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social studies JOURNAL

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Guidelines for Manuscripts

Aims and Scope

The Pennsylvania Council for the Social Studies seeks to publish manuscripts in the *Journal* that focus on any of the following:

- Creative ways of teaching social studies at the elementary, secondary, and higher education levels
- Research articles
- Explanations of new types of materials and/or equipment that directly relate to social studies teaching, particularly those developed and/or implemented by teachers
- Explanations of teacher developed projects that help social studies students and teachers work with community groups
- Reviews of books and other media that are relevant to the teaching of social studies
- Analysis of how other academic disciplines relate to the teaching of social studies

Instructions for Authors

All manuscripts must adhere to the following formatting guidelines. Manuscripts that do not meet the guidelines will be returned to the author without going out for peer review. The editors of *Social Studies Journal* accept submissions on a rolling basis. However, calls for manuscripts are issued for both regular and special issues.

- Type and double-space submissions using 12-point font and one-inch margins
- Include any figures and/or images at the end of the article
- Authors are responsible for obtaining copyright permission for all images
- Average manuscript length is between five and fifteen pages, though exceptions can be made on a case-by-case basis
- Follow guidelines of the current *Publication Manual of the American Psychological Association*
- Do not include author name(s) or other identifying information in the text or references of the paper
- Include a separate title page that contains the title of the article, author(s) name(s), institution(s), and email address(es)
- With submission email, authors must attest that the manuscript is original, not under review elsewhere, and not published previously
- Papers must be submitted as Word documents to the editors at: editors.ssj@gmail.com

Journal Information

Social Studies Journal is a biannual publication of the Pennsylvania Council for the Social Studies. The *Journal* seeks to provide a space for the exchange of ideas among social studies educators and scholars in Pennsylvania and beyond. The editors encourage authors both in and out of Pennsylvania to submit to the *Journal.*

All manuscripts go through a blinded peer-review process. In order to encourage and assist writers, the reviewers make suggestions and notations for revisions that are shared with the author before papers are accepted for final publication. The editors encourage authors in both K-12 and higher education settings to consider submitting to *Social Studies Journal*.

PCSS Membership and Publication Information

Membership in the Pennsylvania Council for the Social Studies is currently free. Correspondence about membership should go to Executive Secretary, David Trevaskis: david@leapkids.com.

The *Journal* is currently available for free, open access on the Pennsylvania Council for the Social Studies website: www.pcssonline.org. Correspondence about editorial matters should be directed to the editors at: editors.ssj@gmail.com.

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From the Editor

We are pleased to present the Summer 2022 issue of *Social Studies Journal*. Before I introduce this themed issue, I would like to welcome Mark Kissling and Stephanie Schroeder to the editorial team of *SSJ.* They have assumed Associate Editor roles beginning with this issue, and I am thrilled to be working with my Penn State colleagues. I would also like to welcome Abigail Stebbins, a graduate student at Penn State who joined the editorial team as our Copyeditor for this issue. This is my sixth year serving as the Editor of *SSJ*, and it is exciting to see our team expand.

I have envisioned this particular themed issue for a couple of years now, and it's exciting to see it completed. Mark, Stephanie, and I met on Zoom several times to write the call for this special issue, carefully crafting an invitation for manuscripts that celebrate, and therefore inspire, excellent classroom pedagogy. In our discussions, the three of us lamented how - in the era of accountability and evidence-based outcomes - "lesson plans" can be incredibly limiting. In our call, we quoted Ayers & Alexander (2010): "I don't want to bow down to the almighty lesson plan and I don't want to lose the importance of having a teacher in the classroom who is a thinking, feeling, unique individual" (p. 75). In this vein, we eagerly sought submissions from teachers and professors across the country who had favorite lessons to share, meaningful and memorable lessons that allow for space to explore important content inseparable from our humanity.

The issue opens with an interview with Bill Bigelow, Curriculum Editor at *Rethinking Schools*. Associate Editor Mark Kissling engaged Bill with questions about "teaching with a conscience." The two discuss the complexity (or as Bill says, "impossibility" of being a social studies teacher right now. In this provocative discussion, Mark and Bill discuss topics such as the impacts of traditional sequential, separate-subject curricula, patriotism and patriotic schooling, and the political positioning of teachers and students. As we educators and teacher educators challenge ourselves to create "lessons" that are more meaningful and less formulaic, we all have much to learn from Bill's experiences and insights.

Our first article following the interview is written by Krishawna Goins, a first grade teacher in Virginia. Krishawna engages her six- and seven-year-old students in a brilliant exploration of climate, climate change, and the impacts of both on human beings and animals. When I first read Krishawna's article, I thought of the many overly simplified lessons I've seen teachers and textbooks present about the four seasons. This article takes a classic topic and centers student curiosity, current issues, and citizenship. She starts the lesson (and her article), with a simple, open-ended question: "what are you wondering about winter?"

Next, Yun-Wen Chan and Theresa Alviar-Martin reflect on a lesson taught in Yun-Wen's social studies methods class in Texas. In this place-based series of lessons, Yun-Wen and Theresa explore how global perspectives can complement and inform local perspectives on sustainability; they refer to this approach as Place-Based Deliberation. Specifically, they explore the Permian Highway Pipeline controversy in Texas, and how this topic is both deeply personal for students in the classroom and connected to global climate structures.

Finally, Jared Aumen from Ann Arbor Michigan shares a high school lesson about Sally Hemings of Monticello, an often invisible character in traditional history narratives. In learning about Sally Hemings, students develop a more nuanced

understanding of Thomas Jefferson as well as a more robust understanding of how history is (and perhaps should be) uncovered. Jared encourages students to ask questions about who we should learn about and why. He provides accessible teaching examples that teachers can readily apply in their own classrooms (with this topic or with other marginalized stories) and shares that many of his colleagues have done just that.

These examples of lessons from elementary, secondary, and post-secondary classrooms are thought-provoking, and we hope they inspire our readers to think about how we can continue to evolve as teachers and lesson planners. We hope you enjoy! Please stay tuned for the upcoming call for our Winter issue of *Social Studies Journal* and consider submitting your scholarship.

Jessica B. Schocker, Editor

TEACHING SOCIAL STUDIES WITH A CONSCIENCE: A TWO-MONTH CONVERSATION WITH BILL BIGELOW

Mark T. Kissling, Penn State University

I believe I first met Bill Bigelow – the curriculum editor of Rethinking Schools *magazine and co-director of the Zinn Education Project – at the annual meeting of the American Educational Research Association in New York City in 2008. Bill was staffing the Rethinking Schools booth within the conference's exhibit hall. I was in my first year of a doctoral program in social studies education, having spent the prior three years teaching social studies at Framingham High School (FHS) in Massachusetts.*

Meeting Bill was awe-inspiring, not because he was a larger-than-life celebrity or anything like that; his (and his colleagues') writings in various Rethinking Schools publications had been my teaching-lifeblood since halfway through my first year at FHS when I was gifted a subscription to the quarterly Rethinking Schools *and a copy of the first edition of* The New Teacher Book. *Then and now, few teachers and writers have influenced my pedagogy as much as Bill.*

Bill taught high school social studies for almost 30 years and during much of that time he wrote about what he was up to in his classroom – and why. In addition to numerous pieces in Rethinking Schools, *he is the author or co-editor of many Rethinking Schools books,* including A People's History for the Classroom, The Line Between Us: Teaching About the Border and Mexican Immigration, Rethinking Globalization: Teaching for Justice in an Unjust World, Rethinking Our Classrooms - Volumes 1 and 2, Rethinking Columbus: The Next 500 Years, *and* A People's Curriculum for the Earth: Teaching Climate Change and the Environmental Crisis. *He is also the author or co-author of the curriculum guides* Strangers in Their Own Country *and, with Norm Diamond,* The Power in Our Hands, *the latter of which I was fortunate to have and use in my FHS classroom.*

From 1986 to 1994, Bill co-taught a course at Jefferson High School in Portland, OR with Linda Christensen – another Rethinking Schools *writer-extraordinaire (and you'll see Bill reference this course with Linda in the conversation below). He began writing for* Rethinking Schools *in 1987 and he has been its curriculum editor since 2004. When I asked him to describe what Rethinking Schools as an organization has meant to him personally, he responded that it*

> *has been a home for educators – and for me – to tell stories about how we try to teach for social justice. Rethinking Schools reminds us that we are not alone, that we are part of a large community of educators of conscience who are joined in our commitment to serve the students we teach and to make the world a better place. Rethinking Schools recognizes that this is hard but joyful work, and we need each other for inspiration. I discovered RS in 1987, when it was a year old, but just knowing there were others trying to align our social justice values with our practice was a profound source of comfort.*

I discovered RS in 2004–and in doing so I found a dynamic collective of justice-oriented educators seeking to better the lives of all students, teachers, and communities through schooling. It's now an annual honor to introduce my teacher education students to this collective and it was an honor to

participate in the protracted exchange with Bill below, created online between early March and late April.

Mark: As I type [in early March], Russia's invasion of Ukraine is in its second week, causing countless deaths, significant destruction, and over one million people to flee into neighboring countries. The day after Russia's overt aggression began, Joe Biden nominated D.C. Court of Appeals judge Kentanji Brown Jackson to fill Stephen Breyer's spot on the Supreme Court; notably, Jackson would become the first African American female justice in the Court's history. Three days later, the U.N. Intergovernmental Panel on Climate Change released the second part of its sixth Assessment Report, which further detailed our climate emergency.

These are all "current events"—and certainly there are many other current events taking place as well. How do you think about the responsibility of schools and teachers to educate students about current events, perhaps particularly within the subject boundary of social studies?

Bill: Yes, your question underscores the impossibility of being a social studies teacher! We could spend all our time lurching from crisis to crisis. I suppose our first responsibility is to help students care about a broader world, to introduce them to some of the people whose lives are at the center of the burning issues of our time. Our students need to know that social studies is not about memorizing dates and chronologies, or simply becoming conversant in the perspectives of dominant groups. Partly that means showing them that we care about people's lives, that as social studies teachers, we are concerned not simply with "the facts," but with humanity, that we hope to make the world a better place.

Your question highlights competing challenges. On the one hand, we need to help students make sense of the issues that are roiling the world, that fill social media and the headlines. On the other hand, the teacher of every social studies class needs to pause and articulate for themselves the key concepts they seek to impart and attempt to lay a foundation so that students can begin to sort through the confounding issues of a given week. You bring up the new IPCC report. This shows the importance of equipping students to recognize the roots of the climate crisis—first, an economic system that prizes profit above all else; and distributes rewards and disasters especially on the basis of race, class, and nationality. A deep climate justice curriculum should alert our students to the long history of the Earth being treated as a site of extraction and pollution—and to the centrality of fossil fuels in the development of U.S. capitalism. As we ask students to look for patterns in history, one of these is the simultaneous exploitation of humanity and nature—think, for example, of the Ludlow massacre of striking Colorado coal miners. There is much more to be said here, but my point is that we need to straddle the line between the urgency of immediate crises and the historical framework that can help students grasp the roots of these crises, anticipate new ones, and respond intelligently.

Mark: Thinking about this line-straddling and how challenging it can be for teachers

(as well as, I'd add, invigorating, daunting, rewarding, etc.), what do you see as the impact of the long history of carving U.S. schooling into individual, ordered grade levels and separate subject areas? This isn't the case in all schools, of course, but so many remain structured around the singular, sequential K-12 grades and traditional, non-integrated subject areas of English/Language Arts, Math, Science, and Social Studies. Do we need new schooling structures or can our common long-standing practices serve us well in years to come? (I'm mindful that so many teacher education programs are 'grade-banded' [i.e., elementary, middle, high] and 'subjected' in similar ways. Additionally, embedded in this line of questions is a wondering about the inertia of grade-level and subject-area curricula, not just organizational structures.)

Bill: This question reminds me of when I first began to teach about the climate crisis in my global studies classes. I felt like a trespasser—that any time I said the words "carbon dioxide" I was invading Scienceland. Of course, teaching global studies, I was constantly aware of the silliness of a class that was aimed at understanding the nature of the world and yet was premised on the notion that this inquiry "belonged" to social studies. I was dealing with issues of biodiversity and species extinction, genetic engineering, food sovereignty, water and air pollution, and, yes, climate change. The curriculum chopped up social reality in a way that the world did not. Every day, I wished that the class was a joint science/social studies course. And, of course, I miss the Literature and History class Linda Christensen and I taught together for so many years, where there was no boundary between reading, writing, and making sense of our history and the world today. Pulling down those curricular walls between language arts and history was joyful, and when we no longer taught together in the same classroom, I still carried with me so many of the strategies we used in our joint class—from personal narratives to interior monologues to poetry.

Back to teaching the climate crisis: I think that these artificial boundaries you mention have been especially harmful when it comes to equipping students to grasp the enormity of the climate emergency. Our curricular apartheid has led to a game of hot potato with the climate. No one regards it as fully theirs. Social studies teachers often see it as a science issue. Science teachers know it kind of belongs to them, but also regard social causes and consequences, as well as policy choices, as outside the borders of their discipline. And usually, teachers of language arts, math, art, business, health, and other disciplines don't want anything to do with it. So here is arguably the greatest existential threat to life on Earth—with the possible exception of nuclear war—and no discipline wants it. Of course, individual teachers don't necessarily control which disciplines are assigned which subjects, but as we rethink schools, teachers should have a healthy disrespect for the boundaries that school authorities want us to obey. We should all color outside our curricular lines.

Mark: Reading your last sentence, I can't help but think of Michael Stern's "Coloring Outside of the Lines,"

particularly one verse (though the spirit of the whole song resonates):

> She was a first-year teacher trying to get things right
> And she thought it was best to just toe the line
> But her principal said to get through to your kids
> You got to teach outside of the lines sometimes

And your mention of "curricular apartheid." Wow, that paused me, I needed to sit back for a few moments. What seems so commonplace—basic, given, natural—in schools (and society) is always in need of thoughtful consideration.

I appreciate how you've taken us a bit into your experiences co-teaching across traditional curricular lines. And, in so much of your writing, I appreciate how you explore and reflect on and wrestle with your experiences as a teacher and as a student. One of my favorite pieces of yours is "How My Schooling Taught Me Contempt for the Earth," the first version of which came out in *Rethinking Schools* magazine in the mid-1990s and a second version is in the 2014 book *A People's Curriculum for the Earth* that you co-edited with Tim Swinehart. For some years now, each fall, I ask my middle-level social studies teacher education students to read the article and respond to two related questions: "What did your schooling teach you about the Earth? What might 'good' social studies teach students about the Earth?" The next class session, then, usually takes place at Penn State's arboretum.

These writings tend to be some of the most provocative and probing of the whole semester. With her permission, below is Meredith's response from 2015:

> For the first ten years of my life I grew up on a dairy farm and the next ten years of my life I lived on a horse farm. I grew up in the "middle of nowhere" with a huge yard surrounded by woods and my nearest neighbor was over a mile away. My sister, my cousins, and I played outside all seasons of the year. We loved playing in the grass and mud, swimming in the creek, climbing trees, and sledding in the snow. We had a good understanding that the earth gave us crops that kept the animals healthy and therefore producing the milk our daddies needed to sell. We learned that, even though it seemed sad to kill deer, hunting kept the population of deer healthy overall. We learned that even though it seemed sad to kill chickens or beef cows or pigs it was the circle of life. I think very early on I learned that the earth had a lot of power that deserved respect. I also learned from witnessing many cycles of planting, harvesting, fertilizing, rotating crops, etc. that the earth needs care.
>
> I grew up in a community of people with similar lifestyles and beliefs and then began school in this same community. My school took many field trips to farms and to the nearby state park. However, the "big deal" field trips were the ones to Harrisburg, Philadelphia, Washington D.C., and New York City, sending the message that cities are important and better than where we lived. I don't think I would have described my home as the "middle of nowhere" before I began my formal education. That expression doesn't make any sense when you think about it. I grew up in the middle of nature, woods, fields, and farms and loved it. I had to have been taught to reduce my home to this word "nowhere", a word that means "nonexistent". As Bigelow says, "We were taught [in school] that the important work of society—which would be our work—occurs indoors…" and indoor work occurs in the cities that we were taught to idolize.

> And in teaching us that cities are important we were implicitly (and possibly explicitly) taught that our rural homes were not important… so not important it's like they are nonexistent in the grand scheme of things.
>
> My elementary and high school had the perfect location and the perfect student body to really dig into the "ecologically responsible curriculum" principles suggested by Bigelow because the students already had an awareness that the "earth [is] a living web of relationships that includes—and sustains—humanity." But because of the pressures of our society they did the opposite. "Good" social studies teaching would have used the location and lifestyles of these students to impress upon them the importance of a "deep ecological consciousness", allow them to critically think about ways to improve agriculture and other relationships with the earth, and encourage them to question the unsustainable consumerism that is made out to be the norm, especially in urban areas.

What surfaces for you as you read and ponder Meredith's words?

