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Editor's Notes

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

We hope that all of you are having a safe start to your summer.

The second issue of the 2020 year comes in a time of great change. The challenge of teaching in this time of COVID-19 and social unrest provides us an opportunity to examine how and what we teach in our classrooms. This issue is guided by the words of Carol Ann Tomlinson "*Every child is entitled to the promise of a teacher's optimism, enthusiasm, time, and energy.*" This issue reflects this belief in several ways. This issue is divided into three sections. The Curriculum and Standards section addresses the issue of teaching all students and preparing them to be active and participatory citizens in our democracy. The Social Studies Curriculum and Praxis section lays out new resources and methods for how we include all people in our classrooms. Lastly, the Teacher Feature section focuses on techniques by which we can make the social studies classroom more interactive.

In the first section of the journal, the articles written by Casey Holmes and Laura Edwards provide new visions for why we teach social studies.

Holmes calls for teachers to explore how we conceptualize citizenship in the K-12 setting given the increasingly complex domestic and global communities we inhabit. Holmes engages in a complex review of literature that questions the traditional conception of citizenship and its focus on a passive adherence to the status quo. The author calls for a critical view of citizenship, which is founded on a critical inquiry into our democratic structures. Holmes notes that American democracy requires teachers to expand their social studies curriculum to include authentic practices of citizenship and not memorization of facts.

Edwards explores how elementary teachers view themselves as teachers and how those beliefs influence how they teach about diversity in their classrooms. Current elementary social studies curriculum elevates white history and culture at the expense of other cultures and peoples. Thus, Edwards argues teachers need to explore their own narratives to analyze multicultural diversity in elementary classrooms and curriculum. Through an exploration of personal narratives of identity, teachers will be able to explore their own implicit biases. This will allow teachers to examine their own teaching and the curriculum they use.

In the second section of the issue, the authors, Alyssa Whitford, Mary E. Tackett & Lisa Pennington, Scott L. Roberts & Meghan K. Block, and Philip Jones provide elementary and secondary social studies teachers new resources and methods for teaching social studies in the classroom.

Whitford's amazing article addresses the issue of how do we introduce elementary students to women's history. The article focuses on the experiences of students in a second-grade classroom who were challenged to explore women's roles in history. A central aspect of this unit is the use of *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909*. The children's book focuses on Clara Lemlich who led a labor protest fighting for political and economic rights. The article

walks teachers through every step of this amazing lesson that challenges how we bring women in history from our null to the delivered curriculum. A key aspect of this lesson is that it challenges the notion that early elementary students can't explore complex issues in history.

Tackett and Pennington provide a framework for how to use books about Japanese-American internment to aid elementary students in becoming history makers. The authors provide a brief history of the events leading to Japanese internment. A key aspect of the unit is helping students understand the language of the event and the effect it has on how history is written and taught. The authors provide an excellent list of resources about Japanese-American incarceration as a starting point for teachers. The authors argue that using these texts provides students an excellent opportunity to be history detectives. Lastly, it provides an essential framework on how we can make sure that historically silenced and marginalized perspectives are brought into the elementary classrooms.

Roberts and Block present an excellent inquiry-based lesson for purposefully studying important Iowa women in the elementary classroom. The authors focus on the importance of teaching students about women using the important geographic concepts of space and place. Using multiple elements of the C3 Framework, the authors have students explore two essential questions "How did the names of places on our maps get there?" and "Who do we choose to memorialize in this way and why?" Roberts and Block layout a step-by-step process for teaching this curriculum to the third through the fifth-grade elementary classroom.

Jones provides elementary, middle, and high school teachers an analysis of literature (historical fiction) that can be used when teaching the history of Iowa. The article is based on the author's work in designing a course on the literature of the history of Iowa. Jones provides a clear syllabus including goals, connected to the Iowa Core, literature that teachers could use, and ways of assessing students. Jones includes resources on teaching about Native Americans, immigrant groups, important historical events, and most importantly, missing voices in Iowa history.

The third section is our teacher feature, which focuses on providing teachers more resources.

Cihacek and Masker provide *Tips and Tricks to Engage Middle School Students in Social Studies*. These pedagogical methods focus on changing the middle school social studies classroom from a transmission model of learning to an active space for the construction of knowledge.

We want to thank everyone who submitted articles for this issue of the Iowa Journal for the Social Studies. A special thanks to our reviewers and their hard work. We would also like to thank the Executive Board of the Iowa Council for the Social Studies for allowing us to take up the mantle of editing IJSS. Lastly, we want to thank all of the readers of the IJSS.

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A Call for Critical Citizenship Education

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Abstract: The social studies community and broader society continue to debate what vision of citizenship should be conveyed in K-12 education, even in the context of the increasingly complex and digital political, social, and economic landscape. A review of the literature suggests that traditional conceptions of citizenship involve passive adherence to the status quo. The author advocates instead for critical citizenship education, which interrogates assumptions and existing systems and serves to identify and critique gaps in existing democratic structures. Citizens in a participatory democracy are responsible for critical reflection and thought and therefore must be engaged, active, and critical of the status quo. The survival of American democracy requires the nurturing of critical citizens who interrogate assumptions and critique gaps in existing democratic structures. The author concludes the review with a call to educators to take up the mantle of critical citizenship education. Implications for practice require expansion of curriculum to include authentic deliberations and discussion, interrogations of official knowledge, critical media literacy, and specific analytic skills.

Teachers today have a challenging task of educating a young generation of students who are growing up in a complex and dynamic political, social, and political landscape. New technologies and forms of digital communication continue to swiftly move information, goods, and people across borders and around the world (Abu El-Haj, 2009). Global issues like climate change, human rights violations, and immigration policies are already manifesting in tangible ways in many communities around the globe. This complex environment is complicated even further in the United States and other countries where politicians are stoking nationalist and anti-immigrant sentiments in successful efforts to gain power. In the United States, Donald Trump's presidency has ushered in an era where many behaviors and words that were previously considered inappropriate for a president are happening every day.

During the 2016 presidential election cycle, then-candidate Trump and his allies frequently employed claims of "fake news" as a political tool to express dislike of negative media coverage (Keith, 2018; Sullivan, 2019). These accusations have continued and deepened throughout Trump's presidency, quickening the decline of trust in media and other institutions, like government and science, that were previously considered to be trustworthy (Damico, Baildon, & Panos, 2018). In a context of increasing political polarization and radicalization (Hess & McAvoy, 2015), these widening divisions in turn feedback to deepen mistrust in other citizens' ability to govern reasonably and fairly. We are now experiencing greater levels of affective polarization, in which individuals of opposing political parties feel genuine animosity, dislike, and even hatred towards one another (Iyengar, Lelkes, Levendusky, Malhotra, & Westwood, 2019).

We must now grapple with increasingly difficult questions around what kind of society we wish to have. The public purposes of education in a democracy suggest that these types of

issues may be addressed in part through the schooling of the nation's children. But what exactly should we teach our students? While there is general agreement that schools should teach young people to be "good citizens" (e.g., Barr, Barth, & Shermis, 1978; Delli Carpini & Keeter, 1996; NCSS, 2008; Niemi & Junn, 1988; Parker, 1996; Westheimer & Kahne, 2004), there has never been a consensus as to what vision of citizenship should be taught in America's schools. There is no objective answer to what it means to be a good citizen (Ross & Vinson, 2014), yet at the same time the answer is crucial for social studies, which is the "only place... where focused inquiry on [citizenship] might be located" (Parker, 1990, p. 17). If our K-12 social studies classes teach young people how to be citizens, then, the knowledge, skills, and values that are taught in those classes represent the priorities of American citizenship.

Many consider the approaching 2020 presidential election to be an event of monumental importance, the outcome highly consequential for the future of democratic life. This election gives us renewed cause to review the varying visions of citizenship that predominate in schools and consider what type(s) of citizenship are needed to preserve our democracy. The social studies instruction enacted in schools must reflect the vision of citizenship that will best serve our needs as a democratic nation.

Based upon their work with civic education programs, Westheimer and Kahne (2004) outlined a useful and oft-cited categorization of the primary visions of citizenship education in a democratic society. The authors defined three types of citizens: personally responsible, participatory, and justice-oriented. A personally responsible citizen is one who has good character; this individual is honest and responsible, obeys laws, and volunteers in his or her community. A participatory citizen knows how government agencies and institutions work, is an active member of community organizations, and takes on leadership positions within established

community systems. Finally, a justice-oriented citizen is one who critically assesses existing structures to seek out and address areas of injustice, and believes that citizens must question, debate, and change established systems in order to solve social problems. While each of these visions of “good citizenship” requires basic knowledge of governmental systems and processes, only the justice-oriented citizen takes a critical stance toward existing systems or seeks to actively engage in significant social change.

We now find ourselves at a perilous crossroads in American history where we must decide what type of citizenship education is best for our students and our democracy. Teachers face an increasingly difficult task in this regard, particularly now in the wake of emergency remote teaching and conversations about what school might look like this fall due to the coronavirus pandemic. Social studies teachers in particular must make difficult decisions about the ways they discuss current issues in their classes and how they approach the charge of citizenship education. As we enter the peak season of the presidential election cycle and consider the influence of elected officials on local and national policies, I argue that we must go beyond basic fact transmission and commit to teaching ourselves and our students how to make critical evaluations of society. In these challenging and uncertain times, I call upon social studies teachers to take up the mantle of critical citizenship education.

In this manuscript, I use the term “critical citizenship” to encompass a variety of conceptions of citizenship that have the common goal of “interrogat[ing] and critiqu[ing] social systems, practices, and ideologies believed to promote domination and subordination” (Knowles, 2018, p. 78) for the purpose of then taking action to transform these systems and practices. This umbrella term includes concepts from the research literature such as transformative citizenship (Banks, 2008), justice-oriented citizenship (Westheimer & Kahne, 2004), anti-racist citizenship

(e.g., Husband, 2012; King & Chandler, 2016), critical global citizenship (Andreotti, 2006), critical multicultural citizenship (Castro, 2013, 2014), civic multicultural competence (Miller-Lane, Howard, & Halagao, 2007), and critical discourses of citizenship (Knight Abowitz & Harnish, 2006). Scholars of each perspective maintain a slightly different focus for their work, yet each draws broadly from a conception of citizenship that connects citizenship education with critical pedagogy. I will explore the limitations of traditional conceptions of citizenship education, advocate instead for critical citizenship education, and conclude by offering suggestions for implementing this kind of pedagogy in the social studies classroom.

Defining Critical Citizenship

Theorists of critical citizenship education diverge from the traditional or typical conceptions of citizenship that are most frequently conveyed in social studies classrooms in the United States. In order to more fully understand critical citizenship, it is necessary to contrast it with the more traditional views of citizenship that predominate in K-12 public schools. Historically, citizenship education has served to reproduce social norms and the status quo, maintaining the dominance of White, middle-class norms.

Uses of the word “citizenship” can be broadly categorized in two ways: either as a reference to a specific legal status or to a more open definition that includes the rights, identities, responsibilities, and obligations of the residents of a country in general, not dependent upon an individual’s legal status (Levinson, 2014). School curricula generally encapsulate this more open definition of citizenship. Most states have social studies curriculum standards that require teachers to teach about American democratic institutions and processes in addition to the rights, responsibilities, and duties of citizens (Shapiro & Brown, 2018). While these standards include activities restricted to legal citizens, such as voting, the standards mention other actions such as

obeying the law, volunteering in the community, and helping others as expectations for both legal citizens and noncitizens. In this paper, I likewise utilize a multidimensional conception of “citizenship” that describes membership and identity in and with a community regardless of legal status (Levinson, 2014).

Traditional Conceptions of Citizenship

Historically, political leaders have leveraged citizenship education to provide the foundation for a common national identity and develop patriotism (Johnson & Morris, 2010). One of the early purposes of schooling was to develop a “collective social identity and citizenship” that included ideas about the “Americanization” and assimilation of immigrants (Popkewitz, 2000, p. 19). Since at least the late 18th century, the social studies curriculum in the United States has included content designed to strengthen nationalistic sentiment, such as the study of the nation’s history and institutions through a focus on patriotism and acceptance of society’s core values and structures (Stanley & Nelson, 1994).

In the United States, eligibility for full membership as a citizen has historically been linked with Whiteness (Banks & Nguyen, 2008; Ladson-Billings, 2004; Urrieta, 2004). Citizenship - both legal status and identity - has been systematically and frequently denied to historically colonized groups in efforts to maintain a narrow definition of who could fully participate in American society (Ladson-Billings, 2004). Delgado (1999) highlights the public face of this exclusion, noting the nation’s history of exclusionary and racist immigration policies, including “anti-Asian and anti-Mexican laws” and a quota system based on national origin (p. 250). Indeed, assimilationist processes and policies have required minority groups to conform to the dominant culture and prevailing norms, both in society and in schools (Banks & Nguyen,

2008). American schools, in particular, assumed that national belonging and citizenship could only be achieved through assimilation into the mainstream culture (Banks, 2008).

Non-critical approaches to social studies content. The early emphasis on cultivating national identity through a common origin story, along with the persistent vision of narrowly defined citizenship described above, gave rise to a non-critical approach to American history and citizenship more generally in American schools (Banks, 2008). This common approach to social studies education results in students learning a unifying national narrative of American history (Journell, 2011; Miller-Lane et al., 2007). This “official heritage metanarrative” (Salinas, 2006, p. 21) of citizenship and American history emphasizes American exceptionalism and discounts the actions and influences of most non-Europeans. It has become part of the nation’s collective memory, passed down through passive and uncritical approaches to history and citizenship education (Castro & Knowles, 2017; Reay, 2008; VanSledright, 2010).

Appropriating the dominant narrative of U.S. history as the story of freedom and progress, students often believe in the moral superiority of the U.S. because of its unique achievement of freedom and continually expanding body of opportunities and rights (Barton & Levstik, 2004). This problematic and oversimplified story of America conflicts with reality and contributes to the transmission of an “...overly narrow, uncritical... conception of citizenship that tends to equate being a good citizen with the acceptance and defense of the status quo” (Grelle & Metzger, 1996, p. 150).

Inflexible ideals of patriotism galvanize the push for a national vision of unity. While patriotism can bolster the strength of a democratic society, the nature of this commitment is important, and the type of patriotism pursued in schools, governments, and boards of education is often one of “America-right-or-wrong” (Westheimer, 2011, p. 82). These sorts of passive

patriotic commitments distract students from recognizing that a healthy, strong democracy requires critique and debate (Kahne & Middaugh, 2011). Apple (2009) asserts that social criticism is actually the ultimate act of patriotism, since interrogation of a nation's policies represents a true commitment to the foundational values of the nation itself.

Teaching and learning social studies by transmission. The continued prevalence of passive methods of teaching and learning in the social studies bolster the emphasis on a unified vision of shared national identity. Traditional teacher-centered and transmission-based pedagogical practices persist in the social studies classroom (Grant, Swan, & Lee, 2017). Textbooks still predominate and the typical social studies teacher is one who primarily lectures and distributes worksheets (Levstik, 2008; Saye & SSIRC, 2013). In practice, this approach means that students learn a variety of facts about foundational documents, branches of government, and other democratic processes (Banks, 2008; Journell, 2011; Miller-Lane et al., 2007; Westheimer, 2011). The emphasis on traditional “established knowledge” (Banks, 2008, p. 135), practiced in most social studies classrooms in the United States (Parker, 2003), is problematic because it fails to disrupt class, racial, or gender discrimination and instead reinforces dominant power relationships and the status quo in schools and in society.

The pedagogical practices that students encounter in social studies classrooms also serve as implicit civic education; whether students are encouraged to express their own opinions, disagree with others, or offered opportunities for voice and leadership may influence their sense of civic membership and identity and their understanding of what it means to be a citizen (Levinson, 2014). Passive teaching and passive content result in students experiencing mostly a “curriculum of compliance” in which they are compelled to see and understand the world in a limited way that conceals alternative and potentially challenging narratives of history (Leahey,

2014, p. 46). With limited opportunities for action, generally limited only to service learning (Kawashima-Ginsberg, 2013), students develop a passive understanding of citizenship and how citizens behave in democracies (Castro, 2013). Without opportunities for authentic action and problem-posing from a critical lens, the curriculum of traditional citizenship education generally works to transmit, rather than interrogate, knowledge and societal norms, and serves to reinforce and replicate the status quo. True democratic citizenship “is best acquired by taking, rather than reading about, action” (Youniss, 2012, p. 116).

A commitment to civic assimilation such as the one described above is dangerous as it negates both the existence and advantages of difference, which are increasingly important in the global and multicultural world in which we live (Banks, 2004, 2008; Knight Abowitz & Harnish, 2006). If students equate good citizenship with “good behavior” and obedience to middle class, White, exclusionary rules, then they may be unable to recognize the connection between citizenship, human rights, and justice and may unquestionably adopt normed attitudes about other people and the democratic institutions in which they participate (Thomas & Pepper, 2013; Trivers & Starkey, 2012).

An Alternative: Critical Citizenship Education

In contrast with these traditional visions of citizenship, conveyed implicitly or explicitly in social studies classrooms, I propose that teachers begin to adopt a critical orientation towards citizenship education. Critical citizenship education is rooted in the theory of critical pedagogy.

Critical pedagogy and the myth of a neutral education. Critical pedagogy is the application of critical theory to schools and education (Johnson & Morris, 2010). Critical pedagogues recognize that society is not equal (Ladson-Billings, 2000) and raise questions about assumptions, implications, consequences, and benefactors of particular actions, situations, and

institutions (Cornbleth, 2017). Knowledge and social interaction are mediated by power relations in a vastly unequal society (Kincheloe, McLaren, & Steinberg, 2011). Schools are social institutions, designed for a public purpose, and are therefore “agencies of socialization” (Giroux, 1980, p. 333) that often echo the broader societal power structures by privileging certain ideas and values within the classroom (Apple, 2008).

Proponents of critical pedagogy act upon the belief that education is inherently political (Kincheloe, 2008), and this is perhaps a key element for teachers who may fear pushback from stakeholders within the school community. Those who believe in the supposed neutrality of traditional education contend that activities that “strengthen or maintain the status quo are neutral or at least nonpolitical, and activities that critique or challenge the status quo are ‘political’ and many times inappropriate” (Ross, 2000, p. 43). This assumption is particularly salient in the social studies, where teachers are often encouraged to “stick to the facts” and stay neutral (Ross, 2000, p. 43) as if there is some unified notion of truth that should be held up and maintained through education (Westheimer, 2011). However, no educational curriculum is neutral (Shor, 1992). Education that tries to be neutral by adhering to traditionally taught values or facts simply serves to support society’s dominant ideology (Freire, 1985).

The curriculum and choice of subject matter “is never simply a neutral assemblage of knowledge, somehow appearing in the texts and classrooms... it is always part of a selective tradition, someone’s selection, some group’s vision of legitimate knowledge” (Apple, 1993, p. 222), and the implications for history and citizenship education here seem clear. Decisions about whose history or literature is taught, from whose perspective the past and present are examined, and which themes are emphasized in the process of teaching and learning are all political - not neutral - choices (Shor, 1992). A social studies curriculum that demands the transference of “a

body of established facts about the great men and great events of American history” is teaching a political lesson and upholding the status quo (Kincheloe et al., 2011, p. 167). Critical pedagogy seems therefore inherently at odds with the traditional and passive conceptions of citizenship education discussed at the beginning of this article. In today’s society of increasing economic and social inequality, a deeply polarized electorate, and widening chasms of mistrust and accusations between people of differing ideologies, we instead must adopt a critical orientation towards citizenship.

Critical citizenship education. Critical citizenship education is a manifestation of critical pedagogy put into practice and is necessary to ensure that students learn to recognize, reflect, and act upon societal and political injustices. Rooted in the elements of critical pedagogy, a critical citizen recognizes the centrality of power, oppression, and injustice; emphasizes the importance of social dialogue and commitment to collective action; acknowledges and examines one’s own identity and positionality within existing systems of power; and engages in a cycle of critical reflection and action, or *praxis* (Johnson & Morris, 2010).

