you answer that question.”
 - 2. Explain to students that this is an example of how to start an accountable discussion. Students will use their Bark pieces to create starting statements for discussion. Explain that students will then respond using the other sentence stems to agree, disagree, ask questions, ask for more information etc. with their peers.
 - 3. If getting students to provide an example is a struggle, the teacher should provide an example of starting a discussion and maybe a possible response or two.

- F. After providing an example, explain the rules for discussion:
1. The teacher will tell students when to offer a new statement. Each student in the group will offer a statement. Students will use the sentence stems to discuss the original statement until the teacher says to switch and create a new statement. Everyone in the group must respond at least once during the discussion of each statement - but students may discuss, respond and ask further questions as much as they want before the teacher tells them to switch.
 2. Ask if they have any questions about the activity.
- G. (20 min) The teacher will place the sentence stems at each table.
1. A major goal of this activity is to get students to think deeper and ask questions about other cultures. This can help spark conversation and understanding into what students see as shallow culture. Students also begin moving towards thinking about deep culture by expressing their beliefs.
 2. Students will be using their bark pieces/answers to the questions from day 3 as source material for this initial activity.
 3. EX: Sentence Stem: "I believe ____." A student says "I believe eye contact is polite." Another student may use the stem "I agree with ____ because ____" to say "I agree with billy because eye contact shows your paying attention."
- H. This pedagogy was built for Elementary aged students, find more information at the link below.
1. <http://www.theteachertoolkit.com/index.php/tool/accountable-discussions>
- III. This statement should come from a response that was made when students answered the previous questions from last class (Bark questions)

Accountable Discussion Note Card Sentence Stems

I believe ____ because ____.

I agree with _____
because _____.

I disagree with _____
because _____.

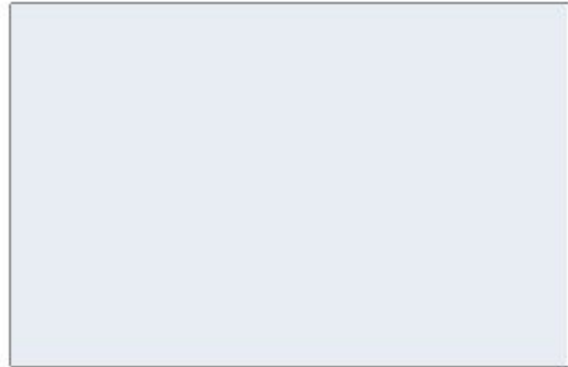
I understood that you said
_____.

May I point out _____?

Do you mind explaining
_____?

Could you please tell me
more about _____.

I'm confused. Would you
mind explaining _____?



Day 5.)

- I. **(15 Minutes)** Facebook profiles about deep culture
 - A. Teacher will have posted several facebook profiles around the room for students to ‘Discover.’
 1. See examples below for facebook profiles.
 2. The teacher should also create their own profile to post with the other famous people (because teachers are also celebrities).
 - B. The facebook profiles will serve as models for deep culture. The profiles will be built around beliefs. Students will work with and discover different styles of beliefs and then create roots using their own profile.
 - C. These profiles will include the questions:
 1. Who am I?
 2. What do I believe is good and bad?
 3. How do I learn new knowledge?
 4. What things do I think about before I do something? (What ethical principles guide me?)
 - D. As students are going around viewing the different profiles they will be writing in their graphic organizer (attached to the bottom). This will help students think about the different profiles they are experiencing, and begin to think about themselves and their own answers (which they will use).
 - E. Teachers should allot 15 minutes for students to write in their graphic organizers and walk around viewing the profiles. Students should be able to get through all of the profiles in the allotted time.
- II. **(15 minutes)** Create their own at the end of the exercise - will be used to create roots
 - A. Students should use the graphic organizer to fill out their own facebook profile. Students may use their pictures from the directory as the profile picture, and then fill in their answers to the profile questions (Typed or written).
 - B. This will allow students to engage with thinking about their own roots and illustrate that in a creative way.
 - C. This should take students 15 minutes. Also keep in mind that it may be more beneficial to have students unpack the profiles for a few minutes. Then have them think about themselves. This will make it helpful so that students are just copying everything they see on the profiles.
- III. Use the remaining time in class to have students transfer their profiles to their roots on their trees. This will help students create connections to why they are putting these parts into their roots.