Bill: I love how you use this article with your students. It's a question that everyone should attempt to answer for themselves. You must get wonderful responses. Meredith works with it so brilliantly to consider basic aspects about her schooling, but also to imagine how it could and should have been different. She writes: "I don't think I would have described my home as the 'middle of nowhere' before I began my formal education." Wow. That is a sad and important statement. It underscores how the curriculum taught her contempt for her home. It was a curriculum of erasure.

Meredith describes growing up on a dairy farm. I grew up in a neighborhood called Little Reed Heights, but I had not known until recently that the neighborhood was named after the dairy that had been there, Little Reed Dairy—displaced by a 1950s housing development. So part of my curriculum of erasure was the invisibility of the history of that place: a dairy, tended by mostly Portuguese-speaking Azorean workers.

But as I wrote in "How My Schooling Taught Me Contempt for the Earth," another form of "not thinking"—of erasure—was my school's failure to engage students in considering who was here before us, and before the Portuguese-Azorean dairy workers. I lived on land that had been Miwok, that had been colonized first by Mexico, and then seized by the United States in its war against Mexico, between 1846 and 1848. Part of being taught contempt for the Earth, was being taught contempt—or at least taught to not think about—the original inhabitants. What were their lives like? How did they "story" the land? Not only did we never get an answer, teachers never encouraged us to even pose the question.

In reading Meredith's reflection, I wonder what she would have wanted her curriculum to teach about the Indigenous people who first inhabited that land that became Pennsylvania. One of the challenges all educators face today is how we story the Indigenous context of the places where we teach. And this is not just historical inquiry. We need to search out Indigenous people who the curriculum tries to relegate to a long-ago past. As we try to reverse the curriculum's long-standing contempt for the Earth, we also

need to reverse the curriculum's contempt for the Indigenous peoples who understood and understand their relationship to the Earth in profoundly different ways from the colonial settlers who came later.

Mark: Mindful of this challenge we educators face about teaching humbly and inquiringly about the Indigenous past, present, and future of where we live and learn, I want to ask you about patriotism and patriotic schooling. In Joel Westheimer's edited 2007 book *Pledging Allegiance: The Politics of Patriotism in America's Schools*, you have an essay powerfully titled "Patriotism Makes Kids Stupid." You write about a role play that you created and taught focused on the North American Free Trade Agreement. As the role play unfolded in your global studies high school classroom, "students began to recognize that 'us' and 'them' do not slice neatly along national lines" (p. 88), a troublingly uncommon lesson in U.S. schooling. You end the essay with a call to action: "In an era of wagon-circling patriotism, we [i.e., educators] need to have the courage to challenge our students to question the narrow nationalism that is so deeply embedded in the traditional curriculum" (p. 88).

Certainly patriotism, with its Latin roots and center-stage seat in all presidential campaigns, is a term of the West. It has been—and often is—weaponized, made synonymous with nationalism, used by 'us' to kill, colonize, exclude, and oppress 'them.' But, unlike nationalism, there are sentiments in what I conceive of as patriotism that are truly loving and earthen, value wholeness and coherence ("integrity"), are founded on justice and inclusion, commonality and collaboration. When I first started making arguments for inquiring into—teaching and learning—the complexities of patriotism, Howard Zinn was my guide and, through Zinn, Emma Goldman. Since then, I've found direction from Aldo Leopold and Wendell Berry, Vine Deloria and Daniel Wildcat, bell hooks and Vandana Shiva, Nikole Hannah-Jones and Jose Antonio Vargas, and many others. I've played around with "matriatism" and "place-based patriotism"; I've considered banning patriotism from my lexicon though I've never found I could actually do so. My teaching every semester, regardless of the course, has become a persistent interrogation of what it means to be members of our many communities and friends to others' many communities.

Do you see any hope for something we might call "patriotism" and "patriotic schooling?"

Bill: This article of mine originally carried the title "Patriotism: 'Us' and 'Them,'" when it was published in a special issue of Phi Delta Kappan. I can't remember why we went with the more provocative title — "Patriotism Makes Kids Stupid"—when it was published in Joel's book. For me, it is hard to separate nationalism from patriotism. So patriotism does not feel like a useful word to hang onto. In Howard Zinn's foreword to *Pledging Allegiance*, he quotes Emma Goldman, who lectured about patriotism: "… conceit, arrogance, and egotism are the essentials of patriotism. Patriotism assumes that our globe is divided into little spots, each one surrounded by an iron gate. Those who

have had the fortune of being born on some particular spot, consider themselves better, nobler, grander, more intelligent than the living beings inhabiting any other spot." I know that it is possible to define patriotism and to feel patriotic without notions of nationalistic superiority, but that idea of the globe being divided—divinely?—into separate spots seems to lend itself strongly to notions of us and them.

What I sought to do in the NAFTA role play you mention (included in *The Line Between Us*), was to engage students in a classroom experience in which they could see how national categories—the United States, Mexico, Canada—made no sense when asking questions like "who benefits" and "who suffers" from a policy like the North American Free Trade Agreement. In this instance, social class is a more meaningful category of analysis than one's nation. Students discovered this not from my lecture, or me offering my opinions, but from taking on the roles of different social groups and then analyzing post-NAFTA data from both the United States and Mexico—for example, after NAFTA took effect in 1994, huge numbers of poor farmers in Mexico were thrown off the land and poverty there skyrocketed; and yet Mexican elites grew richer, as did U.S. corporations who sought cheap labor in Mexico. And students saw why this would happen, given the roles they played in the role play. "Mexico" was not a useful category of analysis.

You probably saw the recent article in the *New York Times*, indicating that it appears the Pledge of Allegiance was not written by Francis Bellamy, as everyone thought, but more likely by a 13-year-old Kansas student, coincidentally named Frank Bellamy. Apparently, kids in Victoria, Kansas, pledged allegiance to the U.S. flag with almost identical language, months before Francis Bellamy claimed he wrote the Pledge. What was left out of the story was that in the original iteration of the Pledge, disseminated as part of the 400th anniversary of Columbus's arrival, students ended by chanting in unison, "One country! One language! One flag!" It is a good example of how this kind of patriotism sought to erase immigrant identities. It's a circling-the-wagons thing, affirming an "us" and "them."

So I am OK to abandon the term patriotism, as I think language is social, and we don't get to create alternate definitions for words that have such problematic meanings for so many. However, I love the teaching aspiration you articulate—that every class you teach is "a persistent interrogation of what it means to be members of our many communities and friends to others' many communities." That's exactly right. It makes our curriculum an exploration of how we are all connected—to each other and to the broader biotic community—and how we can live responsibly and in solidarity with others.

Mark: A pleasure of interviewing you is being able to ask you versions of questions that I've been grappling with. Here's another I've been thinking about for a long time, having to do with teacher positionality and societal privileges. In recent years, I've added a section to the syllabi for my teacher education courses titled, "Placing Myself: Some Things About Me That Might Be Helpful to

Know." In a list of bullet points, one reads:

> I possess a number of societal privileges—white, male, cis-gendered, upper-middle class, straight, Christian, tall, U.S.-American, Ivy-League and graduate-school educated, etc.—and I believe it's my responsibility as a member (i.e., citizen) of many different communities to interrogate these privileges and utilize them to the benefit of all, not just myself and those close to me.

Of course, anything in a syllabus doesn't mean very much if it isn't lived out in and through the course but I want my students knowing from the get-go, including in the 'official' place of the syllabus, that I'm on a long-term, if not unending, journey seeking to understand what it means to be a community member and work to better my and others' communities. I want my students to come to experience that this journey structures my pedagogical thinking and doing.

As you think across your career as an educator, how have you understood, negotiated, challenged, etc. your societal privileges?

Bill: There is so much I like about how you present yourself as an educator to your students. One key point is that you acknowledge your various privileges, but more importantly, that you commit yourself to "interrogate these privileges"—that you announce to your students that, like them, you are a learner, that you are on a journey to figure out what your responsibility is. You have not arrived. Another point—and maybe it is obvious—is that you point out that your role as an educator is not just to impart knowledge but to "better my and others' communities"—to change the world. That, itself, must be startling for some students. Not all students begin their teacher education program with this political commitment.

Of course, for so many of our students, the challenge is in some ways the opposite of what you articulate here: We are not so much seeking to surface privileges, but to get students thinking about how they can link their pain, their oppression, their grievances to each other's and to look for broader patterns of exploitation. Linda and I write about getting students to "read the collective text" in their personal narratives—to search for patterns and to probe the ways their stories connect with one another. I guess what I'm suggesting is that as we acknowledge some of our privileges as educators, we stay alert to all the ways that our colleagues and our students do not share these privileges. Let me stay with this point for a moment. You ask how I have "understood, negotiated, challenged, etc. [my] societal privileges." I'm not sure it is helpful to work only from the presumption that we teachers bring privileges to our classrooms. I think that we also bring traumas, social class, and other forms of subordination—complicated lives that are not just composed of privileges.

My teacher education program at Reed College focused heavily on lesson planning and the content we sought to teach. It was not as narrow as the banking metaphor that Paulo Freire famously articulated of filling empty containers with our knowledge, as our Reed professors encouraged us to think imaginatively about pedagogy. But we were not asked to reflect on our race, class,

gender, or linguistic positions and the implications of these for how we approached our students. I think that for the beginning years of my time in the classroom, this led me to neglect the wholeness of the students in my classes. Too often, I saw my students as intellects I was working on—yes, offering them information, but also getting them to question, to challenge, to appreciate resistance. Still, I failed to invite their lives into the classroom as fully as I did later, when I began teaching with Linda. Linda and I sought ways to link our full history/language arts curriculum with our students' experiences—through personal narratives, poetry, and "essays with an attitude," as Linda called them in *Reading, Writing, and Rising Up*. We completed every writing assignment we asked students to complete, and shared these in class. So our privileges—but also our scars—became evident through the stories we shared.

Mark: You have me thinking about a three-panel sequence from Bill Ayers' and Ryan Alexander-Tanner's 2010 graphic book *To Teach: The Journey, in Comics* (p. 26). In the first panel there's a picture of Teacher Bill standing and talking before a seated Student Quinn. In the next panel, their roles are reversed: Now-Teacher Quinn stands and talks before Now-Student Bill who is crammed into a desk. Text above the picture reads: "All teachers must become students of their students." In the third panel, Bill, Quinn, and all the others in the room are on the ground, circled around a turtle, perhaps mimicking the turtle's movements as a form of inquiry. The accompanying text reads: "The students become teachers as well as learners. The teacher attends to the students in order to support growth and learning—we are side by side working in concert to know the world."

Ayers and Alexander-Tanner urge us to see our students, study them, be and learn with them. As you wrote of teacher traumas and scars above, in addition to teacher privileges, I read you urging us, as teachers, to see and study and open up ourselves alongside of our students, as we encourage them to do the same.

I want to turn to a final question set that connects directly with the call for submissions for this themed-issue on sharing and complicating lessons and lesson-planning. You have written so often in Rethinking Schools publications of lessons and units that you taught in the classroom. I can only imagine, for example, how many teachers like me engaged their students in versions of your mixers (or role-plays)!

How do you think about what a "lesson" is or can be—and what it isn't or shouldn't be? Over the course of your teaching career, how has your process for crafting lessons evolved? What advice do you have for teachers who want to write about and share their lessons with others?

Bill: Thanks for reminding me of Bill and Ryan's book, which we excerpted in *Rethinking Schools* back when it came out. It also reminds me of Ryan's illustrated version of Greg Michie's *Holler If You Hear Me,* about Michie's teaching in Chicago, which I love. Yes, the image of students and teacher in a circle, learning together, is exactly right. When Linda and I produced a class book of our students' writing after our first year of teaching together, 1986–87, our students titled the book *Circle Up*,

because that's how we began every day. For me, there is magic in a classroom when we are sharing our writing—personal narratives, interior monologues, favorite sections of an essay, poetry—with students calling on each other to offer their thoughts about what they love in a piece, and then followed by our "collective text" discussion, hunting for patterns that surfaced in people's writing. Yes, that's when it is best: "side by side working in concert to know the world."

In terms of what a lesson could or should be, of course, there is no one thing. But when I am designing an activity, I have a number of aspirations I am trying to align into something coherent. I start with a concept or an episode or a dilemma that I hope I can bring to life with students. I know how I want my classroom to feel—students alive, engaged with each other, curious. Let me give a couple examples. I wrote a role play, "Reconstructing the South," which asks students to try to imagine the perspectives of formerly enslaved people, newly freed. The role play poses questions for students about what they would need in order to achieve real freedom. For example, who should own and control the plantations? What do freed people need in terms of land and the capacity to be independent of white control? Who should be allowed to vote in the new South? How should formerly enslaved people be protected from the wrath of the people who had enslaved them, and had initiated a war to keep them enslaved? These are all real questions, but they are also questions without easy answers. The "instructional objective" of the lesson, so to speak, is not for students to arrive at any particular "correct" answer, but for students to appreciate the huge stakes for African Americans. I could lecture about this, or find a chapter from a book—and, no doubt, there are excellent readings—but I want students to experience the difficulty and importance of these choices, as much as possible. Of course, none of us can arrive at a true understanding for what formerly enslaved people confronted at the dawn of Reconstruction. But I want to design lessons where students reach for empathy. I see empathy not as a place where students arrive, but as a verb—as a process of seeking connection with others. That's a key aim I have for this, and many other lessons.

One more example. In teaching about the climate crisis, I wanted to design an activity in which students could confront, experientially, how capitalism collides with climate stability. Again, there are lots of readings that explore this contradiction, and I could offer statistics and charts to students. And all those are fine. But what stays with students is experience, and so I wanted to find a way for them to discover for themselves how capitalism's rewards and punishments lead inexorably toward climate chaos. I created the Thingamabob Game, in which small groups of students become thingamabob corporations and compete with other corporations. As in the real world, they will be rewarded—with chocolate in my classroom—based on profitability, not on how well they treat the Earth. The problem, of course, is that as they frantically produce, carbon dioxide parts per million are going up and up. In the game, there is a tipping point, and past this point, everyone loses; but no group knows what the exact number is, so they continue to profit their way to

catastrophe. The aim of the lesson is not despair, but to highlight a central fact of life in a society—in a world—where production is animated by the quest for profit, not ecological sustainability. We have rich conversations about the implications of this fact, which they grasp clearly from their classroom experience; but the lesson is no mere polemic. Students themselves have to wrestle with what we should do in the face of this calamity-in-the-making.

The other day I got a Facebook message from a student I'd had in 10th-grade U.S. history. This was in the 1980–81 school year. Unprompted, he said that he still remembers our Organic Goodie Simulation—more than 40 years later. It's an activity where students—divided into workers and unemployed—confront the monopoly ownership of our society's means of production, and of everyone's survival—in the person of the teacher, the owner of the Organic Goodie Machine. And as the teacher drives wages lower and lower, the students as workers and unemployed have to figure out how to respond. There is no script, but students always organize, and afterward we have intense conversations about how they responded or could have responded.

The point is that we want to create curriculum that attempts to engage students as fully as possible—that respects them as intellectuals, thinkers, artists, writers. And potential activists. We want a curriculum that is problem-posing, choice-rich, and is about things in the world that matter. But we don't have to create curriculum all by ourselves. We can collaborate on lesson-development, and we can build on social justice lessons at Rethinking Schools and the Zinn Education Project. Yes, most of the time teachers are alone in a classroom with our students, but we can—and should—create curriculum together. This work is too important to think we have to do it by ourselves.

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WINTER WONDERLAND: FINDING HUMANITY WITHIN SCIENCE STANDARDS

Krishawna Goins

"What are you wondering about winter?" That one question set our class down the path of generating wonderings that would set the stage for the rest of our learning. Students quickly took to their sticky notes writing through words and pictures all of their curiosities about winter. The room was a buzz with students sharing at their tables and in the front of the room about their inquiries and noticing related to winter. Students were eager to share not only their questions, but potential answers to those questions. Their ideas found a home on our "need-to-know wall" which became a central hub in our classroom for student knowledge to be shared. This one question allowed for the immediate transfer and shift of power from me as teacher, to the students as researchers. It took the spotlight off the teacher as the holder of knowledge and allowed for that light to shine all over the room to each one of them. This one question allowed for student learning to take over the classroom and create a space for them to be the center of the learning experience and for the content to enhance and push their learning by being taught through the lens of their wonderings, instead of box them in through the eyes of the teacher or limitations of the curriculum.

It is amazing how deliberate questioning allows for students to share about what will get them excited about learning and what will make that learning authentic and meaningful. When thinking about my favorite lessons as a student and now as a teacher, every lesson that sticks out to me has two things in common: student agency and beyond the classroom connections. As a teacher of our young learners, I know that shifting the paradigm of learning so *kids* drive the experience is what will support not only life-long learning but lay the foundation for a community of changemakers or solutionairies (Krechevsky et al., 2016; Weil 2012). It is important that our classrooms are places that afford learners the opportunity to engage with the world around them and begin leveraging the knowledge that they learn in our classrooms to unpack wonderings of their own (Hinde, 2009). This article displays an example of how learning experiences can be shaped *with* and *alongside* students, instead of *for* them, and how methods like project-based learning, culturally responsive civic instruction, and a flipped classroom can support achieving a co-created inquiry.

This article is an exploration of an early elementary interdisciplinary project in northern Virginia. This project was enacted with twenty-two first graders at a wall-to-wall project-based learning school in the suburbs surrounding Washington, D.C. My classroom includes learners from a variety of racial backgrounds: 59% Asian, 18% White, 9% Two or more races, 9% Black/African American, and 4% Hispanic. When crafting a successful inquiry, it is important to start with knowing who your students are as individuals and understanding their collective cultures as way (racially, ethnically, geographically, and beyond).

This inquiry was done with a group of students who not only had racial and ethnic commonalities, but also had the shared experience of returning to school in the midst of the COVID-19 pandemic and coming into a greater understanding of the world around them after spending almost two years of their lives indoor and isolated. This inquiry grew out of their community funds of knowledge related to being able to experience winter alongside their peers for the first time in a long time. What made this inquiry so powerful was that they were able to build the project together, leveraging their individual interests, curiosities, and experiences to co-create knowledge.

Although this article talks about an early elementary learning experience, this could easily be scaled into an experience for upper elementary, as well. The experiences described in this article reflect an 18-day interdisciplinary inquiry on winter and seasonal changes that utilized science to build knowledge of the natural world and observed changes, social studies to expand on and apply that knowledge to students' lives and experiences, and literacy to communicate what students know out into the world beyond the classroom.

Leveraging Student Inquiry: Project Based Learning

As elementary teachers, we have the unique responsibility and privilege of shaping "what is learning?" for students. We either do that in a way that is empowering and helps them see themselves as learners and leaders, or in a way that is disempowering and pushes them into the role of passive recipients of knowledge. We have a responsibility to not just think about the outcomes of our lessons for the "now" or for standardized testing, but to also think about the long-term impacts of the learning that happens in our classroom and how we are helping students build connections between their broader worlds and our classrooms (Krechevsky et al., 2016). This approach moves us towards future focused learning which makes seemingly static content now relevant and purposeful as students are now moved from the position of student to problem solver or solutionary (Weil, 2012).

"The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS, 2017). This aim is deeply aligned with the mission of project-based learning, which is to create independent and self-directed learners who are able to leverage their knowledge to collaboratively solve complex and challenging problems of their world, in my classroom and beyond. It is apparent that the goal of learning goes beyond simply content mastery to support students in contextualizing social emotional learning competencies and the skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making and learning how to access their social studies skills and tools in their daily lives (CASEL, 2021). There are many parallels between C3 Framework and high-quality project-based learning (The Buck Institute for Education, 2018; NCSS, 2013). The first pillar of the C3 framework is developing questions and planning inquiries, which

would be the same intellectual challenge and accomplishment for high quality PBL. Through this part of the inquiry process, students are engaged in discovering an authentic challenging problem, thinking of questions they have related to that problem, and collaboratively, alongside their teachers, planning out how they will find the answers to those questions (Swan et al., 2013, p. 17).

Authenticity is foundational to the success of the inquiry to sustain student interest throughout the project so they remain engaged and excited about the topic. The next pillar of the C3 framework and high quality PBL is applying disciplinary tools and concepts and project management. In the process of project management, students have to manage themselves and their teams by applying what they know about their social studies skills (answering appropriate and related questions, using responsible decision making, using primary and secondary sources, making connections between concepts and time periods, as well as developing fluency and comprehension of concept-specific vocabulary) and learning how to strategically move through the process of building knowledge. Teachers make this part of the inquiry process possible by giving students access to high quality, age-appropriate, and scaffolded tools and protocols to research and show what they know. Through the process of project management, students are also tasked with evaluating sources and evidence by having to make choices about where to find their answers and what answer makes the most sense for the question they have asked.

The final alignment between these two frameworks is C3's communicating conclusions and taking informed action and PBL's reflection and public product. Although reflection opportunities should be embedded throughout the learning experience, when reflecting at the end, students are able to uncover the WHY behind their learning and select a path forward to use their knowledge beyond the classroom to have a larger impact on their chosen community. In this part of the process students are able to brainstorm, design, and exhibit a "constructive, collaborative action" or public product related to a civic action to support their communities (Blevins & LeCompte, 2015; The Buck Institute for Education, 2018; NCSS, 2013). This is where students can engage with each other to offer feedback and critiques based on what they know about the problem and the information they have learned to improve their products (Krechevsky et al., 2016). This entire process ends in students finally sharing what they know with their chosen community.

Working Alongside Young Citizens[1]: Culturally Responsive Civic Instruction

Authenticity is at the center of any deeply impactful learning experience. By working *with* my students on this project, I was able to shift the focus in my classroom to not just the state content standards, but also HOW students in my classroom were experiencing those

[1] Citizen: people who contribute to the common good of their community.

standards and its relevance for my class. This supported a culturally responsive learning environment by connecting students' life experiences and funds of knowledge to the content, while also raising rigor by pushing them to be knowledge seekers instead of simply recipients (Hammond, 2015).

This project grew out of a collection of science standards that related to students understanding weather and seasonal changes and its impact on living things, how the sun is an energy and light source for the Earth, needs of people, plants and animals, and the positional relationship between the Sun and the Earth (VDOE, 2018).

VA 1.4	The student will investigate and understand that plants have basic life needs and functional parts that allow them to survive. Key ideas include: a) plants need nutrients, air, water, light, and a place to grow; b) structures of plants perform specific functions; and c) plants can be classified based on a variety of characteristics.
VA 1.5	The student will investigate and understand that animals, including humans, have basic life needs that allow them to survive. Key ideas include: a) animals need air, food, water, shelter, and space (habitat); b) animals have different physical characteristics that perform specific functions; and c) animals can be classified based on a variety of characteristics.
VA 1.6	The student will investigate and understand that there is a relationship between the sun and Earth. Key ideas include: a) he sun is the source of energy and light that warms the Earth's land, air, and water; and b) the sun's relative position changes in the Earth's sky throughout the day.
VA 1.7	The student will investigate and understand that there are weather and seasonal changes. Key ideas include: a) changes in temperature, light, and precipitation occur over time; b) there are relationships between daily weather and the season; and c) changes in temperature, light, and precipitation affect plants and animals, including humans.

My first-grade team and I then paired these science standards with Social Justice Standards from Learning for Justice to ensure an anti-bias, long-term, and future focused lens to this project. The Social Justice Standards provide learning outcomes that make curriculum more relevant, accessible, and equitable for every student and help us draw parallels between our science content and social studies outcomes (Social Justice Standards, 2018). There are four domains: identity, diversity, justice, and action. For this project, we selected the following standards:

Identity 4	I can feel good about myself without being mean or making other people feel bad.

Identity 6	I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
Diversity 8	I want to know about other people and how our lives and experiences are the same and different.
Diversity 10	I find it interesting that groups of people believe different things and live their daily lives in different ways.
Justice 14	I know that life is easier for some people and harder for others and the reasons for that are not always fair.
Justice 15	I know about people who helped stop unfairness and worked to make life better for many people.
Action 16	I care about those who are treated unfairly
Action 19	I will speak up or do something if people are being unfair, even if my friends do not.

From the pairing of these standards, my team was then able to pinpoint a reason for this project. We wanted students to be able to identify winter problems and do something about it. We decided that our driving question would be "how can we, as contributors, help our community prepare for winter?" This question offered our students a purpose and an authentic role that they would need to fulfill in order to be successful at the end of, and throughout, this learning experience (Blevins & LeCompte, 2015).

In my classroom, this question quickly grew into an inquiry about climate and the impact of climate change as my students realized that the winter they were studying in class looked very different from the mild winter they were experiencing in Virginia. By actively listening to students, my students then had the opportunity to expand our original inquiry by "negotiating" a new focus for the project with me based on what they knew and a more responsive challenge they had identified. They had the space to articulate their new noticings and interests by being at the center of the project (Mitchell et al., 2008). Their problem had even more relevance because it is arguably one of the biggest challenges this generation of changemakers will face, so early exposure to this issue is extremely important for developing the tools to find solutions to this problem (Kissling & Bell, 2019).

Through the newly added lens of sustainability in our learning experience, we no longer saw science as only the study of facts surrounding our natural world, but also a socially conscious study of how humans interact with each other, our resources, and the Earth and the impacts that will have on the future, making it a contextualized social study of people and civics, as well as history. This shift moved my students from just learning about the environment to a focus on ecological literacy, environmental advocacy and justice, synthesizing the science standards with the NCSS curricular themes: Time, Continuity, and Change and People, Places, and Environments (Hooven et al., 2021; Kissling & Bell, 2019). It is paramount that students develop a deep understanding of our Earth and the climate crisis we face. By employing this lens of "earthen social studies" shifted

students' outlooks to an ecological worldview where they were able to see the value in, interconnection between, and importance of all living things (Kissling & Bell, 2019). They were able to see the consequences of our collective human actions on the Earth, but also begin predicting new challenges we may face because of the changes happening to our environment.

Moving From Teacher to Coach: Flipped Classroom and Learning Stations

To continue to support students as meaning-makers, I employed active learning structures that sustained student engagement throughout. I used a flipped classroom method to support student learning and agency over their own discoveries. A flipped classroom is when an active blended learning approach infuses technology and independent learning structures to move students from dependent learners to active researchers. By utilizing this active learning structure, I was able to create more class time for checks in, discussions of student learning, and formative assessments to support the collective meaning-making related to our topic of seasonal changes. I was able to encourage more critical and creative thinking by using instructional time while students were working on stations to individualize support and differentiate instruction. The flipped classroom model I utilized is one that was done in-class at school, instead of requiring students to do the work beforehand at home. I flipped my 60-minute science and social studies block. Here is how I shifted this instructional block to leverage student active engagement and collaboration:

Time (60 minutes)	Activity	Purpose
20 Minutes	Students independently explore the content through their station work	Students engage in the process of discovery. During this time, the teacher serves as a *coach* and supports students through intentional question asking and offering individualized support to students to help them achieve the goal of completing their station work. During this time, students keep track of their learning by using sticky notes or our class Padlet to share about what they now know without disrupting others.
10 Minutes	Students pause what they are working on and engage in whole-class classroom discussion facilitated by the teacher about what they learned from their initial explorations. Any need-to-know questions that have been answered get	This is a time where students are able to collaboratively make and deepen the meaning of their initial discoveries. During this time, the teacher serves as a *facilitator* to structure the conversation and interactions

	added to our "answered" part of the project-based learning board on our "answered side" or our class Padlet. Any new wonderings also get added to the board. The teacher then sets a new specified learning goal from when students head back to their stations.	between students. The teacher can step out of the role of *facilitator* and back to the role of teacher to identify misconceptions and gaps in learning and meet those needs in real time, making formative assessment a built-in and natural process.
20 Minutes	Students return to their stations to now work collaboratively towards a new specified goal. This could be finding the answer to a specific question or way of looking at their materials.	Students now are able to return to that same learning experience with a new purpose. Teacher is then able to *coach* students into achieving a more specific learning goal or task.
10 Minutes	Students come back together for a closing circle conversation focused on reflection on what and how students learned the day, sharing any new discoveries to add to our learning management boards, and then setting our intention for learning the following day to help students prepare and reset any expectations.	During this time, the teacher serves as a *facilitator* to structure the conversation and interactions between students. The teacher can step out of the role of *facilitator* and back to the role of teacher to help with any misconceptions or confusions of the class from their own independent research. In closing, teachers also may serve as a *consultant* listening to students and offering recommendations for how they may work to problem solve tomorrow.

Students had an intentionally scaffolded opportunity to be their own teachers and learn through finding answers to their own questions, allowing students agency over their learning process. It also increased access to the curriculum by having differentiated activities for students to engage in as they did their own research. This also gave each student a significant role and goal by having the responsibility of being in charge of their own learning, which also made them accountable for sharing their discoveries with the group and speaking to the knowledge they acquired and justifying their own learning.

During our classroom discussions, I was then able to step into the roles of teacher, facilitator, coach, and consultant, allowing me more opportunities to meet students where they are and help to support their independent learning instead of direct instruction which would limit their agency (Bell, 2010; Blevins & LeCompte, 2015; NCSS, 2013). By approaching learning this way, my students learned how to navigate challenging tasks by accessing their 21st century skills of critical thinking, collaboration, and communication.

The Learning Experience

Motivated learners become citizens and leaders of a global community (Krechevsky et al., 2016). We must captivate students in the WHY behind the learning to give them a compelling reason to not just want to, but need to learn. When students are immersed in the learning process, they extend the learning beyond what would be possible in learning experiences that are solely teacher directed. This requires deliberate teacher planning. Intentionality and responsiveness are not mutually exclusive. They are deeply entangled in the process of deeper learning and are required as we build classrooms that support nurturing learners and leaders (Hooven et al., 2021). While this project was student driven, everything still required conscious pre-work and planning to create an outline and timeline of this project that reflected standards, a driving question, a launch event, and milestones for student learning (building knowledge, brainstorm and design, critique and revise, and share). I intentionally left the public product open to student voice and choice to ensure that they would have the chance to identify personally meaningful solutions to the problem (Blevins & LeCompte, 2015). Although this article is a detailed outline of this unit, inquiry and project-based learning should be directed by the students in your classroom, so no two classrooms will be exactly alike.

Day 1: Launch. Every project-based learning experience starts with a launch to kick off the learning. We launched this project in mid-December. Students were already beginning to get very excited about winter and beginning to ask questions about the weather and seasonal changes they were noticing, as well as references to media they were seeing related to the season. This winter was very different from the past two winters for my students because for the past two winters, they have been confined indoors due to the COVID-19 pandemic. This winter felt particularly exciting because they were back with friends and able to do more traditional winter activities. I wanted to honor that space the students were in, while also tying in the curriculum, so when launching this project, I began thinking about what would be different for me this winter. I had been a virtual teacher for the past 18 months and this was my first winter back to commuting, being outdoors every day in the elements, and responding to the unpredictability of winter weather. I launched this project by just having a seemingly nonchalant conversation with my students about how I was going to have to get my winter clothes out and how I was wondering what else I would need to do to get ready for winter since it has been so long since I have had to worry about it. This got students to share ideas about what they felt they knew about winter. This allowed me to collect some initial data on what my class already knew AND start thinking about how I wanted to deliver the key knowledge to them moving forward based on that data.

We started our Need-To-Know wall. Our Need-To-Know space on our project-based learning board is a place where we share our ideas, wonderings, and things we are hopeful to learn throughout the learning experience. Our Project Based Learning Board is a fixture

of our classroom that allows us to track our learning process by illuminating the design elements of project based learning we are focusing on during each work time, where each team is at in their progress, showcase our wonderings and answered questions, and the success skills we are coupling with that particular work time (creativity, collaboration, communication, critical thinking, and contribution) (Bell, 2010). We update our need-to-know wonderings portion of the board process using sticky notes to make them moveable as we build our knowledge.

There is a side for wondering and a side for "answered" where we move our wonderings to that have been answered. This helps students organize their thinking and keep track of their learning, while also giving me as their teacher important information about what they already know and what else they would like to discover during the project. Students began developing questions and planning their inquiry through this process (NCSS, 2013). Here is a sample of what our PBL board looked like before we started the project. Some examples of questions on our Need-To-Know wall were questions like:

- Why does it get cold?
- What is winter?
- Where do animals go during winter?
- What happens to people during winter?

Day 2-12: Building Knowledge. The process of building knowledge through inquiry is not linear and is messy in many ways, but student agency should always be at the center. I wanted students to not learn the content because I told them to, but learn it because they had a compelling, complex, and challenging problem to solve. Our challenging problem was how can we, as a contributor, help our community prepare for winter? Students had to not only research, but also document their findings using collaborative mechanisms of our PBL Board and our virtual Padlets.

For this project, I decided to use a modified flipped classroom model to best support students in their research. Each day we would start our PBL times by gathering to review our driving question, review our wonderings, and review questions we had already answered. From there, I would send students off to work on stations tailored to the key concepts they were supposed to learn during this project, as well as information that targeted other wonderings that they had come up with. During their work time, students are now evaluating sources and using evidence to answer questions (NCSS, 2013). Each day students rotated to a new station and would have 15-20 minutes to investigate and explore. Each station further explored the "human-environment interactions" that students had already begun to notice from their experiences in winter and other seasons (Kissling & Bell, 2019). The stations offered activities that ranged from hands-on experiments, multimedia libraries, as well as collaborative problem solving where students unpacked winter problems (strange winter laws, winter economics, challenges related to the COVID-19 pandemic and seasonal changes, and more) that were supported by teachers. In their stations, they had to utilize literacy skills of reading and writing, math skills to conduct experiments, and research skills that they had learned in social studies to

pose and find answers to questions (Blevins & LeCompte, 2015; Hinde, 2009). See Appendix A for more details about the stations.

After students had time to independently work, I wanted to ensure that they had accountability and the opportunity to *teach* what they knew. I wanted to make sure that students had a space that was "theirs" that they could access at any time to grow in their thinking and add new thoughts. To make this collaborative and time efficient, we used Padlet which is a technology that allowed me to create a collaborative webpage where I set the categories and students could post their learning on the Padlet to help them organize their thoughts before our reflective discussions at the end of our work time. It also allowed students the opportunity to view other students' work and find common threads or even help them to think of new ideas for their next post. Students had the ability to "like" each other's posts in order to say that they agreed, had a similar thought, or just to affirm their work.

Padlet is a platform that is extremely accessible. It offers students the ability to create something similar to a virtual "sticky note" that shares their thinking. It allows them to share their thinking by adding text, searching the web through their platform for photos and videos to match, but it also allows students to take pictures, voice record, video record, screen record, and draw to communicate what they know and the ways in which students were processing their understandings of these new concepts (Hinde, 2009). This allowed my students who are still emergent readers and writers to successfully share their work with our learning community.

As students were doing their research and continuing to dive deeper into the science of winter, my students made an interesting noticing: this winter was not cold. Every day when we went out to recess, it was 60+ degrees outside and we did not need jackets or have any of the winter challenges that we were learning about in class. This presented my students with a new, even more relevant question, "why is it so hot this winter?" From here, we began collaboratively studying and unpacking climate change. They began to see a more explicit connection between science of how winter was happening and how climate change was affecting the natural world, the social studies of how these changes will affect people as individuals and communities, and what role they have in contributing to the solution (Hinde, 2009). This started in my students learning about the word climate and how our climate has continued to change over time. This led us to new wonderings:

- Why is climate changing?
- How is this happening?
- Why is the Earth getting hotter?
- Who is responsible? How can we fix it?
- Are animals and their winter behaviors affected by climate change?
- How are plants affected?

These new wonderings gave my students a renewed objective. They did not just have to help their community prepare for winter, they had to create plans that were responsive to their changing environment and community needs. As outlined above, the stations grew with their new inquiry question,

adding a new lens to thinking about seasonal changes. From our research, our class discovered that climate change was indeed impacting the way animals are surviving winter, as well as the severity and kinds of storms experienced during winter in different places amongst other things. Our class found this to be an incredibly compelling problem, which led them into beginning to think about what they could do to contribute solutions to this problem.

Day 12-14: Brainstorm & Design. Students then moved from building their knowledge to brainstorming and designing how they were going to solve their challenging problem. When brainstorming how we would solve this problem, I wanted to ensure that student voices and ideas were at the center instead of being influenced by my ideas for what our public product could be. I asked the class our driving question and then told them that it was time for us to start thinking about how we were going to use all that we had learned to actually solve this problem. Students are able to apply their tools and the concepts they have learned to start thinking about taking action (NCSS, 2013). I gave each student a sticky note where they independently wrote down ideas they had for what they wanted to do to help our community prepare for winter. Each student had the opportunity to bring their sticky note up to the class document camera and present their idea. After they presented their idea, they were celebrated by the class for their critical thinking and then other students had the opportunity to ask questions and offer them feedback. In our classroom, we follow the guidelines that feedback and questions should be "helpful, kind, and specific." After students presented their ideas, I made a master list that identified common themes in their ideas and was able to narrow our list of possible solutions to the following:

- Create a book about winter and climate change
- Create signs on walking paths about new/changing animal behaviors in winter
- Create safe places for animals to hibernate
- Create migration paths with food for animals who migrate
- Create a new rule or law for our community about winter
- Create videos about winter to help us solve winter problems

Students then voted and chose to create videos that educated people in our community about a winter problem we discovered that is being caused by climate change and what they can do to help or be more prepared for the next winter. After my students had made their decision, it was time for us to get to work. Students were given the opportunity to split into teams to work on whichever problem they felt most passionate about. They were given the choice of people, plants/environment, or animals.

Day 15-16: Critique and Revise. Students then moved into the process of communicating their conclusions and taking informed action, which is part of the critique and revision step of the project-based learning process (NCSS, 2013). Students were then given a scaffolded planning sheet where each team had to explain their problem, what caused the problem, and how our community could help, which also served as a rubric that I could use to evaluate student mastery of the standards (Blevins & LeCompte, 2015). As students began

drafting, they realized they had dueling roles, teachers and advocates, to their community. They had to be changemakers. They had to first be able to explain their problem and then be able to convince people that they should do something about it and offer them potential solutions.

After their first group draft, they presented to the class and received a second round of feedback from their peers. Students then created their second drafts by focusing on the feedback they received from their peers and what they believed would be the best, most realistic solution to their problem that they could share with their audience. They then had to get their final idea approved from me before moving on to creating their videos!

Day 16-17: Final Product. To culminate the project, students used all of their work to create a video public product that would take their learning beyond the classroom. Technology is a powerful tool to allow students opportunities to do work that mirrors the experts in the fields that they are studying. Since my students had selected making videos to inform the community about winter problems, we then learned about infomercials and how they are used on television and even social media to quickly teach or persuade others how to make a contribution to the problem. I then introduced students to Flipgrid, which is an instructional video creating platform. Flipgrid was an ideal fit of technology for this public product because it offers students all of the capabilities of professional video making software. Students were able to select backgrounds, add text, add layers, add sound, and even pause and edit their videos as they go, just like videographers in the field would do. This further enhanced my students' authentic reason and role in this project because they were in charge of not only the information, but also finding a compelling way to deliver it to their community.

Days 17-18: Share. Once students had completed their videos, we shared them out with our class so other students could watch and learn from them and then we shared them with the other first grade classes. This was an authentic audience for our students because even though the entire grade was learning about winter, our class took the different lens of how winter is changing and what new things we have to be prepared for. This allowed them to become the *experts* in our school building on not just winter, but also climate change. If we were to do this project again, I would love to be able to send student videos out into our community using our school newsletter, Homeowners Associations email blasts in local neighborhoods, and even potentially local newspapers to help others prepare for winter.

Students walked away from this project with a renewed purpose for and feeling about learning. It was no longer just to master content, it was now a means for identifying problems in your world, learning enough about them to help others, and using that knowledge to contribute positively to their community. Students were using statements like "our problem is…", expressing urgency in their conversations, and taking ownership over their learning. Their language shifted from seeing this as something that had been given to them to something that they were building and working towards together. They began talking about themselves as

"researchers" and as "problem solvers." They showed ownership over their work by sharing it with others outside of our work times - on the playgrounds, in their homes, with other teachers, and unprompted by adults. They stood firm in what they knew and never wavered from their conviction that now that they had discovered a problem, they had to do something about it. They talked about themselves as "earth protectors" and people who had a responsibility to ensure that every person in their community had the knowledge to be able to better protect themselves and the Earth and be prepared for winter within our changing climate by sharing this unique set of new knowledge they had. Students expressed the idea of if we do not do something about this and let our community know, then who will. During our reflections, one student shared with the class that the importance of this project was about the sustainability of their community. This student said "we must protect our community because we are going to be here for a long time, longer than the adults. It is our home and the animals homes and we have to make changes now so we can all stay here forever."

Their wonderings went beyond something to be evaluated on an assessment into exploring a real and complex problem of climate change that they will be working through for the rest of their lives. They now have practice carrying out the inquiry process and understanding that we may not have all the answers, but we can work to find them out together. They engaged in civic action inside and outside of the classroom by doing their own research, coming to conclusions, and making collective decisions as well as disseminating that knowledge into the community through their conversations and videos. Through these actions, they discovered that they are capable of being the drivers of their own learning and that their voices and choices matter and are valued in our school community.

Conclusion

Solution-minded students are not simply built through inquiry, they are built through collaborative learning opportunities where their voices and wonderings drive the experience and the outcomes meet the needs of the now, but also point to further needs of the future. We limit students' and teachers' abilities and critical thinking capacity when we do not hold space for their worlds to converge with the learning experience (Bell, 2010; NCSS, 2017). We miss out on some of the best learning opportunities by being married to the standards and traditional methods of teaching. When teachers become collaborators, facilitators, mentors, consultants, coaches, and guides for students, we are able to elevate students into not just scholars, but also 21st century solutionaries (Weil, 2012). Project based learning, negotiated and culturally responsive curriculums, and flipping your classroom are mindset shifts and tools that can open up a world of opportunity within standards to give power and curiosity back to students and allow them to shift their focus from just mastery to contribution to community and a life-long learning journey (Hinde, 2009; NCSS, 2019). Content no longer exists in isolation for my students, but rather is a living experience that they see beyond the

walls of the classroom, bridging the standards with their own realities and being able to explore a problem through multiple lenses. These methods encourage students to build connections between what they are learning and what they are living and offer them a deeper meaning of their role in society.

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Appendix A: Stations from Winter WONDERland Unit

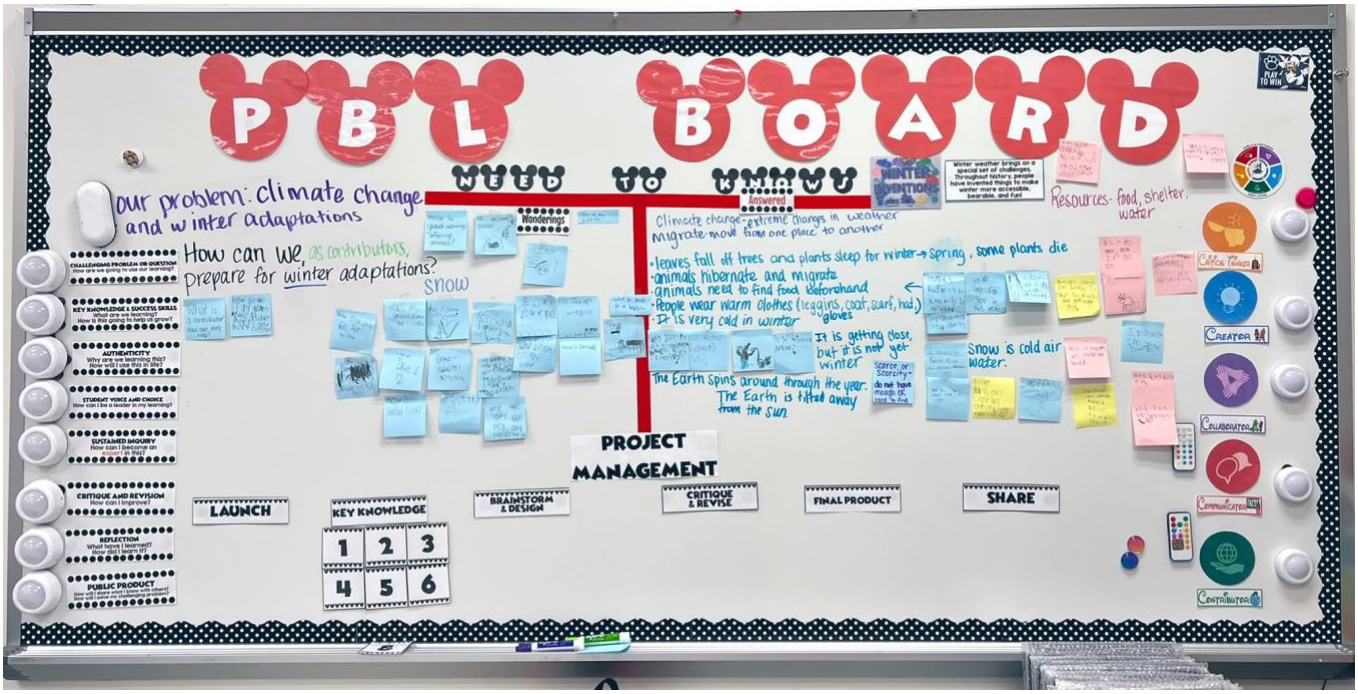
Station	Week 1	Week 2	Science Focus	Social Studies Focus
Creator *For students to engage in multi-sensory learning related to the concepts of winter and winter challenges.*	Create a winter mural that shows all of the features of winter. This drawing had to include accurate pictures as well as labels.	Snow learning & experiment where students created fake snow using baking soda, water, and shaving cream.	Students were able to show what they know about winter through creative expression. In Week 1 students did that through their artwork and labeled pictures of winter. In week 2, students expanded on their initial ideas of winter by actually creating and experimenting with snow.	Students used their work to explore how people are impacted by seasonal changes, for example considering how their needs and wants change with their clothes, or their shelters. They considered how snow might impact people's daily lives and involve community planning for inclement weather given that snow can be very difficult to navigate without the proper tools.
Communicator *For students to use their literacy and research skills to explore different topics.*	Researching about animals in winter and how they adapt to seasonal changes.	Researching the Sun and the Earth and how their relationship creates seasonal changes.	Students focused on how winter impacts living things like animals and why winter happens.	Students considered how changes in natural elements on Earth will impact the lives of animals, how it will change the needs and wants of animals, how humans, and other living things will be impacted by those changes in animal behaviors.

Collaborator *For students to work with a teacher to expand upon their knowledge and build new interdisciplinary connections. For the teacher to be able to offer interventions and support with understanding.*	This station explored how snow impacts our economic systems and how people spend money. This station explored how peoples' wants and needs grow and change during winter (O'Brien et al, 2018).	This civics station explored how winter impacts local legislation. It explored how cities that are heavily impacted by winter weather use laws to keep people safe (for example, no street parking during times of inclement weather to make way for snowplows or no snowball fights in Provo, Utah because of the freezing temperatures making snow like weapons) (O'Brien et al, 2018).	Students explored the physical impacts of winter weather on communities.	Students explored sociology, economics, and civics surrounding winter.
Critical Thinker *For students to use their literacy and research skills to explore different topics.*	Researching plants in winter and how plants adapt to seasonal changes.	Researching thermal energy to support their understanding of the impact of seasonal changes, but also to build a connection to why climate change was happening and how it would impact people, plants, and animals across seasons.	These stations were focused on the adaptations of living things to changes in their environments.	Students considered how changes in natural elements on Earth will impact plants and vegetation, how it will change the needs and wants of communities, how humans, and other living things will be impacted by those changes in animal behaviors.

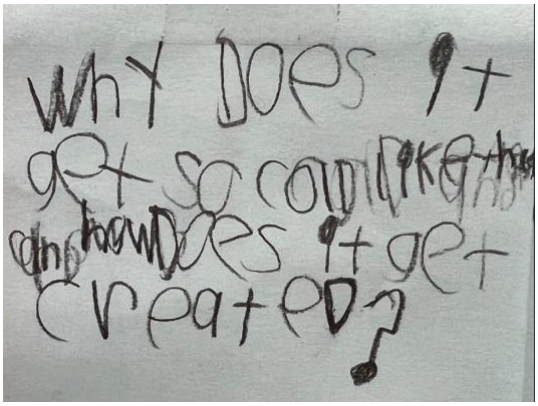
Contributor *For students to use their literacy and research skills to explore different topics and then organize the learning of the class into different categories on our Padlet, thus contributing to moving our inquiry forward.*	Winter research related to weather, snowflakes, and people in winter.	Researching plants and animal needs.	Students learned about how people adapt to seasonal changes and how their needs and wants change. They were able to identify the needs and wants of people across seasons. Then, in week 2, they furthered that inquiry by now looking at plants and animals, and making connections between plants, animals, and people to identify the basic needs of living things.	Once students had identified the basic needs of living things, they then were able to explore how winter put a particular strain on many of those basic needs. They looked at clothing people needed, how the need for shelter increases based on the harsh conditions of winter and the challenges that may cause for people and families thus exploring ideals of citizenship and community, scarcity of resources exploring economics concepts, and how geography impacts how living things adapt to winter.
Independent *For students to be able to explore topics of choice within this project.*	Winter Expert Board		This was a digital choice board created to allow students to further explore topics within the unit that were of particular interest to them. This was a great opportunity for students who were ready for new challenges to get additional information and for students who needed reteaching to be able to go and use a different source to obtain the same information. This digital learning tool was accessible to students at all times of the day and many students used it during their independent work times to further their inquiry.	

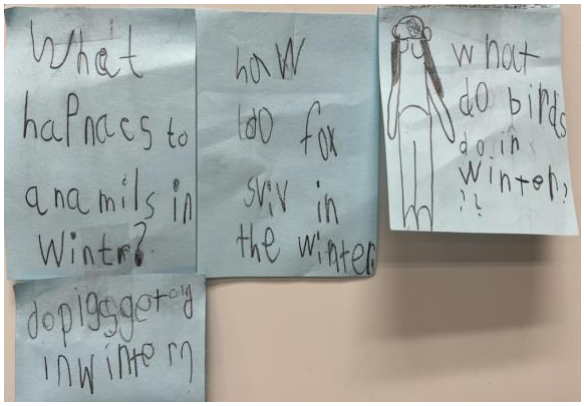
Appendix B: Photographs from the Unit

Image 1. *Our class project-based learning board during our Winter WONDERland project*

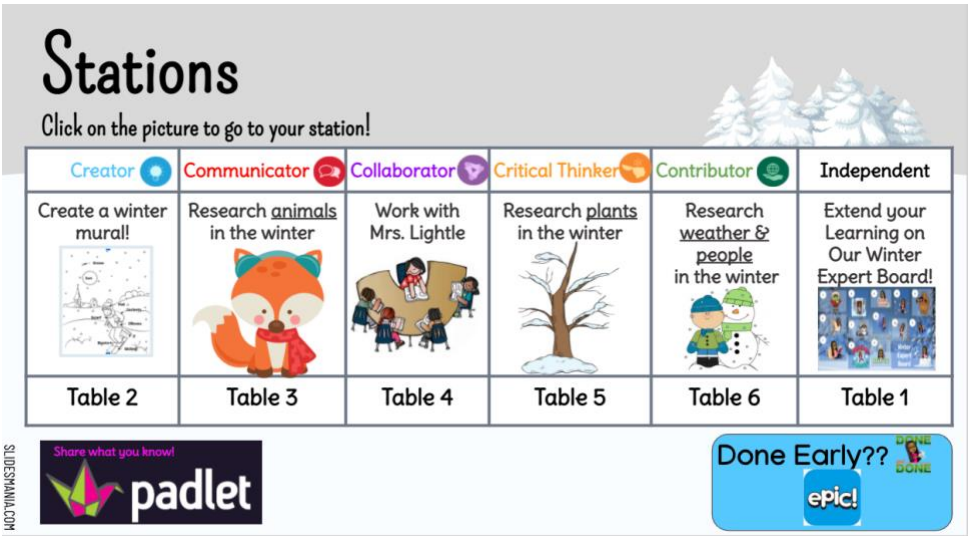


Images 2-3. *Student wonderings on Need-To-Know Wall*





Images 4-6. *Stations for Week 2*



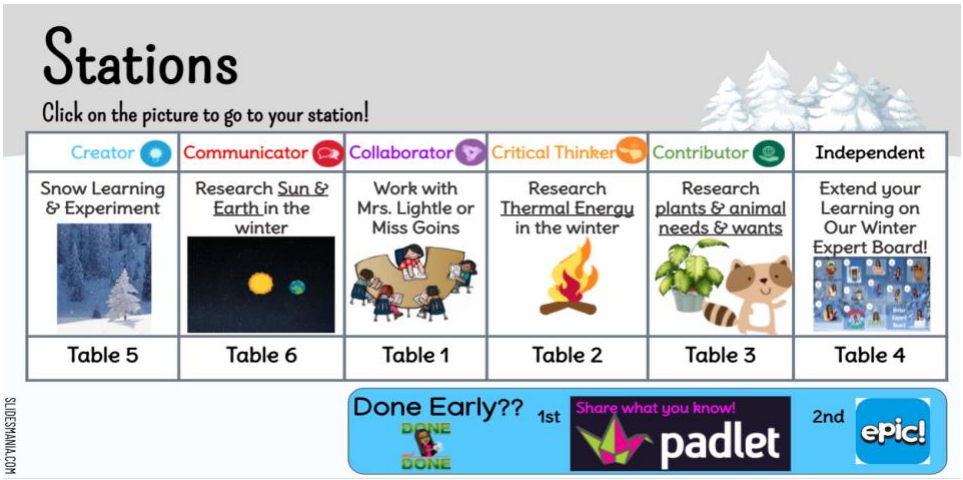
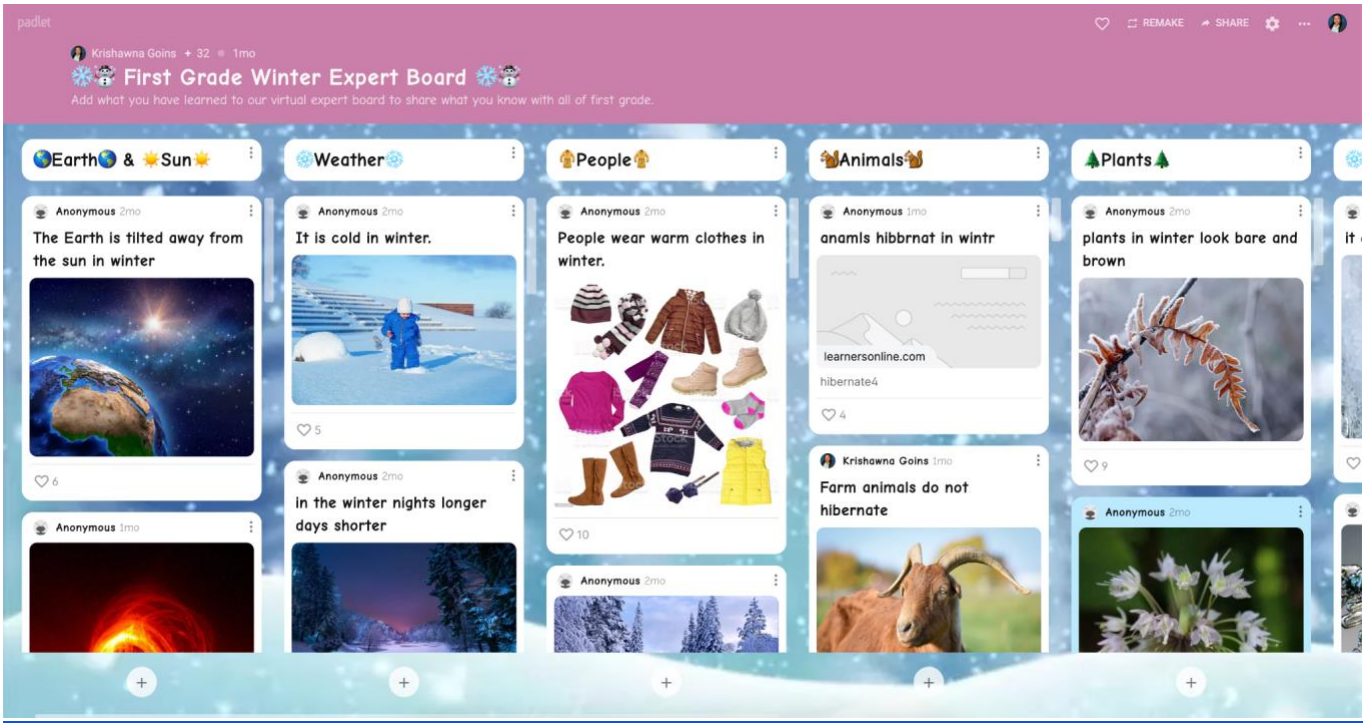
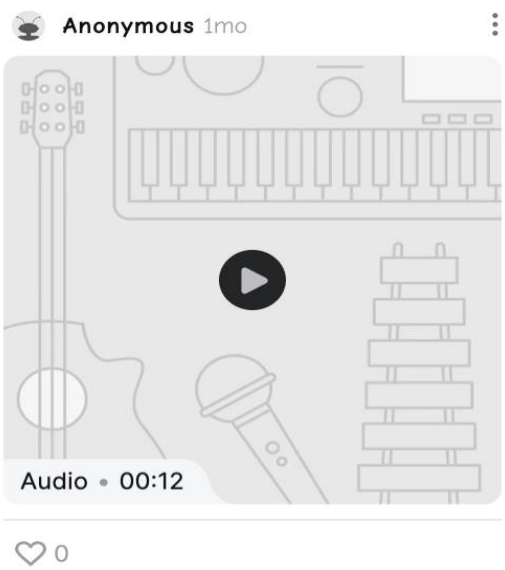


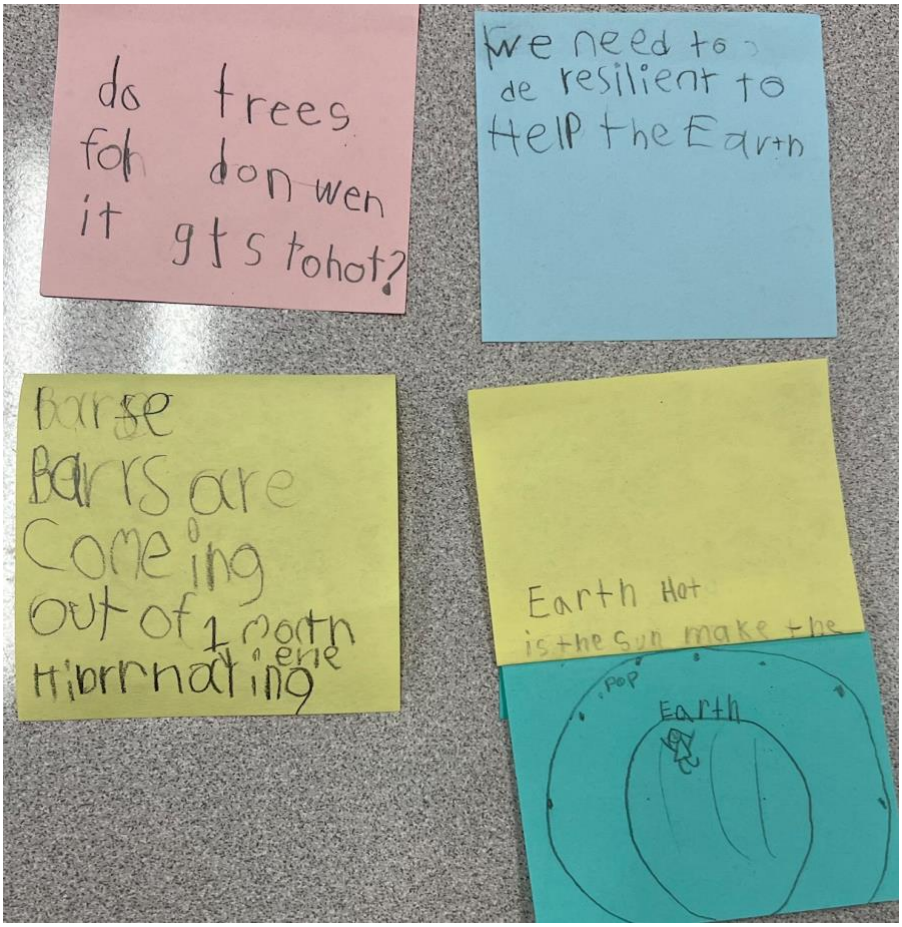
Image 7. *Student Padlet showing student learning in real time*

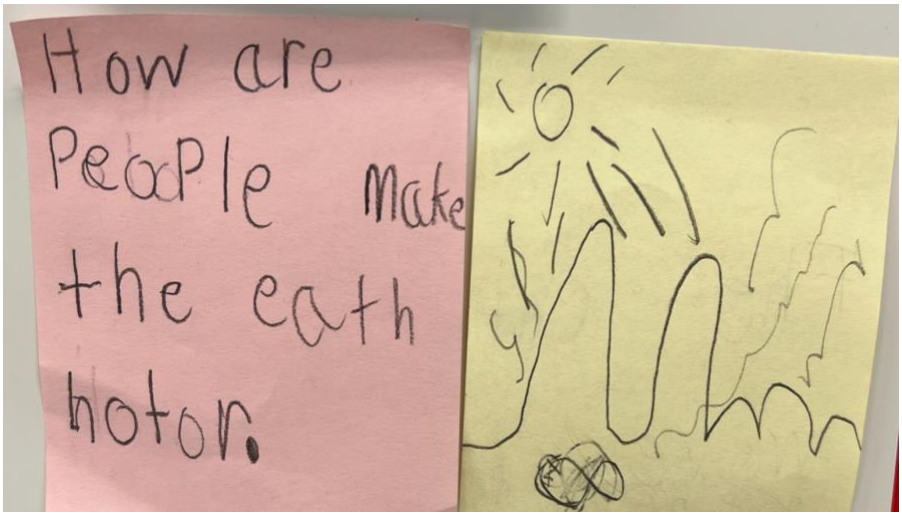


Images 8-9. *Samples of student work on Padlet using the other accessible features*

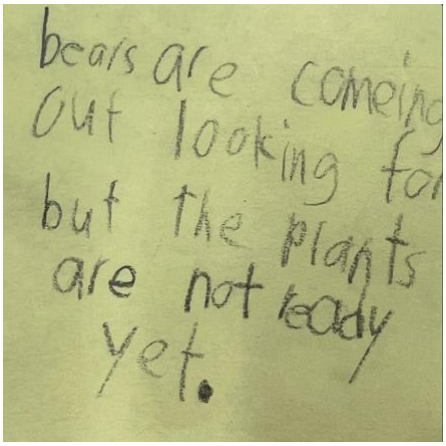


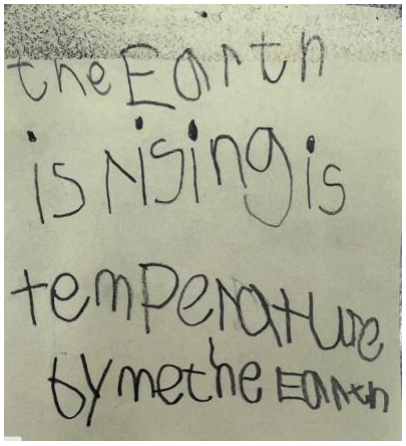
Images 10-11. *Student wonderings and findings from their research.*





Images 12-14. *Student wonderings and findings from their research.*





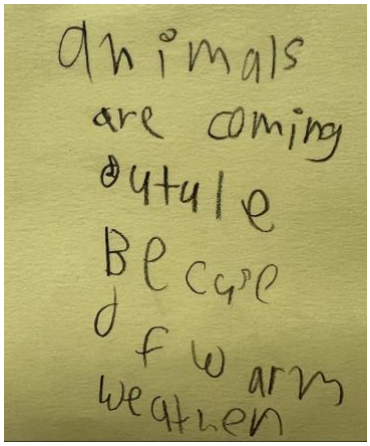


Image 15. *Students self-selecting their teams for the public product.*

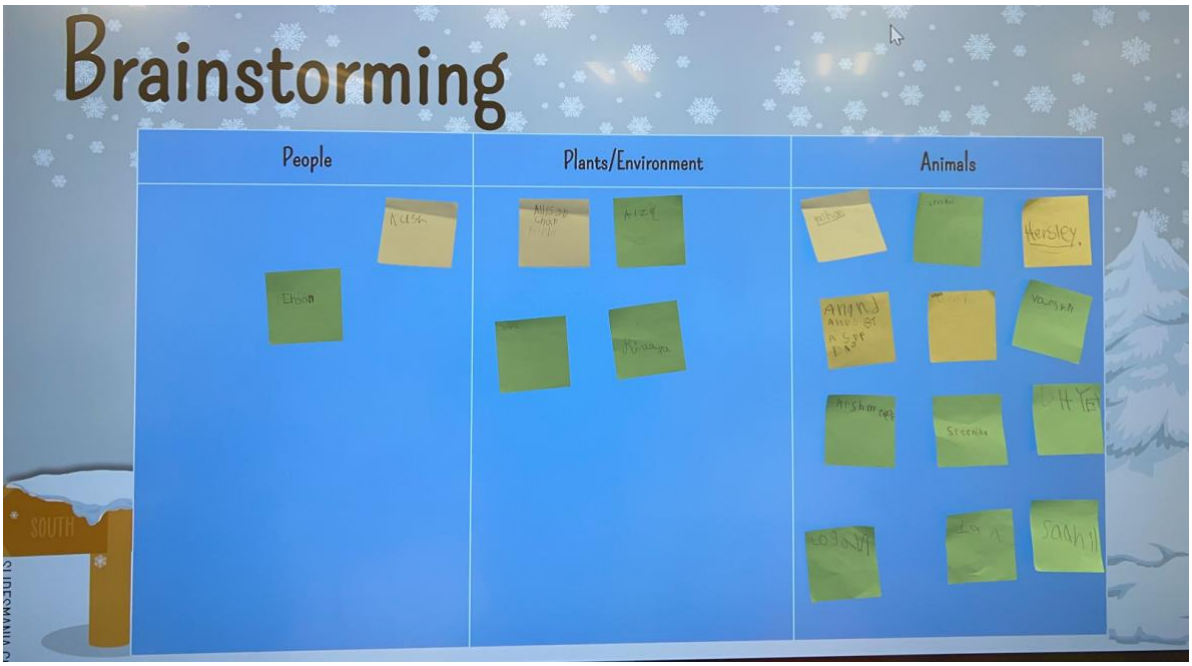
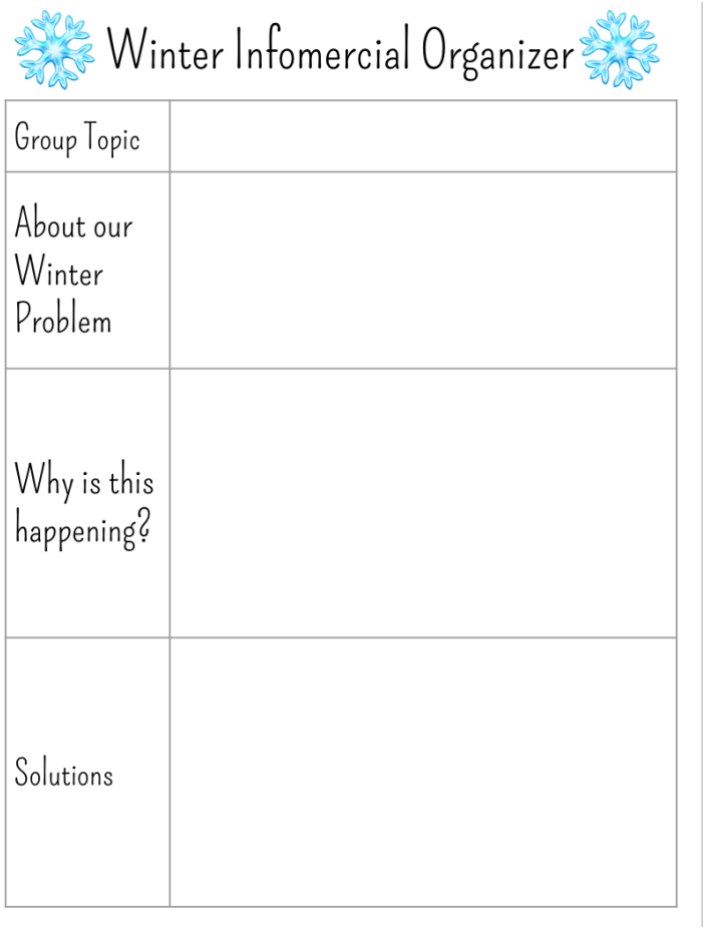


