



FACING
HISTORY
AND
OURSELVES

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Ourselves for
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About Us

Facing History and Ourselves uses lessons of history to challenge teachers and their students to stand up to bigotry and hate.



Overview



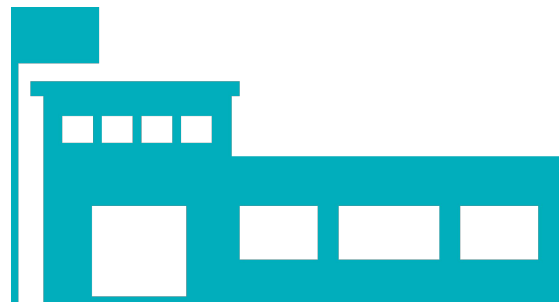
9,000,000

Students reached



100,000

Teachers reached



140,000

Schools that Facing History works
with

HOW WE DO IT



Train teachers



**Provide professional
development &
coaching support**



**Develop effective
resources**

How did Facing History
begin?

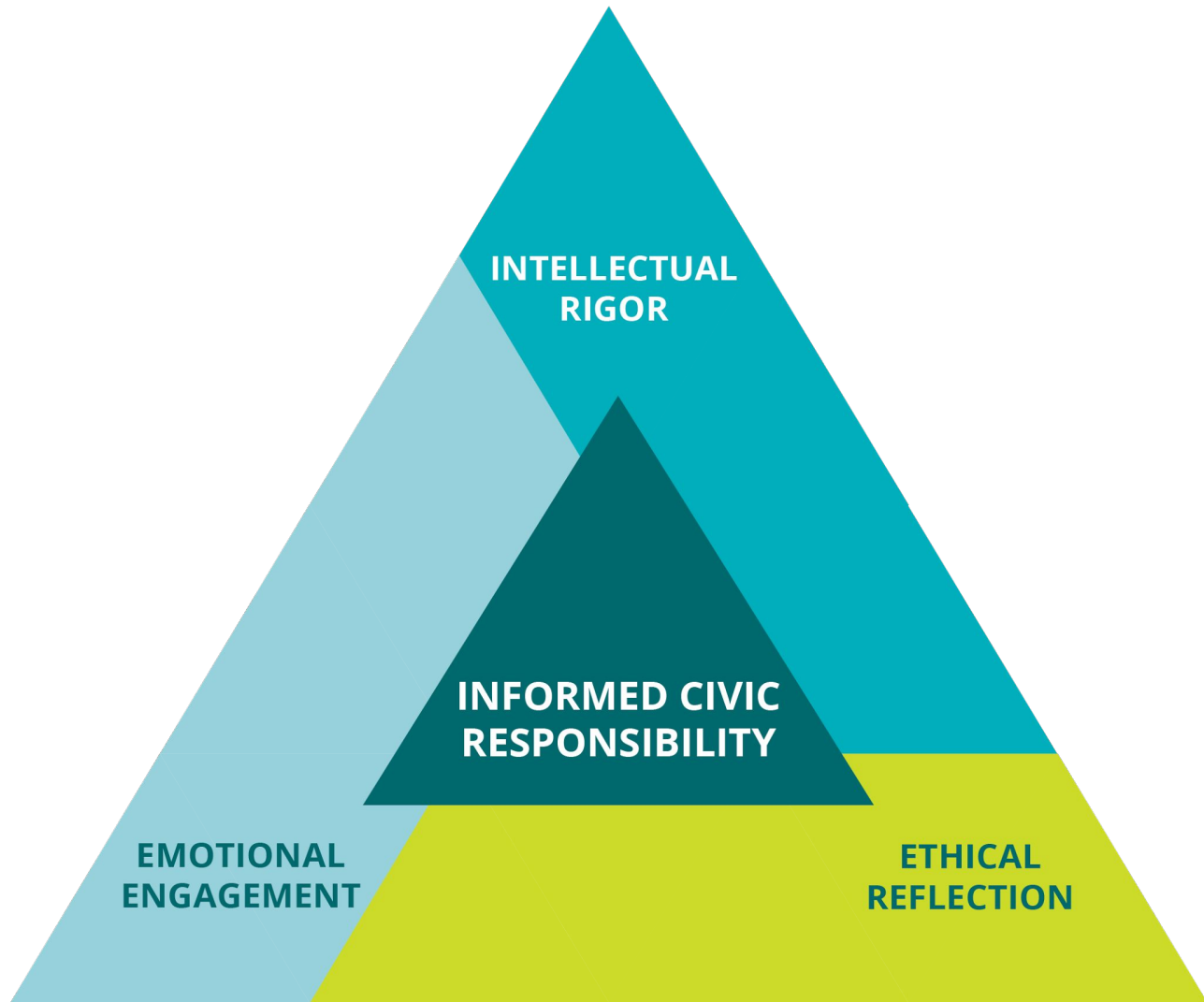
Margot Strom Stern





“However much we are affected by the things of the world, however deeply they may stir and stimulate us, they become human for us only when we can discuss them with our fellows. . . . We humanize what is going on in the world and in ourselves only by speaking of it, and in the course of speaking of it we learn to be human.”

