

**E-Mails Between  
Francis Howell School District  
&  
LaGarrett King, Ph.D.**

**February 2020 to May 2021**

Complied by:



November 2021

## **Preface**

This document contains, what has been represented by the Francis Howell School District (FHSD) to be, all of the e-mails between FHSD staff and LaGarrett King Ph.D between the dates of February 2020 and May 2021. E-mails contained herein were obtained via the Missouri Sunshine Law, from FHSD. There are over 100 e-mails documented here; however, many are simply logistical replies about scheduling and other non-substantive messages. Nonetheless, all e-mails are included, in their entirety, to avoid any notion that information has been omitted.

Where e-mail addresses or phone numbers are listed in e-mails, those personally identifiable parts of the e-mails were omitted. Similarly, names of FHSD personnel have been omitted; this was done so that this document, or portions of it, may be easily used as needed at FHSD board meetings.

The document is organized by e-mail subject lines. The title of each numbered section is the subject line of a particular e-mail thread. The sub-sections (i.e. 13.1) are the individual e-mails that fall within a particular e-mail thread, including the initial e-mail, replies, and forwards. When an e-mail contains an attachment or hyperlink, the document is usually included in the Appendix to this report. In some cases, the hyperlinks are no longer valid. In very few cases, the documents are far too large to append. In all cases, footnotes provide context.

Dr. King's role in the preparation of the Black History course was outlined in the memo that accompanied the approval of his contract (as a purchase over \$7,500) at the October 15, 2020, board meeting. That memo states:

### **Rationale**

This request is to purchase professional development and consultation services from Dr. LaGarrett King to assist a team of District high school teachers developing an African American History course. Support from Dr. LaGarrett King will be instrumental in developing a new African American History course to be offered at all three high schools in the District beginning in the 2021-22 school year. Dr. King is a professor at the Carter Center at the University of Missouri and is an expert in Black History and Black History curriculum development. Dr. King will provide training, professional development, curriculum audit, and support to our leadership team as we develop and design this course during the 2020-21 school year. The guidance and support of Dr. King will ensure that the African American History course is accurate, relevant, and engaging, and that our teachers are empowered with the necessary strategies to teach this course effectively.

### **Vendor and Cost Information**

Dr. LaGarrett King is an expert in the field of African American History and will be a critical asset in the development of this course in the District.

This document was prepared to aid in the understanding of how involved Dr. King was throughout the Black History curriculum development process. A series of calendars are included in Appendix N to this report to help the reader understand the timeline. The number of e-mails sent on each day is included on the calendar. As previously stated, the quantity of e-mails is, in part, due to routine scheduling communication between the FHSD and their consultant, Dr. King; nonetheless, the e-mail count on the calendars helps inform the reader when activity with Dr. King was taking place. The calendars list face to face (F2F) meetings with Dr. King, Zoom meetings with Dr. King, professional development (PD) days with Dr. King, and phone calls with

Dr. King, and the public, informational webinar held with Dr. King. The dates and quantity of phone conversations is likely higher than shown here, but what is shown is all that can be gleaned from these e-mails.

The FHSD entered into an agreement with Dr. King to consult on the development of the two aforementioned high school electives. Dr. King was paid a fee of \$15,000 for his expertise in teaching black history. As part of the agreement Dr. King was obligated to participate in and facilitate various meetings. Based on the proposal, all obligations of the agreement were met. The dates that Dr. King met either in person or via Zoom with FHSD are as follows:

- Friday, September 25, 2020 (Zoom)
- Tuesday, October 13, 2020 (in person)
- Tuesday, October 20, 2020 (in person)
- Tuesday, October 20, 2020 (public webinar)
- Monday, November 2, 2020 (Zoom)
- Thursday, January 21, 2021 (Zoom)
- Friday, February 12, 2021 (in person)
- Thursday, March 4, 2021 (in person)
- Tuesday, April 6, 2021 (in person)

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## **1 Reaching out for your help if possible!**

### **1.1 FHSD to King; Friday, February 7, 2020; 10:04 AM**

Hello Dr. King,

I'm a Curriculum Content lead over Secondary Social Studies here in the Francis Howell School District in St. Charles, MO and we are looking to do some curriculum work with equity, cultural relevance, and a complete rewrite of Social Studies Curriculum to be more inclusive, more equitable and culturally relevant for our students. I'm working on a team to build an implementation plan for this work in Social Studies first and foremost at this time. I have also been asked to create an African Studies course for our high schools and could really use some perspective, help, and advice in this area. Our district is getting ready to create a multi-year implementation plan for this work and could really use your experience and expertise if you would be willing to help us out. Can we schedule some time to talk over the phone and discuss strategies and advice you could offer our district in this work? Please let me know your availability if you are willing to help us out in this very important work.

Thank You!

[FHSD]

### **1.2 King to FHSD; Friday, February 7, 2020; 10:26 AM**

Hi [FHSD],

Thanks for the email. I am driving to St. Louis this afternoon and will have some time to talk on my drive. Would you like to call me around 1 or 2 pm today? My cell is #####.

LaGarrett

### **1.3 FHSD to King; Friday, February 7, 2020; 10:45 AM**

Hello!

Yes I would be honored to have this time to chat with you today. I will call you at 1 today.

Thanks for such a quick response!

## **2 Request for Professional Development/Training in Writing 2 new African Studies Courses**

### **2.1 FHSD to King; Monday, July 13, 2020; 6:00 PM**

Hello Dr. King,

I hope you are doing well and staying safe during these difficult and unprecedented times. I'm writing to follow-up on a conversation I had with you over the phone way back in February. I'm the Secondary Curriculum Coordinator over grades 6-12 ELA and SS in the Francis Howell School District. We spoke at length one day back in February over the phone while you were commuting to the St. Louis Area. We were discussing beginning a new course at the high school level, but with COVID, everything has been put on hold until this time. D

As we are beginning to think about the 20-21 school year we recognize the priority and necessity to create a couple of new courses for the Francis Howell School District including an African Studies History Course and a African Studies Literature Course. Due to many budget cuts, we will only have a few days to work on some professional development and course curriculum writing for these courses to be offered for the 21- 22 school year. We would love your expertise, support, and advice in helping with this work.

We would like to request your help and professional development to create these courses and would like to check on your availability on the following dates and times: Sessions run from 8-12 and would be on the following 4 dates: 9/25, 11/2, 2/12, and 4/6. Can you please advise of your interest and/or availability on these dates? I would be honored and happy to meet with you ahead of time to discuss anything I can to help with the planning for this work.

I believe you had mentioned in February that you could send me some contacts at a few other districts who you have worked with and maybe a sample course or two of other schools you have helped develop these courses with so far in your very successful career. I'm so honored that I was able to talk with you earlier this year, and I apologize for the huge delay in getting back with you, as our entire district was put into emergency mode and all work was brought to a freeze shortly after we spoke last time.

If the above dates don't work, but you are still interested in working with our district, I'm happy to reach out to my Academic Team to see if there are other dates that would work better for your schedule. I appreciate your time and consideration.

Thank you!

Take Care!

[FHSD]

### **2.2 King to FHSD; Tuesday, July 14, 2020; 7:40 AM**

Hello [FHSD],

Thank you for the email! I am interested in working with Francis Howell this upcoming school year. So I teach on Mondays this semester so I will not be able to do the 11/2 date. I can do the 9/25 date. I will have to see my spring semester class schedule before I commit to any dates in 2021. I will like to speak with you to refresh my memory as well as what you expect. Would you expect me to do the all the dates listed?

LaGarrett

### **2.3 FHSD to King; Wednesday, July 15, 2020; 9:18 PM**

Hello Dr. King,

Thank you so much for your speedy response to my email. I'm so grateful that you are willing to work with our school district as we begin this work. I'm also very excited to have a team of teachers signed up for the Teaching Black History Virtual Conference next week. I can't wait!!!

As for the dates, we would LOVE to secure 3-4 dates with you if possible. As part of our CSIP<sup>1</sup> plan over the next 5 years we want to overhaul our entire History Curricula K-12, but are prioritizing a high school Black History Course to be written this school year and offered to our students for next school year (21-22). I have a team of teachers who are interested in the development of this course and we would love your help in developing this Black History Course.

I'd love to talk with you over the phone sometime soon! I am available all day on Friday of this week, or next week Wednesday or Thursday. Please let me know if we can schedule a bit more time to discuss what we have going on.

Thanks so much!

Have a Great Weekend!

[FHSD]

### **2.4 FHSD to King; Saturday, August 22, 2020; 10:39 AM**

Hello Dr. Lagarrett King,

I have created a course development proposal for the development of our African American History course development for this school year. I have created the proposal and gotten approval from the Academic Team to move forward with this work as I have outlined in the document. Please look it over and provide your thoughts and feedback on if you would be willing to help us out with this course development at a rate of \$12,500. If you have any questions or want to talk over the phone through the proposal please let me know. I would just need your signature and date at the bottom of the proposal and then just send it back to me at my email address.

Here is the Proposal:

[https://docs.google.com/document/d/1rF\\_Oq0tZ2x7oDFSWEbiwQLxA\\_jdXrqGodNc9OfTYALw/e](https://docs.google.com/document/d/1rF_Oq0tZ2x7oDFSWEbiwQLxA_jdXrqGodNc9OfTYALw/e)  
dit<sup>2</sup>

After we work out the agreement and proposal of partnership, I will be happy to meet and outline with you the dates we need you in our district.

Thanks so much for your consideration of helping out the Francis Howell School District. We are excited for this opportunity!

I look forward to hearing from you soon so I can begin making plans with our teachers.

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<sup>1</sup> CSIP: Comprehensive School Improvement Plan. See Appendix A for the 20-21 CSIP, finalized Dec. 4, 2020. Note that this plan was not yet finalized when this e-mail was sent. See page 9, specifically the goal to "Increase the number of courses meeting criteria from 1 to 4, in terms of cultural relevance, diversity, and equity, as measured by the district developed cultural relevance gradient tool." See also progress update 3 under that goal, which states, "Develop new/revised courses (may include K-5 social studies, Black History, Black Literature, etc.)" This suggests that K-5 social studies, Black History, and Black Literature are the three courses needed to increase the number of courses meeting said criteria from 1 to 4.

<sup>2</sup> See Appendix B. Document created August 17, 2020 in Google Docs by FHSD. No revisions thereafter.

**2.5 King to FHSD; Tuesday, August 25, 2020; 1:21 PM**

Hey [FHSD],

I requested access to the document. The course development rate is good. I look forward to working with Francis Howell.

LaGarrett J. King, Ph.D.

**2.6 FHSD to King; Tuesday, August 25, 2020; 1:26 PM**

Hello Dr. King,

I believe I granted you access and I'm sorry for not having the permissions adjusted. I'm putting the link below here for you as well:

[https://docs.google.com/document/d/1rF\\_Oq0tZ2x7oDFSWEbiwQLxA\\_jdXrqGodNc9OfTYALw/edit?usp=sharing](https://docs.google.com/document/d/1rF_Oq0tZ2x7oDFSWEbiwQLxA_jdXrqGodNc9OfTYALw/edit?usp=sharing)<sup>3</sup>

We look forward to working with you as well. I will work on solidifying us a leadership team and then be in touch to get dates on the calendars.

Our first steps will be getting together for you to help audit our curriculum and securing you for the 9/25 date.

I will be in touch soon!

[FHSD]

**2.7 King to FHSD; August 25, 2020; 1:38 PM**

Sounds good. It looks like I am doubled book for 9/25. Do you expect this day to be all day? Or would the afternoon be suffice? If so, I can ask for morning sessions for the other school district and work with FH in the afternoon. Also, are we doing the 9/25 day face 2 face or online. Just need to know to work out the details.

Additionally, would you like the audit completed on the 25th or will that be the day I will be given the curriculum?

LaGarrett J. King, Ph.D.

**2.8 FHSD to King; August 25, 2020; 1:51 PM**

We would be thrilled to have you work with us on the afternoon of the 25th. We will be face 2 face as of now on 9/25.

I would be happy to meet with you on another date earlier in September to line out the planning process for Francis Howell.

I would like to have the audit completed before the 25th if possible, just let me know what I need to send over to you in advance to help with that work.

The 25th will be the first day the leadership group comes together to begin the process for the work.

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<sup>3</sup> See Appendix B. Document created August 17, 2020 in Google Docs by FHSD. No revisions thereafter.

## Request for Professional Development/Training in Writing 2 new African Studies Courses

If you can give me a jumping off point for 9/25, I can get the teachers going for the day, and then we can work in the afternoon with you on building some background and reviewing the audit of the courses.

Thanks so much!

[FHSD]

### **2.9 FHSD to King; August 25, 2020; 2:27 PM**

Hello again!

Just when I think I have a plan in place it gets changed minute by minute these days.

Our strand PD Days will now be virtual. I wanted to let you know that our 9/25 date will now be virtual.

Sorry for any confusion, I literally just received an email regarding the change.

Thanks so much!

[FHSD]

### 3 Teaching Black History Conference

#### 3.1 King to Multiple Recipients; Wednesday, July 22, 2020; 5:17 PM

Hello everyone!

Here is the link to the Teaching Black History Conference Portal for Friday and Saturday.

<http://carter.exsytcd.com>

Attendees will log in using their first and last name and their email address that was provided through registration. Please do not get on the site until at least tomorrow afternoon. We are still in the process of finalizing the site. Attached is the conference booklet.

Thank you for your support!

LaGarrett J. King, PhD

[Attachment: TBH Program 2020-07.pdf<sup>4</sup>](#)

#### 3.2 King to Multiple Recipients; Wednesday, July 29, 2020; 8:06 AM

Good morning CARTER Education family,

We are still receiving excellent reviews from this past weekend's conference! Thank you again for attending. A few things I want to announce as we finish up the summer. We have some big things planned for this academic year.

1. The conference site is being updated with all the resources and recorded sessions this week. I am confident that all resources will be uploaded by the end of the week. We had 35 sessions so it takes some time to upload them all. All of these will be on the conference site. Thank you for your grace.
2. If you need proof of professional development to give to your local schools, the certificate link is here: [https://drive.google.com/.../1KL\\_JLtUbKOUc4O0odY3bWDbe7.../view....](https://drive.google.com/.../1KL_JLtUbKOUc4O0odY3bWDbe7.../view....) We use the honor system so please fill out accordingly.
3. We are in talks with Slay it proud to develop our t-shirts so they should be out soon.
4. Want more PD? We will begin our CARTER history clubs beginning in September. These history clubs are our monthly professional development sessions given by educators. Sessions will be online and will last an hour. Sessions will be on Saturdays. We are planning those sessions as we speak and will have a calendar for you in August.5. Additionally, we are creating our budget for next year and once it is finalized, we plan on doing some great things around the country.
6. Next year's conference is already in planning mode. We will commensurate the 100 year anniversary of Black Wall street and the Tulsa massacre. Be on the lookout for advertisements. Right now, given the timeline of Covid 19 and a vaccine, we are expecting to do another online conference as all indications are that, even if we do have a vaccine, it will be fairly new and not widespread.
7. The official conference booklet is attached as a keepsake.

Best,

LaGarrett

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<sup>4</sup> See Appendix C.

## **4 TBH Conference Information**

### **4.1 Carter Center to FHSD; Thursday, July 23, 2020; 11:47 AM**

Your email was updated in Eventbrite this morning. This was mailed to participants yesterday.

Here is the link to the Teaching Black History Conference Portal for Friday and Saturday.

<http://carter.exsyted.com>

Attendees will log in using their first and last name and their email address that was provided through registration. Please do not get on the site until at least tomorrow afternoon. We are still in the process of finalizing the site. Attached is the conference booklet.

[Carter Center]

Attachment:

[3<sup>rd</sup> Annual Teaching Black History Conference Program \(TBH Program 2020-07.pdf\)](#)<sup>5</sup>

### **4.2 FHSD to Carter Center; Thursday, July 23, 2020; 11:47 AM**

Thank u

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<sup>5</sup> See Appendix C.

## **5 Francis Howell School District - African American History Course Follow-Up**

### **5.1 FHSD to King; Friday, July 31, 2020; 3:51 PM**

Hello Dr. LaGarrett King,

First, I'd love to offer my sincerest gratitude and appreciation for all of the time, effort, and hard work that went into planning and pulling off the Teaching Black History Conference last week. I am so excited to begin the work of building an African Studies course for FHSD. I would love to secure your help in getting our district off of the ground for this work along with other partners you have in this work if possible.

We were able to secure a team of teachers representing all 3 of our high schools to attend the conference and are working on utilizing their help in our leadership to develop this course over the 2020-21 school year. I had reached out before about our 4 strand PD days, and you responded that you could be available for our 9/25 date and I'd love to book you for that day in Francis Howell if possible. Also, if we could chat over the phone, we'd love to find some other time available for a team or even a few of us district leaders to meet with you to continue the work. Our plan is to have a course developed and ready for students to sign up for the 21-22 school year.

