



# AFRICAN AMERICAN HISTORY



VIRGINIA DEPARTMENT  F EDUCATION

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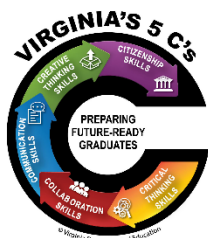
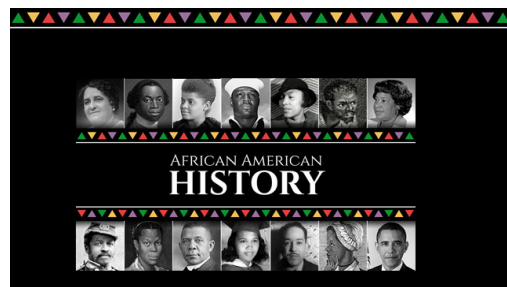
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# PREFACE

## By Executive Order

On August 24, 2019, Governor Ralph Northam [announced](#) the formation of the African American History Education Commission. The Commission, charged with examining the teaching of African American History in Virginia's public schools, made recommendations for improving and enhancing the teaching and learning experience. The Governor also directed the Virginia Department of Education (VDOE) to work with Virtual Virginia, WHRO Public Media, and committees of history and social science public school educators, university historians, and college professors to develop a new African American history course for high school students.

Now complete, the full-credit course surveys African American history from precolonial Africa through today. It introduces students to key concepts in African American history, from early beginnings in Africa through the trade of enslaved Africans; the agency and resilience of African Americans during the Civil War, Emancipation, and Reconstruction to the modern civil rights era; and the joy, celebrations, and collaborations in the art, history and culture of the past and Modern Black America. Students will learn about African American voices, including many not traditionally highlighted, and their contributions to the story of Virginia and America. The course will challenge students to explore primary and secondary sources documenting the African American experience. The content includes opportunities for students to develop the skills and attributes known as Virginia's Five C's (critical thinking, creativity, collaboration, communication, and citizenship) as they connect what they have learned to local history and issues.



During the fall of 2019, the VDOE brought history and social science educators together in order to create a course map and write content for the online modules to be digitized by WHRO. Using the written content, WHRO designed the online course using the work of the content developers. Members of Governor Northam's [Commission on African-American History Education in the Commonwealth](#) provided comments and guidance during the development process. Commission members from Norfolk State University, Old Dominion University, University of Richmond, and Virginia Commonwealth University assisted with in-depth reviews of proposed content.

Schools and school divisions are encouraged to take a closer look at their local community and use the curriculum map and resources to develop an African American History course that best suits their school division. The course also includes a capstone project asking students to conduct independent research on a question or problem of their choosing in order to demonstrate a deeper understanding of African American history.

# INTRODUCTION

The state-developed African American History elective course is presented in a blended learning platform to be facilitated by a teacher endorsed in history or history and social science. The course map contains units divided into topics with:

- Content to consider
- Learning objectives
- Hyperlinked resources to consider by topic
- An Appendix of supporting resources and materials to consider
- Extended reading selections for teachers to consider

## REQUIREMENTS

Any teacher responsible for teaching the state-developed African American History elective course must have either a history (2300) or history and social science (2700) endorsement.

## BLENDED LEARNING FORMAT

This is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control regarding time, place, path, or pace. Although the learning modules and various instructional tools can be modified and tailored to meet the needs of students, the content cannot be edited or changed.

The blended learning model is presented in two parts: Facilitated Units (traditional face-to-face) and Online Modules (independent and asynchronous learning) giving students the opportunity to engage in the content through teacher-led class discussions and interactive digital content. Through the Online Modules, students are provided with module overviews, reading selections, assessments, opportunities for reflection, and module summaries. Through the Facilitated Units, students are provided an opportunity to delve deeper into a topic, explore local history, or encounter a different perspective. To earn credit for the state-developed course, instruction must be provided through both the online modules and facilitated units.

## BEST PRACTICES

The strategies and resources provided in this course map provide a wide range of opportunities for teachers, schools, and school divisions to expand their instructional toolbox and fully implement the 5C's as outlined by the Virginia Board of Education. Students have the opportunity to use critical thinking skills, and communicate and collaborate with one another to creatively solve problems. Finally, through the Capstone Project, there is great opportunity for civic engagement and empower students with the ability to take informed action.

## CAPSTONE PROJECT

Capstone projects are generally designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research skills, media literacy, teamwork, planning, self-sufficiency, or goal setting—i.e., skills that will help prepare them for college, modern careers, and adult life.

# EQUITY AND CULTURALLY RESPONSIVE TEACHING PRACTICES

As school divisions develop the curriculum for the new African American History elective, the instruction should ensure that every student experiences high quality instruction based on a rigorous curriculum that prepares them for the future. Additionally, Virginia will ensure open and equitable access to instructional resources for teachers and learning resources for students. (EdEquityVA). Below are two tools that curriculum writers can use to ensure these tenets are met. Design Principles outlined in the [Five Ways a Culturally Responsive Curriculum Impacts the Student Experience](#) (courtesy of Fairfax County Public Schools) helps curriculum writers reflect upon various elements that can be leveraged to ensure that “students feel known and valued” during the instructional process.



Five Ways a Culturally Responsive Curriculum Impacts the Student Experience  
Which of these elements could be leveraged in your curriculum to improve student outcomes?

|  |  |                       |  |   |
|--|--|-----------------------|--|---|
| Students feel dis- connected from their learning and uncertain about their abilities and value | <p>Are diverse experiences and perspectives included, oversampled, or tokenized?<br/>Might students assume that experts in the discipline only come from certain backgrounds?<br/>Are there missed opportunities to help students use their voices and activate their own perspectives?</p>                      | Multiple Perspectives | <p>Are diverse experiences and perspectives represented with respect and nuance?<br/>Will students not represented in the expert practitioners' assessments?<br/>Are students invited to use their voice and activate their own perspectives?</p>  | Students feel known and valued as learners and members of the classroom community |
|  | <p>Might students feel they must passively accept materials, events, and institutions as unchangeable?<br/>Do materials suggest that the way things are (or were) is the way they must be, no matter how unjust?<br/>Might students encounter bias or subtle or discrete forms unrelated to larger concepts?</p> | Critical Lens         | <p>Are students encouraged to examine materials, events, and institutions critically, attending to power, position, and bias?<br/>Will students understand human systems as the product of choices that can be made better?<br/>Will students connect their own knowledge about evolving concepts?</p> |   |
|  | <p>Might students feel that who they are is irrelevant to what and how they are learning?<br/>Are there missed opportunities for students to make connections or take meaningful action to impact their communities or world?</p>  | Relevance             | <p>Do questions connect to students' identities, communities and/or the world (beyond learning)?<br/>Are students empowered to pursue their own lines of inquiry and take meaningful action to impact their communities and the world?</p>   |   |
|  | <p>Are there missed opportunities to foster active learning instead of rote tasks, basic recall of facts, and passivity?<br/>Might students assume they are not expected to think for themselves?<br/>Will students' learning cease to matter once the unit ends?</p>  | Rigor                 | <p>Are students supported in constructing their own knowledge about concepts that transfer beyond the unit?<br/>Will students process that learning is messy that often who they are and how they use language?<br/>Will students be asked to know and do matter beyond the unit?</p>                  |   |
|  | <p>Might students assume that their teacher has a low opinion of their abilities or cultural and linguistic abilities?<br/>Might students believe they must leave their cultures outside the classroom in order to succeed?</p>  | Relationships         | <p>Will students be better known to their teachers, to each other, and/or to themselves?<br/>Are students encouraged to believe that they are capable and worthy learners and human beings?</p>  |   |

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Outlined in the [Virginia Is for Learners](#) Cultural Competence webpage, [Culturally Responsive Pedagogy](#) consists of three functional dimensions: (1) institutional, (2) personal, and (3) instructional. The institutional dimension of culturally responsive pedagogy emphasizes the need for reform of the cultural factors affecting the organization of schools, school policies and procedures (including allocation of funds and resources), and community involvement. It reflects the administration, its policies, and values. [1] The personal dimension refers to the process by which teachers learn to become culturally responsive. It includes both cognitive and emotional processes. The instructional dimension refers to practices and challenges associated with implementing cultural responsiveness in the classroom. It includes materials, strategies, and activities that form the basis of instruction. All three dimensions interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy. [2]

## CULTURALLY RESPONSIVE PEDAGOGY -

- Is student-centered.
- Identifies and nurtures students' cultural strengths to promote student achievement.
- Affirms cultural and individual identity.
- Uses cultural differences as assets necessary to inform the development of instructional resources.
- Mediates power imbalances based on race, culture, ethnicity, and class.
- Utilize students' culture as a vehicle for learning.
- Establishes high expectations for all students and provides support to ensure success.
- Diverse groups from all rings of culture are represented, validated, and affirmed.
- Establishes a 3-pronged approach: institutional, personal, and instructional.
- Institutional: recognizes a need for reform of school policies and procedures based on cultural factors.
- Personal: requires teachers to become culturally responsive.
- Instructional: provides educational materials that are culturally affirming and aid in delivering culturally responsive instruction.

# AFRICAN AMERICAN HISTORY COURSE MAP

## GOALS

The goals of this course are to:

- expand the content provided through the online modules;
- provide opportunities to develop historical thinking skills by investigating and synthesizing the evidence from rich primary and secondary sources;
- provide additional opportunities for deeper exploration and specific connections to local history; and
- explore a variety of options for final products that demonstrate student understanding.

## COMPETENCIES AND OUTCOMES

By the end of this course, students should be able to:

- 1) Identify and understand the African origins and developments of the Black experience in North America;
- 2) Analyze and understand the institution of slavery in the United States from its colonial period through Reconstruction, and:
  - a) how it helped to shape beliefs about race and the supremacy of one race over another; and
  - b) how it established (influenced) America's economy and politics;
- 3) Evaluate how African Americans have shaped, contributed and have been shaped by the institutions, policies, and laws established by federal, state and local governments; and
- 4) Evaluate and interpret the various paths of civic responsibility that led to quests for equality, justice, and freedom for individuals and communities facing barriers and oppression based on race, class, and gender.

Adapted from [Teaching Hard History](#) - Learning for Justice (p.10)

## DON'T FORGET ABOUT THE JOY!

*Black joy is an extension of agency, resistance, and perseverance. Its purpose is to counter the acts of white oppression and power. Black joy is a liberation and radical project that defied oppressive structures of the time. Black joy as Black history encompasses narratives that offer knowledge about Black culture that are not focused on hardship, but sustain Black people's spirits. While joy can unintentionally imply "happiness," Black joy is more than that - it is Black people's resolve in the face of oppression that grief need not be the dominant attitude or disposition. Black joy is the love, collegiality, and collectiveness that Black people have exhibited throughout history. Black joy resists the notion that Black people are unworthy and sub-human. It is what makes Black culture, Black culture.*

*[Excerpted from NCSS Article by Dr. Lagarrett King](#) - Black History is Not American History: Toward a Framework of Black Historical Consciousness*

# THE COURSE MAP COMPONENTS

The content for the state-developed African American History course is organized by **Units**. Within each unit are various topics facilitated by a history teacher and online modules. **Learning Objectives** are provided and aligned with the focus of the **Topic, Content for Exploration** and the **Resources for Consideration**. Schools and school divisions are to use these components to build the local division curriculum reflective of both the Online Modules and the Facilitated Units.

## UNITS

Within a thematic topic, embedded within their course are opportunities to explore many different facets of each topic. Teachers need to accept that no matter what they choose, they cannot and should not teach everything about it. It is a simple fact — there is too much information available on any topic, be it the size of Africa and ancient African societies or Abolitionism and the Underground Railroad. Additionally, there is more information than any student needs to know at any given point in their educational journey. This means that units need to be limited in scope to provide opportunities for deeper dives. Curriculum developers and teachers should consider the depth of the lessons and how the content can be incorporated for more student choice opportunities.

## TOPIC

The Topics provide an opportunity for students to practice reading a variety of text types--maps, graphs, primary sources, political cartoons, and informational texts. This variety provides an opportunity to put into context the learning of the history content, and promote writing and communication skills.

Topics are also an opportunity to address citizenship goals — the knowledge, skills, attitudes and values that teachers, parents, schools, communities, and provincial and national leaders believe are important for students to learn to be “informed” citizens, as well as contributing members of society. As such, the course map provides an opportunity to develop thoughtful units that are coherent and focused as well as meaningful to students.

## CONTENT FOR EXPLORATION

As teachers are developing units and topics, the **Content for Exploration** will help teachers develop the pacing of their instruction. Although the content for exploration cannot be edited or changed in the state-developed course, it does provide touchpoints for teachers to determine the breadth and depth of lessons, topics, and units.

## LEARNING OBJECTIVES

The learning objectives describe what students should know and be able to do by the end of each topic. The learning objectives will also help teachers pace their instruction. The learning objectives for each topic will determine the breadth and depth of lessons, and explicitly determine what students should know, understand, and be able to do. The learning objectives also provide context for how students can demonstrate their understanding of the content provided.

## RESOURCES FOR CONSIDERATION

The resources provided in this Course Map are for “consideration” only. The use of resources and materials for this course is a local division decision. The list of resources contained within this document were compiled through the collaboration of historians, college professors, K-12 educators and administrators, state and local elected officials, and community members from across the Commonwealth of Virginia. School divisions, schools, and teachers are encouraged to select resources that best suits the locally developed curriculum for this African American History course. The resources are intended to support the background knowledge of teachers, promote discussions, and expand the knowledge base for all students. Resources for “consideration” are not required.