- Hannah Arendt (philosopher and political theorist)



Chatbox

I feel _____ when discussing current events in the
classroom because _____.

Essential Questions

1. *How do we build reflective classrooms?*
2. *How do we talk about issues that matter?*

Components of a Reflective Classroom

1. Mutual Respect
2. Culture of Questioning
3. Thoughtful Silence
4. Student to Student Discussions
5. Connecting Content to Students' Lives to History and the World Today
6. Allowing for a Variety of Ways for Students to Express and Enrich their Learning
7. Create Space for Diverse Viewpoints



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Responding to the Insurrection at the Capitol Teaching Idea



Create a Classroom Contract

1. Listen with respect
2. Use “I” Voice: “I want to build on what you said” or “I would disagree with that idea. Here’s what I think”
3. Ask Questions (clarifying questions instead of sweeping statements)
4. Use your own voice and **make room for other voices**
5. Assume Best Intentions



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Responding to the Insurrection at the Capitol Teaching Idea



Responding to the Insurrection at the Capitol Teaching Idea

1. Start with yourself:

- What emotions does news of the insurrection at the Capitol raise for you? What questions are you grappling with?
- What perspectives will you bring to your reflection on these events with your students?
- What emotions might your students bring to your discussion? How can you respond to these emotions?
- As the news develops, how will you continue to learn alongside your students?

2. Coordinate with Colleagues

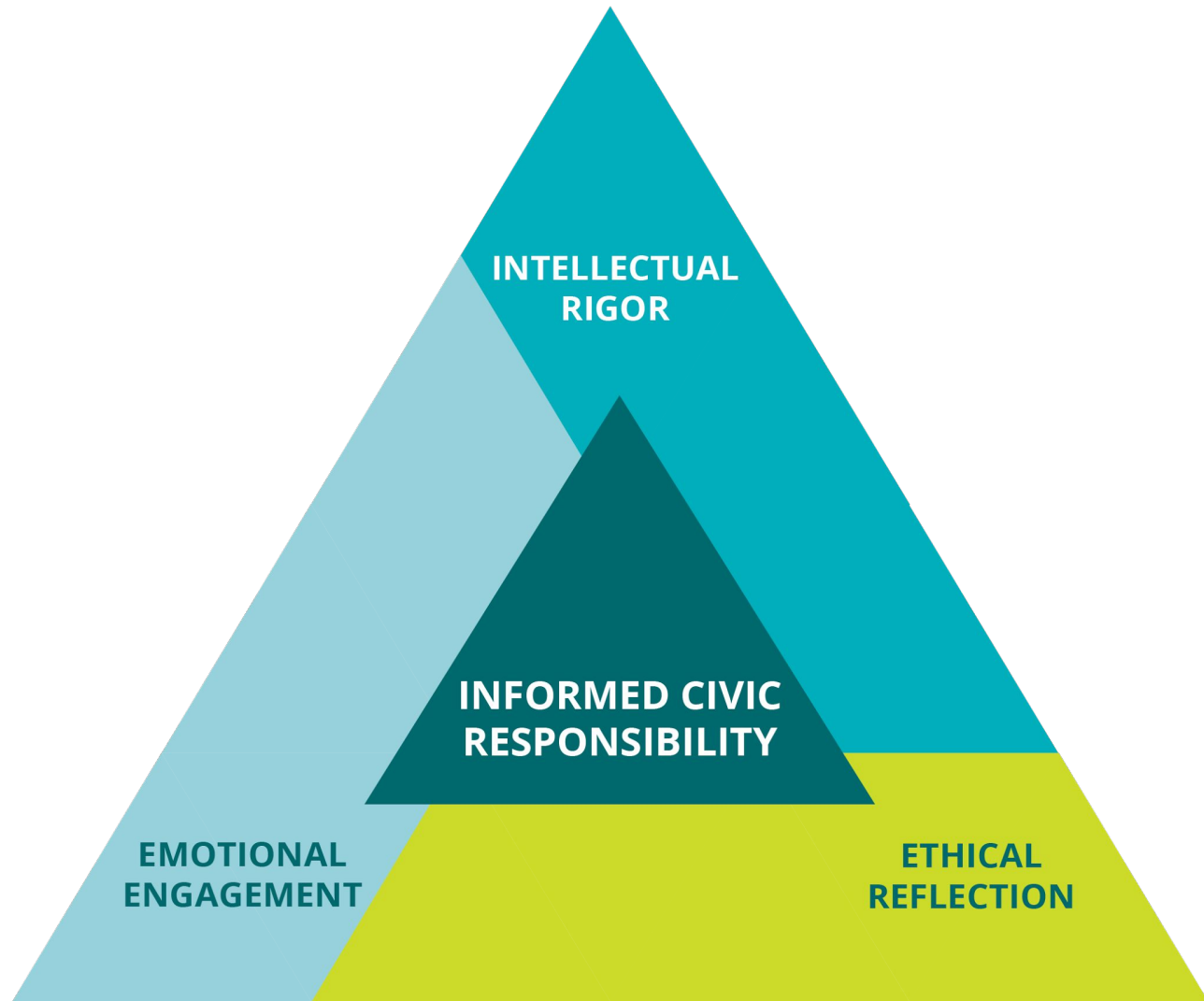
News Changes Fast.....