Can we schedule some time to chat over the phone sometime in the next few weeks to help us secure a plan for our school district?

I'm beyond words excited to get this course in the works, and having your expertise for the work would be ideal.

Thanks so much!

### **5.2 King to FHSD; Thursday, August 6, 2020; 3:50 PM**

Hello [FHSD],

Did we speak about this? Lets set up a time. My cell is #####.

LaGarrett J. King, Ph.D.

### **5.3 FHSD to King; Thursday, August 6, 2020; 4:04 PM**

Hello!

I'm excited to chat with you regarding our hopes to work with you in our process of creating a Black History course in Francis Howell School District. I am available tomorrow, do you have any availability tomorrow or next week Friday? I have a Professional Development that I'm leading virtually next week Monday-Thursday until 3:30, but I could talk any day after 3:30 if there is a better time next week. I'm excited and eager to begin this journey with our team and your team of experts in this process. If we set up a time, I will give you a call at a set day/time.

Thanks so much!

## **6 Phone Request - Scheduling Meeting Request**

### **6.1 FHSD to King; Tuesday, September 8, 2020; 9:36 AM**

Good Moring,

This is [FHSD] FHSD writing from the Francis Howell School District. I'd love to schedule a phone call with you to schedule some dates (at least for 1st semester) for our partnership with you to create our African History Course. I know you said you were excited and willing to collaborate and work with our district leadership team on developing this course, and I need to solidify some dates with you as soon as we can get it completed.

Can you send me your availability to schedule a phone call and schedule our dates for working with Francis Howell School District in St. Charles, MO please?

Thanks so much!

Take Care!

[FHSD]

### **6.2 King to FHSD; Tuesday, September 8, 2020; 9:39 AM**

Hey [FHSD],

I can meet this week. I have some time this afternoon after 1 pm.

LaGarrett J. King, Ph.D.

### **6.3 FHSD to King; Tuesday, September 8, 2020; 9:44 AM**

I will call you at 2:30 today then if that works.

Thanks so much!

## **7 FHSD African American History Course Development Commitment and Budget**

### **7.1 FHSD to King; Tuesday, September 8, 2020; 3:59 PM**

Hello Dr. King,

It was a pleasure to talk with you this afternoon. I greatly appreciate your insight and help in getting this course off of the ground for next school year and helping our team get this done for our students as we know they will greatly benefit from this course.

I have the dates that we discussed worked into the course development and budget form you will find below.

<https://docs.google.com/document/d/1ic87-xywEbOLsWp2HI8vekDTJVdDrJjbjsbEakQXuk/edit?usp=sharing><sup>6</sup>

Please read it over and if it looks ok to you, can you please sign and date at the bottom of the form and email it back to me please?

Thank You!

[FHSD]

### **7.2 King to FHSD; Wednesday, September 9, 2020; 6:04 PM**

Hey [FHSD],

I agree, lets move forward.

LaGarrett J. King, Ph.D.

### **7.3 FHSD to King; Tuesday, September 22, 2020; 1:40 PM**

The dates can be found at the following link:

<https://docs.google.com/document/d/1ic87-cxywEbOLsWp2HI8vekDTJVdDrJjbjsbEakQXuk/edit?usp=sharing><sup>7</sup>

Thank you so much!

### **7.4 King to FHSD; Thursday, September 24, 2020; 12:51 PM**

Handout for FHSDS teachers.

LaGarrett J. King, Ph.D.

[Attachment: BHC principles.docx](#)<sup>8</sup>

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<sup>6</sup> See Appendix D. Document created September 8, 2020 in Google Docs by FHSD. No revisions thereafter.

<sup>7</sup> See Appendix D. Document created September 8, 2020 in Google Docs by FHSD. No revisions thereafter.

<sup>8</sup> See Appendix E.

## **8 Planning for 9/25 PD 12:3**

### **8.1 FHSD to King; Tuesday, September 15, 2020; 9:20 AM**

Good Morning,

I wanted to check-in with you regarding next week's 9/25 PD day specifics. My leadership team will be kicking off our work for the African American History Course with you on that day, as the morning will no longer be a PD Day. The morning has now been changed to a work day to allow teachers time to get caught up on work and transitions with this crazy year.

I wanted to check on a couple of things for next week:

- 1) You will be the kickoff with our leadership team of around 10 people to build a background and rationale for this African American History Course and help build the importance and foundation for this work we will be doing this school year. This would be a great time to share your background with the group and provide some foundational and introductory overview for the work that will go into this course. – Do we need to chat over the phone to talk about specifics for next week Thursday for our first virtual meeting from 12:30-3?
- 2) Surveys – I would love the Community and Student Surveys in the next couple of weeks so we can share out with our groups before our next full day meeting on October 13th. We are just looking for a quick survey to see what students/community want/need and envision for this course at our high schools. I'd like to push out to groups by the Beginning of October if possible.
- 3) I need to submit a Board Memo and get a purchase order together for your payment - is it ok if we just get your payment made to you in one lump sum for the year? I just need a W-9 from you to get the purchase order and Board Memo ready so you can receive your payment of \$15,000 for your work with us this school year.

That is all that I can think of for now, do you need anything else?

[FHSD]

### **8.2 King to FHSD; Tuesday, September 15, 2020; 11:10 AM**

Hey [FHSD],

You mentioned next Thursday. To be clear, is it next Thursday or Friday? Also, see attachment<sup>9</sup>.  
LaGarrett J. King, Ph.D.

### **8.3 FHSD to King; Tuesday, September 15, 2020; 11:35 AM**

Oh, I'm so sorry. It is Friday. My mistake...so sorry!

[FHSD]

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<sup>9</sup> Attachment is a W9 form and not included herein.

#### **8.4 King to FHSD; Friday, September 25, 202; 3:42 PM**

Video

<https://drive.google.com/file/d/1MrZpSf3LzfWjAsl1L5l8g12F-6BW48H0/view?usp=sharing><sup>10</sup>

LaGarrett J. King, Ph.D.

#### **8.5 FHSD to King; Friday, September 25, 2020; 4:45 PM**

Thank you so very much for such a powerful day with our teachers and leadership team!

I'm hopeful this presentation really sits with them and they wrestle with it inside for the good of our students!

Thank You!

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<sup>10</sup> This is a video recording of the Friday, September 25, 2020 Professional Development Session over Zoom between FHSD and Dr. LaGarrett King. The video is just over 1 hour and 39 minutes. If the Google Drive location in the e-mail no longer works, the video may be obtained here (see bottom of page for full video):  
<https://francishowellfamilies.org/fhds-public-vs-private-presentations-on-black-history-curriculum/>

## **9 Phone Call to Plan Zoom for Friday afternoon**

### **9.1 FHSD to King; Monday, September 21, 2020; 9:33 AM**

Good Morning,

Can we plan a quick phone call to discuss plans and overall ZOOM meeting plans for this Friday? I just want to make sure you are squared away for Friday's Zoom meeting. I just sent you the link for the Zoom and I just wanted to talk through it with you and make sure you have what you need. Thanks so much! Let me know what works for you and I will make sure I'm available for the call.

Have a Great Day!

[FHSD]

### **9.2 King to FHSD; Monday, September 21, 2020; 10:04 AM**

You can give me a call tomorrow. I am pretty flexible other than lunchtime.

LaGarrett J. King, Ph.D.

### **9.3 FHSD to King; Monday, September 21, 2020; 10:54 AM**

Great! Thank You! I will call you at 1 tomorrow if that is ok?

I look forward to chatting with you!

### **9.4 King to FHSD; Monday, September 21, 2020; 1:13 PM**

Sounds good.

## **10 Survey for our Students and Community Request**

### **10.1 FHSD to King; Thursday, October 1, 2020; 12:08 PM**

Hello!

I wanted to first off thank you for an amazing afternoon with you last week on Friday. I know the directors that were in attendance were very excited and inspired from your presentation.

I need to get the survey from you please ASAP so I can send it out and get feedback before our meeting on October 13th. I'm looking for feedback from students on why this course is important, what is missing in our curriculum, and what they want to see worked into this course.

I would like to have the survey from you at the latest next week Monday. Do you have one created or can you provide me a Google Document of questions that I can then turn into a Google Form to send out? I'd like to send it out on Monday.

I appreciate your help and I don't mean to be nagging about the survey, but time is flying by and I want the data for our conversations and training on October 13th full day with you.

Thanks so much!

### **10.2 King to FHSD; Thursday, October 1, 2020; 9:34 PM**

Yes, you will have it soon.

LaGarrett J. King, Ph.D.

### **10.3 King to FHSD; Thursday, October 1, 2020; 10:26 PM**

Hello [FHSD],

See survey: <https://forms.gle/KzeV9QAShKi3pzJP6><sup>11</sup>. I attempted to write questions regarding the What (curriculum), the How ( pedagogy), and the Who (teacher and students). I would also like to see this survey sent to teachers and hear their thoughts. Let me know if I need to word the questions differently. I think I made you editor as well.

### **10.4 FHSD to King; Friday, October 2, 2020; 8:58 AM**

Good Morning,

Thanks for creating the survey! I appreciate it very much. I do not have editing rights to the survey. Could you please open up the survey and click the button at the top right that says SHARE and then make sure it says CAN EDIT and enter my school gmail address which is s1FHSD@g.fhdschools.org

I really truly appreciate your work on this survey and just want to be a collaborator or editor so I can share a link to the survey with my teachers.

Is this the same survey you think we should send to students and community as well as teachers?

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<sup>11</sup> As of September 7, 2021, this link is no longer valid. The description states: "This survey is intended for students, parents, and community members to assist in developing an African American history course for the district. Your honest responses are greatly appreciative." The link now reads: "Francis Howell School District Black History Survey: The form Francis Howell School District Black History Survey is no longer accepting responses. Try contacting the owner of the form if you think this is a mistake."

Thanks for all of your help so far!

We look forward to seeing you in person on Tuesday, October 13th. We will be meeting at the following address on that day:

1405 Highway D  
St. Charles, MO  
63304

I hope to have some survey data to share on that day if I can get the survey pushed out later today or Monday.

Have a Great Weekend!

[FHSD]

**10.5 King to FHSD; Friday, October 2, 2020; 9:05 AM**

Good morning [FHSD],

I did send an additional email making you an editor. I will try again. Also, yes this survey is for everyone. What time on the 13th?

LaGarrett J. King, Ph.D.

**10.6 FHSD to King; Friday, October 2, 2020; 9:19 AM**

Good Morning Dr. King

Thanks so much, not sure what happened, but it worked great this time you sent the survey through so Thank You!

Tuesday, October 13<sup>th</sup>  
8-3PM - 1405 Highway D  
St. Charles, MO  
63304

It is easier for many of our presenters to put Francis Howell High School in their GPS to get here and then once here you will travel to the right side of the building where you will see another building called Francis Howell Union. Then drive around to the right side of the Union Building and you will see a Blue Door which is where our District Learning Center is – my cell phone is ###-###-#### and I will be waiting by the door when you arrive as our building is super old and seems sketchy when you first arrive so I will make sure I'm at the door waiting for you.

Thanks so much!

[FHSD]

## **11 Planning for 10/13 Meeting Request**

### **11.1 FHSD to King; Wednesday, October 7, 2020; 10:59 AM**

Hello Dr. King,

Our next meeting will be next week on October 13th from 8-3 with an hour for lunch from 11-12. I was wondering if we could schedule a meeting to discuss the plans for next week so we can both make plans for that day? What is your availability?

Also, I have made a few edits to the survey and would like to ask you to please change the SHARE settings to make it available to ANYONE with the link if possible please as the survey should be going out to the public today.

Here is the link to the survey, if you could please edit the share settings to anyone with the link that would be great for anyone in the public accessing the survey.

<https://docs.google.com/forms/d/1j3BLrbaR5ERPnEPSGIFn52rp4NEOM3oT22pK1kOmvME/edit><sup>12</sup>

Thank you so much!

I look forward to making our plans for the 13th together!

Take Care!

[FHSD]

### **11.2 King to FHSD; Wednesday, October 7, 2020; 4:03 PM**

Are you available tomorrow?

### **11.3 King to FHSD; Wednesday, October, 7, 2020; 5:39 PM**

Hello [FHSD],

Here is the link to the survey: <https://forms.gle/RKnsa9yxkYz7LUWS6><sup>13</sup>. This is the link we can send out responders.

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<sup>12</sup> As of September 7, 2021, this link is no longer valid. The link now reads: "Francis Howell School District Black History Survey: The form Francis Howell School District Black History Survey is no longer accepting responses. Try contacting the owner of the form if you think this is a mistake."

<sup>13</sup> As of September 7, 2021, this link is no longer valid. The description states: "This survey is intended for students, parents, and community members to assist in developing an African American history course for the district. Your honest responses are greatly appreciative." The link now reads: "Francis Howell School District Black History Survey: The form Francis Howell School District Black History Survey is no longer accepting responses. Try contacting the owner of the form if you think this is a mistake."

## **12 Course Enrollment Description Draft - Input and Feedback Encouraged**

### **12.1 FHSD to King; Thursday, October 8, 2020; 10:54 AM**

Here is a DRAFT of a Course Description for this Class: The team and I would love your feedback and perspective on if it encompasses all that it should as a description/summary of the course to go in the Course Enrollment Guide:

This course will investigate history from the Black perspective, in order to break the silence of Black legacy and voice in historical documentation. This course centers on Black voices in history and honors their identity as well as their dignity. Students will study historical and contemporary experiences through a Black lens to better understand and recognize the accomplishments and achievements of Blacks in shaping this country. Students will study the history and culture of Blacks and their contributions on the history and success of the United States. Content in this course will help students enhance their critical thinking skills, will be inquiry-based, and will include - reading, writing, and oral presentation skills to demonstrate understanding of Black History.

### **12.2 King to FHSD; Friday, October 9, 2020; 1:20 PM**

Hello [FHSD],

Thanks for the course description. Politically, I think this is a safe course description. Can we speak more about this Tuesday? Don't want to put anything on email. But for the sake of description, this can be run in the course description.

LaGarrett J. King, Ph.D.

### **13 Agenda Draft for 10-13 for Planning Purposes**

#### **13.1 FHSD to King; Thursday, October 8, 2020; 12:33 PM**

Hello!

Here is a link to a draft of what we discussed for our plans on Tuesday. Please let me know what you need from me to ensure we are ready to go for Tuesday.

I would love to order in lunch for you from Panera if you would allow me to on Tuesday. I just need to place the order in advance so I can ensure the deliver at the right time on Tuesday. Can you please let me know what you would like me to order for you from Panera?

I'm attaching the DLC Parking Pass to this email as well as you will want to show it to the Security Card upon entry to our parking lot and then put on your dash when you park.

As for Directions it is easiest to put in Francis Howell High School into your GPS to get here...then once you enter the lot go all the way to the right and around the side of the building and back by the tennis courts. You will see 2 sets of blue doors one is marked Francis Howell Union and the other set isn't marked - and that is our set of blue doors.

You can call me at ###-###-#### if you need anything for that morning or anytime before then.

Also, we all wear our masks in the building and would like everyone to wear a mask to stay safe that day.

Looking forward to next week with you!

Thanks!

#### **13.2 King to FHSD; Thursday, October 8, 2020; 3:50 PM**

Hey [FHSD], I do not see a link.

LaGarrett J. King, Ph.D.

#### **13.3 FHSD to King; Thursday, October 8, 2020; 4:16 PM**

Oh...so sorry!

Here is the link to the Agenda:

<https://docs.google.com/document/d/115jBRVgFnJgetwKktnG4c9s7N5wnzw9Ezw2X6sOqIQ/edit?usp=sharing><sup>14</sup>

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<sup>14</sup> See Appendix F. Draft version of the Black Literature Course Description. Created on Oct 5, 2020 in Google Docs by FHSD. No changes thereafter.

### **13.4 FHSD to King; Thursday, October 8, 2020; 4:18 PM**

Still wrong link....Third Time is a Charm I believe.

<https://docs.google.com/document/d/1MaHAZwfz6iw2JOfd3ifmAzrosc-fc57cu6jMvMuKsKY/edit><sup>15</sup>

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<sup>15</sup> See Appendix G. Black History Course Development Agenda for 10-13-2020. Several items are linked in the final version of this agenda. They are listed as sub-appendices. Appendix G.1: Black History Framework Slides prepared by FHSD. Appendix G.2 is the Black Historical Consciousness Principles worksheet. The third hyperlink in Appendix G is to a Zoom meeting with Ryan New JCPS. The fourth hyperlink is to a Google Drive folder with curricula examples from various other schools. There are 25 separate documents in this folder, totaling over 950 pages; therefore, these documents are not included herein as an appendix; however, they are available upon request to Francis Howell Families, or by using the link in Appendix G, which is still active as of September 7, 2021.

