

Social Studies Review

Journal of the California Council for the Social Studies



Cultivating Global Citizens for the 21st Century



Annual Issue 2020-2021

Volume 59

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Cultivating Global Citizens for the 21st Century

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The *Social Studies Review*

Journal of the California Council for the Social Studies

Annual Issue 2020-21

Volume 59

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Issue Introduction

This has been the most challenging year for teachers than I can ever remember. Many of us in early March or April believed an end to the pandemic would come by summer. The on-again, off-again teaching in the classroom presented teachers with a most difficult learning environment. Many teachers did not have the necessary technology, hardware, software, and training to move quickly into an effective online-only delivery system. Yet, teachers endured and worked through these challenges and continue to do so. Hopefully, by next fall, California will once again see students back in the classroom with face-to-face teaching.

The *Social Studies Review* will publish an abbreviated 2020-2021 issue. This is due to the extra workload of many educators and funding issues within our organization. We are planning to return to a full number of articles next year.

Our issue looks at the vital concept of global citizenship and how educators may cultivate awareness through curricula, instructional practices, and programs designed to develop global competence. Emily Schell, Executive Director of the California Global Education Project at the University of San Diego is the issue guest editor and lead article. Emily has a distinguished background in geographic education and environmental literacy, as well as serving as the editor of the *Social Studies Review* for a number of years. In her article, Emily describes some of the qualities that define global citizenship. She also reviews the work of the California Glob-

al Education Project (CGEP) looking at the four key domains of instructional consideration. At the end of her article, she introduces the other theme authors, Dave Potter, Barbara Vallejo Doten, and Kelly Leon.

As usual, we do have our three grade-level articles. Rebecca Valbuena steps in for long-term contributor Priscilla Porter with an article on virtual learning at the elementary level. Middle school author, Amy Vigil, focuses on overcoming challenges we all face when teaching during a pandemic. In our high school section, we have Chris Lewis describe how students can become involved with action-based activities in social science classrooms.

We do have a limited number of special interest articles. My contribution is a geography activity that allows students to utilize Google Earth and Google Maps to recreate a geographic model that helps students understand how Columbus generated his transatlantic concept. Professor Robert L. Stevens (University of Texas) writes an interesting approach allowing teachers to understand African American participation in the American wars through historical paintings and other art. With a view to helping teachers with technology resources, Karalee Nakatsuka provides examples for students to explore placed-based learning.

We hope you enjoy this issue. Feel free to contact me, through CCSS, anytime with comments or suggestions for our next issue.

--Al M. Rocca, Editor

Cultivating Global Citizenship

by

Emily M. Schell, Ed.D.

Executive Director, California Global Education Project
University of San Diego



Emily M. Schell, Ed.D., is Executive Director of the California Global Education Project at University of San Diego, School of Leadership and Education Sciences. A former teacher, district Social Studies Resource Teacher, and principal for San Diego Unified, Emily also served as History-Social Science Coordinator for the San Diego County Office of Education, preservice faculty at San Diego State University, and liaison for National Geographic Education. Emily is co-chair to the California Environmental Literacy Initiative, an ambassador for HundrED, leader to Compassionate San Diego, and a Royal Canadian Geographic Fellow. She has received the Taba and Delzell awards from CCSS.

What makes a person a global citizen? Education leaders have been providing answers to this question in order to define the goal of their efforts, to identify the achievements of their work, and to create measurable outcomes for global education. If we know what it is, perhaps we can cultivate global citizenship in our schools through curriculum, instructional practices, and programs designed to develop global competence.

A review of school or district mission statements and graduate profiles might lead one to believe that global education is alive and well in many of our schools and districts. Some graduate profiles state that graduates will be global collaborators, global leaders, cross-culturally competent, or ethical global citizens. Some California school mission statements include, “guiding all students to become ethical, global citizens” “equipping all students with the tools to become produc-

tive citizens in a global community” and “developing socially responsible, respectful, global citizens.”

In my work with educators across the state, we have unpacked what we think the knowledge, skills, and dispositions are for global citizens. Here are some of the qualities that define global citizens as shared by teachers and administrators:

- Curious and constructive
- Creative and critical thinkers
- Flexible and resourceful
- Multilingual, multiliterate, and multicultural
- Confident, courageous, risk-takers
- Leaders, collaborators, decision-makers
- Equity-minded and socially responsible
- Open-minded and unique
- Empathetic, compassionate, kind, respectful

- Strong communicators
- Active listeners
- Honors difference and perspectives
- Inquiry orientation

[World Savvy](#), a leading U.S. organization dedicated to global education, defines global competence as the skills, values, and behaviors that prepare young people to thrive in a more diverse, interconnected world. Furthermore, in a rapidly changing world, the ability to be engaged citizens and collaborative problem solvers who are ready for the workforce is essential. The Organization for Economic Cooperation and Development ([OECD](#)) defines global competence as the capacity to examine local, global and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development.

While the exact definitions may vary, there seems to be uniform agreement among educators that global citizenship is a worthy goal for contemporary education that prepares students for today's world. This world, which is often referred to as a "VUCA world" for its volatility, uncertainty, complexity, and ambiguity. This term, which was introduced in 1987 and used in the U.S. Army War College after the collapse of the USSR, has returned to popularity in response to recent events including this global pandemic, Black Lives Matter movement, #MeToo movement, climate crises, social justice protests, gun violence, and the U.S. 2020 election.

How we define global citizenship is

less important than how we help students to recognize, understand, and prepare for their active and important roles as local and global community members. These roles include decisions about what and how much they consume (e.g., energy, food, clothing, entertainment, etc.), how and where they travel, information they share and receive, jobs they fill, and organizations that they support. Before students graduate from high school, they should acquire the knowledge, skills, and disposition to understand and act on issues of local and global importance, which include respect for individual dignity, difference, and human rights.

In Social Studies, we have multiple opportunities to address issues of identity, culture, and community as well as power, oppression, equity, and justice. The themes presented in the California History-Social Science Framework, Appendix B: Problems, Questions, and Themes in the History and Geography Classroom, offer opportunities to address global citizenship with historic, geographic, and economic perspectives as students explore:

- Patterns of Population
- Uses and Abuses of Power
- Worlds of Exchange
- Haves and Have-Nots
- Expressing Identity
- Science, Technology, and the Environment
- Spiritual Life and Moral Codes

The Global Competence Framework, presented by the California Global Education Project (CGEP), provides guidance for the teachers to integrate global competencies



within and across disciplines. The framework defines global competence as the disposition and knowledge to understand and act on issues of global significance (CCSSO & Asia Society), and presents the Sustainable Development Goals (United Nations) adopted by countries to end poverty, protect the planet, and ensure prosperity for all.

CGEP has adopted the four domains, or capacities, for global competence presented by CCSSO & Asia Society (2011) to foster awareness and curiosity about how the world works, which is informed by disciplinary and interdisciplinary insights. Globally competent students are able to:

- **Investigate the world** beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research.
- **Recognize perspectives**, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
- **Communicate ideas** effectively with diverse audiences, bridging geographic, lin-

guistic, ideological, and cultural barriers.

- **Take action** to improve conditions, viewing themselves as players in the world and participating reflectively.

CGEP created the following indicators within the four domains for instructional purposes in developing global competence:

INVESTIGATE THE WORLD

- Pose questions to better understand issues and perspectives
- Identify and suspend assumptions and judgements
- Recognize the value of each person in a global community
- Explore the world with curiosity

RECOGNIZE PERSPECTIVES

- Keep an open mind
- Empathize with others
- Identify my personal perspectives and influences
- Examine the perspectives and influences of others

- Consider multiple perspectives and opinions
- Analyze cultural influences, connections, and contexts

COMMUNICATE IDEAS

- Share ideas and context with diverse audiences
- Actively listen to others
- Engage in civil discourse
- Consider the audience and communicate appropriately

TAKE ACTION

- Use evidence and values to guide plans
- Assess options and consider the potential impact of planned actions
- Apply creative thinking and solve problems
- Capitalize on available resources and partnerships
- Persist through challenges
- Act and reflect individually and collaboratively
- Act with respect for individual dignity, differences, and human rights
- Contribute to a better world

Combined with the Sustainable Development Goals, these global competence indicators guide the work of CGEP in supporting global education in K-12 programs in California. Benchmarks for the indicators are available at CalGlobalEd.org and provide performance descriptors for each indicator at three levels: developing, progressing, and practicing.

Teachers have found this framework useful in understanding and teaching global

competence. Kelly Leon said, “Utilizing the global competence framework in my curricular planning and instruction has helped me connect my discipline to the broader aims of education, while simultaneously showcasing for students the connection between what they learn in school and what matters in the world.” Dawniell Black shared, “Recognizing perspectives is vital for students to successfully move through not only their educational spaces, but in their daily interactions with others. We often focus on helping students to empathize with others and keep an open mind, but we don’t always spend the time we need to help students understand their bias, perspectives and upbringing and how that impacts their world view.”

With grounded ideas of what makes a global citizen, the question becomes *How do we cultivate global citizenship?* The articles in this issue provide some answers to that question as Kelly Leon, a teacher in Sweetwater Union High School District and Generation Global Cohort Leader for preservice teachers at San Diego State University, describes her high school Global Scholars program and makes an excellent case for geography education as a key to global education. Also, Barbara Vallejo Doten, CGEP Director and preservice supervisor at CSU Long Beach, writes about the power of story in cultivating global citizenship across the grades. Dave Potter, CGEP Director of Partnerships, describes the importance of a statewide network that supports teachers to ensure that California is global-ready today and tomorrow. These three contributors are part of a larger leadership network that cares deeply about access to high quality global education

for every student in California. If you are looking for more ideas, resources, or connections to this network, please contact me at

eschell@sandiego.edu or any of our CGEP directors through CalGlobalEd.org.



A Global-Ready California for All

by
Dave Potter

Director of Partnerships at the California Global Education Project
Jacobs Institute for Innovation in Education



A product of the California public schools system, Dave Potter is passionate about his state fulfilling its promise to provide all students with a world-class education. Dave's focus at the California Global Education Project is to build partnerships that empower teachers to participate in people-to-people exchanges and all forms of cross-cultural collaboration so that they and their students can build global competence while taking action on the UN Sustainable Development Goals. Priority partnerships include those that support environmental justice, civic engagement, and social-emotional learning.

The State of California promises to provide all students with a world-class education. This includes the challenge of preparing more than 6 million students to live, work, and thrive in a multicultural, multilingual, and highly connected world. In 2016, the California Department of Education took a step towards meeting this challenge by launching the [California Global Education Network \(CGEN\)](#), and publishing a report, *Educating for Global Competency*. This report calls global competence an "educational equalizer" and a top priority in the culturally, linguistically, economically, and politically interconnected twenty-first century. In the past four years, issues of immigration, refugees, sanctuary cities, climate crisis, COVID-19, historic unemployment, and Black Lives

Matters have clearly shown that global competence is a critical part of a modern education. Now is the time to invest in helping our children to understand and take action on real-world challenges that matter in our neighborhoods, our nation, and to our struggling planet.

One of CGEN's driving questions is, "How will we build global competence in California's students through teaching and learning in twenty-first-century schools and local communities?" California's social science teachers are key partners in addressing this question and the effort to build a global-ready school system. CGEN is powered by the [California Global Education Project \(CGEP\)](#), the state leader for providing real-world professional learning experiences for K

-12 educators seeking to foster global competence in all of our students. One of the nine networks the comprise the [California Subject Matter Project](#) managed by the University of California Office of the President, CGEP supports high-quality, standards-based, and interdisciplinary professional learning. For more than 30 years, CGEP has offered teachers communities of practice and leadership opportunities that leverage the latest disciplinary and educational research to improve content knowledge and pedagogy. Other founding partners of CGEN include: California Department of Education, California World Language Project, California History-Social Science Project, California Language Teachers Association, the California Council for Social Studies, and the California Geographic Alliance, which works with educators across the state to promote geographic literacy and global competence.

The work to foster global competence in students is interdisciplinary and aligned with existing state frameworks, standards, and initiatives. Supporting initiatives include: Whole Child Learning, Ethnic Studies Model Curriculum, [California Environmental Literacy Initiative](#), [Social and Emotional Learning](#), the State Seal of Biliteracy, Global California 2030, and the new State Seal of Civic Engagement; [ELA/ELD Framework](#), the [History-Social Science Framework](#), and each of the five areas in the [California Arts Standards](#) (dance, media arts, music, theatre, visual arts). Building on these supporting frameworks and guidance documents, the State of California is poised to be a real-world, or global-ready, education leader by elevating and integrating global education into core

content.

Despite evidence of global competence resulting in greater teacher and student engagement and achievement, however, the gap between the state's vision and classroom practice is wide. Few schools and districts have invested in global competency programs, projects, and resources. Many of these programs, like study abroad or International Baccalaureate, have not been widely accessible for all students and many are no longer possible during this pandemic.

This is where CGEN comes in. As a statewide network, CGEN can help close the gap between our vision and practice by connecting educators, students, parents, and community leaders across distance, experience, identity, and subject matter. Three approaches that CGEN can amplify and that are compatible with distance learning are: enable educator collaboration, expand participation in Communities of Practice, and increase access to virtual exchanges.

Enable Educator Collaboration

The [Learning Policy Institute](#) states that "working collaboratively, teachers can create communities that positively change the culture and instruction of their entire grade level, department, school and/or district." The state supports several initiatives to support teacher collaboration. The [California Collaborative for Educational Excellence](#) hosts a professional learning exchange and funds several pilot district and county professional learning networks. Other initiatives in the state that support collaborative educator communities include the [CUE Learning Net-](#)

[works](#), the [CLIC Project](#), and the [Educator Innovator](#), powered by the National Writing Project. All 300,000 California teachers should have the opportunity to connect and collaborate with peers, parents, and community leaders both within *and* outside the state.