1. **Create a working definition for *insurrection*?**

such as “an act of revolting against an established government,” and explain that the events on January 6, 2021 involved people attempting to disrupt our democratically-elected government.

2. **Establish baseline knowledge of events and timeline to dispel misinformation**

3. **Share resources for fact checking: How can we differentiate fact from theory/rumor? When should we share or not share what we read?**



Graffiti Board (Padlet, Shared Google Doc....) :

1. Head: What information do we currently know about the insurrection that happened on January 6, 2021? What additional facts or information would you like to have?
2. Heart: How do you feel about the insurrection and what is happening in the aftermath? Are there particular moments or images that stand out to you?
3. Conscience: What do you believe was at stake in the events on January 6, 2021? What questions about right and wrong, fairness or injustice, did insurrection raise for you? How should individuals or politicians act in order to protect our democratic institutions?

Straight A's for Facilitating Discussions about Diversity and Social Justice

“Inclusive classrooms require that faculty can effectively facilitate discussions about issues related to diversity and social justice. Yet, often, educators feel uncertain and unprepared about how to constructively engage these issues. When people have an approach and skills, they are often more willing and able to constructively address these topics.”

- Diane J. Goodman, Ed.D.

www.dianegoodman.com

Affirm and appreciate people's comments and questions (if possible)

Thank you for asking that question.

I'm sure others were wondering about that too.

That's an important point to consider.

I appreciate your willingness to stay open and consider other perspectives.

I appreciate your taking the risk to share that with us.

I know this isn't easy to think or talk about.

Thanks for doing the hard work.

Acknowledge what people are saying.

I'm hearing you say that...Is that correct?

It sounds like you feel...Is that correct?

So from your perspective...Is that correct?

It seems like you're both concerned about... even though you're approaching it differently.

Ask questions to better understand individuals' behaviors and perspectives and to help them reflect on their views.

What experiences led you to that belief?

Can you tell me more about how you came to think that?

How were you feeling when...?

How would you make sense of ...?

What would it mean for you if this was true?

Add more information, historical/social/political context, or alternative explanations.

This research study found that...

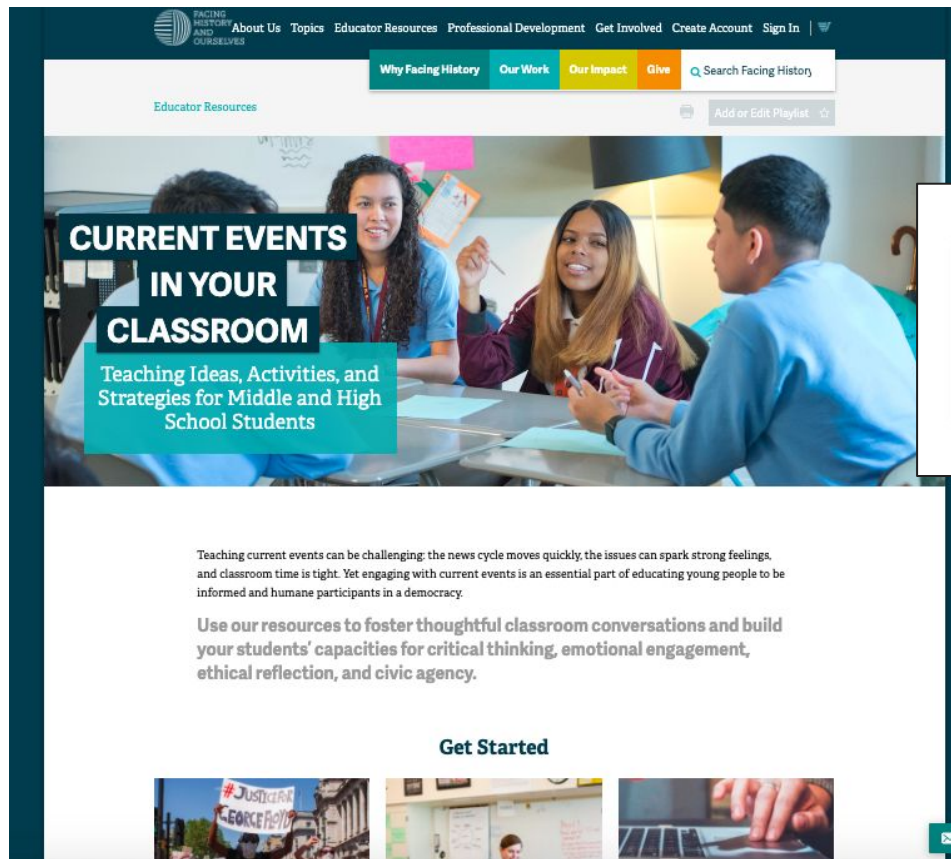
Let's consider how the history of...has impacted what we see today.

