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An Egalitarian Path To and From the 1619 Project

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Abstract

The United States is divided philosophically regarding the use of Critical Race Theory as a pathway to study the role of racism within the history of the United States. This article attempts to provide an intervention that is both positivist and non-biased in its approach. Secondary students (9th to 12th grades) are directed to evaluate the Preamble of the U.S. Constitution, the 1619 Project, criticism of the 1619 Project and analyze the tremendous contributions of the enslaved to the culture and economic well-being of the United States. The pedagogy emphasizes the use of historical thinking skills and empathy to provide historically marginalized students a pathway to promote greater democracy. The culminating project highlighted invites students to create a faux game to promote a more egalitarian story of the promotion of social justice in the United States.

Keywords: Critical Race Theory, Preamble of the U.S. Constitution, 1619 Project, historical thinking, empathy

The recent reckoning regarding the historical consequence of non-egalitarian systems that undermine the promise of the “more perfect union” espoused by the United States Constitution provides teachers a platform from which to reimagine teaching the history of our nation. That process of pedagogical development provides thoughtful instructors an opportunity to build lessons that promote goal-centered learning that combines historical awareness with identity, self-efficacy, and social justice informed activism (Anyon, 2009; Muhammad, 2020; Paris, 2012; Paul & Elder 2012).

Delgado and Stefancic (2017), argue traditional social studies instruction has failed to instruct students about the impact of racism upon people of color throughout the history of our nation. Hannah-Jones et al. (2019) wrote a highly controversial exposé to promote conversation about that instructional deficit. The publication was given a Pulitzer Prize, and many schoolteachers began utilizing the *The 1619 Project Curriculum* within their classrooms (Pulitzer Center, 2020).

Response among many parents regarding the 1619 Project and Critical Race Theory (CRT, henceforth) has been harsh (Ray & Gibbons, 2021; Serwer, 2021). As of January 31, 2022, Chalkbeat has reported 36 of 50 states have attempted to restrict education pedagogy that policy makers view as biased or racism themed. Only 17 states are attempting to expand education on racism (Stout & Wilburn, 2022). In my home state of Alabama, several gubernatorial candidates have expressed support for restricting such instruction, with current Governor Kay Ivey proclaiming, “We don’t teach CRT in Alabama” (Smith, 2022).

The stark contrast between these two schools of thought demonstrates how cultural, social, regional, political values, biases and beliefs influence and shape the way people discuss and construct solutions to public issues (Nunez, 2018). VanSledright (2014) and Wineburg (2001) offer an approach to historical thinking and provide the potential to discuss CRT and the 1619 Project in important ways.

Teaching controversial issues within our current polarized climate has become so divisive that compromise within the laboratory of our republic is nearly lost. Discussion of controversial topics is an essential pathway from which to build a more vibrant community where ideas are respected rather than ostracized. Providing instruction and practice within the classroom is key for driving emotional learning that fosters the critical thinking from which to build a theoretical framework to justify civic action (Hess & McAvoy, 2015; Journell, 2010).

A key to successfully implement identity-driven pedagogy is motivating students to engage within learning contemplatively. Providing students identity-driven instructional models promote self-efficacy from which to inspire social justice activism. Empathy is an essential method from which students can build a learning platform that promotes self-awareness and compassion (Barton & Levstik, 2004; Endacott, 2014).

This article attempts to demonstrate how teaching the controversial 1619 Project and ideas expressed by CRT can be utilized to advocate a different vision of conversation for controversial issues like race. This article will encourage teachers to use equity and assent-based pedagogies that counter the harm done to marginalized citizens (Ramos-Brannon & Muhammad, G., 2021). The pedagogy I propose fosters instruction for utilizing the C3 Framework to promote social justice (National Council for the Social Studies [NCSS], 2013).

Within this article, I describe a three-step lesson regarding the 1619 Project written by Hannah-Jones et al. (2019). Students examine the primary source documents from which to evaluate the work of Hannah-Jones and her colleagues. The unit is constructed in a manner that fosters the goals of the C3 Framework (NCSS, 2013) that insists students must utilize history to problem solve and to be equipped to be civic minded citizens.