Expand Participation in Communities of Practice

Expanding California educators' professional learning networks through online Communities of Practice (CoP) is an evidence-based and scalable path forward to a more global-ready California. According to Wenger-Trayner, CoPs are "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly." The [Global Education Futures Report](#) calls CoPs, "among the most traditional and the most natural forms of learning for humanity throughout our history," and, "no better way to transfer complex skills to learners." The USC Annenberg Innovation Lab research report, [Participatory Professional Development](#) provides case studies that illustrate how models and theories of connected and participatory learning need to be applied to professional development. Thousands of free & low-cost CoPs exist, such as Participate's United We Teach, World Savvy, Teach SDGs, and CGEP's Regional sites. The challenge is supporting educators' agency to find the CoPs that best fit their needs and interests, and then the time to build trusting relationships with their peers.

Increase Access to Virtual Exchanges

Virtual exchanges are an effective next step for California teachers who are collaborating in trusting communities. Virtual exchanges make it possible for all students to build essential skills while deepening their understanding of and ability to engage with peers from other backgrounds. Virtual exchanges, which are technology-enabled, sustained, people-to-people education programs, have evolved over the past 30 years from experience in the field of educational exchange and study abroad. Flexible and responsive to the explosive growth in new media technologies and platforms, virtual exchanges have been piloted at all levels of education from kindergarten through university and are distinctive in their use of new media platforms to enable deep, interactive, social learning. Virtual exchanges are widely supported by federal, state, and local education agencies, policy-makers, businesses, foundations, and universities as a means to develop a globally



and culturally competent citizenry. [Empatico](#), [Qatar Foundation International](#), and [Generation Global](#) lead a myriad of free virtual exchange communities and [projects to join](#).

Virtual exchange is a key tool for the real-world learning experiences that California needs to provide in order to prepare its students for future success. The policies, platforms, pedagogy, and people exist and are ready to help all California students build global competencies. But what is the catalyst to push virtual exchange into mainstream adoption?

Call to Action

California is global, from its demographics to its industries to its cultural im-

pact. Our K-12 education system must prioritize global competence to prepare our next generation to understand and be ready to leverage our influence wisely. Policy-makers, state and local education agencies, and funders are encouraged to invest heavily in programs that support teacher collaboration, communities of practice, and virtual exchanges. It's imperative that this investment focuses on underserved communities, including tribal, rural, migrant, juvenile justice, disabilities, resettlement, and LGBTQ, so that all California students, not just a select few, are ready for college, careers, and civic life, and prepared to make a positive impact in the world.

The Power of Story to Engage Global Citizens

By

Barbara Vallejo Doten



Barbara Vallejo-Doten is the Regional Director for the California Global Education Project at CSU Long Beach. A veteran history/social science teacher in Los Angeles and Long Beach, Barbara also worked as the Program Manager for the Los Angeles County Office of Education's Teaching American History Grants under the direction of Dr. Michelle Herczog and was the lead teacher for one of the first L.A. County Democracy Schools at Juan R. Cabrillo High School.

“The child who is not embraced by the village will burn it down to feel its warmth.”

—African Proverb

Most of us are familiar with the Nigerian proverb “It takes a village to raise a child.” But what if that village didn’t see that child? What if that village didn’t teach that child that they deserved to be heard, that they belonged, that they mattered? Should we be surprised that this child might rebel or even destroy the village? When we try to understand the recent events in the streets of some American cities, people crying to be heard, wanting to be seen, risking their lives to matter, we have to ask ourselves: What is my role in this? How did I see that child in my classroom? How did I provide them with the skills to be heard? How did I let them know that they mattered? As history-social science educators, we have a unique role to play in answering these questions. By doing

so, we help move the goal forward of what Thomas Jefferson laid out as the purpose of education when he stated, “An educated citizenry is a vital requisite for our survival as a free people.” Our survival as a free people. All of us. The collective. The common good. So where can we start? We start where we have expertise and abundance: in the stories of our nation’s people.

Latino Leaders Speak

Latino Leaders Speak: Personal Stories of Struggle and Triumph is a collection of stories about our nation’s people, edited by the Honorable Mickey Ibarra who served as Director of The White House Office of Intergovernmental Affairs under the Clinton

administration and Maria Perez-Brown who is an author and leader in television programming and development.

I have been waiting for a book like *Latino Leaders Speak: Personal Stories of Struggle and Triumph* for a very long time. This book is a compilation of inspiring short speeches given by Latino leaders who come from all walks of life and who made and continue to make a difference in the reshaping of this experiment we call America. From the stories in the speeches, you will read about personal accounts of resilience, compassion, courage, and yes, the importance of education. That is why when the California Global Education Project was approached to write the accompanying curriculum for this project, we welcomed this opportunity to partner with the Latino Leaders Network in making these powerful stories accessible to all educators who teach and inspire adolescents from middle and high school to early college.

The learning activities in this curriculum are organized around real-world global competencies that encourage all students to investigate the world, communicate effectively, recognize perspectives, and take action. Each set of learning activities is focused on a leader and his/her/their story in the book and begins with a framing question that relates to the experience of the Latino leader being studied. Questions such as *Why is it important to be proud of your heritage?* or *How might you contribute to a better world?* or *What does it mean to have a voice?* engage students to think about the experience of the Latino leader and what they might learn and apply to their own lives. Graphic organizers, robust question-discussion activities, short video

clips, and civic action opportunities further support the key lessons of each of the highlighted speeches and calls for both educators and students to activate their learning and leadership. Each segment presents a “hook” to engage students and is designed to fit easily with topics of discussion in courses including Ethnic Studies, U.S. History and Geography, English Language Arts, Health, Science, and any other discipline where the stories of people who struggle and triumph in order to create a better society are important.

The Latino Leaders Speak curriculum and associated chapters from the book are available for [free download](#) at CalGlobalEd.org.

Global Book Bags

In 2015, U.S. Census Bureau data showed that California had the largest racial/ethnic minority population in the United States. According to the Public Policy Institute of California, California is now home to a quarter of the foreign-born population nationwide. Indeed, by 2050, minorities will be the majority in America. We are a multiracial, multiethnic, multi-religious society; a microcosm of the human diversity of the planet. This brings both a great opportunity and responsibility. How do we prepare our youth to live, work, play, and thrive in communities with such rich and multifaceted landscapes? Here is where stories about people from different parts of the globe, including our own local communities, could help inform the questions students will raise, challenge stereotypes, and move us closer to a “more perfect union” for all people.

Global Book Bags are learning re-

sources developed by the California Global Education Project that use children's literature featuring stories from around the world to help inform students' view of the world. The book bags are designed to assist K-5 students in practicing their global competence and literacy skills and engage parents/guardians in learning activities. Each Global Book Bag consists of a globally themed age-appropriate book, a set of instructions, and materials necessary to complete the learning activities described in the instructions. Students take the book bags home for 4-5 days to share with an older family member. Ideally, a teacher has as many book bags as students in the class so that each week students can receive a different book bag. At the end of the week, when students return their weekly book bags, the class can engage in a variety of learning activities that allow them to share what they learned from their book bag. Book bag instructions are in both PDF and Word formats to allow the teacher to make any necessary adaptations to meet the needs of their students.

In addition, the California Global Education Project has created annotated and cross-referenced lists of these children's books, compiling and organizing them around relevant themes and connecting them to global competence indicators as well as social and emotional learning goals. The themes include: Global Citizenship, Geography, Environmental Literacy, Resilience-Restoration-Rebuilding, Social and Emotional Learning, STEAM, and Sustainable Development Goals. A new book list focuses on Identity, Culture, and Social Justice in response to recent events and CGEP's commitment to racial

justice. Bringing the stories of children from around the world into the classroom helps students connect to topics that are of importance to them and facilitates the development of empathy. For example, *The Color of Home* by Mary Hoffman, is the story of Hassan, whose family was forced to flee their homeland of Somalia and make their way to the United States. In his first days at school, Hassan paints two pictures of his home. The first picture depicts his refugee experience: flames, guns, and blood. His teacher responds with, "It's all spoiled." With the help of an interpreter, the teacher gains a better understanding of Hassan's experiences. The next picture Hassan creates is a happier one. Even though Hassan misses his home in Somalia, his second picture depicts a more hopeful outlook as he finds there are many things to like about his new home in America. Many of our students can relate to being the outsider, the newbie, the other, the one misunderstood by people not familiar with his/her/their culture or history. Many can also relate to the trauma that these experiences cause. By sharing the stories of people like Hassan and others, students have an opportunity to see themselves in these narratives and hopefully gain inspiration from them. They start to develop a worldview of humanity that is more empathetic and compassionate towards the experiences of others. The stories also ignite their curiosity: Why is that country at war? Who is responsible? Where are the resources needed to address these problems? What can I do? What is the meaning of home?

Global Book Bag [resources](#), [book lists](#), and workshop information available at CalGlobalEd.org.

Stories are tools for empowerment. They are signposts. They help us find out who we are, what we stand for, and what is possible. As educators, we can bring these stories into our curriculum as well as assist students in creating their own stories. Then, we have to help them sit with their stories, learn how to ask the right questions, and develop their own agency to take action. Dr. Vincent Harding, an African American historian, scholar, and social activist (he drafted Martin Luther King's speech against the war in Vietnam, *A Time to Break Silence*, as well as An Open Letter To President Obama after Osama Bin Laden's killing, *Walk Free My Son*) once said, "This country cannot become its best self until we find ways more effectively of institutionalizing the process of sharing the stories of the elders." He was talking about the elders in the Veterans of Hope Project he helped to create at the Iliff School of Theology in Denver, Colorado. This organization houses over 70 interviews and stories of men and women who are "veterans of movements of social change." But his point could be expanded to include those stories that aren't usually included in our textbooks (like those in *Latino Leaders Speak*) or in the resources we choose for our classes (Global Book Bags).

Burning down a village is an option for those who feel disenfranchised, discounted, dis-abled. Perhaps dismantling the systemic injustices can avoid total devastation. Let us use stories to stoke the fire of compassion and acknowledge the lived experiences of our students. The warmth from that fire will continue to embrace them as they learn and grow into caring and knowledgeable

global citizens. Then, they will not only care for their village, but recognize that the well-being of their village depends on the well-being of other villages, and maybe even work towards a more equitable and inclusive global society. I can't think of a better collective outcome.

More Resources

[Global Oneness Project:](#)

The Global Oneness Project believes that stories play a powerful role in education. Founded in 2006 as an initiative of the Kalliopeia Foundation, they aim to plant seeds of empathy, resilience, and a sacred relationship to our planet. Using stories as a pedagogical tool for growing minds, the Global Oneness Project brings the world's cultures alive in the classroom. Committed to the exploration of cultural, environmental, and social issues, they offer a rich library of multimedia stories comprised of award-winning films, photo essays, and essays. Companion curriculum and discussion guides are also available. Find recorded webinars as well, featuring filmmakers, photographers, and other storytellers discussing insights to their work.

[PBS American Portrait:](#)

PBS American Portrait is a national storytelling project aligned with PBS's 50th-anniversary celebration. This program invites America to participate in a national conversation about what it really means to be an American today. To answer this question, PBS and its partners are collecting photos, videos, and text submissions from across America to capture the state and spirit of our

nation. Share your story now.

[StoryCorps:](#)

Their mission is to preserve and share humanity's stories in order to build connections between people and create a more just and compassionate world. Short (2-4 min.) stories are available from across America and across racial/ethnic/class lines. These provide an excellent introduction to storytelling and can promote active listening among students.

[The Veterans of Hope Project:](#)

The veterans represent a broad range of social justice struggles, including the southern freedom (Civil Rights) movement, Black Power/Black Arts movement, Chicano Rights movement, Women's movement,

struggles of Indigenous peoples, Gay and Lesbian human rights struggles, as well as activists from South Africa, Mexico, Guatemala, Thailand, Brazil, and South Africa. In the interviews, our elders reflect on their personal histories as well as the values, faith, and practices that have guided their lives and work.

[This I Believe:](#)

Beginning in 1951, radio pioneer Edward R. Murrow asked Americans from all walks of life to write essays about their most fundamental and closely held beliefs. The collection of "This I Believe" essays are available to listen to online or read from published volumes. Curriculum is also available through NPR.

Cultivating Global Scholars: The Case for Geography in California's Schools

by Kelly León



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For the past three years, I have made the short journey from the high school where I work south of San Diego to the feeder middle school with two of my colleagues. We spend our day attempting to convince eighth-graders to join the next cohort of Global Scholars as high school freshmen. Now in its third year, the program is an attempt to address the ongoing challenge and possibility of convincing diverse learners that school can be a worthwhile endeavor. It is also an attempt to push back on the notion that schools' main purpose is to make children into workers (Mitchell, 2018), increase the nation's economic advantage, or in the words of Mike Rose (2014) turn our students into "economic indicators" (p. x). Each year, a heterogeneous group of students from all academic pasts and diverse ethnic and socio-

economic backgrounds self-selects into the 130-student cohort. They proceed to take ninth-grade English, Environmental Biology, and Human Geography with the same three Global Scholars teachers who meet regularly to discuss curriculum, pedagogy, and perhaps most critically, ways in which we can support and enrich our students' education. An underlying assumption of Global Scholars is that learners should be provided the chance to interrogate the world in all its obstacles and opportunities. Global Scholar students seek to understand their own positionality (how they see the world and how the world sees them), their local community, and how their local reality connects to the global context. The global for Global Scholars is not just that which is over there, but something immediately significant to the students' lives

in southern California. Utilizing the California Global Education Project's Global Competence Framework (2020) and the United Nations' Sustainable Development Goals (2015) as umbrella frameworks for all three courses, students capitalize on the disciplinary perspectives of each content area in service of these larger educational objectives.

Global Competence and a Global Mindset in California Schools

Like the Global Scholars program, this issue of the *Social Studies Review* is concerned with the idea that schools and specifically social studies can contribute to the formation of globally competent citizens. While there are some who advocate for global competence and a global mindset in schools based on economic imperatives or preparing learners for the knowledge-based economy (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2019; United States Department of Education, 2018), others argue that schools should teach global competence and citizenship in order for students to help solve the world's most pressing problems (Burbules & Torres, 2000; Harshman, 2016). Most compelling to many educators is the call to think about school as a mechanism to prepare students to be thinking, engaged citizens (Westheimer, 2015), who ultimately act in ways that will yield a more just and sustainable planet. Schools can also be places of obstinacy (Biesta, 2019), resisting aspects of our globalized society that perhaps need to be re-imagined or even eradicated.