Who Am I?	What do I believe is good and bad?	How do I learn new knowledge?	What things do I think about before I do something?
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FIRST NAME
LAST NAME

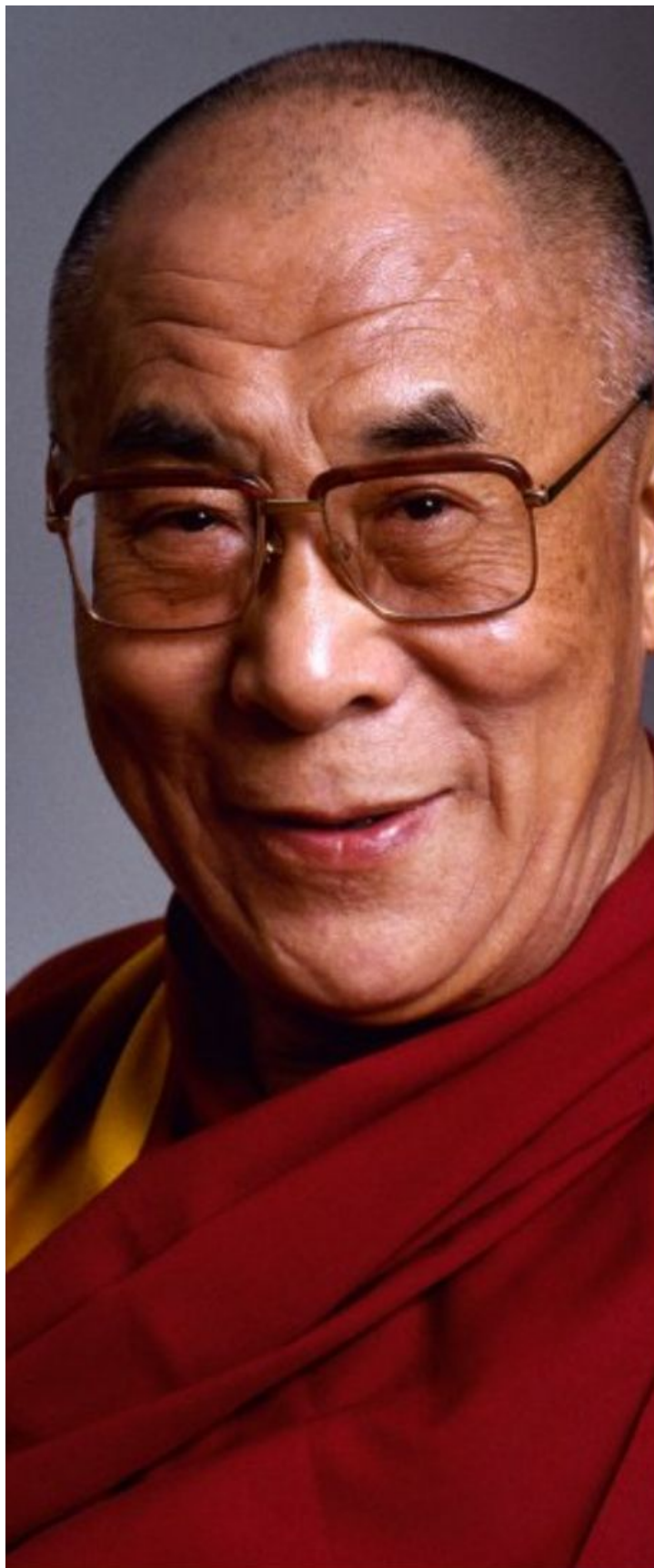


What do I believe is good and bad?

