

You may [unsubscribe](#) if you no longer wish to receive our emails.

# History Matters!

Ideas, Notes, and News About History Education

Volume 32 Number 10

June  
2020

## Summer, 2020

Dear Friends,

This is our last issue of History Matters before we take a summer break. We intended for this to be a little lighter, full of ideas to help educators grow, thrive, and even relax a little after a bruising and strange school year.

Those are still in here. We could not publish this issue, however, without addressing the deep national sadness and anger over the killings of George Floyd, Breonna Taylor, Ahmaud Arbery, and so many others, or the protests that have followed. A lot of educators are asking themselves, "How do I talk about race? How do I provide the appropriate historical context for current events?" We hope that some of the resources from NCHE and our partners can help facilitate the conversation. History educators are essential in the ongoing fight against racism and racial injustice.

At this critical time, we are working to develop programming that is responsive. With this in mind, please provide us with a little information about what would help you as you prepare for the coming year. What do you need? What does your community need? What do your students need? [Please tell us the following in this Google form.](#)

What topics do you, as a history educator, want to investigate?

What kinds of conversations would be helpful as you prepare to empower your students and colleagues?

What types of resources do you need to effectively engage the people with whom you work?

What types of professional learning will help you grow as a history educator?

As always, the work history educators do is absolutely crucial for the building, changing, and healing of this country. NCHE thanks you.

Grace Leatherman  
Executive Director  
National Council for History Education  
[grace@nche.net](mailto:grace@nche.net)



## In This Issue

### **Investigate:**

John Bickford and Jeremiah Clabough discuss how to teach the three waves of Ku Klux Klan activity. *Hollywood or History* looks for lesson writers. Share your research related to the history of pandemics with the Stanton foundation.

### **Engage:**

Join Joanne Freeman for "History Matters (and so does coffee!)" Check out free resources from IEEE REACH and the 2020 Census. History educators recommend their favorite summer reading.

### **Empower:**

Peniel Joseph shares new ideas on the legacies of Malcolm X and Martin Luther King Jr. The NMAAHC opens a portal to help Americans discuss race, and Paul Horton reminds us why teaching history matters.

### **Also look for:**

- PD and opportunities on resources for teaching online in The History File
- State Council announcements

## **Empower: Martin and Malcolm**

Peniel Joseph on his book *The Sword and the Shield*

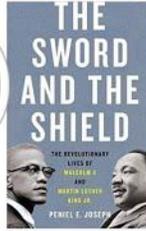
As we look for to provide historical context for modern struggles, Peniel Joseph explains the legacy of Malcolm X and Martin Luther King Jr., and how they were not the opposites they appear to be. This

video is from an NCHE webinar on March 31st.



### The Sword and the Shield: Malcolm X and Martin Luther King, Jr. and American Democracy

Presenter:  
Peniel E. Joseph  
University of Texas at Austin



The Sword and the Shield: Malcolm X, Martin Luther King and American Democracy

- Information about the 2021 NCHE Conference in Salt Lake City

## The History File

### Resources for Professional Growth and Online Teaching

#### TOOLS FOR ONLINE TEACHING AND LEARNING

[Culturally Relevant Pedagogy with Primary Sources](#) - Resources from the Minnesota Historical Society, including videos.

[Teaching Tolerance](#) Resources for supporting diversity and equity as you teach from home

[World Digital Library](#) Primary sources for the World History classroom!