Certainly, part of being a global citizen means understanding the injustices of our

time. It seems the Black Lives Matter movement has successfully woken up some educators to the realities our Black, Indigenous, and People of Color (BIPOC) communities face. It is heartening to see colleagues seek out historical and anti-racist texts to make sense of what is occurring and for them to advocate for trauma-sensitive practices (Jennings, 2018), culturally relevant teaching (Gay, 2018), and culturally sustaining pedagogies (Paris & Alim, 2014). All to say that school systems should balance the cognitive needs of students with their personal and social development so that they may evolve into citizens that can face not only challenges in their own lives but broader societal ones as well.

If we are to prepare such citizens, Tichnor-Wagner, et al. (2019) make the case for globally competent teachers in all disciplines. They are clear to articulate that global competence is not a discipline itself, but a way of teaching subject knowledge in disciplinary and interdisciplinary ways so that students gain an "understanding of the cultures, systems, structures, and events around the world and how they are interconnected with one another and with our own lives" (Tichnor-Wagner, et al., 2019, p. 10). To support teachers in becoming globally competent, California is fortunate to have the California Global Education Project (CGEP), which provides professional development and support for K-12 educators "to develop the knowledge, skills, resources, and leadership needed to foster global competence in all students" (CGEP, 2020). In addition to calls by global education advocates and authors, the state of California has established their com-

mitment to educating for global competency via the publication of their findings and corresponding recommendations from the California Global Education Summit (California Department of Education, 2016) and via Chapter 10 of the California Department of Education English Language Arts (2015) framework. While few educators would argue the importance of students having a global mindset and the dispositions, skills, and knowledge needed for their futures, this does not take away from their long list of competing priorities. If the State of California is serious about a more globally informed populace, why is geography, perhaps the most perfectly positioned discipline for this aim, not a required course for all students?

The Rationale for Geography in California

History and social science (HISTORY-SOCIAL SCIENCE) represent a core discipline, yet it is consistently overlooked, especially when we consider the money that follows Science, Technology, Engineering, and Mathematics (STEM) subjects and the testing that drives English Language Arts and Mathematics (Fitchett, Heafner, & Lambert, 2014). Given the increasingly crowded curriculum space in schools, history-social science must constantly justify its relevance and this is particularly true for geography (Jones & Luna, 2019; Lambert & Solem, 2017). In California, geography's survival as a stand-alone discipline for all students seems grim. This, despite the fact that the number of students taking Advanced

Placement (AP) Human Geography has grown (Lanegran & Zeigler, 2016; Kaplan, 2019). This growth, while positive, also generates concerns about unequal access to a school discipline that arguably holds prime relevance for preparing students to understand the world and their place in it. It is precisely this unequal access that validates the need to better understand the rationales for a stand-alone geography course; a course for all students, regardless of their access to or preparedness for Advanced Placement. Furthermore, it is of interest to center California's diverse learners -- defined as a group consisting of individuals whose identities are complex and significantly varied in terms of ability, race, economics, language, and a host of other factors—as being well-positioned to interact with geography in ways that both recognize and reaffirm their unique and complex intersectional identities (Crenshaw, 1990; Gorski, 2016).

Early data analysis suggests that the percent of ninth-graders enrolled in a geography course varies greatly across counties and districts. While the ninth grade is the most common year to take a stand-alone geography course, statewide, less than 10% of students at this grade level are enrolled in geography (California Department of Education, 2019-a). AP Human Geography course participation is also quite varied with the greatest rates tending toward more metropolitan counties (California Department of Education, 2019-b). If geography can help students better understand our world, why is there such an inadequate provision of geography instruction? While geography standards are

in fact embedded in California's social science courses, the extent to which teachers have enough geographical understanding to embed geographic thinking into their courses is of concern. There is no doubt this relates to a lack of resources (in teacher education, professional development, etc.) and policy commitments, perhaps most clearly expressed by the fact that geography is not a required "A-G" course for University of California/California State University admissions. A decrease in geography course offerings is inevitable without a resurgence of systemic support and professional development resources. This challenge is noted in the United States Government Accountability Office (GAO) (2015) report an insufficient capacity for teaching geographic knowledge to students. Despite the fact that geography has much to offer K-12 students, its potential value is unrealized. Perhaps the way geography has been traditionally conceptualized and taught is the problem. The GAO (2015) identified access to "high quality, engaging geography textbooks and lessons" as a reported challenge in providing K-12 geography instruction (p. 17).

Re-conceptualizing what a ninth-grade geography course could look like in California would benefit all learners, but social justice-minded educators might consider how expanding access to geography could positively contribute to affirming our most marginalized students' place in the world and helping them form their identity (Huckle, 2002). Taught well, geography can help students decolonize their worldview (Harshman, 2015) and help them better understand complex global challenges like unequal access to

resources, opportunities, and even jobs. Young, Lambert, Roberts, & Roberts (2014) argue that any strategy for promoting social justice aims must begin with the question of knowledge. A well-constructed geography curriculum contextualizes knowledge about the world at different scales, helping students understand the challenges of our time while providing opportunities to envision "new stories" for our communities and the world (Hicks, 2016, p. 73).

Certainly, the most pressing challenges we face are ones we share with people and places across the globe. Beyond the biophysical, the interconnected nature of our world plays out in substantive ways from the global financial system to the globalized supply chains and food systems that culminate with our every-day purchases. There are cultural interconnections too, as social media, video games, and genres of media and film transcend borders. Of course, a globalized world affects our students in ways they probably don't think about either and in fact, geography can serve to help them conceptualize how the systems of global interconnectedness put them into relationships with people and places around the globe; aspects of the global understanding that go beyond their everyday experience (Lambert, 2014, Chapter 7). Massey (2014) summarizes nicely that globalism "is part of popular consciousness, to which students need to be introduced. And geography is one of the few disciplines that have the potential to bring together some of this complexity, to address this dynamic interdependent world and, indeed, to address the very question of what we mean by global" (p. 36).

One of our greatest challenges is no doubt anthropogenic climate change, which has global implications but also localized effects. Geography helps students grapple with causes of climate change that might normally go unchallenged (e.g., overconsumption and consumerism) and also contributes to their ability to understand the various ways governments and policymakers are responding to its effects. In California, this means thinking about land use and the effects of wildfires, cities' decisions regarding coastal development as they relate to sea-level rise, and the role climate change has played in the forced migration of Central Americans to the California/Mexico border.

The extent to which the majority of history/social science educators grasp the importance of environmental literacy and are willing to set aside the space to incorporate it into their history-heavy courses is a valid disquietude. Geography, again, seems to be the social science discipline best positioned to deal with the complexities of this problem. In a recent article, the Chief Education Officer at National Geographic Society, Vicki Phillips (2020), rightfully asserted "To prepare our young people, we owe them a high-quality geography education" (para. 5). Unfortunately, Ms. Phillips followed those remarks with the claim that "We don't have to hire more geography teachers or add more geography classes" (para. 7). Respectfully, more geographically-trained teachers and geography classes are precisely what we need. Whether these disciplinary-trained teachers go on to teach history and geography courses in California or stand-alone geography courses, their

disciplinary knowledge is the difference between students ultimately gaining access to geographic knowledge and skills or not. It might also be the difference between students gaining the geographical insights needed to make better individual decisions about our current and future environmental challenges. Murphy (2018) asks us to "consider what is lost if geography is not part of the educational mix. Students may never be encouraged to develop even a basic understanding of how the world is organized environmentally, politically, and culturally" (p. 111).

Returning to this journal's theme, it seems important to think about the way in which geography might contribute to a student's notion of global citizenship. Lambert and Morgan (2010) argue geography is not for making citizens, however, the discipline can contribute to students' ability to think critically about our interconnected world. While dispositions, values, and skills might be a needed part of a student's holistic education, they warn us about a curriculum that is too focused on these goals at the expense of knowledge and understanding (Lambert & Morgan, 2010). In other words, geography is not just a vehicle to notions of citizenship, global or otherwise; it offers much more.

Geography Education Needs

Having provided a rationale, albeit broad, for expanding access to geography for California's diverse learners, the hope is to identify the most urgent needs specific to geography education in California. The first is for us to re-imagine what our current (and

hopefully future) geography courses should look like in terms of curriculum and instruction. This inevitably involves curriculum departments at district offices, but ideally centers the work of teachers within their professional learning communities. If we can transform the geography classrooms that currently exist, we produce models that ultimately help advocate for increasing California students' access to geography. As the GAO (2015) reported, education stakeholders simply do not understand how geography is relevant and important, nor is geography education supported by external stakeholders. In helping educational policymakers, teachers, and parents better understand why geography is a necessary discipline for students, our energies should be centered on what geography should look like for the diverse students who make up California's schools. The second need involves recognizing that to teach geography better, educators will need to build more disciplinary expertise. The GAO (2015) report confirms this ongoing challenge for geography education in that teachers lack academic preparation and training in geography. Finally, California urgently needs a coalition of geography advocates who will contribute to making the case for the discipline as a stand-alone course and as part of every student's K-12 education.

Moving Geography Education Forward

The much-needed coalition of advocates will likely involve two state-wide organizations who have traditionally played important roles in supporting geography education and teacher leadership in the state.

The California Global Education Project (CGEP) has built a network of teacher leaders focused on global competence and instilling a global mindset in California's students. CGEP recognizes the role geography can play in a student's education and is not only supportive of the discipline in K-12 schools, but a strong partner in the work of the California Geographic Alliance (CGA). In fact, the CGA is perhaps best positioned to lead not only the advocacy group called for above but also the professional development of geography educators.

Recently, the CGA participated in an informal study group with teachers from my district to explore and implement aspects of the international GeoCapabilities project, which researches the purpose behind and the values of a geography education via a "capabilities approach" (Bustin, 2019). The idea is for teachers to link school geography to the enablement of human capabilities (Sen, 2005) via a geography curriculum centered on "powerful knowledge" (Young, et al., 2014). Without sufficient space here to explain powerful knowledge with any real justice, suffice to say it is useful for teachers to consider the ways their subject area and the specific aspects they choose to teach could prove enabling for their students. In other words, educators should consider the power afforded to students when they possess certain types of geographical knowledge (Maude, 2016). Bustin (2019) identifies expressions of powerful knowledge in geography, originating from Lambert and Morgan (2010) as "1) the acquisition of deep descriptive and explanatory world knowledge; 2) the development of the relational thinking

that underpins geographical thought, and 3) a propensity to apply the analysis of alternative social, economic, and environmental futures to particular place contexts” (p. 122). Simplistically, we can think of capabilities as an alternative to looking at students’ grades or test scores as a functioning of the school and instead focus on how school contributes to “what people are capable of doing, thinking or achieving and what freedoms this affords them to live life in the way that they choose” (Bustin, 2019, p. 100). Holistically then, the notion of GeoCapabilities helps establish the reason we teach powerful geographic knowledge and helps teachers understand the contribution geographic knowledge makes to an educated person (Lambert, 2019).

One of the main tenets of this project is the central role the teacher must play in “curriculum making.” Bustin (2019) makes the case that teachers’ ability to articulate why geography matters can help them determine what to teach. This could prove a particularly helpful approach to developing geography teachers in California given their limited training in the discipline. Having explored the project at length it is my belief (and that of the CGA) that this project should serve as an inspiration/guide for figuring out how to re-conceptualize geography in California. Teachers need tools to help identify the type of geographic knowledge that would ultimately yield power for California’s young people as they make decisions about their own lives and contribute to their communities.

To be afforded the space for this work to happen, teachers would benefit from

adopting a leadership stance (Smulyan, 2016). If there ever was a time for advocates of geography to come together, it is now. I echo Bednarz’ (2016) calls for geographers to speak to geography teachers and concur with her assessment that moving geography education forward will require a collaborative partnership and professional development model that links academic geographers and educators. Lambert (2018) argues that teachers should engage professionally with debates about geography, be able to articulate why it should be part of a learner’s school curriculum, and articulate the connection between geography and the larger aims of the school. It would seem that those of us serious about saving geography in California schools should organize via CGEP and the CGA and ultimately articulate (loudly) the significance of geographical learning for California students.

Interdisciplinary programs like Global Scholars described at the beginning of this article can be instrumental in encouraging students to adopt a global mindset and practice the dispositions and skills they will need in our interconnected world. Our schools do need globally competent teachers and frameworks for global competence like those offered up by CGEP. However, if students are going to thrive as individuals and ultimately contribute to more just communities, they are going to need the knowledge afforded to them through the disciplinary and interdisciplinary insights of school subjects. Of course, teachers have a critical role to play in the way in which they design and enact a curriculum that is of value to students and their communities and in their abilities to compre-

hend and teach such complexities like our interconnected world and the corresponding challenges and opportunities for California's students. If social studies educators are serious about the importance of a global mindset, global citizenship, and perhaps most critical-

ly global knowledge and understanding, a stand-alone geography course should be one of the subjects to which all California students have access.

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Strategies for Improving History-Social Studies Virtual Learning for Elementary Students

by
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We certainly didn't expect to see ourselves teaching our students from behind a screen, especially for so long but, here we are, demonstrating our flexibility and versatility, those quintessential hallmarks of good teaching. We are logging on, monitoring multiple screens, chats, apps, connectivity, parent correspondence, student assignments, grades, student engagement, attendance, interventions, the list goes on... all while planning engaging, meaningful lessons for both synchronous (everyone is together at the same time) and asynchronous (learning occurs at any place and at any time) class times. We juggle and multi-task in much the same way we do in our actual classrooms. Although a new format with different tools, some things remain the same: kids are kids

and good teaching is good teaching. It is our careful planning that makes our (virtual) classrooms a success.