Critical citizenship education eschews the traditional notions of citizenship as passive consumption of knowledge about democratic processes and is instead grounded in true commitment to social and economic justice. Students seek out and actively engage in the struggle for social change against injustice and oppression (Carducci & Rhoads, 2005; Cho, 2018; Johnson & Morris, 2010; Kincheloe, 2011). From this perspective, citizenship and society are dynamic and fluid constructs - meaning that social change is imaginable and actually possible (Hyslop-Margison & Thayer, 2009; Moore, Gegieckas, Marval, McCauley, & Peloquin, 2011).

Critical citizenship thus moves beyond the basic information, blind patriotism, and volunteer participation that characterize much of civic education in this country and involves

rigorously interrogating our assumptions about the ideas, practices, institutions, and policies that make up so-called democratic life (Johnson & Morris, 2010; Teitelbaum, 2011). Critical citizenship education requires that students reclaim their agency as active citizens and legitimate social agents (Dudley, Robison, & Taylor, 1999) and engage with considerations of membership and identity in productive ways (Knight Abowitz & Harnish, 2006). A lens of critical citizenship asks us to consider who truly has access to institutions and the systems of democracy, and who created those systems in the first place. In other words, we must interrogate the dynamics of power and the ways in which these dynamics affect the so-called norms and expectations of democratic life.

Through these questions, it becomes evident that the recognition of the need for these questions marks a distinct conception of democratic life. A non-critical rendering of democratic society would likely not result in these types of questions, as non-critical citizens would perceive institutions to be neutral, democracy to have been achieved, and society to be functioning effectively. Non-critical citizens, unaware of problems, may therefore advocate for the transmission of the existing status quo to the next generation of students, teaching them loyalty, obedience, and basic knowledge about how government works (Castro, 2013; Knight Abowitz & Harnish, 2006). By contrast, critical citizens would interrogate and critique any so-called democratic structures, institutions, and/or processes that reify and perpetuate unequal access to civic life (Castro, 2013). Critical citizens consider democracy to be a journey in progress, rather than a particular destination that has already been reached (Parker, 2003).

Critical thinking and critical citizenship. One major obstacle to implementing critical citizenship education in such a way that it would satisfy critical educators seems to be the frequent conflation of critical citizenship with critical thinking. Educational conversation is

oversaturated with the term “critical” to the point where it is used in a myriad of forms that convey very diverse expectations, intentions, and purposes (Johnson & Morris, 2010). Teaching students critical thinking skills is often confused with engaging students in critical citizenship education, but the distinction between the two concepts is crucially important to our understanding of critical citizenship education.

While critical thinking helps students develop particular cognitive abilities and skills of reasoning, logic, and analysis (Billingham, 2016), it also promotes tolerance and rationality in a supposedly neutral context devoid of politics or political questions (Burbules & Berk, 1999; Cho, 2018). By contrast, critical citizenship education goes beyond developing neutral skills and habits of thought in order to learn to recognize, reflect, and act upon social and political arrangements that benefit one group at the expense of another (Burbules & Berk, 1999). Critical citizenship is built upon social accountability and solidarity and demands that individuals develop the knowledge and strategies required to take action against social and political injustices. It is an inherently political perspective.

Critical citizenship in the 21st century. While the need for critical citizenship is not a new phenomenon, the contemporary technological landscape requires a modern version of critical citizenship, tailored to the realities of the increasingly digitized and global twenty-first century. The advent of participatory technologies has blurred the boundaries between in-school and out-of-school contexts and between public and private spaces (McGillivray, McPherson, Jones, & McCandlish, 2016) and eroded distinctions between the consumption and production of media.

The increasing use of and dependence on media by today’s K-12 student population reminds us that media culture is a dominant force in identity construction, and that even though

students are living their real lives in a society that is increasingly global and multicultural, much of mainstream media has not followed suit. Media messages are still quite often “devoid of cultural clues about how to form genuine, interdependent relationships with people from diverse backgrounds” (Carducci & Rhoads, 2005, p. 5). Media play too integral a role in young people’s lives to ignore the messages coming from these sources, and students must be given the opportunity to explore ways that media convey limited conceptions of democracy or identity as well as engage in critical work regarding accuracy, legitimacy, and truthiness. The explosion of fake and exaggerated news makes this work increasingly urgent, particularly in the shadow of repeated misinformation and election interference campaigns from the Russian government and others (United States Senate Select Committee on Intelligence, 2019). Critical citizenship in a global and digitally mediated world requires that individuals learn, develop, and apply critical and informed attitudes even toward their digital spaces, both inside and outside of the educational sphere (McGillivray et al., 2016).

A Call for Critical Citizenship Education

Shouldering the charge of critical citizenship education requires courage and conviction. Ross and Vinson (2014) describe this type of citizenship as “dangerous citizenship” because it requires that “people, as individuals and collectively, take on actions and behaviors that bring with them certain necessary dangers” and go beyond the traditional means of participation such as voting (p. 78). These actions are dangerous, Ross and Vinson (2014) contend, because they threaten people and institutions who uphold the status quo and existing social and political hierarchies.

Despite the perceived risks, I maintain that critical citizenship education is the only way forward if we hope for our democracy to survive. Teachers, as always, are faced with the

challenging, complicated, and caring task of educating an entire generation of students in such a way that they can carry the nation forward into a more just future. Even with concerns about pushback or time constraints, there are many ways that teachers can incorporate elements of critical citizenship into their classrooms. Even small steps towards a more critical approach to the traditional narratives can make an impact on how our students think about the world.

Requirement for Democracy

Critical citizenship education is vital for the survival of democracy and for the expansion of access to civic participation. Education has been assumed to play a crucial role in preparing current and future citizens of a democracy since the founding of the modern United States. Even the vaunted George Washington noted the need for an educated citizenry in his 1796 farewell presidential address, commenting that in the new nation, in which the structure of government “gives force to public opinion, it is essential that public opinion should be enlightened” (Washington’s Farewell Address 1796, n.d.).

For a representative democracy to be successful, citizens must be knowledgeable and empowered enough to engage in self-government. By some measures, like *The Economist Intelligence Unit’s* 2019 Democracy Index, the United States is less democratic than it used to be- now measuring as a “flawed,” rather than “full” democracy, signaling weaknesses in governance, distrust of public institutions, low levels of political participation, and underdeveloped political culture (*The Economist Intelligence Unit*, 2020). In this context, citizens in a participatory democracy have a responsibility to think and reflect critically (Dantley, 2017), and must be engaged, active, and critical of the status quo. Passive or disengaged citizens are more likely to be vulnerable to tyrants and exploitation and are less likely to hold their elected officials accountable for their decisions and actions (Deardorff & Kupenda, 2011).

It is imperative, therefore, that we engage our students in democratic education that employs a perspective of critical citizenship. Students must have opportunities to actively practice “doing” democracy, and they must learn about democracy as both a political system and as a way of life (Apple & Beane, 1995; Veugelers, 2007). In a democratic society, doing citizenship requires students to critically reflect upon the current democratic systems and related issues of identity, membership, and power. To ensure the strength of our democratic institutions, students must learn to grapple with difficult policy and political debates (Westheimer, 2011) so that they may be “capable of fighting for various forms of public life and informed by a concern for equality and social justice” (McLaren, 2015, p. 119).

Implications for Practice

If critical citizenship education is necessary for the maintenance and survival of a democratic society, why is it not more prevalent in our nation’s schools? Much of the research related to critical citizenship focuses on the many obstacles to implementation: teachers often feel unprepared to teach from such a perspective, and these types of efforts often conflict with curriculum standards that are built upon mainstream norms, values, and expectations for socialization (Cho, 2018; Sibbett, 2016). Teaching from a lens of critical citizenship also requires teachers to give up some of their own authority and power in the classroom, reorient themselves within the social relations of knowledge production and creation, and engage their students in a reflexive partnership of learning (Magill & Salinas, 2019; Shor, 1992). Critical citizenship education also requires teachers to embrace controversy and “being political,” issues that give education its social meaning and help spur progress in a democracy (Westheimer, 2011).

Taking such an active and potentially controversial role in transforming curricula and pedagogy can be uncomfortable and challenging for many teachers, but it is imperative to make a

distinction between “political activism” and party politics (Kincheloe, 2011). While educators may fear accusations of partisanship by administrators, parents, or community members, teaching from the perspective of critical citizenship instills loyalty not to any one political party or ideology but instead to the ideals upon which the United States was founded - equality, justice, and compassion (Westheimer, 2011). There are many potential solutions to a problem and asking questions about how we got here does not inherently require adherence to a particular political ideology. There is a myriad of pedagogical strategies through which teachers can begin to confront these legitimate challenges and engage their students in critical citizenship education.

Authentic discussions and deliberations. Engaging students in conversation about real-world local, national, and/or global contemporary issues allows for students to learn about democratic citizenship along with others who are also learning to be citizens (Castro, 2013; Levinson & Levine, 2013). By helping students grapple with current issues and events, teachers can encourage students’ critical thought and support them in identifying ways that democracy is or is not served (Castro, 2014). For example, students could engage in a structured academic controversy (SAC)¹ around the removal of Confederate monuments or whether to make public colleges free for state residents. These structured discussions require students to do background research and present multiple sides of a topic. Posing these controversial issues as dilemmas provides opportunity for students to build the relevant knowledge of institutions and practices, but then to also engage in debate, discussion, and analysis of these dilemmas (Dudley et al., 1999; Kahne & Middaugh, 2011).

¹ For more on the structured academic controversy (SAC) discussion technique, you might explore the entry describing the SAC strategy at [TeachingHistory.org](https://teachinghistory.org). The description also includes a useful example of a SAC question, “Was Abraham Lincoln a racist?” as well as a lesson plan and teacher and student materials for implementation.

Interrogate “official” knowledge. Students can themselves be engaged in investigating so-called “official” sources of knowledge such as political institutions and school curricula. Teachers can call attention to systemic inequity and support students in critically analyzing institutional injustices (Castro, 2014). This analysis may also include introduction of the unwritten “codes of power” (Delpit, 1995), which form the foundation for building the cultural capital required to access and navigate institutional structures (Castro, 2013). An effective introduction to this conversation may be to critique official school knowledge and evaluate curricula and textbooks that guide expectations for instruction.

To do this, teachers might consider implementing a strategy called “opening up the textbook,” in which students utilize the textbook narrative as the basis for a larger inquiry.² For example, students might engage in a study of Rosa Parks and the Montgomery Bus Boycott and the way these events are treated in school history or civic textbooks. Common textbook entries often describe Rosa Parks’ decision to sit in the White section of the bus as a spontaneous choice, born from her exhaustion after a long day of work. The Montgomery Bus Boycott then began when she was arrested for refusing to move to the back of the bus. In reality, Rosa Parks was not the first African American woman to commit such an act, nor was it an impulsive decision. She was not just “tired.” Instead, Rosa Parks was a lifelong civil rights activist and belonged to her local chapter of the NAACP (e.g., Kohl, 2007; Schwartz, 2009).³

Offering students the opportunity to analyze a textbook entry alongside contemporary primary source documents may be a powerful means to help them conceptualize the ways in which textbooks often tell one narrow narrative. In another example, Brugar, Halvorsen, and

² I again suggest visiting the [relevant TeachingHistory.org](#) entry to learn more about the Opening Up the Textbook (OUT) strategy.

³ [Historical Thinking Matters](#) offers teachers a lesson plan and resources to conduct a one-, three-, or five-day OUT lesson with high school students about Rosa Parks and the Montgomery Bus Boycott.

Hernandez (2014) conducted a two-day inquiry lesson with fourth grade students in which the students studied the index of their history textbook to find that 90 percent of the people mentioned in the index were men. The elementary students discussed possible explanations for why that might be the case, how it made them feel, and how they might act upon their feelings. In each of these examples, students begin to understand that the “textbook is not a bible” and that even textbooks have authors with one particular perspective (Cho, 2018, p. 280). A critical educator can utilize these standardized versions of knowledge to help students interrogate the propriety of knowledge and the influence of power on accepted canon.

Teach critical media literacy as a component of citizenship education. Media literacy is a critical component of today’s citizenship education. Music, television, film, and other popular culture texts are promising tools for generating thought and discussion, and students can use the texts they encounter in their everyday lives to analyze the ways in which media frequently perpetuate negative stereotypes in their depictions of different social groups (Carducci & Rhoads, 2005). For example, Mathews (2009) describes the possible use of the reality television show *The Amazing Race* as a teaching tool in social studies classes. While the show can introduce students to global experiences and cultures, Mathews (2009) identified an abundance of sexism, gender stereotypes, cultural imperialism, and ethnocentrism throughout the different seasons of the show. Teachers could also engage students in an analysis of the portrayal of women or African Americans in the news media or consider stereotypical portrayals of Asian Americans as the “model minority” (Blackburn, 2019; Chao, Chiu, Chan, Mendoza-Denton, & Kwok, 2013).

In this era of exaggerated news and viral social media threads, students can also explore the history and standards of the field of journalism in order to recognize that what is presented as

objective news is a constructed phenomenon that conveys the ideologies of those with influence on the programming (Manfra & Holmes, 2018). As an example, students might explore the issue of racism in journalism through the work of artist Alexandra Bell, who utilizes various media to construct counternarratives about the portrayal of marginalized communities in the news (St. Félix, 2018). Students could create their own counternarratives about a social issue that has importance for their local community or about other topics of their choosing.

Students can also critically examine the impact of their own beliefs and values on their interpretation of news media and other media sources, exploring their own and others' cultural and personal identities (Castro, 2013). Any study of media should culminate with authentic action, with students producing their own media and developing the habits of engagement and participation in a democracy (Carducci & Rhoads, 2005). The production of podcasts, particularly about issues of historical injustice, can support students' development as a community of active citizens engaged in authentic issues that extend beyond the classroom walls (Montgomery, 2014).

Teach specific thinking and analysis skills, in context, across disciplines. Critical citizenship education need not be reserved only for civics class. Within social studies, history education requires development of historical thinking ability, which uses critical and disciplinary tools to think critically about the past (Sheehan, 2013). Critical citizenship education can also be integrated in some capacity across disciplines, manifesting as social justice education in other disciplines like math and science (e.g., Barnes-Johnson, Leonard, Berry, & Brooks, 2010; Dimick, 2012; Emdin, 2011; Lucey & Tanase, 2012). For example, students can calculate the distance that people in impoverished communities have to travel for access to fresh fruits and vegetables compared to citizens in more affluent communities. This phenomenon is known as

food deserts and shows how social justice issues are an ever-present part of the U.S. landscape (Samuels, 2018).

In English-Language Arts, self-selection of novels as well as the use of dystopian novels may foster an environment in which students are more willing to engage in critical analysis and complex discussions with their peers. Young people often identify with the characters' struggles and fears in dystopian novels, making these promising tools for teaching skills of critical analysis (Thomas & Pepper, 2013). Young adult literature also supplies students with a means of engaging with stories that might be different from their own and can serve as form of counter-storytelling, helping all students hear other people's voices and potentially examine and confront the role of race, gender, and other societal labels (Groenke, Maples, & Henderson, 2010; Holmes, 2019). Educators should also teach the skills required for making social change, such as evaluating evidence from multiple perspectives (Castro, 2014) and providing students with opportunities for action and participation (Kahne & Middaugh, 2011). Tyson (2002) demonstrated that teachers might use children's and young adult literature to help middle school students realize their own individual and collective agency and capacity to contribute to social action through books like *The Skin I'm In* (Flake, 1997), *Faithful Elephants* (Tsuchiya, 1997), and *SeedFolks* (Fleischman, 1997).

Towards a More Critical Citizenry

While an intentionally critical orientation towards citizenship may represent a departure from traditional methods of teaching social studies, it is clear that today's political and social realities demand this type of philosophy. Critical citizenship education offers an opportunity for the development of a generation of students and their teachers who approach civic issues with habits of questioning and attitudes of critical and ethical reflection. These dispositions and skills

seem increasingly imperative as we experience another contentious and vitriolic presidential election cycle, and the suggestions for implementation described in this article may provide a starting point for educators to begin this type of valuable work.

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Teacher Candidate Identity Development: Multicultural Elementary Social Studies for Social Justice

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Abstract: Teachers bring their own stories with them into their classroom. Who they are matters to the curriculum and development of learning opportunities for their students (Sleeter, 2005). Social studies as a discipline examines narratives and traditionally elevates stories of white dominance (Hawkman, 2018). This paper analyzes the implications of multicultural diversity in elementary classrooms and curricula through examination of facilitated reflections from elementary teacher candidates about their racial and cultural identities. Adding to existing literature, this paper provides reflections from elementary teacher candidates' personal narrative essays about their identities and how their identities influence their teaching diverse elementary students after a class experience that utilized principles from critical whiteness studies in teacher education. This paper demonstrates how future elementary teachers' narratives about their own identity impact how they show up in the classroom and their ability to acknowledge and seek out marginalized students' narratives.

Everyone's story is important. Teachers bring their own stories into the classroom (Sleeter, 2005). Who they are as a person, their perspectives, beliefs, and their professional and personal development impacts who they become as a teacher. It is important to possess awareness and a level of comfort with one's own stories (Schussler, Stooksberry, & Bercaw, 2010). This impacts how teachers relate to their students and colleagues. Identities are in process and constructed over a lifetime and through multiple venues. One's identity influences perceptions and choices. Personal and professional identities of teachers influence classroom choices such as curriculum selection, assessments, and disciplinary strategies (Garmon, 2005). Being unaware of one's implicit biases and complexities in their identity, such as implications of social construction of race, leads to uniformed choices and decisions. Hawkman (2018) articulates that "ideas, beliefs, and experiences common within white families and community are to be seen as the norm to which the Other is to be judged" (p. 55). Increased awareness of the facets of one's identity, such as implications of whiteness, allows the person to gain greater influence over perceptions and actions. Critical examination of whiteness in teacher education facilitates the ultimate goal to decentralize normative discourses and practices.

Social studies, as a content area, examines narratives. To pedagogically be able to teach other peoples' stories, particularly that of marginalized groups, it is important to first examine one's own biases. Addressing teacher candidates' identities in the elementary social studies methods course is a platform that allows teacher candidates to address their complex identities in real-world settings to become more aware of their influences on their teaching and classroom environment in order to promote justice-oriented teaching. In this paper, I present literature and a theoretical framework that provide background about teacher identity and critical whiteness studies. Then, I address the case study methodology employed in this study, present the findings,

and finally discuss and conclude by presenting ways forward for white elementary teacher candidates to engage in critically examining their racial and cultural identities.

Literature Review

Teacher education typically focuses on the development of teaching techniques and curriculum development for students. The journey of the development or reflection of the teacher as a person is not often a focus. The teacher's positionality and biases impact his or her teaching process, student learning outcomes, and assessments. Hooks (2003) argued that "ideologies of dominance informed the ways thinkers teach and act in the classroom" (p. 1). She goes on to argue that schooling reinforces the perceptions of white cultural dominance. White teacher candidates are often not challenged to be aware of their own race and class issues. The impact of perpetuating this idea leaves teacher candidates who are a majority white and female without the experience of challenging their perceptions and examining their own race and class issues (Matias & Mackey, 2016). Awareness of this is a critical step for transformative teaching of multicultural and social justice issues in the social studies classrooms.

Social studies is the discipline that lends itself to most problematic issues with diversity and inclusion. The journey to become a social studies educator is different for everyone. It is a challenge for teacher candidates to embody the purposes of social studies and put into practice the fundamentals to explore, analyze, and make informed decisions about their world, learning through the social sciences (Hess, 2018). A primary obstacle is lack of experience because social studies is not taught as regularly at the elementary grades as language arts or math, often teacher candidates do not see it in practice. Additionally, teacher candidates surveyed in their social studies methods courses regularly report a general dislike for the subject area. This is due partly

to the lack of exposure to and heavy reliance on worksheets to teach social studies (Whitlock, Brugar, & Halvorsen, 2016).