# TALKING ABOUT RACE AND RACISM

**Compelling Question:** What is Freedom?

| Topics   | Content to Explore  | Learning Objectives   | Resources to Consider  |
|--|---|---|--|
| <p><b>Taking a Closer Look:</b></p> <p>Talking About Race and Racism</p> | <ul style="list-style-type: none"> <li>• Race and racism</li> <li>• Implicit bias and stereotypes</li> <li>• Hierarchy</li> <li>• Bias and stigmas</li> <li>• Establishing rules and norms</li> </ul> | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>• reflect on their own comfort level when talking about race.</li> <li>• distinguish between intent and impact and reflect on what it means in the context of class discussions</li> <li>• describe how stereotypes inform our implicit biases and how implicit bias impacts our interactions.</li> <li>• establish norms and learn strategies for having open and honest conversations about the content.</li> </ul> | <p><a href="#">Talking About Race and Racism Sample Lesson (Appendix E)</a></p> <p><a href="#">Ten Tips for Facilitating Classroom Discussions on Sensitive Topics</a></p> |

# ANCESTRAL AFRICA AND THE ATLANTIC WORLD

## Compelling Question: What is Freedom?

| Topics   | Content to Explore  | Learning Objectives   | Resources to Consider  |
|--|---|---|--|
| <p><b>Taking a Closer Look:</b></p> <p>The size of Africa</p>                                | <ul style="list-style-type: none"> <li>Bias and stigmas in visuals</li> <li>Questions and questioning represent key ideas in the history</li> </ul>                                       | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>reflect on what happens when we see maps of Africa that show it being very small.</li> <li>describe how our bias might be influenced by the way we think about Africa.</li> <li>analyze various maps that show Africa as smaller than other areas, even though in reality it is much, much larger.</li> <li>develop questions about provided sources that focus on bias or the stigmas that may have developed based on these representations of Africa on a map.</li> <li>identify, describe, and create graphic representations of physical features, locations, and contributions of the societies of West Africa and their interactions.</li> </ul> | <p><a href="#">Exploring Africa</a></p> <p><a href="#">Universe of Maps - Opening the David Rumsey Map Center</a></p> <p><a href="#">Analyze a map</a></p>   |
| <p><b>Taking a Closer Look:</b></p> <p>Human origins and East and West African societies</p> | <ul style="list-style-type: none"> <li>Ndongo</li> <li>East and West African societies</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>describe where and how humans originated.</li> <li>identify the ancient East and West African societies and explain their importance in world history.</li> <li>analyze why West Africa is significant to African American history.</li> </ul>  | <p><a href="#">"Women Leaders in African History: Ana Nzinga, Queen of Ndongo" (The Metropolitan Museum of Art)</a></p> <p><a href="#">"Njinga Ana de Sousa" (South African History Online)</a></p> <p><a href="#">"Kingdom of Kongo, 1390-1914" (South African History Online)</a></p>  |
| <p>Ancestral Africa (circa 500 B.C.E to 1700)</p>  | <ul style="list-style-type: none"> <li>African Kingdoms of West Africa: Physical Geography, Natural Resources, and Indigenous Cultures</li> <li>Africans in the Atlantic World</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>identify and describe graphic representations of physical features, locations and contributions of the societies of West Africa and their interactions;</li> <li>investigate and describe the presence of Africans in the Atlantic World prior to the 1600s and their interactions with societies in colonies and the Caribbean.</li> </ul>   | <p><b>Online Module 1 Topic 1</b></p>  |
| <p><b>Taking a Closer Look:</b></p> <p>The First Inhabitants of the Virginia Colony</p>      | <ul style="list-style-type: none"> <li>Native people of Virginia - economic, political, and social order</li> <li>Early attempts to colonize</li> </ul>                                   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>examine how the narratives of European explorers reflect their own perception of Native culture of the Virginia colony.</li> <li>describe how different types of sources (artifacts, and primary and secondary sources) used to examine and interpret the past.</li> <li>describe how different interpretations begin to form a specific narrative.</li> </ul>  | <p><a href="#">"Indians in Virginia," by Brendan Wolfe (Encyclopedia of Virginia)</a></p> <p><a href="#">Chapter 6: A Brief Survey of Anglo-Indian Interactions in Virginia during the Seventeenth Century (National Park Service)</a></p> <p><a href="#">Indians A.D. 1600-1800 (Virginia Department of Historic Resources)</a></p> |

| Topics   | Content to Explore   | Learning Objectives  | Resources to Consider  |
|--|--|--|--|
| <p><b>Taking a Closer Look:</b></p> <p>Arrival of the First Africans to British North America</p>                  | <ul style="list-style-type: none"> <li>Attributes of the Africans who arrived in 1619</li> <li>Difference between “unfree” and enslaved</li> <li>The Black population in colonial Virginia (free and unfree)</li> <li>Impact of the British and the arrival of Africans on the Native population in the Virginia colony</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>examine different types of sources to develop supporting questions about the arrival of the First Africans to British North America.</li> <li>to compare and contrast sources to gain deeper knowledge of the arrival of the First Africans and the reliability of sources.</li> <li>compare different interpretations of the past to construct responses to supporting questions.</li> </ul>  | <p>Backstory Podcast: <a href="#">1619: The Arrival of the First Africans in Virginia #0291 08.23.19 Classroom Connections – NEH</a> (up to 12:55)</p> <p><a href="#">The History of American Slavery: Ep. 1 -Terrible Transformation</a></p> <p><a href="#">Explore the Dispersal of Enslaved Africans Across the Atlantic World</a></p> <p><a href="#">Corroboration Handout Adapted from Reading Like a Historian</a></p>   |
| <p><b>Taking a Closer Look:</b></p> <p>Evolution of Racism in America</p>  | <ul style="list-style-type: none"> <li>Virginia House of Burgess <ul style="list-style-type: none"> <li>1639 law</li> <li>1642 law</li> <li>1646 law</li> <li>1662 law</li> <li>1667 law</li> <li>1669 law</li> <li>1672 law</li> </ul> </li> <li>Court Cases in Virginia <ul style="list-style-type: none"> <li>1640 Robert Sweet case</li> <li>1640 In Re Negro John Punch</li> <li>1641 In Re Graweere</li> </ul> </li> </ul> | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explore the early colonial laws of Virginia to draw conclusions and make inferences regarding the rise of racism in America using institutions, such as slavery, as the mechanism of enforcement.</li> <li>view, read, and listen to a variety of sources to determine what is explicit and make logical inferences from it.</li> <li>cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> </ul> | <p>Colonial laws</p> <p><a href="#">Fedric, Slave Life in Virginia and Kentucky; or, Fifty Years of Slavery in the Southern States of America by Francis (1863)</a></p> <p><a href="#">Gilder Lehrman Institute of American History</a></p> <p>Backstory Podcast: <a href="#">1619: The Arrival of the First Africans in Virginia #0291 08.23.19 Classroom Connections – NEH</a> (12:45 - )</p> <p><a href="#">Laws of Virginia, SEPTEMBER, 1672 --- 24th CHARLES II. 296</a></p> <p><a href="#">The History of American Slavery: Ep. 1 -Terrible Transformation</a></p> <p><a href="#">The Birth of Race-Based Slavery</a> by Dr. Peter Wood</p> <p><a href="#">“Laws on Slavery” (Virtual Jamestown)</a></p> |
| <p><b>Taking a Closer Look:</b></p> <p>The Imprint of West Central and West African practices in early America</p> | <ul style="list-style-type: none"> <li>West Central Africa</li> <li>West African practices</li> </ul>  | <p>By the end of this topic, students will be able to identify and explain the imprint of West Central and West African practices in early America by examining the evolution of foodways and customs, transportation systems (boat trading), industry (pipe manufacturing and tobacco cultivation), music, and architecture.</p>  | <p><a href="#">African Reflections on the American Landscape: Identifying and Interpreting Africanism</a></p>  |

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider   |
|---|--|---|---|
| Slavery and the Seventeenth and Eighteenth-Centuries Black Communities (1600-1780s)       | <ul style="list-style-type: none"> <li>African American culture under the institution of slavery</li> <li>Revolution ideologies and conflicting perspectives of freedom</li> <li>Sugar, tobacco, and cotton: cash crops of profit</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>analyze and explain the adaptations in African American culture using a variety of sources from multiple perspectives (e.g., language, religion, music, art, food).</li> <li>analyze and explain the social, economic, and political involvement of African American men and women in the Revolutionary era using multiple sources.</li> <li>investigate and describe the effects of revolutionary ideologies on social and political perspectives of African Americans</li> </ul>  | Online Module 1 Topic 2   |
| <p><b>Taking a Closer Look:</b></p> <p>Tobacco and Colonial Virginia</p>                  | <ul style="list-style-type: none"> <li>Impact of plantation system or tobacco farming on colonial Virginia</li> <li>Impact of tobacco industry</li> </ul>  | <p>By the end of this topic, students will be able to</p> <ul style="list-style-type: none"> <li>explore the environmental, economic, and social consequences of increased tobacco production.</li> <li>identify the various agricultural practices of Africans, Europeans, and Native Americans in tobacco production.</li> <li>analyze featured sources focused on tobacco production and the treatment of enslaved workers on plantations.</li> <li>consider economic decisions of their own.</li> <li>understand the tobacco industry and its impact on Europe (development of different pipes –European, African, and Native American)</li> </ul>        | <p><u>Sample Inquiry Design Model that can be modified for this unit: Did Sugar Feed Slavery</u></p> <p><u><a href="#">"Tobacco in Colonial Virginia," by Emily Salmon and John Salmon (Encyclopedia of Virginia)</a></u></p> <p><u><a href="#">"Tobacco: Colonial Cultivation Methods" Historic Jamestown</a></u></p>  |
| <p><b>Taking a Closer Look:</b></p> <p>Slavery as a Form of Racialized Social Control</p> | <ul style="list-style-type: none"> <li>Interactions that took place between Blacks and Whites in early colonial America, before chattel slavery and the birth of White privilege</li> </ul>  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explain how categories of race were socially constructed as a method of controlling slaves and perpetuating the institution of chattel slavery and White supremacy.</li> <li>describe how slavery was maintained by systematically preventing White and Black members of poor and lower classes from forming alliances.</li> <li>ask and answer their own text-dependent questions to recognize multiple perspectives and uncover assumptions and biases within a text.</li> <li>examine the importance of Bacon's Rebellion on race in America.</li> </ul> | <p><u>Book excerpt: Chapter 1: The Rebirth of Caste from <i>The New Jim Crow</i> by Dr. Michelle Alexander (pgs. 1-2)</u></p> <p><u><a href="#">"Race—The Power of Illusion," Interview with Ira Berlin (PBS)</a></u></p> <p><u><a href="#">The Color Line Teaching Activity. By Bill Bigelow -</a></u></p> <p><u><a href="#">"Supporting Caste: The Origins of Racism in Colonial Virginia," by Patrick Anderson, Grand Valley Journal of History, 2 (December 2012: 1-15)</a></u></p> |

# CONTINUOUS QUESTS FOR FREEDOM

## Compelling Question: What is Freedom?

| Topic   | Content to Explore   | Learning Objectives  | Resources to Consider   |
|---|--|--|---|
| <p><b>Taking a Closer Look:</b></p> <p>Built by Blacks</p>  | <ul style="list-style-type: none"> <li>• Building of colonial America and centers of trade for the Virginia colony</li> <li>• Free and enslaved Black roles; skilled and unskilled labor</li> </ul>  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>• explain how the Black population furnished the labor needed to build urban areas and centers of trade in the early Virginia colony.</li> </ul>   | <p><a href="#"><u>The Dark Side of Thomas Jefferson</u></a></p>   |
| <p><b>Taking a Closer Look:</b></p> <p>The American Revolution: The Struggle for Independence and Freedom</p> | <ul style="list-style-type: none"> <li>• Enlightenment ideology and the conflicts with the institution of slavery</li> <li>• The Great Awakening and its impact on America's social structure</li> <li>• Black agency and the American Revolution</li> </ul>                 | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>• identify the crisis that emerged between the growing American colonial leadership and the British Empire.</li> <li>• examine the language of revolution used by American leaders and how that language resonated with African Americans and those opposed to slavery.</li> <li>• explore African American attitudes towards the Declaration of Independence.</li> <li>• identify the ways in which African Americans contributed to the ideas of the Enlightenment?</li> <li>• examine the roles African Americans played in the War for Independence.</li> <li>• evaluate how the American Revolution weakened slavery in America.</li> </ul> | <p><a href="#"><u>"The American Revolution: African Americans in the Revolutionary Period"</u></a> (National Park Service)</p> <p><a href="#"><u>"Africans in America: The Revolutionary War"</u></a> (PBS)</p> |
| <p>The Constitution of the United States and the issue of Slavery (1780s - 1800s)</p>                         | <ul style="list-style-type: none"> <li>• Terms "slave" or "slavery" and the Constitution</li> <li>• Three-Fifths Clause and representation</li> <li>• Congress's power and the slave trade clause</li> <li>• The Fugitive Slave Clause and the Fugitive Slave Act</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>• analyze and explain the social, economic, and political views that shaped provisions in the United States Constitution related to slavery.</li> <li>• evaluate and discuss the terms democracy, republic, and representation in relation to the lives of African Americans in the new American nation.</li> <li>• investigate and describe the extent to which the U.S. Constitution supported and perpetuated the institution of slavery prior to the passage of the 13<sup>th</sup> amendment.</li> </ul>  | <p><b>Online Module 2 Topic 1</b></p>   |