Best pedagogical practices in social studies class, center on inquiry. Inquiry means we shift from "studying" to "doing" social studies. Inquiry learning provides the opportunity for students to put on the lenses of a historian, geographer, economist, or political scientist to gain knowledge and deepen their understanding of the past and the world today. As teachers, we want to plan the inquiry, guide the process, inspire curiosity, motivate discussion, and spark new ideas in our students. The question is: How can we do this in a virtual setting? How can we best plan our lessons to keep our distance learning students active and engaged and doing

social studies?

An Inquiry is grounded in questions, open-ended compelling questions. The answers to the questions are multiple, yet justified in research and evidence. For example, a traditional focus question might be “What were the hardships on the Oregon Trail?” That covers a fifth-grade standard, but is it compelling? Does it have relevance to students’ lives now? What is required to answer it? The truth is it doesn’t require much conceptual thinking. There’s no rigor there. A better, more compelling question might be “Is moving to a new location worth the risk?” This question is overarching, open-ended, relevant, rigorous, and still hits the traditional focus question mentioned above if used when studying U.S. expansion. You would have to know the hardships of the Oregon Trail (and others) to make the determination if moving to California at that time was “worth the risk”. As you begin planning, start with a strong compelling question in mind.

The next thing to do in the planning stage is to think about the final project. Here is where the beauty of asynchronous virtual learning really shines. It allows for the gift of time. Students have the time to work at their own pace, dive into research, and extend their learning long past the confining minutes of a traditional social studies in-person lesson. As teachers, we can link lessons to a wide array of accessible sources while utilizing fairly easy-to-use tools. Students can use Google Slides or Google Jamboard to make visual presentations, or they can create a Public Service Announcement or share their 3 dimensional Lego community by videotaping and presenting on camera. From simplistic to so-

phisticated, many technology tools motivate, engage, and allow for creative and novel projects. With a compelling question and a final destination in mind, your lesson is ready for day-to-day plans.

As school districts across the state pivoted to distance and hybrid learning during the Covid-19 pandemic, a number of sample lessons were created to support instruction in English Language Arts, Mathematics and Science. To support history-social science, the BRIDGING THE DIVIDE: California History-Social Science Lessons Optimized for Distance Learning Project, a collaboration among the History-Social Science Regional Leads of the California County Superintendents Educational Services Association (CCSESA) was born. The goal of the project was to fill the void of high-quality distance learning lesson plans aligned to the *California History-Social Science Framework and Standards*, *California Common Core State Standards for English Language Arts*, and the *California English Language Development Standards*.

An effective model for distance learning is the 5 Es: Engage, Explore, Explain, Elaborate, Evaluate. The 5 E model of instruction was first developed as part of a *Biological Sciences Curriculum Study* (1987) to improve the science and health curriculum for elementary schools. Because it focuses on students constructing knowledge and meaning from their experiences, it works well in a synchronous/asynchronous distance learning situation. Providing synchronous and asynchronous experiences in each of the 5 Es allows for high student engagement, individualization, and the ability of the teacher

to constantly monitor and adjust.

The project began with the development of a distance learning lesson plan template for history-social science utilizing the 5 E model: Engage, Explore, Explain, Elaborate, and Evaluate. The 5 E model of instruction was first developed as part of a Biological Sciences Curriculum Study (1987) to improve the science and health curriculum for

elementary schools. Because it focuses on students constructing knowledge and meaning from their experiences, it works well in a synchronous/asynchronous distance learning situation. Providing synchronous and asynchronous experiences in each of the 5 Es allows for high student engagement, individualization, and the ability of the teacher to constantly monitor and adjust.

5 E Model of Distance Learning Instruction

Engage	Tap and build prior knowledge Foster interest Cultivate curiosity Get students ready to learn
Explore	Learning Experiences
Explain	Synthesize new knowledge Ask questions Seek clarification Boost understanding
Elaborate	Apply what was learned Develop deeper understanding Create/investigate further Cement knowledge
Evaluate	Observe, monitor and adjust Writing, project, etc.

Once the distance learning history-social science lesson plan template was created, county offices of education proceeded to

contract with teacher leaders to create distance learning lessons for grades K-12 including lessons for Grade 12 Government

and Economics courses. Each lesson was reviewed by history-social science teacher leaders across the state. These lessons are now available for classroom use along with "how to" webinars for teachers, at no cost at www.californiahss.org

The lessons prioritize open, creative assignments and projects that lead your students to the information and skills necessary to answer the compelling question and successfully complete the culminating activity. Inquiry-based virtual lessons along with consistent classroom routines, regular digital citizenship reminders, and collaborative structures give students the opportunity to successfully construct knowledge at levels perhaps deeper than before.

A Kindergarten Distance Learning lesson utilizing the 5 Es model, shown in synchronous and asynchronous class time follows. This lesson, like the others developed, can be adapted to any grade level/any standard.

California History-Social Science Distance Learning Lesson Plan

Title of Lesson	Together We Learn		Grade Level	K
Learning Objective	Students will be able to explain why rules are important for the virtual classroom, the physical classroom, the neighborhood, and the country.			
Compelling Question	How can we learn and work together?			
Duration of Synchronous Learning	4 class sessions	Duration of Asynchronous Learning	4 class sessions	
CA History-Social Science Standards/Framework	<p>Standard K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>Framework Students explore the meaning of good citizenship by learning about rules and working together, as well as the basic idea of government.</p>			

**Common Core
Literacy
Standards**

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts with peers and adults in small and larger groups*.

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**English Lan-
guage Devel-
opment
Standards**

Section 2: Elaboration on Critical Principles for Developing Language and Cognition in Academic Contexts, Part I: Interacting in Meaningful Ways

EXPLAIN	How can students EXPLAIN their observations and findings in a variety of ways?	Duration
	<p>Synchronous:</p> <ul style="list-style-type: none">● Sharing drawing on camera● Uploading picture of drawing● Verbally explaining drawings <p>Asynchronous:</p> <ul style="list-style-type: none">● Sharing drawing with family member● Engage in discussion with family member● Note examples of rules and law in around home/neighborhood● Role play following rules/laws and the consequences, role play not following rules/laws and the consequences (SEL integration) <p>Formative Assessment</p> <ul style="list-style-type: none">● Drawings with explanation	

	How can students ELABORATE on their learning?	Duration
ELABORATE	<p>Synchronous:</p> <p>Review the rules of the virtual classroom. Ask students to think about these rules. Do any need to be added to or changed? Orally provide a response frame such as, “We should add/change a rule because _____.”</p> <p>Show students The United States Constitution. [6]</p> <p>Lead a discussion:</p> <p>What do you observe?</p> <p>When do you think this document was written?</p> <p>What do you think this document says?</p>	30 min.
	<p>Tell students that this document is the United States Constitution. It tells us the laws of our country. It is designed to protect us and keep us safe. It was written a very long time ago, but it can be added to or changed.</p> <p>Show the painting of The Signing of the Constitution.</p> <p>Share the identity of some of the people depicted.</p>	30 min.
	<p>Asynchronous:</p> <p>Watch and listen to We the People (Constitution Song)</p> <p>Challenge students to learn the song and sing along or create dance movements to accompany the song. (Visual and Performing Arts Integration)</p> <p>Students go on a virtual tour of the National Archives in Washington DC, where the United States Constitution is kept.</p> <p>Formative Assessment:</p> <p>Students recognize the United States Constitution and can explain that guides the laws/rules of our country.</p>	15 min.

Teacher of the Year Awards 2021

Outstanding Rookie Social Studies Teacher
Lauren Piraro



Outstanding Middle School Social Studies Teacher
Gina Nelson

Outstanding Elementary School Social Studies Teacher
Kimi Waite



Outstanding Middle School Social Studies Teacher
Silvio Jose Vidal

Outstanding Pre-Service Social Studies Teacher
Tara Akemi Harison



Outstanding High School Social Studies Teacher
Dr. Scott Petri

Middle School Review

Overcoming Teaching Challenges During a Global Pandemic

By Amy Vigil



Amy Vigil currently teaches 8th grade U.S. History at Roosevelt IB Middle School in the San Diego Unified School District and is a Social Studies Methods instructor at San Diego State University. She recently completed her 13th year of teaching and was the recipient of the school site Teacher of the Year award in the 2014-2015 academic year. Amy is also a member of the California Geographic Alliance and a CGEP (California Global Education Project) advisory board member at San Diego State University. Amy received her B.A. and M.A. from San Diego State University.

As a U.S. History and Geography teacher, teaching social studies during an election year is like the Olympics or World Cup. It only happens every four years and I find myself at the edge of my seat waiting to see how the competition unfolds as Election Day nears and the results make their impact on our country and the world. I have had big plans brewing over the last few years about all of the cool and engaging activities I would do with my students for the 2020 election, until everything changed on Friday, March 13, 2020. As of writing this article, my district, and the school have not returned to in-person instruction in any way. There have been immeasurable changes to life since COVID-19 began and it makes all former plans for classroom instruction seem

antiquated. I will cover the 2020 election along with as much of the standard content that I can cover in the distance learning setting, but it is different. We are in the midst of a global pandemic that means instead of greeting our students at the door of our classrooms. A chime to let us know when each student has entered our virtual classrooms on Zoom now greets us. We are in “survival mode” and work to recreate our assignments, redesign our classroom management plans, and rediscover what it is like to be new at teaching again. I am in survival mode and writing from a different place as a teacher because I feel like a first-year teacher who just wants to “get it right” and figure out how to be successful in supporting student learning. As a result, my former attachment to the

previous election curriculum has been replaced with a focus on my approach to teaching this year based around a theme that will help me not only hold it together when things get hard but also thrive as I reach mini-goals and experience the joys of teaching in the new virtual way. One important guiding question for my classes this year is “How do people overcome challenges they have never faced before?” because it felt most appropriate to focus on something both teachers and students have in common right now.

While planning the curriculum for this year, I needed something to anchor my approach to teaching about how people overcome challenges. So, I decided to create a digital weekly journal for my students to write about their feelings, reactions, and thoughts in regards to all of the things happening in our country and at home right now. I call it our “History in the Making Journal” and my thought is this; we are living through one of the most historically challenging times in modern history and student voices need to be heard, valued, and remembered because they are also doing this for the first time too. I have recently learned to appreciate how important Anne Frank’s diary was to Anne Frank, and my goal is to give that opportunity to my current and future students.

I have created this digital “History in the Making Journal” weekly assignment where I ask students to write about a topic or headline of the week so that they can create their own primary source. Students have a choice between two thought-provoking questions to answer, or they can answer them both. They

also have to summarize their week with either a few sentences or the theme of “the good, the bad, and the ugly.” Reading student journals has brought me joy, helped me understand my students’ perspectives, and reminded me that the mental health and well-being of my students is far more important than any lesson I could possibly be giving them about history. So far, I have learned that many of my students have strong relationships with their grandparents, they are struggling with mental health, and they are very troubled by how they see adults behaving during this pandemic and election season. Of course, there is so much more, but by creating this opportunity for students to journal and explain their perspective and personal experiences, they are practicing the habits of writing, thinking, discussing, and being vulnerable.

As I searched for resources to support engaging and open-ended questions I found that I was not the only one who had the digital journaling idea, in fact, several resources on the web offer support in creating a digital journal. The resource I found to be most in alignment with my thoughts and ideas for this journal was the Facing History and Ourselves curriculum. This curriculum does a great job of providing ideas for journaling in a remote environment and I have used several of their journal-prompts for my classroom. For example, I have used questions such as Explain a childhood game that makes you feel free; What is a memory you have of playing the game?; Why does it make you feel free? I have also used a prompt which asks students to write a letter to themselves

during the coronavirus pandemic and What do you want your future self to know about this time? I have come to enjoy reading these journals and learning about my students in a new way, especially when they add pictures or memes. I will continue to use weekly journal entries as long as I am teaching virtually, but I will also continue using them when I am back in the physical classroom. Of course, while journaling is a great tool and an easy way to learn about our students and their perspectives, it is not the only way I have addressed the theme of our guiding question, “How do people overcome challenges they have never faced before?” For that, my old approaches have to evolve to address this unprecedented time in history that we find ourselves in.

Do you remember the days when we would put a group of students around a piece of construction paper and have them brainstorm, talk, and discuss the content of our lessons? Since that is now long gone, I set out to find a new way for students to be creative, collaborate, and produce meaningful work with the new lens of overcoming challenges. First, I adjusted my curriculum to be purposeful about the inclusion of Black Indigenous and People of Color (BIPOC). For example, I took my former Historical Mind Mirror assignment, which asks students to consider the mindset of a historical figure in United States history, and asked students to select a BIPOC figure who overcame challenges in history. Shifting the focus to BIPOC historical figures allowed my students to experience a different perspective that may not typically be spotlighted. Second, I gave students self-management options that I real-

ized were important for teaching on Zoom. For example, I offered breakout room options with the choices of working in a challenge group, working independently, working with anyone who wants to join a random group (that promises to unmute and discuss), and/or working with a predetermined group of peers (that will encourage each other to be successful). I have never had to think of grouping in that fashion, but I would like to believe that it gave students the choice of how to overcome their personal insecurities and challenges of being on Zoom. Third, I created part of my assignments to require students to videotape themselves. For example, in addition to the introduction videos, I had students make when we studied the *New Jersey v. T.L.O* Supreme Court case I had students pretend as if they were the judge in this case. Ultimately, they had to decide whether or not the student in question (T.L.O) had her 4th Amendment rights violated and record themselves on video explaining and defending their choice with evidence from the case. I found earlier in the year that students made several excuses for not knowing how to upload a video so I gave the option of submitting a Flipgrid video, a Youtube link, a video from their camera phone, or a video from their school Chromebook. Personally, I am a huge fan of Flipgrid due to its user-friendly interface in setting up classrooms and creating or viewing assignments. Watching student videos gave me the opportunity to overcome the challenge I was having of not seeing my students behind their cameras during class. Ultimately, these videos allowed me to experience a much-needed personal connection with my students that at times may have been

taken for granted in normal years. In addition, these videos allowed me to see my students' perspectives regarding a historical, yet relevant, Supreme Court Case. While my strategies may appear to only be slight adjustments to what I would do in-person and are not cutting-edge, they have supported me in navigating the challenge of teaching during this unprecedented and historical time.