Image 16. *Example of student graphic organizer for their planning.*



Winter Infomercial Organizer

Group Topic	
About our Winter Problem	
Why is this happening?	
Solutions	

Images 17-18*. Snapshots from student infomercials.*

LINKING THE GLOBAL TO LOCAL SUSTAINABILITY CHALLENGES: DELIBERATING THE PERMIAN HIGHWAY PIPELINE CONTROVERSY IN TEXAS

Dr. Yun-Wen Chan, Texas State University
Dr. Theresa Alviar-Martin, Kennesaw State University

"Oh! You're moving to Texas? Good luck!" said my pro-environmental friends in Wisconsin when they knew I (Yun-Wen) was relocating to Texas. The Lone Star State has—rightly or wrongly—gained a reputation as a difficult place to teach about sustainability issues, given the influence of the oil and natural gas industries. Since then, this ironic sentence came to my mind whenever I prepared to have my social studies methods students deliberate on the Permian Highway Pipeline (PHP) controversy. I used the Place-Based Education (PBE) approach to enable my students to consider a proposed pipeline building across Hill County and the Trinity Edwards aquifer recharge zones. The Kinder Morgan Texas Pipeline Corporation (KMTP) was in charge of the project's construction, which raised tremendous objections from environmental non-governmental organizations (NGOs), residents in Hays county, the Austin city council, and pro-environmental groups. As it became a controversial issue, this topic paved the way for a democratic deliberative space for students. The 6-hour unit was first implemented in 2019, where students took on the roles of different interest groups during a Town Hall Simulation where they addressed the question: "Should we build the Permian Highway Pipeline in Texas?" Due to the COVID-19 pandemic, I revised some of the lessons to accommodate an online learning model. In 2021, the PHP was constructed and began supplying natural gas in the greater Houston area. Even so, with news media reporting on how the PHP was causing water pollution, I felt the necessity to guide my students to discuss this important local issue.

I believe that social studies teachers have a responsibility to see, act, and dream of a sustainable world, especially in light of the serious environmental concerns facing our planet. Human pressure on nature has accelerated the impact of climate change and its associated factors including desertification, deforestation, droughts, and water salinity (Cebesoy, 2021). Scholars increasingly cite the need to embrace sustainability in the environmental education agenda (World Commission on Environment and development, 1987). Thus, I am committed to integrating local sustainability issues in my social studies methods courses.

Similar to Yun-Wen, I (Theresa), am a transnational social studies teacher educator working in the United States. And, as a researcher of global civic education, I consider cultivating global perspectives as an important component in the preparation of social studies teachers, especially when dealing with issues of sustainability and the environment. Hanvey (1976) defined a global perspective as consisting of perspective consciousness, "state of the planet" awareness, cross-cultural

awareness, knowledge of global dynamics, and awareness of human choices. Developing these dimensions is crucial for teachers and students to appreciate how sustainability issues in our communities are linked to events and decisions made by governments, individuals, and corporate entities in distant places (Myers, 2016). Calls to reorient learning about local environmental problems toward global frameworks of sustainability have gained traction in PBE (Noddings, 2005) and initiatives such as the papal encyclical, *Laudato Si* (Gaudelli, 2017), and the United Nations' Sustainable Development Goals. Based on the premise that traditional notions of development have exacerbated social inequalities and contributed to environmental crises that call for concerted effort across societies, these frameworks emphasize global perspectives and transnational action to integrate concerns for sustainability into educational practices (UNESCO, 2014).

We have seen our students' global perspectives expand in recent years, especially as concerns over the Covid pandemic, wildfires in various continents, and international supply-chain issues became a part of our lived realities. However, we noticed that our students' understanding of "the global" were more likely to reflect neoliberal values that prioritize economic development and free market principles (Gaudelli, 2017), or nation-centric discourses that reiterate U.S. exceptionality, rather than a critical global perspective that seeks to address environmental problems through principles of equality and justice (Andreotti, 2006). For example, during Yun Wen's first semester of implementing the PHP Controversy in Texas, her students decided to continue building the pipeline. After the Town Hall Meeting simulation—no matter what interest group roles were assigned—Yun Wen's students came to the conclusion that tremendous potential profits would be of most benefit to the community. For Theresa, statements such as "I want my students to know about the water problems in other countries, and how fortunate we are to live in a place where we have access to drinking water" captured a nation-centric tendency of some student-teachers' global perspectives.

In this article, we highlight Yun-Wen's attempts to link PBE (characterized by deliberations over local sustainability issues) to global frameworks, specifically, the United Nations *Three Pillars of Sustainability*. We refer to this approach as Placed-Based Deliberation (PBD), which entailed reflection and research on our part in order to gain a better understanding of our students' global perspectives as they deliberated upon local sustainability issues. Although we are still in the process of refining PBD, we share our ongoing learnings and wonderings to inform other teacher educators who seek to incorporate global perspectives in their social studies teacher education courses.

Place-based Deliberation: Linking Global Perspectives to Local Issues

We first discussed our common challenges of preparing teachers to link local issues to global perspectives during an academic conference in 2019. Studies have shown the influence of nation-centric

and neoliberal discourses on teachers' perceptions and practice of global education (DiCicco Cozzolino, 2016; Rapoport, 2015). With regards to teaching sustainability issues, these discourses are apparent in 20th century narratives of development that forward a hierarchical view of social and economic progress, where colonizing nations were deemed "developed" while leading the way towards civilization (Sachs, 2017). Today, critics decry traditional development discourses for emphasizing Eurocentric cultural worldviews (Sharma, 2020), promoting an unsustainable model of progress that has caused environmental degradation (Sachs, 2010), and failing to achieve more just and equal societies (Sen, 2010).

To counter traditional narratives of development, we designed the PBD framework that links economic development to environmental and human vulnerability (Sachs, 2017). The deliberative framework consists of environmental, economic, and social dimensions that mirror the United Nations *Three Pillars of Sustainability*, while featuring the Sustainable Development Goals (SDGs). In the initial steps of PBD, students reflect on their own definitions of development while building familiarity with various SDGs, in which seven goals highlight human rights obligations (ending poverty, ensuring food security, universal health, universal education, gender equality, universal access to water and sanitation, and access to sustainable energy sources), and five goals relate to ecological vulnerability (sustainable cities, sustainable methods of production and consumption, tackling climate change, conservation of oceans and landmass ecosystems) (Swain, 2017).

The PBD model emphasizes how discussions about public issues are situated within local contexts marked by differentials of power among citizens. Even in democratic societies, men, majority cultural communities, and corporate entities tend to dominate public discourse and political discussions; while women, immigrants, cultural minorities, and other historically marginalized peoples' voices are often silenced (Gibson, 2020). To raise students' awareness of power differentials, the PBD's three pillars focus investigations on different interest groups' perspectives and the influence they wield in public discourse.

The model's economic dimension includes questions that point to a proposed policy's impact on local industries, workers' wages, small- and medium-sized business, and income equality. The social dimension requires teachers and students to build knowledge of the focal issue by examining how the trade-offs caused by the environmental controversy have affected the lives of interest groups from different income and cultural backgrounds. The environmental dimension encourages participants to ponder the issue's effects on the locality's ecological balance. They investigate environmental advocacy groups' positions on a proposed policy's effects on land, marine life, water, and climate. Notably, PBD counters predominant Eurocentric perspectives and other colonial cultural legacies by requiring participants to investigate and incorporate the perspectives of vulnerable groups in the community. As an example, in the Texas PHP unit plan, Yun-Wen

encouraged students to explore the Indigenous Peoples' perspectives. Tuck and Yang (2012) call for challenging legacies of settler colonialism, where human relationships to land are defined exclusively by property ownership. In various lessons of the PBD, participants explore Indigenous peoples' and other vulnerable groups' historical links with the local environment, including cultural connections, spiritual significance, and incompatibilities with conceptions of property. To reiterate the continued presence of Indigenous peoples, participants learn about Indigenous peoples' political sovereignty (Sabzalian, 2019) and reflect on their assumptions about local Indigenous peoples while gaining an understanding of the underlying rationales of Indigenous peoples' responses to the proposed policy.

We believe that PBD allows for a more critical, reflective, and systemic consideration of development relative to conventional narratives. By featuring different societal sectors across the three dimensions, PBD allows participants to heed "the voices of the poorest and most vulnerable" while learning that progress cannot be divorced from environmental concerns (UNESCO, 2017, p. 3).

In the following sections, we feature the latest version of the PHP unit plan. We set up three learning goals to guide our unit. First, we hope that students will be able to learn the diverse viewpoints held by interest groups deliberating on the PHP sustainability challenges in Texas. Secondly, we hope that students will be able to use the three pillars of sustainability to analyze the interest groups' positions, concerns, and trade-offs intertwined in the Pipeline controversy. Lastly, we hope that students will be able to connect the PHP controversy to the SDGs. Two questions guided the examinations and reflection of our unit plans.

1. How closely do students' deliberations reflect the three pillars of sustainability and place-based inquiry?
2. How can the SDGs help enhance students' thinking about global principles of equality and justice?

Unit Plan: The Permian Highway Pipeline Controversy in Texas

The Permian Highway Pipeline (PHP) unit includes five sequential lessons. We refer to these lessons collectively as a unit, because although each lesson holds different learning goals, they nonetheless are aimed towards the examination of one overarching issue: whether the PHP should be allowed to operate in the state of Texas. We kept the length of each lesson flexible so as to adjust the time according to students' learning in the previous lesson. In the following discussion, we use "we" to indicate that the two of us reflected upon the process together. In specific moments showing the interaction between the students and the instructor, we are referring to Yun-Wen.

Lesson 1: Explore the Sustainable Development Goals (SDGs). We began the lesson by having students explore the SDGs. We asked students to work in small groups (2-3 students). Each group explored one SDG and shared the important information they found on the SDG website with the whole class. It was interesting to notice that most of the students' discussions positioned

themselves in a "developed country" while noticing the "deficits' of other countries. For example, one student shared about "SDG 2: Zero Hunger" and discussed how people living in Africa suffered from starvation and having little opportunity to experience a quality education. She felt privileged living in a developed country, having access to clean water, sufficient food, and quality education. Another student mentioned that as a citizen living in the United States, she felt lucky to have access to food. Although there are diabetes issues in this society, she noted that people do not need to suffer from hunger.

Students' logic brought to our attention the European-centered mindsets deeply rooted in our students' thinking (Abdi, 2015; Sabzalian, 2019). Responding to this, Yun-Wen shared with the whole class how the categorizations of "developed, developing, and underdeveloped countries" are defined from a European-American perspective. Every country has an issue with uneven distribution of resources, especially in urban versus rural areas. Yun-Wen provided a local example by reminding students that during the COVID-19 pandemic, people living in the United States also suffered from hunger because millions of people lost their jobs. She informed students of opportunities to volunteer or donate money to food banks—including Feeding America and Central Texas Food Bank—to support local families.

After exploring the SDGs, we introduced the PHP controversy by showing a map with the following questions as prompts: What do we know about the Texas Permian Pipeline? Why is it controversial? To help students understand more about this controversy, we showed students a video about protestors calling for a stop to the PHP construction. We then encouraged students to recall other details related to the PHP issue. Most students had not heard about the proposed pipeline, although they showed strong interest in the issue because of its relevance to their lives. Some students did mention how their family's farmlands and rivers in their residential areas became polluted due to the PHP construction. Students' reactions did not surprise us. Many parts of the inquiry in our PBD model were tapping into what related to students' lives to trigger their interest. We hoped our students would pay attention to the fact that their peers' lives were affected by the PHP and then be ready to learn about it.

At this point, we prepared for the lesson's subsequent steps by identifying those SDG Targets that we thought would hold the most relevance to the PHP controversy:

- SDG 5: Gender equality
- SDG 6: Clean water
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 10: Reduced inequalities

We pinpointed Target 6.1, Target 6.6, Target 7.1, and Target 8.3 (see Appendix A for targeted SDGs along with the PHP controversy).

Lesson 2: Identify Interest Groups. In this lesson, students worked in small groups to read online news articles about the PHP controversy in order to identify the different interest groups and their standpoints regarding the proposed project. Students then created a shared

Google document to list all the interest groups' names. Typically, the interest groups in most sustainability challenges fall into four main categories: local residents, different levels of government, advocates for the environment (e.g., environmental NGOs), and advocates for economic growth such as businesses (Chan & Forsythe, 2020). While the students brainstormed the interest groups involved in the PHP, we used these four categories to ensure a diversity of viewpoints were represented in the list.

The SDGs and other international conventions helped us to identify vulnerable groups and communities whose perspectives are often overlooked in the deliberative process. In this case, we focused on the proposed pipeline's implications on the conditions of women, Indigenous peoples, and migrant groups in the affected locations. For example, SDG 5 aims to "achieve gender equality and empower all women and girls." SDG 5 is especially significant in projects that involve mining, energy, and heavy industry because these fields have provided jobs that are historically dominated by men. Aside from women, Indigenous peoples' voices are often omitted in social and mainstream media while their traditional homelands are exploited by industries (Sabzalian, 2019). The *United Nations Declaration on the Rights of Indigenous Peoples* reminds students of the historic injustices suffered by Indigenous peoples as a result of the "colonization and dispossession" of their lands and resources; preventing them from "their right to development in accordance with their own needs and interests" (United Nations, 2007, p. 3). SDG 10 seeks to "reduce inequality within and among countries," by promoting the "social, economic, and political inclusion of all; irrespective of age, sex, disability, race, ethnicity, origin, religion, or economic or another status" (Target 10.2). This target reiterates how properties belonging to cultural minority groups, migrant groups, and internally-displaced peoples are more susceptible to seizure for economic development projects. Yet, with little political representation, these groups' perspectives often remain unheard in public discourse and media (Gibson, 2020).

Thus, when identifying interest groups, we found it useful for students to draw on international documents while reflecting on several questions to determine the various groups' levels of representation. These questions included:

- Does the media report the proposed project's effects from the perspective of local residents, environmental groups and NGOs, various levels of government, and the business sector?
- Do media and public discussions attend to the perspectives of women, indigenous peoples, cultural minority groups, and immigrants who are affected by the proposal?
- Do media and public discussions include how Indigenous history will be recognized and local knowledge will be used to inform the project?

It should be noted that the news article we provided students for identification did not include Indigenous peoples' thoughts on the PHP. Historically, Indigenous peoples' voices are usually omitted. As such, Yun-Wen added Indigenous peoples to the list after students accomplished their interest group lists. She told the students that we should also hear the

voices of Indigenous peoples because this land is their land. She also mentioned the Grand Canyon mining controversy affecting the Indigenous peoples' water source.

Lesson 3: Interest Groups Proposing Statement. Lesson 2 aimed to encourage the students to identify interest groups with contesting viewpoints. These included Kinder Morgan (the pipeline company), landowners, Barton Springs Edwards Aquifers, US Fish and Wildlife Service, Sierra Club, Indigenous peoples, Watershed Protection Department, Texas Railroad Commission, U.S. Army Corps of Engineers, Wimberley Valley Watershed Association, and Leslie Pool (council member). In Lesson 3, we assigned each student a role from the pool of interest groups in the PHP controversy to prepare a statement that captured their assigned group's positions. The purpose of this lesson was for students to inquire about evidence (e.g., statistics from the government, documents from the public sector, or similar cases) to support their argument. Before the pandemic, this lesson entailed student presentations of their statements in a Town Hall Meeting simulation; however, the shift to online learning necessitated the use of Flipgrid for students to create a 2-minute video recording that illustrated their assigned interest group's role, position, and argument.