In addition, traditional elementary social studies curriculum provides a “systematic and marginalization of stories and histories of people of color” (Hawkman, 2018, p. 56). Social studies as a discipline encompasses topics of controversy and differences in the elementary classroom that teacher candidates need to be aware of and prepared to address in honest and transparent ways. This becomes even more challenging if teacher candidates are not aware of their own identities and influence on their thinking and teaching decisions.

Merely teaching content about marginalized populations is not sufficient. Teachers themselves are intricately apart of the formation and delivery of the curriculum. Bell hooks (2014) demonstrates that “personal success (as a teacher) was intimately linked with self-actualization” (p. 18). The process of knowing about one’s self is connected to the ability to teach well. Non-factual stereotypical ways of thinking that can impact how teachers directly interact with students do not only reside in thoughts, actions ensue based on beliefs that a person may not even be aware of. Woods (1984) asserts that “a curriculum area is a vibrant, human process lived out in the rough and tumble, give and take, joys and despairs, plots and counter-plots of a teacher’s life” (p. 260). How we teach about difference and sameness is crucial and understanding ourselves is a first step in that direction. Teacher identity development is key and must be examined.

Theoretical Perspective

This study draws on personal and professional teacher identity, positioning theory (Vanassche, & Kelchtermans, 2014), and literature on critical whiteness studies and multicultural education and teacher candidate development (Banks & Banks, 2019). Teacher candidate

identity development is addressed widely (Danielewicz, 2014; Olsen, 2008). Flores and Day (2006) makes connections between teacher's identity and their teaching. "To transform the schools, educators must be knowledgeable about the influence of particular groups on student behavior" (Banks & Banks, 2019, p. 1). Facets of the teachers' identities, particularly their whiteness for students in this study, is at the center of the curriculum they teach.

Culturally responsiveness (Ladson-Billing, 1994, 2014) as a theoretical lens in this paper sheds light on the competencies elementary teacher candidates develop to create inclusive classrooms. The conceptual framework of culturally relevant pedagogies advocates for classroom shifts to affirm students' cultural competencies. Culturally relevant is not just an idea; it is a way of being. Being a culturally relevant educator is a journey, not a product (Ladson-Billings, 1994).

In this paper, I define teacher identity as how teacher candidates, "perceive themselves as teachers and what factors contribute to these perceptions" (Beijaard, Verloop, & Vermunt, 2000, p. 749). Identity is fluid and not static. Bringing unconscious beliefs to consciousness is important because, "Dominant ideologies pervade school contexts and shape the ways in which normalcy and difference are constructed within education systems" (Siuty, 2019, p. 38). Systematic oppression is perpetuated by implicit biases. The goal of deconstructing implicit biases is to challenge embedded beliefs and openness to embrace multiple perspectives and be aware of how social construction of our identities impacts ourselves and others.

Facilitated reflection is a tool to bring awareness. It allows the teacher to have more choices over how their identity influences such things as:

- Their perspective (experiences offer a single perspective that typically excludes someone).

- Who the teacher disciplines and how they discipline them as well as decisions around classroom management.
- Curricular decisions about what and how they teach – instructional decisions.
- Assessment of students.
- Classroom values.
- Classroom culture and climate – impacts who is and is not successful in the classroom.

The ways that the teachers interact and instruct their students will impact the students they teach in profound ways. Self-awareness is the first step in developing a multicultural or culturally relevant mindset.

To address the implications of multicultural diversity in classrooms and curricula, this study examines a facilitated reflective process of 50 teacher candidates across two elementary social studies methods classes. The teacher candidates were working through their own narratives before they develop and teach unit plans that honor the complexity of the narratives of African American, Indigenous, Latinx, women, immigrants, and other marginalized voices in their elementary social studies curriculum. The primary objective of this paper is to analyze what elementary teacher candidates' reflections say about their identity development and implicit biases related to their multicultural social studies experiences.

This paper presents a case study of 50 elementary social studies teacher candidates and a critical analysis of their identity essays in preparation to teach classes of diverse elementary students during a multicultural examination of social studies methods in two university courses. The assignment about their identity development was a culminating activity after a unit on what is powerful social studies within a context of culturally responsive teaching and the teacher candidates' completion of an exercise drawing on facets of critical whiteness. In this paper, I refer to implicit bias as a person's unconscious assumptions. The work of the elementary social

studies methods class is to bring a teacher candidate's unconscious assumptions to light and systematically reflect on the multifaceted identities that influences their assumptions. Self-reflection as multicultural social studies curriculum provides a transformative experience for teacher candidates in critical ways to problematize their implicit biases.

Methodology

This study addressed the ways in which elementary teacher candidates describe and negotiate their personal and professional identity in preparation to teach multicultural elementary social studies. This study analyses teacher candidates' self-reflection on their identity in an elementary social studies methods course. In the construction of their identity and practice, teacher candidates ultimately perpetuate or subvert oppressive systems. Below are the two research questions this paper examines:

- 1) How did elementary teacher candidates express their identities that indicated dominant ideologies, a disruption of hegemony, or somewhere on the journey of discovery?
- 2) How did elementary teacher candidates express their experience of personal stories and teacher preparation that facilitates their identity development?

This case study is "an intensive, holistic description and analysis of a bounded phenomenon" (Merriam, 1998, p. xiii). This case study addressed in this paper contains two sections of an elementary social studies methods course including fifty student participants. The course provides input to challenge hegemonic practices in the classroom and introduce culturally appropriate teaching practices. Of the 50 students, 49 identify as Caucasian and one student identified as Latinx. All students identified from the Midwest. 47 identified as female and 3 as male. Pseudonyms are used in this paper to protect each teacher candidate's identity. I was the faculty instructor for both courses. I identify as a white, female, originally from the Midwest. My family is interracial and I am raising multicultural children. My own self-examination through

my career as a white teacher, teaching minority students, of which many were undocumented, in an inner-city prompted an awakening in me. Silence about my racial identity and the embarrassment I felt at being a white person was not productive. Learning to find my voice and continuously examine my positionality and privilege motivate me as I teach elementary teacher candidates. I acknowledge my positionality to address my own implicit biases and influence on the data collected.

This paper examines an analysis of an essay written by the fifty elementary teacher candidates. The assignment that is coded in depth is an essay “Who am I” to a teacher in a larger project about Powerful and Authentic Social Studies Unit Plan. DiAngelo (2018) argues that the first challenge is to “name our race.” This was the aim of the essay examined. Teacher candidates wrote the essay in preparation to teach an elementary social studies unit in a diverse urban second-grade classroom that addressed stories of Native Americans and African Americans in the Midwest. The assigned essay was intended to stimulate the thinking of the elementary teacher candidates to become more aware of who they are and how their identity as future teachers may impact their classroom practices.

To prepare for the paper, the class participated in a workshop to create a timeline of their life based on prompts that explore intersectional and salient identities. This was facilitated through prompting questions. Then, I provided facilitated reflection that scaffolds the process for teacher candidates as well as the space and time to become more self-aware with in-class activities. In this paper, I analyze the thematic findings from elementary pre-service teachers’ essays that were written at the close of these experiences.

In one to two thousand words, the elementary teacher candidates told their own story reflecting on their identity and the ways in which their identity markers (such socially

constructed concepts as class, race, ethnicity, language, ability, gender, etc.) informed their schooling experiences and decision to become a teacher. Voluntarily, these teacher candidates wrote extensively and over two thirds of them wrote the maximum limit of two thousand words. There was only one essay that fell below one thousand words.

In the essay, the elementary teacher candidates described and analyzed their cultural and linguistic background. What experiences they had or interactions with diverse languages/cultures which influenced them to re-define and/or shift their perceptions.

In the next step, the elementary teacher candidates wrote about how their story impacts their identity as a classroom teacher. They were asked:

- What are the lenses or implicit biases that they bring with them into their classroom?
- What is their single story? How will they include multiple perspectives in their classroom?
- How does their identity influence the way they might manage their classroom, make curricular decisions, assess students, set classroom values, culture, and climate?

To conclude the assignment, teacher candidates explained what they think is powerful social studies in light of how their own diverse understandings shape their pedagogy in order to facilitate their vision for teaching quality multicultural social studies.

A thematic analysis was employed with descriptive coding of essay reflections (Creswell & Creswell, 2018). Descriptive coding methods were used to summarize the themes from each student's essays (Belotto, 2018). A memo was written based on each code pattern to describe the significance of the category with supporting quotes below. The coding was done by colors that indicated the corresponding pattern code. The categories were placed in different documents with teacher candidates' quotes labeled using a table of names with their pseudonym to identify the source of the original document, and I allowed what I coded to devise a frame of the findings.

In the findings, I discuss the themes that developed and the process of categorizing and making sense of the information. Thus, I linked the data to the ideas presented and drew from the words and themes of the 50 teacher candidates' essays.

Findings

The elementary teacher candidates were asked to declare in their essay how they identify themselves. Dani wrote, "My single story is growing up in a small town where I knew everyone. I grew up with a majority of the people being white." The majority of these teacher candidates identified like Dani, 49 out of 50 teacher candidates expressed their identities as white with minimal exposure to diversity. Elizabeth said,

Plain and simple we were all white: teachers, students, and staff. It was not till my junior year our school had a student transfer from another state who happened to be African American. Before that, all I knew was a white school, white town, and white teachers. Not to say and of this was wrong or that I hated it but this was my experience.

This was a common admission among these teacher candidates in their essays, that they are white, and all they have ever known is whiteness until recently in their life. Additional identity markers these teacher candidates noted included most often their socio-economic status, rural vs urban (or small town), female or male, and Christian. These teacher candidates expressed their experiences of personal stories and teacher preparation that facilitates their identity development.

Addressing teacher candidates' vision for teaching quality multicultural social studies, of the 50 students, 47 essays stated the teacher candidate did not like social studies or had poor experiences in school regarding social studies classes, which influenced their dislike. This was a noted challenge for these teacher candidates to begin constructing their own social studies curriculum to teach. Katy, like many other teacher candidates', said, "I want to teach quality multicultural social studies in the classroom because in high school I felt very 'left behind' in a

way in my social studies classes.” She explained “left-behind” as a lack of knowledge. There was not much content being taught and now she is finding out much of it was from a single perspective. Thus, these teacher candidates’ visions were key because they had typically not experienced social studies that addressed multiple perspectives and exposed issues of controversy such as social constructs of race and social issues.

Jane, a teacher candidate wrote in her essay,

Before now, I hadn’t considered the need to state various factors of my identity along with a written introduction (to the elementary teacher), but I am discovering the value of doing so...The background I bring to the table when it comes to entering the social studies classroom is one of little diversity, but a changing mindset.

Her statement was echoed across teacher candidate essays that demonstrated a significant desire to learn how to demonstrate tolerance and acceptance in the elementary classroom. Anna, another teacher candidate, shared in her essay, “My own story has influenced how I show up in the classroom as a teacher. I think it is easy for any teacher to have implicit biases without even realizing it.” Teacher candidates expressed acknowledgement that implicit biases gone unchecked were not good for their classroom. However, a critical analysis indicates teacher candidates are not regularly exposed to opportunities to reflect on their identity development and implicit biases in their teacher training.

DiAngelo (2018) addresses how the majority narrative about race is profoundly not inclusive and is unequal. White people are often not engaged in racial conversations and often do not acknowledge their own racial identity and the superiority narrative of whiteness. These teacher candidates discussed in their essays that they are open to different perspectives but are not regularly exposed to people and ways of life that are different from their own. Brianna, like

many other teacher candidates, shared that her schooling experience was limited. She said we “learned what we needed to survive in our local community” which was northern European homogenous culturally and linguistically. Brianna goes on to say, “I had very little experiences with people who are different than me.” After a family trip to Europe, Brianna kept asking herself, “Why should the rest of the world have to learn English, but we don’t even have the opportunity to learn another language/culture in depth?” A need is felt by these teacher candidates to expose and address their identity and biases but shared they are not provided with means to process their whiteness because it is not named or engaged within teacher education.

Three themes emerged from their essays. The first was a sense of a savior mentality as an acknowledgment of privilege and a desire to use it to help others. The second theme in the essays was an inability or lack of understanding the need or opportunities to examine more deeply the teacher candidates’ whiteness and privilege. The third theme that emerged is how reflecting on the teacher candidate’s past helped them began to identify formative moments that sparked their growing awareness for the need for justice oriented teaching.

Savior Mentality

Teacher candidates expressed gratefulness or a sense of feeling fortunate about their identity. Heidi, a teacher candidate, said, “This (writing the essay) really just made me step back and think of how lucky I was when I was growing up.” Holly concurred writing about how she grew up with many different types of privilege. Experiencing diversity, Holly said, “opened my eyes to see not every student could not come every day because their parents didn’t want to bring them, or they were going through something hard, or some days they didn’t have clothes to wear so they did not come to school.” Holly was perceiving things she had taken for granted in her life.

The motivation to become a teacher came up frequently in the essays. Teacher candidates such as Katy articulated, "I decided to become a teacher at a very young age because I have always enjoyed helping other people." This sentiment was frequently expressed that teacher candidates chose teaching as a profession to help others. They acknowledge that they had a lot to offer especially disadvantaged students because they had so much privilege. Another motivation for teaching, Anna said, "I look forward to being a role model and positive influence in my students' lives. I want to instill a love of learning in each and every one of them because of my experiences." A desire to help others as the motivation to teach was linked with wanting to help children who are poor and are of other ethnicities. There was a "savior mentality" that perpetuated dominant ideologies about whiteness (Matias, 2013). To assume the role of helping, particularly students of color, is problematic for young, white teacher candidates.

Examination and reflection on the fundamental banking model of teaching that perpetuates the concept that a teacher knows something that their student does not know and will provide it to the students is important for all teachers, especially White teachers (Freire, 2018). This is even more problematic when a white teacher is operating from this mode working with students of color. When a teacher is unaware of his or her whiteness and his or her liability in the perpetuation of white supremacy is unaddressed, issues of privilege and the implications of that can lead to challenges in the classroom such as marginalizing already marginalized students (Matias & Mackey, 2016).

Whiteness and Privilege

Another theme that surfaced is the inability or lack of understanding the need or opportunities to examine whiteness and privilege. A majority of the teacher candidates shared feelings of being "color blind" and coming from a homogenous background and lack of

diversity. Hawkman (2018) said, “White people struggle to respond to the question, ‘What does it mean to be white?,’ or to identify with their collective sense of whiteness” (p. 55). Molly said, “most of my college classes are white women with a couple of white men. I never realized that most of my teachers in school were white women.” Significant number of teacher candidates did not identify micro-diversities and expressed they did not see diversities until they experienced a transformational moment.

Several teacher candidates shared about an experience they had in attending the university that exposed implicit biases and helped them see diversity as a positive. Anna shared the following.

These experiences (field experiences), especially those in the (nearby city) schools, have exposed me to a very diverse group of students. They come from many different cultural and linguistic backgrounds. My interactions with these students and the time I have spent in these classrooms have been invaluable, and it has shifted my perceptions.

Anna went on to explain the specific skills such as using visual cues and extra wait time she acquired by working with English Language Learnings in a diverse Kindergarten classroom. These skills were not taught in the elementary teacher preparation program. It was through a diverse urban field experience that she was able to be exposed to these kinds of situations. Anna discovered she did not know how to handle the situations, and then find practical solutions because she had developed an open disposition to new and different circumstances. Anna concludes that she wants her students to “feel confident and encouraged as we celebrate (them)... This has caused me to reexamine my role as a teacher. No child is the same.”

Jane, another teacher candidate, shared a transformational moment for her, “I am gaining the ability in recognizing the point of view of history from a strictly ‘like-me’ stand-point, and am therefore working towards greater depth of looking at things from a different angle.” Molly said,

I think it is important to self-reflect on how you responded to a situation...Some of my classes, that teach about diversity have helped me shape my perceptions on how to teach all students effectively. Before these classes, I would have not known what to do because I have never had to struggle with being a minority or learning a new language.

Molly succinctly expressed what many other teacher candidates shared that their background was limited and a transformational experience was a catalyst for becoming aware of their own identities and how it impacts their teaching. Most teacher candidates wrote in their essay that there was an event or experience that transformed their views about their identity impacting their students, and many mentioned the English language learning exercises and telling their story exercises we conducted in this course. Melanie shared an experience from our social studies methods course that she claimed this was a part of her transformational process.

I had two speakers teach a lesson in another language, so we would get an idea of how English language learners feel like. It was frustrating after thirty minutes, so I cannot imagine all day every day in another language. I feel like I (now) have some strategies in my toolbox to help students whose first language is not English. Also, I have learned how to make a more inclusive classroom so all students feel welcomed because creating a safe learning environment is so important.

Amy shared her reaction to her implicit biases. She said,

In a diverse classroom, our subconscious thoughts may cause us to misjudge the ability of some students. For example, if a student comes from a low-income household, it is possible to assume that he or she is not at the learning level that they should be for their grade or that they don't have the support at home, from their parents. These biases are unintentional, but they are there, and I must constantly monitor them.

Like Amy and Melanie, many other teacher candidates did not recognize their whiteness or have experiences as a minority before this course and thus had not consider any need to accommodate in their classrooms. Being confronted with this changed their planning and perspective.

Formative Moments

The third theme that emerged in the teacher candidates' essays is how reflecting upon their past helped them began to identify formative moments that sparked their growing awareness for the need for justice-oriented teaching. This included making personal connection

with students and including parents in the classroom and curriculum. Paula grew up in a small mostly white rural area that had Latinx influx in the town. The school introduced Latinx festivals and foods and Paula said, “And while it did not completely put me in the shoes of those people or provide me with the whole story, I think it was a good effort put in by my school.” Yet, she goes on to explain the following.

Yes, I was given many opportunities from my parents, and my school put in a great amount of effort into inclusivity, but that was not enough. When it came to the “tough” stuff, we scratched the surface and moved on to happier things to talk about. For example, this was obvious when it came to discussions about slavery. It seemed like my teachers were embarrassed to talk about the bad stuff and just wanted to get it over with, so we did not look like the bad guys anymore, but we did and we will continue to if we do not address it the way we should.

Paula described how this reflection catapulted her into thinking about how to teach more inclusively with strategies to address challenging issues in the classroom. Paula said, “as I get older and continue through my college education, I am learning more and more about the world and am rethinking everything I had been taught.” Paula along with several other teacher candidates reflected on the need to rethink their role as a teacher in light of what they were learning about their identity and its impact on their classroom. This reflection is the key because as Hawkman (2018) argues, attitudes and beliefs “occur consciously and subconsciously, which highlights the truly insidious nature of whiteness” (p. 55). This unawareness is dangerous because white superiority is normalized and therefore perpetuated.

These teacher candidates reached back in their own experiences and identified ways in which they felt different as a means to attempt to identify with diversity. Molly reflected that, “I can share my story of struggling to read to help them (my students) realize that people can overcome things that seem hard at the time.” Anna explains how her experiences observing racism influences her in the classroom. She wrote about what motivated her,

I did not personally experience prejudice in school, but some of my classmates did. I was exposed to this racial discrimination in the classroom in elementary school. I realized at a young age that a couple of my teachers did not treat all of their students equally. I watched as a few of my classmates were reprimanded more than others in a conflict. The two teachers talked to these students differently, with a tone. I was aware, even at a young age, that they were treated differently because of the color of their skin. It was my first exposure to racial prejudice, and I remember feeling that this was so unfair. I promised myself I would never act with bias or a prejudiced attitude toward anyone.

These past experiences of these elementary teacher candidates were critical moments of reflection that created moments of implicit biases and developed internal motivation for specific inclusive strategies for justice oriented teaching.