A Brief Overview of Controversial Issues

Contemporary discussions regarding controversial issues are often heated rhetoric that too often fail to provide a model of conversation within democracy that students should emulate (Hess & McAvoy, 2015; Journell, 2010). Providing students with an alternative method of dialogue offers an option to what fuels much of today's divisive conversation about our nation's history. Utilizing instructional strategies like the activity outlined within this article allow students to examine and empathize with different perspectives about the failure of the United States to live up to the ideals of "a more perfect union" (Nunez, 2021). Discussing controversial topics also provides a pedagogical framework that invites a broader participation of voices in the United States. As explained by CRT, these voices have been marginalized by White male

hegemony which, in turn, has promoted a racial and economic hierarchy benefitting a privileged group (Bell, 1992; Delgado & Stefancic, 2017).

Contextualization

Seixas and Peck (2004) argue the present-day interpretation of significant historical events provide context regarding historical tensions that made a great impact on people over a long period of time. Seixas (2017) contended that continuity and change serve to question how concepts and customs have evolved over time. Cause and consequence are defined as the interplay of human action within and against other social organizations that have co-existed over time. Seixas (2017) defined contextualization as a determination made by students to question how one can understand the thinking of people who lived in worlds much different from their own. Finally, Seixas (2017) posited civil and human rights are ethical dimensions of history that students must analyze (Anyon, 2009; Paul & Elder, 2012). These dimensions include judging an actor's actions of the past and dealing with mistakes that led to injustice. Seixas (2017) argued that contemporary society has an obligation to right the wrongs committed in the past. Contextualization also provides perspectives of how interactions of the past also affect people in the present. Understanding how events occurred and the way people of the past negotiated tensions of an event requires time for students to reflect on background knowledge about an event or person (Reisman & Wineburg, 2008). The use of open-ended guiding questions and explicitly modeling contextual thinking are essential to the promotion of what Reisman and Wineburg (2008) called a rich and dynamic portrait of history (Nunez, 2021).

Point of View

Understanding conflicting points of view about history is an essential benefit of historical thinking. These analyses of past actions and of those directly involved with these historical events teach us about how individuals process information. More particularly, having students investigate point of view reveals how agents developed a particular position on an issue, how they negotiated, and how an ultimate solution was reached regarding the tensions surrounding a controversial event (Hynd et al., 2004). The C3 Framework (NCSS, 2013) argues particular attention should be paid to relevant and credible sources that differ in points of view. Such examination ultimately leads to a spiraling process of inquiry (Nunez, 2021).

Causation

This intervention provides a window into historical thinking that invites students to understand history in context through greater understanding of the causation of a particular event, the conflict that emerged within the event, and how society has since continued to wrestle with this historical tension. Hess and McAvoy (2015) argued for teaching approaches that promote discussion, self-reflection, and inquiry skills. The development of research skills that are focused upon investigating the cause of an event helps students to learn why specific decisions were made and why individuals committed certain acts that gave rise to historical

tensions. These historical research disciplines promote greater emotional investment in students. Greater emotional investment promotes empathy, providing students a safe space from which to develop respect for how citizens contend with the tensions associated within democracy.

Empathy

Historical empathy is the ability to understand the past and those who lived in it by the examination of evidence and the understanding that people were affected by the social, political, and cultural landscapes of the period (Yancie & Nunez, 2022). Yeager and Foster (2001) believe historical empathy requires students to make conclusions based on evidence. Empathic-minded teachers motivate students to connect emotionally with historical figures and attempt to understand how feelings, beliefs, and values influenced their decisions. Pedagogy that employs empathy allows students to understand that, although past perspectives were different, when placed in historical and social contexts, these views were valid and understandable to people who lived during a certain time (Barton & Levstick, 2004; Endacott, 2014).

Muhammad (2020) argued marginalized students can experience joy through the critical analysis of problems of the world and insisted the development of literacy practices that are grounded within a positivist instructional structure can improve learner perceptions regarding the value of education. Muhammad (2020) added that all students, particularly those who have been historically marginalized, benefit from learning practices that foster knowing self. Muhammad (2020) argued students who acknowledge differences between themselves and others might become change agents to help prevent societal oppression and promote a civic ideal of love and egalitarianism within the realm of diversity.

The 1619 Project Activity

The 1619 Project activity is targeted toward secondary education students between ninth and twelfth grades and will require between 225 and 450 minutes or approximately ten 45-minute class periods to complete (see Table 1 for activity outline). The activity aligns with the following indicators for history in the C3 Framework (NCSS, 2013): D2.His.1.9-12., which describes how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts; D2.His.4.9-12., which encourages students to analyze complex and interacting factors that influenced the perspectives of people during different historical eras; and D2.His.9.9-12., which illustrates the relationship between historical sources and the secondary interpretations made from them.

