REGULAR CALENDAR

January 25, 2022

**HOUSE OF REPRESENTATIVES** 

REPORT OF COMMITTEE

The Majority of the Committee on Education to which

was referred HB 1632-FN,

AN ACT relative to civil rights education in public

elementary and secondary schools. Having considered

the same, report the same with the recommendation

that the bill be REFERRED FOR INTERIM STUDY.

Rep. Alicia Lekas

FOR THE MAJORITY OF THE COMMITTEE

Original: House Clerk

# MAJORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	HB 1632-FN
Title:	relative to civil rights education in public elementary and secondary schools.
Date:	January 25, 2022
Consent Calendar:	REGULAR
Recommendation:	REFER FOR INTERIM STUDY

## STATEMENT OF INTENT

This bill adds instructional requirements for civil rights and acts of discriminatory injustice to the course of instruction in schools concerning national and state history and government. Communities have communicated events of history are not being covered adequately. With Black History Month approaching, schools should take some time to discuss where this country has come from and to further discuss where and how improvements can be made. The purpose of this Interim Study is not to assign new instruction to teachers, but to take a look at current curricula to see if there is a way to make sure the civil rights movement is being taught well, to include the ills of our past leading to present day. The purpose of the bill is not to add more on the shoulders of our teachers.

Vote 10-9.

Rep. Alicia Lekas FOR THE MAJORITY

Original: House Clerk

#### REGULAR CALENDAR

Education

HB 1632-FN, relative to civil rights education in public elementary and secondary schools. MAJORITY: REFER FOR INTERIM STUDY. MINORITY: INEXPEDIENT TO LEGISLATE.

Rep. Alicia Lekas for the **Majority** of Education. This bill adds instructional requirements for civil rights and acts of discriminatory injustice to the course of instruction in schools concerning national and state history and government. Communities have communicated events of history are not being covered adequately. With Black History Month approaching, schools should take some time to discuss where this country has come from and to further discuss where and how improvements can be made. The purpose of this Interim Study is not to assign new instruction to teachers, but to take a look at current curricula to see if there is a way to make sure the civil rights movement is being taught well, to include the ills of our past leading to present day. The purpose of the bill is not to add more on the shoulders of our teachers. **Vote 10-9.** 

Original: House Clerk

REGULAR CALENDAR

January 25, 2022

**HOUSE OF REPRESENTATIVES** 

REPORT OF COMMITTEE

The Minority of the Committee on Education to which

was referred HB 1632-FN,

AN ACT relative to civil rights education in public

elementary and secondary schools. Having considered

the same, and being unable to agree with the Majority,

report with the following resolution: RESOLVED, that it

is INEXPEDIENT TO LEGISLATE.

Rep. Linda Tanner

FOR THE MINORITY OF THE COMMITTEE

Original: House Clerk

# MINORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	HB 1632-FN
Title:	relative to civil rights education in public elementary and secondary schools.
Date:	January 25, 2022
Consent Calendar:	REGULAR
Recommendation:	INEXPEDIENT TO LEGISLATE

# STATEMENT OF INTENT

The minority believes that curriculum decisions are a local school district responsibility and should not be prescribed in statute.

 $\begin{array}{c} \text{Rep. Linda Tanner} \\ \text{FOR THE MINORITY} \end{array}$ 

Original: House Clerk

#### REGULAR CALENDAR

#### Education

HB 1632-FN, relative to civil rights education in public elementary and secondary schools. INEXPEDIENT TO LEGISLATE.

Rep. Linda Tanner for the **Minority** of Education. The minority believes that curriculum decisions are a local school district responsibility and should not be prescribed in statute.

Original: House Clerk

#### HOUSE COMMITTEE ON EDUCATION

#### **EXECUTIVE SESSION on HB 1632-FN**

**BILL TITLE:** relative to civil rights education in public elementary and secondary schools.

**DATE:** January 25, 2022

**LOB ROOM:** 207

**MOTIONS:** REFER FOR INTERIM STUDY

Moved by Rep. A. Lekas Seconded by Rep. Hobson Vote: 10-9

CONSENT CALENDAR: NO

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep Melissa Litchfield, Clerk

# HOUSE COMMITTEE ON EDUCATION

EXECUTIV	E SESSION on Bill #	
BILL TITLE: Pelative  DATE: 1/25/22	e to civil night in public elemen & condi	stary and any schools
LOB ROOM: 201		(
MOTION: (Please check one box)		
□ OTP □ ITL	☐ Retain (1st year)	☐ Adoption of
/ /	Interim Study (2nd year)	Amendment # (if offered)
Moved by Rep. LCLAS	Seconded by Repto Low	Vote: 10 - 9
2500000 (2)		
MOTION: (Please check one box)		
□ OTP □ OTP/A □ ITL	☐ Retain (1st year)	☐ Adoption of Amendment #
	☐ Interim Study (2nd year)	(if offered)
Moved by Rep.	Seconded by Rep.	Vote:
MOTION: (Please check one box)		
□ OTP □ OTP/A □ ITL	☐ Retain (1st year)	Adoption of Amendment #
	☐ Interim Study (2nd year)	(if offered)
Moved by Rep.	Seconded by Rep.	Vote:
MOTION: (Please check one box)		
□ OTP □ OTP/A □ ITL	☐ Retain (1st year)	☐ Adoption of
	☐ Interim Study (2nd year)	Amendment# (if offered)
Moved by Rep.	Seconded by Rep.	Vote:
CONCENTO	AT ENDAD. VEC	NO
	ALENDAR:YES _	7
Minority Report? V Yes	No	LUMAMMotion
	- Company of the Comp	
Respectfully submitted		Litchfield, Clerk

# OFFICE OF THE HOUSE CLERK



1/10/2022 8:57:50 AM Roll Call Committee Registers Report

## 2022 SESSION

Education

Bill #: 1632	Motion:	Herim	CHICLIAM#	Exec Session Date:		125/22
		<del>/                                    </del>	177		7	/

	ACTIVITIES STATE	North Honor	
<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
lust			
Ladd, Rick M. Chairman			
Cordelli, Glenn Vice Chairman (4) Graphill	1 2		
Litchfield, Melissa A. Clerk	3		
Boehm, Ralph G. 15+			
Lekas, Alicia D.	4		
Moffett, Michael	5		
Hobson, Deborah L.	6		
Ford, Oliver J.			
Soti, Julius F.			
Nelson, Bill G.	9		
Myler, Mel-Walz, Mary Beth		2	
Luneau, David J. / 6)	•		
Cornell, Patricia		3	
Tanner, Linda L.		4	
Ellison, Arthur S. Pop Wallner		5	
Mullen, Sue M.		6	
Woodcock, Stephen L.			
Porter, Marjorie		5	
A. Hall, Muriel C.		9	
TOTAL VOTE:	10	19	

#### HOUSE COMMITTEE ON EDUCATION

#### **PUBLIC HEARING ON HB 1632-FN**

BILL TITLE: relative to civil rights education in public elementary and secondary

schools.

**DATE:** January 19, 2022

LOB ROOM: 207 Time Public Hearing Called to Order: 9:10am

Time Adjourned: 9:42am

<u>Committee Members</u>: Reps. Ladd, Cordelli, Litchfield, Boehm, A. Lekas, Moffett, Hobson, Ford, Soti, B. Nelson, Myler, Luneau, Cornell, Tanner, Ellison, Mullen, Woodcock, Hall and Porter

**Bill Sponsors**:

Rep. Ulery Rep. A. Lekas Rep. Wuelper Rep. Bernardy Rep. T. Lekas Rep. Stapleton

#### **TESTIMONY**

#### \*\* Amendment attached

#### \*Rep. Ulery

- Sponsor of bill
- Looking to introduce the McGraw Hill program: Civil Rights: A global perspective

#### Rep. Moffett

- Stand alone course or embedded?
- Response: Either/or

#### Rep. Tanner

- How is this topic taught now in NH? How does this not conflict with the Divisive Concepts bill?
- Response: This has nothing to do with Divisive Concepts.
- Not enough is taught in schools about being individuals.