Discussion and Conclusion

Race matters (Sleeter, 2005). Social studies traditionally does not address controversial topics such as race and identity. Hawkman (2018) argues that “This traditional approach to teaching social studies content problematically reifies white norms, white knowledge, and white common sense” (p. 56). Critical whiteness studies provide a lens through which teacher candidates can learn more about themselves and therefore become more aware about their beliefs and thoughts that shape the social studies curriculum they develop and instruct. In this paper, elementary teacher candidates described how their vision for social studies could be developed and implemented. Thinking critically was a cornerstone that the elementary teacher candidates expressed in their pursuit of creating justice-oriented social studies for elementary students. Katie wrote, “Each student should feel proud of their backgrounds, and I need to make sure that we are including all of their ethnic backgrounds.” Like many of the other teacher candidates, Molly shared her thoughts about specific implementation of multicultural social studies. She said, “I think it is critical for students to see and understand multiple perspectives because people like Christopher Columbus are seen very different in the eyes of the Spanish versus Indians.” She

concluded, “I do not want my students to have my experiences with doing worksheets and unengaged with the content.” These pedagogical considerations are important in the process to not reproduce racism.

The findings from this study urge teacher educators and teacher professional development to create consistent and systematic opportunities for elementary teacher candidates to be exposed to and interact with their identities. DiAngelo (2018) advocates for white people to sit with discomfort of being seen racially. Providing opportunities for elementary teacher candidates to engage with exercises that help them discover their own identity and story, sit with it, face it, and explore it. Elementary teacher candidates’ perceptions, curricular decisions, classroom values, and classroom culture and climate are directed by conscious or unconscious awareness of who they are and impacts the lives of the students in their classroom. Ladson-Billings (2003) argues that “the social studies can serve as a curricular home for unlearning the racism that has confounded us as a nation. Yet we still find teachers continuing to tell us lies” (p. 8). Social studies teachers have a responsibility to engage teacher candidates in active examination of the complexities of one’s own identity, that of their students, and its impact in the classroom.

Longitudinal data examining these elementary teacher candidates in student teaching and again when they have their own classrooms could provide more insight about how to facilitate the reflection process during teacher preparation with more comprehensive findings. In my elementary social studies methods course, teacher candidates went through rigorous exercises to examine their identity and explore the complexities of the identities of the students in their classroom. Then, they wrote about it in the essay examined in this paper and subsequently developed a unit plan about a marginalized community examining the complexities of social

construction and taught it to second grade diverse students in an urban school. Asking the teacher candidates in a year when they are a lead teacher in their own classroom the same questions from the essay in our course and then again after five years teaching would be helpful to know how the experience of reflecting on their race and identity impacted them and their teaching.

The experience of scaffolded reflections in our elementary social studies method courses created time and space for teacher candidates to examine not only their implicit biases but create a pathway for transformation and strategies to create an inclusive and increasingly culturally responsive classroom. A teacher candidate in my social studies methods course, Jaime's statement sums up well the teacher candidates' essays. "By acknowledging our and our students' past, we can break barriers and stereotypes that we all have learned. Our students can develop a tolerance and care for others as they become critical thinkers about the world around them." This reflection is key because it demonstrates the realization of these elementary teacher candidates that their identities and that of their students is a key component in justice-oriented teaching.

Constructs of race such as white supremacy is not able to be dismantled by the 50 teacher candidates in my course; race is a systemic relation of power (Sleeter, 2005; Ladson-Billing & Tate, 1995). However, the teacher candidates in this study matter because of the way they show up in their classrooms impacts their students and their lives every day. "Opposing race requires that we notice race, not ignore it" (Omi & Winant, 1994, p. 159). Hawkman and Shear (2020) argue that educators must decenter whiteness in our social studies teaching. This is a call for more than presenting counter-narratives and to restore humanity to teaching. As social studies teacher educators, we must invest in elementary teacher candidates' process of self-examination as they are challenged to self-reflect and grow in the awareness of how they show up in their classrooms. The importance of this study's contribution to scholarship is understanding better a

group of elementary teacher candidates' self-examination and how it led to greater self-awareness. Self-reflection is a resource that can lead to increased awareness and multicultural social studies teaching. Implications from this study are recognizing the ways in which scaffolded examination of teacher candidate's identities, including their positionality and implicit biases assists their self-reflection. Research shows that the more reflection a teacher participates in, the higher quality instruction they provide (Yang, Anderson, & Burke, 2019). As elementary teachers become more aware of themselves and prepare to teach in multicultural classrooms in their field experience, their awareness turns to inclusion and justice-oriented teaching.

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“I Can’t Believe a Girl Did That!”: An Introductory Lesson for Teaching Women’s History

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Abstract: This article describes a lesson intended to introduce a unit on women’s history. This lesson, which uses an interactive read-aloud and a modified K-W-L format, utilizes easily accessible materials in order to support teachers in teaching about women’s fight for political and economic rights throughout history. Specifically, the article details the experiences of a second-grade class as they analyze their own thoughts about women’s roles in history before and after engaging with the text, *Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909*. The article includes each step of the lesson, the students’ reactions, and possible ways to expand or adapt the lesson.

“I didn’t think a girl would be the one who changed things. I liked that she was a brave girl. I’m brave too!” - Ainsley, age 7

Introduction

Elementary textbooks from various grades, schools, and curriculum companies are spread around the classroom as a group of pre-service teachers carefully scrutinize each page. As they use tally marks to record both the number of men and women included in their placement classroom texts and how each historical figure is represented, they are surprised to discover what research has already shown: Not only are women included far less often than men, they are most often shown in stereotypically passive roles (Bickmore, 1996; Brandt, 1989; Coughlin, 2007; Hahn, Bernard-Powers, Crocco, & Woysner, 2007).

Faced with this reality, how can elementary educators include purposeful, meaningful lessons about women’s history into their classrooms? As shown in the above example, relying on classroom textbooks is unlikely to support teachers in this endeavor. Although many women throughout history have broken barriers, actively resisted patriarchal practices, and influenced political and social policies in powerful ways (Boylan, 2002; Harriman, 1997; Zaeske, 2003), they continue to be misrepresented and even missing in elementary social studies materials (Coughlin, 2007; Hahn, Bernard-Powers, Crocco, & Woysner, 2007). Rather than showcasing the contributions and accomplishments of women, these materials tend to focus heavily on male historical figures (Coughlin, 2007). This skewed representation may be internalized, as students tend to use books as a way to understand the social world and may therefore view the textbook content as comprehensive historical truth (Crocco, 1997).

This lesson seeks to combat this lack of resources through the use of interactive read-alouds and a modified K-W-L format. I begin by discussing relevant literature, especially related

to the goals and teaching methods included in this lesson. I then describe the lesson plan and its implementation in a second grade classroom. Last, options are offered for adapting and/or expanding the lesson.

Uncovering Student Thinking

The goal of this lesson is to support teachers in providing meaningful opportunities to learn about women's history. To do this, it is important to help students understand the role of implicit thinking. Arguably, the way students think about women influences their perceptions about women's roles in society throughout time. For example, stereotypical notions of women as being passive and submissive (Koenig, 2018) may hinder students from considering the many agentic contributions and achievements of women. Singer's (1995) work teaching about implicit gendered thinking with high school students showed that for students to connect to the content and begin to reexamine their own ideas about gender, it was imperative that implicit thinking become explicit. In other words, students must be able to investigate and articulate their thinking, consider new content, and reflect on how the new information challenges or confirms their preconceptions.

Counterstereotypical imagery can also be effective for targeting implicit thinking about gender (King, Scott, Renno, & Shutts, 2020). Research indicates that implicit thinking is malleable, and can change when individuals engage with counterstereotypical imagery embedded in pictures, videos, and books (Blair, Ma, & Lenton, 2001; Scott & Feldman-Summers, 1979). Karnoil and Gal-Disegni (2009), for example, found that students whose basal readers included boys and girls in counterstereotypical roles showed less implicit gender bias than students who read traditional, stereotypical texts. This lesson utilizes teaching strategies that

help students become aware of their own implicit thinking about women in history while also using counterstereotypical texts to challenge or expand that thinking. Specifically, the lesson incorporates interactive read-alouds and a modified K-W-L chart.

Interactive Read-Alouds

Interactive read-alouds have the potential to aid teachers as they work toward a curriculum that better centers women's voices and impact on society. Although social studies materials may underrepresent women, many easily accessible trade books feature women's history. Many of these texts highlight the unique and complex experiences of women across varied time periods, ethnicities, and experiences (Chick, 2011). Such texts not only introduce students to novel historical figures, they arguably allow students to better envision a world that was shaped by the lives and contributions of women. However, it may not be enough to simply present these texts to students. Instead, an interactive read-aloud format, defined here as reading aloud to students while engaging them in conversation about the text throughout (Strachan, 2015), has the potential to deepen students' comprehension of the content (Lennox, 2013). This is because interactive read-alouds offer teachers the opportunity to check for understanding, highlight important themes, scaffold new information, and help students make inferences about the broader message of the content (McGee & Schickedanz, 2007). Interactive read-alouds therefore allow teachers to provide new narratives while also guiding students to think critically about women's roles throughout history.

A Modified KWL

Given the dearth of meaningful women's history in elementary social studies texts, it becomes important to not only provide material about women's historical roles, but also to actively complicate the master narrative of masculinized history. Unfortunately, simply

presenting new historical perspectives is not likely to deeply impact student understanding (Singer, 1995). Instead, it is important to acknowledge that students may be navigating a “flood of historical propaganda” (List, 2018, p. 120) that can affect their perception of gender roles, feminism, and equality. Thus, introducing material that focuses on women’s important and agentic roles in history may not be enough. Students should instead be given opportunities to examine their own perceptions about history and women’s roles, making space for them to create a new understanding of the enduring, impactful ways women have advocated for their own rights and the rights of others throughout history.

A modified K-W-L chart can be a valuable tool for helping students navigate their own changing perceptions. Traditionally, a K-W-L chart includes three sections: Know, Wonder or Want to Know, and Learn (Ogle, 1986). When using this chart, students begin a lesson or read-aloud by stating what they already **know** about the subject, and then by listing what they **wonder** or hope to learn. After the instruction has ended, students discuss what they have **learned**, adding their new understandings to the last section of the chart. K-W-L charts are often used to increase reading comprehension (Maulida & Gani, 2016), and are also effective at building content knowledge (Woelders, 2007). This lesson uses a modified version of this chart that acknowledges that students may not have the prior knowledge to fill out the Know section, but should still have space to explore their initial perceptions. Thus, the Know section is replaced by a Think section (Sampson, 2002). For this lesson, a Think-Wonder-Learn format allows students to explore their own ideas about history. Since students begin by stating what they think, they are given the opportunity to think critically about their own perceptions throughout the lesson. By returning to consider their initial ideas at the end of the lesson, they are able to see how their thinking about women’s historical roles has been challenged or expanded.

Lesson Plan

In an effort to support pre-service and in-service teachers in teaching meaningful women's history in elementary classrooms, I hope this lesson (Appendix A) will serve as a valuable resource. This lesson seeks to aid teachers in introducing a unit about women's history and would especially fit a unit regarding women's powerful fight for political, social, and economic rights. Although presented here as a stand-alone lesson, this would be well-placed in the beginning of a unit on women's history, as it primes students for further consideration about not only women's historical contributions, but also students' own current perceptions about women's historical roles. By using an interactive read-aloud and a modified K-W-L format, this lesson is intended to supplement current social studies materials in an easily accessible way.

This lesson is not intended to make assumptions about how students understand women's historical roles. However, the vast amount of research showing that elementary students are unlikely to see powerful women in history in most social studies lessons and materials should not be ignored (e.g. Bickmore, 1996; Chick, 2011; Hahn et al., 2007). Arguably, the womanless history presented to students may impact their thinking about both history in general and the more specific impact of women on society. Thus, they may be surprised to find that the hero in this lesson is a young girl. By allowing students to illustrate and then reassess their pre-lesson perceptions, engaging in this lesson allows students to acknowledge that surprise and begin to think critically about the way history is presented, along with their own implicit thinking around women's history.

Through this lesson, students can connect with several different standards in social studies and reading. The standards included below are specific to second grade, but similar standards exist for each grade level. Standards listed below are taken from the K-12 Iowa Core

Standards in Social Studies, Common Core Literacy Standards, and indicators from the C3 Framework.

- K-12 Iowa Core Standards in Social Studies
 - **SS.2.20.** Determine the influence of particular individuals and groups who have shaped significant historical change.
 - **SS.2.7.** Explain how people from different groups work through conflict when solving a community problem.
- Common Core Literacy Standards
 - **CCSS.ELA-LITERACY.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
 - **CCSS.ELA-LITERACY.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
- C3 Framework
 - **D2.His.3.K-2.** Generate questions about individuals and groups who have shaped a significant historical change.

The Text: The Early Life of an Activist

Although this lesson plan could be used as a framework for teaching about many different women in history or modern times, using the text *Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909* (Markel, 2013) is a strong option for several reasons. First, the young age of activist Clara Lemlich and her fellowship protesters might be both surprising and inspirational to elementary students. In addition, this story lends itself well to the beginning stages of the lesson, in which the teacher provides historical context but allows the students to brainstorm ideas about the identity of the “history hero.”



Figure 1. Brave Girl, Clara and the Shirtwaist Maker's Strike of 1909

With colorful illustrations and child-friendly language, *Brave Girl: Clara and the Shirtwaist Maker's Strike of 1909* by Michelle Markel (2013) tells of the early experiences of Clara Lemlich, who immigrated from Ukraine to New York with her family at a young age. Although local factories refused to hire Lemlich's father, they were willing to hire young immigrant girls whom they felt would work for less pay. The text describes the work conditions of these factories as unfair, unhygienic, and unsafe. On a page that students found particularly intriguing and shocking, the author describes the bathrooms as having two toilets and three towels for over 300 employees. Factory employees, including Lemlich, were paid severely low wages for long hours of brutal work and were constantly threatened with the possibility of dismissal. Although there was some talk of organizing a strike, "the men [didn't] think the ladies [were] tough enough" (Markel, 2013, p. 12).

Lemlich, however, proved that she and the other young women were more than capable of fighting for their right to unionize for better working conditions. Through speeches given to

both small and large groups, Clara began to inspire the other women to resist unfair treatment through a series of strikes. Despite physical abuse and violence, she stood her ground and eventually led the largest walkout of women employees in the history of the United States. Her experiences serve as an effective starting point for discussing the agency and impact of women in history.

Enacting the Lesson in Second Grade Classroom

I recently guest taught this lesson in a second-grade classroom as part of my graduate studies. This classroom, set in a small rural area in Michigan, included 16 students. According to their teacher, nine students were boys and seven were girls. Their social studies curriculum materials consisted of both traditional, textbook-based lessons and also video and children's magazine supplements. Here, I describe student responses to each section of the lesson, using pseudonyms for each student. Then, I suggest possible next steps and adaptations for different grade levels.

What we think we know. To engage the students and introduce the lesson, I asked the students to pair-share answers to the question: What makes someone a History Hero? I defined the term "History Hero" as someone who had changed the world in important, meaningful ways. The students shared various answers, most of them related to people who have impacted society. One student stated, "a history hero made things better for people," while another child added, "history heroes did things in history and that made the world the way it is now." Following this brief discussion, the students showed an eagerness to learn about a new historical hero and listened attentively as I read the historical context. The historical context provides details of the factories and the protests for better working conditions, but obscures any details regarding

Lemlich's identity. I created this context based on content material conveyed in Markel's (2013) text.

Historic Context
<p>A long time ago (111 years!) a brave person helped thousands of people stand up for their rights. They were working at factories (check for understanding- factory) to support their families, but the working conditions were very unfair. Employees worked very hard and fast all day for very little money, and they often didn't have safe workspaces. For example, in one factory, there were only 2 toilets for over 300 employees! Not everyone believed that the employees could or would stand up for themselves, but this person organized a strike to help them do just that (check for understanding-strike). Even though this person was threatened and even physically hurt, they kept fighting for their rights together with the other employees. With this person as a leader, they organized a strike of 20,000 people- one of the biggest in history! This strike led to better working conditions for many workers.</p>

Figure 2. Historic Context

I asked the students to visualize the brave person who fought for their rights and the rights of others by organizing strikes and walkouts. They expressed amazement at the conditions of the factories and immediately began to imagine the characteristics of the history hero. Interestingly, as students began to envision this person, they unanimously used male pronouns. One student declared, "Wow, he's so brave!" Another wondered, "How big was he? He must be strong."

Male pronouns continued to be used as we moved into the next step of the lesson. After explaining that we would be using a modified K-W-L chart, I asked them to tell me what they thought they knew about the Shirtwaist Makers' Strike of 1909. I explained that this was simply a time to brainstorm, and that some of their ideas would likely change after the read-aloud. I also told them that I would illustrate their thoughts on the chart paper under the section labeled "Think." Their thoughts were represented through images and words.

Some students provided thoughts about the protests, saying that some people would support the history hero while others might have been "mad" about the strikes. They also utilized

their prior knowledge to conclude that the protestors may have been holding signs. However, most students focused on the identity of the history hero. They asked me to surround the hero with words such as brave, fearless, strong, tough, and kind. Interestingly, they also asked me to add the label “Muscle Man” directly beneath “him” and add muscles to “his” frame. They also asked me to make “him” tall. Throughout the brainstorm, no one questioned the gender of the history hero.

What we wonder. After completing our image, I asked students what they wondered about the Shirtwaist Maker’s Strike of 1909. Once again, a few children had questions pertaining to the factories and strikes, but most wondered about the identity of the history hero. Their questions were: How old was he? Is he still alive? How did he get people to strike with him? Did he get hurt? Again, their use of pronouns indicated that they assumed the history hero was a man. I listed these questions on the board on the “Wonder” section of the chart.

To transition into the next phase of the lesson, I informed the students that we would begin a read-aloud to answer these questions and learn more about the strike and the history hero. I also reminded them that we would be hearing brand new information that might change their initial thoughts, and that we would have a chance to adjust our illustration after the text. Lastly, I told them that some of the information might surprise them, and if they felt surprised they should place their hands on the top of their heads. This allowed me to quickly gauge what parts of the story might need further discussion and/or caused them to think differently.

What we learned. Hands flew to the tops of their heads as soon as I read the title. When I stopped to ask what was surprising, the room erupted with the word “Girl.” One student exclaimed, “Wait! Our muscle man is a girl?” while another said, “But I didn’t think girls could do stuff like that back then!” With a distinct note of confusion, another asked, “So it was a girl

who was tough?” As we continued to read, the students expressed the most surprise in two other places: When the story revealed that the Clara Lemlich endured physical abuse while protesting, and when the text described the strike as one of the largest walk-outs in U.S. history. Although they were less able to describe why these facts surprised them, it was clear that Clara Lemlich made them reconsider who can be a history hero.

The story ends by stating, “the bravest hearts may beat in girls only five feet tall” (Markel, 2013, p. 26), and after the last word the students surprised me by cheering and applauding. Students immediately began raising their hands and calling out suggestions for how to modify their original thoughts about the story. As a class, they decided to keep the people who were supporting and not supporting Lemlich’s activism and also chose to keep the picket sign in her hands. However, students dedicated a great deal of discussion to how to represent their history hero. They all agreed to keep the characteristics in place, agreeing that Lemlich was, in fact, brave, fearless, strong, tough, and kind. However, they suggested making the figure smaller in order to represent her youth and asked that I take the physical muscles off of the illustration. Their hero, it turned out, was not a tall and muscular man but rather a small, yet fierce, young woman. Interestingly, however, the class asked me to change the words “Muscle Man” to “Muscle Girl” rather than deleting the term altogether. As one student said, “she’s still a muscle girl, because she is strong on the inside.”

The students ended the lesson by filling out the last section of our chart, labeled “Learn.” To complete this section, I asked the students to share their new understandings first with each other, and then with me. The students’ comments could be organized into three major themes: Woman’s impact on history, women’s experience with discrimination, and the importance of activism.

