

Tips for Tackling Sensitive History & Controversial Current Events in the Classroom

Teaching about issues related to slavery, lynching, Jim Crow, race, etc. includes addressing tough topics such as violence, murder, terrorism, racism, and more – not just as remnants of things long ago and far away, but also in how they are still at play in today’s society. This can be challenging for teachers and students alike. To ensure effective and successful teaching and learning, preparation is key, otherwise, as Thomas Edison wisely said, “A good intention, with a bad approach, often leads to a poor result.” In addition to the recommendations listed below, teachers should consult vetted sources for additional recommendations, such as [Teaching Tolerance](#) and [Facing History and Ourselves](#). Additionally, the [US Holocaust Memorial Museum’s Guidelines for Teaching About the Holocaust](#) are beneficial to follow when covering any difficult history.

Educate Yourself

There is always more to learn, and re-learn. Research and read as much as you can, from as many different vetted sources as possible. Seek out professional development and reach out to area universities and/or historical organizations (museums, preservation organizations, etc.) to gain as much comprehensive knowledge. When preparing to cover issues pertaining to slavery, lynching, Jim Crow, issues of race, etc., it is important that you consider your own biases and/or discomfort surrounding the issues. When you know better you do better, so be willing to re-think, re-learn, and reflect. Reach out to other faculty members and colleagues who you think may be interested in exploring these themes with you, and develop partners and advocates with strong standing both within your school, the community, and at large. This can prove to be helpful not only in keeping you motivated during your learning, but also in having a vetted support system should your pedagogical methods or content be challenged in anyway.

Professional Protections

Plan for the worst and teach for the best. Unfortunately, it seems that just about any topic can be deemed controversial today, and when teaching about sensitive past or present issues, parents and students may push back. This might be due to their own discomfort or it is possible they were taught incorrect information in the past. It is thus important that you are proactive and prepared when delving into “hard history” and controversial current events. Expect to get questions at a minimum, if not outright challenges or complaints. Sample steps to take (just in case) to protect yourself professionally might include:

- Discuss your plans with your administrators and show how your plans directly connect to the teaching standards and skills you are charged with covering.
- Seek out partners and advocates with strong standing, both in the community and beyond. Such resources (individuals and organizations) can help you with everything from vetting the content and approach you share, to legitimizing your reasoning for covering such content. This could include a local history museum, a chapter of the NAACP, a social justice organization, university professors, etc.
- Form a school-based curriculum committee. This committee can include school staff, as well as potential community partners like those just mentioned above. The committee can serve to back up and legitimize the work of integrating “hard history.” If an issue arises, rather than being one teacher faced with a challenge to the curriculum, there is a committee in place to offer more systematic protection.

- When delving into sensitive history or current events, be transparent. Give parents/families notice of your plans and intentions in a positive manner with a letter sent out on school letterhead. Explain what you intend to cover, your teaching and learning goals, why this is important, and how it connects to teaching standards.
- Talk through your lesson planning with trusted individuals and experts. News stories abound with teachers, who likely had the best of intentions, doing something in class that was deemed terribly inappropriate for the content they were hoping to convey. By collaborating with others, an advisor can offer other perspectives on how your ideas and strategies might be received and help vet the pedagogical soundness of your approach.
- Always be clear about your intentions. As poet Amanda Gorman wrote, “Being American is more than a pride we inherit. It’s the past we step into and how we repair it.” In everything you do, educate to empower, repair, and move forward – do not sensationalize or divide. And ensure your audiences understand your intentions in this regard.

Know Yourself. Know Your Students. Know Your Community.

This work looks different in every single classroom. While there may be universal recommendations, every class in every school is made up of different personalities, backgrounds, levels of knowledge, etc. It is thus important to always reflect on who your students and families are, who you are, and how that translates to the community in which you teach.

Always ask yourself questions such as: What are the racial and social demographics of your classrooms? What is your racial identity and how does it compare to the racial demographics where you teach? What type of relationship do you have with your students and their families? How do you think your students see you or interpret what you say? What assumptions might they make? What assumptions might you be making? These can be tough questions to ask and answer honestly, but it is up to each teacher to draw on relationships with students and families and a strategically built foundation of classroom respect and communication in order to know how to (and how much to) engage students in hard history and controversy. Be cognizant of the makeup of your classroom, from race to background, and how this compares to your own and/or might impact your messaging. Understand that this work will look different in every individual classroom, based on who you are, who your students are, and what kind of relationships you have with them and the overall community.