All students and teachers have different challenges with distance learning and it is so hard to know what exactly to do to impact and support the most kids. However, I do

believe that we have to try. Use the tips, tricks, and strategies that work for you and ditch the ones that don't. Recognizing that that year will be hard and filled with uncertainties is what pushed me to focus on thematic teaching for my short nine-week quarters with students. Teaching from the lens of how people in history faced and overcame challenges reminds me to be honest in my teaching and open to what my students need. The strategies will be figured out along the way and we will get through it all together.

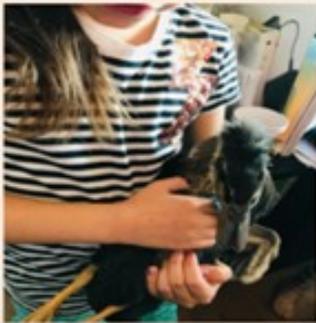
Week of: September 7-11th

Questions:

1. Explain a childhood game that makes you feel free. What is a memory you have of playing the game? Why does it make you feel free?

Response:

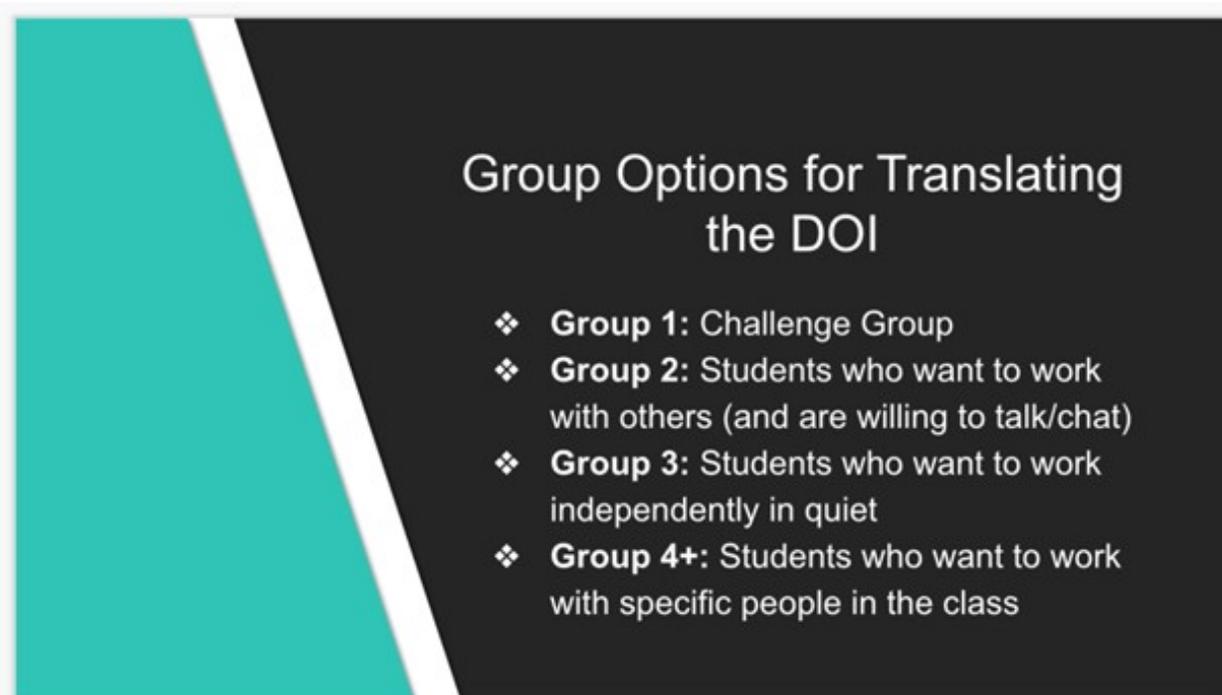
When I was a little my grandma used to live in a house with an outside door, if you opened the door it would lead to a big tall grassy field. Every kid would stand in a line at the beginning of the field then we would run across it. It wasn't a race, you could feel the cold breeze going toward you when you ran. It made me feel like no one was around me and that I could do anything I wanted. One time we were running and we saw a snake. We all screamed, when we went back it was just an oddly shaped stick. It was so funny. Sadly my grandma wanted to move so she could get a house which aloud chickens and ducks. (my grandma still has her chickens and duck, the picture is at the bottom) It made me feel free because I felt like no one was watching, the wind was in my hair and the sun was shining bright.



Example of student journal prompt with response and picture.



Example of student Historical Mind Mirror slide on Rosa Parks



Example of my class slides for students working in Breakout Rooms



Example of my students working in Breakout Rooms

High School Review

Becoming Action and Future-Oriented in our Social Science Classrooms

By Chris Lewis



Christopher Lewis, Ph.D., is a teacher at Mountain View High School in El Monte, CA. He has taught in the English and Social Science department for sixteen year. Currently, he is a Teacher on Special Assignment supporting English Learners. Christopher has presented at a number of conferences including SGV CUE, CCSS, CATE, and NCTE. Recently, he contributed two chapters about student voice and civic engagement in *Pedagogies of Witness: Students Teachers, Voice and Agency* (2021). He also is interested in researching young adult dystopian fiction and LGBTQ+ history.

As I sat down to begin writing, I stopped to reflect on the world. It is an election year, there are raging fires across the west coast, and COVID-19 continues to wreak havoc on the social and economic fabric of the United States. Cries for justice echo across communities protesting for change to protect Black individuals from discrimination and violence. The fall semester has been one of the strangest for teachers and students who log in to video chats waiting for someone to say, “You’re muted!” When we look back at 2020, we’ll remember being on lock-down, people hoarding toilet paper and hand sanitizer, cities boarded up covered in protest art, nightly cheers for nurses and doctors, and trying to find a face mask that was functional and fashionable. Or, we’ll recall the sleepless nights caused by doomsurfing

through endless pages and posts on social media and news websites (Roose, 2020). If we played a word association game and I said 2020, what words come to mind?

This is probably an unorthodox approach to beginning an article for this journal, but as you know, we are living in uncertain times. So, what would be helpful? Given the historical situation, we need our students to be action-oriented and civically engaged if we want the future to be different. What does it mean for youth to be civically engaged? Unfortunately, youth voices are often marginalized or silenced on important political and social issues because they may lack experience and maturity or they don’t have a stake in the outcomes. However, I argue youth are uniquely positioned to see and think differently. In

this article, I will describe how we can get youth more engaged in re-imagining our world. First, I will talk about the need to help students flex their civic imagination. Then I will share about youth participatory action research as a model that centers student agency. While the world feels like it is falling apart piece by piece, we need to build communities founded on hope. When we put the pieces back together, we need to do so with youth and not for them.

Youth need opportunities, in and out of schools, to participate in practical, real, and tangible efforts to change the world. However idealistic it sounds, there is a kind of utopian desire we have to embrace as we help youth exercise their civic imagination. When we encourage students to imagine without limits, they may come up with solutions that adults -or politicians- could not have thought up. Henry Giroux (2014) argued that a “radical imagination” is necessary for democracy in order for members of society to “develop the knowledge, skills, and values central to democratic forms of education, engagement, and agency.” Youth witness the successes and shortcomings of democracy; more importantly, they need to engage in democratic practices. Civic engagement is about more than knowing how the branches of the government function or keeping up with current events. In a recent article, “‘I Hesitate but I Do Have Hope’: Youth Speculative Civic Literacies for Troubled Times,” Nicole Mirra and Antero Garcia (2020) described a study where students created future-oriented projects through the National Writing Project focusing on social issues and what “could be” instead of what is (p. 317). The

authors demonstrate that youth need to speculate about the future in order for them to build real connections with what is actually happening and how they can effect change. This is especially important for youth who are part of marginalized communities because their experiences and identities are not equally represented in politics. Therefore, students need to re-imagine a world that is more inclusive and where systems of oppression have been dismantled.

As history educators, we need to work alongside students to name systems of oppression and investigate how they have developed historically before we begin to dismantle contemporary iterations. We need processes that empower students to identify the problems that affect their daily lives while also providing the spaces in which they can offer solutions. Youth Participatory Action Research (YPAR), described with powerful examples by Julio Cammarota and Michelle Fine in *Revolutionizing Education: Youth Participatory Action Research in Motion* (2008), is a process that centers on youth voice and agency. Cammarota and Fine summarize YPAR this way:

Young people learn through research about complex power relations, histories of struggle, and the consequences of oppression. They begin to re-vision and denaturalize the realities of their social worlds and then undertake forms of collective challenge based on the knowledge garnered through their critical inquiries. (Cammarota & Fine, 2008, p.2)

YPAR enacts an essential educational model that Paulo Freire (1970/2000) called

the “problem-posing” methodology. Youth would benefit from student-centered approaches that focus on inquiry instead of teacher-centered environments where youth are disempowered and often disen-

they learn about their community. Their questions and knowledge are centered and become part of the broader conversation. One challenge is creating an environment where youth are heard, not just listened

Youth Participatory Action Research Examples and Resources

Empowering the Spirit: Photovoice (<http://empoweringthespirit.ca/photovoice-project/>)

KCET Youth Voices (<https://www.kcet.org/youth-voices>)

Public Science Project (<http://publicscienceproject.org/>)

SoundOut (<https://soundout.org/>)

“The praxis of ethnic studies: Transforming second sight into critical consciousness” by Julio

Cammarota in *Race Ethnicity and Education* (2015). (<http://whereareyouquetzalcoat.com/mesofigurineproject/EthnicAndIndigenousStudiesArticles/Cammarota2015.pdf>)

YPAR Hub - UC Berkeley (<http://yparhub.berkeley.edu/>)

gaged. Freire argued, “in problem-posing education, people develop their power to perceive critically *the way they exist* in the world *with which* and *in which* they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation” (p. 83). YPAR has the potential to help students practice being future-oriented.

There are many examples of YPAR occurring around the world being led by teachers, students, and community organizations. The end-product, determined by participants in the project, can have tremendous effects to re-shape social, economic, and political issues. However, an additional outcome is the potential self-transformation of youth who are learning about themselves as

to (Lewis, 2021; Mitra). Adults need to be willing to listen to the idea proposed by youth.

YPAR can be implemented in a variety of contexts. For example, Ethnic Studies helps students build cultural empathy and collective agency through the interrogation of racism, colonialism, and white supremacy. Students can use YPAR as a means to provide counter-narratives that resist and problematize the hegemonic narrative. Students can identify relevant problems and offer solutions that will improve the lives of those in the community. This kind of action-oriented project is essential in Ethnic Studies to help students embody and practice transformative resistance (Tolteka Cuauhtin, 2019). It is not enough to interrogate oppres-

sion and discrimination without also providing space for reflection and healing. YPAR projects can also occur in clubs and organizations. When centered on local issues, YPAR focuses on providing the community with necessary interventions and solutions. YPAR projects need an authentic audience. Proposals to school boards or city councils demonstrate the link between YPAR and civic engagement. Below is a list of websites, articles, and organizations that can help teachers support student-led YPAR projects.

Future-oriented civic engagement and YPAR hold the potential to change the way teachers and students see their work in and out of the classroom. When youth are empowered to become researchers, their knowledge and experiences are legiti-

mate. Teachers may learn to see the world through a different lens. Outside schools, youth may contribute new ideas to public policy debates and conflicts resulting from discrimination and stereotyping. People who exercise their civic imagination or participate in civic practices to make a more socially just world operate from the position of hope. I do not mean the kind of hope where you feel that things will get better. The radical hope we need is a state of being. We must think, act, and teach with the hope that with students we can re-imagine the world to be more inclusive and just. Sometimes it is hard to take this hopeful position, but when I look at what is going on in the world it is our moral imperative to work alongside and learn from our students.

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Special Interest

Christopher Columbus: A Geographical Model Activity for his Transatlantic Concept

By Al M. Rocca



Al Rocca is Professor Emeritus of History and Education at Simpson University in Redding, California. He is also adjunct instructor in World Geography at CSU, Monterey Bay. Rocca currently serves as Editor of the *Social Studies Review*. He has numerous articles and books published, with his most recent work in progress, *Mapping Christopher Columbus: His Life and Travels Before 1492*.

Astronomer Neil de Grasse Tyson concedes that the Columbus voyage is unique; the single greatest event in human history.¹ Columbus's new global geography reunited two huge continents (North and South America) formerly isolated by the last great Ice Age. Before Columbus, and despite the brief Viking visits of the 11th century, there were in essence two worlds, one "old" and one "new." The Old World was comprised of the tri-continental cradle of humankind—Africa, Europe, and Asia. Separate from them, millions of peoples in the New World lived and died for thousands of years, developing their own cultures in complete ignorance of the Old World. Columbus would change that.

A change came quickly, to both the

Old and New World, emigrating and immigrating new social and cultural experiences to and from both worlds. The Age of Exploration began by so many cultures worldwide including the Phoenicians and Portuguese, climaxed with Christopher Columbus's 1492 voyage. Before Columbus, with only a few exceptions, the planet Earth remained an intra-continental human experience with some forays into dual and tri-continental military conquests (Rome, Persia, etc). After Columbus, Europeans envisioned huge new geographic regions opening, generating enormous economic interest in vast oceanic stretches and two relatively physically undeveloped continents. A rush for lands and riches, from the Old World, created, by either design or accident, a new transoceanic form

of human domination in the New World, colonialism. The age of economic globalism had begun.

Teachers might consider having their classes investigate a key essential question, how did Columbus formulate his ideas for a transatlantic voyage? Scholars for several centuries have pondered and argued this question without achieving consensus. We are not even sure when the concept came to fruition in his mind. Geography provides an investigation tool to formulate possible answers to both questions. When completing the activities shown below, students may better understand the transition from medieval separatism to Renaissance globalism and Old World to New World geographic thinking.

One important source, his practical sailing experience, allowed him to visualize a geographic world linked globally. For this article, we will focus on his practical sailing experience in the Mediterranean Sea and the Eastern Atlantic Ocean. Thinking globally was not a new idea, as Marco Polo and others demonstrated with their west to the east overland trip to Cathay (China) and India. Chinese mariner, Zheng He sailed extensively throughout the Pacific and Indian Oceans even reaching the Arabian Peninsula.

