

WHO IS INCLUDED? GRAPHIC ORGANIZER

History textbooks have long been criticized for focusing on and celebrating the contributions of white settlers, Christian people, heterosexual cisgender men, wealthy people, and non-disabled people while marginalizing, erasing, and misrepresenting Black and Brown communities, Indigenous Peoples and Nations, LGBTQIA+ people, women, people in poverty, people who are disabled, and non-Christians.

Use the resources below for students to generate ideas for a graphic organizer to help the course's use of the textbook to be as inclusive and accurate as possible. The graphic organizer should be a way to spark questions about who is being centered and included as well as who is being marginalized and erased as they read the book. It should be a place for them to note questions they have as they read the book and a resource for inquiries throughout the year.

MODIFICATION:

You as the teacher could prepare a graphic organizer drawing attention to these communities in the textbook's words + images, and assign different teams of students the responsibility of catching omissions or marginalization throughout each chapter.

Special considerations:

- Many of these communities overlap (e.g., ethnoracial categories, gender, sexual identity, etc.); while it's useful to isolate them for the purposes of inclusion we want to remind students of the importance of *intersectionality* (e.g., this short [video](#) from Kimberlé Crenshaw who originated the term). Whether students or teachers create a graphic organizer, find a way to notice intersectionality (e.g., the textbook depicts many white women, but very few BIPOC women).
- These are not the only resources, of course! In addition, consider having students jigsaw these articles, assigning differentiated work based on student language needs, and selecting segments of the resources to support accessibility.
- These are not the only underrepresented or misrepresented groups in US history textbooks! Offer students an opportunity to nominate another community to investigate by sharing evidence of historic exclusion from textbooks and an explanation of their interest in this group.

GROUP 1: BLACK HISTORY

- [Teaching Black History](#) from the Center for K-12 Black History and Racial Literacy Education
- [Black Women Have Written History For Over A Century](#) by Erin Blakemore in *JSTOR Daily*.
- [Black History Is Not American History](#) by LaGarrett King in *Social Education*

GROUP 2: ASIAN AMERICAN HISTORY

- [Asian American Studies, K-12 Framework](#) from Asian American Research Initiative
- [The Necessity of Teaching Asian American History](#) by Erika Lee in *The American Historian*

GROUP 3: LATINE HISTORY

- [Latinx History](#) from Anti-Racist Teaching & Learning Collective
- [Latino History](#) from the National Museum of the American Latino
- [What My Students Don't Know About Their Own History](#) by Arlene Dávila in *The New York Times*

GROUP 4: LGBTQIA+ HISTORY

- [Queer History](#) by Christina B. Hanhardt in *The American Historian*
- [Queer People Have Always Existed—Teach Like It](#) by Cory Collins for *Learning For Justice*

GROUP 5: INDIGENOUS HISTORY

- [Native Knowledge 360: Framework for Essential Understandings of American Indians](#) from the Smithsonian
- [Without Indigenous History, There Is No US History](#) by Ned Blackhawk in *TIME*
- [Social Studies Education That Respects and Affirms Indigenous Peoples and Nations](#) from the National Council of Social Studies
- [Why Do Native People Disappear From Textbooks After the 1890s?](#) by Joshua Ward Jeffrey for *EdWeek*

GROUP 6: MUSLIM AMERICAN HISTORY

- [A People's History of Muslims in the United States: What Textbooks and the Media Miss](#) by Alison Kysia for Zinn Education Project

- [A Brief History of Islam in America](#) by Jennifer Williams for Vox
- [American Muslims: Facts vs. Fiction](#) from PBS

GROUP 7: JEWISH AMERICAN HISTORY

- [Jewish American Heritage Month](#) from the Library of Congress
- [Teaching Jewish History and Culture](#) by Miriam Plotinsky for *Edutopia*

GROUP 8: DISABILITY HISTORY

- [The Historical Discipline Has An Ableist Problem](#) by Michael Murphy in *The American Historian*
- [The Importance of Teaching Disability History](#) by Nicole Homerin for *Medium*

GROUP 9: WOMEN'S HISTORY

- [Where Are the Women?](#) from the National Women's History Museum
- [Supporting Curricular Promotion and Intersectional Valuing of Women in History and Current Events](#) from the National Council of Social Studies