#### Rep. Cornell

- Is he proposing this particular (Dr. Daniels) course material?
- Response: There are other curriculums as long as these materials are covered.

#### Rep. Luneau

- Would this apply to non-public schools?
- Response: No, just public and charter

#### \*Megan Tuttle - NEA NH

- Opposes bill
- Fear among educators about what they can and can't say.
- Also similar legislation already out there.
- Feels this is already in statute/rules in place.

<sup>\*</sup> Use asterisk if written testimony and/or amendments are submitted.

#### Rep. Ladd

- Is the following actually being taught in classrooms Chinese labor, genocide, holocaust, etc.
- Response: She believes in some classrooms in NH.

#### \*Debrah Howes - AFT-NH

- Teaches Union in NH, opposes the bill
- Feels this mandate may short change other history lessons.

#### Alma Elhurni

- Opposed the bill
- Why do we feel the need to project a perfect America Why do we need to showcase the faults of others?
- Our atrocities have nothing to do with those of other governments.

#### \*Frank Knaack - ACLU- NH

- In opposition of bill
- Feels this legislation will bring us in the wrong direction.

Respectfully submitted,

Rep. Melissa Litchfield, Clerk

# SIGN UP SHEET

To Register Opinion If Not Speaking

Bill :	# HB 1632		Date	19/22		
	mittee EDU					
		** Please Print Al	l Informati	ion **		
1					(checl	k one)
Nan		Address		Representing	Pro	Con
7	REP. JOH	N POTUCEK	F	POCK,G	$\otimes$	
R	ep LINEA	- Rould 7	D1977	Hells	X	
X	lep Walter 51	Judotin Succ	of a	Parement NH	V	7
5	E D. JOH ep LINDA Isma Elhumi	Concerd	Rul	rkt Denocion		1
			8	ð		
_						

# **House Remote Testify**

# Education Committee Testify List for Bill HB1632 on 2022-01-19

Support: 16 Oppose: 33 Neutral: 0 Total to Testify: 0

Export to Excel

<u>Name</u>	City, State Email Address	<u>Title</u>	Representing	<b>Position</b>	<b>Testifying</b>	Non-Germane	Signed Up
Hegfield, Laura	Amherst, NH laurahegfield@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/11/2022 5:15 PM
Culliton, Penny	Temple, NH pculliton@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/11/2022 6:14 PM
Hodgkins, Russell	Amherst, NH hodgkins_russ@yahoo.com	A Member of the Public	Myself	Support	No	No	1/14/2022 2:39 PM
Lacasse, Nancy	Hampton, NH nandialac23@hotmail.com	A Member of the Public	Myself	Oppose	No	No	1/15/2022 9:10 AM
Hamer, Gary	Manchester, NH ghamer@mansd.org	An Elected Official	Myself	Oppose	No	No	1/16/2022 2:23 PM
Sullivan, Alexandra	Merrimack, NH Alexmarysullivan@gmail.com	A Member of the Public	Myself	Support	No	No	1/16/2022 8:55 PM
Fenner-Lukaitis, Elizabeth	Warner, NH glukaitis@mcttelecom.com	A Member of the Public	Myself	Oppose	No	No	1/17/2022 6:15 AM
Bates, David	Warner, NH dbates3@yahoo.com	A Member of the Public	Myself	Oppose	No	No	1/17/2022 9:50 AM
O'Neill, Nan	Salisbury, NH Raptorko@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/17/2022 11:35 AM
Davis, Johnna	Gilford, NH jdavis@metrocast.net	A Member of the Public	Myself	Oppose	No	No	1/17/2022 2:03 PM
Wilson, Becky	Concord, NH bwilson@nhsba.org	A Lobbyist	New Hampshire School Boards Association	Oppose	No	No	1/17/2022 4:22 PM
Rhoades, Chuck	Dover, NH chuckrhoades@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/17/2022 8:11 PM
Walsh, Lynne	Melvin Village, NH lynnewalsh14@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 7:48 AM

Comeau, Alex	Nashua, NH info@comeau4nashua.com	An Elected Official	Myself	Support	No	No	1/18/2022 8:06 AM
O'Neill, Kevin	Salisbury, NH raptornan@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 9:20 AM
Cecchetti, Lynda	Strafford, NH lcecc92017@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 10:30 AM
Burnap, Linda	Wolfeboro, NH 54able@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 10:39 AM
Colquhoun, Laura	Nashua, NH lauracolquhoun2@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 10:41 AM
Moyer, James	Epsom, NH jimbo42nut1@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 10:47 AM
Erickson, Amy	Wolfeboro, NH ableacres@outlook.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 11:04 AM
Bergevin, Leslie	Loudon, NH Leslie.bergevin@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 11:11 AM
anderson, melissa	Meredith, NH skirak89@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 1:37 PM
Keeler, Margaret	New London, NH peg5keeler@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 2:00 PM
Yen, Lidia	Pembroke, NH lyen@afsc.org	A Member of the Public	Myself	Support	No	No	1/18/2022 2:08 PM
Hurley, Paula	Concord, NH graffymanor@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/18/2022 2:10 PM
Alegria, Ingrid C.	Temecula, NH thatisntgr8@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 3:07 PM
Cantwell, Kara	NASHUA, NH kara.cantwell8@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 3:52 PM
Houle, Autumn	Candia, NH autumnkatherinehoule@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 4:10 PM
Zaenglein, Eric	Amherst, NH henley11@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/18/2022 4:44 PM
Zaenglein, Barbara	AMHERST, NH bzaenglein@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/18/2022 4:44 PM
Davis, Gregory	Salem, NH glospreys@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/18/2022 5:24 PM

Sie, Diane	Thornton, NH dsiegart@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/18/2022 6:05 PM
Dunham, Bonnie	Merrimack, NH Bsdunham12@gmail.com	A Member of the Public	Myself	Support	No	No	1/18/2022 6:50 PM
Medina-Tadeo, Monserrat	Brunswick, GA monserrattadeo0430@icloud.com	A Member of the Public	Myself	Support	No	No	1/18/2022 7:35 PM
Howes, Deb	Bow, NH president@aft-nh.org	A Lobbyist	American Federation of Teachers - NH	Oppose	No	No	1/18/2022 11:45 PM
Monteil, Renee	Keene, NH reneemonteil@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 4:51 AM
Foxall, Samuel	Canaan, NH samfoxall@hotmail.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 5:09 AM
Brady, Daniel	Concord, NH dbinnh05@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 6:48 AM
Cook, Barbara	Canterbury, NH Bdc7@aol.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 7:39 AM
Chretien, Suzanne	Manchester, NH suzannechretien3@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 7:58 AM
Corrow, Carisa	Penacook, NH carisacorrow@gmail.com	A Member of the Public	Myself	Oppose	No	No	1/19/2022 8:16 AM
Donnelly, Ryan	Hudson, NH rdonnelly@gsil.org	A Member of the Public	Granite State Independent Living	Support	No	No	1/19/2022 8:41 AM
Simard, Richella	Concord, NH richella.simard@gmail.com	A Member of the Public	Myself	Support	No	No	1/19/2022 8:44 AM
Frost, Sherry	Dover, NH s.frost@leg.state.nh.us	An Elected Official	Myself	Oppose	No	No	1/19/2022 8:58 AM
Corby, Suzanne	Manchester, NH oas-corby@comcast.net	A Member of the Public	Myself	Oppose	No	No	1/19/2022 9:11 AM
Dyer, Allison	Nashua, NH Allie_scott@comcast.net	A Member of the Public	Myself	Support	No	No	1/19/2022 9:37 AM
Bissonnette, Gilles	Concord, NH gilles@aclu-nh.org	A Lobbyist	ACLU-NH	Oppose	No	No	1/19/2022 9:54 AM
Collyer, Anne	Newton, NH anniecollyer34@gmail.com	A Member of the Public	Myself	Support	No	No	1/19/2022 12:38 PM
Kelley, BaoChau	Hooksett, NH chaukelley@gmail.com	A Member of the Public	Myself	Support	No	No	1/19/2022 12:47 PM