## **14 Phone Chat Today for Plans Tomorrow?**

### **14.1 FHSD to King; Monday, October, 19, 2020; 8:59 AM**

Hello!

I'd love to schedule a bit of time today to chat through our plans for tomorrow with our Black History Leadership team and our next steps? We also have our webinar tomorrow night, so I just want to make sure we are ready to go for that as well.

Is there a time you are available later today or this evening?

Also, I would love a lunch order for you for tomorrow please - I will go get your lunch so we won't have any issues at all.

Here are some options for lunch that I can drive to quickly nearby:

Jimmy Johns  
Culvers  
Lions Choice  
Panera

Please let me know your order and I will make sure it is ready to go for me to pickup tomorrow at 11.

Looking forward to tomorrow!

### **14.2 King to FHSD; Monday, October 19, 2020; 10:54 AM**

Let's talk today. Can you do it around 2 pm? I can do a cheese burger and fries tomorrow.

LaGarrett J. King, Ph.D.

### **14.3 FHSD to King; Monday, October 19, 2020; 11:12 AM**

Yes I will call you at 2.

Thank You!

## 15 Agenda for Tomorrow

### 15.1 FHSD to King; Monday, October 19, 2020; 4:22 PM

Hello Dr. King,

Here is the link to the agenda for tomorrow – please feel free to add in your links, and I look forward to seeing your resources and learning with you tomorrow.

Let me know if you need anything!

Link to Agenda:

<https://docs.google.com/document/d/1vXueaVAkflRWjZKvUXZvmZRIkNGG-vL0qzkHBKI9yDI/edit#><sup>16</sup>

### 15.2 King to FHSD; Monday, October, 19, 2020; 8:54 PM

Add this to the afternoon session. This is the BHC activity sheet.

<https://drive.google.com/file/d/11LCduF6L1EcoHezpR8JHteTGjst8AI2V/view?usp=sharing><sup>17</sup>

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<sup>16</sup> See Appendix H. Black History Course Development Agenda 10-20-2020. Several items are linked in this agenda. They are listed as sub-appendices. The first link is to the Google Survey form; the link no longer works. (See prior sections and footnotes.) The second link regarding the Inquiry Design Model is not a public document and access is restricted. It was not available for viewing. The third link regarding C3 framework is included herein as Appendix H.1. The fourth link refers to resources obtained from Dr. King, the first of which is the JCPS (Jefferson County Public Schools, Kentucky) Developing Black Historical Consciousness Curriculum, which is a living document and was last updated May, 5, 2021; therefore, it is not the same version that would have been available during this October 20, 2020 meeting; however, a version dated July 24, 2020 was available as part of the curricula examples linked in Appendix G; therefore, that version is more likely what was reviewed before and during this meeting; therefore, it is attached as Appendix H.2. The next link is to “Essentials – Nice to knows” document. This document is included as Appendix H.3. The BHC Activity Sheet is included as Appendix H.4. The final link about Inquiries is merely a link to the c3teachers.org webpage to join their mailing list.

<sup>17</sup> See Appendix H.4.

## **16 Link for feedback survey - for tonight**

### **16.1 FHSD to King; Tuesday, October 20, 2020; 5:43 PM**

We need to add the link to the survey to your slides at the beginning of the presentation as well as at the end.

Here is the link:

<https://tinyurl.com/FHSD-black-history><sup>18</sup>

[FHSD]

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<sup>18</sup> Link points to the previously mentioned survey that is no longer active.

## **17 African American History Curriculum Writing PD Day #2**

### **17.1 FHSD to King, et. al.; Sunday, November 1, 2020; 8:17 PM**

Hello Team:

I hope you have had a very relaxing weekend and that you are doing well!

I am looking forward to our time tomorrow morning working on our Black History Course. We will be meeting at the DLC from 8-2:30 in Room 232 and will break for lunch from 11:30-12:30. Dr. King will be joining us virtually through ZOOM from 8- 11:30. Our goals for tomorrow are to debrief the survey and community event data, hear from a few of our FHSD students on what their visions are for this course, and spend time putting together the Big Ideas and designing an outline for the scope and sequence of the course.

I appreciate each and every one of you being on this team, I know how difficult this work is, but I know all of our efforts will be so worth it for our students! I know once we have an outline for the units then we will be off and running with building this course and things will begin falling into place quite easily.

See you all in the morning!

[FHSD]

## **18 Debrief from Monday Meeting Request**

### **18.1 FHSD to King; November 4, 2020; 11:04 AM**

Good Morning Dr. King,

I wanted to check in with you and see if we could debrief Monday's meeting from the work with the Black History Leadership team and gain any feedback you have for me and the group.

Also, I wanted to check in with you and get your insight for the next steps with this group.

I actually have a lot of office time tomorrow and Friday if you have any availability?

## **19 Teaching Black History Resource - The 1857 Project**

### **19.1 FHSD to King; Friday, November 6, 2020; 1:24 PM**

Hello!

I came across this today and wanted to look into it a bit more, are you familiar with the 1857 Project Resource?

[https://pulitzercenter.org/lesson-plan-grouping/1857-project-curricular-resources?utm\\_source=email&utm\\_medium=educationnewsletter&utm\\_campaign=10142020](https://pulitzercenter.org/lesson-plan-grouping/1857-project-curricular-resources?utm_source=email&utm_medium=educationnewsletter&utm_campaign=10142020)<sup>19</sup>

This could be a great resource to utilize in our curriculum as well, but I wanted your ideas around the resource as well.

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<sup>19</sup> This link points to the main web page for The 1857 Project Curricular Resources. The link is valid as of September 8, 2021.

## 20 FHSD Black History Course Development

### 20.1 Coldwell Banker Gundaker School of Real Estate to FHSD; Monday, November 9, 2020; 2:22 PM

Hi [FHSD],

It was a pleasure meeting with you today! I am very excited about your course.

Here are the documentaries and resources we spoke about. I have also provided a link to the National Association of Realtors® Fair Housing Resources page, which is full of videos, publications and other resources.

- Fair Housing Resources – National Association of Realtors® (NAR)  
<https://www.nar.realtor/fair-housing>
- Spanish Lake (2014) – Amazon Prime  
Interesting to note that it was banned from St Louis area theatres when it was released.  
The
- Pruitt-Igoe Myth -- <http://www.pruitt-igoe.com/>
- The Problem We All Live With – This American Life Podcast -  
[-https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one](https://www.thisamericanlife.org/562/the-problem-we-all-live-with-part-one)  
Covers the story of a student that attends Francis Howell after the Normandy School District loses accreditation.
- Our School's Federal Fair Housing Continuing Education Course Activities & PowerPoint – See attached.

I don't know if these are of any use to you, but you are welcome to use them as you like.  
We are no longer teaching this course.

My personal cell phone is ####-####-#####. Please do not hesitate to reach out if I can help in anyway.

[School Coordinator | Coldwell Banker Gundaker School of Real Estate]

Attachments: [Federal Fair Housing Laws – Feb 23 2020.docx<sup>20</sup>](#)  
[Federal Fair Housing Laws – ANSWER KEY 2020.docx<sup>21</sup>](#)  
[Fair Housing PowerPoint – Oct 7 2020.pptx<sup>22</sup>](#)

### 20.2 FHSD to King; Thursday, November 12, 2020; 3:31 PM

Here is the information that was shared with me from my meeting with the Real Estate Agent regarding Fair Housing.

The podcast and a few other important documentaries are mentioned in the email....I'm curious of your thoughts after you listen/watch.

Thanks so much!

[FHSD]

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<sup>20</sup> See Appendix I.

<sup>21</sup> See Appendix I.

<sup>22</sup> See Appendix J.

## **21 Francis Howell Black History Course Update - Phone Meeting Request**

### **21.1 FHSD to King; Wednesday, December 9, 2020; 1:52 PM**

Hello Dr. King,

I wanted to see if we could schedule a bit of time to talk about the progress that the Black History Curriculum Leadership team has made based on the last meeting and get your feedback. Can we schedule a time to chat over the phone soon? I'm excited to announce that we FINALLY have some direction!! The group worked really hard last time we met and we have 7 Compelling Questions for the students to explore at this time. I'd love to seek out your input on what the group has come up with as well as discuss a couple of resources with you for this class.

Hope you and your family are doing well!

[FHSD]

### **21.2 King to FHSD; Wednesday, December 9, 2020; 2:46 PM**

I am free tomorrow through the working day.

LaGarrett J. King, Ph.D.

### **21.3 FHSD to King; Wednesday, December 9, 2020; 2:55 PM**

Great! I will call you around 10. Thank you so much!!

**22 Black History committee**

**22.1 King to FHSD; Wednesday, December 2, 2020; 9:44 AM**

Hey [FHSD],

I have 3-5 pm dedicated to Francis Howell on my calendar. Do I have to meet with the group?

LaGarrett J. King, Ph.D.

**22.2 FHSD to King; Wednesday, December 2, 2020; 11:39 AM**

Hello!

No I ended up cancelling today due to some scheduling conflicts. You don't need to meet with our

group this afternoon. Sorry for the confusion.

Take Care and Be Well!

[FHSD]

**22.3 King to FHSD; Wednesday, December 2, 2020; 12:37 PM**

Sounds good.

LaGarrett J. King, Ph.D.

## 23 BH 365 EBook Preview Access Instructions

### 23.1 [Black History 365 Education] to FHSD; Wednesday, December 9, 2020; 4:19 PM

Good Afternoon,

I hope this email finds you well. The attached document includes instructions to access the EBook. Additionally, information about the book is included for your review.

We look forward to supporting your BH365 journey.

Best,

[Blackhistory365education.com representative]

Attachments: 50 Stars...Access Code (1).pdf<sup>23</sup>  
About the Book.pdf<sup>24</sup>

### 23.2 FHSD to King; Thursday, December 10, 2020; 10:40 AM

Here is the information on the textbook Black History 365.

I'd love your thoughts and ideas around this textbook and the thoughts around it for the Francis Howell School District based on where we are with the development of this course.

Our Compelling Questions so Far: (Please offer any ideas/revisions/edits around these questions or the wording).

Also, our curriculum team would love your ideas for sub-topics and supporting questions to go with each unit.

**Unit 1:** How do we engage effectively in Civil Discourse? (Required Unit – around 2 weeks in length)

**Unit 2:** What is Black History and why study it?  
(Required Unit – Around 2 weeks in length)

**Unit 3:** How did diversity of African cultures impact the identity and culture of Blacks in the United States? (Required Unit – Around 3 weeks in length)  
Supporting Topic: Black Diaspora and Migration

**Unit 4:** What is the racial wealth gap: how did it come to be and what can be done to close it?  
(Optional Unit)  
Supporting Topic: Reparations

**Unit 5:** What historical and modern day struggles exist for Blacks in working toward equity?  
(Optional Unit)  
Supporting Topics: Reparations, How have Blacks fought for freedom while still being oppressed? Is protest Patriotic?

**Unit 6:** How has the Black experience and culture within the United States changed over time?  
Supporting Topics: How did Black Intersectionality's contribute to the history of America?

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<sup>23</sup> This attachment is merely an instructional sheet with a unique ID to preview a textbook; the access code is no longer valid as of September 8, 2021; therefore, the attachment has been omitted from this document.

<sup>24</sup> See Appendix K.

**Unit 7:** How has systematic oppression affected Black communities' responses and relationships to authority? – Looking to reword or rework this question per our conversations

[FHSD]

**23.3 King to FHSD; Thursday, January 7, 2021;9:23 AM**

Hello [FHSD],

Ok, So I examined the book, I didn't read page by page but I did take time to look at chapters and click on the various videos and such.

I would not object to the book used in the class or by the school system. I think the book takes a lot of work away from teachers who are not as knowledgeable. I like the media portion and I think it will be easy for one to one technology schools who can download the book.

Always concerned with the timelines and if Black history really focusing on Blackness. From all accounts, it does. So reading seems like a good resource. I will do some more reading because you can't expect something to be perfect but from my initial examination, it is just as good as the others that I like.

I wish it had a little more Diaspora stuff but it does explore Ancient Africa and Canada. That can be improved but I think they wanted to focus strictly on African Americans.

Thoughts?

LaGarrett J. King, Ph.D.

## **24 4th Annual Equity in Education Conference**

### **24.1 King to FHSD, et. al.; Friday, December 18, 2020; 9:17 AM**

Hello All,

I hope all is well. I am writing to say that I am sponsoring teachers to attend the 4th annual Equity in Education Conference held through the University of South Carolina. I can sponsor 3 teachers from each of your school district. So if you have any teachers interested, please let me know. I appreciate partnering with each school district this year!

<https://www.ceeaaas.com/?fbclid=IwAR1eAc-SE1xD4V4xhMFzATSTS2f4S-39fdjvFQkWAaccjl8nZnBNX5ZghXoA><sup>25</sup>

Best,

LaGarrett J. King, Ph.D.

### **24.2 FHSD to King; Friday, December 18, 2021; 4:17 PM**

Hello!

I'm so honored and thankful for this opportunity! Please count me in! I will work on a couple of other teachers to attend as well!

Thanks so much!

### **24.3 King to FHSD; Friday, January 8, 2021; 2:57 PM**

How did yesterday go?

LaGarrett J. King, Ph.D.

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<sup>25</sup> This link now redirects to the Center for the Education and Equity of African American Students (CEEAAAS) homepage: <https://www.ceeaaas.com/>.

## 25 Follow-up and Next Steps

### 25.1 FHSD to King; Tuesday, January 5, 2021; 10:36 AM

Hello Dr. King.,

Happy New Year! I hope things are getting off to a great start for you!

I wanted to follow-up and let you know that I'm available to attend the Equity in Education Conference, but unfortunately, we can't send anyone else to attend due to scheduling conflicts. I'm also not able to pull teachers as we have a continual sub shortage this year it seems.

Also, I have a meeting on Thursday afternoon with our Black History Curriculum team and I wanted to provide them with any feedback you had about our Compelling Questions so far? I know we were both leaning on changing the last compelling question to something different so I was curious about your suggestions. Here are the Questions that the group came up with last time we met<sup>26</sup>, in case you wanted a refresher on them.

Unit One: How do we engage effectively in Civil Discourse? Unit Two: What is Black History and why study it?

Unit Three: How did the diversity of African cultures impact the identity and culture of Blacks in the United States?

Unit Four: What is the Racial Wealth Gap; how did it come to be and what can be done about it?

Unit Five: What historical and modern day struggles exist for Blacks in working toward equity?

Unit Six: How has the Black experience and culture within the United States changed over time?

Unit Seven: How has systematic oppression affected Black communities' responses and relationships to authority?

It is my hope to get them to select standards for each unit the next time we meet and establish our priority standards for the course. Then they will work toward coming up with 3-4 supporting questions to get into the content for each unit – that is where I'm hoping to be when you come back to work with us in February on the 12th.

Finally, have you had a chance to check out the Black History 365 textbook? I was curious about your thoughts regarding the textbook.<sup>27</sup>

I look forward to hearing from you soon- we can always chat over the phone if you would rather.

Thanks so much!

Take Care!

[FHSD]

### 25.2 King to FHSD; Tuesday, January 5, 2021; 9:46 AM

Hello [FHSD], I will work on this 1<sup>st</sup> thing in the morning. Hope all is well and Happy New Year!<sup>28</sup>

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<sup>26</sup> According to scheduling records in this document, the last time FHSD and Dr. King met was on November 2, 2020 for a "Professional Development" meeting held over Zoom. Before that, it was October 20, 2020.

<sup>27</sup> For Dr. King's response, see section 23.3.

<sup>28</sup> See "Compelling Questions" E-mail thread (Section 26, Page 32) for continuation.

## 26 Compelling questions

### 26.1 King to FHSD; Thursday, January 7, 2021; 8:49 AM<sup>29</sup>

Hello [FHSD],

Unit One: How do we engage effectively in Civil Discourse? ( **Why the emphasis on "Civil"? Civil is a loaded term and when we are dealing with freedom or liberation movements, "civil" is code that only the oppressed have to deal with. Someone can be uncivil and talk nice and smile in your face. Does that automatically make them Civil? )**

Unit Two: What is Black History and why study it?

Unit Three: How did the diversity of African cultures impact the identity and culture of Blacks in the United States?

Unit Four: What is the Racial Wealth Gap; how did it come to be and what can be done about it?

Unit Five: What historical and modern-day struggles exist for Blacks in working toward equity?

Unit Six: How has the Black experience and culture within the United States changed over time?

Unit Seven: How has systematic oppression affected Black communities' responses and relationships to authority? ( **I think this is a very leading compelling question that suggests that Black people have issues with authority when authority has an issue with Black people. Very dangerous compelling question within an African American history course. We have to rethink authority and its relationship with Blackness.**)

I think the compelling questions lean towards a lot of oppression and provide negative value judgments on Black people. Where can agency fit within the compelling questions? Where is Black joy and love?