Women's impact on history. The majority of students' comments were related to the idea that women have had a much larger historical role than they initially imagined. Several of them specifically acknowledged their own assumptions that the history hero was male and alluded to their change in thinking.

"I can't believe a girl did that! I didn't know they could be so brave back then." – Michael, age 8

"Well I didn't think girls could be allowed to work then, so I didn't know that she could help everyone have rights at work" – Amber, age 7

"I just thought it was going to be a boy, but girls did important things too" - Lance, age 8

Women's experiences with discrimination. Although most students focused on women's active role in changing history, several students also noted the difficulty Lemlich faced based on her gender. These students expressed not only surprise but also a sense of outrage at the treatment Lemlich and the other women received.

"Those guys were mean to Clara and the other people just because they were girls. It's not fair that they did that." - Kevin, age 8

"They thought girls couldn't be tough so they didn't treat them right. But girls can be really tough. Clara was really tough." – Kayla, age 8

The importance of activism. Lastly, many students discussed the importance of standing up for their own rights, and the rights of others. The students were impressed with the number of workers who joined Lemlich in striking, and at the persistence they demonstrated by continuing their protest in the midst of threats and violence.

"You can stand up when people don't treat people right. All the people that walked out with Clara, some were even boys but they still wanted the girls to have good rights. They all worked together to change." - Lance, age 8

“They didn’t give up even when they got their ribs broken and when the boss guys threatened them. If they gave up they might not have changed, but they didn’t give up.” – Miguel, age 8

Next Steps: Adapting and Expanding

I conducted this lesson in a second grade classroom. However, there is much potential for this lesson to be used with both younger and older students. While *Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909* (Markel, 2013) uses illustrations and age-appropriate words for young children, I would recommend planning breaks throughout the read-aloud to provide additional historical context for students in kindergarten or first grade. Younger students may also need more instruction to understand the terms factory, unions, and strikes. Images or videos shown prior to the lesson may help lower elementary students understand both Lemlich’s plight and her response. Upper elementary students, however, may engage more deeply with the material if given more chances to interact independently with the text. This could be done in several ways. First, each student could create and then re-evaluate his or her own illustration, rather than constructing a whole-class image. In addition, the lesson could be expanded to allow students to conduct small group readings and discussions of the text. Last, older students could extend this lesson by researching related topics, such as methods of activism, the development of unions, or Lemlich herself.

While this lesson could certainly be conducted in isolation, it is intended to begin a longer unit about women’s history. Since the lesson asks students to actively reconsider their ideas about history, it creates space for them to think about women’s agency in a deeper, more complex way. It also provides an opening for students to begin to critically examine the portrayal of women’s roles in curriculum materials. Below are a few suggestions for building on these themes moving forward:

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1. Conduct an inquiry-based unit investigating the question: Why do we not know more about women in history? This unit could include an analysis of their classroom social studies materials, virtual field trips to museums, and even a social action component in which students create ways to advocate for the representation of women in classroom materials. This activity could be student-led. Students could conduct a letter writing campaign asking textbook companies to better include women's history. Students could also write a grant for their school to purchase more trade books featuring women in strong, agentic roles.
2. Begin a unit that critically examines gender norms and roles. By leveraging students' reactions to learning about Lemlich's activism, teachers can open the door to discussions about gender stereotypes and their influence on how we view both historical and modern society. Teachers could achieve this by explicitly discussing how the stereotype of women as docile or submissive (Koenig, 2018) might have made Lemlich's historical role more surprising to them. Students could then spend time reading or researching about counterstereotypical women (or men) in history and today.
3. Engage in a research project in which students begin by individually choosing and researching women who have influenced society in various ways. Then, the students could examine how the different women's stories are similar and different to begin to understand women's experiences throughout time. With younger students, this could be done through a series of whole-class interactive read-alouds, rather than through individual research. The NCSS Notable Social Studies Trade Books for Young People serve as a resource for quality books that represent diverse identities and experiences (National Council for the Social Studies, 2019) and feature many texts about agentic women, including *Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909* (Markel, 2013). See Appendix B for examples of texts featuring women included on the NCSS Notable Social Studies Trade Books for Young People compilations.
4. Invite guest speakers to discuss their own experiences with gender-based discrimination and/or stereotypes. Guest speakers could include women in careers that students may perceive as traditionally masculine. While I suggest using this lesson as a platform to discuss these perceptions with students in order to identify specific careers, examples might include women who are firefighters, politicians, or members of the armed services. Guest speakers could also include representatives from local history museums, especially those with a women's history display, or librarians who may bring in a sample of women's history themed texts for students to explore. Students could prepare for their guests' visits by writing interview questions.

These activities are intended to serve as platforms for continuing to support students' understandings about women's history beyond the scope of one lesson. This is beneficial, as

approaches to women's history that feel sporadic or separate from the main narrative can create the harmful impression that women's history is not important (ten Dam & Rijkschroeff, 1996). Expanding this unit, therefore, provides opportunities for teachers to center women's lives and experiences in more lasting ways.

It is also important to note that the format of this lesson could be used to learn about many different historical figures and to discuss various elements of multicultural education. By substituting different texts, teachers can use this lesson format to uncover and even challenge student thinking regarding a multitude of topics such as gender, race, and/or class. Here, the NCSS Notable Social Studies Trade Books for Young People are again useful for amplifying voices that have been marginalized in history (National Council for the Social Studies, 2019). Teachers might also benefit from exploring The Carter G. Woodson Book Award (National Council for the Social Studies, 2020). Using texts that challenge the dominant historical narrative, teachers can follow the same steps using the prompts listed in the discussion section of the lesson to help students analyze their own perceptions and consider how classroom materials might impact those perceptions. These prompts begin by asking students to reflect on how the picture of their history hero changed and how those changes made them feel. The questions then encourage students to think about how their original perceptions might have developed. Last, the questions ask students to think critically about their classroom materials. As written, these questions refer specifically to women, but could be easily adjusted to encompass the experiences of many different groups and individuals.

Conclusion

In today's political and social context, issues of feminism and gender equity must be considered in teaching even our youngest students. Social studies teachers must acknowledge

that current classroom materials are unlikely to present women's history in meaningful ways (Hahn et al., 2007), and we must understand that this lack of representation may impact the way students identify who can be a hero in history (Sadker & Sadker, 2010). We must actively seek lessons that challenge the dominant, masculine narrative in order to honor the contributions and experiences of women throughout history and in society today. Although this lesson is simply a starting point, I hope it may be a step toward children reading a text like *Brave Girl* (Markel, 2013) and thinking, "Of course a girl did that!"

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*Appendix A***Lesson Procedure**

Components	Teacher Activity
Opening	<ul style="list-style-type: none"> • Start the lesson by displaying Guiding Question on the board: What makes a hero? Allow time for students to turn and talk to share their ideas with their classmates. Then, call on volunteers to share out with the class. • Explain that the lesson will use a K-W-L chart with one difference. since they are learning about something brand new, the teacher will give some context, and then, the students will illustrate what they “Think,” rather than what they “Know.” • Using the whiteboard or a piece of poster paper, create three sections: Think, Wonder, and Learned. • Introduce the historic scenario, telling students that they will be hearing about someone who made a big difference to thousands of people. Ask students to visualize the scenario as you read. The scenario, as written, does not provide any description of the main historical figure in the story (Clara Lemlich).
Development	<ul style="list-style-type: none"> • Read the historic scenario to the class. Take time to answer questions and provide historical context as needed, but keep the identity of the lead character hidden. This is important to the next step on the lesson. • Tell the students that together you will create an illustration from the story. With the students, decide what scene you would like to illustrate and what should be included. Tell them that this is just a quick representation, so you may use symbols or other simple ways to represent their ideas (such as stick figures, etc.). Remind students that there is no right answer, you are just going to represent their thinking. • Together with the students, create an illustration of the historical scenario in the section that says “Think.” Encourage students to especially focus on the main historical figure in the story, asking for adjectives and physical descriptors without providing them any identifiers. Use one solid color to create this drawing. • Once you have an illustration in place, thank students for helping you brainstorm and ask what they wonder about the historical scenario or historical hero. List their answers in the “Wonder” section.

	<ul style="list-style-type: none"> • Before introducing the read-aloud, tell students that parts of the story may be different from what they envisioned. Create a symbol for when students hear something that surprises them (for example, if you hear something that surprises you, put your hands on top of your head). • Read <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i>. If you notice a spot where many students express surprise, stop and call on students to explain what surprised them and why. • Once you have completed the read-aloud, return to your Think, Wonder, and Learn chart. Review the illustration you created under "Think," and ask the students what they might like to change with the new knowledge they gained from the read-aloud. Using a new color, change the illustration to reflect their answers. • Take a moment with the students to compare their initial thoughts to their new understandings. Ask students: <ul style="list-style-type: none"> ○ What do you notice? ○ What stayed the same? ○ What do we know now that we did not know before? <ul style="list-style-type: none"> ▪ What new things did we learn about women's role in history? • Use the last question to fill out the "Learn" section. • Revisit the guiding question- what makes someone a historical hero?
Discussion	<ul style="list-style-type: none"> • Conduct a discussion using the following prompts to explore students' perceptions throughout the lesson. <ul style="list-style-type: none"> ○ How was our picture different from the beginning of the lesson to now? What changed? <ul style="list-style-type: none"> ▪ How did those changes make you feel? ○ How do our thoughts about women affect how we think about history? ○ Where do our thoughts about women in history come from? • Further the discussion by using the following prompts to consider what factors might influence perceptions of women in history. <ul style="list-style-type: none"> ○ If Clara did these amazing things, but we had never heard of her, do you think there might be other women who have fought for their rights in history that we still don't know about? <ul style="list-style-type: none"> ▪ Why don't we know about them? ▪ Do you see women in our classroom materials? <ul style="list-style-type: none"> ● Where you do see them, and what are they doing? ▪ How might we begin to learn more about them? ○ How do you think other women have made a difference in the world?

Closure	<ul style="list-style-type: none"> • Allow students time to pair-share a “takeaway” from the lesson. • Use an inside-outside circle format for students to share their take-away with at least three other students.
Possible Adaptations and/or Extensions	<ul style="list-style-type: none"> • To add challenge: <ul style="list-style-type: none"> ○ Students may draw and re-draw their own picture, instead of creating a whole class illustration. ○ Break this lesson across three days: one to create their illustration, one to do book circles with the text (rather than a teacher read-aloud), and a third to re-draw their picture and consider new knowledge. ○ Ask students to complete this activity in small groups, rather than as a whole class. • To support writing skills: <ul style="list-style-type: none"> ○ Modify the student handout: rather than writing complete sentences, students could use hashtags, emojis, or awareness posters to describe their “takeaway.” • Extensions: <ul style="list-style-type: none"> ○ Engage students in a critical textbook analysis to examine how often and in what ways women are portrayed. ○ Allow students to follow this lesson by engaging in research projects about impactful women in history and today. ○ Ask guest speakers related to this topic to come speak with your students. Speakers could include (but are not limited to): Volunteers from local museums, librarians who can recommend books about women’s history, or women who would like to share their stories. ○ Begin a series of interactive read-alouds regarding women’s history. Consider keeping a running Think, Wonder, and Learn chart. ○ Begin a unit that uses students’ possible surprise about women’s roles in history to investigate gender stereotypes.
Materials Needed	<ul style="list-style-type: none"> • Whiteboard Markers: 2 colors • Whiteboard/Large Poster Board • Text: <i>Brave Girl: Clara and the Shirtwaist Makers’ Strike of 1909</i> • Student Handout • Writing Utensils for Students

Appendix B

Examples of NCSS Notable Social Studies Trade Books for Young Children Related to Women's History

The description of the trade books provided in the table below was obtained from the website referenced below.

National Council for the Social Studies. (2019). *Notable trade books for young people*. Retrieved from: <https://www.socialstudies.org/publications/notables#previous>

Year	Title	Author	NCSS Description
2019	<i>Joan Procter, Dragon Doctor: The Woman Who Loved Reptiles</i>	Patricia Valdez	Written by a scientist, this picture book illuminates the life of Joan Beauchamp Proctor, who played with lizards as a little girl and who grew up to become a respected expert on Komodo dragons and Curator of Reptiles at the London Zoo.
2019	<i>Counting on Katherine: How Katherine Johnson Saved Apollo 13</i>	Helaine Becker	How did Katherine Johnson become one of NASA's most recognizable figures? This picture book traces her life from her childhood in segregated West Virginia to her pivotal role in saving the Apollo 13 mission.
2018	<i>The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist</i>	Cynthia Levinson	Inspired by shared meals with Dr. Martin Luther King Jr. and her own desire for equality, Audrey marched the streets of Birmingham and spent a week in jail—proving that you're never too young to fight for freedom.
2018	<i>Danza!: Amalia Hernández and El Ballet Folklórico de México</i>	Duncan Tonatiuh	A beautifully illustrated depiction of Amalia Hernández and the dance company she founded in 1952 that integrated folkloric dances from all over Mexico and became the most famous dance company in the country.
2017	<i>Miss Mary Reporting: The True Story of Sportswriter Mary Garber</i>	Sue Macy	"Women not admitted" did not deter Mary Garber from entering the world of sports writing. This narrative weaves her story from childhood to hall of fame.

2017	<i>Doing Her Bit: A Story about the Woman's Land Army of America</i>	Erin Hagar	A fictional story based on true events, young readers will learn about the history of the Women's Land Army during World War I and the work of the farmerettes as they learned to farm and do their bit for the war effort.
2016	<i>Queen of the Diamond: The Lizzie Murphy Story</i>	Emily Arnold McCully	In the early 1900s, Lizzie Murphy played baseball at a time when most girls didn't. She eventually landed a spot on a professional team and fought to earn the same wage as the male players
2016	<i>Drum Dream Girl: How One Girl's Courage Changed Music</i>	Margarita Engle	Vibrant, dream-like illustrations paired with poetic text tell a story of a young girl pursuing her dream of playing the drums in Cuba where it was believed "only boys should play drums."
2015	<i>Malala, a Brave Girl From Pakistan/Iqbal, a brave Boy From Pakistan</i>	Jeanette Winter	Read about Malala, who fought for education in Pakistan; then flip the book to read about Iqbal, a boy who fought against child labor. Both are important stories of children fighting injustice.
2015	<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	Duncan Tonatiuh	This informational text introduces young learners to the multi-layered, complex history of school desegregation, even prior to Brown v. BOE. Sylvia Mendez and her family's story adds a much needed chapter to the narrative.

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Using children's books about Japanese-American incarceration to learn from the past and frame the future

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Abstract: Children's books about Japanese-American incarceration provide opportunities for elementary students to become history makers who learn from the past, make connections to the present, and predict the future. This article provides a brief background of the events leading to Japanese-American incarceration and discusses how language and terminology hold great power in how history is written and retold. A list of suggested children's books about Japanese-American incarceration provides a starting point for class discussions and explore a balance of informational and emotional accounts and perspectives. These books can help students (1) explore historic events with accuracy and empathy, (2) examine historically silenced or marginalized perspectives, and (3) consider how the past can inform how we respond to today's events that will become tomorrow's history.

The year 2017 marked the 75th anniversary of Japanese-American incarceration, and while these events took place decades ago, they can be used to spark conversations in elementary classrooms about historic events, empathy, and connections between past and present. The purpose of using children's books to address this topic is not to renounce these events for their injustice; historic accounts already acknowledge this. Rather, these books provide emotional depth to historic events, and give voice to overlooked individuals in history. We will discuss tips and cautious considerations concerning how children's books can be used to address Japanese-American incarceration in the classroom. Utilizing these texts will provide opportunities for students to become history detectives who use the past as clues for understanding the present, and charge them to become history makers of the future.

Book Selection and Implementation

To identify a comprehensive list of children's books concerning Japanese-American incarceration, we used a variety of representative search terms, including *Japanese-American Internment Camp*, *Japanese Concentration Camp*, *Japanese Internment Camp*, and *Japanese-Americans WWII*. We continued trying different search terms and keywords until our sample reached saturation and no new titles emerged. We found 41 children's books about the topic, including informational texts, picture books, graphic novels, poetry, chapter books, and novels (see Table 1). Over the course of two years, we read each book and discussed how they could be used as resources in elementary classrooms. In the time since we conducted our initial search, additional, quality children's books concerning this topic have been published, such as *Fred Korematsu Speaks* (Atkins, 2017). We encourage teachers to replicate our search and to continually update our list of children's books in Table 1 for classroom use.

We found the books described historic events from an informational standpoint, but even more powerfully, provided emotional perspectives through the lived experiences of real and fictionalized characters. Other thematic elements focused on the injustice of the events and their far-reaching implications. By combining these themes with theory, language, and practice, we identified three implementation tips and cautionary considerations for using these books in elementary classrooms.

The Hidden Power of Language

When discussing Japanese-American incarceration, it is important to model appropriate language to avoid euphemisms. We acknowledge that currently, common practices (e.g. learning standards, historical accounts and texts) refer to this event as *Japanese internment*. However, referring to prisoners only by their Japanese ancestry discredits their identities as Americans. Similarly, the term *internment* is commonly used to refer to imprisonment of enemy aliens, which again negates the prisoners' identities as U.S. citizens (Lachman, 2017; Rodríguez, 2017). In the interest of using precise language, we will be using the term *Japanese-American incarceration* to accurately reflect the reality of the camps. We suggest teachers discuss the power of labels and appropriate terminology when introducing these events. For example, teachers could introduce this topic with an open-ended discussion about terminology with students before collectively deciding on appropriate terms to use in the classroom.

Similarly, the role of language in both historic and current events cannot be understated. Many of the informational texts contain photographs stating “No Japs” (Oppenheim, 2006; Stanley, 1994; Welch, 2000) and *Mystery at Manzanar* (Fein, 2009) describes a character being called an *inu*, or Japanese dog (p. 17). Language has been weaponized throughout history to devalue and position minority groups as “other,” and while derogatory, can help students

understand historical climate and political intent. Therefore, rather than shying away from such terms, we suggest teachers candidly discuss how word choice and labels, particularly those seen in propaganda (see Table 2 for Library of Congress, n.d.) have been used to justify events by dehumanizing individuals.

Background and History

In addition to unpacking language and terminology, it is important to have a firm grasp of historic content to avoid perpetuating inaccuracies. In all of the children's books, Japanese-American incarceration is attributed to December 7, 1941, when Japan launched a surprise attack on Pearl Harbor, propelling the U.S. into World War II. However, a few books describe how massive Japanese immigration prior to these events led to discrimination and prejudice in the United States, particularly in California, with Pearl Harbor amplifying longstanding feelings of mistrust and fear (Kent, 2008; Perl, 2003; Tunnell & Chilcoat, 1996).

While President Roosevelt had intelligence reports stating Japanese and Japanese-Americans on the west coast posed no threat to national security, there was pressure to respond (KidCaps, 2013; Perl, 2003). The books describe how February 1942's Executive Order 9066 gave the military power to ban or forcibly remove individuals from designated military areas; a decree applied most sweepingly to Japanese-Americans on the west coast. In March 1942, families were given one week to prepare for removal to temporary relocation centers. By June 1942, all Japanese and Japanese-American citizens were moved to more permanent camps and held there until December 1944. While the final camp closed 15 months later, the United States did not issue an apology or offer reparations to survivors until 1988. In February 2020, California became the first state to officially apologize for discriminating against and their role in sending Japanese Americans to incarceration camps (Dil, 2020).

Tip 1: Balancing Historical Narratives with Primary Sources and Locations

Narratives describing Japanese-American incarceration prompt emotional responses from readers necessary for engagement with historical events. However, accuracy and depth may be lacking. Similarly, only presenting narratives potentially detracts from historical content, and may remove the reader from the harsh realities that occurred. Therefore, balancing knowledge from informational texts with empathetic narratives is crucial.