# Dr. Martin Luther King Jr. Colorado Holiday Commissioners:

Dr. Vern L. Howard Chairman

The Vern's LLC

Dr. Terry Nelson Vice Chair Blair Caldwell Research Library

Dr. Barbara Shannon-Banister Treasurer City of Aurora CRD

Ray Brown
Dr. Martin Luther
King, Jr, Museum &
Culture Center
Pueblo, CO

Roz Duman CCGAA

Franklin Jefferson Loveland, CO MLK Committee

Pastor Del Phillips CBLC & THWC

Stephen Straight Straight Marketing

# DR. MARTIN LUTHER KING, JR. COLORADO HOLIDAY COMMISSION

PO BOX 200488 DENVER, CO · DRMARTINLKINGJRCHC.ORG



**To:** Matthew Daniels, J.D., Ph.D., Founder of Good of All.

From: Dr. Vern L. Howard,

Chairman Dr. Martin Luther King, Jr. Colorado Holiday Commission

Date: Monday, January 24, 2022

RE: McGraw Hill Education Curricula Legislation

Dear Matt,

With renewed dedication, excitement, enthusiasm, and extraordinary events, the Dr. Martin Luther King, Jr. Colorado Holiday Commission supported and approved Dr. Martin Luther King. Jr. Nonviolent Social Justice Curriculum. To be taught to a new generation of students. This curriculum provided by McGraw-Hill Education will be a tool in the mines of the leaders of our nation of tomorrow.

The time has come and gone that our nation and even the world embodies the words and the work of the Reverend Dr. Martin Luther King Jr. Dr. King was a man of peace and known as the conscience of America.

Dr. King dedicated his life teaching nonviolent social protest, even writing six principles of nonviolence. Moreover, Dr. King lived by these principles daily. Through his actions, legislation for all American people, especially those of color.

When reviewing events of our nation that's taking place from on March 7 of 1965 where fourteen people were killed a day known as "Bloody Sunday." Most recently, the George Floyd murder, we have found that the nation needs a lesson in social protesting in a nonviolent way.

Therefore, Dr. Martin Luther King, Jr., Colorado Holiday Commission, embraced the curriculum; with many of our federal, state, and local legislators.

The time has come to legislate and implement this curriculum to be taught in Elementary, Middle, and High school and at the college level.

Very respectfully

Dr. Vern L. Howard, Chairman

Dr. Martin Luther King, Jr. Colorado Holiday Commission

Dr. Martin Luther King, Jr. Colorado Holiday Commission c/o Vern L. Howard • PO Box 200488 • Denver, CO 80220 www.drmartinlkingirchc.org Archived: Friday, January 28, 2022 9:23:08 AM

From: Teresa Enos

**Sent:** Tuesday, January 25, 2022 6:54:42 PM **To:** ~House Education Committee

**Subject:** H B # 1632 **Importance:** Normal

Hi! Please pass or keep this bill!

Thank you,

Manuel and Teresa Enos



### Statement by Gilles Bissonnette, ACLU-NH Legal Director House Education Committee ACLU-NH Opposition to House Bill 1632 Hearing: January 19, 2022

I submit this testimony on behalf of the American Civil Liberties Union of New Hampshire ("ACLU-NH"), a non-partisan, non-profit organization working to protect civil liberties for over 50 years. We respectfully urge the Committee to vote HB1632 *inexpedient to legislate*, as this bill is unnecessary, contravenes local control, and diminishes the unique experiences of—and discrimination felt by—those of color in the United States.

The ACLU-NH opposes HB1632 for three reasons.

*First*, the bill is unnecessary. New Hampshire Education Rules already require social studies instruction on American and world affairs under Ed 306.46(c), which states:

Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

- (1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;
- (2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world:
- (3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:
- a. At least one credit in **national and state history** pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and
- (5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Furthermore, RSA 189:11(I) already requires that "[a] school district shall develop and offer the United States and New Hampshire government/civics course and at a minimum, the course shall include instruction in the following areas: ... (j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices." Many of these principles in this bill are already taught in schools under these Educational Rules and RSA 189:11.

<u>Second</u>, this bill undermines the principle that the specifics of how to teach these concepts should be best left to individual districts and their citizens, as it is these local districts that know best the needs of their communities. <u>See RSA 193-E:1</u>, II (".... In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. **School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs."**).

<u>Third and finally</u>, this bill has the effect of diminishing the unique experiences of those of color in the United States and the discrimination they have historically faced. The bill does this by commanding that these unique American historical experiences should effectively be taught along with "an additional unit of instruction studying other acts of discriminatory injustice, such as genocide, elsewhere around the globe." In other words, the bill deflects from the unique discrimination people in the United States have faced by suggesting that such discrimination was common internationally. No one is suggesting that international genocide or the Holocaust should not be taught—they already are—but they need not be required to be taught together with American civil rights history in a way that specifically minimizes the experiences of Americans of color. In other words, students in New Hampshire should be taught their true history, not a history that dilutes the true story of American racism.

For these reasons, the ACLU-NH opposes HB1632.

Archived: Thursday, January 20, 2022 11:40:07 AM

From: Ann Marie Banfield

Sent: Wednesday, January 19, 2022 10:41:35 AM

**To:** ~House Education Committee **Subject:** VOTE ITL on HB1632

**Importance:** Normal

Like HB1144, I do not oppose this subject taught in Social Studies, but I believe this subject should be included as academic standards in Social Studies. These topics are certainly worthy of addressing in the classroom, but the proper avenue is through state standards. Once the social studies standards are released in draft form, it is then when the public can make suggested changes if needed.

For those reasons, I urge you to vote ITL on HB 1632-FN.

Ann Marie Banfield North Hampton, NH Archived: Thursday, January 20, 2022 11:40:07 AM

From: James Moyer

**Sent:** Tuesday, January 18, 2022 10:55:53 AM

To: ~House Education Committee

Subject: NH House Remote Testify: 9:00 am - HB1632 in House Education

**Importance:** Normal

Sent from Mail for Windows HB 1632-FN

I commend efforts to encourage education on civil rights, especially in these times where the NH legislature has been acting in opposition to such measures, for example with the divisive concepts legislation. However, this bill (HB 1632-FN) is deeply flawed and must be radically amended to serve its purported purpose.

The most crucial flaw is the express limitation of instruction on the civil rights movement to the period 1954 to 1968. The struggle continues, racism did not end in 1968, and continued efforts are needed to develop civil rights protection. Numerous Supreme Court cases since 1968 have advanced civil rights, banning discriminatory laws and policies directed against African Americans, women, and LGBTQ people. The specification of 1954-1968 creates the false impression that the civil rights struggles ended in 1968. This is the false narrative pushed by the right in the 1776 Project, initiated by the former president and published as he was leaving office.