Columbus' practical pre-1492 sailing experience is not usually mentioned in most textbooks and rarely investigated in elemen-

tary and secondary classrooms. If however, one compares the various maritime regions he sailed, one can see how he compiled geographic knowledge that allowed him to formulate his transatlantic concept. New scholarship reveals that Columbus sailed extensively in the Mediterranean Sea and the Eastern Atlantic Ocean prior to 1492. In successive geographic steps, Columbus learned, through practical experience, the major systems of winds and currents. A system of winds and currents that circulates in a cyclonic (circular) pattern is called a gyre. In the following activity, students will:

- Use Google MyMaps to outline all of the oceanic and sea regions visited by Columbus as a young mariner.
- Locate and label key islands and cities, using Add Markers, where he lived and visited in each region.
- Research the prevailing winds and currents in each zone and
- Synthesizing this information, students will be able to understand the relationship between the Mediterranean gyre and the larger North Atlantic gyre. The final step has students mapping Columbus' first voyage and explaining how Columbus used the prevailing winds to go and return on his 1492 voyage.

Note: Students can work alone or in groups.

Steps to Complete Columbus' Atlantic Zones

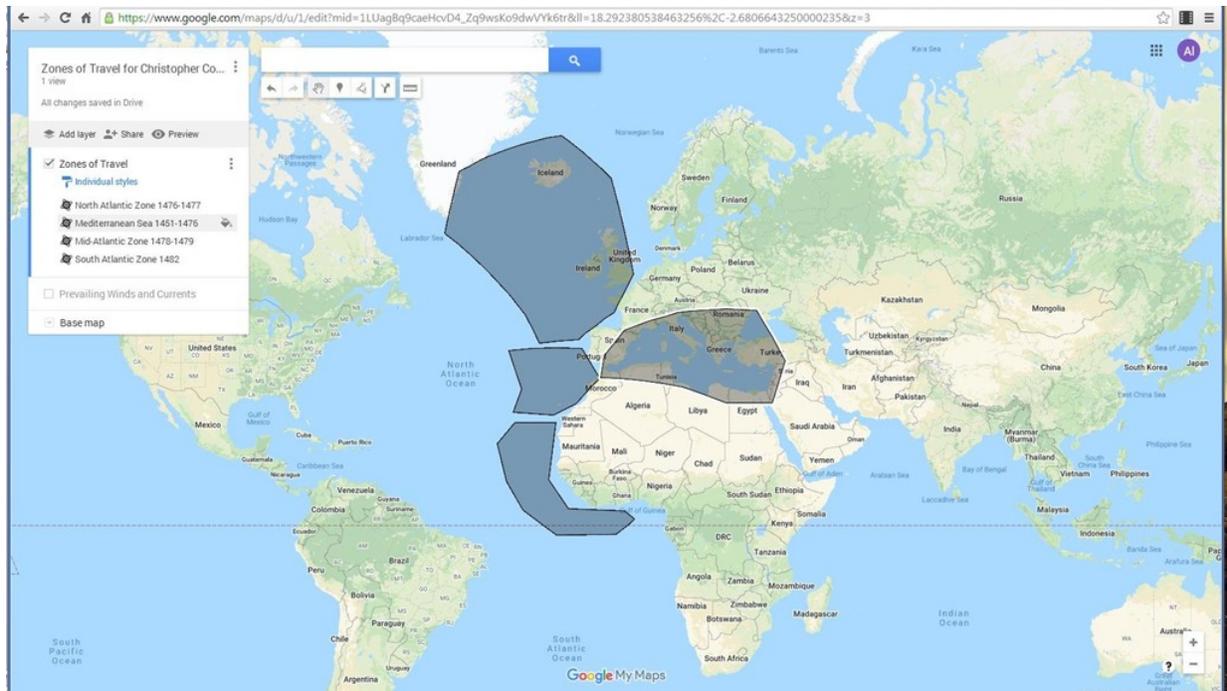
Students go to the Google MyMaps home page ([click here](https://www.google.com/maps)) <https://www.google.com/maps>

- Use the drawing tool to outline a polygon of the entire Mediterranean Sea (from Portugal to

Syria). Label this polygon: Mediterranean Sea 1451-1476.

- Draw a polygon outline for the North Atlantic Zone: start from Portugal and move north to Northern France then move from United Kingdom to Iceland to the coast of Greenland west almost to the tip of southern Greenland. Finally, bring your line back to Portugal—the point where you started. Label this as North Atlantic Zone 1476-1477.
- Draw a polygon from southern Portugal west to the Azores Islands. Then continue the line south the Canary Islands. Finally, come north along the African coast back to the point of origin in southern Portugal. Label this polygon: Mid-Atlantic Zone 1478-1479
- For your last polygon, start from just below the Canary Islands and go 600 to 700 miles west (use your measurement tool). Next, head south, staying about 600 miles away from the African coast following the coastline. As the African coast turns east, follow it, staying 400-600 miles out. When you get to the country of Ghana, turn the line toward the coast until it just touches the country. Now follow the African coast north all the way to the point of origin just south of the Canary Islands. Label this polygon: South Atlantic Zone 1482.

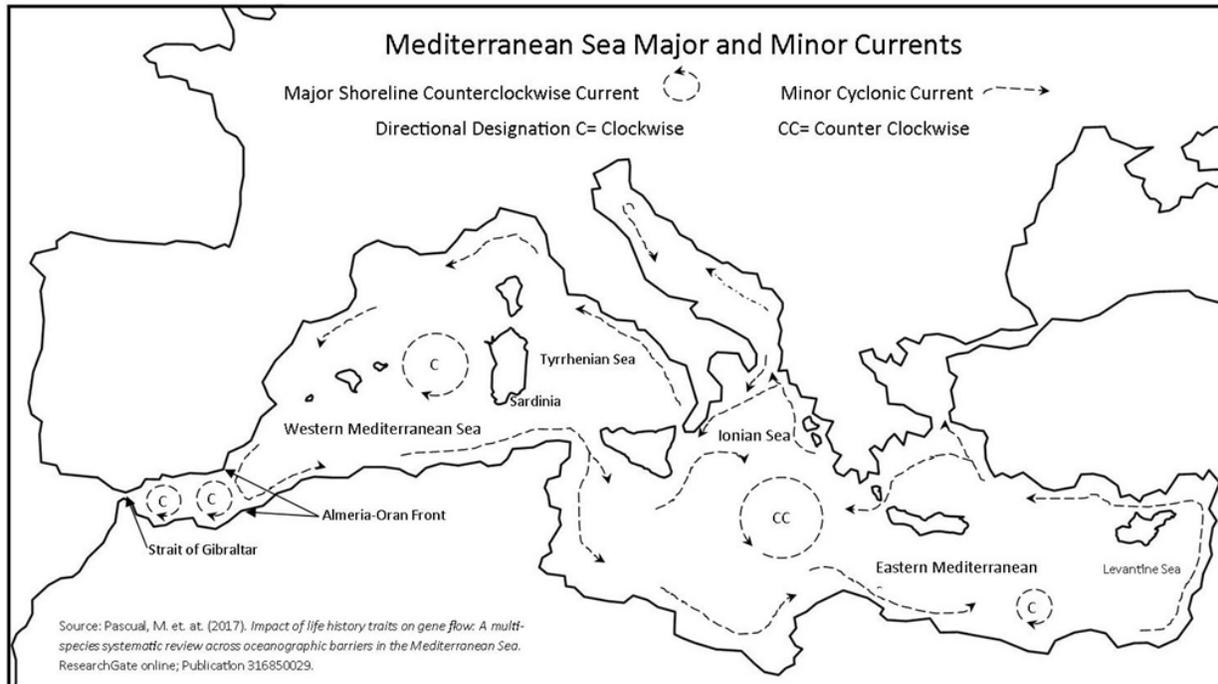
Sample completed map of Atlantic Zones Columbus sailed



Steps to Complete the Prevailing Winds and Currents

Before moving on, explain that ships in the 15th century depended on following prevailing winds and currents. Students should know that winds touch the water and create surface

currents. Then explain that Columbus, by sailing in each of the zones students just completed, began to put together a system of winds and currents for the Atlantic Ocean. Initially, as a young man, Columbus well understood the Mediterranean Sea gyre. The following map highlights that system; share this with students. Make sure students follow the dashed line that follows the coastline; this is the major Mediterranean gyre.



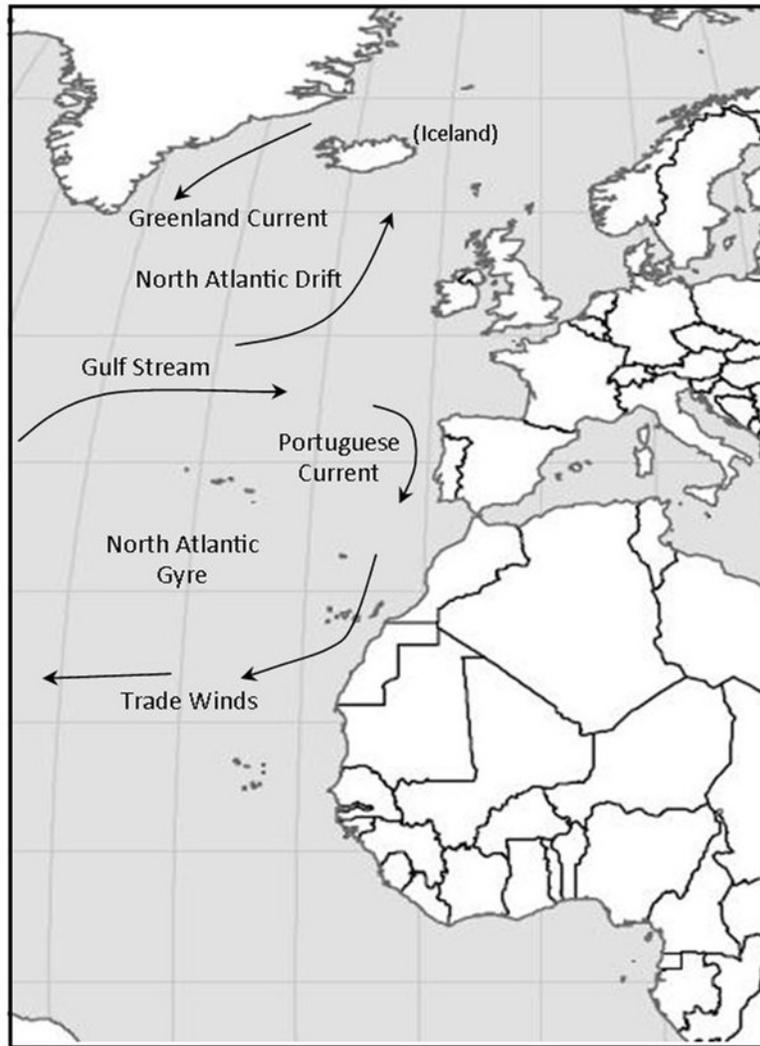
Steps for Mapping Prevailing Winds and Currents

Have students open up their Google MyMap and have them “Add Layer.” This will allow them to place in the lines for winds and currents.

Mediterranean Prevailing Winds and Currents: Using the map above, students move forward and use the line tool to add short lines along the Mediterranean coastline. Turn the line into a directional arrow by simply adding a short line

→ to one or both sides of the main line.

Next have students use the North Atlantic Gyre map below to trace the major currents on their map.



Map Analysis: Pause here and have students notice that the Mediterranean Current flows counter-clockwise in a cyclonic shape. Sailors can use this knowledge to plan their sea voyage route. Then have them consider that Columbus, later, after sailing in the different Atlantic zones, understood that the Mediterranean currents were a small version of the Atlantic—except the flow is in the clockwise direction.

Conceptual Preloading: Columbus thought the size of the Earth was smaller than it actually is. His goal was to sail to the Indies, Cathay (China), and Japan (Cipangu). So when he reached land, North America (Bahama Islands), he thought it was the Indies.

Essential Question: If Columbus only sailed in the zones shown on your maps then how did he come to the conclusion that he could sail west from Spain to the Indies and then return safely?

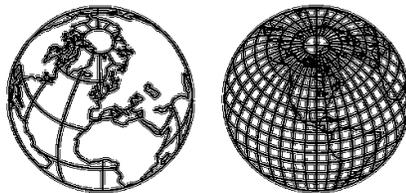
Suggested activity: In groups of three or four, have students consider the essential question. Students can project one of their maps for the class to see as they offer an answer.

Activity debriefing

Students should be able to think geographically to see that Columbus believed that the Atlantic Ocean consisted of a similar wind and current system (gyre) as he had experienced in the Mediterranean Sea. In his mind, the Trade Winds would provide the perfect winds and currents to get him to the Indies. Then he would sail north along Cathay (China) to catch the returning wind and current flow (Gulf Stream). From here, he knew he would pick-up the Portuguese Current as he returned close to Europe.

When Columbus returned to huge acclimation and honors, he felt his Atlantic gyre concept had been validated. In his subsequent three voyages and all Spanish and Portuguese thereafter, used the sea route that Columbus pioneered. With the ongoing use of this wind and the current system, European countries sent one expedition after another to explore, conquer, and settle the “New World.”

With the later Ferdinand Magellan voyage into and across the Pacific Ocean, mariners learned of prevailing winds and currents. This continued with exploration into the Indian Ocean. By the mid-16th century, a comprehensive understanding of gyres resulted in a desire to link the entire world—globalism had begun.



¹Interview, Columbus Discovering American was a Great Achievement, Joe Rogan show, August, 22, 2018. (Viewed on YouTube)

————— **Special Interest** —————

**African American Participation in America's Wars:
An Artist's View**

By

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Abstract

From the American Revolution to the present, African Americans have fought courageously but with little recognition- a community of unsung heroes. They have not only been underrepresented in the story of America but sadly in social studies texts at the K-12 levels, as well. American artists have told the true story of African American contributions in times of war. This essay will explore the role that art has played in telling the story of African Americans, a visual history that has been often forgotten and excluded from history tests. It will also present several critical thinking teaching activities. The images reveal the courageous participation of African Americans in our country's historical narrative.