Lesson 4: Analyzing Interest Groups' Viewpoints. This lesson aimed to help the students gain divergent viewpoints across interest groups, as well as learn to analyze the potential trade-off and contesting values in the PHP controversy. In this lesson, students worked in small groups to watch all interest groups' statements in the Flipgrid video, and then analyze the interest groups' viewpoints based on the three pillars of sustainability (society, economics, and environment). We provided graphic organizers (see Appendix B) to remind students to refer to the three pillars of sustainability as they listened to the interest groups' speeches. This exercise helped students analyze the rationales provided by their peers while determining the pipeline's feasibility and impact when weighed across economic, societal, and environmental factors.

To reiterate the global principles introduced earlier in the unit, we encouraged the students to revisit the SDGs. Students identified at least one relevant SDG that reflected each interest group's positions and viewpoints (see Appendix B). For example, students cited SDG 6 (clean water) in substantiating the Sierra Club's concerns regarding the project's provisions for ecological protection. Students also related to SDG 7 and SDG 8 while analyzing those interest groups who advocated for the PHP construction. As an example, students analyzed Kinder Morgan's position with both economic and environmental factors. Kinder Morgan claimed that the PHP would provide 2000 jobs as well as economic profit from the delivery of natural gas to Gulf Coast markets. To take care of the environment, the company also claimed to alleviate the flaring of methane into the atmosphere.

Lesson 5: Mapping Interest Groups. This lesson aimed to encourage students to assess the consequences and trade-offs of the PHP project. Students worked in groups of four to five to create a conceptual map of the PHP controversy.

Based on the deliberative framework (see Appendix A), we asked students to map all of the interest groups' positions and arguments, consider the consequences and trade-offs of the PHP construction for each interest group, and propose possible solutions to the controversy. Mapping refers to a visual demonstration of the different relationships of interest groups. We reminded students to create their mapping approach by (a) considering the interest groups' arguments and concerns on the basis of the dimensions of the deliberative framework, (b) classifying the stakeholders' positions about the PHP controversy with symbols, colors, or other indicators and (c) identifying the trade-off and providing some potential solutions. Aside from these instructions and common tools, each small group developed their own designs for their conceptual maps (see Appendix C).

Our Wonderings about the PHP Unit Plan

The PHP controversy unit is one example of applying PBD with pre-service teachers in Texas. We also applied this approach to engage in-service teachers in deliberating the Okefenokee mining controversy in Georgia. In international contexts, this teaching tool was first piloted in providing a democratic space for seventh- and eighth-grade Taiwanese students to discuss whether their community land, the Changhua coastal wetland, should be designated as a protected nature reserve (Chan & Forsythe, 2020). All these controversies represent the tensions between economic development and environmental conservation, because each requires the participants to confront the political complexities and power differentials embedded in local contexts.

Echoing our claim at the beginning of this article, we believe that social studies classrooms are ideal spaces for students to learn about the economic, environmental, and social dimensions of sustainability challenges. The PHP unit plan has been taught in Yun-Wen's elementary social studies method courses for six semesters. We are thrilled to see that more students are willing to adopt the PBD approach in designing their own lesson plans in sustainability deliberations in their final projects. This means a lot to us, as students begin to understand the importance of gaining diverse viewpoints from various interest groups as they examine sustainability issues around their lives. Nevertheless, we also have some "wonderings" about the PHP unit plan, as we try to critically reflect on the process and assumptions we hold. First, we wonder how we (lesson designers) and the students conceptualize the form of categorizing the interest groups in the PHP controversy. In Lesson 2, the media sources we have provided students to identify the interest groups were already representations of the power dynamic among different interest groups. Some interest groups were not even mentioned in the media, such as Indigenous peoples and "non-human" interest groups (e.g., flora and fauna and species living on the Wimberley Valley Watershed that the environmental NGO would "speak for"). Pedagogically, we strive to ensure balancing viewpoints being presented in the students' deliberative process. It is also important to guide the students to recognize the "unbalancing" power

relationship among different interest groups. For example, the grassroots environmental NGOs' (or other unions) functions in the state of Texas—owing to its political culture—are usually constrained in the power dynamic regarding public policies. Another example is the vulnerability of Indigenous peoples and landowners located near the designated pipeline route, whose water and crops risked exposure to harmful levels of pollutants. The PHP unit plan was designed for 6 hours (2-week sections) in social studies methods courses. With sufficient time in the future, we will provide opportunities for students to connect with local activists/communities to learn more about their work and to be exposed to their voices locally.

In addition, the boundaries between one interest group and another are often quite messy and not easily drawn or defined. For example, in the past six semesters, students had different understandings about the federal level public sector, US Fish and Wildlife Service's role in the PHP controversy. This ambiguity will be a good opportunity for us to guide students to consider the complexity of the public sector's role and power in relation to other interest groups. Another example is the Indigenous peoples' roles in the PHP controversy. We noticed that in students' mapping (see Appendix C), Indigenous peoples are seemingly represented as historical and, quite clearly, not landowners. However, Indigenous peoples are very much alive, and many do own land according to U.S. law. This will be a terrific opportunity to complicate students' apparent understanding of who constitutes the different interest groups, and how the lines across them might be blurry. This is not to condemn students as ill-knowing; rather, it is important to guide students to consider how, perhaps, things like their K-12 schooling experiences may have historicized (or omitted) Indigenous peoples which, then, is reflected in their representation here. We believe that the connections made between global frameworks and local interest groups underline the need for educators to seek out often overlooked perspectives in democratic deliberations in order to create counter-narratives that challenge the dominant perspectives that often reflect the experiences and priorities of those in power (Gibson, 2020; Sabzalian, 2019).

Regarding global perspectives, we wonder about the possibility of supporting our students to reflect on their own worldviews and how they perceive the relationship between their nation (the United States) and other countries. Teaching the PHP issue underlines the prevalence of American exceptionalism and Eurocentric mindsets, at least among pre-service teachers in our social studies methods course. Sen (2010) described human rights as aspirational principles and motivations for action so that nations may achieve standards of well-being and flourishing among all citizens. Yet, when confronted with the SDGs relating to inequality, hunger, and other factors, our students tended to echo traditional categorizations of developing and undeveloped countries while overlooking the deficiencies of their own national and state policies. Studies have shown how in-service and pre-service teachers in the United States lack the knowledge to teach about global issues and human rights

(Baildon & Alviar-Martin, 2017). In several states, curricula and texts often promote views of the world that do not challenge conventional narratives of development, Eurocentric perspectives, and colonial legacies (Carson, 2019; Rapoport, 2015, 2010). Teaching through the PBD—and in particular, drawing on global frameworks and the SDG targets—reminds us (teacher educators) and our students (future teachers) to question their own perceptions of American exceptionality, while heeding the voices of the often unheard in order to achieve a more sustainable future.

We fell short of that when guiding the students to learn about SDGs in Lesson 1; we did not do enough to help our students be aware of their "privilege" as residents in "developed" countries. Neither did we notice that the "suffering" (e.g., hunger, lack of water) examples from "underdeveloped and developing" countries vividly presented on the SDGs website actually guided our students' thinking to follow the conventional narrative of development, Eurocentric perspectives, and colonial legacies. This calls serious attention to us, as we were both raised in "developing" countries and feel the necessity to help our students "be aware" of the double sides of SDGs. To revise Lesson 1, we are considering adding a critical dimension to deconstruct the SDGs, and encourage the students to discuss the meanings of "development" and "sustainable development (SD)." This involves posing questions such as:

- What is development?
- Who defines this term?
- Who uses this term to classify countries?
- How are the terms and classifications related to SDGs?

Overall, we acknowledge that it is difficult to guide students to inquire about their locality as well as building up a global mindset. While we implement this unit plan every semester, we see the power of the unit plan as well as the shortfall that we can do better in the future.

Our Hope for Future Teachers

We feel the necessity to infuse sustainability/ environmental elements in our social studies methods course. Social studies scholars have been advocating for viewing sustainability/environmental issues as social studies issues, not just the purview of science education (Houser, 2009; Kissling & Bell, 2020; Shuttleworth, 2021). Our hope is that after experiencing the PHP deliberation, our students will build up the mindset that sustainability issues/environmental controversies are also social issues. We sincerely hope that in the future, students are willing to address sustainability issues in their own social studies classroom. In particular, we hope they are willing to use local resources as topics to design their own PBD curriculum.

We also hope that this unit plan could help students reflect on their meaning making of the word "development." It is important to guide our future teachers to reflect on their own assumptions and be willing to jump out of their comfort zone to challenge conventional narratives of development and colonialism, and be able to provide counter discourses in their own teaching. As social studies teacher educators born and raised in international contexts (i.e., our homelands, Taiwan and the

Philippines, were colonized for hundreds of years), we have noticed U.S. nationals working as English native speaking teachers often display feelings of superiority to others when they teach in other countries. We acknowledge this ignorance may come from K-12 schooling experiences that are rooted in American exceptionalism and Eurocentric mindsets. Although the United States remains the most powerful country, we hope that the PHP unit enables our students to build awareness of what it means to be an American, and the role that their country's policies might play in disrupting traditional notions of development. We sincerely hope that our future teachers are aware of their mindsets and the role that they might play in encouraging students to work towards a future that is more equal, sustainable, and just.

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Appendix A: Targeted SDGs along with the PHP Controversy

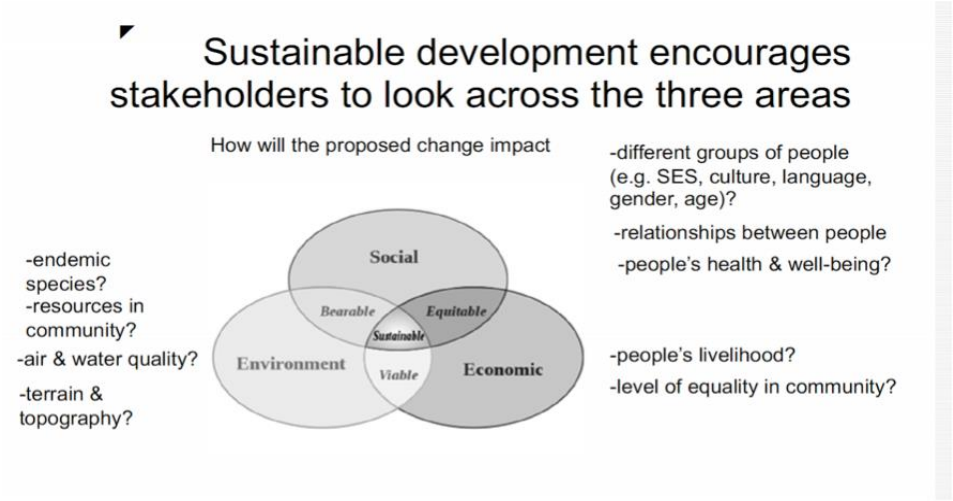
	**SDG 5: Achieve gender equality and empower all women and girls**
	**SDG 6: Ensure availability and sustainable management of water and sanitation for all** • Target 6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all • Target 6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
	**SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all** • Target 7.1 By 2030, ensure universal access to affordable, reliable and modern energy services
	**SDG 8: Promote decent work and economic growth** • Target 8.3 Promote development-oriented policies that support productive activities, decent job creation…and encourage growth of micro-, small- and medium- sized enterprises
	**SDG 10: Reduce inequality within and among countries** • Target 10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

Appendix B: Analyzing Stakeholders Worksheet

Should We Stop the Permian Highway Pipeline in Texas
Stakeholder Perspectives Worksheet

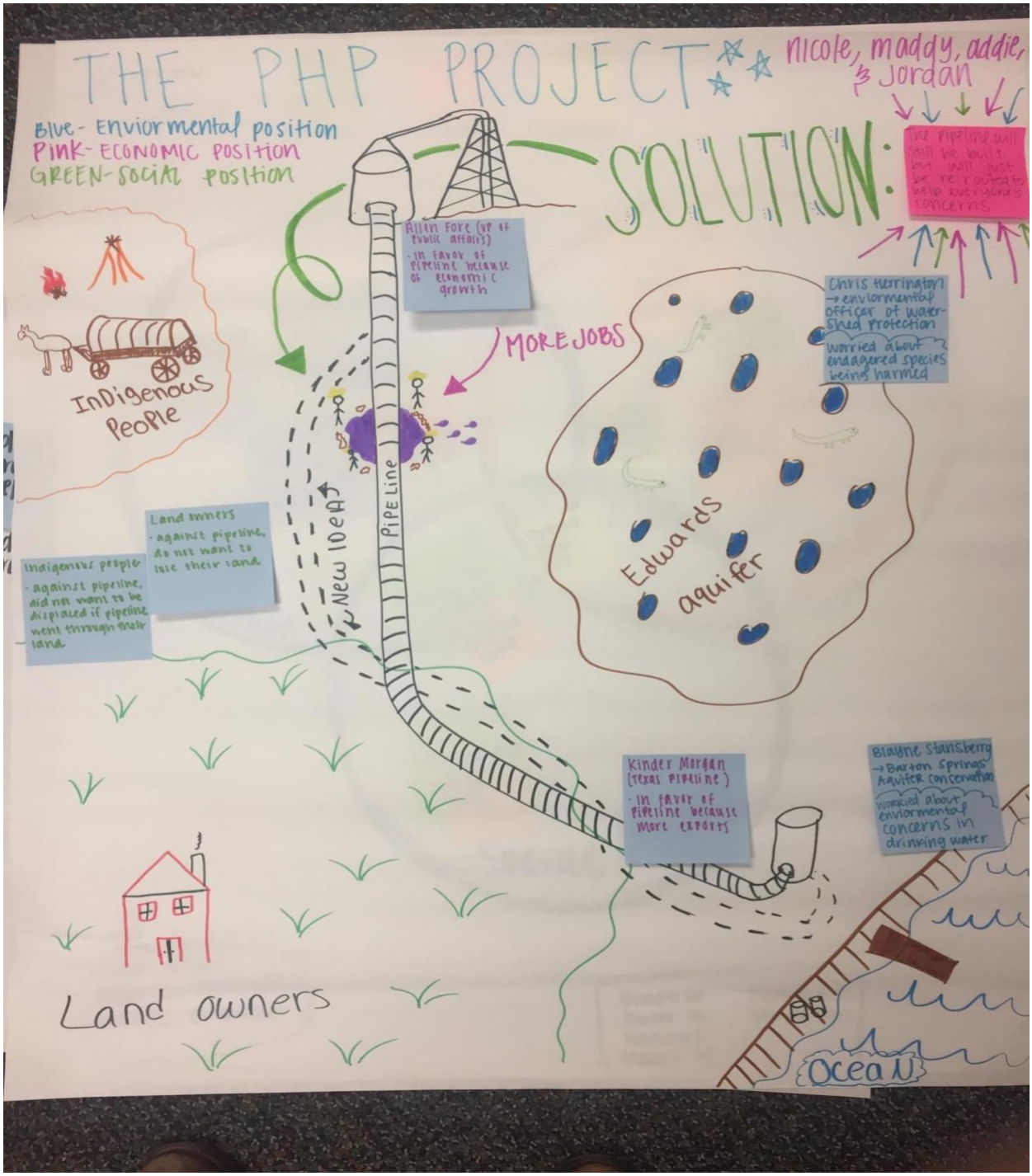
Stakeholders involved in the Permian Highway Pipeline in Texas have different reasons/arguments to support their positions. With your group, watch the Flipgrid videos of at least one role in each stakeholder group. Analyze each stakeholder's viewpoints by filling in the table below:

1. Put the stakeholders' names in the left column
2. Write down each stakeholder's reasons/arguments classified according to the economic, social, and environmental dimensions.



Stakeholder's name	Economic factors	Social factors	Environmental factors	SDGs
Sierra Club			Protecting ecological system is a priority to save the earth	
Kinder Morgan				

Appendix C: Mapping the PHP Controversy



SALLY HEMINGS OF MONTICELLO: OPENING UP THE THOMAS JEFFERSON NARRATIVE

Jared Aumen

When a U.S. history lesson provides both students and me an opportunity to practice historical thinking skills, I call it a "preferred lesson." When that same lesson provides space to think about marginalized narratives, I call it a "critically favorite lesson."

Below, I describe the components of a lesson where I attempt to center Sally Hemings of Monticello, albeit in reference to the established narrative about Thomas Jefferson. In my experience, this lesson has provided my students and me the conditions to respond in genuine ways that reveal our thinking (Dewey, 1910) about a historical actor left out of textbooks. I include my rationale, lesson narrative, suggested resources, and some reflective thoughts. Appendix A lists the resources used to conceive this lesson.

Rationale

When compiling this lesson, I was motivated in ways consistent with Santiago and Dozono (2022) who view historical inquiry as necessarily critical, writing, "one cannot engage in historical inquiry without addressing power dynamics" (p. 182). When thinking about "power dynamics" and Sally Hemings's story, I think about the structures of power that Sally confronted in her life and the impact on learners when they hear a narrative that excludes her. This has led me to define the goals of this lesson as (1) to guide student historical inquiry into accounts that includes Sally Hemings and (2) to question why she has been left out of school-based social studies tomes. While this lesson does not construct historical materials into and present as a heterarchical narrative for learners (King & Swartz, 2014), the design represents my step toward recovering a typically silenced narrative within school-based social studies by including Sally Hemings's voice and representation in my classroom curriculum.