How do I learn new knowledge?

What things do I think about before I do something?

Who Am I?



THE DALAI LAMA

What do I believe is good and bad?

Bad - Being too serious, anger, hatred, violence, harm, greed, selfishness, money, fame, jealousy.

Good - Love, compassion, kindness, service, supporting other people, warm-heartedness, non-violence, inner peace, forgiveness.

How do I learn new knowledge?

I maintain an open mind and ask questions. I cultivate respect for other human beings so that when we talk I do not respond with hate, anger, or violence to their opinion.

I treat all other humans with love and compassion. They have knowledge to offer and I am able to learn from them.

I am not afraid of what others think of me, and I do not fear other people and their opinions and beliefs.

What things do I think about before I do something?

Humans are all born and die the same. Compassion, love, and affection must be primary motivators as we interact with the world.

Do I have a calm mind as I make my decision?

I make sure I am not making a decision from a place of anger, but from a place of love.

I think about how my decision will affect other people besides myself.

Who Am I?

I am the 14th Dalai Lama and I lead Buddhists all over the world, but especially in the country of Tibet. I believe my faith leads me to see the power of love and of humans to make a difference in the world. I believe in non-violence and peace because conflict is unnecessary. I am really funny and warm-hearted to everyone I meet because I am a hopeful person.



KOBE BRYANT

What do I believe is good and bad?

Good

Working hard
 Honesty
 caring
 Being understanding
 Strong Family
 Religion
 supporting
 Humbleness

Bad

Not Loyal
 not appreciating family
 Selfishness
 Over confidence
 Removing from community

How do I learn new knowledge?

Hands on learner
 Im a Hands on learner where I focus on trying and participating in new ways of thinking. Though I also push myself in how I see the world by conversing with many different kinds of people. I also learn from sharing my story with others.

What things do I think about before I do something?

How am I benefitting
 How is this going to effect my future
 Am I working my hardest - Mamba Mentality
 How will my daughters view my actions

Who Am I?

I am a father of 4 wonderful girls. I am a basketball player focused on helping the upcoming players. I am an inspirational speaker who helps bridge gaps worldwide. I am a man who is afraid, but doesnt let my fears change my actions of what is right and wrong.



LUPITA NYONG'O

What do I believe is good and bad?

Bad - judging based on gender
individual glory
lack of hospitality
polluting the environment
inequality
lack of respect

Good - promoting culture
equality for women
equality for black people
community values
supporting your family
working together as a community
friendliness

How do I learn new knowledge?

I learn new knowledge by reading and studying new topics. I also focus on watching new ways of expression that show creativity. I learn best in a community of peers, where knowledge is gained together. I learn from everyone around me.

What things do I think about before I do something?

I think about how women are impacted by my actions. I think about if I am challenging people's perspectives. I consider what my family would want me to do when I make a decision. I think about how younger generations will benefit from my actions.

Who Am I?

I am a Kenyan actress. I am a powerful black woman. I believe I inspire others because of my work for equality. I am the product of my ancestors and I use what my family has given me. I believe in the power of change, and the ability we all have to make a difference. I believe in giving a voice to people who have not had a voice before through the movies I am in.

How to Teach about Racism in Mostly White School Districts

Madelyn Kieler

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I have taught about racism in my high school classroom since I started teaching. As I have grown as a teacher, the conversations and curriculum surrounding racism have changed and evolved. This change has been most noticeable since the death of George Floyd and the conversation of racism has had more light in mainstream society. In response to this, many teachers and districts are changing the way they are educating students about racism, and many districts are engaging students in conversations about racism for the first time. Many White educators are questioning how to teach mostly White students about racism.