Key Words

Civic participation, visual interpretation and critical analysis, historical omission

African American Participation in America's Wars: An Artist's View

African Americans have fought in all American wars from the American Revolution to the present. Though often underreported and certainly absent from the pages of history books, including state approved textbooks, their courage and participation has

been illustrated and painted by artists and photographed by photographers. The following will present two wars; the American Revolution and the Spanish-American War that concludes with two critical thinking activities to illustrate my view.

American Revolution

We all grew up with the story of Crispus Attucks, a runaway slave of African American and Native American heritage who was the first person of color to die in the American Revolution. Nathaniel Philbrick in his book, *Bunker Hill: A City, A Siege, A Revolution* offers the following of African American participation in the American Revolution. George Washington was initially reluctant to allow free blacks to become soldiers in the Continental Army. On December 5, 1775, thirteen of Washington's officers filed a petition to the Massachusetts General Court, requesting that the African American Salem Poor be rewarded for his bravery on June 17, 1775. Poor had "behaved," the petition read, "like an experienced officer as well as an excellent soldier." It had been Poor, many claimed, who shot Major Pitcairn as the British officers mounted the wall of the redoubt, shouting "the day is ours." Washington appears to have taken this kind of testimony to heart, and by the beginning of the new year Salem Poor, who had purchased his freedom for the price of twenty-seven pounds in 1769, was a soldier in the Continental Army. In fact, 5,000 African Americans served in the American Revolution.

John Trumbull painted *The Death of General Warren at the Battle of Bunker Hill, 17 June 1775* one of the most popular American Revolutionary War heroes. Had Warren not been slain at Bunker Hill, he may have become America's first president. Although more than 100 African Americans and Native Americans fought at Bunker Hill, Trumbull

only portrays two in this painting (see teaching activity). The black man holding a musket in the lower right corner has been "identified as either Salem Poor or Peter Salem, two African American soldiers (sometimes conflated with one another) who are known to have served that day. It seems more likely, however, that the figure represents Asaba, an enslaved man owned by Lieutenant Thomas Grosvenor, the officer in the plumed hat who stands before him with a sword (MFA, Boston, p.2)."

On Christmas Eve, December 25, 1776, George Washington led a band of patriots across the Delaware River to surprise Hessian troops at Trenton, New Jersey, a battle that became the turning point in the American Revolution. In 1851, Emanuel Leitzke, a German artist, painted the now famous, *Washington Crossing the Delaware*. Though historically inaccurate, symbolically, the painting was a success. Among the twelve individuals in the boat (one may have been a woman), was an African American. Recent research indicates that he was a seaman from Bedford, Massachusetts, one of the many who ferried soldiers across the Delaware River that bitterly cold night.

Due to the slave trade and proximity to Indians, primarily Cherokees, South Carolina was the most ethnically diverse among the colonies. Of the more than 2,000 men that fought at the Battle of Cowpens on January 17, 1781, the National Park Service, can identify 15 African Americans who fought with the continental army. William Ranney's painting, *Battle of Cowpens* "shows the famous William Washington-Banastre Tarleton

sword fight in which Washington's servant (slave) rode up, fired his pistol at a British officer, and saved Washington's life. Since most waiters were African American, Ranney painted him as such (Unsung Patriots, p.2).” As a military strategy, Great Britain promised African Americans their freedom if they would escape slavery and become British marines. Artists also painted African Americans in the War of 1812 and the Civil War including one of America's most famous artists, Winslow Homer. The Buffalo Soldiers of the 9th and 10th Calvary brought their fame from the Indian Wars to the Spanish American War. The Spanish American War provides teachers an opportunity to engage students in critical analysis of both paintings and photographs.

The Role of the Buffalo Soldiers

In 1863, the United States Government organized the United States Colored Troops, (USCT), and the 9th and 10th Calvary, and the four all-Black infantry regiments in 1866. “The men of the 9th and 10th Calvary came from various social and economic backgrounds. Many were veterans of the Civil War. The ranks of the new cavalry units were filled with ex-slaves but now they had a new perspective-freedom (Hill, p.3).” The organization of the 9th Calvary took place in New Orleans, Louisiana, under the auspices of the Division of the Gulf (covering Florida, Louisiana, and Texas, August 1866). The unit was immediately sent to San Antonio, where they patrolled the Rio Grande River and the Mexican border. Their job also included escorting and protecting government

mail and settlers, and containing Indians, Mexicans, and lawless Americans.

As Americans migrated westward in large numbers after the Civil War, the U.S. Army built forts to protect the settlers from bands of Indians whose culture it was determined to destroy. Buffalo Soldiers, African American troops “fought the Comanche's and Kiowa in the 1860s and 1870s and the Apaches between 1879 and 1886, and they had some service in the Pine Ridge campaign of 1890-91. Most of this duty performed had been in obscurity (Schubert, 1998, p.3). No one knows for certain why, but the soldiers of the all-Black 9th and 10th Calvary Regiments were dubbed “buffalo soldiers” by the Native Americas, but “one theory claims that the nickname arose because the soldiers' dark curly hair resembled the fur of a buffalo. Another assumption is the soldiers fought so valiantly and fiercely that the Indians revered them as they did the mighty buffalo (Buffalo Soldiers p.2).” Isaiah Dorman, an African American interpreter for George Armstrong Custer lost his life at the Battle of Little Big Horn.

Spanish American War

After the *U.S.S. Maine* blew up in Havana Harbor, the United States entered the Spanish _American War. Though controversial from the beginning, America became involved in its first war with imperialistic tendencies. Four African American units from the plains, “Buffalo Soldiers” were re-deployed to Cuba. “In the Spanish-American War of 1898, veteran Black troops...were more responsible than any other group for

United States victory,” writes Edward Van Zile in his 1996 book, *The Unwept*.

One of the paintings, *A Day of Honor*, by Don Stivers illustrates an example of the courage of the “Buffalo Soldiers” exhibited during that conflict. During the Battle of Las Gusaimus, Cuba, June 24, 1898, Major Bell of the 1st Calvary had gone down with a wound to his leg. The fire was so intense that in a plot of ground fifty feet square sixteen men were killed or wounded. Still, there was a fellow American soldier badly hurt and in need of assistance, and Private Augustus Walley of the famed “Buffalo Soldiers” his compassion overcoming self-preservation, ran to help Bell who was dragged to safety.

Frederic Remington painted Teddy Roosevelt’s charge up San Juan Hill, a glorious charge that became part of our national lore. A different account emerges when battlefield action reports are read. The now-famous charge did not have horses. No horses participated in the famous battle. The animals never arrived from their training grounds in Texas. The Rough Riders did indeed charge up San Juan Hill on foot. They were, however, surrounded on all sides and in great danger of being annihilated. It was this action that led a grateful Rough Rider to proclaim, “If it hadn’t been for the black cavalry, the Rough Riders would have been exterminated (Akiboh, retrieved 2018).”

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Teaching Activities

To successfully engage students in understanding how a painting or photograph can enhance their knowledge of history over my teaching career, I have developed methods to help students engage in understanding how a painting or photograph can enhance their knowledge of history. A painting or a photograph by itself without a context is meaningless. To begin students need a basic understanding of the time period showcased in the art. I have included two short sketches (*Historical Sketch*) that I have found to be successful. Each sketch includes a brief biography of the artist/photographer, a description of the work, and the social /political attitudes at the time

Teaching the Lesson:

Materials- Your students will need the following materials; *Historical Sketch*, *Art Analysis Worksheet* or *Photograph Analysis Worksheet*, and *Formal Elements Worksheet*.

1. Show the painting to your students and ask them to fill out the *Art Analysis Worksheet* and the *Formal Elements Worksheet*. They can work in pairs or individually. I have found that students working in pairs observe more elements in a painting than working individually.
2. Summarize their observations.
3. Present the *Historical Sketch* to your students either a lecture/discussion format or allowing them to read and compare with their analysis.
4. Once the students complete this stage of the lesson, they need to be able to answer the following question: What was the reason the painting or photograph was commissioned and by whom?
5. As a final segment to your lesson, discuss the final question in this paper **Artist versus Historian**.

Historical Sketch

The Death of General Warren at the Battle of Bunker's Hill, June 17, 1775

By John Trumbull

The Artist

John Trumbull was in the colonial army during the American Revolution and stationed in a camp at Roxbury, Massachusetts the day of the Battle of Bunker Hill. He viewed the battle with field glasses in 1775 and later in 1786 decided to recreate the scene. During the American Revolution, he rose to the rank of colonel and became an aide-de-camp to General George Washington. The Congress of the United States commissioned Trumbull to paint four historic paintings depicting the American Revolution. Trumbull's subscribers for his paintings included George Washington, Sam Adams, Alexander Hamilton, and Thomas Jefferson. Abigail Adams claimed her "blood shivered" at John Trumbull's vivid description of the tragic event.

The Painting

The painting is one of the earliest battles, an icon of the American Revolution. The focus of the painting is General Warren, an influential Massachusetts physician, and politician who, had he not been killed may have become the first president of the United States. Over Warren's body is British Major John Small shown holding a sword preventing a British soldier from bayoneting Warren. Trumbull wanted to show that Warren and Small had served together in earlier conflicts. The painting itself is a pantheon of British and Colonial officers almost as if they all showed up to have their pictures taken. Major John Pitcairn dying in his son's arms, shot by African American, Salem Poor. Also included are Generals Henry Clinton and William Howe and Lord Rawdon who holds the British colors at the center-right.

To the left of Warren and below the flags is a black freeman unidentified. Standing over Warren is Thomas Knowlton holding a musket and to his left sitting wounded is Lieutenant-Colonel Moses Parker of Chelmsford. On the far right of the painting standing behind Thomas Grosvenor with a musket is Asaba, a Black man who is Grosvenor's slave. And finally, Colonel William Prescott, who presumably ordered his soldiers not to fire until "you see the whites of their eyes."

In the distance are ships moored in Boston Harbor and a slight indication of the city's skyline.

Boston in 1775*

The landscape in and around Boston was far different than today. It was smaller, hillier and more watery. Back Bay was still a bay and the South End was under water. Boston proper was an island reachable by a narrow neck of land. Though settled by Puritans, it was no longer Puritanical. One rise near Beacon Hill, known for its prostitutes, was marked on maps as "Mount Whoredom."

We have been taught that Boston was a "cradle of liberty", an attribution after the revo-

lution, not before. One in five Boston families owned slaves. Political divisions divided the city between Patriots and Loyalists. As Horwitz writes, “There’s an ugly civil war side to revolutionary Boston that we don’t often talk about and a lot of thuggish, vigilante behavior by groups like the Sons of Liberty.” The freedoms that the Minutemen of Lexington and Concord fought for weren’t intended for slaves, Indians, women or Catholics. It was a profoundly conservative cause. In fact, what they wanted was the liberties of British subjects, not independence.

With the blood spilled at Lexington and Concord, attitudes toward the British began to change, which is why the Bunker Hill battle is pivotal. After Lexington and Concord, the British retreated to Boston. Immediately the colonists occupied the surrounding hills. It was unclear whether the rebels could survive a pitched battle against the British. A thousand colonials marched from Cambridge to fortify Bunker Hill on the Charleston peninsula jutting into Boston Harbor. What is unclear is why the Americans bypassed Bunker Hill and instead fortified Breed’s Hill, a smaller rise much closer to Boston. “The reasons for this maneuver are murky. But Philbrick believes it was a ‘purposeful act, a provocation and not the smartest move militarily.’ Short on cannons and the know-how to fire those with accuracy, the rebels couldn’t do much damage from Breed’s Hill. But their threatening position, on high ground just across the water from Boston forced the British to try to dislodge the Americans before they were reinforced or fully entrenched (p. 2-3).”

On the morning of June 17, 1775, as the rebels frantically threw up breastworks of earth, fence posts, and stone the British began a bombardment. At midday, the British, among the best-trained troops in Europe disembarked from their boats close to the American position. “And they were led by seasoned commanders, one of whom marched confidently at the head of his men accompanied by a servant carrying a bottle of wine (p.3).” The British suffered severe losses at first; they were slowed by high and unmown hay, obscured rocks, holes, and other hazards in addition to fences and stone walls. The close-packed British soldiers fell in clumps and when their lines became entangled, they were easier targets. They were repulsed at every point. One American officer wrote, “The dead lay as thick as sheep in a fold.”

Undeterred and well-disciplined, on the third assault, the British were successful. “In just two hours of fighting, 1,054 British soldiers—almost half of all those engaged—had been killed or wounded, including many officers. American losses totaled over 400. The first true battle of the Revolutionary War was to prove the bloodiest of the entire conflict. Though the British had achieved their aim in capturing the hill, it was truly a Pyrrhic victory. ‘The success is too dearly bought,’ wrote Gen. William Howe, who lost every member of his staff (as well as the bottle of wine his servant carried into battle (p.3).”

A synopsis from Horwitz, Tony *The True Story of the Battle of Bunker Hill*, Smithsonian Magazine, May 2013 and Nathaniel Philbrick *Bunker Hill: A City, a Siege, a Revolution*.

Artist versus Historian

The paintings you have read about and analyzed in this essay invite controversy. The first criticism is usually, they are not accurate. Point well taken. Most of the paintings were painted many years after the event. And, in the case of *The Death of General Warren at the Battle of Bunker Hill, 17 June, 1775* and *Washington Crossing the Delaware* the use of symbolism for many detract from historical accuracy. On this matter, art historian, and former MET curator, John K. Howat wrote:

Listing the inaccuracies...misses the whole intention of the artist and the meaning of the picture, particularly in view of Leutze's insistence that a picture should revolve about one central idea rather than concern itself with minutia. Leutze had no desire to paint a thorough reconstruction of the scene—he was trying to capture the spirit of a great leader and the importance of a great event.

After your students analyze individual paintings using the *Art Analysis and Formal Elements Worksheets* let them struggle with John K. Howat's observation.