Lesson Moves

In this section, I name the moves I make during the lesson and elaborate about resources and structure. These moves are: analyze portraits, "open up" the textbook, set the historical problem, attend to student background knowledge, analyze historical sources, and assess student thinking. Combined with the resources listed in Appendix A, this lesson narrative can provide support for teachers' own instructional decisions.

Analyze Portraits. I begin the lesson with a "hooking activity" to engage students in thinking about familial relationships, a theme of the lesson. For this mental hook, I prompt students to compare two portraits, Peale's (1800) portrait of Thomas Jefferson and Gardner's (2020) portrait of Shannon LaNier, a descendant of Jefferson and Hemings.

Without disclosing attribution information, I simultaneously present both portraits. In each, the men of different

skin color and from different centuries wear nearly identical clothing. I ask students, "How do you think these portraits are related?" I find this question is sufficiently open-ended and intriguing given the multiple meanings of "related."

I ask students to deeply observe every inch of the portraits and to do so for at least one minute in silence before chatting with classmates. I might then solicit student ideas from the whole class to check hypotheses before incrementally revealing attribution information and re-checking hunches. First, I give the subjects' name and dates and then a full attribution that references the circumstances of each portrait's creation. I typically include some excerpts from a *Smithsonian Magazine* article (see Gritz, 2020) to provide context for why the LaNier portrait was created and establish the fact of descendant relationship between Jefferson and LaNier.

"Open Up" the Textbook One of my favorite historical inquiry activities is "Opening Up" the Textbook (see Wineburg, 2007). This type of activity frames the textbook, in part, as a historical narrative that is open to critique; asks what has been left out, misrepresented, or undercovered in the text; and prompts the analysis and comparison of other historical sources. This activity reinforces the concepts of perspective taking and historical sources as evidence. It also sets up students for authentic communication and action like composing a letter or email to the editors critiquing certain textbook sections, designing a new textbook section, or creating guidelines for school textbook adoptions.

I incorporate this activity often enough in my classroom that direct teaching and scaffolding about the method are needed less each time. This allows me to rather quickly direct student attention toward analysis of textbook excerpts and discussion about approaches to "opening up" the textbook. In doing so, I am able to utilize this activity to bookend this Sally Hemings lesson by framing both the historical problem at the beginning and the action students will take at the end.

For this lesson on Sally Hemings, I looked for problematic excerpts in my classroom's set of U.S. history textbooks. Unsurprisingly, Sally Hemings isn't mentioned once in these survey books. Therefore, any references to Thomas Jefferson's biography, time in France, or his plantation at Monticello seemed sufficient for this lesson. I selected two sections from my textbook that included these biographical sentences of Jefferson:

- "With land inherited from his father, Jefferson set himself up as a Virginia tobacco planter. Like other planters, he used slaves to work his land."
- "Some leaders of the revolution were missing [at the Constitutional Convention]. John Adams and Thomas Jefferson were representing the United States in Great Britain and France."

Given the omission of Sally Hemings, these excerpts provided my students with targets for critique. We read the textbook excerpts together as a class. I ask students to consider who wrote the text (i.e., typically historians hired by publishers who sell the books to schools and districts), who and what events are referenced (i.e., Thomas Jefferson and his associated acts or accomplishments), and ways to critique the text (i.e., identify and

suggest sources that include, change, or deepen a narrative).

Set the Historical Problem: Who Should Be Included in Our History? Given an understanding of the textbook's (lack of) coverage, I transition to the historical problem. I frame our work as inquiry where the conclusions aren't fully known. For the first time, I ask the compelling question, "Who should be included in our history?" I also reveal the following supporting questions to guide student thinking:

- What is a family tree?
- Who was Thomas Jefferson?
- What is Monticello?
- Who was and is the Hemings family?
- Who was Sally Hemings?
- What was the relationship between the Jeffersons and Hemingses?

Next, I preview how students take action at the end of the lesson, which will serve as part of my assessment of their learning. For the Sally Hemings lesson, I typically choose to have students write a letter or email to the textbook editors and if there is remaining time to sketch out suggestions for a new textbook section. I hope that highlighting the learning outcomes for my students at this point in the lesson promotes student anticipation of their learning and communicates my expectations for their participation.

Attend to Student Background Knowledge. Before I introduce students to the historical sources in this lesson, I attend to their background knowledge. In addition to asking students to discuss what they know, I provide them a reference sheet (e.g., presentation slide or handout) of discrete information. In short, I ask myself what information I think students need available to make sense of the sources they will analyze. I then put this information on a single slide or paper that can be referenced quickly.

For the lesson on Sally Hemings, my class's reference sheet includes:

- Vocabulary definitions and imagery
- Jefferson/Hemings family tree
- Thomas Jefferson biographical notes
- Sally Hemings and Hemings family biographical notes
- Monticello description

Whatever the form of the reference sheet, having it available for constant student consultation throughout the lesson has supported my students' comprehension and interpretation skills when they approached the next part of the lesson.

Analyze Historical Sources. Historical sources orbit around and through this lesson section in complex layers that can be challenging to peel apart. Here, I direct students to two resources:

- *Unearthing Sally Hemings Legacy at Monticello* video from PBS New Hour that features changes to the landscape and exhibits at Monticello meant to include the Hemingses
- *The Life of Sally Hemings* webpage from the Monticello website that includes the titles Overview; Childhood; Time in Paris; Life at Monticello; Sex, Power, and Slavery; Notoriety; and Commonly Asked Questions

Embedded in each source are conversations with or writings from historians who cite knowledge of artifacts. While such variety provides multiple representations of content to students, it also adds a degree of challenge when thinking through the expanse of

authorships and contexts among those embedded sources.

To support student source analysis and understanding, I often create a handout or graphic organizer where students can document their thinking. For this lesson, I ask questions that focus on both comprehension and disciplinary ways of knowing like:

- How do historians and archaeologists learn about lives of people who were enslaved at Monticello? What skills did enslaved people contribute to Monticello?
- Who was Sally Hemings? Why are there are no portraits or writings of Sally Hemings? What were some of Sally Hemings's important decisions or actions?
- How have historians "updated" Monticello and the visitor experience?
- What historical sources are referenced in the video or on the website? Are these sources reliable for understanding the Jeffersons and Hemingses?

During this part of the lesson, I again prompt students to think about who should be included in our experience of history. I often highlight for students that the way the curators at Monticello think about designing the visitor experience is the same way of thinking that I am asking them to engage in when critiquing their textbook.

Please note! These resources open the door for students to ask questions about the horrors of slavery. Specifically, a public historian in the PBS video mentions that they ponder the question of rape between Thomas Jefferson and Sally Hemings. Depending on my students' prior knowledge and the depth of conversation, I make decisions about excerpting the video or website. While I do not shy away from controversial or uncomfortable conversations with students, I am diligent about structuring time during the course to specifically focus on such conversations.

Assess Student Thinking. As the lesson progresses, I am interested in more formally learning how my students are making sense of the materials. As an outcome, I plan for students to respond to the compelling question by composing their textbook critique. But before that, I take a quick opportunity to investigate students' thinking by asking them to analyze one more portrait. This quick, discussion-based activity gives me an opportunity to see what connections are being made across the materials.

Analyze a Portrait. So far in this lesson, students have encountered the portraits of Thomas Jefferson from 1800 and Shannon LaNier from 2020 and have been prompted to analyze historical sources that feature Sally Hemings. As a way to splice these previous lesson strands and reveal student sense making, I ask students to observe and think aloud about Kaphar's (2014) painting *Behind the Myth of Benevolence*. This portrait riffs on and subverts Peale's (1800) portrait of Thomas Jefferson by depicting the Peale (1800) portrait as partially fallen away and revealing a bare-shouldered and bare-kneed representation of Sally Hemings. The portrait has been evocative in every setting that I've witnessed its display.

As I did with the hooking activity, I first display the image without attribution and ask for silent observing. I ask students questions about what they see and feel, about how they make sense of the portrait, and what they wonder. I then gradually

reveal information about the portrait and ask them to consider what the title might mean and what the artist's perspective might be. For me, this activity often prompts the most generative discussion for revealing student thinking about power dynamics, the families at Monticello, and inclusion/exclusion from history. For this reason, I continue to conceptualize it as an assessment activity.

Identify a Student Learning Outcome. As previewed during the "Opening Up the Textbook" activity, I intend for students to demonstrate their learning by composing a letter or email that critiques the textbook sections we read earlier. If time is flexible, I might also encourage them to sketch the layout of their proposed textbook section.

Depending how much practice my students have had on this form of communication, I provide tools to scaffold and support student writing. These might include graphic organizers that prompt students to identify the parts of the textbook they find problematic, to cite sources of evidence and information that should instead be included, and to provide their reasoning for the suggested changes. I might also provide a mentor text of a letter to an editor so that students can observe the style and possible sentence starters linked to this form of writing.

Ultimately, I want students to voice their own original arguments in a manner that showcases historical thinking and references sources as evidence. Once a student has a writing sample in hand, further learning opportunities are present, including personal writing reflection, sharing and revising the writing sample with classmates, curating a writing portfolio, and/or sending the letter to the textbook's publisher. Hopefully, the end of this lesson is just the beginning or continuation of students' thinking about who should be included in our history.

Reflective Thoughts

In addition to having my own success engaging students in historical inquiry with this lesson, I have been fortunate to have colleagues willing to teach versions of this lesson, who have subsequently witnessed their students' heightened engagement. It is these teachers' anecdotes and words of advice that continue to inform the iterations of this lesson.

There are, of course, many directions in which to further take this lesson as-is. One direction is to expand the lesson into an entire unit of inquiry with a longer time frame since many activities mentioned above could be their own full lessons. Another direction for adapting this lesson is to provide different outcomes for student learning. Instead of writing a critique of a textbook section, students could instead apply their thinking about "omissions from history" to other locales in the civic space, including public statues, exhibitions at museums, the names on streets and buildings, or commissioned murals.

Viewing this lesson through a critical lens, I still see a need to more deeply shift my paradigm. While this lesson may accomplish the goal of opening up a dominant historical narrative, it does not yet meet the standard of "re-membering" history into a heterarchical narrative as set forth by King and Swartz (2014) nor does it provide true

counterstrategy to the larger legacy of invisibility and erasure of Black Americans from the history curriculum (Ladson-Billings, 2003). I think this lesson could still more directly center Sally Hemings and focus on establishing more of her "genius and joy," to use Muhammad's (2020) words. Such a goal might be realized by directly incorporating the work of Gordon-Reed (1997, 2008) and focusing more time on learning about Sally on a biographical level, something the current lesson only partly does.

This lesson can be fertile ground for so many goals. There is a richness to the historical sources and portraiture that historians, archaeologists, and artists have prepared for us. There is space in this lesson for both students and teachers to ask universal and enduring questions about inclusion and exclusion within history. It sets critical conditions for learning.

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Appendix A: Sources Used to Create This Lesson

Hooking Activity:

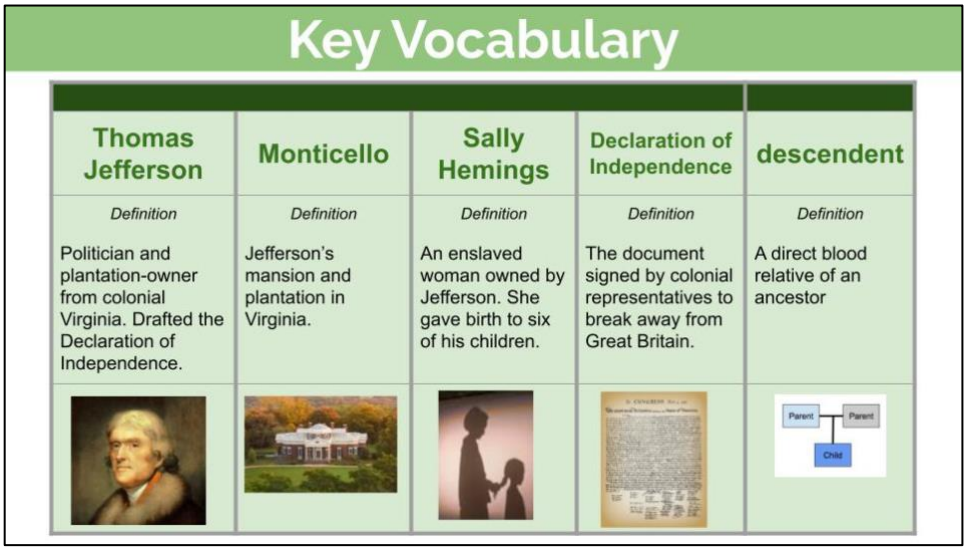
- Portrait of Thomas Jefferson (see Peale, 1800)
- Portrait of Shannon LaNier (see Gardner, 2020)
- Online article from *Smithsonian Magazine* (see Gritz, 2020)

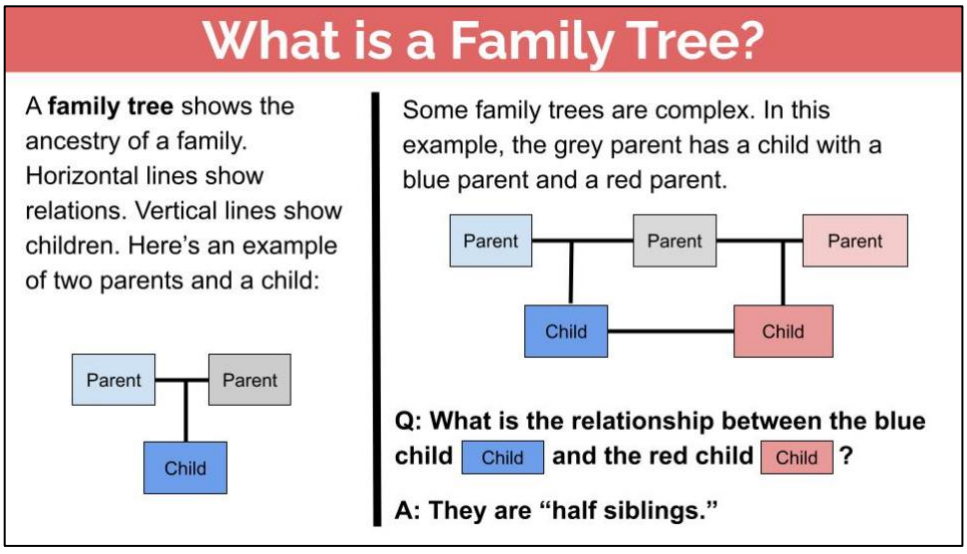
"Opening Up" the Textbook:

- For background information, see Wineburg (2007) and Teachinghistory.org webpage
- Teacher-selected excerpts from classroom textbook

Attending to Background Knowledge:

- Teacher-created materials:





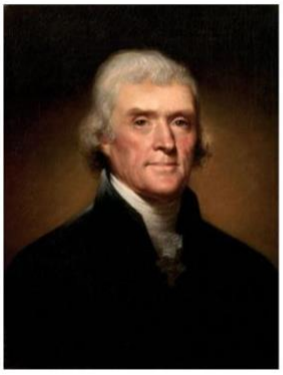
Monticello

Monticello was Thomas Jefferson's 5000-acre plantation in central Virginia. The mansion at Monticello is featured on the back of the nickel.

Thomas Jefferson enslaved over 600 human beings throughout his life. At any given time, around 130 people were enslaved at Monticello.

Today, Monticello is a museum and educational institution.

Thomas Jefferson

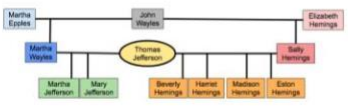


Thomas Jefferson was born into slave-holding wealth. His father was a landowner. His mother came from a prestigious colonial Virginia family. When he was 14, he inherited a 5000-acre plantation.

Jefferson studied and worked as a lawyer. In 1769, he was elected to the Virginia House of Burgesses. In 1776, he was the primary writer of the Declaration of Independence.

To the left is Jefferson's official portrait from 1800.

The Hemings Family



Numerous enslaved families lived at Monticello. The most well-known is the **Hemings** family.

Elizabeth Hemings was enslaved by John Wayles. He was also the father to her children, including her youngest child, Sally. Elizabeth and her family were passed as inheritance to John's daughter, Martha, and her husband, Thomas Jefferson.

After his wife's death, Thomas Jefferson moved to Paris. He requested that 14-year old **Sally Hemings** be brought to him there. He was 44.

Analyzing Historical Sources:

- PBS News Hour website and video *Unearthing Sally Hemings' Legacy at Monticello*
- Monticello website page *The Life of Sally Hemings*
- Teacher-created data organizer

Assessment of Student Thinking:

- Portrait, *The Myth of Benevolence* by Titus Kaphar
- Teacher-created tools for writing planning