**100-minute ISS Lesson Plan**

**(Can be split into two 50-minute lessons if desired)**

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Lesson Title: The Significance of Black History

Grade Level: 10th, American History

Compelling Question: Why are discussions centered around racism and Black history important?

**Lesson Foundations**

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| Content Standards | **Content Statement (12):**  Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.  **Content Statement (32):**  Focusing on domestic policy, the United States faces ongoing social, political, national security, and economic challenges in the post-Cold War era and following the attacks on September 11, 2001. | | |
| Learning Objective(s) | LO1: SWBAT identify key reasons as to why hard history is important for our society  LO2: SWBAT explain why Carter Godwin Woodson is considered the “father of Black history.”  LO3: SWBAT argue, from Carter Godwin Woodson’s POV, why the current legislation targeting Black history is dangerous for our society | Assessment(s)  Include LO being addressed | A1 (LO1): Dr. Jeffries Ted Talk/Guided Notes & Discussion  A2(LO2): Carter G Woodson jigsaw & discussion  A3 (LO2-3): OH HB No. 322 analysis  A4 (LO1-3): Writing a letter to Ohio Legislator |
| Materials & Resources | PowerPoint  Jeffries Ted Talk: <https://www.ted.com/talks/hasan_kwame_jeffries_why_we_must_confront_the_painful_parts_of_us_history?language=en>  Woodson article: [Carter Godwin Woodson | Picturing Black History](https://www.picturingblackhistory.org/carter-godwin-woodson)  Woodson primary sources: located in source packet  Ohio House Bill No. 322: <https://search-prod.lis.state.oh.us/solarapi/v1/general_assembly_134/bills/hb322/IN/00/hb322_00_IN?format=pdf> | | |

**Instructional Procedures/Steps**

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| Opening  \_\_\_5\_\_\_\_\_\_ Minutes | **Bell Ringer Question**   * To begin this lesson, ask students the following question:   *“What is hard history?”*  -Using Polleverywhere (or a different online discussion platform of your choosing), have students respond to the bell ringer question using their technology  -After a few minutes allowing students to respond, pull up their responses on the front screen and read out some of their ideas  -Do not give students the right answer to this question. Instead, transition into the following Ted Talk with this statement:  *“Remember some of the ideas you all had regarding hard history. I am now going to play a Ted Talk. While you watch, I want you all to keep thinking about what hard history means and fill out your graphic organizer.”* |
| Instruction  \_\_\_75\_\_\_\_\_\_\_ Minutes | **Dr. Jeffries Ted Talk (A1) (~20-25 minutes)**   * After transitioning out of the bell ringer, play the Ted Talk for the class to watch (Students can also access this video on the source packet as Document A).   -This Ted Talk discusses the importance of teaching/learning hard history, particularly hard US history related to racism  -Students will watch the Ted Talk and, while watching, answer 2 video questions on their graphic organizer:  *>What are some ways society avoids hard history?*  *>Why is it important to teach/learn hard history?*   * After the video, the class will come together in a class discussion addressing the two questions on their graphic organizer. Before jumping into the two questions above, the teacher will lead with the following question to set some context for the discussion:   *> Dr. Jeffries states, “… the Bill of Rights rests on a foundation of bricks made by the children he [James Madison] enslaved. This is hard history.” What does Dr. Jeffries mean when he says “hard history”? Were we right earlier when aiming to define this term?*  -Main points of the class discussion are as follows:  >Students should explain that hard history concerns the aspects of the United States that portray its historically social, political, economic, and overall systemic oppressive tendencies  >Students should recognize that hard history in this country is avoided through teaching lies, rationalizing oppression, or just pretending the past did not happen  >Students should recognize the importance of teaching hard history, such as grappling with accurate complexities of the past and further thinking critically of how our present is shaped by the past  **Carter G Woodson Jigsaw Activity (A2) (~30 minutes)**   * After the class discussion over the Ted Talk, transition into the introduction of Carter G Woodson with the following statement:   *” At the end of the Ted Talk, Dr. Jeffries states, ‘Hard history reminds us that we, as a nation, also stand on the shoulders of enslaved African American children. Little Black boys and little Black girls who, with their bare hands, made the bricks that serve as the foundation of this nation.’*  *This quote not only addresses the importance of hard history, but further begins to address the importance of Black history in its entirety, and the immense contributions African Americans have made to the progress of the United States.*  *Let’s take a look at the “father” of Black history and consider his contributions to the study/why he believes Black history is important.”*   * At this point, students will participate in a jigsaw activity challenging them to analyze 4 sources related to Carter G Woodson (If needed, click the following link for more specifics of a jigsaw activity. Look under “Cooperative Learning Strategies.”: [Instructional Strategies, Asking Better Questions, Inquiry Based Learning (padlet.com)](https://padlet.com/augustine_19/mjilrcshiwb8))   -Assign the 4 sources (located in the source packet) to students appropriately for the jigsaw  -Students will read their assigned source and take notes on the source using their graphic organizer, later sharing their notes with other students  -As students are working, facilitate individual/group work to check for understanding. Check for understanding questions/deeper thinking questions may include:  *Document B.) “Why do you think Woodson saw the absence of Black history in American education as a problem?”*  *Document C.) “Can you think of ways of how Black History Month, influenced by Woodson, affects you today?”*  *Document D.) “Why would Woodson want people to buy pictures of “distinguished Negroes”?*  *Document E.) “Why was Woodson upset with Mr. Eaton? Why do you think Woodson felt compelled to challenge Mr. Eaton’s understanding of African American history?” (note:* Woodson was motivated to write Mr. Eaton to challenge commonly held wrong ideas about African American history held by Mr. Eaton and many others.)   * Jigsaw Conclusions are as follows:   -Carter G Woodson co-founded the Association for the Study of Negro Life and History in 1915 due to the lack of Black history taught in American education, ultimately dedicating his life to promoting the study of Black history.  -To Woodson, celebrating Black history requires study, service, and commitment to Black societal uplift  -Woodson believed it was important to recognize and honor Black historical figures and their contributions to society.  -Woodson actively resisted the misrepresentation of Black history – misrepresentations Dr. Jeffries may label as “teaching lies.”  -Woodson is recognized as the “founder of Black History” and creator of Black History Month  **OH HB 322 whole class analysis (A3) (~20 minutes)**   * After the Woodson jigsaw, reconvene everyone as a whole class. Transition to the house bill analysis by presenting the following question to students:   *“How would Carter G Woodson react to the legislation today targeting topics related to hard history and Black history? Let’s take a look at recent legislation and analyze it from Woodson’s perspective.”*   * Begin the class analysis activity   -Present OH HB 322 on the front screen for students to see. Students can also locate this source as Document F in their source packet.  -Have multiple students read different parts of each section of the bill.  -As a class, after reading each presented section, analyze the language of the bill. Questions to guide students through this analysis may include:  *Section. 3313.6027.)*  *What kind of legislation and public policy do you think this bill is referring to?*  *How could this section limit Woodson’s definition of Black celebration (study, service, and commitment to Black social uplift)?*  *Do you think this section could erase discussions of current “distinguished Negroes” dedicating their energy to Black social activism? If so, which technique of avoiding hard history would Dr. Jeffries argue this erasure would connect with?*  *Section. 3313.6028.)*  *How would Dr. Jeffries argue points 10 and 11 under this section aim to avoid hard history?*  *Considering Woodson’s words in his letter (Document E), how would Carter G. Woodson react to these points?*  *If conversations of slavery are legally restricted from occurring in the context of America’s founding, do you think other aspects of Black history, such as African resistance to enslavement, could also be diminished?*  *Given Woodson’s commitment to promoting Black history, how do you think he would respond to parts B and C of this section?*  *Section. 3313.6029.)*  *If teachers are not allowed to be trained on concepts related to the systemic nature of racism, can they teach an accurate version of American history?*  *If passed, and if Woodson was alive today, do you think Woodson would abide by this section of the bill when training educators?*  -Following the analysis of each section, students should fill out the respective parts of their graphic organizers. Students will grapple with 2 questions:  *1.) How could this section of the bill potentially affect your education?*  *2.) What would Carter G Woodson think about this section of the bill?*   * Activity conclusions are as follows:   -Ohio House Bill 322 avoids hard historical topics related to racism through ways described by Dr. Jeffries  -The bill could further influence the misrepresentation and falsehoods of Black history in classrooms discussing Black history and American history at large  -By erasing the truth, the bill could potentially silence other aspects of Black history, such as those related to Black resistance and contributions  -Carter G Woodson would adamantly oppose the presented sections of this bill |
| Closure  \_\_\_20\_\_\_\_\_\_\_ Minutes | **Writing a letter to Ohio legislator (A4)**   * Following the class analysis, transition to the writing a letter activity. Tell students:   As we learned, Carter G Woodson was an activist for Black history and Black societal uplift. If he was alive today, he would probably take action to resist the current legislation targeting his life work and the community-based celebrations of African American history across the United States. Additionally, It’s important to include that Woodson was motivated to defend his own work as a distinguished individual and to recognize the value of African American communities in general.   * Introduce the individual writing activity and directions   -Students will individually write a letter to the Ohio legislator regarding House Bill 322  -They will be writing the letter from the perspective of Carter G Woodson  -Specific requirements for the letter are posted on the student guided notes sheet   * While students are writing, walk around the classroom to check for understanding and read the awesome writing of your students! Check for understanding questions should derive from previous class/group discussion questions, challenging students to recall different aspects of the lesson |
| Accommodations/ Enrichment | * Differentiated materials   -Universally designed guided notes (include graphic organizers, bolded directions, examples, sentence starters, etc.)  -Guiding jigsaw support questions for students who may need them (Separate sheet attached with questions, sentence starters, and word bank)   * Varied instructional strategies (Individual, group, and class work. Video, reading, discussion, guided notes/graphic organizers, etc.) * Directions in multiple locations * PowerPoint to guide instruction and synthesis |