I suggest changing the language to read "... studying the events of the civil rights movement from 1954 to 1968 and the ongoing efforts through the present to protect and extend civil rights."

I commend the inclusion of examples of discrimination and civil rights violations in other countries for instruction, as listed later in the bill. Why are similar examples in American history not listed as well? For example the forced removal of Japanese in WW2, the forced removal of Native Americans, the destruction of a school here in New Hampshire that dared educate African Americans, laws targeting homosexuals, etc. I ask, why are only international examples given if the intent is to demonstrate "the commitment of the free peoples of the state to reject bigotry... and to act in opposition to injustice wherever it may occur"? I also ask, where was the opposition by the people of New Hampshire in any of the international matters listed there?

The answer is clear. This is part of an ongoing effort to distract and justify failures to pursue equal treatment here by noting that similar abuse existed elsewhere. As parents we reject any claim by our children that bullying by others justifies bullying by our own child. Abuse of civil rights elsewhere does not exonerate abuses here.

I support fair-minded bills promoting education on civil rights. This is not such a bill.

Archived: Thursday, January 20, 2022 11:40:07 AM

From: Rep ULERY

Sent: Monday, January 17, 2022 3:58:30 PM

**To:** ~House Education Committee **Subject:** HB 1632 actual course layout

**Importance:** Normal

https://www.mheducation.com/prek-12/explore/online-samples/social-studies/civil-rights.html

The link above is one of the now three major publishers who are offering an MLK based race relations course for 9-12grades. You can get an example for yourselves merely by asking. Thank you for your consideration.

Jordan Ulery Hudson & Pelham Seated on Ways & Means Member Hillsborough County Executive Board POB 15 Hudson, NH 03051-0015 Archived: Friday, January 28, 2022 8:53:53 AM

From: Kyleigh Rousseau

Sent: Monday, January 24, 2022 6:39:00 AM

**To:** ~House Education Committee **Subject:** Proposed Legislative Bills

**Importance:** Normal

Hello House of Education Committee,

I hope this email finds you all well and I want to thank you for all you do within our state to support young learners.

I am writing to you to ask for you to reject the following bills.

1. HB 1255 - Teacher Loyalty Bill

2. HB 1632

3. HB 1015

4. HB 1434

5. HB 1147

6. HB 1603

As a public school educator within the state, I feel as if it is my responsibility to stand up for New Hampshire children's rights and ask for you to reject the bills outlined in this email. We need to ensure that New Hampshire's children receive a high quality educational experience. Through the proposed bills we will sadly be limiting children's learning opportunities from early childhood until secondary education.

Please support New Hampshire's children and educators. If you have any questions please feel free to send me a message. I am more than happy to chat further. I hope you all have a wonderful day!

Sincerely, Kyleigh P. Rousseau This bill is part of a continuing effort to undermine and lower the standards for education of students in New Hampshire. This especially puts them on a lower rung of achievement when compared to students in other parts of New England and the United States.

Testimony on HB1632 From Debrah Howes, President AFT-NH

To the NH House Education Committee

Dear Chairman Ladd and Members of the Committee,

My name is Debrah Howes. I am the president of the American Federation of Teachers – NH. AFT-NH represents 3,500 teachers, paraeducators and school support staff, public service employees and higher education staff across New Hampshire.

I write to you in opposition to HB 1632 – not because we are opposed to the teaching about the Civil Rights Era, but because we are opposed to the packaging and teaching of the Civil Rights Era out of its proper context in the full sweep of United States history. AFT-NH firmly believes in providing all students a robust, engaging and factual US history education so they can understand how our nation was formed and the changes it has undergone through the years, up to and including the present time.

This proposed unit of study needs a lot of background knowledge for students to fully grasp the significance of the Civil Rights Era to our nation. For example:

- Students must first comprehend the evils of the trans-Atlantic slave trade and slavery as it existed in the United States.
- Students need to see how the tactics of the Abolitionists, Suffragists and the Labor movement as well as the strength of community within black churches helped shape the individuals and organizations that made up the Civil Rights movement.
- Students need to understand that free black men gained the right to vote, be educated and own property in Reconstruction of the 1870s. Then those rights were taken away or severely curtailed through poll taxes, literacy tests, segregation laws and peonage starting in the 1890s.
- Students need to understand the experience of segregation in the Jim Crow era, the vigilante action of lynchings and the violent outbreaks at places such Wilmington, NC in 1898, Elaine, AR in 1919 and Tulsa OK in 1921.

This is some of the background students need to put the Civil Rights Era in context of United States history. It is necessary so they can understand what it was that the individuals and organizations of the Civil Rights movement were seeking to overcome, comprehend their successes and their failures and realize what yet remains undone. As part of a robust, well-rounded curriculum in US History, students would encounter these concepts before they studied the Civil Rights Era. If a stand-alone law requiring teaching of the Civil Rights Era passes, some of these building blocks may be shortchanged in the rush to fit everything in and still get to the new, and mandated by state law, teaching on Civil Rights.

The appropriate place for this proposal is at the NH Department of Education through inclusion in a revised NH State Standards or Frameworks for Social Studies. That way we can be sure that the Civil Rights Era is taught in a way that respects the need for all the necessary prerequisite learning for a full and robust understanding of the ideas. We can be sure that the intended enduring understanding of the unit, that hatred based on an immutable characteristic produces

profound injustice and should be worked against, does not get diluted because students are unprepared. The NH State Framework on Social Studies was last updated in 2006, and by law is supposed to be updated every 10 years. While the update is overdue, it is my understanding that the process is underway. AFT-NH urges you to vote ITL on this bill and work with the NH DOE to get this unit included in a cohesive framework that ties together all the necessary elements of a robust social studies education.

Sincerely,

Debrah Howes

Polyak Howes

President AFT-NH

"Union of Professionals"

I was a public school teacher in NH for 14 years and am a NH certified curriculum administrator. Since 2016 through my assessment consulting work I've worked with thousands of NH educators from every county in the state representing about fifty percent of SAUs. This proposed bill clearly demonstrates that there's a misunderstanding of what's happening in our schools, legislation that is already enacted and it omits what's estimated to be the largest genocide on Earth, that of Indigeneous People's of the Americas which started with the arrival of Christopher Columbus and continued in North America through actions of presidents such as Andrew Jackson and Abraham Lincoln.

In high school, students in NH take World History which covers all types of atrocities and advancements that have occurred around the world throughout time. A curriculum audit of our state would tell you this. Introducing a few very specific instances of atrocity in world history that "shall be" taught forces some teachers to rewrite whole units and find or develop new resources that get to the point this bill seems to want to make. The overarching idea that throughout history humans have been pretty horrible to each other based on identity is certainly addressed in our schools.

In 2020, Governor Sununu signed a bill into law requiring schools to study the Holocaust and genocide prevention. That we're even talking about this today fascinates me because of the overlap. This is redundant.

Finally, if you do choose to advance this bill I urge you to also include the genocide of Indigineous Peoples of the Americas which of all the genocides in recorded history is rarely addressed as such in our NH schools even though it lasted so long and descendants of the survivors of this genocide are still impacted by its effects.

Thank you, Carisa Corrow Penacook, NH



### Statement by Gilles Bissonnette, ACLU-NH Legal Director House Education Committee ACLU-NH Opposition to House Bill 1632 Hearing: January 19, 2022

I submit this testimony on behalf of the American Civil Liberties Union of New Hampshire ("ACLU-NH"), a non-partisan, non-profit organization working to protect civil liberties for over 50 years. We respectfully urge the Committee to vote HB1632 *inexpedient to legislate*, as this bill is unnecessary, contravenes local control, and diminishes the unique experiences of—and discrimination felt by—those of color in the United States.