I am about to send another email regarding the textbook.<sup>30</sup>

LaGarrett J. King, Ph.D.

### 26.2 FHSD to King; January 11, 2021; 11:08 AM

Hello Dr. King,

We had some great discussions at our last meeting based on the feedback that you provided to our curriculum writing team in relation to the Compelling Questions that were created.

Here were the revisions that the group came up with so far:

Compelling Question One:

Unit 1: How do we engage in Civil Discourse? REVISION: How do we engage in Critical Conversations?

Unit 3: - : How did the diversity of African cultures impact the identity and culture of Blacks in the United States? (Focus on early African Civilizations and Cultures) (Black Agency)

Unit 6: Unit Six: How has the Black experience and culture within the United States changed over time? REVISION: What is the lasting legacy of Black Cultural icons? (Black Joy and Love)

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<sup>29</sup> This e-mail is a response to the e-mail in section 25.1. The bold text is King's comments to FHSD's list of "compelling questions" developed by Dr. King and the Black History Curriculum writing team during, presumably, their November 2, 2020 Professional Development meeting (see footnote 26).

<sup>30</sup> See section 23.3.

Unit 7: What social structures have impacted Black communities and the relationships between peoples and governments?

– the group is still 100% on this wording – but the group really wants to focus on how social structures, laws, policies, power groups have impacted the Black community and also highlight how Blacks have worked toward many social and societal as well as policy change as their reactions to such actions. (Black Agency, Joy and Love )

What are your thoughts around these changes?

I'm working on putting the standards within each of our units now and then working to build supporting questions and content that could fit nicely under each compelling question.

I will share that document with you as it is completed.

I welcome your thoughts and ideas around where we are at this point as well.

My next meeting with them is going to be January 21 – 12:30-3:30. It will be a ZOOM meeting to continue selecting standards and then move to creating supporting questions for each unit. We could ZOOM in with you for a portion of that afternoon if you want to or we will meet with you with our progress on Feb. 12th our next PD Day. I have that you will be meeting with us in-person on Feb. 12th.

[FHSD]

### **26.3 King to FHSD; Monday, January 11, 2021; 11:36 AM**

Hey [FHSD],

Tell your team that I so appreciate them for the work that they are doing. I like these revised questions.

"icons" is a little ambiguous. When I think of icons, I think of people. I think the group is looking for more than a list of people but the question reads like that for the untrained eye.

I am fine with Unit 7 compelling question but they way the initial questions was written seemed to place Black people in a deficit view. Here, the question situates structures and institutions at the forefront. If classroom conversations organically lead to Black communities and authority, then that is how the class went but to suggest that within a compelling question (the standard document) is problematic.

I have space on my calendar for the 21st. Just let me know when you need me.

LaGarrett J. King, Ph.D.

### **26.4 King to FHSD; Tuesday, January 12, 2021; 12:40 PM**

Hey [FHSD],

I think I saw it is your birthday? Happy Birthday!

Also, can pass the attachment<sup>31</sup> [sic] along to your teachers? BHM activities are free and virtual.

LaGarrett J. King, Ph.D.

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<sup>31</sup> The attachment to this e-mail was not included in the documents received from FHSD.

**26.5 FHSD to King; Tuesday, January 12, 2021; 12:59 PM**

Hello Dr. King,

Thanks for the birthday wishes – yes it is my birthday today! I appreciate it!

Thanks for sending me the resources – I will send out to my teachers today at the Middle School and High School levels.

Thanks so much!

Take Care!

**26.6 King to FHSD; Monday, January 25, 2021; 8:52 AM**

Hey [FHSD],

I hope all is well. I am about to get extremely busy as February is my very busy season. When you get an opportunity, let me know what I need to prepare for the 12th.

LaGarrett J. King, Ph.D.

**26.7 FHSD to King; Monday, January 25, 2021; 12:46 PM**

Hello Dr. King,

Can we chat over the phone sometime this week?

Curriculum Writing continues to be very slow...I know what our next steps should be, and I'd love to chat with you about the process and get your input as well.

Let me know what works for you.

Thanks so much!

We look forward to seeing you with us in-district on Feb. 12th from 8-3 here at the DLC.

[FHSD]

**26.8 King to FHSD; Thursday, January 28, 2021; 11:04 PM**

Hey [FHSD],

I have some time after 3 pm tomorrow. Also, I have some resources you might be interested in.

Brandon Brown, [www.schoolyardrap.com](http://www.schoolyardrap.com)

He has a virtual school now.

Steph Manuel, <https://www.truefiktion.com/>

Don't know if you are interested in having them speak to you or the group about their Black history products.

Also, I would like to speak to the Black History 350 textbook folks.

LaGarrett J. King, Ph.D.

**26.9 FHSD to King; Wednesday, February 3, 2021; 10:09 AM**

Hello!

I'm sorry I've been WAY behind in email and trying to catch up today! Is there any time this week we could chat over the phone?

I have some updates and information that I need to share with you about the curriculum team and some tension which may cause me to lose members of the team due to district staff cuts and tension around next school year.

I also can update you on where we are in the Curriculum Process – We have Units and Topic Ideas and will have unpacked the standards before you come next week on Feb. 12th.

Our focus on Feb. 12th will be around Content Resources and Assessments/Performance Tasks for each unit. We will also need to help teachers ensure which content and topics will fit well into each Compelling Question unit.

I hope to chat with you this week if you have time. I know you are SLAMMED right now.

Also, thanks for sharing the resources and Congratulations on all of your work and recent articles being published. I read your article in the NCSS Social Education Journal this month and it was beautifully written. Great Job and keep up the AMAZING work.

Looking forward to catching up later this week or the beginning of next week.

[FHSD]

**26.10 King to FHSD; Wednesday, February 3, 2021; 10:14 AM**

Hey [FHSD],

Do I need to be stationary to talk with you? I am traveling to Springfield to conduct some BHM<sup>32</sup> events. So, I can talk while I drive or once I am in the hotel room tomorrow. I will make it there about 4 pm. Or We can talk on my way back Friday. I think I am finished at 1 pm but I expect some Q&A afterwards. Might not get on the road until 2 or 2:30 pm.

LaGarrett J. King, Ph.D.

**26.11 FHSD to King; Wednesday, February 3, 2021; 10:35 AM**

Hello!

We can absolutely chat while you travel. I will call you Friday afternoon around 3:00.

Thanks so much!

[FHSD]

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<sup>32</sup> Black History Month

## **27 Black literature and history**

### **27.1 King to FHSD & [Mizzou Student].; Monday, April 26, 2021; 11:36 AM**

Hello [FHSD] and Greg,

I want to connect you two. [FHSD], Greg is a teacher and graduate student at Mizzou. His research centers on K-12 Black studies with an emphasis on Black literature and history. Since Francis Howell has completed both the Black literature and history courses, I think it may be a good time to be connected. Ok, just wanted to introduce, Greg is beginning to think about research projects and sometimes school district's IRB processes are longer than University approval.

LaGarrett J. King, Ph.D.

### **27.2 FHSD to King & [Mizzou Student]; Tuesday, April 27, 2021; 12:55 PM**

Hello!

Thanks so much for putting Greg and I in contact with one another Dr. King. I appreciate the contact and I look forward for opportunities for us to connect and discuss your plans Greg with your research and all that you are working toward in your professional growth. We are always looking for thought partners and individuals to collaborate with and support our teachers along the way during each school year. Thanks so much!

### **27.3 [Mizzou Student] to FHSD & King; Tuesday, April 27, 2021; 6: 14 PM**

Hi Dr. FHSD,

It's so nice to (virtually) meet you. Thanks Dr. King for the introduction. I'm excited for the opportunity to learn with/from you all at Francis Howell and all of the great things that you're doing. I'll be in touch in the coming weeks/month about my research interests as we've identified FH as a possible site to do research for my dissertation. Thanks so much for the connection. Have a great week!

Best,

[Mizzou Student]

## **28 Equity in Education Conference - Registration and Login information**

### **28.1 FHSD to King; Monday, January 11, 2021; 8:52 AM**

Good Morning,

We had a very productive Black History meeting last week and made some revisions to our compelling questions which I will share with you a bit later today when I get a chance to type them up.

For the conference this week Equity in Education – did you have a chance to register me for the conference? I am eager and excited to attend if the opportunity is still available to me. Please let me know how I should get registered and what my login is to attend the conference.

Thanks so much!

[FHSD]

## **29 FHSD Tomorrow's Slide-deck for Virtual Professional Development**

### **29.1 FHSD to King; Thursday, February 11, 2021; 12:19 PM**

Hello!

At the link below you will find the information for our virtual meeting tomorrow which will happen through ZOOM from 8-2:30.

[https://docs.google.com/presentation/d/1sJHYuw30dpSuaiu4Bu1vcAyui\\_MC4cZNu0gPK2gNdUI/edit?usp=sharing](https://docs.google.com/presentation/d/1sJHYuw30dpSuaiu4Bu1vcAyui_MC4cZNu0gPK2gNdUI/edit?usp=sharing)<sup>33</sup>

I gave you editing rights - please feel free to add in anything you feel needs to be added into the plan for the day.

If there is anything we need to talk through together before tomorrow I'm available all day today.

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<sup>33</sup> See Appendix M. This is the slide deck for the Feb 12, 2021 face-to-face professional development meeting/training with Dr. King and FHSD. These slides were prepared in Google Docs; therefore, the revision history is available. There were three revisions, all three of which are dated and time stamped in Appendix M. Within this slide deck is a link to the Black History Course "Compelling Questions" Document, also created in Google Docs. Again, several revisions to this document were made between December 2020 and April 2021. Appendix M.1 includes the 16 major revisions to this document, date and time stamped, with notes highlighting what changes were made between versions.

### **30 Black History Curriculum Writing – Tomorrow**

#### **30.1 FHSD to King, et. al.; Thursday, February 11, 2021; 12:53 PM**

Good Afternoon Everyone!

We are scheduled to work on the Black History Curriculum tomorrow at the DLC. As stated in the email communication from Dr. Hoven teachers have the option to do their work day from home tomorrow. I have set up a ZOOM meeting for us to

[FHSD]

#### **30.2 FHSD to King, et. al.; Thursday, February 11, 2021; 12:59 PM**

Good Afternoon Everyone!

We are scheduled to work on the Black History Curriculum tomorrow at the DLC. As stated in the email communication from Dr. Hoven teachers have the option to do their work day from home tomorrow if desired. I have set up a ZOOM meeting for us to move our meeting to virtual as well. Dr. King will be joining us via ZOOM tomorrow from 8-2:30. We will break from 11:30-12:30 for lunch.

Here is a link to our plans for tomorrow:

[https://docs.google.com/presentation/d/1sJHYuw30dpSuaiu4Bu1vcAyui\\_MC4cZNu0gPK2gNdUI/edit?usp=sharing](https://docs.google.com/presentation/d/1sJHYuw30dpSuaiu4Bu1vcAyui_MC4cZNu0gPK2gNdUI/edit?usp=sharing)

Also, I'd love for you to share a picture of what has made you happy this week – send me your pics and I will put them in our slideshow to share with one another tomorrow!

You may access our meeting from wherever you wish: your home, your classroom, or even the DLC ( I will be going into work for the meeting) if you wish!

I'm looking forward to our time together tomorrow, it is sure to be a fantastic day of learning!

Please let me know if you have any questions!

Enjoy the rest of your Snow Day today!

[FHSD]

**31 Black History Curriculum Writing**

**31.1 King to FHSD; Thursday, February 11, 2021; 4:41 PM**

[Accepted Meeting Invite]

## **32 March 4th**

### **32.1 King to FHSD; Monday, March 1, 2021; 3:52 PM**

Hey [FHSD], are we meeting on March 4th? Do I need to come to St. Louis?

LaGarrett J. King, Ph.D.

### **32.2 FHSD to King; Monday, March 1, 2021; 4:00 PM**

Hello!

We are meeting on the 4th in person.

We will be working on building assessments for each unit and spending some time building some sample learning activities for each unit.

Would you like to join us over ZOOM on Thursday for part of the day or the entire day? Or would you prefer to come in person? It is totally up to you, just let me know what you prefer.

It is completely up to you, just let me know what you want to do – we will meet from 8-2:30 that day.

We will meet on April 6th for our final in-person day with you to hopefully finalize the curriculum process to go for board approval.

Just let me know.

Thanks!

[FHSD]

### **32.3 King to FHSD; Tuesday, March 2, 2021 8:08 AM**

I will drive down.

LaGarrett J. King, Ph.D.

### **32.4 FHSD to King; Tuesday, March 2, 2021; 2:39 PM**

Hello Dr. King,

This email just made my day! I'm so glad you will be able to join us in person!!

Please let me know what I can run out and get for you for lunch on Thursday.

Nearby Options:

- Culvers
- Lions Choice
- Jimmy Johns
- Panera

I will step out of the meeting around 10:45 and go get your lunch so we ensure delivery by 11:30.

Please dress casually on Thursday, as it is fine with our curriculum writing team.

Just let me know what you would like and I will make sure it is available for you on Thursday.

Thanks so much!

[FHSD]

### **33 FHSD Share Black History Folder**

#### **33.1 FHSD to King; Thursday, March 4, 2021; 9:46 AM**

<https://drive.google.com/drive/folders/1JSEME6nSogLZai4C8XvYyTISqhl3LCsJ?usp=sharing>  
[FHSD]

## **34 Nikole Hannah Jones**

### **34.1 King to FHSD; Thursday, March 11, 2021; 11:47 AM**

Hello Everyone,

Again, thank you for joining us Tuesday evening for our conversation with Nikole Hannah Jones. As promised, below is the link to the event. The event begins at the 6:30 minute mark.

[https://drive.google.com/file/d/1CyoSFWFnVi1fkCJyyRmEGvrXR\\_df414m/view?usp=sharing](https://drive.google.com/file/d/1CyoSFWFnVi1fkCJyyRmEGvrXR_df414m/view?usp=sharing)

LaGarrett J. King, Ph.D.

**35 April 6<sup>th</sup>**

**35.1 King to FHSD; Thursday, March 11, 2021; 1:42 PM**

Hello [FHSD],

I hope all is well. I am writing to see your thoughts on the 6th? I ask because Ladue wants me to do a PD for them. I told them that day is a contract day with Francis Howell, and I want to make sure I am fulfilling my obligations to you. I did say I will ask. They want me to check for afternoon availability (1-3 pm). So, if you need me for the entire day, no problem, I will let them know not for the 6th.

LaGarrett J. King, Ph.D.

**35.2 FHSD to King; Thursday, March 11, 2021; 1:59 PM**

Hello Dr. King,

That is no problem.

You can spend your morning with us and then when we break for lunch you can head to Ladue for their PD. We appreciate it!

Thanks so much!

[FHSD]

## **36 Textbook Samples: McGraw Hill- From Slavery to Freedom**

### **36.1 FHSD to King; Monday, March 15, 2021; 10:34 AM**

Good Morning,

I know we will be meeting on April 6th to finalize our curriculum process with the curriculum team. I wanted to check-in with you and see if you could get us 3-5 copies of the textbook you are working with McGraw-Hill on called From Slavery to Freedom? I would love for the teachers to have access to that textbook as an option as well in helping decide which resource to purchase for the course.

I called and was able to get one sample copy, but I'd like to have 3-5 so that the team can review the resource along with the others.

Let me know if that is a possibility...

They can be sent to  
FHSD DLC: Attn: [FHSD] FHSD  
1407 Hwy D  
St. Charles, MO  
63304

### **36.2 King to FHSD; Monday, March 15, 2021; 11:06 AM**

Hey [FHSD],

Can we just use the link for our group? If we want to move forward, we will need to purchase the books for teachers and students. Thanks.

<https://drive.google.com/file/d/1GqOltFgLWeQh0BzAcMknEk2Q4cS5ODmP/view?usp=sharing><sup>34</sup>

LaGarrett J. King, Ph.D.

### **36.3 King to FHSD; Wednesday, March 24, 2021; 9:30 AM**

Hey [FHSD],

Is the pdf link ok for you?

LaGarrett J. King, Ph.D.

### **36.4 FHSD to King; Monday, March 29, 2021; 8:59 AM**

It is perfect. I will share the link out with the team for review. Thanks so much!

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<sup>34</sup> This folder only contains a PDF version of the textbook "From Slavery to Freedom: A History of African Americans" Tenth Edition, High School Edition, McGraw Hill. 2021. 873 pages.

## **37 2021 Black History Conference**

### **37.1 Carter Center to FHSD; Monday, January 25, 2021; 8:49 AM**

We invite you to join us for the 2021 Teaching Black History Conference, hosted by the Carter Center for K-12 Black History Education at the University of Missouri.

This year's virtual conference will be held July 23-25, 2021.