Always consider the grade level and maturity of your students when selecting content, and always be prepared to support students if they become upset or emotional in ways they aren’t able to articulate. Time for processing and reflection together is key so that you don’t send a student home extremely upset and/or confused about something that took place in class. Implementing journaling and “exit tickets” can be helpful in knowing where students are at with the material you are covering.

Also, considering what your role and standing is within the school community and beyond can help inform your approach. Do you have strong relationships within the school and with your students and their families? If the answer is no, it doesn’t mean you can’t teach this. It just means this needs to inform how you teach this. Always ensure students, families and the school community understand your intentions, your rationale, and the clear learning goals you have set.

Know How To Talk About and Teach About Race

“Wanting to avoid discomfort or conflict, many teachers avoid open conversations about race in their classrooms. These concerns, while reasonable, only underscore how important it is to find ways to make the classroom a safe space in which to talk about race and ethnicity.” (Teaching Tolerance)

Many teachers believe that assuming and teaching a “colorblind” stance and/or ignoring race altogether is the safest path in the classroom. Have you ever heard someone insist that they “don’t see color,” or that “there is only one race, the human race?” While the intention may be good, the reality is that comments like that ignore the fact that race influences our lived experiences and has influenced the shaping of our society since its founding in systemic ways. Teachers and students alike must be able to speak respectfully and honestly about the present and past realities as it comes up and directly connects to ones standards and lesson objectives.

Teachers must delve into such subjects, however, with extreme preparation, research and structure. (See, for instance, Teaching Tolerance’s [Let’s Talk! Discussing Race, Racism and Other Difficult Topics With Students](#) as a starting point for preparation.) “Educators have varying comfort levels when it comes to talking about race but, regardless of your comfort level, setting clear guidelines for discussion is an essential first step. Involve students in this process by asking them what kinds of guidelines they need to feel safe to express their ideas.

Conversations like this are also more positive when students have a relationship with the teacher and with each other – when the class identifies as a “community” and understands that their classroom is a place of support and respect. Investing time, especially at the start of your year, to let students get to know one another and share about their own identities in structured ways (such as through the integration of poetry or mindful activities) can help make the exploration of such topics more successful.

Any Call for “Neutrality” is Itself Political

Today’s teachers are constantly worried about being labeled as biased or getting accused of “indoctrinating” students. What sometimes results is an unfortunate avoidance of anything deemed potentially controversial in the K-12 classroom due to an unrealistic and even harmful adherence to an impractical concept of “neutrality.”

According to Alyssa Hadley Dunn, “Everything in education—from the textbooks to the curriculum to the policies that govern teachers’ work and students’ learning—is political and ideologically-informed...Both what is taught and how it is taught is shaped by the cultural, social, political, and historical contexts in which a school is situated. We can’t pretend that teachers can leave these contexts at the door.” ([Source](#)) To be clear, she is not referring to teachers sharing their personal political views, such as endorsing candidates for office or heralding one political party over another. Rather, she argues that the call for neutrality that leads teachers to avoid discussion of “controversial” issues (such as racism, inequality, gun violence, difficult historical topics, etc.) out of fear of appearing political or partisan, is problematic. The K-12 classroom, when organized and prepared appropriately, is an ideal place for every citizen and community member of our nation to learn how to effectively consider, research, form arguments about, respectfully discuss, and learn about hot button issues of our past and present. Teaching critical thinking and allowing students to consider current events in balanced and responsible ways, with the intention of moving our communities forward, is not indoctrination. It’s good teaching.

Consider Your Classroom Space

Does your classroom feel inviting and safe? Do all students, of all races and backgrounds, feel represented in your classroom décor and resources? Is your classroom set up for productive controversial issues discussions? Space and how it makes you feel can impact the success of teaching and learning about sensitive issues, so take an honest look at your classroom and consider whether you can make any improvements. Consider how student seating is arranged and experiment with flexible seating and configurations that will allow students to see and speak with one another, whether in small

groups or as an entire class. You might want to create writable spaces for students, from covering student desks/tables or walls with butcher paper, to having dry erase easels or boards for students, so that they can process material both verbally and in writing. Enlist student assistance in designing bulletin boards to make your classroom more representative and inclusive, and even seek their opinions and suggestions on making the space more comfortable and/or inviting.

Set Your Students Up for Success

“By failing to prepare you are preparing to fail.” It is imperative that teachers work with their students to create a safe, classroom space with clear standards and shared expectations for language, behavior, participation, discussion, etc. This doesn’t happen naturally and can only be guaranteed through diligent preparation. Before embarking into any hard history or controversial issues, it is important that students are first taught specific classroom procedures for appropriately conversing, and that they are given the chance to practice effective ways of participating in small group and class discussions. (For sample activities, see Carolina K-12’s [Classroom Management & Setting Expectations activities](#), located in the Database of K-12 Resources.)

Also, ensuring students understand WHY this is important. Be honest that while it might be easier to skip this type of content and conversation all together, you want to prepare them for success in life and empower them to make a difference.

Start Small

It’s easy to become overwhelmed by all the content and skills we are expected to teach, without adding in the extra work it requires to teach hard history and potentially controversial issues in the classroom. But remember, it’s not all on you and you don’t have to turn your entire planning guide upside down immediately. You can start small and take it step by step. Perhaps you add a new bulletin board or poster to your classroom walls, try out a new lesson or activity, or integrate a more [inclusive practice](#). It’s easy to feel like a deer in headlights, so just start with one thing, one improvement – and likely, that one thing will lead to more great things.

Be an Active Facilitator

When covering sensitive material, try to be a balanced facilitator. Create a climate that refrains from shame and blame, and rather calls students in rather than calling them out. Actively facilitating in this climate means neither dominating or passively observing. Your role as the teacher includes the duties to:

- Always remind students of your intentions and the goals/objectives of the lesson
- Provide reminders about respectful communication
- Ask students for clarification on statements that aren’t clear or may be problematic
- Re-phrase questions when needed
- Correct inaccurate information
- Summarize and review main points
- Lead students in reflecting
- Immediately refute/condemn any hateful language
- Remind students why what they are learning about is important
- Always provide time for processing, reflection and debriefing

Try Viewing Your Students as “Co-Teachers”

In an article by Dr. Christopher Emdin of the Teachers College at Columbia, he discusses the importance of teachers embracing “reality pedagogy,” which interrupts the classic notion that teaching is about managing students and policing their behavior in reactive ways. Instead, he encourages a shift to the mentality of viewing students as “co-teachers,” learning from them as much as they learn from you, by creating a classroom space for connection and dialogue about how students are experiencing your classroom and the world beyond it. As he explains, “Co-teaching requires that teachers be humble enough to become students of their students—especially the students who have been most harmed, and will benefit most from a teacher listening to their experiences. In my first years of teaching [in NYC after 9/11], I never asked to hear my students’ thoughts about having to sit and learn while the world around them was going crazy. I didn’t make space for my Muslim students to heal from being targeted. But if I had started that dialogue, I would have learned a lot from them about how I could have been a better teacher.” ([Source](#))

Cover a Comprehensive Narrative, Acknowledging the Complexity

Teach students to think critically about history, questioning the conventional narrative presented in most textbooks to see a more comprehensive understanding of all peoples’ experiences. Critical thinking includes examining the common ways in which historical fact is presented, questioning sources, considering bias, etc. Teachers must always also ask whose stories are being elevated in the lessons one chooses to teach. Whose stories are invisible, missing and/or secondary and why? The answers to these questions are often where you will find the stories that need to be included.

Studying the history of the Civil War, Reconstruction, lynching, Jim Crow, etc. raises very difficult and complicated questions about human nature and behavior. Despite the sensitive nature of these subjects, do not sanitize or simplify the past or present for your students. This is not as simple as good versus bad or white versus black; rather, it is much more complicated and systemic. Help students understand that the racial history of the United States is long and complex, with many steps forward and many steps back, and that grappling with it is one way to push our nation forward. As John Oliver smartly said, “History when taught well shows us how to improve the world, but when taught poorly tells us that there is nothing to improve.”

Being able to cover a comprehensive narrative also involves being a life-long learner. Many teachers were not taught a comprehensive history themselves. And while the realities of teaching mean that time is a limited commodity, it is imperative to maintain your connection to being a scholar. Take courses, read, join a discussion group, write/blog – find ways to continue expanding your own foundational knowledge and perspectives.

And always remember that as a teacher, it is acceptable (and in many ways quite powerful) to say to your students, “I don’t know.” This can be a teachable moment in showing them what it means to be a life long learner, how to seek out vetted sources, and also, sends an important message that you are humble. It is also powerful to say, “I made a mistake” or “I apologize.”

Teach Resistance & Educate to Empower

Dr. Hasan Jeffries wrote in his preface to “Teaching Hard History” that “the saga of slavery is not exclusively a story of despair; **hard history is not hopeless history.**” Our past is filled with complex and terrible narratives. And it is also filled with wonderful and beautiful things. It is imperative that we not teach history as a recounting of victimization only. While it is certainly our responsibility to teach the “hard history,” we must also teach the ways various individuals, groups, organizations, etc. have resisted

throughout each and every time period. Help students see that in today's world, which is still grappling with so many of the same issues, their willingness to face this history can help us fix the lingering problems. Empower them to be active, engaged members of their community, making a difference in whatever ways are meaningful to them. Remember that it's not just the choices you make about which histories to teach that matters. It's also about how you make your students feel while learning it.

Integrate Primary Sources

Teachers should utilize primary sources & historical documents (beyond the typical and more common narratives) to represent the diverse voices and experiences of enslaved persons. This allows students to "DO history" and to gain a more comprehensive understanding of history. However, primary sources (imagery, in particular) that are graphic should be used very judiciously. With any primary source selected, it is important to understand its direct connection to your lesson objective. Select primary sources that do not "exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves. Do not skip any of the suggested topics because the visual images are too graphic; instead, use other approaches to address the material." (USHMM)

Preview All Material

Be sure to preview all resources to be sure they are appropriate for use in your classroom.

Use Sound Pedagogy

In studying complex human behavior, many teachers rely upon simulation exercises or role plays meant to help students "experience," empathize with or better understand unfamiliar situations. However, students should never be put into the position to simulate slavery or any past or present situation pertaining to violence and/or hate. Classroom activities such as these fail to meet learning objectives, lead to incorrect assumptions regarding the understanding of suffering and trauma, and can actually perpetuate racial tensions.

While creative writing activities can be used in meaningful ways, teachers should ensure the learning objective(s) of the activity is/are clear and instructions specific to meeting such objectives.

See <https://www.ushmm.org/educators/teaching-about-the-holocaust/general-teaching-guidelines> for additional details.

Focus on Humanity & Individuality

It can often be hard for students to realize history that involves mass murder, violence, injustice, etc. "12.5 million enslaved Africans" or "6 million Jewish people" is overwhelming to comprehend and connect to, so it is important to show and constantly remind students that these were individual lives—people with hopes and dreams and favorite foods—behind the statistics. Always emphasize the diversity of personal experiences within the larger historical narrative, which breathes life back into otherwise less impactful history.

Find the Right Balance

With all difficulty topics, it is important for educators to teach a comprehensive history, but at an age-appropriate level that empowers students, rather than overwhelms them to the point that they "check out." As the Equal Justice Initiative says about teaching the history of lynching, "The history of lynching in America is undeniably brutal and disturbing; yet avoiding this brutality disallows meaningful understanding of U.S. history. The ongoing challenge for teachers will be finding a balance between engaging and confronting the reality in its difficulty, while also supporting the emotional experience of

students.” Explore what it means to learn about the pain and trauma of others with your students. Also understand that each student, depending on their own heritage, race and lived experiences, may be impacted and effected in different ways, as well as very personal ways, by the same lesson.

“Lean Into It” – And Never Leave Mad

Allow students to share what makes them nervous about broaching these subjects in class. But make them understand why it’s important to do this work anyway. Keep an open dialogue regarding how students are feeling as they process the information shared and be prepared to deal with emotional reactions and tense moments. Dr. Tim Tyson recommends teachers and students (and anyone broaching hard conversations about race) “lean into it” rather than getting angry, defensive, and retreating. “I just tell people to *lean into it*, as far as the inevitable racial discomfort goes. We're so afraid to speak in front of each other - we're afraid we're going to say the wrong thing, phrase things badly, bring up something awkward, then we're going to feel bad, and people are going to get angry. As far as discomfort goes, we have to lean into it. Rather than fleet discomfort, be willing to step into it just a little bit and experience it. It's a good learning environment, racial discomfort. You can learn a lot about yourself and other people in that environment, if you're willing to endure it a little bit -- it's rarely fatal, really.”

Make Connections to Today

James Baldwin said, “History is not the past. It is the present. We carry our history with us. We are our history.” Involve students in finding connections between the struggles of the past and what is happening today. Productively evaluating hard histories, such as the legacy of slavery, lynching, Jim Crow, etc. in the United States helps us understand modern realities that demand change. Empower students to consider the ways they can work to highlight, grapple with and solve today’s problems.

Summarize & Reflect

At the end of any discussion, summarize the main points, which helps students recall, review and reconsider the content of the discussion. Always allow time for final reflection, which is critical for students to process comments made by others, as well as intensify their own awareness/learning and/or develop changes in attitudes and opinions. Opportunities should be provided for both verbal and written responses, which can allow more quiet students to respond. This also provides the important chance for everyone to unwind and calmly consider all diverse views presented on the issue. Ideally, teachers will student responses to develop extension activities that will build community and support differing viewpoints.

When Challenged or Receiving Negative Feedback

If you receive any kind of questioning or negative feedback based on a lesson or discussion from your course, how you respond is critical. Do not jump to defensiveness or fear, nor respond in anger. Before responding, weigh and consider the inquiry you’ve received. Be willing to listen and converse about your intentions, and explain your reasoning and teaching methods. Seek counsel from a trusted advisor and respond with transparency and warmth. For instance, “Thank you so much for contacting me and providing this important feedback. I would love to discuss my methodology and how this relates to the NC Standard Course of Study, as well as hear more about your concerns. Together, I’m sure we can figure this out.”

Start any conversation (written or verbal) with something positive. For instance, if the person you are speaking with is a parent, ensure you begin by sharing something authentically positive about the person’s child. And always thank the person who has contacted you for taking the time and interest to come to you. If meeting face-to-face, depending on the situation, you may find it helpful to have a third

party join you. After any a face-to-face conversation, always follow up with a summary of what was discussed in writing (i.e., via e-mail) as a means of documentation.

If it turns out you made a mistake, simply acknowledge your willingness to keep learning and improving.

For Further Assistance

In our increasingly politicized and polarized world, many teachers hold concerns regarding divisiveness within the classroom and unfounded accusations from the outside. Yet, teachers play an absolutely critical role in helping students navigate our complex past and present. An ideal classroom is a safe and courageous space where young people can become more informed, think critically, learn to consider alternative perspectives, and feel empowered. If you are seeking additional assistance, from curriculum recommendations to pedagogical assistance, we are here to help and/or connect you with the support you need. Contact us at:

Further Reading

- [Confronting hard history](#) | Hasan Kwame Jeffries
- [Teaching Hard History Podcast](#)
- [A Talk to Teachers by James Baldwin](#)
- [James Baldwin's Lesson for Teachers in a Time of Turmoil](#)
- ["Reality Pedagogy" is Teaching as a Form of Protest](#) (article) and [video](#)
- ['Education is Political': Neutrality in the Classroom Shortchanges Students](#)
- [From Juneteenth to the Tulsa massacre: What isn't taught in classrooms has a profound impact](#)
- [The Problem with History Classes](#)
- [Teaching About Controversial Issues: A Resource Guide by CHOICES](#)
- [Learning for Justice: Let's Talk!](#)
- ["A Pathway to Racial Literacy: Using the LETS ACT Framework to Teach Controversial Issues"](#)
- ["Teaching Controversial Issues in a Time of Polarization"](#)