[Chronicling America](#) Free digitized historic newspapers

[Engaging Congress](#) A fun, free game based on primary sources

[National Book Festival Programming](#) Upcoming Virtual Programs: Celebrating 50 Years of Pride, and Connecting the World With Words

#### ONLINE PROFESSIONAL DEVELOPMENT

[Mars Hill Primary Source Summer Courses](#)

The Summer Institute will run as an asynchronous course beginning June 1st and ending July 31st

[The Collaborative Shares Lineup of Online](#)

## Investigate: Teaching about the Ku Klux Klan

Teaching History recently featured ["A Guided Inquiry into a Dubious, Pervasive, All-American Organization, the Ku Klux Klan,"](#) by John Bickford and Jeremiah Clabough, which lays out how to teach the three waves of the Ku Klux Klan. Bickford and Clabough explain that all three waves of Klan activity happened as a result of perceived gains by minority communities. They draw attention to primary and secondary sources that are particularly useful to this topic, and describe how to help students "read the silences." They pair the sources with a discussion of historical thinking and historical argumentation. Bickford and Clabough also explore the history of the Klan in light of recent events.



## Empower: Talking About Race

### NMAAHC Launches New Portal

-From the NMAAHC Press Release

"Research shows that many people feel they do not have the information needed to discuss race in a way that is candid, safe and respectful of other viewpoints and experiences.



"The portal offers a wealth of resources to inform and guide discussions-videos, role-playing exercises, targeted questions and more, said Crew." "We hope that people will use this site to become more comfortable about engaging in honest dialogue and self-reflection."

Talking About Race builds upon decades of work by the museum's educators. It is the result of extensive research, studies, consultations, and educational resources from these fields: history, education, psychology and human development. It includes published research from leading experts, activists, historians, and thought leaders on race, equity, and inclusion, including Brené Brown, Kimberlé Williams Crenshaw, Robin DiAngelo, Julie Olsen Edwards, Jerry Kang, Ibram X Kendi, Enid Lee, Audre Lorde, Beverly Daniel Tatum, Bishop Desmond Tutu, and Tim Wise."

[Read More!](#)  
[Explore the Portal!](#)

## Engage: History Matters (and so does Coffee!)

Joanne Freeman continues her popular webcast series.

Thursdays, Online, 10:00am Eastern

Join Yale Historian Joanne Freeman and NCHE every Thursday at 10:00am for a conversation about important historical documents and their relevance today. These conversations are meant for everyone, so bring everybody quarantined in your house! Ask Joanne your questions and share your ideas as we discuss these fascinating artifacts and why they still matter.



[Join Joanne this Thursday! Check Out the Archive!](#)

## Summer Courses

Check out courses on **History's Mysteries, Fascism**, teaching students with disabilities, and more!

## [Middle Tennessee State Offers Summer Webinar Series](#)

Middle Tennessee State University has kicked off its new monthly webinar series, **Digging In with TPSMTSU**,

## [UArts Offers Online Summer Courses Focused on Comics, Graphic Novels and Posters](#)

Registration will open on **May 22, 2020** for online TPS courses in summer 2020.

The TPS Western Region and TPS Teachers network offer free [professional development webinars](#)

## STATE COUNCIL NEWS

[Submit an application](#) to present at the **Florida Council for History Education Conference, July 31st and August 1st.**

## Invitation

You are invited to submit to *History Matters!* We are looking for 100-200 word summaries of the best of the following:

- Education Research
- History Research
- Teacher Resources
- Teaching Strategies
- Books
- Professional Development

Please include links and images.

Email to

[Scott Roberts](#)

or

[Charles Elfer](#)

## Engage: Summer Reading Recommendations Educators Share Their Favorites with NCHE

"Ibram Kendi's two texts: *Stamped From the Beginning* and then *Stamped: Racism, Antiracism, and You* - I gotta do a better job by my students in doing more to end what continues to happen in this country and how to be better at teaching my own sons about race in America."

-Jay Peledge

"I just finished *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge* by Erica Armstrong-Dunbar moments ago. I have read both the YA and the standard versions. Incredibly readable!"

-Jennifer Yerex

"*Furious Hours: The Last Trial of Harper Lee*, by Casey Cep. Excellent history of everything from the insurance industry to Alabama and Southern Democrat politics to Harper Lee."