This work has never been easy, and students will not always be immediately receptive to learning about racism. Many White students feel comfortable talking about race when there are only White students in the room; however, as soon as there is one non-White student in the class, the bulk of White students become silent in fear of saying the wrong thing. Overcoming this is the first step in teaching about racism. The only way to have true conversations in your social studies classroom is to start with acceptance. Students must know that you accept them as they are and that you genuinely care about them and about exploring issues of race and racism. You must make your classroom a safe space. An important aspect of education about racism is to not

shame your students into silence. Many of our White students do not want to admit they could have said or acted in a racist way. With that being said, you cannot tolerate any racist, sexist, or prejudice behavior in your classroom and your students must know this from the beginning (Teaching Tolerance). If you would like more information on how to begin facilitating this type of critical conversation with students, Teaching Tolerance (2020) has great resources, including the article “Let’s Talk about It!” which is linked in the resources below.

When it comes the start of my instruction on race, I start small with short conversations about race and racism at the beginning of the semester. This leads to my unit on racism. My students have talked about resistance to laws and advocating for what they believe in. One way we look at advocacy is by examining songs like *Formation* by Beyoncé, *Fight the Power* by Public Enemy, and *You Need to Calm Down* by Taylor Swift. Music is one of the main “hooks” I use in my classroom because many of my students have listened to these songs in their life outside of school. By bringing these songs into my classroom, I draw their interest into the topic, while expanding their understanding of the culture they consume. These songs and others with similar political messages expose students to the ideas I teach in my racism unit without making racism the focus. The focus of the songs is to look at how the artist is advocating not what the artist is advocating for. A key aspect of these discussions is exploring how democratic governments must follow the will of majority while protecting the rights of minorities which often time bring up conversations of discrimination. We discuss what discrimination actually is, and we look at how discrimination can be a negative or positive thing (an example would be laws against underage marriage). These conversations and resources consistently expose students to diverse sources and anti-racist materials. It is important to make an anti-racist curriculum flow throughout a whole course instead of just within one unit on racism.

A way to combat this in your classroom is to talk about racism through a story or source (Teaching Tolerance, 2020). I use the movie *The Hate U Give* (Tillman, 2018) which was originally a book by Angela Thomas to initiate discussions about racism. *The Hate U Give* opens students up to how hurtful racism can be while allowing students to relate to many of the characters. A problem with previous education on racism is that many students were told that as long as you were not using extremely explicit phrases like the N-word you were not being racist. This movie shows them even after removing that word from your vocabulary you can still be racist. It looks into complex problems including the role of poverty, crime, policing, and education have on Black and Brown communities. Additionally, it shows how difficult it is for change to happen with all of these circumstances. From watching this movie in class, my students become more open to talking about racism because they can draw on the experiences and emotions they felt in the movie instead of their experiences from their own life. Using this movie to facilitate conversations allows students to examine and reflect on how their actions can have a negative impact without a student having to call out his or her peer for being racist (Teaching Tolerance, 2020).

When we watch the *Hate You Give* (Tillman, 2018), we spend more than a week watching the movie because we pause and have discussions along the way. While my students are watching the movie, they fill out a movie guide (linked below) that points to many of the topics above. One thing we specifically examine is how Starr's (the main character) White friends interact with her. We consistently question if their comments are racist and how their comments and actions have a negative effect on Starr.

We also examine the media's role in society and media bias. Starr's Black friend is shot and killed by a police officer in the movie, but the media focuses on him being a drug dealer. My

students examine how the media's interpretation of situations is biased. When my students look at media bias, we examine how different U.S. news outlets fall on the political bias spectrum. My students then pick a topic, and compare/contrast how four different news outlets discuss the issue. We look at how the media influences the narrative around real life shootings including the shooting of Trayvon Martin and Eric Garner. In the end my students are aware that no matter what news source they are listening to there is some bias and they need to be aware of that.