| Topic  | Content to Explore  | Learning Objectives  | Resources to Consider  |
|--|---|--|--|
| <p><b>Taking a Closer Look:</b></p> <p>The Constitutions of the United States and the Commonwealth of Virginia</p> | <ul style="list-style-type: none"> <li>Constitution of the United States</li> <li>Constitution of Virginia</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>investigate the justness of the Constitutions of the United States and the Commonwealth of Virginia.</li> <li>examine how the Constitution structures the government.</li> <li>describe the Constitution’s relationship to slavery.</li> <li>use evidence to construct a claim as to whether the Constitution established a just government.</li> </ul>  | <p><a href="#">Did the Constitution establish a just government?</a></p> |
| <p>Rebellion, Revolution &amp; “Freedom Fever” (1730s- 1830s)</p>  | <ul style="list-style-type: none"> <li>Slave insurrectionists: Stono Rebellion, 1739, The New York City Conspiracy of 1741</li> <li>Impact of the Haitian Revolution (1791 – 1804): Gabriel Prosser, 1800; German Coast Uprising, 1811; Nat Turner, 1831</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>investigate and describe the impact of economic tensions on race relations in colonial America in the years before and after the American Revolution.</li> <li>evaluate and discuss how White fears and Black resistance in the American South were informed by the outcome of the Haitian Revolution in Saint-Domingue.</li> <li>investigate and describe the effects of revolutionary ideologies on social and political perspectives of African Americans.</li> </ul>   | <p><b>Online Module 2 Topic 2</b></p>                                    |
| <p><b>Take a closer look:</b></p> <p>Gullah Culture</p>  | <p>African Americans preserved traditions and cultural practices to create unique communities in the United States</p>  | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>investigate and examine the cultural practices of the Gullah of the coastal communities of South Carolina and Georgia</li> <li>explore how the extreme isolation of the enslaved population in South Carolina and Georgia helped to unintentionally preserve West African culture.</li> <li>analyze and explain how the Gullah preserved their traditions and created new ones</li> <li>evaluate and describe the ways in which Gullah arts, foodways, and spirituality strengthened their community and their ability to preserve their culture.</li> </ul> | <p><a href="#">African and Gullah Roots</a></p>                          |

| Topic  | Content to Explore   | Learning Objectives   | Resources to Consider  |
|--|--|---|--|
| Antebellum Free Blacks and the Domestic Trade of the Enslaved (1790-1860)  | <ul style="list-style-type: none"> <li>Economic and Political Impact of southern slavery</li> <li>Inventions and innovations</li> <li>Free people of color and the entrepreneurial spirit</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>evaluate and discuss the status, roles, and perceptions of the free Black population in the decades before the Civil War.</li> <li>analyze and explain the emergence of free Black elites during the antebellum period.</li> <li>investigate and describe the impact of new inventions and innovations on the African American labor force in both the northern and the southern states.</li> </ul> | <b>Online Module 2 Topic 3</b>   |
| <b>Taking a Closer Look:</b><br>Domestic Trade of the Enslaved in Richmond | 1853 Richmond and its Slave Market   | By the end of this topic, students will be able to gain an understanding of the slave trade, the sites where people were bought and sold in Richmond, imagine what the built environment of mid-nineteenth-century Richmond looked like, and recognize the significant physical footprint of slave trading in its commercial district.  | <a href="#">1853 Richmond and its Slave Market</a>   |
| <b>Taking a Closer Look:</b><br>African American Agency                    | <ul style="list-style-type: none"> <li>Free African Society</li> <li>Colored Convention Movement</li> <li>American Moral Reform</li> <li>Black Nationalism</li> </ul>                                | By the end of this topic, students will be able to explore how African American agency differed from White abolitionists when confronting slavery and its overall impact on African Americans, both free and enslaved, through the creation of organizations such as the Free African Society, the Colored Convention Movement, the American Moral Reform Society, and Black Nationalism.   | <a href="#">"Africans in America: National Negro Convention Movement, 1830-1864" (Encyclopedia of Greater Philadelphia)</a><br><br><a href="#">Black Abolitionists" (The Zinn Education Project)</a><br><br><a href="#">"The Making of African American Identity," Vol. 1, 1500-1865</a><br>(National Humanities Center: Toolbox Library)<br><br><a href="#">"I will be Heard!" Abolitionism in America"</a><br>(Cornell University) |
| Abolitionism in Black and White (1820-1860)                                | <ul style="list-style-type: none"> <li>Pennsylvania Abolition Society</li> <li>Underground Railroad</li> <li>Role of Black Churches and Newspapers</li> </ul>  | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>identify and explain the various abolitionist movements across the country.</li> <li>analyze and compare the ideologies of groups fighting for the freedom and equality of African Americans.</li> <li>evaluate and discuss the role and influence of Black churches and newspapers leading up to and during the Civil War.</li> </ul>  | <b>Online Module 2 Topic 4</b>   |

# FIGHTING TO CHANGE THE FACE OF LIBERTY

## Compelling Question: What is Freedom?

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider  |
|---|--|---|--|
| The Institution of Slavery: The Primary Base of the Civil War (1850-1861)             | <ul style="list-style-type: none"> <li>• Opposition to Slavery threatens America's economic, political, and social order</li> <li>• On the road to war</li> <li>• Unraveling of political compromises; Compromise of 1820, Kansas Nebraska, Compromise of 1850</li> <li>• Secession documents- southern perception and justification</li> <li>• Free Blacks and education and the Black autobiography</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>• identify, describe, and create an annotated timeline of the political compromises and decisions leading up to the Civil War.</li> <li>• analyze and categorize the direct impact of political compromises on African Americans.</li> <li>• analyze and explain how political compromises and decisions reinforced Southern perceptions and justifications of institutional racism.</li> <li>• explore the impact of education in African American communities and the role of abolitionist newspapers.</li> <li>• identify how African American resistance (freedom seekers and those who rebelled) impacted the emergence of reactionary proslavery supporters and abolitionists.</li> </ul>   | <b>Online Module 3<br/>Topic 1</b>   |
| <p><b>Taking A Closer Look:</b></p> <p>Harriet Tubman - A Conductor and Much More</p> | <ul style="list-style-type: none"> <li>• Emerging activism among African American women</li> <li>• Fort Monroe</li> <li>• Port Royal</li> <li>• Combahee River Raid</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>• use evidence from a variety of sources to describe who Araminta Ross was and how events of her life lead to the Underground Railroad.</li> <li>• examine the role Harriet Tubman had during the Civil War with emphasis on her relationship with the Union Army at Fort Monroe.</li> </ul>  | <p><a href="#"><u>"Harriet Tubman" (National Park Service)</u></a></p> <p><a href="#"><u>"America's Story from America's Library: Harriett Tubman" (Library of Congress)</u></a></p> |
| Civil War (1861-1865)   | <ul style="list-style-type: none"> <li>• Impact of Civil War on the enslaved and free African Americans during the conflict</li> <li>• Confiscation Acts</li> <li>• Preliminary Emancipation</li> <li>• Emancipation Proclamation</li> <li>• African Americans and supporting the Cause of Freedom</li> <li>• "Contrabands of War" and Fort Monroe</li> </ul>  | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>• analyze how the decision by Major General Benjamin Butler's "Contrabands of War" declaration facilitated change in the Civil War.</li> <li>• analyze and explain what the Preliminary Emancipation Proclamation and the Emancipation Proclamation did and did not do.</li> <li>• explore the reactions that White society (North and South) had towards the Emancipation Proclamation and the enlistment of African American soldiers and sailors.</li> <li>• investigate and describe the varied impacts of the war on African Americans with respect to their home life, movement, and quest for freedom.</li> <li>• examine the role of African American men and women as soldiers, sailors, nurses, and missionaries during the Civil War.</li> </ul> | <b>Online Module 3<br/>Topic 2</b>   |



| Topics  | Content to Explore   | Learning Objectives  | Resources to Consider  |
|---|--|--|--|
| <p><b>Taking a Closer Look:</b></p> <p>Mary Peake: Origins of education for people of color</p>                                       | <ul style="list-style-type: none"> <li>American Missionary Association</li> <li>schools for African Americans</li> <li>establishing a model for schools for children of color</li> </ul>                                 | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>investigate who Mary Peake was and describe her role in providing education for African Americans.</li> <li>research the establishment of schools for African Americans in local areas.</li> </ul>   | <p><a href="#">"Freedmen's Education in Virginia, 1861-1870," by Ronald Butchart (Encyclopedia of Virginia)</a></p>  |
| <p>Reconstruction (Presidential and Congressional) Social &amp; Economic Transformations Resulting from the Civil War (1863-1877)</p> | <ul style="list-style-type: none"> <li>Congressional representation</li> <li>Booker T. Washington and W.E.B. Dubois</li> <li>The migration west and a dream deferred- the promise of "forty acres and a mule"</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>compare and contrast Presidential and Congressional Reconstruction policies.</li> <li>identify and describe the changes in the Republican Party after the Civil War.</li> <li>identify and compare the congressional and legislative changes that occurred with the re-entry of the South to the Union.</li> <li>determine how the economic support (or lack thereof) of the newly freed affected the future of African Americans.</li> <li>Examine the accomplishments of "freedom's first generation" and their impact on post-emancipation African American society.</li> </ul>   | <p><b>Online Module 3 Topic 3</b></p>  |
| <p><b>Taking a Closer Look:</b></p> <p>Slavery by Another Name</p>  | <ul style="list-style-type: none"> <li>13th Amendment</li> <li>Slavery v. Peonage</li> <li>Post-Reconstruction legislation establishing Jim Crow laws prior to <i>Plessy v. Ferguson</i></li> </ul>                      | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>critically analyze the Thirteenth Amendment and explore how a key loophole within it was exploited to force thousands of primarily African American men into labor after the Civil War.</li> <li>examine the vital role that labor played in the development of the South after the Civil War as it moved toward industrialization.</li> <li>compare and contrast post-Civil War and contemporary labor systems and analyze present-day employment rates for African Americans.</li> <li>understand the historical, political, and economic context behind the forced labor systems enacted after the Civil War and how those labor systems helped to build the foundation for the industrialization of the South.</li> <li>devise recommendations to reduce the unemployment rates for Black and Latino men.</li> <li>use media to articulate how statistics only tell part of the reality of their lives.</li> </ul> | <p><a href="#">Slavery v. Peonage</a></p> <p><a href="#">Slavery by Another Name - Background</a></p> <p><a href="#">Slavery by Another Name - Context</a></p> |

| Topics   | Content to Explore  | Learning Objectives   | Resources to Consider   |
|--|---|---|---|
| Season of Hope -The Legal and Social Status of African Americans (1877-1900) | <ul style="list-style-type: none"> <li>Forces against Fear</li> <li>Vigilantes A Path of Destruction</li> <li><i>Plessy v. Ferguson</i> (1896)</li> </ul>   | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>analyze and explain how various legislation at the state level affected the rights and economic growth of African Americans.</li> <li>analyze and explain how the ideologies and actions of various groups limited or affected the rights and economic growth of African Americans.</li> <li>investigate and describe how "Jim Crow" spread beyond the Deep South.</li> </ul>   | <b>Online Module 3 Topic 4</b>  |
| <p><b>Taking a Closer Look:</b></p> <p>Marcus Garvey</p>                     | <ul style="list-style-type: none"> <li>United Negro Improvement Association - UNIA (1916)</li> <li>advocating racial pride among Blacks</li> <li>the concept of Black nationalism leading to promotion of Black pride, separatism, and economic self-sufficiency</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>investigate and describe who Marcus Garvey was and how the Universal Negro Improvement Association (UNIA) began</li> <li>examine and summarize the <i>Declaration of Rights of the Negro People of the World</i> as a human rights document.</li> <li>compare two different secondary sources and provide evidence of conflicting opinions of Marcus Garvey and the "Back to Africa" movement.</li> </ul> | <a href="#"><u>Declaration of Rights of the Negro People of the World - Marcus Garvey</u></a>   |
| <p><b>Taking a Closer Look:</b></p> <p>The Post-Emancipation Generation</p>  | <ul style="list-style-type: none"> <li>Black professional class</li> <li>Black business districts</li> <li>The Progressive Movement</li> <li>Black Settlement Houses</li> <li>Black Club Movement</li> </ul>  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explore the emerging post-emancipation generation and their progress in creating a vibrant professional class and Black business districts.</li> <li>examine the role of African American women through the Progressive Movement, Black Settlement Houses, and the Black Club Movement.</li> </ul>  | <a href="#"><u>Reconstruction and the Formerly Enslaved</u></a><br><br><a href="#"><u>Fredrick McGhee, The Post-Emancipation Generation's Attorney</u></a><br><br><a href="#"><u>African American Settlement Movement</u></a> |
| The Era of Self-Help and Voices of Protest (1880 -1916)                      | <ul style="list-style-type: none"> <li>Black Townships after the Civil War</li> <li>Ida B. Wells and Anti-Lynching Laws</li> <li>Black Wall Street and the Tulsa, Oklahoma Massacre</li> <li>Effects of commemorating the past</li> <li>Founding of NAACP</li> <li>Uplift Suation</li> <li>Black Women, Progressivism, and the Black Club Movement</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>investigate and describe the origin and growth of Black townships after the Civil War.</li> <li>identify and discuss the purpose of Anti-Lynching laws and the federal government's role in protecting the rights of all citizens.</li> <li>investigate and describe the context for the commemoration of individuals or events after the Civil War.</li> </ul>   | <b>Online Module 3 Topic 5</b>  |