Historical Sketch

Teddy Roosevelt and the Rough Riders July 1, 1898

Reproduction Number: LC-USZC4-7934

Repository: Library of Congress Prints and Photograph Division, Washington, DC 220450
USA <http://hdl.loc.gov/loc.pnp/pp.print>

The Photograph

Teddy Roosevelt is shown with members of The First United States Volunteer Cavalry after seizing San Juan Hill, the highest point on San Juan Ridge. The Rough Riders consisted of a rag tag group of volunteers that included cowboys, miners, Native Americans, elite Eastern school athletes, and law enforcement officials.

Photograph Analysis Worksheet

Observation

Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items.

Use the chart below to list people, objects, and activities in the photograph.

People

Objects

Activities

Inference:

Based on what you have observed above, list three things you might infer from the photograph.

- 1.
- 2.
- 3.

When was the photograph taken?

List two things this photograph tells us about the United States at the time it was taken.

1.

2.

Write a question that is left unanswered by the photograph.

Did the photographer have a bias when he/she took the picture?

Give the photograph a title.

Formal Elements Worksheet

Medium/technique: Why did the artist use this medium? What are its advantages and limitations? How does the medium affect the viewer's impression? (For example, stone gives it a sense of permanence).

Physical condition:

Is it clean, dirty, crumpled, or restored?

Size and scale:

Is the piece unusually large or small? What is the relationship between the artwork and the viewer?

Texture:

How would you characterize it; bumpy, grainy, seamless, rough or smooth?

Line/axis:

Are the lines thick or thin? Does it make a difference? Are the lines, vertical, horizontal or diagonal? How do they function?

Composition/principles of design:

How do the various formal elements of the work interact? Is it centered, balanced, symmetrical, stable, unified, chaotic or varied? Does the eye move across the piece?

Color/palette:

Is there a lot of color in the work or is it monochromatic? How does the artist use color? Are there stark contrasts; and to what effect?

The final element of analysis is the student's interpretation of the work. When the answers from the Art Analysis Worksheet are combined with the Formal Elements Worksheet students can draw some conclusions about its meaning. Ask students the following questions: Do you see a connection between what the artist has done, formally, and your own response? Turn to the answers on the work's context. Does analysis of the formal elements shed any light on contextual matters? (Adapted from Rachel Perry, Ph.D. *The Holocaust and Art*, January 11, 2010, Yad Vashem)

Art Analysis Worksheet

Observation:

Study the painting or drawing for two minutes. Form an overall impression of the work. What emotion does it raise?

Use the chart below to list the people, objects, and activities in the work of art.

People

Objects

Activities

Inference:

Based on what you have observed above, list three things you might infer from the work.

- 1.
- 2.
- 3.

When was the painting/drawing executed?

Where was the painting/drawing taken?

Why was the painting/drawing commissioned?

List two things the work tells us about the United States at the time it was painted.

- 1.
- 2.

Write a question that is unanswered by the work.

Did the artist have a bias when the work was executed?

Special Interest

Don't Let Your History Classroom Get Stuck in the Past: Using Technology to Foster Place-Based Historical Learning

By Karalee Nakatsuka

Last summer, I took my family to Boston for a vacation. Most parents might take their kids to Hawaii to relax, but I'm a history teacher, so I took my kids to the Cradle of Liberty! During our trip, we visited countless historical sites, walking in the footsteps of some of our nation's greatest leaders. We visited the Old North Church, where I was surprised to learn that Paul Revere had served as a 15-year-old bell-ringer, 25 years before his midnight ride (Old North Church). As we explored the tower of the church, it was easy to imagine how Revere's childhood job had helped familiarize him with the church and given him an idea of where to hang the lanterns. Later in the trip, we visited the African Meeting House and stood in the very the place where Frederick Douglass delivered his famous anti-slavery speech after being run out of Tremont Temple (Museum of African American History). Visiting these places was so much more exciting and meaningful than simply reading about them in books. Though I have taught American history for years, I still get excited about being in historical sites and engaging more deeply

with the past. As I immersed myself in history and cultivated engaging experiences for myself and my family, I couldn't help but wish that my students had been there too.

Over the years, I have had the opportunity to visit countless historical sites and monuments, always wishing that my students could have joined me. I firmly believe that place-based learning (Wood) is a crucial component to an engaging history classroom, and I wish that trips to places like Boston and Washington, D.C. were possible for my entire classroom. But since they're not, I have begun to seek out creative ways to create place-based³historical connections for my students. I have learned that technology can help take students to places near and far. With technology, no historical site is out of reach. In a technology-integrated history classroom like mine, teachers can combine the benefits of place-based learning (creating informed and empathetic citizens) with the benefits of technology (creating critical thinkers and problem solvers). It's an exciting time to be in the history classroom!

Getting Comfortable with Technology in the History Classroom

I'm an "old" teacher -- I've taught United States History at the same school for over 29 years. I am also not a digital native -- I remember when our family got our first IBM Personal Computer. I was a late adopter of the smartphone and at times, mine can frustrate me. In short, it would be easier for me to teach American history the way I've always done it. Instead, I believe that teachers should take to heart John Dewey's warning, "If we teach today's students as we taught yesterday, we rob them of tomorrow" (Dewey, 1944).

Getting comfortable with technology in the classroom can seem daunting, but the best way to start is by taking advantage of the available resources; my district provides training, mentors, and many other resources. A few years ago, my district adopted 1:1 Chromebooks and started teacher-led training groups. These groups helped transition me to the 1:1 classroom. I went on to spend a year learning how to implement Google Classroom in my room and then another year learning and using programs and apps for the Chromebook. I signed up for my district Elevate Program and continue to work closely with an Innovation Coach to effectively integrate technology in my classroom. I learned to use Twitter and began forming my own personal PLN (Professional Learning Network), enthusiastically connecting with and learning from educators across the country and around the world. Even today, I continue to work and reflect with my Innovation Coach to provide the best possible technolog-

ical environment for my students. By seeking out and taking advantage of the resources available to me, I was able to integrate technology into my classroom with the help that I needed. The more I used these resources and engaged with technology, the easier it became to continue integrating more innovative practices in my classroom.

Technology can also be challenging and uncomfortable for students (even those who grew up with devices and smartphones). In order to have a successful technology-integrated history classroom, students must be willing to try new things and take risks. To achieve this type of environment, it is important to make relationship-building a priority throughout the year. Technology cannot replace successful and supportive teacher-student relationships. In fact, I have found that to successfully support my students as they try new technologies, the most useful tool is to build caring and supportive relationships.

Exploring Historical Places with Technology

I taught my students about Ellis Island for years before I actually visited the site and walked in the steps of the millions of immigrants who came before me. As I toured the island, I better understood the enormity of the place that many called "The Island of Tears." I could imagine the fear, anxiety, and confusion that a new immigrant might have experienced as they sought refuge in this new unfamiliar land. Realizations like the one I had at Ellis Island are crucial to a student's historical education. Gregory Smith recognizes

place-based education as a means for students to “develop problem-solving skills and the ability to collaborate with others, cultivate a sense of responsibility for the natural environment and the people it supports, and instill a recognition of their own capacity to be positive change-makers and leaders” (Smith, 2016). In my experience, visiting historical sites has helped students make connections from the past to the present and provides them the time and space to develop a sense of responsibility for their community both near and far. By studying and experiencing the places where history transpired, they can better understand the stories of the people who lived that history and feel empathy both for these people of the past and for those in the world around them today, in their community, their country, and the world. Ultimately, students do more than just deepen their understanding of the past, they also develop empathy as they connect the past to the present. These are the students who will grow up to be informed, engaged, and involved citizens and leaders and will make a difference in our complex world.

From my early days of teaching, I strove to bring elements of place-based learning into my classroom. At Ellis Island and during my other history trips and teacher training, I would take countless pictures, and come back to the classroom with many stories and a fun “On the Road with Mrs. Nakatsuka” PowerPoint.

But now, in the digital classroom, there are so many more tools and options to share the power of place and to help our students develop empathy as they learn about the past. Now, instead of simply taking digi-

tal photos of historical places, we have the option to take 360° images as well. In my classroom, I often upload 360° images to “ThingLink,” a digital tool that allows anyone to create dynamic multimedia images and videos. I make sure to tag the 360° images with hyperlinks containing further historical context and links to other relevant websites. With this type of technology, students can dynamically explore space and interact with historical information curated by their teacher. Now, not only can I bring the students (virtually) to the places where history occurred, but I can also provide an interactive experience for them to explore.

360° images are only one example of how teachers can foster place-based experiences that help students engage with history. Technology has also provided me the opportunity to take my students on virtual interactive field trips, where they are able to visit a historical location in real-time and interact with educators and historical interpreters. For example, during my students’ study of the Civil War, they had the opportunity to take a virtual field trip to Washington D.C., through Fords’ Theatre’s “History on Foot” program. Using a webcam and a laptop, my classes met Detective James McDevitt, who was on duty at the Metropolitan Police Headquarters on April 14, 1865 (the night President Lincoln was assassinated). Together, they traveled the streets of D.C., revisiting sites and reexamining clues from the investigation into the Lincoln assassination conspiracy. The students truly became a part of the investigation and ultimately better understood the conspirators as well as the chaos and confusion that occurred on that fateful night. Virtual field trips

provide another level of student interaction within an historical narrative. Instead of simply reading about the past, they become part of the story.

Ultimately, technology-integrated place-based learning should help teachers foster historical discussions. During my students' study of Reconstruction and the Lost Cause, I centered our discussion on a historical site – the Confederate Memorial in Arlington National Cemetery. The previous summer I had had the privilege of participating in Ford's Theatre's "The Seat of War and Peace" Summer Teacher Institute. During that week, I traveled around the Washington D.C area, visiting different historical sites, monuments and memorials and examining how the Civil War and Reconstruction have been remembered across time. During the week, we spent much time discussing the significance of monuments and memorials, especially those erected in honor of the Confederacy. I wanted the students to have the experience that I had when I first saw and experienced the Arlington National Cemetery Confederate Memorial. Seeing its size, its many poignant symbols, and its prominent location within such hallowed ground was hugely impactful on me. I compiled many of the resources that I had gained from the Institute and provided an opportunity for student inquiry and investigation. I began the classroom investigation and exploration by providing an opportunity for my students to virtually explore and reflect upon the Confederate Memorial at Arlington Cemetery through a "HyperDoc"(Gonzales, 2017). After this introduction, they had the opportunity to explore other monuments in the DC area

through a 360° ThingLink I created. After being able to explore these many monuments and memorials and gain historical context, students participated in a Structured Academic Controversy (Khourey-Bowers, 2006) where they studied additional relevant documents, discussed and decided what should happen to the Confederate monuments in America. It was a powerful discussion, and place-based learning with technology helped us get here.

Integrating Technology-Integrated Place-Based Learning into History Curricula

Effectively integrating technology in the history classroom can be challenging, but it's also immensely rewarding. It is truly special to see students excited and engaged as they interact with historical sites. It's especially awesome to witness their "a-ha" moments made possible by place-based learning. Effectively integrating technology takes a lot of patience and scaffolding, but it is well worth the challenges and effort. Yes, students are digital natives, but often if more than one click is required, they miss out on the directions.

In my classroom, we start using technology on day one. I introduce students to the various technological tools, which they will use throughout the year so that when they begin to use these tools to investigate, explore, and access the power of place, they will already be familiar and comfortable with the technology. For example, my students begin the year by recording a self-introduction Flipgrid video for me. Later in the year, they use another Flipgrid to connect with "Detective McDevitt" and ask him follow-up questions after the investigation.

Flipgrid can be a useful tool to facilitate discussions and Q&As in spite of the distance. With technology, results can be impressive and rewarding for students and teachers alike, but they require patience, teacher support, and scaffolding throughout the year.

A History Classroom for the Future

My classroom in 2019 looks very different from my classroom at the beginning of my teaching career. Just a few years ago, ThingLink, Padlet, Animoto, Flipgrid, Hyperdocs, and Virtual Field Trips would have been practically a foreign language in my classroom. Now, they are tools my students and I can skillfully use together to increase engagement and deepen our understanding of history. Using technology in the classroom helps students to connect to places they may never get the chance to visit. It allows for students to imagine the past and to imagine themselves in the past. This ultimately fosters empathy, as students begin to connect the past with their own conception of the world. This skill is crucial to a successful history classroom (Wood).

Historical learning is no longer confined to the four walls of my classroom. Thanks to technology, I can take my students

on an interactive journey across the country and even around the world. Technology and the power of place bring history to life for my students. With these tools and strategies, we can cultivate students who are capable of successfully and safely navigating this complicated digital world, and who can be informed, engaged, and involved citizens in their community, their country, and the world.

It's been a challenging but rewarding journey. I'm grateful for my students and for all those who have come alongside me to collaborate and to help me reflect and improve my practices throughout the process. I have learned and grown immensely as a person and as a teacher. I've failed forward many times, but I continue to press on, to apply my learnings, and to continually challenge myself and my students. If I can do it, so can you. Good luck! Find your PLN, your cheerleaders, your collaborators, and enjoy the journey. It will be awesome!

Glossary

- **ThingLink** is a digital tool which allows students and teachers to create dynamic multimedia images and videos. Learn more at <https://www.thinglink.com/>
- **Flipgrid** is a free video discussion platform where students respond to topics posted by the teacher. Learn more at <https://flipgrid.com/>
- A **HyperDoc** is a digital document, with hyperlinks to additional resources, given to students for a self-paced, engaging, inquiry-based lesson. Learn more at https://hyperdocs.co/about_hyperdocs
- **Place-based Education** “ (PBE) immerses students in local heritage, cultures, landscapes,

opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science and other subjects across the curriculum. PBE emphasizes learning through participation in service projects for the local school and/or community. <https://promiseofplace.org/>

- **Place-based Historical Learning:** This

term is used loosely (not meant to refer to PBE), to describe how visiting, either in person or virtually, the places where history took place, can powerfully impact students, increase their understanding of place, connect them to the past and develop awareness, empathy, which may lead to involvement and civic engagement with the world around them (Wood).

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