Table 1

Visual Summary of Egalitarian Path to and from the 1619 Project

The Steps	Activity 1	Activity 2	Activity 3	Activity 4
Step 1: Understanding the Preamble	Preamble Graphic Organizer	What is a “Perfect Union” Analysis & Discussion	Preamble Point of View Analysis and Discussion	Summative Questions
Step 2: 1619 Project Evaluation	1619 Reading Project (Pre-Remediated) 1619 Project Criticism (Pre-Remediated)	1619 Project Evaluation Graphic Organizer 1619 Project Criticism Evaluation Graphic Organizer	1619 Project Poster 1619 Project Criticism Poster	Venn Diagram Point of view 1619 Project and Criticism
Step 3: “A More Perfect Union Synthesis Project	Group Discussion re: Respecting Points of View	Building America Review	Internet Research Project Re: Giants of Unity	Game of Life Creation

Throughout the steps in this activity, students explore three essential questions. The first question asks students, “*Is the United States systematically racist?*” This inquiry forms a basis from which to provide a context to explore the 1619 Project. The examination also invites reflection that centers upon Preamble of the U.S. Constitution, specifically the phrase, “a more perfect union.” As the students analyze lines in the Preamble of the U.S. Constitution, they use the theoretical framework of our republic as a particular point of view that stands in direct opposition to systematic racism.

The second inquiry asks, “*Is the foundation of America absolutely racist?*” Students are asked to focus upon what historians and the primary documents written by the Founding Fathers that the 1619 Project claims defended slavery. The students investigate an alternative perspective in conflict with the 1619 Project’s theories concerning systematic racism. This step of the activity provides an inquiry arc that deals with the historical thinking discipline of causation and point of view.

Finally, students consider the kinds of contributions slaves made to the establishment and early success of the colonies. Additionally, the students investigate the various White and Black Americans that worked on behalf of social justice and equality throughout the history of the United States. This final arc of inquiry asks, “*Can we talk civilly about the United States’ imperfect past/ history to create a more perfect union?*” This provides an inquiry arc that deals with the historical thinking discipline of continuity.

Step 1 Preamble Analysis

Within the first step, groups of four students read the Preamble of the U.S. Constitution. They are provided a guided-reading graphic organizer (Figure 1) and are instructed to seek out the main idea and key details of the Preamble. This allows students to organize the beliefs that

inspired the creation of the U.S. Constitution. The pedagogy also promotes the consideration of cultural, social, regional, political values, biases and beliefs influence and shape the way people discuss and construct solutions to public issues (Nunez, 2018; VanSledright 2014; Wineburg, 2001).

Figure 1

Author:	
Story Name:	Target Audience:
Key Detail: 1. 2. 3.	Main Idea:

Next, students are asked to consider if “a more perfect union” included the diverse population as it existed in America in 1789 were called upon to participate in the quest to achieve equality. There were many different peoples who existed within the U.S. that not only included different races and cultures, but also people who were differentiated by class and wealth. Students are provided a five-columned chart to organize their thoughts regarding the myriad voices who all felt they had a stake in the Preamble of the Constitution (Figure 2). This segment of the lesson allows students to become emotionally invested as they are encouraged to think about different Americans who were marginalized from the dominant power structure that existed at the time the U.S. Constitution was written. This is at the heart of empathic learning because it allows students to consider why certain decisions were made and why individuals committed certain acts that ultimately gave rise to historical tensions (Barton & Levstick, 2004; Endacott, 2014; Yeager & Foster, 2001; Yancie & Nunez, 2022). While the students are answering these questions, the teacher walks around the classroom to assist students where needed. Some things to consider are how do students think about unity, particularly when so many adolescents form groups that are often particular of who is in or out of the group. The ethic may inspire greater conversation among participants of the group and help to define what community unity looks like within a healthy democracy.

Figure 2

Graphic Organizer (T-Chart) Preamble Project
Based upon the Preamble of the United States Constitution

Question	White Males View	African Americans and Slaves View	Disenfranchised White Females View	Native Americans View
What does a perfect union look like?				
What is justice?				
How is domestic Tranquility Achieved?				
Who participates within the common defense?				
What is general welfare?				
How are the blessings of liberty secured?				

