History Skills for the History Educator: The Significance of A Master’s Degree in History for an Inclusive Classroom

Tim Keirn, Paige Shakeri, Shawta Singh-Luth, Emma Spatharos
Culturally Relevant Classrooms...

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>● Imaginative Name Tags</td>
<td>● Danger of a Single Story</td>
<td>● Student Self-Advocacy</td>
<td>● Culture Mosaic</td>
</tr>
<tr>
<td>● Call &amp; Response</td>
<td>● Where I’m From Poem</td>
<td>● Goal Setting</td>
<td>● Culture Wheel</td>
</tr>
<tr>
<td>● My Story Is..</td>
<td>● Songs for Empowerment</td>
<td>● Learning Logs</td>
<td>● Student Surveys</td>
</tr>
<tr>
<td>● Parking Lot</td>
<td></td>
<td>● Varying Note-Taking</td>
<td></td>
</tr>
</tbody>
</table>
Culturally Relevant History Classrooms

- Connect content to student identity.
- Acknowledge your privileges as a teacher - who are you and how does that affect your pedagogy.
- Allow student voice and choice.
- Provide multiple perspectives intentionally.
School Setting: Culver City High

CCHS Student Race/Ethnicity 2018-2019

- Two+ Races: 6.7%
- Filipino: 1.5%
- Asian: 9.8%
- Latinx: 37.7%
- Black: 17.5%
- White: 26.3%

- 583 students outside city limits
- 26% permit enrolled outside city limits
- 63 different zip codes
Unit of Study Theme

Course: Gender Studies

Unit: Systems of Privileges & Oppressions

Central Historical Question: How did privileges and oppressions manifest into activism during the second half of the twentieth century?

Goals: Grant agency to groups marginalized in the master narrative by demonstrating their activism.
## Overview of Unit

<table>
<thead>
<tr>
<th>Sequence 1:</th>
<th>Sequence 2:</th>
<th>Sequence 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do social constructs create systems of privilege and oppression?</td>
<td>What historical systems of privileges and oppressions resulted in the second wave of feminism?</td>
<td>What historical systems of privileges and oppression resulted in the gay and lesbian liberation movement?</td>
</tr>
</tbody>
</table>
Connection to Culturally Relevant Teaching

- Examines issues surrounding various elements of identity.
- Includes the perspective of groups marginalized in US history courses.
- Privileges and oppressions connected to social constructs.
- Relevant to my student population.
Connection to the CSULB History M.A.

- Gender history classes offered.
- History Department professors who specialize in historical pedagogy.
- Depth of a MA brings new scholarship to secondary classes.
School Setting: Doig Intermediate

2017-18 School Demographics

- Hispanic or Latino: 10.3%
- Asian: 0.6%
- White: 0.2%
- Pacific Islander: 1.1%
- Filipino: 0.5%
- African American: 0.4%
- Two or More Races: 1.9%
- Not Reported: 0.2%

Key: The darker the purple, the higher the crime rate
Unit of Study Theme

Course: U.S. History, 8th Grade

Unit: Constitutional Era of the United States

Central Historical Question: To what extent did the Constitution protect the ideal of freedom prior to 1800?

Goals: Challenge the master narrative and include marginalized groups
# Overview of Unit

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Week 2:</th>
<th>Week 3:</th>
<th>Week 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the Revolutionary</td>
<td>How did fifty-five delegates come to</td>
<td>How was the Constitution structured and</td>
<td>To what extent did the Constitution</td>
</tr>
<tr>
<td>War impact the first government of the United States?</td>
<td>agree on a new Constitution in 1787?</td>
<td>implemented prior to 1800?</td>
<td>protect the freedom of ALL Americans?</td>
</tr>
</tbody>
</table>
Connection to Culturally Relevant Teaching

- Humanize the delegates (AKA “The Founding Fathers”)
- Include the perspectives of marginalized groups
- Connect to prior knowledge of democracy and freedom
Connection to the CSULB History M.A.

- Incorporation of historical thinking skills
- Grounding lesson design into recent historiography
- Challenging the “freedom and progress” narrative
School Setting: Oak Middle School
Unit of Study Theme

Course: Ancient History, 6th grade

Central Historical Question: How did the role of religion in India change over time?

Unit: Ancient India

Goals: Extend India beyond the standards, dismantle Orientalism of the subcontinent, trace roots of modern religions
## Overview of Unit

<table>
<thead>
<tr>
<th>Hook</th>
<th>Sequence 1</th>
<th>Sequence 2</th>
<th>Sequence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holi festival and color symbolism</td>
<td>Indus River Valley and planned cities Geography, Indo-Aryan migration, and changing scholarship</td>
<td>Hinduism, Buddhism, Jainism Core beliefs, how these religions are reactions to Buddhism, compare and contrast</td>
<td>Maurya and Gupta Empire Empires and their impacts on religion and society, Asoka, India’s golden age, resurgence of Hinduism</td>
</tr>
</tbody>
</table>
## Connection to Culturally Relevant Teaching

<table>
<thead>
<tr>
<th>Art and Culture</th>
<th>Animals</th>
<th>Primary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Images of Hindu deities</strong></td>
<td><strong>Stuff You Missed in History</strong></td>
<td><strong>“Laws of Manu” and ancient society</strong></td>
</tr>
<tr>
<td>● Art style</td>
<td>Class podcast</td>
<td></td>
</tr>
<tr>
<td>● Ancient images versus current</td>
<td>“Karni Mata Rat Temple”</td>
<td>_Excerpts from <em>Bhagavad Gita, Ramayana</em> about the afterlife</td>
</tr>
<tr>
<td>images</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanjay Patel’s “Sanjay’s Super</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Hindu deities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Relationship between first</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gens and parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Connection to the CSULB History M.A.

History 501
Historical thinking skills and methods
- Historical perspectives
- Primary sources
- Change and continuity

History 605
History for educators
- Interconnectedness
- Extending beyond Eurocentric narrative
- Working with fellow teachers