

Georgia Museum Educators

May 9

1pm

Panel Discussion, Zoom

Divisive Topics Laws & Doing Difficult History

Featuring



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Divisive Concept Law Classroom Adaption

How can museums better support Georgia Classrooms?



WORKING WITH HOUSE BILL 1084

The Origin Story

Protect Students First Act

- The Protect Students First Act, the full text of which is available at <https://www.legis.ga.gov/legislation/61477> , requires ICS to prohibit its employees from discriminating against students and other employees based on race.

Divisive Concepts Law

- Part of the Protect Students First Act
- Identifies nine “divisive concepts” that include discussions of one race being inherently superior to another race, an individual bearing responsibility for the actions of other members of their race, ethnic scapegoating, ethnic stereotyping and more.

NOT Critical Race Theory

HOUSE BILL 1084 BANS NINE CONCEPTS

- **Divisive concepts' means any of the following concepts, including views espousing 25 such concepts:**
 1. (A) One race is inherently superior to another race; 27
 2. (B) The United States of America is fundamentally racist; 28
 3. (C) An individual, by virtue of his or her race, is inherently racist or oppressive toward 29 individuals of other races, whether consciously or subconsciously; 30
 4. (D) An individual should be discriminated against or receive adverse treatment solely 31 or partly because of his or her race; 32
 5. (E) An individual's moral character is inherently determined by his or her race; 33
 6. (F) An individual, by virtue of his or her race, bears responsibility for actions 34 committed in the past by other individuals of the same race; 35
 7. (G) An individual should feel discomfort, guilt, anguish, or any other form of 36 psychological distress because of his or her race; 37
 8. (H) Meritocracy or traits such as a hard work ethic are racist or were created by 38 individuals of a particular race to oppress individuals of another race; or 39
 9. (I) Any other form of race scapegoating or race stereotyping
- **Are teachers allowed to teach students historical concepts related to racial oppression, segregation, and or discrimination that are found in the Georgia standards of excellence?**

Schools are allowed to use “curricula that addresses the topics of slavery, racial oppression, or racial discrimination, including topics relating to the enactment and enforcement of laws resulting in racial oppression, segregation, and discrimination **in a professionally and academically appropriate manner and without espousing personal political beliefs;**”

DOES HOUSE BILL 1084 AFFECT MY INSTITUTION?

- If you have any K-12 facing initiatives, then your audience is directly impacted.
- Lack of adaption risks loss of audience base.

IMPACT ON THE CLASSROOM & WHERE YOU COME IN!

- Georgia functions under county rule, meaning every county may be handling HB 1084 differently depending on available resources, staff, and quality of teacher PD.
 - Not all counties have SS Coordinators, some rely on RESA Officers, localized leadership, and special guidance committees. **Know your localized instructional structures!**
 - Adaption success of HB1084 differs based on county resources. All school districts must adapt, but how they do so varies greatly based on localized skill and resource bases. **How might your institution help?**
- Administration, legal teams and new specially developed equity departments are guiding decision making, PD, planning, content approvals, some more strictly than others.
 - **Standard based instruction is the rule of the land.** Large reliance on corresponding standard's teacher notes for deeper instructional guidance (you can use these too).
 - **Widespread call for help facilitating instructional support/PD:**
 - Historical Research & Methods
 - Intro to Database/Archive Use
 - Experience & Dialogue Led Programming
 - Cultural Response Training
 - Inquiry & Project-Based Learning Opportunities

HOW DO WE BUILD PROGRAMMING AROUND HB 1084?

- **Standards Based Instructions:** Be clear how resource/program meets specific standards, this reinforces why your resource is acceptable for classroom use.
 - Consider creating resource user guides / pre-visit materials. Be clear on what to expect & why?
- **Know your local school district instructional review protocols:**
 - Consult GADOE SS and local SS Coordinators/RESA Officers to request relevant instructional planning Resources and localized guidance documents.
- **Stay up to date and become a source of localized guidance and support:**
 - Review the FY23 Administrative Bulletin Guidance for the Protect Students First Act.
 - Connect with local ss leaders and join guidance committees and leadership groups.
 - Facilitate PD and help districts with resource and instructional needs.
- **Encourage the Use Primary and Secondary Sources:**
 - Care must be taken to preview any source for appropriateness for your specific students and circumstances. Often sources are reflective of the time and context in which they were created. Carefully consider your audience and purpose before selecting your sources.
 - Make sure that the content is age-appropriate and meets district guidance.



WHERE TO CONNECT

To reach P-16 Audiences you must integrate your work within shared and trusted spaces and be able to explain why your institution should have a place at the table.

- **Trusted Online Spaces:** Vetted & trusted resources, usually pre-cleared by school security clearance.

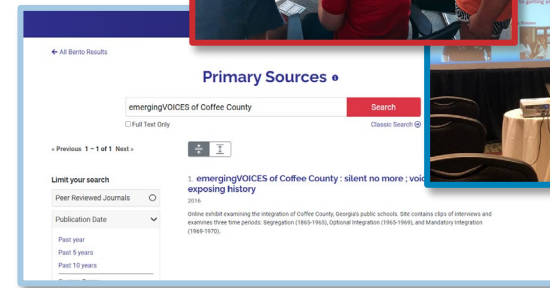
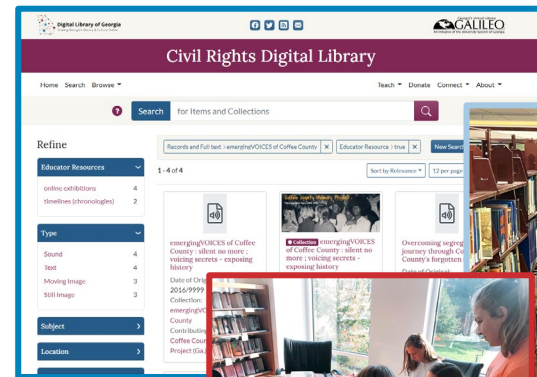
- Digital Library of Georgia (Civil Rights Digital Library, Georgia Historic Newspapers)
- GALILEO
- New Georgia Encyclopedia
- Georgia Historical Society
- Georgia Public Broadcasting
- National Resources:
 - LOC,
 - National Archives
 - Digital Public Library of America
 - etc.,

- **Educator Networks:**

- GA DOE SS Promotion/ GA DOE SS Leaders Meetings
- GCSS Monthly News Blasts
- National History Day Georgia Teacher Listserv
- Frequented Conferences/Events
- Popular Social Media Channels, Private Groups, and Hashtags

- **Collaborative Partnerships:**

- State SS Stakeholders:
 - Georgia Humanities/National History Day Georgia
 - Georgia Council for the Arts
 - Georgia Association of Museums
 - The Center for Civic Engagement – Georgia
 - Georgia Council on Economic Education
 - Georgia Historical Society
 - Georgia Archives
- University Libraries, Archives, Continuing Education Major Specific Undergraduate and Graduate Programs.



CONTACT ME!



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