After the small groups complete the reading assignment and answer the questions in the graphic organizer, there should be a class debriefing. Students add onto their graphic organizers based on peers' responses. Through guiding this discussion, the teacher's focus is on having students support their responses with evidence. The teacher may also ask students some extension questions designed to help them gain a deeper understanding regarding perspectives of a segment of marginalized citizens and the perspectives of African Americans who still view the Constitution as racist. Some possible extension questions may include the following:

1. What does each group believe is the possibility of "a more perfect union" in United States when the Constitution was written?
2. What does each group believe is the possibility of "a more perfect union" in the United States today?

These two questions enable students to gain a better understanding of the intention of the Preamble of the U.S. Constitution – particularly as it relates to civic responsibility of promoting these principles as participants within democracy. The two questions attempt to provide perspective of the marginalized communities of the 1790's as well those who are frustrated with the failure of reaching the goal of perfecting the union today. This class discussion allows students to gain experience engaging in meaningful dialogues with contemporary issues (Blevins et al., 2016). The teacher needs to emphasize the importance of enumerating students' answers

with text evidence. Asking for text evidence not only gives the instructor an assessment of the students' thinking enumerated in the C3 Framework (NCSS, 2013), but is an effective evaluative tool that will help with the culminating activity described later in this article. The questions in Figure 2 and those addressed during the debriefing enable the students to gain a better understanding of whether America has, is, and will always be systematically racist. Students also see the root origins for Black and White perspectives about essential unity promoted within the Preamble of the U.S. Constitution.

Step 2 The 1619 Project Evaluation

Next, students examine and evaluate the New York Times Magazine article commonly referred to as "*The 1619 Project*" (Hannah-Jones et al, 2019). This will be an independent project. Those students with greater reading skills will be urged to read the entire article found on pages 14-22. The students are provided what I term "look-fors" to guide their instruction. The guiding question is: "*What evidence does the 1619 Project provide that America is systematically racist?*" Other guiding questions include:

1. What does the 1619 Project argue was the reason why colonists revolted against England?
2. What does the 1619 Project argue was the reason why Thomas Jefferson supported the idea of revolution?
3. What does the 1619 Project argue is the basis to support its view America was established in the year 1619?

It may be necessary to provide a brief lesson concerning the causes of the American Revolution. This intervention may be used within the first half of instruction of early U.S. History, however, this particular lesson is ideally suited for an extension activity in which students are familiar with the facts related to the cause of the American Revolution.

For classes in which there are struggling readers, paraphrased quotes from the 1619 Project (Hannah-Jones et al, 2019) might be used as an adaptation for struggling readers. Utilizing the previous "look-for" questions, struggling readers may use the previous key detail/main idea and insert the following quotes into the 3 key detail boxes shown in Figure 3:

1. "I want to point out that one of the most important reasons the colonists decided to declare their independence from England was they wanted to protect the institution of slavery."
2. "Thomas Jefferson attempted to convince others like him to break off from England so he could continue benefitting from the dizzying wealth brought about by slavery."
3. "Ten of the United States first 12 Presidents owned slaves. I argue this nation was not a democracy but a slavocracy."

Figure 3

Story Name: Our democracy's founding ideas were false

Author: Nicole Hannah-Jones	Target Audience: New York Times Readers
Main Idea:	Key Detail: 1. 2. 3.

Upon completion of the graphic organizer (Figure 3), the students are instructed to summarize their evidence into the main idea. The teacher will walk around the class to check their responses as a formative assessment. The execution of this sequence is well suited for classes utilizing computers and Google Classroom because teachers can make instant corrections to ensure a summary of the main idea is supported by evidence. Teachers will want to look for those students who speed through the execution of the assignment. Students often want to rush through specific steps required for an exercise. This step is particularly important to emphasize the accurate use of quotations within history research.

Next, the students are allowed to break into their original four-member groupings and are assigned a poster making project that highlights the results of their analysis of the 1619 Project. Instruct the groups to make a banner at the top of the poster, and to provide 3 essential details from the 1619 Project they find most important. The questions on the graphic organizer and the poster activity enable the students to understand the unique perspective Hannah-Jones et al. (2019) offer regarding her belief the United States was created as what she termed a “slavocracy.” The groups share their research findings with the class. Class members add to their notes.

This exercise encourages student to think about history contextually (Wineburg, 2001). Exploring the 1619 Project in this way emphasizes the historical thinking skills of causation, that is essential for honest civic participation with democracy. Marginalized students also benefit from what Muhammad (2020) termed learning practices that foster knowing self. Muhammad (2020) argued students who acknowledge differences between themselves, and others might become change agents to help to prevent societal oppression and promote a civic ideal to promote love and egalitarianism within the realm of diversity.