Registration Link: <https://socialrooms.us/tbh2021>

Our 4th Annual, Virtual Teaching Black History Conference will honor the men and women of Tulsa's Black Wall Street (coined by Booker T. Washington) as well as other Black communities that gained economic independence along with those who were victimized by racial violence.

The featured speakers for the 2021 conference:

- Renowned Educator, Gloria Ladson-Billings
- Hannibal Johnson, author of *Black Wallstreet 100: An American City Grapples with Racial Historical Trauma*.

The conference is for K-12 educators, community educators, and persons interested in the learning and teaching of black history. Workshops will focus on the conference's theme, Teaching Black History, where presenters will help attendees understand the historic Tulsa Black Wall Street and the history of race massacres.

Registration deadline is July 19th.

Contact is LaGarrett J. King at [kinglj@missouri.edu](mailto:kinglj@missouri.edu)

School districts registering by purchase orders, contact Lauralyn Fry @ [fryl@missouri.edu](mailto:fryl@missouri.edu) or 573/882-2120.

CARTER Center Website: <https://education.missouri.edu/learning-teaching-curriculum/cartercenter/>

### **37.2 Carter Center to FHSD; Thursday, April 29, 2021; 10:05 AM**

REMINDER: Registration is now open for our 2021 Virtual Teaching Black History Conference!

If you have any registration questions or your district prefers to use a purchase order, please contact me at [fryl@missouri.edu](mailto:fryl@missouri.edu) or 573/882-2120.

We are looking forward to having you be a part of our 2021 conference!

Lauralyn Fry

**38 Francis Howell Registration for Black History Conference**

**38.1 FHSD to Carter Center; Tuesday, May 18, 2021; 11:15 AM**

Hello,

I am working on registering a few teachers for the Teaching Black History Conference for this summer and would like to pay by district credit card. When I click register it only offers the option of Paypal? Can I pay for multiple registrations by District Purchasing Credit Card?

Please let me know.

Thanks!

[FHSD]

**38.2 Carter Center to FHSD; Tuesday, May 18, 2021; 11:18 AM**

Can you give me a call.

**38.3 FHSD to Carter Center; Tuesday, May 18, 2021; 11:29 AM**

Good Morning,

I need to get 3 teachers registered for the Teaching Black History Conference for this summer ASAP. I want to be invoiced for the 3 teachers without a purchase order in order to pay by district credit card under the 21-21 school year's budget money.

Please send the invoice to attention: [FHSD] FHSD 4545 Central School Road St.

Charles, MO 63304

3 registrations needed:

XXXXX – XXXXX@fhdschools.org

XXXXX – XXXXX@fhdschools.org

XXXXX – XXXXX@fhdschools.org

Thank You!

[FHSD]

**38.4 Carter Center to FHSD; Wednesday, May 19, 2021; 9:06 AM**

I have attached the invoice as requested.

Attachment: INV0434301.pdf<sup>35</sup>

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<sup>35</sup> See Appendix L.

# **Appendix A**

**Francis Howell School District 20-21  
Comprehensive School Improvement Plan (CSIP)  
*(Finalized December 4, 2020)***

# Francis Howell School District 20-21 Comprehensive School Improvement Plan

Goal 2020-2021

*Finalized 12.4.20*

Instruction		
<p><b>1 YEAR GOAL:</b> The district will show a 5% decrease in the gap between scores for identified underperforming groups and the overall student population in disaggregated data, while increasing/maintaining overall academic achievement.</p>		
<p><b>1 YEAR GOAL - UPDATE/ADJUSTMENTS:</b></p>		
<p><b>SMART STRATEGY #1 AND MEASUREMENT:</b> 75% of observed lessons will include at least one instructional strategy at the QFIC level, as observed by classroom observations.  <b>Person Responsible for Reporting Progress:</b> Director of Adult Learning  <b>Progress Metric:</b> District CITW Walkthrough Form</p>		
<p><b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b></p>		
ACTION STEPS:	TIMELINE:	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Provide boosters of information during the school year provided by building CITW trainers	Ongoing	Director of Adult Learning
<p><i>Progress Update:</i></p>		

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

2) Provide modules of PD for components 2 & 3, aligned to NEE indicators	By September 1	Director of Adult Learning
<i>Progress Update:</i>		
3) During CIA meetings provide PD to principals around connecting NEE and CITW (what's the CITW feedback to offer as a way to increase NEE scores)	Quarterly	Director of Adult Learning
<i>Progress Update:</i>		
4) Provide a "feedback cheat sheet" to principals to use during NEE conversations focused on trauma informed best practices and culturally responsive best practices.	By September 1	Director of Adult Learning
<i>Progress Update:</i>		
5) Offer opportunities for peer walkthroughs looking for implementation of CITW strategies	Ongoing	Director of Adult Learning
<i>Progress Update:</i>		
6) Conduct fidelity checks to maintain awareness of implementation	Quarterly	Director of Adult Learning
<i>Progress Update:</i>		
<p><b>SMART STRATEGY #2 AND MEASUREMENT:</b> 100% of buildings will show a decrease in the gap between scores for one identified underperforming group and the overall student population in disaggregated data.</p> <p><b>Person Responsible for Reporting Progress:</b> Director of Curriculum &amp; Assessment</p> <p><b>Progress Metric:</b> FastBridge Reading and ACT Reading</p>		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>		
	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Providing data disaggregated in multiple ways	Quarterly	Director of Curriculum & Assessment

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

<i>Progress Update:</i>		
2) Host Data Deep Dive meetings at every building and develop specific action steps related to areas of identified need	By December 1	Director of Curriculum & Assessment
<i>Progress Update:</i>		
3) Form a team of district level experts who could respond/advise to the needs of the underperforming groups identified via data analysis (building level)	Paused for 20-21	Director of Elementary & Secondary Education
<i>Progress Update:</i>		
4) Form a teacher leader cohort focused on analyzing classroom data to surface groups of students who are struggling and strategies to respond intentionally (culturally responsive practices, data based decisions) <i>(District-level group of teachers interested in analyzing the data and implementing strategies to increase their performance)</i>	Paused for 20-21	Director of Adult Learning
<b>SMART STRATEGY #3 AND MEASUREMENT:</b> District will see a 25% increase in structures and processes, as outlined in the audit tool, that address student academic and behavior needs, by the end of the 21-22 school year. (*two-year strategy) <b>Person Responsible for Reporting Progress:</b> Chief Academic Officer <b>Progress Metric:</b> Audit tool		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Conduct district and building-wide MTSS audits	June 1	Director of Alternative Learning
<i>Progress Update:</i>		
2) Form district level MTSS team	Paused for 20-21	Chief Academic Officer
<i>Progress Update:</i>		
3) Academic team to analyze audit data and start to identify needs and priority next steps in development of school based systems	Summer 2021	Academic Team

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

<i>Progress Update:</i>		
4) Develop action steps based on audit data, with MTSS team	Summer/Fall 2021	Chief Academic Officer
<i>Progress Update:</i>		

<b>SMART STRATEGY#4 AND MEASUREMENT:</b> 75% of teachers have access to professional learning focused on future focused instructional practices, as measured PD survey. <b>Person Responsible for Reporting Progress:</b> Director of Adult Learning <b>Progress Metric:</b> Survey		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Develop a cohort of teachers to develop expertise in the area of blended learning, to include focused learning that results in blended learning course	February 2021	Technology Content Leader
<i>Progress Update:</i>		
2) Develop a cohort of PBL experts	Paused 20-21	Director of Adult Learning
<i>Progress Update:</i>		
3) Offer PBL learning opportunities for staff	Paused 20-21	Director of Adult Learning
<i>Progress Update:</i>		

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

4) Develop a strand of learning that provides teachers an opportunity to engage in externships that result in analysis of instructional methods and real world curriculum alignment	Paused 20-21	College & Career Specialist
<i>Progress Update:</i>		
5) Provide best practice professional learning focused on effective implementation of a learning management system for Canvas users	By October 1	Technology Content Leader
<i>Progress Update:</i>		
6). Provide best practice professional learning focused on virtual instruction (PK-12)	By October 1	Director of Adult Learning
<i>Progress Update:</i>		
<b>SMART STRATEGY #5 AND MEASUREMENT:</b> 50% of FHSD courses meet the minimum standard for FHSD curricula, as determined by the established criteria. <b>Person Responsible for Reporting Progress:</b> Director of Curriculum and Assessment <b>Progress Metric:</b> FHSD Curricula Criteria Rubric		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE:</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Develop a "minimum standard" set of criteria for FHSD curricula, to include technology integration and resources	September 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
2) Review all FHSD curricula against FHSD criteria	May 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Priority list of courses is developed per content area that are outdated and need priority revisions	June 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

4) Assessments are regularly reviewed and updated based on feedback and achievement students.	Paused 20-21	Director of Curriculum and Assessment
<i>Progress Update:</i>		
5) Create a tool to review curricula for cultural relevance, diversity, and equity.	September 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
6) Curriculum is reviewed for cultural relevance, diversity, and equity.	May 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		

### Professional Learning Communities (PLCs)

**1 YEAR GOAL:**

75% of PLCs will meet their SMART goals for the year, as reported on the end of year SMART goal summary document during end of year collection

**1 YEAR GOAL - UPDATE/ADJUSTMENTS:**

**SMART STRATEGY #1 AND MEASUREMENT:** 75% of PLC meetings will demonstrate high quality collaboration, as measured by observation of 4 PLC questions in action during monthly data collections.

**Person Responsible for Reporting Progress:** Director of Adult Learning

**Progress Metric:** PLC fidelity checks

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

ACTION STEPS:	TIMELINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Offer a Coaching Academy for 10 buildings to refresh foundational information and build capacity at the building level.	Paused for 20-21	Director of Adult Learning
<i>Progress Update:</i>		
2) Offer a Summer Institute for interested staff focused on PLC foundational learning, formative assessment, PLC leadership.	Paused until Summer 2022	Director of Adult Learning
<i>Progress Update:</i>		
3) Provide content leaders with training that will allow them to engage in supporting teams during weekly meetings. Consider creating a 30 minute module that can be shared with teams to set the stage for some of the work.	May 1	Director of Adult Learning
<i>Progress Update:</i>		
4) Content leaders to incorporate formative assessment into coaching conversations with PLC teams on a regular basis	Quarterly	Director of Curriculum and Assessment
<i>Progress Update:</i>		
5) Provide PLC resources/modules to buildings (ie: article of the month in SAW, Global PD videos, FHSD developed content, etc.)	Ongoing	Director of Adult Learning
<i>Progress Update:</i>		
6) Support principals in reviewing and providing feedback on SMART goals (focused on priority standards) for their PLC teams.	January 1	Directors of Elementary and Secondary Education, CAO
<i>Progress Update:</i>		

### Equity/Access

**1 YEAR GOAL:** Students will report an increase in positive school culture and climate.

# Francis Howell School District 20-21 Comprehensive School Improvement Plan

<ul style="list-style-type: none"> <li>● "I like going to this school" will increase from 78.6% to 80%</li> <li>● "The adults in this school care about me" will increase from 86.9% to 90%</li> </ul>		
<b>1 YEAR GOAL - UPDATE/ADJUSTMENTS:</b>		
<b>SMART STRATEGY #1 AND MEASUREMENT:</b> Increase the number of underrepresented students in advanced/challenge coursework/programs (AP course, Gifted programs, robotics activities) from 28.9% to 31.9%. <b>Person Responsible for Reporting Progress:</b> Director of Curriculum and Assessment <b>Progress Metric:</b> enrollment data		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Reexamine the placement process for advance coursework with stakeholder groups (counselors, principals, teachers, and parents)	December 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
2) Identify current reality to identify areas for growth and craft message to share	January 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Explore demographics of gifted programs in other districts to identify a program model that is more inclusive in terms of demographics	April	Director of Alternative Learning
<i>Progress Update:</i>		
4) Gather and audit the demographics of students involved in STEM activities K-12 (ie: robotics)	January 1	Directors of Elementary Education & Director of Secondary Education
<i>Progress Update:</i>		

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

5) Develop strategies to increase participation in STEM activities (ie: robotics)	June 1	Directors of Elementary Education & Director of Secondary Education
<i>Progress Update:</i>		
6) Conduct data deep dives with schools that have significant gap in the participation of under-represented groups in STEM activities	June 1	Directors of Elementary Education & Director of Secondary Education Director of Curriculum and Assessment
<i>Progress Update:</i>		
<b>SMART STRATEGY #2 AND MEASUREMENT:</b> Increase the number of courses meeting criteria from 1 to 4, in terms of cultural relevance, diversity, and equity, as measured by the district developed cultural relevance gradient tool. <b>Person Responsible for Reporting Progress:</b> Director of Curriculum and Assessment <b>Progress Metric:</b> FHSD Curricula Criteria Rubric		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Revise implementation plan, and timeline, to build capacity in teams who will write curriculum	June 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		
2) Provide professional learning to curriculum writing teams	Ongoing	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Develop new/revised courses (may include K-5 social studies, Black History, Black Literature, etc.)	June 1	Director of Curriculum and Assessment

Literacy

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

<b>1 YEAR GOAL:</b> The district will show a 3% increase in the students scoring at the 40 percentile or above on the FastBridge assessment from Winter 2019 to Winter 2020. (Or Winter 2020 to Winter 2021)		
<b>1 YEAR GOAL - UPDATE/ADJUSTMENTS:</b>		
<b>SMART STRATEGY #1 AND MEASUREMENT:</b> 80% of teachers will implement the phonics program at a level of proficient, or higher, measured by the phonics fidelity tool. <b>Person Responsible for Reporting Progress:</b> Director of Curriculum <b>Progress Metric:</b> Fidelity tool		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Teachers will be provided professional development in phonics instruction, by FHSD staff.	4 <sup>th</sup> quarter 2020	District Literacy Coordinator
<i>Progress Update:</i>		
2) Benchmark Phonics will provide teachers training in application of phonics program/resources	Summer 2020/PD strand	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Develop a fidelity tool, with pilot teachers, to measure the implementation of phonics and focus the ongoing support provided by literacy coaches	By October 1	District Literacy Coordinator and District Reading Recovery Teacher Leader

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

**SMART STRATEGY #2 AND MEASUREMENT:** There will be a 5% decrease in students hitting 2+ triggers, as measured on District Trigger Tracker.  
**Person Responsible for Reporting Progress:** Director of Curriculum and Assessment  
**Progress Metric:** District Trigger Tracker

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**

ACTION STEPS:	TIMELINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Provide Homegrown Institute for Reading for K-5 teachers	Paused 20-21	Director of Curriculum and Assessment
<i>Progress Update:</i>		
2) Survey of Homegrown Institute	Paused 20-21	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Provide data teams with problem solving professional development to help determine best fit interventions and align with MTSS	Ongoing	Director of Curriculum and Assessment and District Literacy Coordinator
<i>Progress Update:</i>		
4) Provide teacher professional development around specific interventions	Ongoing	District Literacy Coordinator
<i>Progress Update:</i>		

**SMART STRATEGY #3 AND MEASUREMENT:** Secondary students receiving reading interventions who demonstrate expected rates of growth will increase by 3%, as compared to 19-20 data.  
**Person Responsible for Reporting Progress:** Director of Curriculum and Assessment  
**Progress Metric:** FastBridge

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

ACTION STEPS:	TIMELINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Provide PD opportunities and ongoing support to READ 180 & Language Live teachers	Ongoing	District Literacy Coordinator and Secondary ELA Coordinator
<i>Progress Update:</i>		
2) Develop an action team to explore/recommend supports for MTSS for secondary	February 1	Director of Secondary Education
<i>Progress Update:</i>		
3) Develop a fidelity tool, with a stakeholder group, to measure the implementation of reading interventions (READ 180 & Language Live)	October 1	District Literacy Coordinator and Secondary ELA Coordinator
<i>Progress Update:</i>		

### College & Career Readiness

**1 YEAR GOAL:** Increase the percentage of students from 17.9% to 25% who have completed tech school, career technical education (CTE) completed certification, CAPS or who have earned industry recognized certificates (IRCs).

**1 YEAR GOAL - UPDATE/ADJUSTMENTS:**

# Francis Howell School District 20-21 Comprehensive School Improvement Plan

**SMART STRATEGY #1 AND MEASUREMENT:** 100% of buildings at high school level will be ready to implement CCR curriculum for 21-22.