The ACLU-NH opposes HB1632 for three reasons.

*First*, the bill is unnecessary. New Hampshire Education Rules already require social studies instruction on American and world affairs under Ed 306.46(c), which states:

Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

- (1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;
- (2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world:
- (3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:
- a. At least one credit in **national and state history** pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and
- (5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Furthermore, RSA 189:11(I) already requires that "[a] school district shall develop and offer the United States and New Hampshire government/civics course and at a minimum, the course shall include instruction in the following areas: ... (j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices." Many of these principles in this bill are already taught in schools under these Educational Rules and RSA 189:11.

<u>Second</u>, this bill undermines the principle that the specifics of how to teach these concepts should be best left to individual districts and their citizens, as it is these local districts that know best the needs of their communities. <u>See RSA 193-E:1</u>, II (".... In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. **School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs."**).

<u>Third and finally</u>, this bill has the effect of diminishing the unique experiences of those of color in the United States and the discrimination they have historically faced. The bill does this by commanding that these unique American historical experiences should effectively be taught along with "an additional unit of instruction studying other acts of discriminatory injustice, such as genocide, elsewhere around the globe." In other words, the bill deflects from the unique discrimination people in the United States have faced by suggesting that such discrimination was common internationally. No one is suggesting that international genocide or the Holocaust should not be taught—they already are—but they need not be required to be taught together with American civil rights history in a way that specifically minimizes the experiences of Americans of color. In other words, students in New Hampshire should be taught their true history, not a history that dilutes the true story of American racism.

For these reasons, the ACLU-NH opposes HB1632.

Rep. Ulery, Hills. 37 January 18, 2022 2022-0132h 10/04

#### Amendment to HB 1632-FN

Amend the bill by replacing section 1 with the following:

1 2 3

4

5

6

7 8

9

10

11 12

13

14

15

16 17

18

19

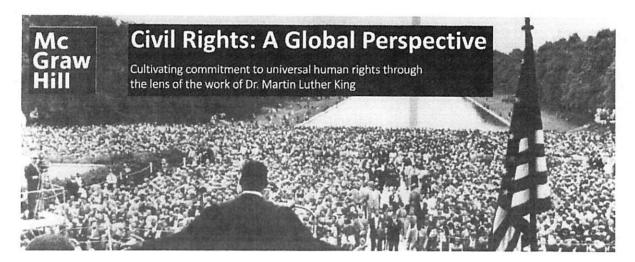
20

21 22

23

1 New Paragraph; Instruction in National and State History and Government; Civil Rights Study. Amend RSA 189:11 by inserting after paragraph II the following new paragraph:

III. The course of instruction required under subparagraph I(j) shall include studying the events of the civil rights movement from 1954 to 1968, and the natural law and natural rights principles that the Rev. Dr. Martin Luther King, Jr. drew from that informed his leadership of the Civil Rights Movement and the tactics and strategies of non-violent resistance that he championed in response to the Jim Crow laws of that era. This period in American history is known as the civil rights era because during this period reform-minded Americans organized to press for a rejection of the doctrine of "separate but equal" and to reform Jim Crow-era laws in the United States. One of the universal lessons of the civil rights era is that hatred on the basis of immutable characteristics, not just race or ethnicity, but also such characteristics such as nationality, religious belief, disability, or sex, can overtake any nation or society, leading to profound injustice. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of discriminatory injustice, such as genocide, elsewhere around the globe. This unit shall include, but not be limited to, the Armenian genocide, the Holocaust, Chinese coolie labor in Cuba, the Uighurs in China, the Rohingya of Burma, and others. The studying of this material is a reaffirmation of the commitment of the free peoples of this state to reject bigotry, to champion equal protection under the law as a foundational principle of our republic, and to act in opposition to injustice wherever it may occur. The state board shall make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this paragraph. The instructional materials shall be subject to public disclosure under RSA 91-A.

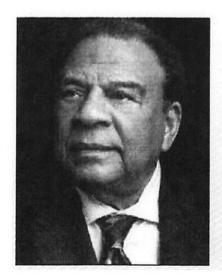


#### Overview:

Innovative curricula for high school and 6<sup>th</sup> grade teaching the timeless principles of Dr. Martin Luther King, Jr. and encouraging students to apply them to the challenges of our increasingly global world. The curricula are designed to inspire students to think and talk about why and how Dr. King, Ambassador Andrew Young and others have successfully championed human dignity and inalienable, universal rights as defined in the *U.S. Constitution* and the *Universal Declaration of Human Rights*.

#### Foundations:

- Grounded in timeless and universal natural law principles
- Encourages young people to become effective citizens and proponents of human dignity
- Designed to encourage empathy and build understanding of other cultures, diversity, and equality
- Built around the highly successful non-violent philosophy of Dr. Martin Luther King, Jr.
- Original interviews with Ambassador Andrew Young, and other renowned human rights leaders
- Endorsed by a diverse, national committee of African American and Latino educators and leaders
- Supported by educational leaders in the African American community, including Howard University
- Endorsed by multiple governors, state school boards, and commissioners of education



"The innovative curricula created by Dr.
Matthew Daniels and Anthony Jones are an
investment in future leaders who -- like Dr. King
himself -- embody the unifying ideals of justice
and compassion that were the driving engine
of the civil rights movement in America. We
need to educate the nation and not just the
children, and this is a good way to do it."

-Ambassador Andrew Young

Use this material on its own or to anchor and enrich instruction in courses such as:

US History • American Studies • Black Studies/Black History • Contemporary Issues • Global Studies • Civics/Government • American Literature



# Civil Rights: A Global Perspective Program Overview

Equip your students to understand the struggle for civil rights both here and around the world as you inspire them to learn more about how to find their own voice and to step into their role as citizens and change agents.

Discover a unique, all-digital curriculum that inspires students to engage with ideas about the pursuit of civil rights both in the United States and around the world. Using a wide variety of primary and secondary sources and digital media, students will have abundant opportunity to thoughtfully wrestle with ideas, analyze arguments, engage in civil discourse, and translate their learning into meaning and action. Each unit is anchored by an authentic assessment designed to be project-based, allowing students to make meaning through synthesizing their learning and putting it into action.

Anchored by 5 key texts of Dr. Martin Luther King, Jr. alongside the work of human rights activists from around the world, the curriculum is organized around units of study based on the themes of **Freedom**, **Perseverance**, **Hope**, **Justice**, and **Conscience**.

Use this material to support instruction in courses such as U.S. History, American Studies, Black Studies/Black History, Contemporary Issues, Global Studies, Civics/Government, and American Literature.

Use the unit overviews below to learn more, as well as for a sneak peek of the variety of resources referenced in the program.

#### Freedom

Unit Objective: Clarify what the concept of freedom has meant to generations of activists and identify common patterns in those meanings. Includes 14 lessons.

Civil Rights are the protections and privileges grounded in citizenship and based on shared beliefs in freedom and equality. This unit seeks to clarify what the concept of freedom has meant to generations of activists and to identify common patterns in those meanings.

#### **Primary Texts**

• "I Have a Dream" by Dr. Martin Luther King, Jr.

#### Selected Additional Resources

- "Tank Man: What Happened in Tiananmen Square?" [video]
- · "Peaceful Resistance" [video]
- · "What Is Magna Carta?" [video]

- · Universal Declaration of Human Rights
- "The Inspiring Force of We Shall Overcome" [video]
- Human Liberty 2.0: Advancing Universal Rights in the Digital Age. Daniels [selected readings]

#### Selected Teacher Background Material

"Universal Declaration of Human Rights: A History of the Document" [Web]

· "The Birmingham Campaign" [Web]

#### Perseverance

Unit Objective: Examine the practice of perseverance in a variety of historical and contemporary contexts. Includes 16 lessons.

This unit will examine the practice of perseverance in a variety of historical and contemporary contexts in order to help students understand that progress toward expanding human rights only occurs through constant and undaunted effort.

#### **Primary Texts**

"Letter from a Birmingham Jail" by Dr. Martin Luther King, Jr.

#### Selected Additional Resources

- "Votes for Women: A Portrait of Persistence" [Web article]
- "Nasty and Persistent: A history of women's rights" [video]
- "Arrest Reports, Claudette Colvin and Rosa Parks" [Document]
- · "Ain't I a Woman?" by Sojourner Truth
- "A Force More Powerful" [video]
- Human Liberty 2.0: Advancing Universal Rights in the Digital Age, Daniels [selected readings]

#### Sample Teacher Background Resources

- Booker T. Washington Speeches [Web]
- · Excerpts from "Talented Tenth" by W.E.B. Du Bois [Web]
- · "Women's Role in Montgomery Bus Boycott" [Web]
- · "Black Women in the Suffrage Movement" [Web]
- · "Gandhi's Salt March" [Video]

## Hope

Unit Objective: Consider how hope has emerged and survived under circumstances that on their face seem unlikely to generate such optimism. Includes 15 lessons.

Historically, human rights movements have not survived without perseverance. They have not begun at all without hope. In this unit, students will consider how hope has emerged and survived under circumstances that seem unlikely to generate such optimism.

#### **Primary Texts**

• "I've Been to the Mountaintop" by Dr. Martin Luther King, Jr.

· Mahatma Gandhi's speech on Satyagraha in South Africa

#### Selected Additional Resources

• William Wilberforce. "Speech to House," 1789 [audio file] • Human Liberty 2.0: Advancing Universal Rights in the Digital Age, Daniels [selected

#### Sample Teacher Background Resources

- "Martin Luther King's last 31 hours: The Story of His Final Prophetic Speech" [Web]
- "Dr. King's Vision: The Poor People's Campaign of 1967-69" [Web]
- "Songs of the Underground Railroad" [Web]
- "Wade in the Water: The Fisk Jubilee Singers and the Concert Spiritual" [Web]

#### Justice

Unit Objectives: Consider forms of justice ranging from reconciliation to restoration to incarceration and reflect on how justice is understood and applied. Includes 15 lessons.

What is justice? In this unit, we will consider forms of justice ranging from reconciliation to restoration to incarceration. Through these discussions, students will be encouraged to diversify their understanding of the term and think extensively about how it might apply in their own lives or in the causes they seek to support.

#### **Primary Texts**

- · "Eulogy for the Martyred Children" by Dr. Martin Luther King, Jr.
- · "Testimony from the relatives of the shooting victims at Mother Emanuel Church in Charleston", South Carolina

#### Selected Additional Resources

- Human Liberty 2.0: Advancing Universal Rights in the Digital Age, Daniels [selected readings]
- "Birmingham Sunday School bombing" [video and newspaper article]

#### Sample Teacher Background Texts

- · "Birmingham Church Bombing"
- · "Truth and Reconciliation Commission," South Africa
- · "South Africa's Imperfect Progress, 20 years After Truth and Reconciliation Commission"
- "But I Forgive You?": Mother Emanuel, Black Pain, and the Rhetoric of Forgiveness"
- Thinking Made Visible: Silent Debate Protocol [Web]

#### Conscience

Unit Objectives: Examine how human rights activists (both historical and contemporary) have acted upon their conscience at great personal cost to their popularity, their health, and sometimes even their lives. Includes 15 lessons.

In this unit, we will examine how human rights activists (both historical and contemporary) have acted upon their conscience at great personal cost to their popularity, their health, and even sometimes their lives. By studying these remarkable cases, students can begin to consider what it means to be a person of conscience in today's society and to think about what causes they believe in deeply enough to follow up their beliefs with action.

#### **Primary Texts**

- "Beyond Vietnam" by Dr. Martin Luther King, Jr.
- "2013 Ambassador of Conscience Speech" by Malala Yousafzai

#### Selected Additional Resources

- "Remembering South African Leader Nelson Mandela" (video)
- "MLK Nobel Peace Prize Acceptance Speech" [Web]
- "Remembering South African Leader Nelson Mandela" (video)
- · "Escalation of Vietnam War" by LBJ [video]
- "Bonhoeffer: Is Assassination Ethical?" [Video]

#### Sample Teacher Background Texts

- "Beyond Vietnam: The MLK Speech that caused an uproar" [Web]
- "Glossary of Neo-Nazi and White Supremacist Terms" [Web]
- · "World Memory Project" [Web]
- · "Confront Genocide" [Web]

#### Sample Teacher Tools in Every Unit

- Sociatic Seminar
- · Effective Persuasion
- Using Primary Sources
- · Teaching Students to Legally Use Images Online . Thinking Made Visible: Silent Debate Protocol [Web]
- · How to Make Your Own Storyboard
- · Step-by-Step Guide to Oral History
- · Speech Rubrics
- · Comparing Texts

# Matt Daniels <md@goodofall.org>

12/7/2021 9:01 AM

# Harper Collins to Join McGraw Hill and Simon & Schuster in Supporting our Educational Cause

To repulery@comcast.net

Jordan,

In an age of rising violence at home and abroad, you'll be encouraged to know that we now have three of America's leading publishing houses supporting our unifying educational initiative to promote the fundamental rights that derive from our shared dignity as children of God.

In addition to the ongoing *McGraw Hill* distribution of our K-12 curricula, and *Simon & Schuster* publishing <u>Human Liberty 2.0</u>, *Harper Collins* has agreed to partner with America's leading publisher of curricula for African-American Churches to release a version of our MLK curricula for the faith community.

We all know that the K-12 sector is important because it holds the key to the future. But as the successful history of the American civil rights movement illustrates, the faith community can play an important role in showing society a better path at a time of rising polarization, division, and violence.

The history of Germany famously shows what can happen when the faith community does not do enough to lead a nation away from the dangerous dynamic of the polarization of the extremes that evil uses to drag societies into darkness and violence.

The cure is for those who have reason to believe in the dignity of all human beings — and the universal rights enshrined in our nation's founding documents — to be active rather than passive in the face of such threats. For this reason, the faith community still has a critical role to play in the struggle against the forces of division and violence in our society. So this expansion of major publishing support for our MLK Educational Initiative could not come at a more critical time.

Thank you for your friendship, encouragement and gracious partnership in our educational movement.

God bless you.

Matt

To unsubscribe from my list, click here.



January 18, 2021

# A Divided America Needs Dr. King's Unifying Social Justice Principles By Anthony Jones M.Ed. and Matthew Daniels, J.D., Ph.D.

In 2020 Americans have witnessed a global health pandemic, a costly economic shutdown, multiple foreign policy crises, a bitter presidential election, and angry political differences that split communities, friends, and even families. Many people complain that we never have been so divided.

These divisions are also playing themselves out the classrooms and hallways of both public and private schools in America. Unfortunately, as is true in society generally, there are forces in American education working to promote politicized ideologies that will continue have increasingly dangerous real-world consequences for our nation.

As educators, we've talked to teachers and school administrators who confess to being in a state of "conscious incompetence" when it comes to speaking about issues of race and social justice. There are far too many such Americans of good will – both school officials and parents – who have been silenced for fear that they will be criticized or even attacked by the voices of division and polarization.

Yet America has come through other difficult times. Finding answers to today's deep-seated problems may not be easy, but we can look to the best of our own history for guidance.