Next, students are directed to evaluate a critique of the 1619 Project written by historian Leslie M. Harris, a professor of history at Northwestern University, to oversee the historical

accuracy of Hannah-Jones et al.'s (2019) narrative. The title of the work is “*I helped fact-check the 1619 Project. The Times Ignored Me*” (Harris, 2020). This step of the lesson will be nearly identical to the intervention used for the 1619 Project including independent learning supported by “look-for” questions that are provided below:

1. What does Harris argue that Hannah-Jones got wrong about the start of the American Revolution?
2. What does Harris say about other historians’ criticism about the 1619 Project?
3. What did Harris say was the true attitude of slavery among colonists?

Paraphrased quotes from Harris’ (2020) article might be used as an adaptation for struggling readers. Utilizing the previous “look-for” questions, these students should use the previous key detail/ main idea and insert the following quotes into the 3 key detail boxes shown in Figure 4:

1. “I was asked to edit Nicole Hannah-Jones work because I am a historian of African American life and slavery. She wrote, colonists wanted to revolt because they were attempting to protect slavery in the colonies. I disagree forcefully...slavery was not the main reason for the revolt.”
2. “A letter signed by 5 major historians claims the 1619 Project has major errors. They have demanded the New York Times issue corrections on these points. So far, the paper has refused to do that.”
3. “It is true White Southerners may have wanted to preserve slavery for their plantations, but many Northerners struggled with slavery.”

Figure 4

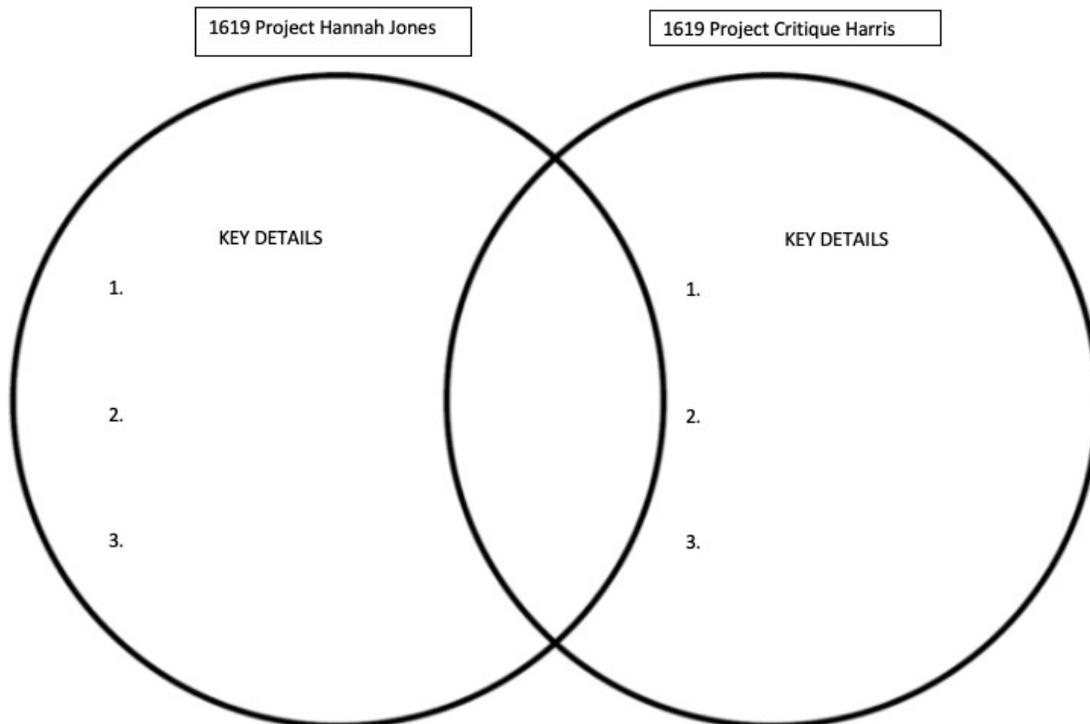
Story Name: <i>I Helped Fact-Check the 1619 Project. The Times Ignored Me.</i>	
Author: Leslie M. Harris	Target Audience: Historians
Main Idea:	Key Detail: 1. 2. 3.

Upon completion of evidence now collected within the graphic organizer, the students are instructed to summarize their evidence into the main idea (see Figure 4). The teacher will walk around the class to check on responses as a formative assessment. The execution of this sequence is well suited for classes utilizing computers and Google Classroom because teachers can make instant corrections to ensure a summary of the main idea is supported by evidence.

Next, the students are allowed to return to their original four-member groupings and are assigned a Venn Diagram (Figure 5) in which students must place their key details of their research within the appropriate locations within the diagram. The banner at the top of the diagram asks the question, “*Has the United States devolved into a place in which the quest for ‘a more perfect union’ is now impossible?*” The teacher will walk around the room and visit with each group, acting as a facilitator to encourage students to discuss the competing opinions presented by Hannah-Jones et al. (2019) and Harris (2020). The teacher should encourage students to “dig” into the disagreements and emphasize that point of view does not have to be “right or wrong”, but valuable within constructive debate about what is best for the growth of the nation.

Figure 5

Has the United States devolved into a place in which the quest for a “perfect union” is now impossible?”



The groups are then instructed to share their research findings with the class. Class members add to their notes. This exercise encourages student to think about history with a view toward point of view. Researchers who advocate for developing historical thinking skills argue point of view is essential to understand historical events in context as well enabling students to

develop civic minded ways in which to communicate within a democratic society (Monte Sano, 2012; VanSledright, 2002; Wineburg, 2001).

Step 3 Synthesizing What Was Learned

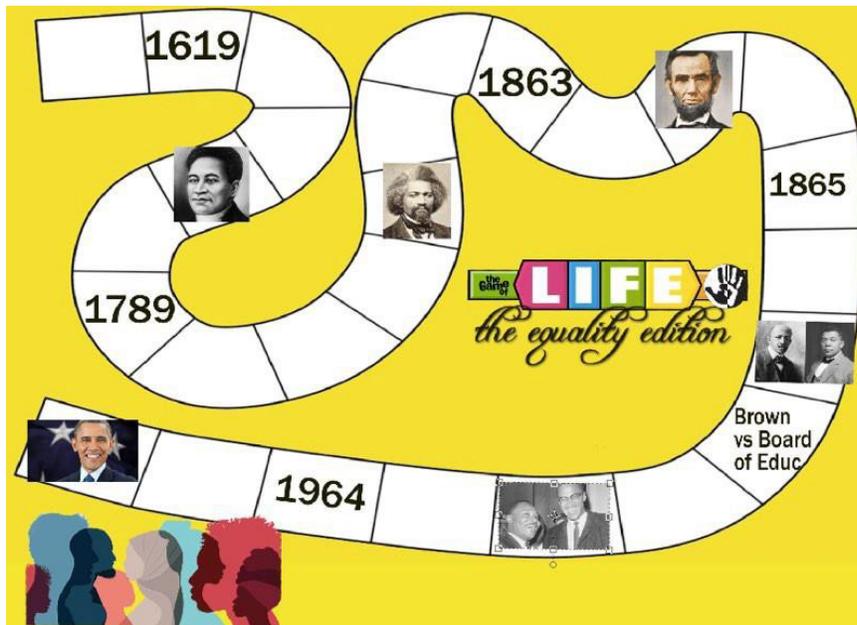
Next, the students identify ways for people to discuss varying point of views in a way to promote “a more perfect union.” Ask the groups to come up with three ways these varying points of views can be respected equally. This Venn Diagram (see Figure 5) can be used to guide discussion. The teacher will walk around the room and visit with each group, acting as a facilitator to encourage students to discuss how these two perspectives can co-exist. The teacher might need to act as an advocate for one position or another. This role-playing function is critical in providing learners how to advocate for a belief as a template from which to participate within conversations involving people who have differences of opinion. The teacher should ask each group to place their ideas within the center of the Venn Diagram (see Figure 5). After the four-member groups complete the Venn Diagram, the teacher should lead a class debriefing. Students add to their graphic organizers based on peers’ responses. The debriefing is offered as an important transition to the culminating exercise and to clarify any lingering questions.