**Person Responsible for Reporting Progress:** Director of Curriculum and Assessment

**Progress Metric:** Implementation Plan

**SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:**

ACTION STEPS:	TIMELINE	PERSON RESPONSIBLE FOR REPORTING PROGRESS:
1) Assemble a curriculum writing team and meeting schedule with benchmark dates for draft completion and final BOE adoption.	January 1	College & Career Specialist
<i>Progress Update:</i>		
2) Compile and review best practices research and resources surrounding CCR curriculum (EAB, Hanover).	October 1	College & Career Specialist
<i>Progress Update:</i>		
3) Develop CCR priority standards/understandings/goals, for each level (vision work)	June 1	College & Career Specialist
<i>Progress Update:</i>		
4) Write curriculum for one level	June 1	College & Career Specialist
<i>Progress Update:</i>		
5) Research, identify, and recommend resources to support the K-12 CCR curriculum, for one level.	June 1	College & Career Specialist
<i>Progress Update:</i>		
6) Determine the best format to deliver curriculum (embed in another course vs. stand alone course) and identify who will teach the curriculum.	June 1	Director of Curriculum and Assessment
<i>Progress Update:</i>		

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

7) Embed into the K-12 curriculum a SCOIR programming guide/timeline that identifies what features of SCOIR will be introduced to students, as well as when and by whom they will be introduced.	June 1	College & Career Specialist
<i>Progress Update:</i>		
<b>SMART STRATEGY #2 AND MEASUREMENT:</b> The percentage of students completing YouScience in SCOIR will increase from 2% to 25%. <b>Person Responsible for Reporting Progress:</b> College & Career Specialist <b>Progress Metric:</b> EOY report from SCOIR		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Provide audience-specific SCOIR trainer-led PD to all secondary administrators, and counselors.	November 1	College & Career Specialist
<i>Progress Update:</i>		
2) Collaborate with district leadership, administrators, and the Director of Adult Learning to develop a multi-year plan to provide SCOIR professional development to all high school teachers.	December 1	Director of Secondary Education
<i>Progress Update:</i>		
3) Develop a plan to train middle school and high school parents on SCOIR.	December 1	Director of Secondary Education
<i>Progress Update:</i>		
4) College & Career Specialist will work with building principals and counselor team to identify opportunities to engage students in YouScience (potentially health class, practice ACT day, etc.)	October 1	College & Career Specialist

## Francis Howell School District 20-21 Comprehensive School Improvement Plan

<i>Progress Update:</i>		
<b>SMART STRATEGY #3 AND MEASUREMENT:</b> The number of career exploration experiences will meet, or exceed, 250. <b>Person Responsible for Reporting Progress:</b> Director of Secondary Education <b>Progress Metric:</b> College & Career Readiness Report		
<b>SMART STRATEGY AND MEASUREMENT - UPDATE/ADJUSTMENTS:</b>		
<b>ACTION STEPS:</b>	<b>TIMELINE</b>	<b>PERSON RESPONSIBLE FOR REPORTING PROGRESS:</b>
1) Each MS & HS student will engage in at least one CCR activity, in each course, once a year	Ongoing	Director of Secondary Education
<i>Progress Update:</i>		
2) Content leaders will create resource of sample CCR activities to use a guide	September 15	Director of Curriculum and Assessment
<i>Progress Update:</i>		
3) Leverage partnership with Junior Achievement to bring career fairs and guest speakers to elementary, middle and high schools.	October 1	College & Career Specialist
<i>Progress Update:</i>		
4) Create and/or adopt a database system that warehouses partnerships, experiential learning/work-based opportunities, and that serves as a communication bridge between students and partners.	February 1	College & Career Specialist
<i>Progress Update:</i>		
5) Develop a pipeline of community partnerships that are mutually-beneficial and provide a variety of experiential learning opportunities	February 1	College & Career Specialist
<i>Progress Update:</i>		
6) Explore current courses that might qualify for credentialing.	December 1	Director of Curriculum and Assessment

# Francis Howell School District 20-21 Comprehensive School Improvement Plan

*Progress Update:*

# **Appendix B**

**Course Map for Development of African History Course**

## Course Map for Development of African History Course

Leadership Mentor: Dr. LaGarrett King

Leadership Team:

FHH - Raymond Page

\* Jennifer Flores

\* Jennifer Lowery

FHN - Sean Fowler

Anastasia Hercules

Admin. Team Supports: Dave Wedlock

Lucas Lammers

Jessie Altman

Carrie Hepburn

Month(s)	Action Steps	Budget Cost
September	<ul style="list-style-type: none"> <li>● Audit of History Courses - Dr. LaGarrett King</li> <li>● <b>9/25 - PD Day</b> - Build Background - Dr. LaGarrett King</li> <li>● YA Version of Stamped from the Beginning Book Club - Canvas</li> <li>● Student Survey /Community</li> </ul>	<ul style="list-style-type: none"> <li>● ½ Day Stipend pay for work time after ½ Day PD - \$1350</li> <li>● Audit of High School History Courses - <b>\$1,000</b></li> <li>● PD Day - <b>\$2,000</b></li> <li>● Books for Book Club - \$300</li> </ul>

	<p>Survey and Feedback - 3 High Schools of Students</p> <ul style="list-style-type: none"> <li>● Create Course Descriptions</li> </ul>	
<p>October/November</p> <p style="border: 1px solid red; padding: 2px; display: inline-block; margin: 10px 0;">These were Oct. 13, and Oct. 20.</p> <p style="border: 1px solid red; padding: 2px; display: inline-block; margin: 10px 0;">This was Oct. 20, 2020.</p> <p style="border: 1px solid red; padding: 2px; display: inline-block; margin: 10px 0;">This occurred on 11/2 as planned; however, Dr. King was at the work session via zoom from 8:00-11:30</p>	<ul style="list-style-type: none"> <li>● PD - Dr. LaGarrett King - 2 Days - (Schedule with David) <ul style="list-style-type: none"> <li>○ Day 1- Analyzing other Curricula from other Districts - analyzing based on our needs for this course</li> <li>○ Day 2 - Course Units/Outlines and Development</li> </ul> </li> <li>● Community Feedback/Informational Evening (Schedule with David) - Dr. King will Facilitate 6:30-7:30</li> <li>● Prioritize Standards- Teaching Hard History Standards</li> <li>● Develop Transfer Goals and Essential Questions for each unit</li> <li>● PD Strand Day - 11/2 - Team will work without Dr. King on completing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Stipend Pay- ½ Day Work Day for Strand PD Day - Work Time - \$1350</li> <li>● 2 Release Dates for 9 teachers - \$1890</li> <li>● 2 Days PD Dr. LaGarrett King - <b>\$4,000</b></li> <li>● Community Evening facilitated by Dr. LaGarrett King - <b>\$1000</b></li> </ul>
<p>December/January</p>	<ul style="list-style-type: none"> <li>● <i>Community Book Club (Possibly) - potentially large - on YA Version of Stamped</i></li> </ul>	<ul style="list-style-type: none"> <li>● Stipend Pay 9 teachers - 2 after school meetings - \$2,700</li> <li>● <b>Dr. LaGarrett King - 1 PM</b></li> </ul>

<p style="text-align: center; border: 1px solid red; padding: 2px;">This was Jan 21, 2021</p>	<p>from the Beginning.</p> <ul style="list-style-type: none"> <li>● Stipend PD after School - 2 Days from 3:00-5:00 - work on curriculum</li> <li>● PD Day Afternoon Dr. LaGarrett King - 3-5</li> <li>● Create Assessments/Performance Tasks for Units</li> </ul>	<p style="text-align: center;"><b>session - \$500</b></p>
<p>February/March</p>	<ul style="list-style-type: none"> <li>● Strand PD/Work Day - 2/12</li> <li>● 1 Release Day - Team</li> <li>● Create Know/Be Able to Do's Section</li> <li>● Create Critical Vocabulary for Units</li> <li>● Share Feedback with buildings/departments/ students for feedback - Curriculum Skeleton</li> <li>● Community Night? Share for feedback? - CAC???</li> </ul>	<ul style="list-style-type: none"> <li>● Stipend Pay 9 teachers ½ day after Strand PD Day - \$1,350</li> <li>● 1 - Release Day - 9 teachers - \$945</li> <li>● Dr. LaGarrett King - 2/12 - <b>\$2000</b></li> </ul> <p style="text-align: center; border: 1px solid red; padding: 2px;">This was held on Feb 12.</p>
<p>April/May</p>	<ul style="list-style-type: none"> <li>● Strand PD/Work Day - 4/6</li> <li>● Develop Resources/Activities for Course</li> <li>● Find Primary/Secondary Source Materials for Resources</li> <li>● Finalize Curriculum Document and Prepare for CAC and the Board of Education</li> </ul>	<ul style="list-style-type: none"> <li>● Stipend Pay 9 Teachers - ½ Day after Strand PD Day - \$1350</li> <li>● Dr. LaGarrett King - <b>\$2,000</b> - 4/6 Strand Day</li> <li>● Summer PD for Teachers of Course - 3 teachers for 1 day stipend \$450</li> </ul>

This was held on Apr 6

	<ul style="list-style-type: none"> <li>• Summer PD for teachers of the Course - (Need 1 Day)</li> </ul>	
Budget Costs		<p><b>FHSD C &amp; I - \$11,635</b> (If Community Book Club - Cost will go up - depending on how many community members sign-up and participate)</p> <p><b>Dr. LaGarrett King - \$12,500</b></p> <p>Total Budget to Develop Course:</p> <p style="text-align: right;"><b>\$24,135</b></p>

This budget is proposed to Dr. LaGarrett King to partner with the district's leadership team in the development of this course for the amount of **\$12,500**.

Dr. Sherry Jordan  
 Dr. Sherry Jordan

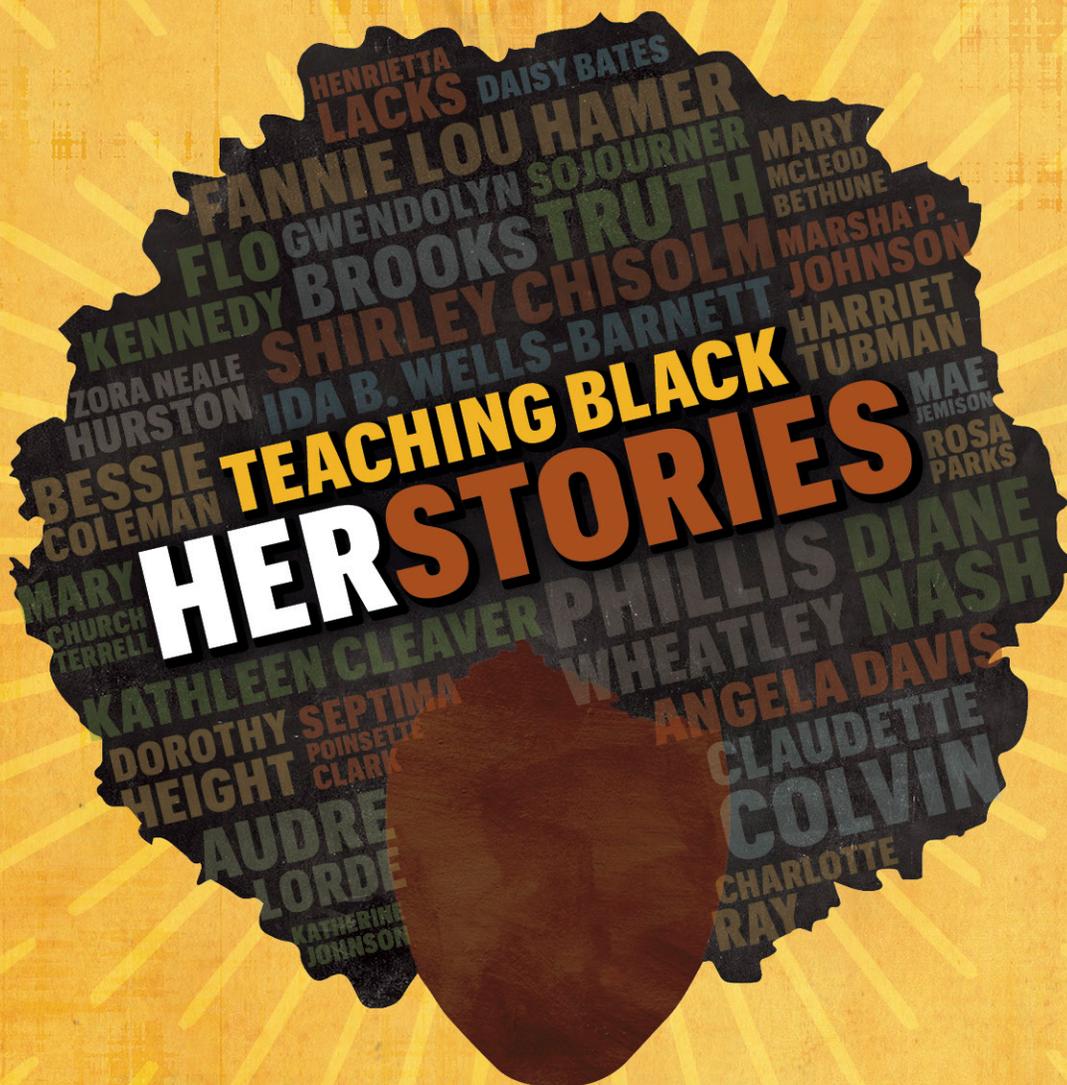
\_\_\_\_\_  
 Dr. LaGarrett King

# **Appendix C**

**3<sup>rd</sup> Annual Teaching Black History Program 2020-07**

3rd Annual

# Teaching Black History Conference



July 24 & 25, 2020

Held online | Over 50 presentations | Registration \$75 | [www.bit.ly/carter-center](http://www.bit.ly/carter-center)



Carter Center for K-12  
Black History Education  
University of Missouri

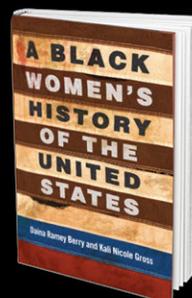


Dr. Kali Gross



Dr. Daina Berry

Keynote Speakers and authors of *A Black Women's History of the United States*



Dr. La TaSha Levy

Facilitator



# Carter Center for K-12 Black History Education

University of Missouri

3rd Annual

## Teaching Black History Conference

July 24 & 25, 2020

#CARTERCON20 #TeachBlackHistory

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### AGENDA

All sessions are Central Standard Time (CST)

#### Friday, July 24

- Session 1 ----- 9:00 - 9:45 am CST
- Session 2 ----- 9:50 - 10:40 am CST
- Session 3 ----- 10:45 - 11:35 am CST
- Session 4 ----- 11:40 - 12:30 pm CST
- Session 5 ----- 12:35 - 1:25 pm CST
- Session 6 ----- 1:30 - 2:20 pm CST
- Session 7 ----- 2:30 - 3:20 pm CST
- Session 8 ----- 3:30 - 4:00 pm CST

#### Saturday, July 25

- Session 1 ----- 9:00 - 10:30 am CST
- Session 2 ----- 10:40 - 12:00 pm CST
- Session 3 ----- 12:10 - 1:30 pm CST
- Session 4 ----- 1:40 - 2:50 pm CST
- Session 5 ----- 3:00 - 4:10 pm CST

# WELCOME



**It is with great pleasure that I welcome you to the 3rd annual Teaching Black History Conference, hosted by the Carter Center for K-12 Black History Education at the University of Missouri's College of Education.**

The Teaching Black History Conference seeks to be a safe and radical space where teachers convene and dialogue about Black history curriculum and instruction. This is a historic conference as it is our first virtual conference due to the COVID-19 pandemic. While we wished we were face to face sharing this experience, the online platform has opened up the conference to dedicated educators who may not had the opportunity to join us before. We continue to grow and with 856 educators from around the country this year, we are beyond excited to welcome our new friends as well as all our returning friends from previous years. Your dedication to learning and growing is inspiring and we welcome you to the Carter family of educators.

Our 2020 theme is Teaching Black HERstories, where we will explore Black women's beauty, richness, rhythm, joy, tragedy, heartbreak, rage, enduring love, and intersectional identities.<sup>1</sup> In K-12 schools, we know that Black women's historical record is severely silenced. Even when we teach Black histories, Black women are regulated to the margins and take a secondary role to Black men. This approach to Black history has to stop and we, as educators, need to do better teaching how Black women have shaped the world. From the warrior women of ancient African civilizations to the networks of Black women who led national protests under the slogan #BlackLivesMatter, women have been the visionaries, organizers, cultural producers, and community builders who have sustained Black excellence and survival, even in the face of systemic oppression.<sup>2</sup> Until society understands the historical record of Black women, they will never truly understand history. This weekend, the Carter Center and our 50 + presenters will honor Black women's history and humanity.

This multi-day conference aims to bring together educators who seek transformative and engaging ways to teach PK-12 Black history, not only through history classes but also through other humanities courses. Workshop presentations are informative and interactive, providing participants with teaching culturally relevant and sustaining strategies and resources to incorporate Black HERstories throughout the school year and across curriculum disciplines. We hope you leave here inspired with an abundance of resources and ideas and a bevy of new contacts and friends.