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider  |
|---|--|---|--|
| <p><b>Taking a Closer Look:</b></p> <p>Virginia, Eugenics, and Racial Integrity</p> | <ul style="list-style-type: none"> <li>Impact of White supremacy as social control of African Americans</li> <li>Use of pseudo-science to control African Americans</li> </ul> | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explain how categories of race were socially constructed through legal means by Virginia's Racial Integrity Act.</li> <li>analyze and investigate the decision of <i>Buck v. Bell</i>.</li> <li>investigate and understand that the University of Virginia was an institution on the forefront of the Eugenics movement and that the Commonwealth used this pseudo-science to control African Americans.</li> </ul> | <p><a href="#"><u>"Eugenics: Three Generations, No Imbeciles. Virginia, Eugenics, &amp; Buck v. Bell"</u></a> (University of Virginia)</p> <p><a href="#"><u>Sterilization Act of 1924 (Embryo Project Encyclopedia)</u></a></p> <p><a href="#"><u>"Eugenics: Compulsory Sterilization in 50 American States. Virginia,"</u></a> by Lutz Kaelber (University of Vermont)</p> |

# MODERN BLACK AMERICA

## Compelling Question: What is Freedom?

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider  |
|---|--|---|--|
| <p><b>Taking a Closer Look:</b></p> <p>Blackface: The Birth of an American Stereotype</p> |  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explore a variety of sources to determine the driving force behind the creation of “American culture” that was replete with negative stereotypes about African Americans.</li> <li>examine how these stereotypes corresponded with political, legal, social, and economic restrictions imposed by White society on the African American population.</li> </ul>  | <p><a href="#">Episode 3: The Birth of American Music</a></p> <p><a href="#">Jim Crow Museum of Racist Memorabilia (Ferris State University)</a></p> |
| The Arts (1920-1930)  | <ul style="list-style-type: none"> <li>Oral traditions of African origin</li> <li>I, Too, Sing America – Expressions and Influence of African Americans</li> <li>The Harlem Renaissance across time and space</li> <li>Entrepreneurs and Black Business Owners</li> <li>Black Writers Project (WPA)</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>analyze and explain the change and continuity in the African American cultural identity using primary and secondary sources (e.g., Harlem Renaissance, art, music, theater, film, literature, and dance).</li> <li>investigate and discuss the ability for African Americans to own and operate successful businesses at the turn of the century.</li> <li>analyze the documentation of African American culture by African American scholars such as Zora Neal Hurston.</li> </ul> | <b>Online Module 4 Topic 1</b>   |
| <p><b>Taking a Closer Look:</b></p> <p>Women Entrepreneurs</p>                            | <ul style="list-style-type: none"> <li>Madam C.J. Walker</li> <li>Maggie Lena Walker</li> <li>Mary Ellen Pleasant</li> <li>Annie Malone</li> <li>Mae Reeves</li> <li>Charlotte Ray</li> <li>Augusta Savage</li> </ul>  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>explain how women created businesses and economic success for themselves, their families, and their communities.</li> <li>identify the unique issues that faced women entrepreneurs during this time period.</li> <li>analyze and interpret the impact of women-owned businesses to the African American community during this time.</li> </ul>   | <p><a href="#">African American Reformers: The Club Movement (National Women’s History Museum)</a></p>   |
| <p><b>Taking a Closer Look:</b></p> <p>Black Expressions Outside of Harlem, NY</p>        | <ul style="list-style-type: none"> <li>Jackson Ward (Richmond)</li> <li>Church Street (Norfolk)</li> <li>Alexandria</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>understand how African Americans worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.</li> <li>examine how African American writers, artists, and musicians countered the perceptions and the obstacles they faced.</li> </ul>  | <p><a href="#">Jackson Ward District (National Park Service)</a></p>   |

| Topics  | Content to Explore   | Learning Objectives  | Resources to Consider  |
|---|--|--|--|
| <p><b>Taking a Closer Look:</b></p> <p>Redlining</p>                                | <ul style="list-style-type: none"> <li>How the New Deal established programs to support African Americans while sanctioning segregation</li> <li>Impact of redlining on housing and education</li> </ul>         | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>define redlining.</li> <li>examine programs provided by FDRs New Deal.</li> <li>investigate provisions provided in the New Deal to continue the segregation of neighborhoods and schools.</li> <li>develop questions about the modern-day impact redlining continues to have on African Americans.</li> </ul>  | <p><a href="#">"African Americans and the New Deal: A Look Back in History"</a><br/>(Roosevelt Institute)</p> <p><a href="#">"Franklin D. Roosevelt: The American Franchise,"</a> by William Leuchtenburg (UVA Miller Center)</p>                |
| <p>African Americans and U.S. Involvement in World Wars</p>                         | <ul style="list-style-type: none"> <li>African American soldier – From the American Revolution to the Present</li> <li>Segregation and later integration of the Armed Forces</li> <li>Medals of Honor</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>identify and describe the roles and contributions of African Americans during World Wars.</li> <li>analyze and explain the impact of policies on the rights of African Americans on and off the battlefields.</li> </ul>   | <p><b>Online Module 4 Topic 2</b></p>  |
| <p><b>Taking a Closer Look:</b></p> <p>The Social Construct of the Armed Forces</p> | <ul style="list-style-type: none"> <li>Impact of segregation on the Armed Forces</li> <li>Interactions between African American airmen and White airmen</li> </ul>   | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>examine the impact of racialized policies in recognizing the activities and accomplishments of African Americans (male and female) during wartime activities.</li> <li>examine the origins of the Tuskegee Airmen and analyze their impact on the war.</li> <li>determine to what extent the racism of the country affected the ability of the airmen to effectively do their jobs, attain appropriate recognition, and flourish within the armed forces during World War II</li> <li>explore the impact of President Harry S. Truman's Executive Order 9981: Desegregation of the Armed Forces (1948), and the Korean Conflict on the slow desegregation of America's military forces.</li> </ul> | <p><a href="#">Executive Order 9981: Ending Segregation in the Armed Forces</a><br/>(National Archives Foundation)</p> <p><a href="#">President Harry Truman Wipes Out Military Segregation</a><br/><a href="#">African American Odyssey</a></p> |

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider   |
|---|--|---|---|
| <p><b>Taking a Closer Look:</b></p> <p>Post-World War II Black America</p>                                | <ul style="list-style-type: none"> <li>Impact of the Double V campaign on veterans coming back from World War II</li> <li>How this loss galvanized veterans to demand equal rights and to pursue professions through the GI Bill</li> <li>Role of the Black Press</li> </ul> | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>examine the growth of the NAACP and other Civil Rights organizations</li> <li>analyze and explain the impact of how coming home to White supremacist customs and laws affected World War II veterans</li> <li>investigate and describe the main factors that influenced African Americans to want to fight for Civil Rights.</li> <li>examine the impact of the Black Press in publicizing accomplishments of Black soldiers, sailors, nurses, and others during World War II.</li> </ul> | <p><a href="#">"African American GIs of WWII: Fighting for democracy abroad and at home," by Maria Hohn (Black Military History, Jan. 30, 2018)</a></p> <p><a href="#">"An Uncensored Digital History of the Black GI in World War II," by Edward Gitre (National Archives)</a></p> |
| <p><b>Taking a Closer Look:</b></p> <p>Preparing for Desegregation</p>                                    | <p>Civil Rights and the legal fight through the NAACP's Legal Defense Fund (Charles Houston and Thurgood Marshall)</p>   | <p>By the end of this topic, students will be able to examine the various African American attorneys who fought a coordinated battle against segregation in Virginia and the nation, including Samuel Tucker, Oliver Hill, and Spottswood Robinson.</p>   | <p><a href="#">Civil Rights Act of 1964: The Long Struggle for Freedom. World War II and Post War (1940-49) (Library of Congress)</a></p>   |
| <p>The Road to "Brown"</p>  | <ul style="list-style-type: none"> <li>Barbara Johns, Ruby Bridges, and school integration</li> <li><i>Brown v. Board of Education of Topeka, Kansas</i></li> <li>Brown II: "With all deliberate speed"</li> </ul>   | <p>During this module, the student will</p> <ul style="list-style-type: none"> <li>analyze and explain the social impacts of segregation and desegregation.</li> <li>analyze and explain the impact of Brown vs Board of Education.</li> <li>investigate and describe the main factors involved in the struggle to desegregate America.</li> </ul>  | <p><b>Online Module 4 Topic 3</b></p>   |
| <p><b>Taking a Closer Look:</b></p> <p>Before Trayvon Martin, there was Emmett Till (and many others)</p> | <ul style="list-style-type: none"> <li>Impact of White supremacy and Jim Crow laws on African Americans</li> <li>Importance of the media, both African American and White in influencing opinion</li> </ul>  | <p>By the end of this topic, students will be able to:</p> <ul style="list-style-type: none"> <li>examine the events surrounding the lynching of Emmett Till</li> <li>investigate and describe the main reasons why Mamie Till Mobley chose to have an open casket for her son</li> <li>evaluate the impact of Emmett Till's murder and how it galvanized African Americans in the fight for civil rights</li> </ul>  | <p><a href="#">Is it Ever Too Late for Justice? (C3 Teachers)</a></p> <p>Scene on Radio - <a href="#">S1 E9: Emmett and Trayvon</a> -</p> <p><a href="#">Emmett Till's Casket Goes to the Smithsonian</a></p>   |

| Topics  | Content to Explore   | Learning Objectives   | Resources to Consider                 |
|---|--|---|---------------------------------------|
| Civil Rights, the Black Power Movement, and Voices of Protest (1950 – 1975) | <ul style="list-style-type: none"> <li>• National agenda among African Americans to organize and coordinate efforts through the NAACP, CORE, SCLC, and SNCC.</li> <li>• Rev. Dr. Martin Luther King, Jr., non-violence movement and the role of the media</li> <li>• Landmark legislation and decisions</li> <li>• The influence of Marcus Garvey on SNCC and the Black Power Movement</li> <li>• Black Power (1960s) - SNCC, Black Panthers, and the Nation of Islam</li> <li>• Black Studies and Black Arts</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>• identify and describe the major ideologies, objectives, tactics, and milestones of the Civil Rights Movement.</li> <li>• analyze and explain the origins and impact of the Black Power, Black Studies, Black Art Movements, and their responses to inequality.</li> <li>• evaluate and discuss the continuity and change in the Black Freedom Movements between the 1930s through the 1960s.</li> </ul> | <p><b>Online Module 4 Topic 4</b></p> |

# ADVOCACY AND CHANGE?

## Compelling Question: What is Freedom?

| Topics   | Content to Explore   | Learning Objectives   | Resources to Consider  |
|--|--|---|--|
| Race, Riots, and Voices of Protests                                  | <ul style="list-style-type: none"> <li>Words of "interposition" and "nullification"</li> <li>Social frustrations in Watts, Newark, Detroit</li> <li>The price of protests</li> </ul>   | <p>During this module the student will:</p> <ul style="list-style-type: none"> <li>investigate and describe how African American responses to inequality as represented by protests and rioting across the country and around the world.</li> <li>describe the similarities and differences between the protests and uprisings of the 18<sup>th</sup> and 19<sup>th</sup> centuries and those of the 1960s.</li> <li>investigate and describe the social and economic impacts and aftermath of riots of the 1960s.</li> </ul>   | <b>Online Module 5 Topic 1</b>   |
| <p><b>Taking a Closer Look:</b></p> <p>A changing view</p>           | African Americans in the media and art   | <p>During this module the student will:</p> <ul style="list-style-type: none"> <li>investigate and describe how African Americans became increasingly visible in TV and movies.</li> <li>describe and understand how the music of the 1950s, 1960s, and 1970s was influenced by the musical traditions of African American musical styles like blues and jazz.</li> <li>Analyze the ways in which American entertainment had as its roots African American inspiration and styles.</li> </ul>   | <p><a href="#">Art by African Americans</a></p> <p><a href="#">The Black Arts Movement Reprise: Television and Black Art in the 21st Century</a></p> |
| <p><b>Taking a Closer Look:</b></p> <p>The country in transition</p> | <ul style="list-style-type: none"> <li>Vietnam War and the effects on African American communities</li> <li>White Flight from cities</li> </ul>  | <p>During this module the student will:</p> <ul style="list-style-type: none"> <li>investigate and describe how African Americans experienced the Vietnam War and the impact it had on their communities.</li> <li>examine the patterns of urbanization and white flight that took place in the 1970s.</li> <li>synthesize how these events led to a re-segregation of schools and communities over time.</li> </ul>  | <a href="#">Black Opposition to Vietnam (Amistad Digital Resource)</a>   |
| Progress, Privilege, Poverty and the Rise of Hip-Hop                 | <ul style="list-style-type: none"> <li>Affirmative Action, new opportunities, Black middle class</li> <li>Educational achievement and economic gaps</li> <li>The racism built into "The Bell Curve"</li> <li>Racial disparities in the criminal justice System</li> <li>Hip Hop as a cultural movement and response to conservatism</li> </ul> | <p>During this module, the student will:</p> <ul style="list-style-type: none"> <li>investigate and discuss the issues of power and privilege and the consequences unearned privilege has on marginalized groups.</li> <li>gather and analyze data related to economic and educational achievement gaps between minority and majority populations.</li> <li>investigate and describe how "The Bell Curve" influenced social, economic, and educational policies.</li> <li>investigate and discuss the racial disparities in the criminal justice system.</li> <li>analyze and explain how Hip Hop became a global cultural movement.</li> </ul> | <b>Online Module 5 Topic 2</b>   |