In particular, we should return to Dr. King's inspired principles for advancing social justice through nonviolence rooted in compassion. These principles should be included in the curriculum for today's students, starting in elementary school.

The deeply unifying principle at the core of his teaching was respect for the dignity of the human person—every person, irrespective of race. This vision animated both the substance of his message and the means he employed.

Moreover, in the half century since Dr. King gave his life for the case of justice and equality, social science research has extensively validated the efficacy of Dr. King's commitment to pursuing social injustice through non-violence. This history had a profound impact on all Americans but is largely unknown or unappreciated by many young people today.

For all of these reasons, we felt as educators the need to launch a national initiative to teach Dr. King's non-violent social justice principles to a new generation of students. Our first step was interview civil rights pioneers like Ambassador Young whose life and work embody those non-violent principles that are an essential foundation for productive citizenship in a democratic society. We then developed curricula for both primary and high school students that are being introduced in public and private schools in a half dozen states, including Arkansas, Tennessee, and Texas.

Both curricula challenge students to dream how they can harness the power of digital media to be ambassadors for Dr. King's principles in the Digital Age. Using digital tools to promote Dr. King's principles helps to redeem a medium which has also been used for ill by extremists ranging from racist hatemongers to ISIS recruiters.

Our nation faces extraordinary challenges. The issues transcend any one politician, party, or election. This is why we need educational initiatives that bring America together rather than curricula that promote divisive, politicized ideologies.

Despite the gravity of the problems of our day, solutions are available. One place to look for answers is the Civil Rights era, when America took a major step forward in extending its promise of liberty and justice. This success owed much to Dr. King's insistence on non-violence, practiced by so many others of courage.

Let us teach these principles today to those who will lead America tomorrow. The heroes of the future already have been born. Our job is to prepare them to lead us out of a world of growing darkness into one of greater light for all.

Anthony Jones is the Associate Provost & Assistant Vice President of Enrollment Management at Howard University in Washington, DC. Dr. Matthew Daniels is the Founder of Good of All, an international human rights education organization.



January 19, 2022

Rep. Rick Ladd Chair, House Education Committee

Mr. Chairman and honorable members of the House Education Committee,

My name is Megan Tuttle, and I am here representing NEA-NH. We represent more than 17,000 educators across the state of New Hampshire.

We are here today in opposition to HB 1632. This is only one of several bills this session that adds what needs to be taught in schools and why, but the reasons outlined in this legislation range from duplicative to inconsistent leaving us and many educators in the state wondering why this legislation is even before the NH Legislature. This legislation also seems to step over the responsibilities that the state, local school districts and educators have in our New Hampshire public education system.

New Hampshire education statutes and state board of education rules that precede this bill already do the following, including, but not limited to:

- RSA 189:11, I (j), which is referenced in this bill, already states that New Hampshire
  government/civics courses include instruction in "How intolerance, bigotry, antisemitism, and
  national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can
  evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the
  evolution of such practices."
- In 2020 the Governor signed into law a Commission pursuant to RSA 193-E:2-f, which has made recommendations to the State Board of Education on adopting rules around Holocaust and Genocide Education, and we are in the final stages of the rulemaking process now after a 2-year process to get to this point. Why would we interject this proposal into all the work that has been done on this effort now?
- Included in the criteria for an adequate education laid out in RSA 193-E:2, IV, the legislature requires, "Knowledge of civics and government, economics, geography, history, and Holocaust and genocide education to enable them to participate in the democratic process and to make informed choices as responsible citizens."
- Our education rules already enumerate the requirement of social studies instruction to include American and world affairs in Ed 306.46(c).

All of this again, begs the question why this legislation would be necessary to enact into law.

Last year, the legislature passed on a voice vote, HB 242 which, while it did not become law due to a gubernatorial veto that was sustained, it nevertheless reaffirmed the policy and purpose statement of RSA 193-E:1, II, that it is the <u>state</u> that "establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level." But it is the <u>school districts</u> that "then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs."

This leads me to my next point, which is to leave the approaches to instruction of American History and World History to the professionals in our state who continually deliver for our students. Once the required areas of knowledge and competencies are set by the state, let the educators, do the job they have been hired to do.

In 2021, New Hampshire ranked #4 for K-12 public education in the nation, according to US News and World Report, and consistently ranks in the top 5 in terms of quality of education. I believe, this is largely due to the educators of our state. The teachers in NH are professionals. They go to school to learn the pedagogy of teaching as well as content. They are required to have 75 hours of professional development every three years to be re-certified and they are not even taken off probation until after their first 5 years of teaching. Looking at the ranking of NH education, not the way educators are treated in today's discourse, it seems they do a pretty good, if not great, job.

We need to treat the educators in NH like the professionals they are and let them teach. I don't go into my doctor's office or my mechanic and tell them how they need to do their job – it begs the question why it is OK for politicians to tell teachers how to teach. Educators know their students and districts know their communities, and there our processes laid out for approval of curricula and programs at the local level. The state establishes the minimum standards, but how to deliver the material is best left up to the local districts and teachers.

For all these reasons, I would strongly urge this committee to find HB 1632 Inexpedient to Legislate.

Respectfully submitted,

yagan Trout

Megan Tuttle

President

Testimony on HB1632 From Debrah Howes, President AFT-NH

To the NH House Education Committee

Dear Chairman Ladd and Members of the Committee,

My name is Debrah Howes. I am the president of the American Federation of Teachers – NH. AFT-NH represents 3,500 teachers, paraeducators and school support staff, public service employees and higher education staff across New Hampshire.

I write to you in opposition to HB 1632 – not because we are opposed to the teaching about the Civil Rights Era, but because we are opposed to the packaging and teaching of the Civil Rights Era out of its proper context in the full sweep of United States history. AFT-NH firmly believes in providing all students a robust, engaging and factual US history education so they can understand how our nation was formed and the changes it has undergone through the years, up to and including the present time.

This proposed unit of study needs a lot of background knowledge for students to fully grasp the significance of the Civil Rights Era to our nation. For example:

- Students must first comprehend the evils of the trans-Atlantic slave trade and slavery as it existed in the United States.
- Students need to see how the tactics of the Abolitionists, Suffragists and the Labor movement as well as the strength of community within black churches helped shape the individuals and organizations that made up the Civil Rights movement.
- Students need to understand that free black men gained the right to vote, be educated
  and own property in Reconstruction of the 1870s. Then those rights were taken away
  or severely curtailed through poll taxes, literacy tests, segregation laws and peonage
  starting in the 1890s.
- Students need to understand the experience of segregation in the Jim Crow era, the vigilante action of lynchings and the violent outbreaks at places such Wilmington, NC in 1898, Elaine, AR in 1919 and Tulsa OK in 1921.

This is some of the background students need to put the Civil Rights Era in context of United States history. It is necessary so they can understand what it was that the individuals and organizations of the Civil Rights movement were seeking to overcome, comprehend their successes and their failures and realize what yet remains undone. As part of a robust, well-rounded curriculum in US History, students would encounter these concepts before they studied the Civil Rights Era. If a stand-alone law requiring teaching of the Civil Rights Era passes, some of these building blocks may be shortchanged in the rush to fit everything in and still get to the new, and mandated by state law, teaching on Civil Rights.

The appropriate place for this proposal is at the NH Department of Education through inclusion in a revised NH State Standards or Frameworks for Social Studies. That way we can be sure that the Civil Rights Era is taught in a way that respects the need for all the necessary prerequisite learning for a full and robust understanding of the ideas. We can be sure that the intended enduring understanding of the unit, that hatred based on an immutable characteristic produces

profound injustice and should be worked against, does not get diluted because students are unprepared. The NH State Framework on Social Studies was last updated in 2006, and by law is supposed to be updated every 10 years. While the update is overdue, it is my understanding that the process is underway. AFT-NH urges you to vote ITL on this bill and work with the NH DOE to get this unit included in a cohesive framework that ties together all the necessary elements of a robust social studies education.