Sincerely,

**LaGarrett King, PhD**

Isabella Wade Lyda and Paul Lyda Professor of Education

Founding Director of the Carter Center for K-12 Black History Education

<sup>1</sup>Berry, D. R., & Gross, K. N. (2020). *A Black Women's History of the United States* (Vol. 5). ReVisioning American History. Boston, MA: Beacon Press. <sup>2</sup>Thank you to Dr. LaTasha Levy and Shantelle Morgan-Browning for writing the call for proposals. This sentence was taken from the first paragraph of the document.

# FRIDAY, JULY 24

## SESSION 1 ----- 9:00 - 9:45 am CST

### **Greetings and Welcome**

LaGarrett King (Carter Center, University of Missouri), Ashley Woodson (Carter Center, University of Missouri), Ama Oforiwaa Aduonum (Illinois State University), Gihanna Kelly (California)

## SESSION 2 ----- 9:50 - 10:40 am CST

### **“After the March, then What?” (Elementary)**

Amanda Vickery (University of North Texas)

This session will explore the history of Black women as critical civic agents fighting for the recognition of their intersecting identities in multiple iterations of the feminist movement.

### **“From the Hot Comb to the Lace Front, Let’s Straighten the Path to Understanding Black Hair”: Centering African American Culture and History in a STEM Middle School”**

Jamesia Nordman (Battle Creek Public Schools) and Amy L. Masko (Grand Valley State University)

After an overview of the process of developing the curriculum for a new STEM middle school, the participants will engage in a mini-unit on black women’s hair styles and school discrimination that was conducted with middle school students, and then analyze the notion of centering African American history and culture within the English and Social Studies curriculum.

### **“Unbought and Unbossed,” using film to effectively teach social studies”**

Terrance Lewis (Muscogee Public Schools)

Film presents a powerful and effective method in social studies instruction because it allows students to visually engage with history, critically discuss history, and draw their own conclusion regarding history. This session will provide content regarding how to select film, plan for film, and implement film in social studies instruction.

### **“Combating Curriculum trauma in Black History”**

Kemba Metropoulos (Parkway Schools) and Tiffany Young (Parkway Schools)

This presentation centers on curriculum trauma and how we can combat such issues in our classes.

## FRIDAY, JULY 24

### **SESSION 2 (continued) ----- 9:50 - 10:40 am CST**

#### **“The history of Black American music throughout generations, Black women’s involvement, and the role music plays in building resilient communities”**

LySaundra Campbell (Writer/Editor at the National Women’s Law Center)

This workshop covers the history of Black American music throughout generations, Black women’s involvement, and the role music plays in building resilient communities. Throughout the anti-violence movement is a need for understanding trauma and its effects – both mental and physical – on individuals and their communities. Furthermore, is a need for methods for individuals and communities to address and heal from trauma caused by systemic oppression. As a component to social connection and community building, music listening and creation is a tool that can be used to promote resilience factors within communities through healing and expression.

#### **“Walking with my Ancestors”**

Ama Oforiwaa Aduonum (Illinois State University)

This session will follow up Dr. Aduonum performance during session 1. She will discuss her One-woman play and the process with attendees and the educational value of the arts and Black history.

### **SESSION 3 ----- 10:45 - 11:35 am CST**

#### **“Inserting Black Queer Women from History into Children’s Literature” (Pre-K and elementary)**

Danelle Adeniji (University of North Texas)

This workshop will feature an interactive deep dive of children’s literature and activities that can be incorporated into the elementary classroom. By the end of the workshop, participants will understand why incorporating the intersectionality of Black women and their queerness into the elementary classroom using children’s literature is significant to centering their students’ experiences and learning in the classroom.

#### **“Teaching Black Writers in Literature through Play”**

TaKasha Williams-Lynn

Many students do not realize how black women paved the way in literature. Therefore, through different forms of play and interaction, students will be able to enrich their knowledge on the past which made it possible for the present and future female writers.

## **SESSION 3 (continued)**----- **10:45 - 11:35 am CST**

### **“Civil Rights Movement lesson plan development highlighting the work of Ella Baker and Fannie Lou Hamer (1940-1980)”**

Vicki Shields (Educator)

A main factor in closing an achievement gap is a curriculum that centers on inclusion and rigor. This workshop draws from the African American Cultural Humanities (AC) course and focuses on Ella Baker and Fannie Lou Hamer and their roles in Civil Rights in addition to demonstrating how art expresses social and political realities.

### **“Women behind the Montgomery Bus Boycott”**

Kristen Duncan (Clemson University)

This session will focus on the women behind the Montgomery Bus Boycott. Objectives for this session include: critiquing traditional historical narratives, teaching with primary sources, and centering the women who have been pushed to the margins of the Civil Rights Movement. The session is designed for middle and high school teachers.

### **“Diary of A Mad Black Woman 3.0”**

Valencia Abbott (Rockingham Early College High School)

Rarely is the voice of an enslaved Black woman of the 1700s left for the historical record, so the narrative of Oney Judge, of the George Washington estate is a historical anomaly. Hopefully, with this additional layer of content will add a more authentic interpretation of American history.

### **“Black history is more than Black History Month”**

Jania Hoover (Parish Episcopal School)

I will present a timeline for including black history within an existing US History approach. Teachers will likely not be able to incorporate the entirety of black history, but with increased knowledge of this topic, they will be able to include it in meaningful ways. In my experience, many teachers just don't know black history well enough to teach it. They were taught in the white male dominant way. If you don't take classes specifically focused on black history, it's likely that this topic is completely out of the frame of reference.

## SESSION 4 ----- 11:40 am - 12:30 pm CST

### **“Where are the female leaders? Challenging male dominated narratives of major events in U.S. History”**

Naadia Owens (University of Chicago Laboratory Schools) & Stephanie Tellis (Stephanie Tellis Educational Consulting)

In this workshop we hope to highlight for teachers alternative case studies for teaching important periods in history.

### **“Black females who have been innovators, led social change, addressed racial discrimination”**

Gigi Wolf (Lead Community and Public Affairs Specialist, Federal Reserve Bank, Kansas City)

Young people today are faced with issues that impact them socially, environmentally and economically. Literature can speak to these concerns while also addressing curricular standards and literacy. New classroom-ready lessons have been developed that tie into racial discrimination, economic inequity, and entrepreneurship, among others. Using these interactive literature lessons, you can connect with elementary and middle-school students through stories and activities that speak to current and culturally-relevant issues.

### **“Teaching Black History and Culture to Our Students”**

Mercedes Liriano (New York City DOE Teacher)

As a culturally responsive educators I have always done Black History Month projects with my students. Especially with an interest in The Harlem Renaissance and Slavery, Black Inventors and People of Color who have helped to change and shape the world! Now my Classroom content primarily entails Black History all year long as the students learn English language Arts skills. #BlackHistoryMatters!

### **“The life and “herstory” of Ida B. Wells-Barnett”**

Akil Parker (Adjunct Professor)

My presentation will focus on the life and “herstory” of Ida B. Wells-Barnett as a teacher, scholar-activist and writer documenting racial terrorism and other issues in the American South and beyond. I am specifically going to take the opportunity to explore her advocacy for Blacks in Memphis, TN to migrate to Oklahoma as a proactive response to the well-known lynching of the Black grocery store owners while incarcerated in 1892.

## **SESSION 4 (continued)**----- **11:40 am - 12:30 pm CST**

### **What makes Africa, Africa**

Angela Clay (Jefferson County Public School, KY)

This session will center on my process of developing a Black history course. I will provide an example of a lesson plan, "What makes Africa, Africa."

### **Black Women of the Civil Rights Movement**

Ina P. Montgomery

Black women were very instrumental to the civil rights movement. From Septima Clark to Fannie Lou Hamer, Black women worked tirelessly behind the scenes to lead and support efforts that led to the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. This presentation will chronicle the lives of these Black women, from 1955 to 1965, to show their bravery, intelligence and beauty during one of the significant eras of American history.

## **SESSION 5**----- **12:35 - 1:25 pm CST**

### **Teaching Complex Black Herstories of Activism, Organizing, and Leadership With and Through Children's Literature (Elementary)**

Oona Fontanella-Nothom (California State University, Los Angeles) and Cynthia Martin (Columbia Public Schools)

Children's literature will be shared providing complex Black Herstories. Black womanhood continues to be foundational in the shaping of U.S. Herstories (Berry & Gross, 2020). Yet, often narratives of savior types of role models dominate the stories students are taught. As an alternative, we will share complex and nuanced narratives of Black Herstories through children's literature.

### **Oral herstories and Black mathematics teachers that taught in racially segregated schools**

Jenice L. View (George Mason University)

This interactive workshop focuses on how we might learn more about the many Black mathematics teachers that taught in racially segregated schools, and how their oral herstories might inform the practices of teachers of mathematics in the 21st century. Based on research supported by the National Science Foundation.

## **SESSION 5 (continued)**-----**12:35 - 1:25 pm CST**

### **Black women activists**

Tiffany Mitchell Patterson (West Virginia University)

This presentation will highlight Black women activists that are not commonly featured in secondary social studies curriculum. The goal of this workshop is to offer ideas to teach key historical time periods and major social movements by centering the variety of ways of Black women engage in activism.

### **"A Black woman created this.": Utilizing Rapsody and Hip-Hop to explore herstories**

Delandrea Hall (University of Texas-Austin)

In this session, teachers will explore the narratives of Black women through the lens of Hip-Hop artist Rapsody in her album "Eve". Learning to utilize Hip-Hop Based Education practices by engaging these narratives through critical historical inquiry, teachers will also brainstorm ways to incorporate herstories in the social studies curriculum.

### **Black Star Rising: A conversation about a Black history/studies curriculum**

LaTasha Levy (University of Washington)

This session introduces participants to Black Star Rising, a Black history curriculum designed to provide teachers with conceptual tools and lesson plans that inspire transformation. In addition to content and digital resources, Dr. Levy offers key guidelines for teaching Black history with confidence, despite limited exposure or training. She draws from Black Studies and Black women's critical theories to posit transformative interventions in curriculum development.

### **This woman's work: Black women roles in and contributions to the U.S. economy**

Shakealia Finley (Educator)

Building on emerging scholarship, this workshop demonstrates how economics lessons may center Black women's labor experiences when teaching about entrepreneurship, wages, and unemployment.

## SESSION 6 ----- 1:30 - 2:20 pm CST

### **The Black History 101 Mobile Museum: Using Primary Source Material to Teach Black History**

Khalid El-Hakim (Black History 101 Mobile Museum)

This session will examine current empirical data on the impact of the Black History 101 Mobile Museum experience on African American high school boys and anecdotal evidence from national exhibits in diverse K-12 school settings. Dr. el-Hakim will share strategies on how primary source material can be used to engage students in critical thinking skills, analyzing primary source material, and understanding historical context by connecting past injustice to present day issues. Since 2006, Dr. el-Hakim's Black History 101 Mobile Museum has garnered an exemplary national reputation of providing invaluable educational exhibits and workshops for thousands of students, teachers, and administrators.

### **Teacher identity and its effect on equitable teaching practices**

Taylor Thompson (Columbia Public Schools) and Rebekah Hurley (University of Chicago Laboratory School)

This presentation will explore a cause of what we believe to be one of the reasons for the large gap in the inequity of teacher to student demographic in the United States. We will use both our own current experiences working in Early Childhood Education and the historic evolution of who a teacher is to explore how teacher identity plays a role in equitable teaching practices.

### **White teachers on teaching Black history**

Brianne Pitts (Sun Prairie Schools), Gregory Simmons (University of Missouri and Columbia Public Schools), Daniel Tulino (Stockton University), Matt Bockenfeld (Fisher High School)

This presentation is for White teachers who have questions about teaching Black history in classrooms. The facilitators have experience in all levels of K-12 education and will provide information on their approaches as well as answer questions from audience members.

### **Teaching Anti-Racism through Advance Placement Courses**

Matthew Vriesman (Kentwood Public Schools), Nafees Khan (Clemson University), and Rhonesha Blache (Teachers College)

This session focuses on Black history within Advance Placement classes. Participants will present the courses they helped developed to raise awareness of the African Diaspora and exploring systemic racism throughout the course.

## FRIDAY, JULY 24

### **SESSION 6 (continued)** ----- 1:30 - 2:20 pm CST

#### **Black history for Pre-K and early learners**

Denisha Jones (Sarah Lawrence University)

This session will focus on the 13 guiding principles of the Black Lives Matter at School curriculum as important for affirming and nurturing young Black children in the early years.

#### **Building on the Legacy: How to Build A Program That Teaches and Celebrates the Black Experience**

Nubia Gerima-Rogers

In this session participants will learn a step-by-step account about the journey to building the Carter G. Woodson Academy of Black Studies, an academy focused on celebrating the Black experience at the historic Paul Laurence Dunbar High School. This session will be interactive and provide participants with immediate next steps to build their own Black History program. A journal and writing utensil are required.

### **SESSION 7** ----- 2:30 - 3:20 pm CST

#### **“How are the children?: Students speak about Black history in schools”**

Presenters: Lauryn Donovan (Missouri), Alyssa Dean (Wisconsin), Trinity Stewart (Wisconsin), MyKaela Marsh-Cobb (Washington D.C), Aujinae Roberts-Fountain (Washington D.C.), Janiah Hinds (Florida)

What has been missing in the dialogue about Black history education are students' voices. This session will have k-12 students from all over the country speak about what Black history means to them and what teachers can do to teach the subject more effectively.

### **SESSION 8** ----- 3:30 - 4:00 pm CST

#### **A Vision for K-12 Black History Education: Conversation with the Director**

LaGarrett King (Carter Center, University of Missouri)

Learn more about the Carter Center and ask questions regarding Black history education.

# SATURDAY, JULY 25

## **SESSION 1** ----- **9:00 - 10:30 am CST**

### **A Black Women’s History of the United States**

LaTasha Levy (University of Washington), Kali Gross (Rutgers University), Daina Berry (University of Texas), Jania Hoover (Parish Episcopal School), Dawnyvan James (Columbia Public Schools), and Amber Neal (University of Georgia)

A Black Women’s History of the United States reaches far beyond a single narrative to showcase Black women’s lives in all their fraught complexities. Berry and Gross prioritize many voices: enslaved women, freedwomen, religious leaders, artists, queer women, activists, and women who lived outside the law. The result is a starting point for exploring Black women’s history and a testament to the beauty, richness, rhythm, tragedy, heartbreak, rage, and enduring love that abounds in the spirit of Black women in communities throughout the nation.

## **SESSION 2** ----- **10:40 am - 12:00 pm CST**

### **“Shifting the lens of history: A Black historical consciousness in history education”**

LaGarrett King (University of Missouri)

A working group of history educators will discuss problems in the history curriculum and how to make the curriculum more humanistic. Additionally, Dr. King will explain his Black history framework and seek feedback on its usefulness in Black history programs around the country. Dr. Levy will introduce her Black history/studies curriculum.

## **SESSION 3** ----- **12:10 - 1:30 pm CST**

### **Building a Black History program in Elementary settings**

Dawnvyn James (Columbia Public Schools), Taylor Thompson (Columbia Public Schools), Rebekah Hurley (University of Chicago Laboratory School), Brianne Pitts (Sun Prairie Schools)

While Black history education is slowly becoming ingrained into the educational lexicon, many educational leaders and teachers do not know where to begin to build a quality Black history program. This session centers educational leaders who will discuss their process of building a quality Black history program. This session is for elementary educators.

# SATURDAY, JULY 25

## **SESSION 3 (continued)** ----- **12:10 - 1:30 pm CST**

### **Building a Black History program in Secondary Education settings**

Nubia Gerima Rogers (Washington D.C. Schools), Phillip Simons (Olathe Public Schools), Angela Clay (Jefferson County Public Schools), Duane Moore (Hamilton City School District)

While Black history education is slowly becoming ingrained into the educational lexicon, many educational leaders and teachers do not know where to begin to build a quality Black history program. This session centers educational leaders who will discuss their process of building a quality Black history program. This session is for secondary educators.

## **SESSION 4** ----- **1:40 - 2:50 pm CST**

### **“Teaching Black history during COVID-19”**

Keziah Ridgeway (Philadelphia School District), Adam Phyll (Newton County Schools), Samori Sekou (Kamali Academy), Amber Neal (University of Georgia), Jessica Rucker (Euphemia Lofton Haynes High School, Washington, D.C.)

The COVID-19 pandemic has forced educators to rethink the classroom. The pandemic has also provided additional space for teaching Black history, which is rarely taught critically in our nation’s schools. This panel will feature both online and homeschool educators who will explore different strategies in providing a nuance and critical Black history curriculum through these mediums.