Examining Primary Sources

We suggest teachers use supplemental primary sources to help history come alive through first-hand source analysis. For example, teachers may begin with a close examination of Executive Order 9066 and the evacuation orders (see Table 2 for Executive Order, 1942) to discuss the relocation of Japanese-Americans. Then, they can discuss the 1988 Civil Liberties Act (see Table 2 for Foley & S. T., 1988), which offered a national apology and monetary restitution to incarceration survivors.

Moreover, *The No-No Boys: Home front Heroes* (Funke, 2008) narrates the struggle Japanese-American men had with the Statement of United States Citizen of Japanese Ancestry Questionnaire (see Table 2 for Lyon, 2014). This questionnaire asked if they were willing to answer “yes, yes” to (a) forswearing allegiance to the Japanese emperor and (b) fighting for the United States in WWII. Teachers can use this primary source to discuss why the questionnaire caused tensions within many families. Answering “yes, yes” would prove loyalty to the United States by demonstrating willingness to support the United States in the war effort. However, answering “no, no” would be a refusal to potentially risk their lives in active support of the nation that imprisoned them and their families, thus protesting the injustice of incarceration.

Exploring Primary Locations

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In *So Far from the Sea* (Bunting, 1998) a fictional Japanese-American family makes a final visit to Manzanar in remembrance of their grandfather's imprisonment. In a similar way, we suggest teachers provide an analysis of primary geographic locations to connect the real and literacy world, and utilize place to memorialize the past.

Many books emphasize difficulties prisoners faced when acclimating to the geography, climate, and camp conditions (Nevinski, 2001; Perl, 2003; Tunnell & Chilcoat, 1996). To fully appreciate these hardships, students can create a five senses person to capture what a camp prisoner would taste, see, feel, smell, and hear. A "Google Literature Trip" also enables students to closely examine the 10 camps: Gila River and Colorado River/Poston (Arizona), Jerome and Rohwer (Arkansas), Granada/Amache and Manzanar (California), Granada (Colorado), Minidoka (Idaho), Topaz (Utah), and Heart Mountain (Wyoming). Using a United States map, student groups can drop "History pins" at camp locations and add photographs, videos, newspaper clippings, and other materials to cement the hardships of prisoners' daily lives and how they were compounded by geographical locations (see Table 2 for Japanese American National Museum, n.d.). Similarly, a class text set that includes books representing each camp, or 10 literature circles divided by location could provide deeper insight into camp conditions and the hardships to solidify student understanding of the injustices Japanese-American citizens faced.

Tip 2: Understanding and Voicing the Lived Experiences of Others

While most of the narratives are told from a first or second hand Japanese-American viewpoint, they also give insight to the lives of secondary characters. Some books describe dishonest characters who took advantage of the hardship of others, like *Flowers from Mariko* (Noguchi & Jenks, 2001), which recounts how a neighbor stole the family car after being

entrusted with its care. Similarly, *Children of the Relocation Camps* (Welch, 2000) depicts how items were stolen from suitcases and holding rooms, while other books describe how Japanese-Americans were forced to sell their belongings and businesses for less than they were worth (Bailey, 2014; Roesler, 2016; Sakurai, 2002).

In contrast, the children's books also depict some characters' willingness to offer passive support. In *The Bracelet* (Uchida, 1996), a Japanese-American girl is given a bracelet to remember her friend, and neighbors offer the family a ride to a transportation center. In *Dear Miss Breed* (Oppenheim, 2006), a librarian sends postcards to former students who were relocated. Finally, some books suggest that prison guards may have been conflicted about their roles. *Barbed Wire Baseball* (Moss, 2013) describes guards ignoring prisoners sneaking out of camp for materials to build a baseball field, and *Baseball Saved Us* (Mochizuki, 1993) illustrates a guard giving a covert smile and thumbs-up to a prisoner who hits a homerun.

Cautious Considerations

Often times, students can extend their understanding by considering events from different vantage points. Character Journals, for example, encourage multiple perspectives from secondary, often one-dimensional characters such as former neighbors, friends, and even prison guards. However, for this particular topic, we caution against these activities. They may overshadow the voices and lived experiences of the primary narrators who are already providing a different, often marginalized perspective of historic events. To detract from this often silenced viewpoint would indirectly privilege the voice of the dominant, White narrative that already exists in most historical accounts and textbooks.

Critical literacy encourages students to question whose voices are privileged, and whose voices are overlooked. By emphasizing the lived experience of Japanese-American prisoners,

students are still given valuable opportunities for perspective-taking while considering historic events from the vantagepoint of the marginalized rather than the privileged. For example, students could share how characters wore layers of clothing since they were unsure of the climate they would be exposed to, and discuss the difficulties they faced while packing the allotted two suitcases (Sepahban, 2016; Sullivan, 2017). Furthermore, since most children's books illustrated life before and during incarceration, students could write continuations of the narratives to consider lasting effects and hardships after release. Finally, as a contrast to the hopeful tone of most books, a collection of short poems called *Dust of Eden* (Nagai, 2014) provides a strong emotional response to life in the camps. This text provides an insider's view of the events, and shares unabashed feelings of anger and despair which could be shared and empathetically discussed, providing students a clearer narration of camp life.

Tip 3: Drawing Parallels Between Historic and Current Events

A common Japanese phrase threaded throughout the books, *Shikata ga nai*, loosely translates to “nothing can be done about it” (Dallas, 2014; Larson, 2014; Wolff, 1998). This phrase captures the state of *gaman*, or the hopeful “make the best of things” attitude the prisoners adopted (Pyle, 2012). The notion that events could not be changed, coupled with the depiction of the American neighbors and friends who occasionally displayed signs of discomfort but remained complacent, brings to mind John Stuart Mill's famous adage: “A person may cause evil to others not only by his actions but by his inaction, and in either case he is justly accountable to them for the injury” (John Stuart Mill quotes, n.p., n.d.). Could history have been changed if there was action instead of inaction, or was there really nothing that could be done to prevent these events?

Repeatedly, authors state their purpose for writing is to prevent future, similar events (Sakurai, 2002; Uchida, 1971; Welch, 2000). Others link the treatment of Japanese-Americans to the fear and anger expressed toward individuals of Middle Eastern descent after September 11, 2001 (Hyde, 2017; Houston & Houston, 2006; Kenney, 2013; Kent, 2008). More recently, national events dealing with immigration laws and deportation have reinvigorated discussions concerning the treatment of individuals seeking refuge in the United States, drawing parallels between Japanese-American incarceration camps and present-day refugee camps (Bixby, 2019; Chen, 2019; Flynn, 2019).

Cautious Considerations

Past and present comparisons pose the question of whether one's duty to uphold the law of government is an absolution from one's moral responsibility to others; an idea that may emerge during discussion. Therefore, before using these children's books, we caution teachers to examine their own biases and beliefs so they do not use their position of power in the classroom to inadvertently further their own political or moral agenda. The teacher's role in this case is to simply provide resources, safe spaces, and opportunities for students to critically read, respond, and reflect. When given this opportunity without recourse or agenda, students have the tools and power to not only examine past and present events, but more importantly, to examine their reactions to those events and the lasting, real-world implications of those reactions as well.

Critical Conversations

We encourage teachers to act as facilitators while students engage in these difficult conversations, and to begin in elementary classrooms so children are given opportunities to address uncomfortable topics early and often (Alarcon, Marhatt, & Price, 2017; Salas, 2004). While many of the children's books pose the notion that "nothing can be done," it's important to

note this attitude was adopted primarily by adults in the children's books. In contrast, the children often questioned or even expressed frustration at the injustice of the camps (Bunting, 1998; Lee-Tai, 2006). This supports the notion that "children have an innate, critical faculty" (Suter, Raven, & Maxwell, 1995, p. 144) suggesting it is a disservice to avoid difficult conversations in the classroom.

Such class discussions may prevent students from becoming passive consumers of history, which can lead to uninformed complacency and indifference. For example, a Wal-Mart advertised photos depicting Japanese-American incarceration as the "perfect Wall Art for any home, bedroom, playroom, classroom, dorm room, or office workspace" (Barnes, 2017). Such insensitivities, regardless of intent, suggest a lack of historic awareness and empathy that may be avoided through critical conversations in the classroom that purposefully connect the past and present.

Conclusion

Children's books about Japanese-American incarceration provide resources for learning about the past while connecting to the present, and giving caution for the future. When language, power, privilege, and personal bias are carefully considered, history can come alive through literary and real-world connections and primary source analysis. Narratives can balance historic information with empathetic insight, and give power to historically silenced voices. Finally, using children's books to spark critical conversations can provide opportunities to model courage, sensitivity, and reflection needed to become history detectives of the past and history makers of the future.

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Table 1: Children's Literature in Alphabetical Order by Author Last Name

Book	Book Type	Amazon.com Suggested Grade Level	Author	Publication Date
<i>The Japanese Internment Camps: A History Perspectives Book</i>	Historical (secondhand experiences)	Grades 4-6	Bailey, R.	2014
<i>So Far from the Sea</i>	Historical fiction, picture book	Grades 5-7	Bunting, E.	1998
<i>Red Berries, White Clouds, Blue Sky</i>	Historical fiction, novel	Grades 3-6	Dallas, S.	2014
<i>My name is America: The Journal of Ben Uchida, Citizen 13559, Mirror Lake Internment Camp, CA 1942</i>	Historical (secondhand experiences), diary form	n/a	Denenberg, S.	2014
<i>Mystery at Manzanar: A WWII Internment Camp Story</i>	Historical fiction, graphic novel	Grades 3-6	Fein, E.	2009
<i>The No-No Boys: Home Front Heroes</i>	Historical fiction, chapter book	Grades 3-7	Funke, T.	2008
<i>Farewell to Manzanar</i>	Memoir (firsthand experiences)	Grades 7-9*	Houston, J.& Houston, J.	1995
<i>Internment Camps: Uncovering the Past, Analyzing Primary Sources</i>	Informational (nonfiction)	Grades 3-7	Hyde, N.	2017
<i>Weedflower</i>	Historical fiction, novel	n/a	Kadohata, C.	2006
<i>Korematsu v. the United States: World War II Japanese-American Internment Camps</i>	Informational (nonfiction)	n/a	Kenney, K.L.	2013
<i>The Tragic History of the Japanese-American Internment Camps</i>	Informational (nonfiction)	Grades 5-6	Kent, D.	2008
<i>Internment Camps for Japanese-Americans during World War Two</i>	Informational (nonfiction)	n/a	Kidcaps	2013
<i>Dear America, The Diary of Piper Davis: The Fences between Us, Seattle, Washington, 1941</i>	Historical fiction, diary form	Grades 3-9	Larson, K.	2010
<i>Dash</i>	Historical fiction, novel	Grades 4-6	Larson, K.	2014

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<i>A Place Where Sunflowers Grow</i>	Historical fiction (secondhand experiences), picture book	Grades 2-3	Lee-Tai, A.	2006
<i>The Lucky Baseball: My Story in a Japanese-American Internment Camp</i>	Historical fiction, chapter book	Grades 5-6	Lieurance, S.	2010
<i>Baseball Saved Us</i>	Historical fiction, picture book	Grades K-2	Mochizuki, K.	1993
<i>Barbed Wire Baseball: How One Man Brought Hope to the Japanese Internment Camps of WWII</i>	Historical (secondhand experiences), picture book	Grades 1-4	Moss, M.	2013
<i>Dust of Eden</i>	Poetry (secondhand experiences)	Grades 4-6	Nagai, M.	2014
<i>Remembering Minidoka: A Journal from an Internment Camp</i>	Historical fiction, easy read chapter book	n/a	Nevinski, M.	2001
<i>Flowers from Mariko</i>	Historical fiction, picture book	Grades K-3	Noguchi, R. & Jenks, D.	2001
<i>Dear Miss Breed: True Stories of the Japanese-American Incarceration during World War II and a Librarian who Made a Difference</i>	Historical (secondhand experiences)	Grades 7-9	Oppenheim, J.	2006
<i>Behind Barbed Wire: The Story of Japanese-American Internment during WWII</i>	Informational (nonfiction)	Grades 5-9	Perl, L.	2003
<i>Best Friends Forever: A WWII Scrapbook</i>	Historical fiction (secondhand experiences) diary form	Grades 4-7	Pratt, B.	2010
<i>Take What You Can Carry</i>	Historical fiction, graphic novel	Grades 4-6	Pyle, K.C.	2012
<i>Eyewitness to Japanese Internment</i>	Informational (nonfiction)	Grades 4-6	Roesler, J.	2016
<i>Japanese-American Internment Camps: Cornerstones of Freedom</i>	Informational (nonfiction)	Grades 4-6	Sakurai, G.	2002
<i>Camp Nine</i>	Historical fiction, novel	n/a	Schiffer, V.	2011
<i>Paper Wishes</i>	Historical fiction, novel	Grades 4-6	Sepahban, L.	2016
<i>I Am an American: A True Story of Japanese Internment</i>	Historical (secondhand experiences)	n/a	Stanley, J.	1994

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<i>Life as a Child in a Japanese Internment Camp</i>	Informational (nonfiction)	Grades 3-7	Sullivan, L.	2017
<i>A Child in Prison Camp</i>	Historical fiction (firsthand experiences), diary form	n/a	Takashima, S.	1971
<i>Our Shared History: The Internment of Japanese-Americans</i>	Informational (nonfiction)	Grades 4-6	Taylor, C. & Kent, D.	2016
<i>What, No Sushi? My Solar-Powered History Book 1</i>	Fiction, chapter book	n/a	Terry, A.	2013
<i>The Children of Topaz: The Story of a Japanese-American Internment Camp</i>	Historical (secondhand experiences), diary form	Grades 4-7	Tunnell, M. & Chilcoat, G.	1996
<i>Journey to Topaz</i>	Historical fiction (firsthand experiences), chapter book	Grades 4-6	Uchida, Y.	1971
<i>Journey Home</i>	Historical fiction (firsthand experiences), chapter book	Grades 5-9	Uchida, Y.	1992
<i>The Bracelet</i>	Historical fiction (firsthand experiences), picture book	Grades PK-3	Uchida, Y.	1996
<i>Children of the Relocation Camps</i>	Informational (nonfiction)	Grades 2-4	Welch, C.	2000
<i>Bat 6</i>	Historical fiction, novel	n/a	Wolff, V.E.	1998
<i>Fish for Jimmy</i>	Historical fiction (secondhand experiences), picture book	Grades 1-4	Yamasaki, K.	2013

*Above grade level books can be read aloud for elementary classrooms.

Table 2: Suggestions for Primary Sources and Additional Resources

Primary Sources and Resources	Website Link to Suggested Resource
Propaganda Posters	Library of Congress: https://www.loc.gov/teachers/classroommaterials/connections/wpa-posters/thinking4.html
Executive Order 9066	National Archives: https://www.archives.gov/historical-docs/todays-doc/?dod-date=219
Civil Liberties Act of 1988	Congress: https://www.congress.gov/bill/100th-congress/house-bill/442
Statement of United States Citizen of Japanese Ancestry Questionnaire	Densho Encyclopedia: http://encyclopedia.densho.org/Loyalty_questionnaire/
Locations of Japanese-American Internment Camps	Japanese American National Museum: http://www.janm.org/projects/clasc/map.htm

Using “Open” and “Inquiry-Focused” Standards to Study Important Women in Iowa’s History

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Abstract: This article provides Iowa’s elementary social studies teachers with a lesson idea for purposefully studying important Iowa women at either the third-grade or fifth-grade level. This article offers a step-by-step inquiry-based lesson that will help integrate elements of literacy, the Common Core, and the NCSS C3 Framework. Framed by the suggested compelling questions “How did the names of places on our maps get there?” and “Who do we chose to memorialize in this way and why?,” the lesson plan is made up of six steps incorporating the inquiry-based approach.

Throughout the United States, state history courses are usually offered to K-8 students. These courses provide students with an understanding of the state's unique history and contributions to the United States as a whole. However, content found in these courses is not often critiqued by locals nor outside researchers. Thus, these courses have the potential to offer more biased portrayals of individuals and events who played a role in the state's history both from a positive or negative viewpoint (e.g., Hilburn & Fitchett, 2012; McCall & Ristow, 2003; Moore, 1969; Roberts, 2013a; Roberts & Butler, 2012; Tyron, 1936).

Iowa, on the other hand, is unique. While not offering a specific state history course, there are Iowa history standards in grades K-12. In addition, the Iowa history standards for each grade level are relatively "open" with few specific people and events listed (Iowa Department of Education, n.d.). With these open standards, it is important to remember that social studies curricula should address multiple perspectives, including those of women (Harshman & Draby, 2018). It has been discussed throughout the literature that there is a severe lack of women found in most state standards as well other curriculum tools (Brugar, Halverson, & Hernandez, 2014; Chick, 2006; Engebretson, 2014; Sadker, Sadker, & Zittleman, 2009). With the open standards, Iowa teachers have a great opportunity to address this prevalent issue in their own classroom.

As part of our larger goal of addressing the dearth of women in social studies curricula nationwide, the lesson plan described in this article is to provide Iowa's elementary teachers a lesson idea for purposefully studying important Iowa women at either the third-grade or fifth-grade level (Roberts & Block, 2019). This article provides a step-by-step inquiry-based lesson that will help integrate elements of literacy, the Common Core, and the NCSS C3 Framework. Framed by the suggested compelling questions "How did the names of places on our maps get there?" and "Who do we chose to memorialize in this way and why?," the lesson plan is made up

of six steps incorporating the inquiry-based approach (e.g., Barlowe, 2004; Levstik & Barton, 2015; NCSS, 2013; Roberts, 2013b; Roberts & Block, 2019; Stanford History Education Group, n.d.; Swan, Grant, & Lee, 2019; Wineburg, 2001). It should be noted that the compelling questions can be changed or adapted based on students' age level and their experiences with inquiry-based learning.

Overview of the Women and County Names Framework

Though there has been some literature published to help educators teach students about state history figures in an inclusive manner, there have been few pedagogical ideas to specifically highlight the contributions of women in state history (e.g., Colby, 2009; Denenberg, 2011; Harshman & Darby, 2018; McCall & Ristow, 2003). With this in mind, as a classroom teacher, Roberts (2013b) developed, used, and later published a lesson plan to help students analyze how historical figures receive recognition for their accomplishments at the 8th grade level.

Upon moving to Michigan, where state history is taught at the elementary level, Scott felt he could develop a general framework where social studies teachers in any state or grade level could adapt it to correspond to their own state standards while making it age appropriate for the grade they teach. After developing the core steps of the framework, Scott collaborated with Meghan, who has expertise in both early elementary education and literacy, in order to make the Framework adaptable to the elementary grade level and to further support ELA/Reading requirements found in the Common Core. Scott has taught this framework to his social studies methods classes and presented it at the Michigan Council for the Social Studies annual conference. The framework was also published as a chapter in the book *Extending the Ground of Public Confidence* (Roberts & Block, 2019).

Lesson Summary

As mentioned above, Iowa’s standards are distinctive in two ways. First, each grade level has specific standards concerning Iowa history (for many states there are specific grade levels where state history is taught). Second, the Iowa history standards in each grade level are fairly open ended with few specific people, places, and events that must be taught (see Table 1).

Additionally, there are also several “inquiry focused” history standards which encourage inquiry-based lessons at all grade levels (Harshman & Darby, 2018; Swan et al., 2019; Wineburg, 2001).

Table 1: *Sample Iowa History Standards for Grades 3 and 5*

Grade Level	Standards
Third (Iowa History)	SS.3.28. Explain the cultural contributions that different groups have made on Iowa.
Third (Inquiry Focused)	SS.3.23. Compare and contrast conflicting historical perspectives about a past event or issue.
Third (Inquiry Focused)	SS.3.26. Develop a claim about the past based on cited evidence.
Fifth (Iowa History)	SS.5.26. Analyze Iowa's role in civil rights history.
Fifth (Inquiry Focused)	SS.5.22. Explain how economic, political, and social contexts shaped people's perspectives at a given time in history.
Fifth (Inquiry Focused)	SS.5.24. Explain probable causes and effects of historical developments.