Sincerely,

Debrah Howes

Debrah Wowes

President AFT-NH

"Union of Professionals"



# Statement by Gilles Bissonnette, ACLU-NH Legal Director House Education Committee ACLU-NH Opposition to House Bill 1632 Hearing: January 19, 2022

I submit this testimony on behalf of the American Civil Liberties Union of New Hampshire ("ACLU-NH"), a non-partisan, non-profit organization working to protect civil liberties for over 50 years. We respectfully urge the Committee to vote HB1632 *inexpedient to legislate*, as this bill is unnecessary, contravenes local control, and diminishes the unique experiences of—and discrimination felt by—those of color in the United States.

The ACLU-NH opposes HB1632 for three reasons.

<u>First</u>, the bill is unnecessary. New Hampshire Education Rules already require social studies instruction on American and world affairs under Ed 306.46(c), which states:

Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

- (1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, and United States and New Hampshire history in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;
- (2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;
- (3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
- (4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:
- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least 1/2 credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and
- (5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Furthermore, RSA 189:11(I) already requires that "[a] school district shall develop and offer the United States and New Hampshire government/civics course and at a minimum, the course shall include instruction in the following areas: ... (j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices." Many of these principles in this bill are already taught in schools under these Educational Rules and RSA 189:11.

<u>Second</u>, this bill undermines the principle that the specifics of how to teach these concepts should be best left to individual districts and their citizens, as it is these local districts that know best the needs of their communities. <u>See RSA 193-E:1</u>, II (".... In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. **School districts then have responsibility and flexibility** in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs.").

Third and finally, this bill has the effect of diminishing the unique experiences of those of color in the United States and the discrimination they have historically faced. The bill does this by commanding that these unique American historical experiences should effectively be taught along with "an additional unit of instruction studying other acts of discriminatory injustice, such as genocide, elsewhere around the globe." In other words, the bill deflects from the unique discrimination people in the United States have faced by suggesting that such discrimination was common internationally. No one is suggesting that international genocide or the Holocaust should not be taught—they already are—but they need not be required to be taught together with American civil rights history in a way that specifically minimizes the experiences of Americans of color. In other words, students in New Hampshire should be taught their true history, not a history that dilutes the true story of American racism.

For these reasons, the ACLU-NH opposes HB1632.

HB 1632

Group 1: Handout
"I Have a Dream Speech" – Dr. Martin Luther King, Jr.
Source: http://www.freemaninstitute.com/Dream.htm

August 28, 1963 --

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecutions and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a *dream* today!

I have a dream that one day every valley shall be exalted and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And so let freedom ring -- from the prodigious hilltops of New Hampshire.

Let freedom ring -- from the mighty mountains of New York.

Let freedom ring -- from the heightening Alleghenies of Pennsylvania.

Let freedom ring -- from the snow-capped Rockies of Colorado.

Let freedom ring -- from the curvaceous slopes of California.

But not only that.

Let freedom ring -- from Stone Mountain of Georgia.

Let freedom ring -- from Lookout Mountain of Tennessee.

Let freedom ring -- from every hill and molehill of Mississippi, from every mountainside, let freedom ring!

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,

"Free at last, free at last.

Thank God Almighty, we are free at last."

#### HB 1632-FN - AS INTRODUCED

#### 2022 SESSION

22-2344 10/04

HOUSE BILL 1632-FN

AN ACT relative to civil rights education in public elementary and secondary schools.

SPONSORS: Rep. Ulery, Hills. 37; Rep. A. Lekas, Hills. 37; Rep. Wuelper, Straf. 3; Rep.

Bernardy, Rock. 16; Rep. T. Lekas, Hills. 37; Rep. Stapleton, Sull. 5

COMMITTEE: Education

#### **ANALYSIS**

This bill adds instructional requirements for civil rights and acts of discriminatory injustice to the course of instruction in schools concerning national and state history and government.

Explanation: Matter added to current law appears in **bold italics**.

Matter removed from current law appears [in brackets and struckthrough.]

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

#### STATE OF NEW HAMPSHIRE

#### In the Year of Our Lord Two Thousand Twenty Two

AN ACT relative to civil rights education in public elementary and secondary schools.

1

2

3

4

56

7

8

9

10

11

12

1314

15

16

17

18 19 Be it Enacted by the Senate and House of Representatives in General Court convened:

1 New Paragraph; Instruction in National and State History and Government; Civil Rights Study. Amend RSA 189:11, I by inserting after paragraph II the following new paragraph:

III. The course of instruction required under subparagraph I(j) shall include studying the events of the civil rights movement from 1954 to 1968. This period in American history is known as the civil rights era because during this period reform-minded Americans organized to press for a rejection of the doctrine of "separate but equal" and to reform Jim Crow-era laws in the United States. One of the universal lessons of the civil rights era is that hatred on the basis of immutable characteristics, not just race or ethnicity, but also such characteristics such as nationality, religious belief, disability, or sex, can overtake any nation or society, leading to profound injustice. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of discriminatory injustice, such as genocide, elsewhere around the globe. This unit shall include, but not be limited to, the Armenian genocide, the Holocaust, Chinese coolie labor in Cuba, the Uighurs in China, the Rohingya of Burma, and others. The studying of this material is a reaffirmation of the commitment of the free peoples of this state to reject bigotry, to champion equal protection under the law as a foundational principle of our republic, and to act in opposition to injustice wherever it may occur. The state board shall make available to all school boards instructional materials that may be used as guidelines for development of a unit of instruction under this paragraph. The instructional materials shall be subject to public disclosure under RSA 91-A.

2 Effective Date. This act shall take effect 60 days after its passage.

## HB 1632-FN- FISCAL NOTE AS INTRODUCED

AN ACT	relative to civil rights education in public elementary and secondary scho					
FISCAL IMPACT	· [X]State	[ ] County	[X]Local	[ ] None		

	Estimated Increase / (Decrease)				
STATE:	FY 2022	FY 2023	FY 2024	FY 2025	
Appropriation	\$0	\$0	\$0	\$0	
Revenue	\$0	\$0	\$0	\$0	
Expenditures	\$0	\$27,250	\$27,250	\$28,250	
Funding Source:	[X] General	[ ] Education	[ ] Highway	[ ] Other	

#### LOCAL:

Revenue	\$0	\$0	\$0	\$0
Expenditures	\$0	Indeterminable Increase	Indeterminable Increase	Indeterminable Increase

#### **METHODOLOGY:**

This bill adds specific content be included in the instruction in national and state history and government requirements in schools, requires the State Board of Education make available to all school boards instructional materials that may be used to develop such unit of instruction, and requires all instructional materials be subject to public disclosure under RSA 91-A. The Department of Education would be charged with supporting the State Board of Education in disseminating instructional materials and potentially developing such materials. The Department estimates executing these new responsibilities would require 25% of the time of an education consultant position (labor grade 27), with a total estimated salary, benefit, and other costs of \$27,250 in FY 2023, \$27,250 in FY 2024, and \$28,250 in FY 2025, assuming a start date of July 1, 2022. Additionally, local school districts may need to purchase curriculum and materials, and hire additional administrative and instructional staff to train educators and teach required material, which would likely increase expenditures in FY 2023 and each year thereafter by an indeterminable amount.

This bill does not provide an appropriation or authorization for a position.

### **AGENCIES CONTACTED:**

Department of Education