What institutional policies might have contributed to this?

How might people's social identities affect their experiences in this situation?

What are some other explanations for this?

Current Events Work



The screenshot shows the top navigation bar of the Facing History and Ourselves website. Below the navigation bar, there's a search bar and a 'Why Facing History' dropdown menu. The main content area features a large image of three students in a classroom setting. Overlaid on this image is a dark blue box with white text that reads 'CURRENT EVENTS IN YOUR CLASSROOM' and a teal box with white text that reads 'Teaching Ideas, Activities, and Strategies for Middle and High School Students'. Below the image, there's a paragraph of text about the challenges of teaching current events and a 'Get Started' section with four small images: a protest sign, a classroom, a person reading, and a laptop.

CURRENT EVENTS IN YOUR CLASSROOM

Teaching Ideas, Activities, and Strategies for Middle and High School Students

Teaching current events can be challenging: the news cycle moves quickly, the issues can spark strong feelings, and classroom time is tight. Yet engaging with current events is an essential part of educating young people to be informed and humane participants in a democracy.

Use our resources to foster thoughtful classroom conversations and build your students' capacities for critical thinking, emotional engagement, ethical reflection, and civic agency.

Get Started

<https://www.facinghistory.org/educator-resources/current-events>

About Our Current Events Content

What is a Teaching Idea?

Our Teaching Ideas help you address specific events and issues in the news. With a variety of accessible resources and engaging teaching strategies, they can be used for all or part of a class period.

What is an Explainer?

New for the 2019 school year, our printable "Explainers" introduce key terms and ideas that are essential to understanding today's news. View our [latest explainers](#).

Going Deeper

Sign up below for our biweekly [current events emails](#) to receive links to additional videos, readings, historical sources and lessons to enrich your teaching of current events and connect to your curriculum.

View More Current Events Teaching Resources



FEATURED COLLECTION

Teaching Current Events: Global Immigration

There are more than 250 million migrants around the world, including more than 65 million refugees. Explore the policies.

[Add or Edit Playlist](#)



FEATURED COLLECTION

Teaching Current Events: Democracy and Civic Engagement

Democracies across the globe are increasingly fragile. Examine the health of democracy, voting and

[Add or Edit Playlist](#)



FEATURED COLLECTION

Teaching Current Events: Hate, Violence and Injustice

Hate is in the headlines around the world. These resources offer sensitive entry points to confront troubling violence and

[Add or Edit Playlist](#)



FEATURED COLLECTION

Tools and Strategies for Teaching Current Events

Find flexible tools to adapt for your classroom. Discussion strategies, media literacy lessons and recommended news

[Add or Edit Playlist](#)

Fostering Civil Discourse

How Do We Talk About Issues That Matter?

How we talk about things matters. The philosopher Hannah Arendt said that the essence of being human is participating in discourse with others:

However much we are affected by the things of the world, however deeply they may stir and stimulate us, they become human for us only when we can discuss them with our fellows. . . . We humanize what is going on in the world and in ourselves only by speaking of it, and in the course of speaking of it we learn to be human.¹

Yet we are not always equipped for these conversations. We may be able to share our views easily with those who agree with us, but how do we express our opinion while leaving room for someone else's viewpoint? How can we seek out or listen to those who hold different beliefs from our own? How can we ensure that our discussions are rooted in reliable information and that we treat each other with dignity and respect while discussing potentially contentious topics? Engaging in civil discourse means bringing your mind, heart, and conscience to reflective conversations on topics that matter, in ways that allow you to extend your understanding in dialogue with others. It does *not* mean prioritizing politeness or comfort over getting to the heart of the matter.

¹ Hannah Arendt, *Men in Dark Times* (New York: Houghton Mifflin Harcourt, 1968), 24–25.