The lesson plan below is divided into six steps. These steps allow an organized and effective way for the teacher to address critical social studies content while simultaneously developing important, inquiry-based skills. In this lesson, we paid careful attention to address both types of Iowa social studies standards listed in Table 1 (i.e., Iowa history and Inquiry focused).

Step One: Introducing the Compelling Question

In Step One of the lesson, teachers provide compelling questions for the inquiry-based process. In this lesson, as with others, we developed using the framework, the questions include “How did the names of places on our maps get there?” and “Who do we chose to memorialize in this way and why?” (Roberts, 2013b; Roberts & Block, 2019). For younger elementary students, it would be appropriate to begin by providing them with an example of a city named after a person. One example might be Washington, D. C. Their teacher should guide a discussion about what George Washington accomplished that may have caused others to name the city (or even Washington County, Iowa) in his honor (Roberts & Block, 2019). For older elementary students, an example could be the numerous towns in the U.S. named after Christopher Columbus (including part of Washington D.C.). Teachers may even choose to begin the lesson with a debate about whether or not Columbus actually deserves this honor based on his treatment of the Indigenous groups with whom he came in contact (Loewen, 1995; Schifflet & Hennig, 2017). This introductory activity is important for setting the stage for the rest of the inquiry-focused lesson plan by asking a question that evokes student conversations and sets the stage for student research (NCSS, 2013).

Step Two: Introducing the Specific Questions

After discussing Washington D.C. or Columbus, teachers should introduce the supporting questions for the inquiry activity. These questions should focus on the contributions of women in Iowa’s history. Sample questions include, but are not limited to, “Who deserves to have a county in your state named after them?” and “Who should lose this honor” (Roberts, 2013b; Roberts & Block, 2019).

As a starting point, we would suggest Iowa teachers select Pocahontas (the only county named for a women which is not disputed), James Clarke (the third Governor of Iowa Territory),

and Eugenie Anderson (a United States Diplomat who was the first woman named ‘chief of mission’ at the ambassador level in U.S. history; she does not have a county named in her honor) (Dupont, 2019; Nash, 2005; Newberry Library, 2017; Swanger n.d.). Later in the lesson, students read informational texts about these figures to determine an answer for the questions.

In the general framework, we suggest social studies teachers research lesser-known women in their state’s history and ask students to compare accomplishments of these women to at least one male figure who has received this honor (as suggested above). Nevertheless, depending on which historian you ask, Iowa is ahead of the entire United States in the percentage of women with a county named after them. Three of Iowa’s 99 counties are allegedly named after women (3% compared to 1.9% for the entire United States). However, two county names (Louisa and Tama) are disputed, which means Iowa could fall to either two or one percent (Newberry Library, 2017; Roberts, 2013b; Swanger, n.d.). Based on this discrepancy, an Iowa teacher could instead have students only compare the women who have a county (allegedly) named after them, including Pocahontas (of Jamestown, VA), Louisa Massey (known for avenging her brother’s murder), and/or Taomah (the wife of a Fox Chief named Poweshiek) to other important Iowa women to determine who should keep this honor (Swanger, n.d.; Wikipedia, 2019).

Step Three: Analyze and Evaluate a State Map

In Step Three, teachers offer their students an opportunity to analyze and evaluate multiple sources of data to develop answers to the specific questions. Materials students analyze include a county map of the state and informational texts. During the lesson, students also learn how to develop a reasonable hypothesis based on data sources (Roberts & Block, 2019).

In the first part of Step Three, the teacher provides a map of Iowa showing all of its counties and their names. After providing the map, the teacher should tell students to study the map, and then decide for whom/what they think the county is named after. Provide the following abbreviations for students to label each county as they go through the process (Roberts & Block, 2019). These abbreviations provide students with the six most common things counties are named after:

- P-Person
- N-Native American Origin (e.g., name, word, tribe, etc.)
- E-Existing Place in Another State or Country (e.g., City/Dublin, Rome, Athens, etc.; County/Atrium, Sussex, etc.)
- W-Body of Water (e.g., Lake, River, Ocean, etc.)
- OG-Other Geographic Feature (e.g., Mountain, Forest, etc.)
- R-Natural Resource or Product (e.g., Iron, Cars, Peaches, etc.)

In the second part of the map analysis, students count all counties they labeled a “P”-person. After counting, they hypothesize how many of the counties they think are named in honor of a woman and how many are named in honor of a man. After they come up with a sum, students explain how they determined their answer. As students explain, teachers can ask follow-up questions such as, “Do you think the number you came up in Iowa is similar to or different from the number of counties named after women in the United States as a whole? Why?” (Roberts & Block, 2019). This allows students to start a comparative analysis between their state and the rest of the United States.

Step Four: Test the Hypothesis

In Step Four, students test their hypothesis related to the number of counties named in honor of women and those named in honor of men in Iowa. The teacher should locate a list of county names along with the etymology of each county's name. Though the site has its benefits and drawbacks, we believe that Wikipedia offers the most student friendly list of county names for the state of Iowa (Wikipedia, 2019). Once students go through the list of county names, they should count the number of counties named in honor of men and count those in honor of women in Iowa and then compare this number (number of counties in state/number of counties named in honor of women) to their own answers. In addition, students should compare their findings to that of the United States which is 61 of 3141 counties or 1.9% (Roberts & Block, 2019). This process allows students to continue the comparative analysis between Iowa and the United States.

With two counties that have disputed etymologies in Iowa, social studies teachers, especially at the 5th grade level, may want to pause at this step. They could have students research why there is a disparity, compare both sides of the argument, and use evidence to determine who they think the county is named after and why. This research and discussion would meet the requirements of many of the inquiry-focused standards in the Iowa social studies curriculum as well as the first three Dimensions in the C3 Framework (NCSS, 2013). Again, the fact that Iowa (possibly) is above the national average could lead to an interesting conversation and/or research study about what elements of Iowa's culture may be behind this fact.

Step Five: Guided Discussion/Informational Text Reading

Step Five is a two-part step. In part one of Step Five, teachers should facilitate a discussion during which students share the information they discovered in their analysis, and, more importantly, students articulate whether they think it is fair that many important women in

Iowa's history did not receive the same honor as their male counterparts. Sample discussion questions could include "Do you think this lack of recognition of women in your Iowa's history is fair?" and "What are some things we can do about this?" Though the structure of the discussion is up to the teacher based on both grade-level considerations and ability levels of the students, we recommend having students discuss these issues in groups of no more than three or four students. In this way, students will have opportunities to interact with one another, yet, the groups remain at a manageable number with the intent that all children will feel comfortable to contribute. Each group of students discusses these questions independently. At the culmination of this part of the step, teachers allow student groups to share out their answers in a whole group setting (Roberts & Block, 2019).

In the second part of Step Five, students should be separated into groups of three and asked to individually read a biography of famous people from the state. Two biographies should be about individuals who actually have a county named in their honor. In the case of Iowa, we chose Pocahontas and James Clarke. One biography should be about an important woman in Iowa's history who does not have a county named in her honor. As mentioned above, we would select Ambassador Eugenie Anderson based on her contributions to Iowa, the United States, and the world. Though such texts may be difficult to find, it will be important to select texts at a variety of reading levels so all children can access the information. It may be the case that teachers will need to compose a text for students to read if there are not texts available at levels appropriate for elementary students. The biographies can include informative/explanatory books, magazine articles, newspaper articles, websites, etc. For example, information about Ambassador Anderson can be found in several sources on-line, as well as, the recent book *Mrs. Ambassador: The Life and Politics of Eugenie Anderson* (Dupont, 2019). Third grade teachers may choose to

read aloud the text or excerpts from it to the students. In fact, this would be a perfect opportunity to use an interactive read aloud to ensure children have planned and purposeful opportunities to interact with the content of the text with the support of their teacher as they participate in the read aloud.

Before students read the biography, students should be told that they will take part in a jigsaw discussion during which the individual will be responsible for providing their group mates with information about their individual as well as whether they think their individual deserves to have a county named in her honor. During this discussion, students should cite evidence from their reading to support their claims. We have provided a sample Iowa-focused graphic organizer that might help students record their findings as they read the informational text (See Appendix A).

Once students are finished reading their biographies, teachers should divide the class into groups of three to discuss each of the individuals they researched. After teaching each other about their historical figures and discussing whether or not they believe that this individual deserves to have a county named in their honor, the group should be provided the following question: “Based on these biographies, which two people should have a county named after them? Which one should not? Why? Use evidence from your sources to support your claims.” Again, we recommend that a graphic organizer be provided to help students organize their arguments and cite sources to support their conclusions. This would be a useful time to introduce or reinforce writing strategies that you may have already taught (Graham et al., 2012). For example, with third-grade students, you might offer them the mnemonic TREE (**T**opic sentence expressing an opinion, at least three **R**easons, **E**xplain each reason, and **E**nd by reiterating the opinion) and model writing a persuasive applying that writing strategy and encouraging students

to use that structure (Graham & Harris, 2005). After each group has determined which two individuals should receive this honor, each group should be invited to share their answers to the entire class and provide evidence supporting their arguments (Roberts & Block, 2019).

Completion of this will help address both the Iowa inquiry standards, as well as, the Dimensions of the Inquiry Arc in the C3 Framework (NCSS, 2013).

Step Six: Take Action

One of the key elements of the C3 Framework is for student to “take action” at the end of an inquiry-based activity (NCSS, 2013; Swan et al., 2019). In Step Six, teachers inform students that it is quite difficult to actually change the name of a county. However, students will understand that there are alternative actions that may be taken in order to honor important women in their state’s history. Some of these ideas could include writing a local Iowa newspaper with an editorial about the importance of the woman/women under study; finding locations or landmarks in which naming the area after important female figures would be appropriate and petitioning that the locations or landmarks be named after these important women (i.e., schools, public parks, street names, etc.); writing a local Congress person, or having students conduct further research about the women and write about these women with the purpose of sharing their findings by publishing their work for others to read using Web 2.0 technology (Harshman & Darby, 2018; Roberts & Block, 2019). Giving students a chance to take action and voice their opinions about honoring historic figures in Iowa helps students put the civic goals of the C3 Framework into practice (NCSS, 2013; Swan et al., 2019).

Conclusion

As mentioned previously, this lesson for studying important women through county names authentically incorporates and integrates multiple elements of the C3 Framework and

literacy standards to facilitate students' learning about the important women from Iowa's past. Students engage in effective social studies learning while simultaneously developing essential literacy skills. As such, the lesson fosters meaningful opportunities for students to engage in higher order thinking. Most importantly, students are given opportunities to ponder social problems and injustices in order to determine ways to address these issues in a public forum (Levstik & Barton, 2015; NCSS, 2013; Roberts & Block, 2019; Swan et al., 2019).

Although the Iowa lesson plan provided has the social studies teacher take the lead for developing compelling and support questions to guide students through this inquiry, there is no reason why teachers cannot adapt the lesson to allow students to develop more questions or take the lesson on a completely different path based on their own interests. As noted, the dispute over two Iowa counties being named in honor of women, or whether a historic figure like Columbus is worthy of this honor, could be developed into separate inquiry-based lessons.

In turn, teachers, especially those working at the third-grade level, can make this lesson more teacher-led and whole group centered based on their students' learning needs. However, regardless of the ways in which the teacher adapts this lesson, the Iowa history content, the principles of inquiry-based practice, and opportunities to wrestle with issues of social injustice (specifically, the marginalization of women) should remain the focus of this lesson. Allowing Iowa's elementary students to question, research, and take action about this important topic will set the stage for civic, college, and career readiness to flourish in the "Hawkeye State."

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Appendix A
Iowa Sample Organizer

Pocahontas	James Clarke	Ambassador Eugenie Anderson
Image of Pocahontas	Image of James Clarke	Image of Eugenie Anderson
Who?	Who?	Who?
What?	What?	What?
When?	When?	When?
Where?	Where?	Where?
Why Important?	Why Important?	Why Important?
Should this person have a county named in their honor?	Should this person have a county named in their honor?	Should this person have a county named in their honor?
Why?	Why?	Why?

“The Most Undistinguished Place in the World”: Teaching and Learning Iowa’s History through Literature

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Abstract: This paper, based on a presentation given during the 2019 Iowa Council for the Social Studies Annual Conference, profiles a first-year seminar taught at Grinnell College on the topic of Iowa’s literature. The course aligns well with Iowa Core Social Studies Standards, and a course syllabus adapted for secondary school history classrooms is included. The paper complements existing scholarship on the use of literary texts in history classrooms, as its syllabus is comprised mostly of primary sources rather than works of historical fiction, the focus of much of this professional literature.

In 1926, the novelist Ruth Suckow, an Iowa native and Grinnell College alumna, wrote that her home state, “often seems, and more to its own people than to any others, the most undistinguished place in the world” (“Iowa,” p. 39). During the fall semester 2018, I taught a first-year seminar at Grinnell College entitled *Far From Flyover: the Literature of Iowa*. In response to Suckow’s observation, my students and I explored in this course questions such as, What distinguishes the literature of Iowa, and by extension, the history of our state? Are there common themes, subjects, characters, or settings, for instance, found across Iowa’s literary history? And can sampling creative writing from throughout our state’s history help us to see and to appreciate what Iowa offers that is beautiful, distinct, and lasting?

Scholarship examining the potential of literature for the study of history in a secondary school setting tends to focus on historical fiction, or “realistic stories set specifically in a time period that predates their creation” (Duthie, 2006). Crawford and Zygouris-Coe’s (2008) highlighted works of historical fiction such as Mildred Taylor’s, *Roll of Thunder, Hear My Cry* (1976) and Lois Lowry’s *Number the Stars* (1989) and provides a helpful overview of previous scholarship on this topic. Additionally, Howell’s 2014 study shows that use of historical fiction in the history classroom has continued and is indeed widespread. In contrast to practices discussed in existing scholarship, this paper provides a course syllabus that includes many primary sources, or texts written during the time periods under study. Indeed, some historical fiction is included in the syllabus profiled here, but, with the exception of the Nancy Drew mystery novels by Wirt Benson, these texts were written for general readers rather than expressly for young adults.

Although the class profiled in this paper was created for first-year college students, a sampling or the entirety of the texts listed on the adapted course syllabus could be of interest to

secondary school teachers and their students. Please note that all of the texts included align well with several Iowa Core Social Studies Standards, such as SS.1.23 (“Describe the diverse cultural makeup of Iowa’s past and present in the local community, including indigenous and agricultural communities”), SS.3.28 (“Explain the cultural contributions that different groups have made on Iowa”), and SS.5.26. (“Analyze Iowa's role in civil rights history”).

Why a Class on Iowa’s Literature?

Approximately 35 sections of the Tutorial, Grinnell College’s first-year seminar, are offered each fall, and, outside of requirements for an academic major, this four-credit course is the only required course at Grinnell. Tutorial instructors choose a topic for their class that is of interest to themselves and to first-year students. For my first, first-year seminar, I chose the topic of Iowa’s literature for a number of reasons. To begin with, I have lived in several regions of the United States: the upper South, the Midwest, the Northwest, the Southwest, and, since 2004, the Prairie region of central Iowa. In order to learn about and to appreciate each of these distinct regions, I read literature written by authors from or who had lived in each place for a significant period. As a result, I developed an appreciation for and a background in the regional history of much of the United States. When the opportunity arose to teach a first-year seminar, I understood from my own experience that the study of Iowa’s literature would offer new Grinnell students the chance to connect with the history of Iowa, their home for the next four years, in a meaningful way.

Of course in order to teach this class, I had to study the state’s history and to read much more of its literature than is included in the course syllabus appearing below. As I work as an academic librarian at Grinnell College, I recognized quickly the value of reference sources such as *Dictionary of Midwestern Literature* (Greasley, 2016) when planning my first-year seminar.

Entries in this two-volume set, particularly Nelson Raine's chapter, "Iowa," provide essential literary history as well as extended entries on many writers, works, and genres making up both the state's and region's literature. By the time I had finished the syllabus for my class, I had discovered several anthologies of Iowan or regional literature (Jack, 2009, e.g.) and Andrews' 1972 study of Iowa's literary history, a scholarly work of enduring value. Although I did decide to include some texts by the authors represented in these anthologies and secondary works, no single volume offered the range of literature I deemed appropriate for a class of first-year college students. The following course syllabus is, in effect, the anthology that I had not been able to find. This updated syllabus now includes suggestions for how these selected texts might be used in a secondary history classroom exploring Iowa's history. Also included are sample discussion questions, brief descriptions of student assignments, and links to supplemental online material.

I will continue to teach a first-year seminar on Iowa's literature at Grinnell College and hope to refine this syllabus and share it online with secondary school teachers. Accordingly, I would much appreciate any feedback or suggestions for readings, assignments, or anything else that might improve this syllabus and make it more useful to Iowa's history teachers. Please feel free to contact me at jonesphi@grinnell.edu.

Course Syllabus: Far from Flyover: The Literature of Iowa**First Question: What Distinguishes Iowa's Literature?**

McIlrath, J. H. (2010). *Possum Trot*. Ice Cube Books.

J. Harley McIlrath lives and writes in Poweshiek County, Iowa, home to Grinnell College. As an introduction to Iowa's literature and history, students can read and discuss two selections from *Possum Trot*, McIlrath's short story collection. "Willow: Preface" (pp. i-ii) is a brief mediation on change and permanence in Iowa's landscape, and the story "Rain" (47-50) depicts a father and his young son's tense wait for a rainstorm, which may nurture or damage their fields of oats. During class discussion of these selections, students can identify McIlrath's major themes, many of which they will encounter in readings throughout the course. As an example, Grinnell students identified the following as the major themes from these two readings: generational change in families; life in remote places; beauty versus utility of land; nature as a life-giving and destructive force; simple versus highly complex agricultural methods; uniformity of landscape and of people's lives; role of women; is there room for difference in Iowa? As a diagnostic assignment, each student can write a one-page essay exploring a topic mentioned in class discussion of McIlrath's stories.

Native American History

History. (n.d.). Meskwaki Nation: Sac & Fox Tribe of the Mississippi in Iowa.
<https://meskwaki.org/about-us/history/>.

Owen, M. A. (1904). Folk-Tales. In *Folk-Lore of the Musquakie Indians of North America* (pp. 87-94). David Nutt. HathiTrust Digital Library.¹
<https://hdl.handle.net/2027/inu.39000005846923?urlappend=%3Bseq=102>

¹ From the HathiTrust Digital Library website: "A partnership of academic and research institutions, offering a collection of millions of titles digitized from libraries around the world. Items in the public domain are in full-view for everyone and items held in copyright are searchable." <https://www.hathitrust.org/#>

Schwieder, D. (n.d.). History of Iowa. Iowa publications online: State Library of Iowa.
<http://publications.iowa.gov/135/1/history/7-1.html>

To address the topic of diversity in Iowa at the start of the course, students can read a selection of Meskwaki folktales, which provide important cultural background on topics such as family, gender, courtship, death, nature, and the supernatural. In addition to writing or co-writing two excellent texts on Iowa's history,² Dorothy Schwieder, university professor emerita of history at Iowa State University, also wrote this condensed overview of Iowa's history, which can serve as a background source throughout the class. An historical overview is provided as well from the Meskwaki Nation website.

As a way for students to relate to the culture and history of the Meskwaki people, have students read the folktales and consider the general question, What do you learn about a group of people from reading their folklore? Ask students to consider what daily life might have been like for Native persons between the ages of 12 and 18: Did they work? Where and what were they taught? What were their roles in families? This exercise could be expanded to consider the roles of men and women as well.