-Trasa Robertson Cobern

"*The Woman Who Would Be King: Hatshepsut's Rise to Power in Ancient Egypt* by Kara Cooney. It is really brings the detail of Ancient Egyptian life in the context of Hapshepsut and the world she came to rule. It is definitely a different way to tell a historical story and I do truly appreciate it! It is written in a way to high school readers might enjoy as well, even though the content can sometimes be a bit more mature."

-Kiyomi Locker

## Engage: Free Resources from IEEE Reach! Check Out Inquiries on the History of Technology



IEEE REACH ([reach.ieee.org](http://reach.ieee.org)) focuses in the history of technology and how technology throughout time has impacted society, culture, politics, and economics, and vice versa. All of the resources are downloadable in a PDF format, so teachers may pick the specific parts that fit with their lessons and share them digitally on any platform. Included in the program are full lesson plans, or inquiry units. These lessons are designed in an inquiry format and include teacher background information, formative performance tasks, civic actions, and excerpted documents that teachers may share with students digitally. (The excerpted documents

are numbered in connection to each of the supporting inquiry questions. Teachers may choose one, or a couple, to use in any lesson.) The inquiry units include: The Printing Press, Skyscrapers, Electric Lighting, Early Maritime Navigation, Radio, Drones, Greek Triremes, Electronic Music, and the Refrigerated Railcar. The inquiry units provide a good place to begin browsing the free resources. In addition, tied to each inquiry, the program provides the following: Primary source materials that link directly to the location where they are housed, whether it be a museum, an archive, the Library of Congress etc.; Hands-on Activities, many of which may be completed at home with their parents; and numerous short engaging videos (multimedia) that may be downloaded in various formats. All of the resources can also be searched by topic, era, and geography.

While the program was designed for High School World History teachers, many Middle School teachers are also using the resources.

The program is the product of the IEEE History Center and our Ph.D. Historians of Technology provided the research for each lesson. IEEE is the world's largest technical professional organization dedicated to advancing technology for the benefit of humanity.

#### Quick Links

[Renew a Membership](#)

[Conference Registration](#)

[More About Us](#)

[Donate](#)

### Investigate: Call for Lessons

#### Publish Film Lessons in a New Edited Book

Editor: Sarah J. Kaka, Ph.D.

Teaching and learning through Hollywood, or commercial, film productions is anything but a new approach, and has been something of a mainstay in the classroom for nearly a century. However, purposeful and effective instruction through film is not problem-free and there are many challenges that accompany classroom applications of Hollywood motion pictures. In response to the problems and possibilities associated with teaching through film, we are developing a collection of practical, classroom-ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms. This edited book might play a small role in the larger project of supporting practitioners, specifically secondary and post-secondary teachers of history, by offering a collection of classroom-ready tools based on the Hollywood or History? strategy - designed to foster historical inquiry through the careful use of historically-themed motion pictures.

This call seeks practitioner-focused proposals that describe lesson plans using the Hollywood or History? strategy that integrates film clips to teach about inequality and inequity that has occurred throughout history. [Learn More!](#)

### Investigate: Share Your Research

#### Win \$1000 for Applied History Article on the Pandemic

The Stanton Foundation has launched a weekly contest to identify the best new Applied History article or op-ed that illuminates the current coronavirus challenge. Working with an advisory panel from the Applied History Project at Harvard Kennedy School's Belfer Center, the Foundation selects a new published article or op-ed each week that best analyzes history to clarify the medical, political, economic and/or international impact of COVID-19 and identifies lessons or clues for policymakers.

Each week's winner receives \$1,000, and the Foundation will award an additional \$2,500 prize for the best overall during the contest period, and a \$5,000 Grand Prize for the best piece published between January 1 - June 30, 2020. The contest will run until the end of June.

Further details can be found on the [Foundation's website](#).

### Engage: Learn with the 2020 Census

#### Fill Out the Census and Explore Census Data

Last month, the census launched a home and distance learning page to help students get the academic support they need while schools across the country are closed. Now, [four toolkits](#) for parents and caregivers with children in pre-K, elementary, middle and high school are available on the census website! These toolkits make it easy for parents and caregivers to find age-appropriate activities that will keep their children engaged, and it includes everything they need to get started.

For younger students, parents will find resources like a coloring book and activities on topics such as transportation and counting. Older students can learn about topics like apportionment and even use census data to decide what they might want to do after high school.

Each toolkit comes equipped with guidance on how to use our materials, learning benefits and even teacher-approved best practices to navigate teaching their children from home.

The census also has a new video available to keep young children engaged! "[VeggieTales: Everyone Counts!](#)" - uses animated fruit and vegetable hosts to teach children about the importance of the 2020 Census and making sure that every person gets counted.

REMEMBER: [Fill out the 2020 Census!](#)

## **Empower: Why We Teach History**

Paul Horton, University of Chicago Laboratory Schools

Far from being a "dirty trick we play on the dead" as Voltaire would have it, History is one of the last defenses that we have against the relentless onslaught of patternless data points that are whizzed at us like so many screwballs in multidimensional and expanding digital spaces. As our exposure to digital information expands, we need history to ground us in a deeper sense of time to have any hope of avoiding existential nausea or the all too safe spaces of narrowly constructed ideologies. Teaching students History is teaching students how to think past narrowly constructed ideologies. Constructing patterns of understanding by evaluating and piecing together documentary evidence gives us firm footholds to begin to resist the relentless cloud of amnesia that has descended upon our national discourse and popular culture. Citizenship, local, national, or global, requires us analyze how traditions and ideologies have evolved in order to envision a future guided by the lessons that we have learned from the past. In "an age of mechanical reproduction," to use Walter Benjamin's phrase, we are in danger of losing what it means to be human by losing the human story and what it has to teach us.

## **NCHE 2021 Conference: Salt Lake City, Utah**

### **2021 NCHE Conference Place and Time**

Salt Lake City, UT  
April 8-10

Now Accepting Session Proposals  
Submission deadline is *September 28, 2020*

The 2021 Call for Proposals, can be found at:  
<https://www.nche.net/2021proposalsubmission>

### **2020 NCHE Online Conference Past, Present, and Future: NCHE at 30**

Did you miss the online conference?  
View the Keynote, Breakout, and Poster Sessions

<https://www.nche.net/onlineconference>

# Salt Lake City



## Place and Time



April 8-10, 2021

**NCHÉ**  
National Council for History Education

### Board of Directors

Kristy Brugar, Chair  
University of Oklahoma

Sarah Drake Brown, Past Chair  
Ball State University (IN)

Luis Martínez-Fernández, Secretary  
University of Central Florida (FL)

Dean Pinos, Vice Chair  
New Trier High School (IL)

Charles Errico  
Northern Virginia Community  
College (VA)

Andy Mink  
National Humanities Center (NC)

Todd Wigginton, Vice Chair  
Metro Nashville P.S. (TN)

Joanne Freeman  
Yale University (CT)

Jenny Nicholas  
Salt Lake City School District (UT)

Douglas Brinkley  
Rice University (TX)

Theodore D.R. Green  
Webster University (MO)

Joshua L. Reid  
University of Washington (WA)

Chris Bunin  
Albemarle High School (VA)

Claire McCaffery Griffin  
Independent Consultant (WA)

Elliott West  
University of Arkansas

Mike Clemens  
Osceola High School (FL)

Kevin Krahenbuhl  
Middle Tennessee State University

Mike Williams  
National Humanities Center (NC)

Tony DiSario  
Griffin-Spalding Schools (GA)

Kevin Levin  
Independent Historian (MA)

Yohuru Williams  
University of St. Thomas (MN)

Dan Dunn, Treasurer  
The Branson School (CA)

---

# NCHÉ

National Council for History Education