| Topics   | Content to Explore  | Learning Objectives   | Resources to Consider   |
|--|---|---|---|
| <b>Taking a Closer Look:</b><br>Is Freedom Free?                     | <ul style="list-style-type: none"> <li>Making connections between the past and present to substantiate a claim</li> <li>Developing supporting questions</li> <li>Evaluating a variety of sources to support a claim</li> </ul>  | By the end of this topic, students will be able to: <ul style="list-style-type: none"> <li>use previous content knowledge to gather resources from a variety of sources and develop supporting questions to respond to a compelling question.</li> <li>evaluate the sources to determine the best 3-5 sources to support a position with evidence.</li> <li>acknowledge competing views.</li> </ul>   | Sample Inquiries:<br><a href="#">Is Freedom Free Safety and Freedom</a> |
| Season of Hope – The Making of a President: Barack H. Obama          | <ul style="list-style-type: none"> <li>2004 Democratic National Convention: “Touchstone of National Unity and a Manifesto of Hope”</li> <li>Politics of Change and New Campaign Strategies</li> <li>Opposition to Change</li> <li>Impact of the Obama Presidency</li> </ul> | During this module, the student will: <ul style="list-style-type: none"> <li>identify and describe the most significant turning points and strategies that led to the election of Barack Obama as President.</li> <li>investigate and describe the challenges and successes of the Obama administration on a national and global stage.</li> <li>analyze and discuss the impact of the Obama presidency on African Americans and Black politics.</li> </ul>   | <b>Online Module 5 Topic 3</b>  |
| Advocacy seeking Social Justice Today – Modern Day Voices of Protest | <ul style="list-style-type: none"> <li>Modern Black Politics, Social (In)Justices and legislation</li> <li>(Un)Changing attitudes about race</li> <li>The War on the persistence of institutional racism</li> </ul>   | During this module, the student will: <ul style="list-style-type: none"> <li>investigate and describe the challenges and strengths of African Americans in national politics.</li> <li>analyze and discuss the root causes that impact participation and influence of African Americans in modern political and social movements.</li> <li>investigate and describe America's history of racial injustice and its impact on racial inequality.</li> <li>determine the necessary next steps and develop a plan to influence public policy and advocate for social change.</li> </ul> | <b>Online Module 5 Topic 4</b>  |
| <b>Taking a Closer Look:</b><br>Advocacy and Change                  | <ul style="list-style-type: none"> <li>Civic action and engagement</li> <li>Advocacy – What is it?</li> <li>Legislation and change</li> <li>Working together for a common good</li> </ul>   | By the end of this topic, students will be able to: <ul style="list-style-type: none"> <li>investigate mass incarceration and its impact on American society</li> <li>formulate ideas for legislative change</li> <li>develop concrete suggestions to improve America today.</li> <li>identify practical ways for young people to engage in civic action and advocacy</li> </ul>  | <a href="#">Slavery by Another Name - Resistance</a>                    |

# APPENDIX A: TEACHING HISTORY AND SOCIAL SCIENCE

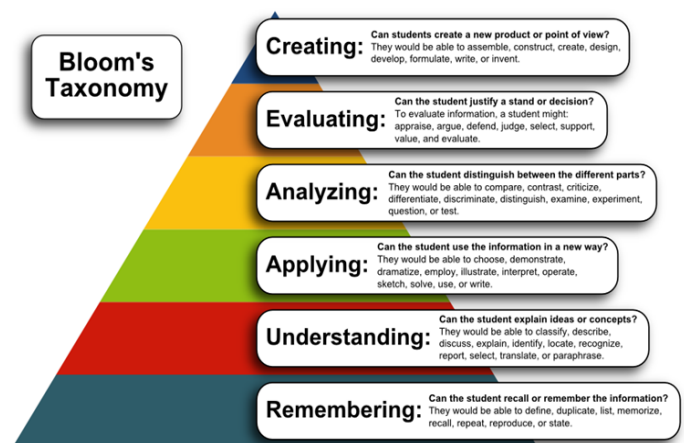
## HISTORICAL THINKING SKILLS

Students develop historical thinking skills by investigating the past through exploration and the interpretation of rich primary and secondary sources. Teachers can develop these skills through explicit attention to historical thinking in individual or group activities, open-ended writing, and skill-based formative performance tasks and assessments. Students should engage in activities that allow for investigation and formulation of historical arguments in African American history.

1. Chronological Reasoning: Historical Causation, Patterns of Continuity and Change over Time, and Periodization
2. Comparison and Contextualization
3. Crafting Historical Arguments from Historical Evidence
4. Historical Interpretation and Synthesis

## BLOOM'S TAXONOMY

Bloom's Taxonomy is a classification of the different objectives and skills that educators set for their students (learning objectives). The taxonomy was proposed in 1956 by Benjamin Bloom, an educational psychologist at the University of Chicago. The terminology has been recently updated to include the following six levels of learning. These 6 levels can be used to structure the learning objectives, lessons, and assessments of your course.



## DEPTH OF KNOWLEDGE

The concept of depth of knowledge that is addressed in the college and career ready standards was developed by Norman Webb (1997; 2002). Webb designed his model as a means of increasing the cognitive complexity and demand of standardized assessments. Webb's establishes the context – the scenario, the setting, or the situation – which students will express and share the depth and extent of their learning.

- DOK-1: Recall and reproduce data, definitions, details, facts, information, and procedures. (knowledge acquisition)
- DOK-2: Use academic concepts and cognitive skills to answer questions, address problems, accomplish tasks, and analyze texts and topics. (knowledge application)
- DOK-3: Think strategically and reasonably about how and why concepts, ideas, operations, and procedures can be used to attain and explain answers, conclusions, decisions, outcomes, reasons, and results. (knowledge analysis)
- DOK-4: Think extensively about what else can be done, how else can learning be used, and how could the student personally use what they have learned in different academic and real world contexts. (knowledge augmentation)

## BLOOM'S TAXONOMY AND DEPTH OF KNOWLEDGE

The major (basic) difference between these two conceptual frameworks is what is being measured.

- Bloom's Taxonomy measures the cognitive level students are expected to show in order to prove a learning experience occurred. Bloom's is better used in measuring the instruction, objective, or cognitive rigor;
- Depth of Knowledge focuses more on the context—the scenario, the setting, or the situation—in which students are expected to express the learning. Depth of Knowledge is better used in measuring the actual assessment itself.
- Bloom's provides the instructional framework, while Depth of Knowledge analyzes the specifics of the assignments.

[BLOOM'S TAXONOMY AND WEBB'S DEPTH OF KNOWLEDGE](#), (1/5/2018)

# APPENDIX B: INQUIRY DESIGN MODEL

## C3 FRAMEWORK AND THE INQUIRY ARC

THE PRIMARY PURPOSE of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards is to provide guidance to states on the concepts, skills, and disciplinary tools necessary to prepare students for college, career, and civic life. In doing so, the C3 Framework offers guidance and support for rigorous student learning. That guidance and support takes form in an Inquiry Arc—a set of interlocking and mutually reinforcing ideas that feature the four Dimensions of informed inquiry in social studies:

1. Developing questions and planning inquiries;
2. Applying disciplinary concepts and tools;
3. Evaluating sources and using evidence; and
4. Communicating conclusions and taking informed action.

## QUESTIONING IS KEY TO STUDENT LEARNING.

The C3 Framework encourages the use of compelling and supporting questions, both teacher- and student-generated, as a central element of the teaching and learning process. For example, a compelling question like “Was the American Revolution revolutionary?” is both intriguing to students and intellectually honest. Such a question can be vigorously explored through the disciplines of civics, economics, geography, and history. It is also sensitive to the idea that students are interested in how and why events are characterized as they are. Supporting questions assist students in addressing their compelling questions. For example, questions like “What were the regulations imposed on the colonists under the Townshend Acts?” will help students understand the many dimensions of the war as they form their conclusions about the magnitude of change associated with those Acts. Developing compelling and supporting questions is challenging, and teachers will need to provide guidance and support in crafting them, especially for young learners. The Indicators for Dimension 1 present a developmentally appropriate, scalable, and assessable set of ideas through which students can demonstrate their increasingly independent facility with recognizing, developing, and articulating powerful questions.

### COMPELLING QUESTION:

Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience.

**Example: What Made Nonviolent Protest Effective during the Civil Rights Movement?**

## INQUIRY DESCRIPTION

This inquiry leads students through an examination of whether there is a time limit on pursuing justice in decades-old civil rights-era lynching cases. By investigating the compelling question “Is it ever too late for justice?” students evaluate primary sources about the murder of Emmett Till and address the issue of whether the passage of time essentially closes the book on cases where justice was not served. The formative performance tasks help students build knowledge and practice skills so they can answer the supporting questions. Students create an evidence-based argument to answer the compelling question.

**(IDM) BLUEPRINT™**

| <b>Inquiry Design Model (IDM) Blueprint™</b> |                                   |                                   |
|--|-----------------------------------|-----------------------------------|
| <b>Compelling Question</b>                   |                                   |                                   |
| <b>Standards and Practices</b>               |                                   |                                   |
| <b>Staging the Question</b>                  |                                   |                                   |
| <b>Supporting Question 1</b>                 | <b>Supporting Question 2</b>      | <b>Supporting Question 3</b>      |
|  |                                   |                                   |
| <b>Formative Performance Task</b>            | <b>Formative Performance Task</b> | <b>Formative Performance Task</b> |
|  |                                   |                                   |
| <b>Featured Sources</b>                      | <b>Featured Sources</b>           | <b>Featured Sources</b>           |
|  |                                   |                                   |
| <b>Summative Performance Task</b>            | <b>Argument</b>                   |                                   |
|  | <b>Extension</b>                  |                                   |
| <b>Taking Informed Action</b>                |                                   |                                   |

**Grant, Lee, and Swan, 2014**



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# APPENDIX C: INQUIRY DESIGN MODEL EXAMPLE

The following annotated inquiry is taken from the C3 Teachers resources as an example of how to set the stage and plan for an inquiry design model. The entire plan and resources can be found on the [C3 Teachers Inquiries website](#). For more information about the Inquiry Design approach or other Inquiry lessons, visit [C3 – College Career & Civic Life](#)

## CIVIL RIGHTS

This annotated inquiry leads students through an investigation of the civil rights movement using the lens of nonviolent direct-action protest. The content of this inquiry relates to Key Idea 11.10, Social and Economic Change/Domestic Issues (1945 – Present). The compelling question “What made nonviolent protest effective during the civil rights movement?” asks students to grapple with the means of achieving the various ends of the civil rights movement—an end to segregation as well as the achievement of voting rights and true equality as citizens. This investigation is situated in the unique time of the civil rights movement in which a large number of individuals and organizations strategically chose to use tactics that on the surface may have seemed counterintuitive and yet yielded effective results.

It is important to note that this inquiry requires prerequisite knowledge of historical events and ideas. Thus, students should have already studied the basic background concerning prejudices and racism existing in the American south leading up to, during, and after the Civil War in the United States.

## NOTE:

This inquiry is expected to take four or five 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and featured sources). Teachers are encouraged to adapt the inquiries in order to meet the needs and interests of their particular students. Resources can also be modified as necessary to meet individualized education programs (IEPs) or Section 504 Plans for students with disabilities.

**EXAMPLE:**

| Inquiry Design Model (IDM) Blueprint™  |  |  |
|--|--|--|
| <b>Compelling Question</b>   | Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience. <b>Example: What Made Nonviolent Protest Effective during the Civil Rights Movement?</b> |  |
| <b>Learning Objectives and Practices</b>   | The key objective (1-2) that is the foundation for the inquiry. <b>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</b>  |  |
| <b>Staging the Question</b>  | Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <b>Example: Discuss the recent die-in protests and the extent to which they are an effective form of nonviolent direct-action protest.</b>   |  |
| <b>Supporting Question 1</b>   | <b>Supporting Question 2</b>   | <b>Supporting Question 3</b>   |
| Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question.   |  |  |
| <b>Example: What was the impact of the Greensboro sit-in protest?</b>  | <b>Example: What made the Montgomery bus boycott, the Birmingham campaign, and the Selma to Montgomery marches effective?</b>  | <b>Example: How did others use nonviolence effectively during the civil rights movement?</b>   |
| <b>Formative Performance Task</b>  | <b>Formative Performance Task</b>  | <b>Formative Performance Task</b>  |
| Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. |  |  |
| <b>Example: Create a cause-and-effect diagram that demonstrates the impact of the sit-in protest by the Greensboro Four.</b>   | <b>Example: Detail the impacts of a range of individuals and the actions they took to make the efforts effective.</b>  | <b>Example: Research the impact of a range of individuals and the effective nonviolent direct actions they used in the events during the civil rights movement</b> |
| <b>Featured Sources</b>  | <b>Featured Sources</b>  | <b>Featured Sources</b>  |
| Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question.    |  |  |

## Inquiry Design Model (IDM) Blueprint™

|   |   |   |
|---|---|---|
| <p>Example:<br/>Source A: Photograph of the Greensboro Four<br/>Source B: Join the Student Sit-Ins<br/>Source C: "1960: Sitting Down to Take a Stand"</p> | <p>Example:<br/>Sources A–D: Source packet on the Montgomery bus boycott<br/>Sources A–D: Source packet on the Birmingham campaign<br/>Sources A–E: Source packet on the Selma to Montgomery marches</p>  | <p>Example:<br/>Source A: To be determined by students; see possible resources in the Events for Research table</p>   |
| Summative<br>Performance Task   | <b>Argument</b>   | Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, and essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <b>Example: What made nonviolent protest effective during the civil rights movement? Construct an argument (e.g., detailed outline, poster, or essay) using specific claims and relevant evidence from historical sources. Express these arguments by creating a monument or memorial for nonviolent heroes of the civil rights movement and provide a rationale for its design.</b> |
|   | <b>Extension</b>  | An extension activity offers an optional task that might be used in place of the Summative Performance Task. <b>Example: Discuss the following: If the country were to build a monument or memorial (e.g., Mount Rushmore or the Vietnam War Memorial) for nonviolent heroes of the civil rights movement, what type of monument should it be and who, if anyone, should be on it?</b>  |
| Taking Informed<br>Action   | The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. <b>Example: Understand: Examine several oral history archives. Focus on archives that feature individuals who participated in nonviolent protest within the civil rights movement. Assess: Discuss the limitations of oral history and note its contribution to our understanding of the past. Act: Create an oral history archive of individuals who participated in or witnessed a nonviolent direct-action protest.</b> |   |

Grant, Lee, and Swan, 2014



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# APPENDIX D: RESOURCES FOR CONSIDERATION

## African American History Video Series

WHRO created this video series in partnership with the Virginia Department of Education. These videos are part of the African American History online course content. The individual videos in this series focus on stories, people, and events from Virginia:

- [African American History: Darrel Rose](https://emediava.org/lo/33508/playlist/2800003358) (https://emediava.org/lo/33508/playlist/2800003358)
- [African American History: Gainsboro](https://emediava.org/lo/33518/playlist/2800003358) (https://emediava.org/lo/33518/playlist/2800003358)
- [African American History: John Punch](https://emediava.org/lo/33512/playlist/2800003358) (https://emediava.org/lo/33512/playlist/2800003358)
- [African American History: The Underground Railroad](https://emediava.org/lo/33514/playlist/2800003358) (https://emediava.org/lo/33514/playlist/2800003358)
- [African American History: Zenda](https://emediava.org/lo/33516/playlist/2800003358) (https://emediava.org/lo/33516/playlist/2800003358)

## [African American History Resources](https://emediava.org/results/f/s:African%20American%20History+types:9+venid:96) (https://emediava.org/results/f/s:African%20American%20History+types:9+venid:96)

Whether teaching or learning about African American History, this collection is filled with beneficial resources for both teachers and students. In this collection, there are playlists organized by themes throughout history that include hundreds of learning objects. This collection helps to tell a more complete story of American history:

- [African American History: "Jim Crow" and the Post-Reconstruction South](https://emediava.org/lo/2800003429) (https://emediava.org/lo/2800003429)
- [African American History: End of the Civil War and Reconstruction](https://emediava.org/lo/2800002833) (https://emediava.org/lo/2800002833)
- [African American History: The U.S. Constitution and the Issue of Slavery](https://emediava.org/lo/2800002837) (https://emediava.org/lo/2800002837)
- [African American History: Africa Prior to 1619](https://emediava.org/lo/2800003383) (https://emediava.org/lo/2800003383)
- [African American History: Arrival of the First Africans to British North America and Colonial Life](https://emediava.org/lo/2800002835) (https://emediava.org/lo/2800002835)
- [African American History: Civil Rights Movements and Social Justice, Then and Now](https://emediava.org/lo/2800002831) (https://emediava.org/lo/2800002831)
- [African American History: Slavery, Abolitionism, Revolt, and the Coming of the Civil War in Virginia](https://emediava.org/lo/2800002834) (https://emediava.org/lo/2800002834)

## #GoOpenVA Resources

In collaboration with the VDOE and #GoOpenVA, the Virginia Social Studies Leadership Consortium (VSSLC) formed the Dr. Carter G. Woodson Collaborative. This collaborative worked with local museums and other organizations to curate and create resources in support of the approved edits. The resources curated and learning experiences developed the Collaborative are available for use in this course are available through #GoOpenVA.

# APPENDIX E: SAMPLE LESSONS FOR CONSIDERATION

## Preparing Students for Difficult Conversations

### FROM THE UNIT: Facing Ferguson: News Literacy in a Digital Age

#### ESSENTIAL QUESTIONS

1. How can teachers and students create a safe and supportive classroom space in which to discuss difficult issues?
2. What are the different ways that people receive information about current events?

#### LEARNING OBJECTIVES

1. Students will be able to establish a safe space for holding difficult conversations.
2. Students will be able to acknowledge one another's complicated feelings about race.
3. Students will be able to develop a shared understanding of the basic facts surrounding the events in Ferguson.

#### OVERVIEW

This lesson provides the foundation for the lessons that follow. Because the events and issues at the center of this exploration are complex and disturbing, an essential first step is to create a safe and reflective classroom where students feel they can speak honestly about difficult issues without being judged or shut down by others, where they develop listening skills and the ability to hear perspectives different from their own, and where they learn to have civil discourse and not debate. Students are then given the opportunity to express and process their initial emotional reactions to Ferguson as they develop a common understanding of the basic events.

#### MATERIALS

1. Video: ["How to Tell Someone They Sound Racist"](#)
2. Graphic organizer: [Know-Heard-Learned Chart](#)

#### ACTIVITIES

##### 1. Introduce the Unit

The overarching goal will be to consider what journalism means in the digital age, what role it plays in maintaining and strengthening democracy, how we can become effective and responsible consumers and producers of news and information, and how these activities can support civil dialogue about sensitive issues.

1. Begin by asking students: How do you find out what's going on in the world? Where do you get your news? On chart paper, brainstorm a list of the most common news sources for teens. Then ask: How do you think your parents or other older people might answer that question? (Make sure to save this list, as you will refer to it later.)
2. Define social media and brainstorm a list of the most common platforms. Make sure students are familiar with how Twitter and Instagram work, as these were key social media platforms used to share information about Ferguson. If not, ask for volunteers to explain.
3. To introduce the unit, explain that this is a news literacy case study that will explore how established news organizations reported on the events surrounding the shooting of Michael



Brown in Ferguson, Missouri, and how the information shared by the public on social media added to this coverage.

## 2. Establish a Safe Space

One of the underlying themes that we will be navigating in this unit is race. We believe that conversations about race should be conducted in a safe space. The following activities are designed to create that space.

1. Start with a journal prompt: Tell students that the following writing exercise is a *private* journal entry that they will not be asked to share with anyone, so they should feel free to write their most honest reflection. Have students take several minutes to complete this sentence: "I mostly feel \_\_\_\_\_ when discussing race, because \_\_\_\_\_."
2. Now that students have gathered their thoughts, tell them you are going to do a group brainstorm. They should not make "I" statements or share how they feel or what they wrote. Tell students: Let's put words on the board that represent the feelings that we think may be in the room when we discuss race. At this point, we will just list and not comment on them.
3. Now look at the list. Ask students: What do the words have in common? (*The words are usually mostly, but maybe not all, negative.*) What else do you notice? (*The words are not just surface observations; they are deeply personal feelings.*) Do you have any other important reflections? (*The words represent a wide and varied range of responses.*) Which of these feelings are most valid? (*They are all valid. You may want to acknowledge that this is a rhetorical question, but it is important to validate everyone's feelings.*) Where do these feelings come from? (*Personal experiences, stereotypes, etc.*)
4. It's important for teachers and students to acknowledge that these feelings are in the room and that they need not be afraid of them. Each person should be allowed to enter this conversation wherever he or she is without being judged or shut down. Everyone needs to feel free to participate without fear of being called racist or given any other label. (You may also want to review some articles that address issues of language, including "[Straight Talk about the N-Word](#)" from *Teaching Tolerance* and "[In Defense of a Loaded Word](#)" by Ta-Nehisi Coates.)

## 3. Create a Classroom Contract

Follow this discussion with the short video "[How to Tell Someone They Sound Racist](#)," by New York City hip-hop DJ and blogger Jay Smooth. Give students an opportunity to discuss their responses, in pairs or as a group.

1. Ask: What does Smooth mean by the "what they did" conversation? How is that different from the "what they are" conversation?
2. Ask: Do you agree with what Smooth suggests when he says people should focus on "what they did" versus "what they are"? How is the difference important?
3. You may also want to share the definition of racism by Dr. Beverly Daniel Tatum, or another definition you have used in the classroom, and discuss students' responses.
  1. In her book *Why Are All the Black Kids Sitting Together in the Cafeteria?*, Dr. Tatum does not characterize racism as overt discrimination or individual acts of hate. Rather, she defines it as one's benefiting from a system of privileges based on race that are subtly ingrained in the surrounding culture, making them difficult to detect. It is possible for people of color to be prejudiced on the basis of race, but the social system is never in their favor. This is racism. She compares racism to smog: "Sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in" (page 6).
4. Now create a classroom contract. Acknowledging that these complicated feelings are in the room and considering what Jay Smooth said, ask students: What do we as a community of learners need from each other to have a safe yet courageous conversation about race in this unit? You can use our [contracting guidelines for creating a classroom contract](#) or another procedure you have used in the past.

#### 4. Review the Events of Ferguson

The Know-Heard-Learned Chart will ground students in the basic timeline of events in Ferguson and provide a place to take notes as they gain more information throughout the unit.

1. Invite students to begin your exploration of Ferguson by establishing a basic understanding of the events, which students will add to throughout the unit. Students should plan to bring this graphic organizer with them to each class.
2. Distribute the timeline. Have students take ten minutes to fill in what they can in the “What I Know” column for each event on the timeline, identifying the source of that knowledge if possible (they can add to the “What I Learned” column at any time; the timeline is for their reference only). When their initial timelines are complete, have students spend five minutes reflecting in their journals on what revisiting these events makes them feel. What do they feel confused or uncomfortable about?
3. As a final discussion, invite students who feel comfortable doing so to share what they remembered, wrote, thought, and felt.

## TALKING ABOUT RACE AND RACISM SAMPLE LESSON

Lesson excerpted from [Teaching 'The New Jim Crow'](#) available from Learning for Justice.  
*Reprinted with permission from Learning for Justice.*

### COMPELLING QUESTION:

What do I need to participate in an open and honest conversation about race, racism, and this content?

### BIG IDEA:

Effective instruction about *race and racism* requires advanced preparation for how to talk about them in a classroom setting.

### OBJECTIVES: STUDENTS WILL BE ABLE TO:

- reflect on their own comfort level when talking about race.
- distinguish between intent and impact and reflect on what it means in the context of class discussions.
- describe how stereotypes inform our implicit biases and how implicit bias impacts our interactions.
- establish norms and learn strategies for having open and honest conversations about the content.

### TIER II AND III VOCABULARY

- bias
- caste
- colorblindness
- hierarchy
- Jim Crow
- mass incarceration
- stereotype
- stigma

## WARM UP

Write the prompts (below) on the board, and allow students time to quietly and independently respond in writing. If you have a journal procedure, use it here. Allow time for sharing and discussion.

On a scale of 0-5, how comfortable are you talking about race? Explain.

On a scale of 0-5, how comfortable are you talking about racism? Explain.

0 = I would rather not talk about race/racism.

1 = I am very uncomfortable talking about race/racism.

2 = I am usually uncomfortable talking about race/racism.

3 = I am sometimes uncomfortable talking about race/racism.

4 = I am usually comfortable talking about race/racism.

5 = I am very comfortable talking about race/racism.

## CHALK TALK

Introduce students to frequently used terms. Use this activity to assess their prior knowledge, familiarity and attitudes toward the words and their connotations.

1. Write each of the Tier II and III vocabulary words listed at the top of this lesson on a piece of chart paper. Hang the chart papers around the classroom.
2. Distribute students evenly at each chart paper. Provide each student with a marker; if possible, use the same color.
3. Tell students they will have two minutes to comment on the term by writing their knowledge, beliefs or questions on the poster. Emphasize that there are no right or wrong responses and that they will have the opportunity to learn more and discuss these terms in future lessons. This is a completely silent activity. If they wish to react or respond to what one of their peers has written, they may do so by drawing an arrow and responding in writing.
4. After two minutes, have students rotate to the chart paper on their right.
5. Repeat steps three and four until each student has commented on each term.
6. Allow some time for students to circle back through the chart papers and notice what they, as a class, have "said."
7. Explain to students that during the course they will be reading about and discussing a host of race-related facts and myths and directly discussing issues of racism in the United States. Each of the terms they see around the room will be important in those conversations and continued to be defined and debated.
8. Tell students that it is important to discuss certain things as a classroom community before starting the lessons to ensure that there is as much comfort as possible when talking about race and racism. Remind them that talking about race and racism will never feel comfortable for all people and that, in some places, everyone may not be completely safe. But your goal as their teacher is to create a classroom community of respect and support. To that end, share any insights and tools with them that you found helpful from the activities in [\*"Preparing to Teach The New Jim Crow."\*](#)

## OUR WORDS: INTENT VS. IMPACT

1. Ask the class: "Have you ever been hurt by something someone said or did and when that person finds out they've hurt you, their response is 'I'm sorry. I didn't mean to hurt you?'" Have students share examples.
2. Explain the difference between the intent of our words and the impact of our words. Go back to the

examples shared in step one, and ask students to compare the intent and the impact of words used in those situations.

3. Tell students that when we talk about racial issues, the way we say things to classmates can matter as much, or more, than *what* we mean.
4. Have student volunteers read the scenario below, as you pause to ask questions along the way.
5. Explain that in sensitive and difficult conversations we have to be mindful of the impact our words will have on others. We also have to be understanding of the fact that the way another person's words make us feel may not be what they intended.

#### Scenario

**Apple:** Wow, Basil! I'm so impressed with your presentation. You're so smart! Every time you present, I can't believe you're a product of public schools.

*Pause (ask students): What is Apple's intent? What does she want to convey to Basil?*

**Basil:** [to his peer, Luisa] I can't believe Apple would say that. I love my school! I love this city. She is so insensitive and judgmental. She should know better. I can't stand to be around her anymore.

*Pause (ask students): What is the impact of Apple's comment on Basil?*

**Luisa:** [to another peer, Jett] Did you hear what Apple said to Basil? He is so offended. Which is too bad—they were good friends. I don't think Apple meant to be insensitive.

**Jett:** [to a new student, Leila] Everyone here is pretty cool, except for Apple. Avoid her at all costs!

*Pause (ask students): What are the ramifications of Apple's initial comment? What is the relationship between intent and impact?*

#### DEBRIEF WITH A TALKING CIRCLE

1. Gather in a circle. Locate the talking piece or, if this is the first time doing a Talking Circle, choose a talking piece.
2. Pose a question or raise a topic and then pass the talking piece around the Circle moving clockwise. Students can pass if they want. Remember, only the student holding the talking piece can speak. Others listen.

The following are some suggested questions for reflection and debriefing at this point in the lesson:

- Let's talk a little about our warm-up questions. How comfortable are you talking about race? Say more about that.
- What are your feelings about the eight words hanging up in our classroom?
- What did you take away from our discussion of impact versus intent of our words?
- How are you feeling at this point? Is there anything you would like to share?

## IMPLICIT BIAS AND STEREOTYPES

1. Explain that stereotypes are untrue, offensive and hurtful. These ideas exist in the world and in our heads even if we don't want them to. Stereotypes can cause deep harm even if nobody actively "intends" that harm. In order to expose stereotypes and to explore how they shape our interactions with others despite our best intentions, we first have to acknowledge their existence. Our question as a class community is, how do we challenge these false assumptions together?
2. Provide students with the definition of *stereotype*: an exaggerated belief, image or distorted truth about a group or person—a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media or reputations passed on by parents, peers and other members of society. Stereotypes can be positive or negative but are always harmful.
3. List the following identity groups on the board:
  - o African American/Black
  - o Asian
  - o European American/White
  - o Hawaiian/ Pacific Islander
  - o Hispanic/Latino/Chicano
  - o Jewish
  - o Middle Eastern/Arab
  - o Native American
4. Have students unpack stereotypes they have been taught, been told or believe about these racial and ethnic groups. Students do not have to identify if they believe the stereotype or where they learned it.
5. Use your judgment to determine how student responses will be shared. Some options are:
  - o have a whole group discussion where students take turns reporting as you write a list of stereotypes on the board.
  - o have students write each of their examples on sticky notes. Collect and read the examples out loud and/or post them on the board next to the list.
  - o provide students with adhesive dots and have them mark next to the statements/stereotypes that they, too, have been taught, told or believe. This should be done in silence. The idea is to gain a sense of which stereotypes are most pervasive and dominant in your particular classroom community.
6. Explain that stereotypes such as these are sometimes expressed in racist jokes, slurs and images or through actions such as blatant discrimination or even violent hate crimes. Today, these overt and explicit kinds of racism are widely frowned upon and considered unacceptable. Most people would say they consciously reject racist attitudes and behavior.
7. Stereotypes, however, can influence our attitudes and behavior in ways that we are unconscious of. Explain this is the idea of *implicit bias*: stereotypes or biases against groups of people that may be in our heads even though we do not want them to be. Provide more definition and description of implicit bias, such as this discussion from the [Kirwan Institute for the Study of Race and Ethnicity](#):

"Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection.



The implicit associations we harbor in our subconscious cause us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.”

—[The Kirwan Institute for the Study of Race and Ethnicity](#)

8. Ask students what are some of the ways the stereotypes on the board could form implicit biases? Give the question context by posing the following scenarios. Have students work in small groups, or as a whole class, to discuss how the following daily interactions could be influenced by implicit bias:
  - o *A doctor doesn't ask his Latina patient if she has any questions.*
  - o *A teacher assigns her only Asian student to tutor other students.*
  - o *An employer places the resumes of applicants with Arabic-sounding names at the bottom of the stack.*
  - o *A woman who clutches her purse when a black man enters the elevator.*
9. Have students discuss the following questions in their groups or journal about them independently:
  - o What is/are the implicit bias(es) at work in the scenario?
  - o Would most people consider the interactions in these scenarios as racist? How could you prove it to someone?
  - o Is it possible that the doctor, teacher, employer and woman on the elevator are unaware of their biases? Could they even hold antiracist views on a conscious level in their everyday lives?
  - o Do you think we all have implicit biases? What are some implicit biases you and/or your classmates might hold? How could this impact your conversations about race?
10. Show a [clip](#) from an episode of “What Would You Do?” as a demonstration of how a stereotype plays out in real life. The clip shows passerby responses to a young white man, young black man, and young blonde girl stealing a bicycle. Time and time again, the vast majority of people respond differently to the bike theft depending on the identity of who is stealing the bike. Ask students:
  - o Why were the responses so different?
  - o Do you think the passersby were racist? Did they hold stereotypes? Implicit biases?
  - o What would you have done?
11. Conclude by showing this short [video clip](#) about selective attention. The clip illustrates that we tend to see only what we're primed to see. In this case, we are primed to count the number of passes and completely miss the gorilla! Stereotypes operate in a similar way in forming implicit biases. Stereotypes can operate as primers and prevent us from accurately perceiving situations and people. What does it mean that our perception can be so easily fooled? In the scenarios above, what were the doctor, teacher, employer and woman on the elevator primed to see? How about the passersby at the park? In each case, what might they fail to see or understand as a result of their implicit biases?

## Establishing Rules and Norms

1. Recall the start of the lesson when students shared their comfort levels when it comes to talking about race and racism. Classroom conversations need to be honest, respectful and supportive. Share with some of the strategies you will use to support students during these conversations. For instance, let them know that you will
  - o debrief with them or allow them time to reflect on their own (e.g., talking circles and journaling).
  - o check in with them throughout the lesson to see how they are feeling and doing (e.g., fist-to-five).
  - o encourage them to ask for a pause when they are feeling strong emotions that prevent them from moving forward (e.g., stoplight).
  - o introduce them to methods for communicating through strong emotions (e.g., RCRC).
2. Gather in a Talking Circle. Locate the talking piece. Pose the question, "What do you need from your classmates and teacher to have an open and honest dialogue about the information we will encounter in *The New Jim Crow*?" Pass the talking piece around the Circle moving clockwise. Remember, only the student holding the talking piece can speak. Others listen.
3. After the Talking Circle, draft rules and norms that everyone will adhere to as you embark upon this lesson series. Where possible, try to relate the discussion back to existing classroom rules.

## Exit Ticket

Have students write a letter to themselves in which they discuss their fears and hopes for talking about *race and racism* with their teacher and classmates.

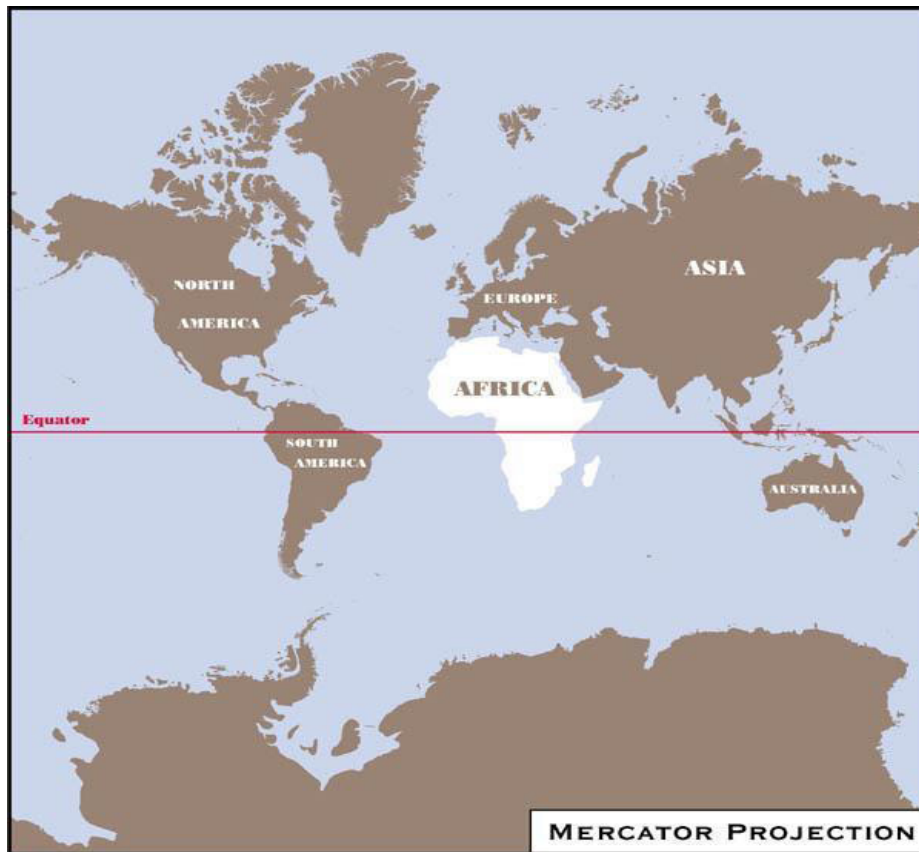
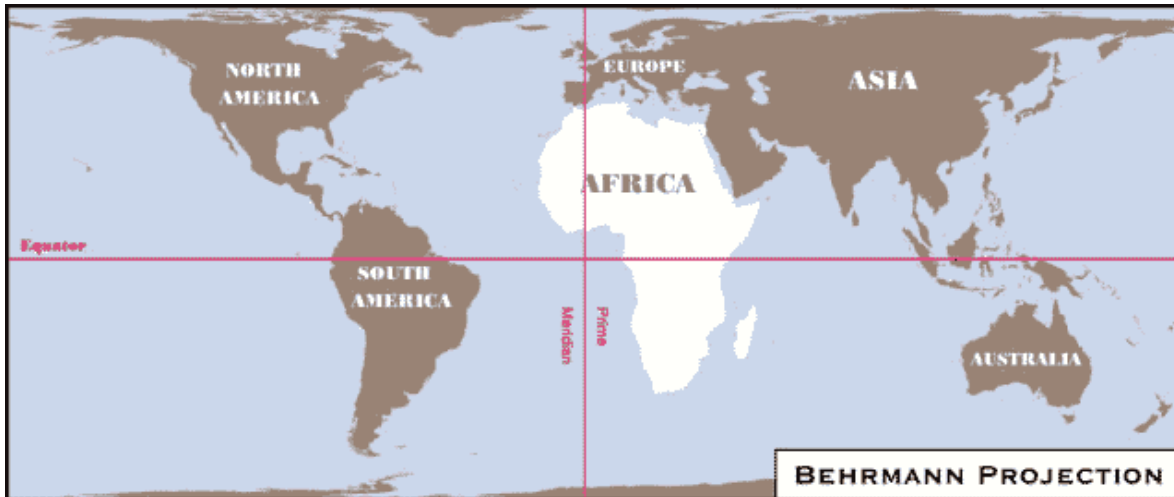
- What are they thinking that wasn't said today in class?
- What do they know that others might not?
- What do they want to learn? What do they want to share?

Guarantee that you will not read or share their letters. Provide them with envelopes that they can seal.

Have students open their letters at the end of course and give them the opportunity to write a postscript, sharing what they have learned and how they may have changed since they first wrote the letter.

## THE SIZE OF AFRICA

Examine the two maps, then answer the questions below:



- What is the difference between these two maps?
- Which of the two maps is the most accurate image of Africa in the world?

### Discussion questions:

Answer the following questions on your own, and then discuss your answers with a partner. Make sure to get a discussion happening.

- What happens when we see maps of Africa that show it being very small?
- How does that influence the way we think about Africa?
- What do we think when we see maps that show the United States being just about as big as Africa, even though in reality Africa is much, much bigger?
- What do you think now that you see how big Africa is?

## Analyze a Map

### Meet the map.

- What is the title?
- Is there a scale and compass?
- What is in the legend?

### Type (check all that apply):

- |  |  |
|--|--|
| <input type="checkbox"/> Political                 | <input type="checkbox"/> Planning              |
| <input type="checkbox"/> Topographic/Physical      | <input type="checkbox"/> Land Use              |
| <input type="checkbox"/> Aerial/Satellite          | <input type="checkbox"/> Transportation        |
| <input type="checkbox"/> Relief (Shaded or Raised) | <input type="checkbox"/> Military              |
| <input type="checkbox"/> Exploration               | <input type="checkbox"/> Population/Settlement |
| <input type="checkbox"/> Survey                    | <input type="checkbox"/> Census                |
| <input type="checkbox"/> Natural Resource          | <input type="checkbox"/> Other                 |

### OBSERVE ITS PARTS.

- What place or places are shown?
- What is labeled?
- If there are symbols or colors, what do they stand for?
- Who made it?
- When is it from?

### Try to make sense of it.

- What was happening at the time in history this map was made?
- Why was it created? List evidence from the map or your knowledge about the mapmaker that led you to your conclusion.
- Write one sentence summarizing this map.
- How does it compare to a current map of the same place?

### Use it as historical evidence.

- What did you find out from this map that you might not learn anywhere else?
- What other documents or historical evidence are you going to use to help you understand this event or topic?

*Materials created by the National Archives and Records Administration are in the public domain.*

# APPENDIX F: INFORMATION SOURCES

## TYPES OF SOURCES

There are some basic tools that can be used to investigate and answer compelling questions and lead understanding changes that have occurred over time for a particular place or people.

1. *Written sources*: Historians read these writings to learn about the history of a region, a culture, a society.
2. *Oral sources*: Even amongst people who have not written down their history, often a rich oral history has been passed from generation to generation.
3. *Material culture and artifacts*: Archeologists and historians learn a great deal about the way people lived by studying remains of their towns, villages, houses, tools, household items, art, musical instruments, etc. These remains can help historians understand what the people in a place produced and traded, how they organized themselves, and even some things about their beliefs. From these remains, archeologists and historians have interpreted such things as the dates people were living in this region, the extent to which they had contact with the people around them, and some of the foods and tools that the people used on a regular basis.
4. *Study of language*: Studying the language(s) of a place and the relationship of that language(s) to others around it can help historians know something about the history of a group of language speakers.