European Exploration, Settlement and Conflict with Native People

Thwaites, R.G. (Ed.). (1899). *The Jesuit relations and allied documents: Travels and explorations of the Jesuit missionaries in New France 1610-1791: vol. 59 Lower Canada, Illinois, Ottawas 1667-1669*. (pp. 85-92, 108-136). Burrows Brothers Co. Kripke Center: Creighton University. http://moses.creighton.edu/kripke/jesuitrelations/relations_59.html

Fuller, E. L. (1936) *Left by the Indians, or rapine, massacre and cannibalism on the Overland Trail in 1860: The personal narrative of*. Edward Eberstadt. HathiTrust Digital Library.

² Schwieder, D. (1996). *Iowa: The middle land* (First edition.). Iowa State University Press; Schwieder, D., Morain, T., & Nielsen, L. (2003). *Iowa past to present: The people and the prairie (Revised third edition)*. University of Iowa Press.

[https://hdl.handle.net/2027/uc1.\\$b536388?urlappend=%3Bseq=12](https://hdl.handle.net/2027/uc1.$b536388?urlappend=%3Bseq=12) (Original work published 1892).

The Jesuit text documents in a matter-of-fact style the first meeting between Europeans and Native people in Iowa. In stark contrast to these journal entries, Fuller’s captivity narrative traces her family’s journey through Iowa on the way to Oregon and their progressively tense interaction with Native tribes en route. Questions to consider for both readings include: What does the appearance of the text and its tone of language reveal? Who were the audiences for each of these documents? What do these “encounters” tell us about the reasons behind and impacts of westward expansion? And about human nature?

Iowa During the US Civil War

Although I have not included texts published during the US Civil War in this class, there are a range of online primary and secondary sources available that students can explore to learn about the daily life of Iowans during this period. Examples of this material linked to below include historic overviews and searchable period newspapers offering full-text of articles.

Iowa City Republican (1856-1921). Iowa City Public Library. <http://iowacity.advantage-preservation.com/search?t=34212&i=t&d=01/01/1808-12/31/1925&bcn=1>

Iowa Digital Newspaper Project (2020). Iowa Department of Cultural Affairs. <https://iowaculture.gov/history/research/collections/newspapers/iowa-digital-newspaper-project>

Morain, T. (n.d.). Iowa in the Civil War. Iowa Pathways: Iowa PBS. <http://www.iowapbs.org/iowapathways/mypath/iowa-civil-war>

Underground Railroad in Iowa (n.d.). Iowa Department of Cultural Affairs. <https://www.iowaculture.gov/history/research/collections/places-people/underground-railroad-iowa>

Prairie and Farm Life

Garland, H. (1891). Mrs. Ripley's trip. In *Main-Travelled Roads* (pp. 241-260). Arena Publishing. HathiTrust Digital Library.
<https://hdl.handle.net/2027/coo1.ark:/13960/t2s477f64?urlappend=%3Bseq=246>

Glaspell, S. (1916). *Trifles*. Frank Shay. HathiTrust Digital Library.
<https://hdl.handle.net/2027/mdp.39015008580576?urlappend=%3Bseq=12>

Garland, a Midwesterner who found success writing on the plight of the Midwestern farmer, published short stories in major American magazines such as *Harper's Weekly* and *Century*, and his collection *Main-Travelled Roads* was well-received among critics and readers, particularly in the eastern United States. The story "Mrs. Ripley's Trip" depicts life on an Iowa family farm in second half of the 19th century, showing the drudgery and isolation of subsistence farming and, by extension, the impact the post-Civil War agricultural depression had on much of the United States.

Taken from an actual murder trial Glaspell covered while working as a journalist in Des Moines at the turn of the 20th century, this one-act play dramatizes a beleaguered farm wife's revolt against her harsh surroundings and home life. For context, find below links to supplemental online primary materials, including coverage of the crime and subsequent trial in the *Indianola Herald*; Glaspell's own reporting for the *Des Moines Daily News* has been transcribed and is available online as well. For additional background on both Glaspell's life and work, students can consult the free online resource *Biographical Dictionary of Iowa*. Class discussions can center on arguments for or against the farm wife accused of murdering her sleeping husband.

Indianola Herald (1874-1923). Community History Archive. <http://warrencounty.advantage-preservation.com/search?t=30886&i=t&d=01/01/1857-12/31/1957&bcn=1>

Bryan, P.L., & Wolf, T. (2017). *Glaspell's Articles*. Midnight assassin: A murder in America's heartland. <http://www.midnightassassin.com/articles.html>

Noe, M., & Monnig, E. (2009). Glaspell, Susan Keating. In D. Hudson, M. Bergman, & L. Horton (Eds.). *Biographical dictionary of Iowa*: University of Iowa Press Digital Editions. <http://uiopress.lib.uiowa.edu/bdi/DetailsPage.aspx?id=141>

Immigrants in Iowa

Iowa Board of Immigration. (1870). *Iowa: The Home for Immigrants, Being a Treatise on the Resources of Iowa and Giving Useful Information with Regard to the State, for the Benefit of Immigrants and Others*. Mills and Co. HathiTrust Digital Library. <https://hdl.handle.net/2027/nyp.33433081920039?urlappend=%3Bseq=7>

Thanet, O. (1897). The besetment of Kurt Lieders. In *Stories of a Western Town* (pp. 3-42). Charles Scribner's Sons. HathiTrust Digital Library. <https://hdl.handle.net/2027/chi.17341050?urlappend=%3Bseq=8>

Following the Civil War, the State of Iowa created and distributed this lengthy booklet to persuade people from around the world to make Iowa their home. Students need read only sections of the booklet and skim others to prepare for fruitful class discussions: for instance, “Preface,” “To The Reader,” p. 92, and the table of contents, pp. 93-96. Students can also choose and read one chapter and come to class with a list of the 3-5 points that would be most important for the booklet’s intended reader.

Octave Thanet, pseudonym of Davenport, Iowa resident Alice French, helped establish the Midwest as a setting for popular fiction by publishing stories in major American magazines, such as *Scribner's Monthly*, *Atlantic Monthly*, and *Harper's Bazaar* during the late 19th and early 20th centuries. During this time, Germans were the largest immigrant group in Iowa, and Thanet’s story portrays the cultural and generational conflict German immigrants faced in the state’s urban centers along the Mississippi River. Class discussions of Thanet’s work could start by considering how the story’s German immigrant characters encounter resistance and prejudice as well as how they show solidarity.

Second Writing Assignment: Historical Text Essay

What follows is the essay prompt given to students; each student can peer-review a classmate's essay and then revise their own essay based on meaningful feedback.

Write a two-page essay comparing and contrasting two of the historic texts we have read so far in class. The purpose of your essay is to explore how a point from our initial class discussion is developed in two of the historic texts we have read for this course. As the basis for your discussion of two pieces' similarities and differences, choose a point articulated during our discussion of Harley McIlrath's stories. Strive to draft a thesis that makes a strong statement, one that may be unexpected or even controversial. Doing so will help you to consider further what distinguishes Iowa's literature and history.

Two Grinnell College Alumni Writers in the Early 20th Century

Norman Hall, J., & Nordhoff, C. (1920). *Lafayette Flying Corps* (Vol. 2, pp. 7-21). Houghton Mifflin Company. HathiTrust Digital Library.

<https://hdl.handle.net/2027/hvd.hn3dlv?urlappend=%3Bseq=26>

Suckow, R. (1924). A start in life. *American Mercury*, 3(9), 15-23. HathiTrust Digital Library.

<https://hdl.handle.net/2027/uc1.32106019601092?urlappend=%3Bseq=20>

Each of these selections captures contrasting paths open to young Iowans transitioning to adulthood in the early 20th century. Grinnell alumni James Norman Hall and Ruth Suckow were Iowa natives and writers who enjoyed great success outside our state. Norman Hall is best known for *Mutiny on the Bounty* (1932), which he co-authored with his friend Charles Nordhoff. Linked to here are a selection of letters from their service as aviators in French Air Service during World War One. Suckow's story, published in an influential journal edited by the literary critic H.L. Mencken, follows a young woman from a small Iowa town as she begins work in the home of a prosperous farm family. Discussion questions could include, How are the young

people in these selections participating in Iowa's history? In what way are their choices representative or unique?

Iowa in the Literary Imagination³

Darnielle, J. (2018). *Universal Harvester*. Picador.

Robinson, M. (2004). *Gilead*. Picador.

Here, we consider two contemporary novels by authors with contrasting connections and responses to Iowa. Robinson, Professor Emeritus at the University of Iowa's Writers' Workshop, won a Pulitzer Prize in 2005 for her sympathetic portrayal of two families in the town of Gilead, Iowa. Robinson's novel explores Iowa's history from the US Civil War onward, plumbing topics such as interracial marriage, the exodus of Iowa's young people from rural communities, and changing attitudes toward organized religion. In contrast, Darnielle, songwriter and lead singer for the Indie rock band The Mountain Goats, has written a genre-defying work of fiction, a disturbing account of life toward the end of the 20th century in a small Iowa community isolated by distance, technology, and religious extremism. For class discussion, students can consider what points each novel teaches about periods of Iowa and United States history that non-fiction accounts do not or cannot.

For additional context, two supplemental links are provided below: one, to the Iowa Writers' Workshop, the oldest and most prestigious creative writing program in the United States, where Robinson taught for 25 years; and two, to a National Public Radio audio interview

³ Texts listed from this point forward in the course syllabus are recently published literary works. Since these texts are still under copyright protection, students would need print editions, as free online copies are not available. Please note that at present, works published in the United States before 1925 are in the public domain and, hence, free of copyright. Note, too, that this cutoff date advances a year annually; so during the spring of 2021, works published in the United States before 1926 will be enter public domain and, hence, be freely available online.

and transcript with Darnielle in which he discusses his inspiration for and reflections on his novel, *Universal Harvester*.

Greene, David (2017). Author interviews: In 'Universal Harvester,' Mountain Goats lyricist reaps a creepy crop. National Public Radio. <https://www.npr.org/transcripts/513770461>

Writers' Workshop. (2020). University of Iowa: College of Liberal Arts and Sciences. <https://writersworkshop.uiowa.edu/node>

Iowa in the Popular Imagination

Keene, C. (1931). *The Secret of Red Gate Farm* (pp. 60-68, 79-88). Grossett and Dunlap.

Kinsella, W.P. (1999). *Shoeless Joe* (pp. 1-19). Houghton Mifflin.

Lang, W. (Director). (1945). *State fair* [Film]. Twentieth Century-Fox Film Corporation.

Ladora, Iowa native Mildred Wirt Benson, under the pen name Carolyn Keene, wrote the first volumes of the immensely popular Nancy Drew mystery series. Canadian W.P. Kinsella attended the Iowa Writers' Workshop, and the iconic film *Field of Dreams* is based on his novel, *Shoeless Joe*. Phil Stong hailed from the hamlet of Pittsburg, Iowa, and his novel *State Fair* inspired the Rodgers and Hammerstein film musical. Linked to below are online resources providing historical context for these two novels and film. Class discussions could address if or how these contextual sources help students understand the respective creative works and periods of Iowa's history.

Iowa State Fair. (2020). *Historical highlights of the Iowa State Fair*. Iowa State Fair. <https://www.iowastatefair.org/about/history-museum/>

Black, R. (2017). *The mysterious Mildred Benson: The life and works of a ghost writer from Iowa*. Iowa Women's Archives: University of Iowa Libraries. <https://www.lib.uiowa.edu/iwa/mildred/>

Fleitz, D. (n.d.). *Shoeless Joe Jackson*. Society for American Baseball Research. <https://sabr.org/bioproj/person/7afaa6b2>

Missing Voices

Rivera, T. (1991). Zoo Island. In *The harvest: Short stories* (pp. 241-245). Arte Público Press.

Young Bear, R. (2015). *Manifestation wolverine: The collected poetry of Ray Young Bear*. Open Road Integrated Media.

Finding diverse literature tied to Iowa is a challenge, one that students will recognize as they near the end of this course. Rivera's story depicts a Mexican boy's ingenious effort to help his neighbors in a migrant worker camp form a community. Meskwaki poet Young Bear's clear, stark writing provides students a contemporary contrast to the folklore studied earlier in the class. Students may wish to choose poems from Young Bear's collection to read and discuss; recommended selections include "Grandmother," p.7, "One Chip of Human Bone," p. 24, "Her Husband," pp. 71-72, and "Spearfishermen," pp. 78-79. And Young Bear's interview with Iowa Public Radio from March of 2019 linked to below allows students to hear the poet reading from his work and provides useful biographical and historical information.

To aid discussion, students can review current statistical profiles of Latinos and Native American people in Iowa from the State Data Center of Iowa; a demographic snapshot of Iowa's overall population from the US Census Bureau is provided as well. For discussion, consider if and how the lives of the characters in Rivera's story and Young Bear's poems are similar to the lives of Latino and Native American people in Iowa today, as represented by the statistical profiles.

Latinos in Iowa: 2019. (2019). State Data Center of Iowa.

<https://www.iowadatacenter.org/Publications/latinos2019.pdf>

Native Americans in Iowa: 2019 (2019). State Data Center of Iowa.

<https://www.iowadatacenter.org/Publications/aian2019.pdf>

QuickFacts: Iowa (2019). United States Census Bureau: <https://www.census.gov/quickfacts/IA>

Harrop, K., & Nebbe, C. (2019). In his own words, Meskwaki poet Ray Young Bear. Iowa Public Radio. <https://www.iowapublicradio.org/post/his-own-words-meskwaki-poet-ray-young-bear-0#stream/0>

Final Question: What Distinguishes Iowa's Literature?

McIlrath, J. H. *Possum trot*. Ice Cube Books, 2010.

McIlrath, J.H. (n.d.). A love story. *Wapsipinicon Almanac*, 56-60.

The last class discussion can be summative, focusing on three of McIlrath's stories, two of which we read at the start of the term: "Willow: Preface" (pp. i-ii); "Rain" (pp. 47-50); and "A Love Story," published in the fine regional literary journal *Wapsipinicon Almanac*. For this final discussion, students can consider the relationship between fiction and fact: What topics from Iowa's history do McIlrath's three stories make the students think about? What have they learned about any events or topics in Iowa's history by reading McIlrath's stories? Conversely, has studying Iowa's history helped them understand these three stories better or differently?

Reviewing Schwieder's condensed overview of the state's history, linked to below, can help prompt class discussion.

Schwieder, D. (n.d.). History of Iowa. Iowa Publications Online: State Library of Iowa. <http://publications.iowa.gov/135/1/history/7-1.html>

Final Assignment

For the final project of the semester, students can work in pairs to create a class presentation explaining how the study of Iowa's literature has impacted their understanding of our state's history. Students should consider using a range of ways to convey information and detail to their audience: quotes or paraphrases; images or brief video or audio clips, for instance. Students may also briefly involve classmates in their presentation by having them respond to

questions or offer ideas. Each presentation should run for 10-15 minutes and be created with a tool the student is comfortable using (PowerPoint, Prezi, Google Slides, for instance).

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<http://dx.doi.org/10.14221/ajte.2014v39n12.1>
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Tips and Tricks to Engage Middle School Students in Social Studies

Shauna Cihacek and Deb Masker

Middle school is tough. When you add twenty to thirty teenagers or near teenagers into a classroom, you need a few tricks up your sleeves to keep them involved in their learning. You can have excellent plans, but getting your students to buy into the plans is the trick.


As a teacher, you need to keep on your toes and try anything and everything to engage those students. They are “your kids” for those few months, and you want to give your students engaging experiences. Use the community network of teachers, see what engaging strategies are out there, and try them for your students. This is what Deb and Shauna have done; they have taken risks and tried different things in their classrooms to see what works. This starts from the first moment a student comes into the classroom.

10 CLUE GEO

A unique way to engage middle school students is 10 clue geography. With this activity, you have slides that have a famous geographical location. A student is given 10 clues to narrow down

1 point

I had a long braided beard and a nose. I was also was painted in bright colors.

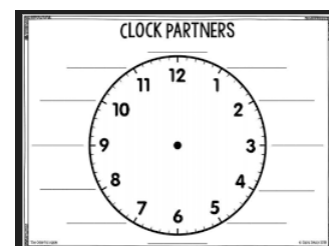


this location. Practice using clues with those latitude, longitude, and hemisphere locations. With each clue, give a bigger portion of a picture showing what the location is. Give students time to guess at each point value. Once the students guess, they are done; if it is correct they get that amount of points. This gets students engaged, reviews

geography, and starts conversations around the geographical location.

CLOCK PARTNERS

When you have students answer their bell ringer and you want them to do a quick discussion, clock partners are the best way to get movement and a way to discuss the bell ringer, check for understanding, and general discussion. This way every student has a partner, no one is left out, and students stay “mixed up.” Remember



to have students switch it up occasionally to keep those students engaged with others.

SPEED DATING

When you have the opportunity to research a group of individuals and are needing a way to share information across the classroom--Speed dating may be your choice of activity. We did this with a unit on explorers. Each student researched an explorer using a scaffold provided. The classroom was set up with two desks facing each other, and students were assigned to teams of two (with a number). A scaffold was provided for students, and they filled out the scaffold as they listened to their partner present on their explorer. Students rotated around to the numbered stations switching every 3-5 minutes. An exit ticket was provided for students to summarize their learning.

MEMES

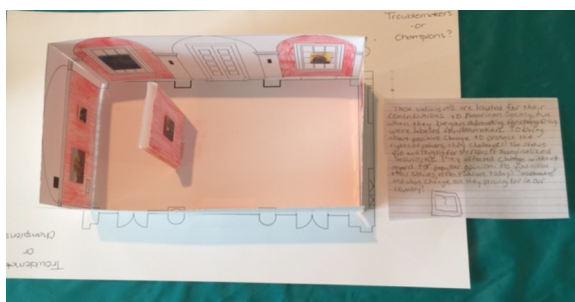
When it comes to the new social studies standards of current events, the students love summing up a lighter news event with a meme. They watch the news event and then make a comparison using a photo from the event. Students go to makeameme.org, add the text to go with the photo, and share with the teacher. It is a quick way to summarize newsworthy events. Plus, the students love making their own memes.

FISHBOWL

We use the fishbowl strategy when we have students present different points of view or are participating in a debate type of discussion. This is also known as Socratic Seminar. We use the Fishbowl strategies as it is easier for middle school students to handle. We have done this project to debate Russian czars and their impact, deforestation in the Amazon Rainforest, and which branch of U.S. government is more important. Pre-teaching and scaffolds with this lead to successful civil discourse.

BE THE CURATOR

Be the Curator is a lesson from the National Portrait Gallery. This a gallery design that incorporates many contents. You have art, design, math, history, writing, and creativity all together. To get started, the students are given the pictures and the gallery template. After studying the pictures, they pick out a theme for the gallery display. Next, the students pick out



and plot out where pictures should be displayed. Students should be ready to defend why they picked the pictures they did and explain the theme based on the pictures chosen. Finally, they pick the colors of the walls to make the artwork pop and start displaying the artwork. This can be used to cold start a unit to get students thinking about your subject without telling them standards or big

ideas. Ending a unit using this is a great way to see if they put all the learning together and can display their knowledge of the unit.

BREAKOUT BOXES

This activity gives your students an opportunity to be detectives, solve puzzles, and use clues to unlock locks and eventually “Breakout” of the activity. There are plenty of Breakout activities through Breakout.edu that you can use, some for a fee. We have made our own Breakout Boxes to tailor to our lessons and our students’ needs. Making your own can be challenging but the students appreciate the opportunity to review for a test, learn new skills, and interact with each other in a challenging way.

Current Call for Papers, Winter 2021:

The Iowa Journal for the Social Studies (2021)

About the Journal

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

Audience

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

Proposed Call for Manuscripts—Volume 29, Issue 1

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

We will give special preference to articles related to teaching virtually or teaching during the COVID-19 pandemic.

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

CFP posted: January, 2021

Submissions due by: September 1, 2020

Submissions sent out for review: Upon receipt-September 1, 2020

Reviews returned: October 15, 2020

Author revisions submitted: November 15, 2020

Publication: Winter 2021

Email all submission to dean.vesperman@uwrf.edu

Future Issues: