

CHAT TRANSCRIPT
A Discussion of Ava DuVernay's 13th
#Docuhistory with Walter D. Greason and Kevin Gannon
Moderated by Joe Schmidt
June 4, 2020

Edited to remove personally identifiable information.

Question: One question from my students — how should young people, unable for one reason or another (parents, transportation) to take part in protests become involved and be advocates for change.

Question: My 13 y-o son, who joined me in watching the film, would like to know this long history of criminalizing black and brown bodies is largely absent from K-12 education.

Question: Can you suggest a US history textbook for grades 9-12 that supports the film and a more inclusive narrative?

Question: Is ALEC still involved in lawmaking?

Question: I teach in a rural school district. My kids are constantly asking how they can get involved when we're, literally, HOURS away from a big city.

Question: I'm wondering what kind of success people have had finding space for 13th in a World History course.

Question: How do I address that some of the images may be very upsetting/traumatizing to some students in my class?

Question: I'm a social studies teacher and myself and other English teachers show the documentary — but are there any resources available for other subjects so my students are exposed to this in the most amount of ways possible?

Question: Thinking through a world history lens — could you talk about comparisons/contrasts we see between other nations and the US who abolished slavery and have seen similar issues with criminalizing blackness?

Question: What articles/publications could be accessible for high school students to read that give them better understanding of the issues raised in 13th?

Question: I'm viewing this film with my students this week. Here's one of their questions from today: "Why does ALEC still exist and why is it legal?" (they had so many great questions!)

Resource: We have a list of resources suggested by Kevin & Walter on the page for this event: <https://fsp.duke.edu/events/docuhistory-13th/>. And happy to add others if people have suggestions today!

Question: Yes — How to take change and civics. Civics is part of H/SS starting at grade 2 in CA. Yet, my Ss asked why it wasn't until gov until that connection was made — my heart broke Tues.

Comment: Great advice! Thank you

Question: A question from my students that I struggled to answer in a clear way today was — why aren't these laws — 3 strikes, mandatory sentences etc. — challenged on their constitutionality?

Comment: my students asked that too

Resource: American Social History Project: Who Built America

Question: I am using the 13th to talk about the production of race in colonial and postcolonial spaces—with the US as an example of an empire. I am using the documentary in my course Introduction to Anthropology. Thanks so much for organizing this discussion! The feedback I've gotten from students is a mix of shock, rage, and sometimes an unwillingness to accept this history. I have a quick question: could we save this chat? the questions are wonderful, and I'd love to return to them. thank you!

Resource: US History teacher here: Henretta's "America" is really good from my experience. Also LGBTQ+ history is included.

Resource: Thank you for this suggestion — we'll save the chat yes and can post it along with the video on our site!

Question: I work for the Haitian American Museum of Chicago. From a US perspectives, how should we educators address events like the Haitian Revolution and the occupation of Haiti? (I saw Dr. Gannon mention it on Twitter the other day.)

Question: Best resources/collection for docs/stories/excerpts to use with Modern World? Especially for differentiation and UDL.

Comment: Yes — Women are part of history. I push back on my dept with that.

Resource: We did a #docuhistory on the Haitian Revolution & have a film and resources here: <https://fsp.duke.edu/events/docuhistory-egalite-for-all/>

Comment: NYHS WAMS curriculum is great!

Comment: Thanks. A few district teachers and I are looking at reworking Modern World thematically with SDGs.

Question: One through line seems to be the use of violence to enforce the norms of the powerful. How, in general do you teach about the role

of violence in history? It seems to be everywhere and nowhere at the same time.

Resource: great Op-Ed piece connected to this:

<https://www.nytimes.com/2020/05/29/opinion/sunday/united-states-cold-war.html>

Question: In addition to these wonderful ideas, I wondered if, in a more narrow way, there might be an opportunity for students to compare the post-emancipation moment in St. Domingue to that “same” moment in the United States.

Comment: thank you for your suggestions!

Resource: <https://ushistoryscene.com/article/graphic-content-warning-the-show-must-go-on-prof-kevin-boyle-on-the-lynching-photograph-of-lynching-of-thomas-shipp-and-abram-smith-august-7-1930-in-marion-indiana/>

Comment: It is a great connection to the conversation about showing the George Floyd video nonstop

Resource: Artist Ken Gonzales-Day did a series of lynching photos that removed the victims, which might be more appropriate for some students. <https://kengonzalesday.com/projects/erased-lynchings/>

Resource: TT has the film and learning resources for An Outrage : <https://www.tolerance.org/classroom-resources/film-kits/an-outrage>

Comment: The series Alyssa mentioned are SO very powerful!

Resource: Another great history textbook: To Make Our World Anew: The History of African Americans

Comment: It why all elections, including local elections matter!

Comment: Reading laws is hard, but necessary, in order to write them. If ALEC can write unjust laws, our students can write just ones.

Comment: I love that. Have students write laws as class assignments.

Comment: Thank you all for this

Comment: Thank you!!!

Comment: Thank you so much!

Comment: thank you!!!!

Comment: Thanks!

Comment: thank you