Within the culminating step of the activity, students create a game that emphasizes contributions by Black and White citizens to promote an egalitarian society. The class remains assigned within the same group assignments as earlier. The primary instruction given is for students to create a game patterned after Milton Bradley’s Game of Life™ I have called “The Equality Edition” (Figure 6). The goal of this activity is to give students an opportunity to provide a voice to those who made contributions to make America “a more perfect union.” The activity allows students to critically examine evidence about White and Black Americans highlighted in the game. The students contextualize and corroborate evidence from historical research to help build their reasoning and argument skills (Monte-Sano et al, 2014). The faux game also serves as a summative assessment that is designed to demonstrate students’ understanding of the complexity of participants and their actions that played a role in shaping our nation’s quest to achieve a “more perfect union.” The idea for the assessment is that students will use their imagination and critical thinking skills to argue who they believe made the greatest contributions for an egalitarian society.

The teacher sets up the faux game culminating activity by reviewing the article, “*Building America: Contributions of African American Slaves*” that outlines the enormous contributions of African Americans to the “discovery” of North America, as well as their economic and cultural contributions of our nation to the present (Derousselle, NA). The students are assigned an internet research project investigating: Crispus Attucks; the 1843 National Convention of Colored Citizens; Henry Highland Garnett; Frederick Douglass; Booker T. Washington; W.E.B. DuBois’ “*The Souls of Black Folk*” (1903); Dr. Martin Luther King’s, “*Letter from the Birmingham Jail*”(1963); and Malcom X. Additionally, students are given an internet research project to study: Benjamin Franklin’s “*Petition from the Pennsylvania Society for Promoting the Abolition of Slavery*” (1790); William Lloyd Garrison; Henry David Thoreau’s “*Civil*

Disobedience” (1849); Abraham Lincoln’s Peoria Speech (1854); Brown v. Board of Education (1954); Browder v. Gayle (1956); Dwight D. Eisenhower; Lyndon B. Johnson’s “*Great Society Speech*” (1964). The most efficient way for the research to be accomplished is to allow each small group to jigsaw the assignment so that each group member can focus on one African American and one White advocate promoting equality. This benefits students by allowing them to collaborate and engage within discussion and possible debate regarding who should be highlighted within the game.

Figure 6



As the small groups create their game, the teacher visits each group to encourage creativity and discussion. This step is critical to ensure the students demonstrate a “summative” understanding of the lesson. The teacher may need to review for the group the previous steps that have been undertaken during the project. The teacher may also have to remind the groups of the goal of the game which is to promote those individuals and /or groups that made significant contributions to bring about social justice.

Each group will have an opportunity to play their own game to completion. Next, the students will share their game with another group, to allow play and collaborative learning. As the final step is completed, students will be allowed to debrief and discuss the original guiding question, “*Is America systematically racist?*” The instructor might want to encourage the students to share the game with their family – offering a community-focused social justice project. The students might also be urged to write a letter to a local, state or national politician to tell them about the game they have created. They might also urge the person they are writing to re-think the value of teaching the 1619 Project as a positivist approach of promoting equality.

Conclusion

The activity utilized in this article serves as a gateway to instruct students about controversial issues. The study of the 1619 Project provides students a mechanism of discussing key social issues because these structures and visuals give them a more complete picture of a time period (VanSledright, 2014). Utilizing the student evaluation of conflicting evidence regarding the Preamble of the U.S. Constitution, the 1619 Project, the critique of that project, and researching the participants within the construct of social justice that is designed to bring forth “a more perfect union” as well as the practice of weighing differing perspectives about CRT, helps students to develop their own beliefs (Barr, Barth & Shermis, 1977; Engle, 1960; Hess, 2018; NCSS, 2013). Finally, this activity provides a mechanism to build students’ civic identities—particularly for those who have been historically marginalized—by imagining what a diverse society that encourages participation of all stakeholders might look like (Muhammad, 2020).

Political discussions in 2022 are often heated rhetoric that too often fail to provide a model of conversation within democracy that students should emulate. Providing students an alternative method of dialogue offers a better option than what fuels much of today’s conversation about race in America. Utilizing instructional strategies like the one proposed in this article allow students to examine and empathize with different perspectives about race of the past, present and a far more egalitarian future.

Dr. James Nunez is a fifteen-year veteran of teaching within diverse communities of poverty developing pedagogies that are aimed toward teaching historical thinking and promoting greater literacy skills. He has recently earned a PhD Degree at the University of Alabama at Birmingham where his research concentration was focused upon utilizing Monuments, Markers, and online Museums (3M) to teach historical thinking skills. His current instructional focus is utilizing controversial 3M and development of online learning platforms to provide learners a basis from which to analyze systematic racism and utilizing 3M to promote historical empathy.

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Summative Assessment Template