### Document Analysis Modified from National Archives

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

#### **Follow this progression:**

1. The first few times you ask students to work with primary sources, and whenever you have not worked with primary sources recently, model careful document analysis using the worksheets. Point out that the steps are the same each time, for every type of primary source:
  1. **Meet the document.**
  2. **Observe its parts.**
  3. **Try to make sense of it.**
  4. **Use it as historical evidence.**
2. Once students have become familiar with using the worksheets, direct them to analyze documents as a class or in groups without the worksheets, vocalizing the four steps as they go.
3. Eventually, students will internalize the procedure and be able to go through these four steps on their own every time they encounter a primary source document. Remind students to practice this same careful analysis with every primary source they see.

## ANALYZING SOURCES AND READING STRATEGIES

### CORROBORATION

#### Topic:

##### Part 1 – Brainstorm – 2 minutes

What do you know about the topic? Anything and everything, no matter if it's right or wrong, just write whatever you think you know about it.

##### Part 2 – Textbook Corroboration

1. What details are mentioned to describe the March on Washington by the textbook excerpt?
2. Source the textbook excerpt (title of book, year published, publishing company, country of publication).
3. Do you consider the textbook excerpts reliable? Why or why not?

**Part 3 - Historical Question:** \_\_\_\_\_

| Information Sources             | QUESTION 1:<br>How reliable is this source? <b>Why?</b><br>1=very reliable<br>4 = completely unreliable | QUESTION 2:<br>What is the true story of |
|---------------------------------|---|--|
| <b>Information Source<br/>A</b> |   |  |
| <b>Information Source<br/>B</b> |   |  |
| <b>Information Source<br/>C</b> |   |  |
| <b>Information Source<br/>D</b> |   |  |

What details should be added to the textbook excerpt you read earlier?

## TEXT CODING

Text coding (Harvey & Goudvis, 2007; Tovani, 2000) is an annotation system that students use to capture their thinking while reading. As students catch themselves in the act of a specific comprehension process, they can apply codes to the text. Text coding keeps the reading process interactive and reminds students that reading is active thinking.

### Procedure-

1. Introduce the text coding symbols shown on the chart. Explain each symbol.
2. Demonstrate coding on a projected text: read the text aloud and think aloud while stopping periodically to show students how you use codes to mark your reactions. Include a word or two to help you remember what the code means.
3. Next, have students text-code the rest of the article themselves.
4. Circulate, confer, and assist individuals.
5. Pairs discuss: Compare the codes you used as well as your reactions connected with them. Pay special attention to the parts you both noticed yet marked different codes.
6. Share whole group by asking: Who used a check mark somewhere in the text? Where? What were you thinking? Who used a star? For what? Who used an eye? What were you seeing?

Also:

[Coding the Text](#): This activity provides an organized and time-sensitive way for students to respond in multiple ways to a text as they are reading. By using a pre-established "code," students indicate a variety of responses they may have to a text without significantly disrupting their reading. See a [student-facing Google Doc template for this activity here >>](#)



# REFERENCES AND OTHER RESOURCES

## AS COMPILED FROM THE AFRICAN AMERICAN HISTORY EDUCATION COMMISSION

This is not an exhaustive list.

1. [American Evolution](#) - Virginia to America 1619 – 2019 - The 2019 Commemoration, American Evolution engaged students, educators, and staff in every school district of Virginia and over 25 post-secondary colleges and universities. Explore the 2019 Commemoration's education resources including primary source materials, videos, and innovative lesson ideas to use in your classroom all year long!
2. Antonios, Nathalie, "Sterilization Act of 1924". [Embryo Project Encyclopedia \(2011-04-14\)](#). ISSN: 1940-5030 <http://embryo.asu.edu/handle/10776/2090>. - The passage of the [Virginia Sterilization Act of 1924](#) demonstrates how science has been used to drive policy throughout history. In the case of the Virginia sterilization law, the science used to draft the law was based on the principles of eugenics. With the help of Harry Laughlin's [Model Sterilization Law](#), the state of Virginia was able to pass its own law allowing sterilization of the feebleminded, expressing sterilization as a health issue that needed to be protected from the public.
3. Austin, Beth - Hampton History Museum, [1619: Virginia's First Africans](#) - Prepared by Beth Austin Registrar & Historian Hampton History Museum December 2018 Revised December 2019
4. Bourne, Jr., Joel K. 2019. "[Clotilda](#), 'last American Slave Ship,' Discovered in Alabama." National Geographic. May 22, 2019.
5. Brown, Matthew D. - [I'll Have Mine Annotated, Please: Helping Students Make Connections with Texts](#)
6. C3 Teachers - [Teaching with Inquiry](#) - This collection of six instructional modules integrates skills from the Common Core and C3 Framework indicators into social studies instruction. Each module features inquiry and historical sources from the Library of Congress. The instructional ideas in these modules follow the Literacy Design Collaborative task-based approach. The modules provide students with opportunities to build their social studies content knowledge as well as their reading, writing, and inquiry skills. C3 Teachers have collaborated with North Carolina State University, with support from the Teaching with Primary Sources Regional Program, to produce these modules.
7. [Civic Conversations](#) - This small-group discussion series encourages informed conversations around complex topics affecting Virginia and provides a number of resources and discussion questions that can be utilized in the classroom.
8. Condon, Frankie and Young, Vershawn Ashanti (editors). 2017. [Performing Antiracist Pedagogy in Rhetoric, Writing, and Communication](#). The writers whose work composes this collection write from a variety of perspectives about addressing the problem of racism in our institutions, our classrooms, among our colleagues, our students, ourselves. They are teachers and scholars who recognize, acknowledge, and actively engage in resistance against the material realities of structural, symbolic, and institutional racism.
9. [Dictionary of Virginia Biography \(DVB\)](#) - is an ongoing biographical reference work covering all centuries, regions, and categories of Virginia's history and culture. These lists and indexes provide links to online biographies and citations to the print volumes. The Library of Virginia continues to publish DVB content online, with some biographies on Encyclopedia Virginia through a partnership with Virginia Humanities.
10. Diouf, Sylviane. 2007. "Cudjo Lewis." Encyclopedia of Alabama. December 6, 2007. <http://www.encyclopediaofalabama.org/article/h-1403>.
11. [Document Bank of Virginia](#) ([edu.lva.virginia.gov/dbva](http://edu.lva.virginia.gov/dbva)) is filled with primary historical sources ready to use in the classroom. These documents can be browsed by a specific historic era, by theme, or using a simple search. This includes an "African American History" theme, which holds a large range of primary resources that include historical context and suggested questions to inspire students to think

further about the significance. DBVa teaches students to be critical thinkers as they analyze original documents and draw their conclusions about Virginia's past.

12. Gates, Henry Louis - [Did African-American Slaves Rebel?](#)
13. Gates, Jr, Henry Louis | originally posted on The Root. 2013. "[What Is Juneteenth?](#) African American History Blog." *The African Americans: Many Rivers to Cross* (blog). January 16, 2013.
14. Hampton History Museum, Commemorative Commission [Educational Resources](#)
15. Ibram Kendi (The Atlantic, August 20, 2019). "[The Hopefulness and Hopelessness of 1619](#),"
16. [Journal of Negro History](#) - The Journal of African American History, formerly The Journal of Negro History, is a quarterly academic journal covering African-American life and history. It was founded in 1916 by Carter G. Woodson.
17. King, L. J., and Crystal Simmons. 2018. "Narratives of Black History in Textbooks: Canada and the United States." *The Wiley International Handbook of History Teaching and Learning*, 93–116.
18. Lawrence, Shammara. 2018. "[I'm Tired of Black History Being Whitewashed.](#)" Bustle. February 26, 2018.
19. Library of Virginia - [Eleventh Annual Brown Teacher Institute 2020 - Resources](#)
20. [Lynching in Virginia](#), James Madison University
21. Montpelier – [Enslaved Community](#) - The Madison family enslaved over 300 individuals. These enslaved men, women, and children made the Montpelier plantation function, and tended to the most intimate needs of the Madison family. The Atlantic system of race-based slavery dehumanized enslaved people; it broke their bodies and destroyed their families, and denied their most basic human rights. For the enslaved, Madison's notions of liberty were a dream denied.
22. National Archives - [DocsTeach](#) - By the end of this topic, students will be able to:
23. National Geographic. 2019. [What the Discovery of the Last American Slave Ship Means to Descendants](#) | *National Geographic*.
24. [New American History](#) – New American History explores America's past, harnessing the power of digital media, curiosity and inquiry. Its core projects are [Bunk](#), a curated remix of contemporary online content, and [American Panorama](#), an interactive digital atlas. We also partner with others who share our commitment to innovative public history. These allies include the podcast [BackStory](#) and the video documentary series [The Future of America's Past](#), as well as a growing network of educators working with us to adapt our [resources for younger learners](#).
25. New York Times - [1619 Project](#)
26. Norwood, Arlisha R. 2017. "Zora Neale Hurston." National Women's History Museum. 2017. <https://www.womenshistory.org/education-resources/biographies/zora-hurston>.
27. NPR - [A 'Forgotten History' Of How The U.S. Government Segregated America](#)
28. NPR - [Starting Your Podcast: A Guide For Students - November 15, 2018](#) 12:06 AM ET -
29. [Shaping the Constitution](#) - Found in the online classroom of the Education website, "Shaping the Constitution" features important primary source documents from the Library of Virginia and the Library of Congress related to America's Founding Era and the U.S. Constitution, with particular attention to the Thirteenth, Fourteenth, and Fifteenth Amendments. Historical text, narratives, images, links, and even a few videos come together in these sections to bring history to life for your students.
30. Shuster, Kate. 2018. "Teaching Hard History." Southern Poverty Law Center. January 31, 2018. <https://www.splcenter.org/20180131/teaching-hard-history>.
31. Stennett, Lavinya, [THE GRIOT'S TALE - West Africa's oral histories tell us a more complete story than traditional postcolonial narratives](#)
32. Teaching Tolerance - [Teaching the 'The New Jim Crow'](#)
33. [The Color Line](#)- Teaching Activity. By Bill Bigelow. A lesson on the countless colonial laws enacted to create division and inequality based on race. This helps students understand the origins of racism in the United States and who benefits.
34. The Equal Justice Initiative, 2015. [Lynching in America: Confronting the Legacy of Racial Terror.](#)
35. [The Kirwan Institute for the Study of Race & Ethnicity](#) - The Kirwan Institute continues to grow our

offerings in implicit bias training with both the Foundational Implicit Bias Session and the INCASE of Bias Training. You can view footage from these presentations at the links below.

36. [Transcribe](#) - a collaborative online workspace where the public can participate in enhancing access to many of our amazing collections documenting over 400 years of Virginia history, people, and culture. Students can dig deep into our collections and transcribe difficult-to-read materials—from peace to wartime, court records to letters home, and conspiracies to political statements, there will be something for everyone.
37. [Virginia Changemakers](#) - Filled with biographies of men and women who have changed Virginia's history, this section of the Education website is searchable by specific era, themes such as Education and Civil Rights and Reform, or a simple search and alphabetical order. Virginia Changemakers ([edu.lva.virginia.gov/changemakers/](http://edu.lva.virginia.gov/changemakers/)) brings together the remarkable lives of Virginians who have made a difference in their community, state, and nation and include those who have been honored through the Library of Virginia's program celebrating Black History Month, Strong Men and Women in Virginia History.
38. [Virginia Chronicle](#) - a historical archive of Virginia newspapers, providing free access to full-text searching and digitized images of over a million newspaper pages dating back to the early 1800s. The site includes a search feature to find "African American Newspapers" by going to the "Titles" tab under the "Category" drop down. Additionally, the pre-1866 newspapers include thousands of runaway slave advertisements. Along with archival records housed at the Library of Virginia, these open up a new avenue for research and can easily be incorporated into a classroom activity; by delving into the combined resources of newspapers and archival records, a more complete story begins to unfold.
39. Virginia Humanities, [Encyclopedia Virginia](#) - Encyclopedia Virginia provides a free, reliable, multimedia resource that tells the inclusive story of Virginia for students, teachers, and communities who seek to understand how the past informs the present and the future. You can also browse each entry by SOL by clicking this link.
40. Virginia Museum of History and Culture – [Unknown No Longer: A Database of Virginia Slave Names](#) - The Virginia Museum of History & Culture launched [Unknown No Longer](#) in 2011 to make accessible biographical details of enslaved Virginians from unpublished historical records in its collections. At the beginning of 2019, the unique content of Unknown No Longer was moved to be hosted on the [Virginia Untold](#) portal operated by the Library of Virginia, providing users with access to an expanded collection of resources for researching African American history in Virginia.
41. Virginia Tourism - "[Following Harriet](#)" is a podcast that takes a closer look at the life of Harriet Tubman, one of the bravest and most extraordinary women in our country's history. Through interviews with leading historians, educators and even the director of the Focus Features film *Harriet*, it puts the American icon in a broader context and examines the 19th Century experience of African Americans, especially in Virginia.
42. [Virginia Untold](#) - a collaborative project between the Library of Virginia and the Virginia Museum of History and Culture whose purpose is to document the African American experience in Virginia found in records stored in the two leading archival institutions in the commonwealth. Dating back to the 1600s, these records contain the stories of both free and enslaved African Americans, and, when taken together, provide a detailed account of the challenges they faced. Four of the most insightful record types found in Virginia Untold are freedom suits, petitions to remain in the commonwealth, public claims, and coroner's inquisitions.
43. Zimmerman, Jean. 2018. "['Barracoon' Brings A Lost Slave Story To Light.](#)" NPR.Org. May 8, 2018.
44. Muhammad, Gholdy (2020). Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy. Scholastic Teaching Resources (Teaching Strategies).
45. Gonzalez, Jennifer (August 2, 2020). Historically Responsive Literacy: A More Complete Education for All Students. <https://www.cultofpedagogy.com/historically-responsive-literacy/>



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