A new resource I am going to use in my classroom this year is the book *Me and White Supremacy* by Layla Saad (2020). Just like the movie *The Hate U Give* (Tillman, 2020), this book will allow my students to discuss racism without having to discuss their own personal lives in public. The book is not a narrative. Instead, it is a day by day journal which started as an Instagram challenge. I will read each day out loud for my students, and after, they will spend 10 minutes reflecting on their life and responding to journaling prompts individually, students will never turn these in and no one else will read them. The key to this in this is that no one will ever see them. This will allow my students to think about these sensitive subjects within their own life experiences and reflect on how they have been a part of some of these things without any of their peers knowing (Teaching Tolerance, 2020). My students will be writing these on their chrome books; students will be provided the option of writing each day in the back of their class notebook. After my students are done, the rest of the day's lesson will be based on the prompt. For example, one of the prompts deals with white privilege, so we will be spending the rest of the day discussing white privilege. We can also use *The Hate You Give* (Tillman, 2018) in these discussions because there are examples of white privilege within the movie.

Building an anti-racist curriculum takes time and commitment. It will not be perfect the first time, and as a White teacher, you will feel like you are making so many mistakes. You may

also be uncomfortable with the conversation. As the teacher, you must continue educating yourself and self-reflecting on your curriculum in order to do what is best for students. It is critically important that our students are exposed to multiple historical narratives and the effect these narratives have.

Resources

The Hate U Give Viewing Guide: <https://bit.ly/31iimDg>

References

Teaching Tolerance (Spring 2020). *Let's Talk About It!*, Tolerance.

<https://www.tolerance.org/magazine/spring-2020/lets-talk-about-it>

Tillman, G. Jr. (Director). (2019). *The Hate U Give* [Film]. Fox 2000 Pictures.

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Current Call for Papers, Spring 2021:

The Iowa Journal for the Social Studies (2021)

About the Journal

The Iowa Journal for the Social Studies is a peer-reviewed, electronic journal that provides an outlet for research, best practices, curriculum work, and media reviews in social studies education.

<https://iowasocialstudies.org/https/iowajournalforthesocialstudies.weebly.com>

Audience

Each issue of *The Iowa Journal for the Social Studies* will include work relevant to social studies researchers and educators in K-12 and higher education.

Proposed Call for Manuscripts—Volume 29, Issue 2

The editors of the *Iowa Journal for the Social Studies*, a peer-reviewed electronic journal, issue a call to submit manuscripts for the third issue. We are especially interested in manuscripts that feature research, conceptual and theoretical work, curriculum and lesson plans that have been implemented in the K-16 classroom, and media reviews.

Special Call:

The last year has seen multiple intersecting crises/pandemics in teaching social studies from COVID-19, the collective response to the murders of Ahmaud Arbery, Breonna Taylor, and George Floyd, and the Presidential election. These multiple events have impacted our teaching, creating a catalyst to push for social justice and equality and calling for us to innovate, invigorate, and transform traditional social studies education.

The editors are seeking articles that focus on imagining teaching social studies and address these complex issues including:

Love (2019) challenges us to think beyond the educational survival complex towards a model of education that seeks more than survival. Recent work on anti-Black racism in the classroom/curriculum suggests that survival is a problem in social studies spaces that builds on critique of structuralist approaches to education and educationalisation (Fendler, 2018) towards humanization (Bartolomé, 1994; Carter Andrews & Castillo, 2016). Then, what comes after “survival”? How do social studies spaces transition from surviving to thriving? Where do we begin in social studies? Is it recovery (back to normal, status quo), or something else?

While transitioning to alternate forms of education in response to the COVID-19 crisis has brought many challenges, it has also enabled educators to embrace new teaching techniques. With that in mind, we invite you to consider the following questions: How do we keep the best of what we learned and transform traditional forms of education? How do we make these new practices sustainable? How do we move from “crisis” to “after crisis”? How will we teach about these upheavals?

Authors are encouraged to draw upon recent literature in the field and/or propose lesson plans that reflect current and effective practices in the social studies.

CFP posted: January 2021

Submissions due by: March 1, 2021

Submissions sent out for review: Upon receipt-March 1, 2021

Reviews returned: April 15, 2021

Author revisions submitted: May 15, 2021

Publication: Summer 2021

Please send submissions to: dean.vesperman@uwrf.edu

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