## **SESSION 5** ----- **3:00 - 4:10 pm CST**

### **“We can’t breathe: Teaching Black history in an anti-Black state with important curricular and pedagogical approaches”**

Ismael Jimenez (Philadelphia School District), Ashley Woodson (University of Missouri), Christina Villarreal (Harvard University), Wanda Watson (Mills College), Stephanie Jones (Grinnell College)

Throughout the United States, anti-Black violence and policies have defined much of its history. In addition, the historical legacy of policing has been used as a proxy for White supremacy and legitimatizing Black death. Through this session, educators will discuss the current iterations of this legacy by focusing on the humanity of George Floyd, Breanna Taylor, Ahmaud Aubrey, Dominique Clayton and many others. The session panelists will provide attendees information on how this information should be implemented in schools, classrooms ,and society. This session is about how Black history is both educationally and humanistically valuable when speaking to contemporary iterations of anti-Black violence.

## PRESENTERS



**Valencia Abbott** is currently the Social Studies Department Chair and History teacher at Rockingham Early College High School in Wentworth, NC. This upcoming school will mark the 16th year in education. After completing a Master's Degree in Liberal Studies, she received from Post-Baccalaureate Certificate in African American Studies at the University of North Carolina at Greensboro. In 2016 she received her Add-On Licensure Academically/Intellectually Gifted (AIG) from Duke University. Serving on several advisory boards such as History Task Force - Educating for American Democracy: A

Roadmap for Excellence in History and Civics Education for All Learners, (2020)/NCDPI-Social Studies Standard Course of Study Revision Review Team (2020)/Carter G. Woodson Book Award Selection Committee (July 1, 2017-June 30,2020)/ iCivics Educator Network (2016-2020), American Civil War (AMCW) Advisory Teacher Council (2017-2020). The other parts of her life are filled with 3 daughters, 1 son in law, 3 grandchildren, and 2 grand furbabies. Along with scholar activism in serving on the Education Committee of the Reidsville Branch of the NAACP and the planning committee of the Museum and Archives of Rockingham County.



**Danelle Adeniji** is a doctoral student at the University of North Texas and a former elementary teacher. Danelle's research focuses on how Black queer pre-service teachers draw on their intersectional identities to impact and influence curriculum and pedagogy. Twitter: adeniji\_x



**Rhonesha Blaché** is the Senior Executive Director of ADC and an Interdisciplinary Studies Doctoral Candidate at Teachers College, Columbia University where she is a doctoral fellow of the Institute for Urban and Minority Education. She is native of Phoenix, Arizona with Gullah Geechee and Haitian roots. Healing is her life's purpose, and education as a tool for healing is the focus of her career as a practitioner and researcher. For over 20 years, she has taught a wide range of life skills and academic subjects both professionally and as a volunteer in various settings from small local public schools in underdeveloped rural areas

to large international private schools in well-developed urban areas. She has worked successfully with students of all age groups, grade levels, socioeconomic statuses and abilities in North America, Europe, Africa and the Caribbean. As she operates with uBuntu as her onto-epistemology, she is committed to uplifting and building bridges between people of African descent worldwide. Her research interests include leadership and identity development, culturally relevant pedagogy, decolonizing curricula, and comparative & international education.



**Matt Bockenfeld** is an Ethnic Studies, US History, and World History teacher in Fishers, Indiana. He has pioneered the Ethnic Studies program in the state of Indiana and his curriculum is used in several high schools across the Indianapolis-area. Matt's curriculum confronts what he calls the "racial fault lines" that define American life today. Matt was a 2020 recipient of the Jefferson Award for Public Service. He received his B.S. in Education from Indiana University in 2015, and is currently working on his M.S. in Urban Education. In

## PRESENTERS

his free time, Matt is a world traveler. On his most recent trip, he backpacked through Jordan, Palestine, Israel, and Egypt. He also enjoys writing, and his latest publication is called *Black Bodies and White Souls: Minneapolis, America, and Us*. Twitter: @MrBTheTeach



**LySaundra Campbell** (she/her) is the editor and writer at the National Women’s Law Center (NWLC). Prior to NWLC, she worked with collegiate, local, state, and national level organizations to address gender-based violence through prevention education, training, and strategic communications for a decade. LySaundra previously worked with the communications team at National Network to End Domestic Violence, state domestic and sexual violence coalitions and crisis shelters in Missouri and Tennessee, and an orchestra and piano teacher. She studied sociology and music and the University of Missouri (Columbia) and is the founder of Social Soundtrack, a brand dedicated to sharing stories of resistance and resilience across the African Diaspora through music and creative art.



**Angela Clay** is an 8th grade Social Studies teacher at the W.E.B. DuBois Academy in Louisville, KY. Currently, she holds the position of Department Chair for her school. Prior to teaching Angela served in the U.S. Army as a Transportation Officer for 10 years. Angela received her bachelor’s at Lindenwood University and her master’s at Saint Leo University. Angela is working towards her Ed.S. in Curriculum and Design at Northern Kentucky University. Upon completion her goal is to become a curriculum writer. When not teaching Angela enjoys spending time with her wonderful and supportive husband of 10 years and their four children Kya (17), Adrian (14), Madison (7), and Beau (6).



**Alyssa Dean** is a student in Sun Prairie schools in Wisconsin.



**Lauryn Donovan** is a 17-year-old social justice activist in St. Louis, MO. Lauryn is very outspoken about issues that impact the civil rights of marginalized groups. She has appeared many times as a featured speaker and panelist and uses her voice to advocate for the rights of marginalized groups. Lauryn aspires to become a lawyer or politician in order to continue her fight against social injustice in America.



**Kristen E. Duncan** is an assistant professor of secondary social studies education at Clemson University. Her research focuses on the experiences of Black teachers and the ways social studies teachers discuss race with their students. Duncan is a former social studies teacher and earned her Ph.D. in educational theory and practice at the University of Georgia.

## PRESENTERS



**Khalid el-Hakim** is the founder and curator of the Black History 101 Mobile Museum, a collection of over 7,000 original artifacts of Black memorabilia dating from the trans-Atlantic slave trade era to hip-hop culture. Dr. el-Hakim has been called the “Schomburg of the Hip-Hop generation” because of his passionate commitment to carry on the rich tradition of the Black Museum Movement. He has received national and international attention for his innovative work of exhibiting Black history outside of traditional museum spaces. Most recently Dr. el-Hakim was given the distinct honor of being named among the

Change Makers for NBC Universal’s Erase the Hate campaign and was one of the 100 Men of Distinction for 2017 in Black Enterprise magazine. As the nation’s premiere Black history traveling exhibit, the Black History 101 Mobile Museum has exhibited in 40 states at over 500 institutions including: colleges/universities, K-12 schools, corporations, libraries, conferences, and cultural events making it the most sought-after exhibit of its kind in America. Dr. el-Hakim taught middle school social studies in Detroit for 15 years and recently founded the Michigan Hip Hop Archive which opens on the campus of Western Michigan University in 2020.



**Shakealia Finley** is a social studies educator specializing in economics education. Her research examines the theory, research, and practice of precollege economics through the lens of race and racism. She co-authored the chapter, Race is a highway: Towards a critical race approach in economics classrooms in *Doing Race in the Social Studies: Critical Perspectives*. She serves as the Chair for the African American Educators for the Social Studies community of NCSS.



**Oona Fontanella-Nothom**, Ph.D. is an Assistant Professor of Early Childhood Education at California State University, Los Angeles. A former Pre-K classroom teacher, Oona’s research interests center on the teaching and learning of race and racism in the early childhood classroom and more generally, how issues of social justice are taken up and lived out in early childhood classrooms. Her most recent publications can be found in *Qualitative Inquiry*, *Multicultural Perspectives*, *Literacy Research: Theory, Method, and Practice*, as well as other journals and edited books.



**Nubia Gerima-Rogers** began her teaching career in South Korea as an ESL teacher. Since then she has worked in charter and public schools in Washington, DC for the last 8 years. She has held various titles in education ranging from an English Language Arts teacher to an Instructional Coach. She currently writes exemplary lessons for the Office of the State Superintendent of Education (OSSE) and is a member of the New Leaders program. She is also an Instructional Coach at Paul Laurence Dunbar High School. She holds a B.S. in Business Administration from the University of Windsor and a M.Ed from

George Mason University. She looks forward to not only sharing how high expectations and rigorous, aligned instruction has increased student achievement, but also collaborating with and learning from others.

## PRESENTERS



**Delandrea Hall** is a doctoral candidate at The University of Texas at Austin in the Curriculum and Instruction, Social Studies Department. She received her Masters of Education in Educational Administration from the University of North Texas, and her K-12 experience includes eleven years as a high school social studies teacher in the Dallas area. Her research interests center around examining the ways racialized and gendered experiences inform the pedagogical decisions of teachers of color with a focus on the ways they work to challenge dominant notions within social studies using disruptive practices

like Hip-Hop Based Education/pedagogy and critical economics.



**Janiah Hinds** is the CEO of Slay It Proud, an apparel and educational company dedicated to educating teens about Black History. Slay It Proud's mission is to encourage black teens to be proud of who they are and their history. Janiah's work and message has been featured on local television and print news in the Tampa Bay Area and beyond. She has been a featured panelist and speaker for the Derrick Brooks Foundation and the Tampa Bay Lightning Foundation and other organizations. Janiah will be a Junior at Wesley Chapel High School and is a member of the National Honor Society and a member of her school's track team. [slayitproud.com](http://slayitproud.com) facebook, Instagram @slayitproud



**Jania Hoover** is a social studies teacher and department chair at Parish Episcopal School in Dallas, Texas. She redesigned the American history curriculum to focus on themes and created new courses on racial issues and African American History. Before that, she taught at public schools in Atlanta, Georgia for nine years. She has a BA in African American Studies from Loyola Marymount University, a MEd in Social Studies Education from the University of Georgia and an EdD in School Improvement from the University of West Georgia. Her dissertation was titled, *A Content Analysis of the Integration of African Topics into World History Curricula in Georgia*. In addition to teaching, Jania is an experienced curriculum developer and teacher trainer. She has presented at national, state, and district conferences, including the NCSS and Teaching Black History conferences in 2019. In her free time, she loves to read, travel, and play online games with her family. She's visited 45 of the 50 states, but will wait until COVID settles down to visit the last five. Please find Jania on LinkedIn or Facebook (Jania Hoover), or Twitter (@drjhoov).



**Rebekah Hurley** is currently a Nursery 3 assistant teacher at the University of Chicago's Laboratory Schools located on the southside of Chicago, and is excited to present for the first time at The 3rd annual Teaching Black History Conference in "Teaching Black History (Elementary)" and "Teacher Identity and its effect on equitable teaching practices". Though the 2019-2020 school year was her first year of teaching after graduating with her Bachelors of Science in Early Childhood Education from The University of Missouri, Rebekah took full advantage of the opportunities provided to her through attending the People of Color conference for Teachers in Independent Schools last December, and completing the SEED

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cohort through the Laboratory schools along with 15 coworkers. Rebekah crafts her teaching around child advocacy and agency, the exchange of learning, and the empowerment of emotions. Beyond school, Rebekah enjoys good movies, trying new foods, and being in nature. @RebekahHurley on twitter and Bekah Hurley on Facebook



**Dawnavyn James** is an Early Childhood and Elementary educator. This year, she will be presenting at the third annual Teaching Black History Conference on panel in “A Black Women’s History of the United States” and in “Building a Black History Program (Elementary)”. Dawnavyn taught and integrated Black History throughout the elementary curriculum for four years at The Children’s School at Stephens College, before becoming a Kindergarten teacher in the Columbia Public School District. She currently serves as the co-sponsor for her school’s Mini MAC (Multicultural Achievement Committee) Scholars program.



**Ismael Jimenez** is a dedicated educator, who for the last fourteen years has worked with students in Philadelphia from preschool age to high school. Along with teaching at the high school level, Ismael has facilitated several professional developments with colleagues in the school district and at postsecondary institutions like University of Pennsylvania, Penn State University and Princeton University on issues ranging from structural racism to bridging the knowledge gap of students between high school and postsecondary institutions. Also, he has taught a graduate educational research course at Villanova University and an undergraduate social studies methods course at LaSalle University. Currently, Ismael is co-chair of the Caucus of Working Educators, co-founder of the Philly Hub for Liberatory Academics, Philadelphia Black History Collaborative and the Melanated Educators Collective, while being an active participant in several other organizations that seek racial justice in education and across the city of Philadelphia. The philosophical orientation that guides Ismael’s teaching and activism is rooted in the theoretical educational framework developed by Paulo Freire which emphasizes the interconnected nature of education with participating in the transformation of the world.



**Denisha Jones** is the Director of the Art of Teaching Program at Sarah Lawrence College. After earning her bachelor’s degree in early childhood education from the University of the District of Columbia, Dr. Jones worked as a kindergarten and preschool teacher, and a preschool director. She earned her Ph.D. in Curriculum and Instruction from Indiana University in 2013. In 2018, she earned her Juris Doctor from the David A. Clarke School of Law at the University of the District of Columbia. Dr. Jones is an education justice advocate and activist. She serves as the Director of Early Childhood Organizing for Defending the Early Years, Inc, and is the interim Assistant Executive Director for the Badass Teachers Association. Since 2017, she served on the steering committee for the national Black Lives Matter at School Week of Action. In 2019, Dr. Jones joined the Anji Play Study Fellowship program where she will learn about true play based out of the Anji province in China and become an Anji Play Ambassador. Her research interests include: organizing activist research projects that challenge dominant deficit views of Black children and the Eurocentric curriculum; documenting the value of play as a tool for liberation with an emphasis on global approaches to

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play; and leveraging the intersection of public policy, social movement lawyering, and critical social justice education to dismantle the neoliberal assault on public education.



**Stephanie P. Jones**, Ph.D is an Assistant Professor Education at Grinnell College. Her courses include: Principles of Education in a Pluralistic Society and a special topics course on Teaching Risky Texts in the Classroom. She recently graduated from the University of Georgia with a Ph.D. in Language and Literacy Education. Stephanie earned her B.A. in Philosophy and Rhetoric & Communications from the University of Pittsburgh. She continued her education at the same institution earning a teaching certificate in English/

Language Arts and M.Ed. in English Education. Her research focuses on the ways in which Black girls and women engage with literacies in and outside of the classroom, and specifically how those literacies can help shape culturally relevant and engaging pedagogy and curriculum for the secondary classroom.



**Gihanna Kelly** is a high school student in Southern California.



**Nafees M. Khan** is an Assistant Professor of Social Foundations at Clemson University. His research interests incorporate the legacies of slavery as related to education and the experiences of African Diaspora communities. He serves on the Executive Committee for Voyages: The Trans-Atlantic Slave Trade Database ([www.slavevoyages.org](http://www.slavevoyages.org)). In addition, he is on the planning and advisory committee of the African Diaspora Consortium ([www.adcexchange.org](http://www.adcexchange.org)), wherein he is one of the developers of a new Advanced Placement (AP) Seminar course on the African Diaspora with the College Board.



**LaGarrett King** is the Isabella Wade Lyda and Paul Lyda Professor of Education at the University of Missouri. Dr. King is also the Founding Director of the CARTER Center for k-12 Black History Education. LaGarrett earned his PhD at the University of Texas, has over 50 publications, and has won several awards for his research. He is editor of the recent book, *Perspectives on Black Histories in Schools*. LaGarrett was also a high school social studies teachers for 8 years in Georgia and Texas.



**La TaSha Levy** is a Black Studies scholar who currently serves as an Assistant Professor in the Department of American Ethnic Studies at the University of Washington - Seattle. She earned a Ph.D. in African American Studies at Northwestern University; a master's in Africana Studies at Cornell University; and a bachelor's from the Carter G. Woodson Institute for African-American and African Studies at the University of Virginia. Her research interests include post-WWII African American politics, Black intellectual history,

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and Black Women's Studies. Dr. Levy's book manuscript, "Race Matters in the GOP," traces the dramatic, ideological shift in Black Republican politics during the height and decline of the modern civil rights movement. She argues that the ideological shift in Black Republicanism, which pivoted from liberal to conservative, had devastating consequences for racial liberalism and two-party politics. For this work, she was awarded a post-doctoral fellowship at the Carter G. Woodson Institute. Prior to graduate study, Dr. Levy worked in student affairs, having served as the director of the Luther P. Jackson Black Cultural Center and assistant dean of the Office of African American Affairs at the University of Virginia.



**Terrance Lewis** teaches social studies at Aaron Cohn Middle School in Columbus, Georgia. He received his bachelor's degree from The University of Alabama and master's degree from Columbus State University. Terrance is currently pursuing a degree in educational leadership with aspirations to one day pursue a PhD in Social Science Education. He is an active member of the Lambda Iota Chapter of Omega Psi Phi Fraternity Inc., where he serves on the Omegas in Education Committee. Terrance firmly believes that a life serving others is a life well lived, so he takes pleasure in mentoring and molding those who follow

in his footsteps. His research interests include African American Men as fathers and students, teaching with documentary film, and Black History Education. [lewis.terrance.j@musocgee.k12.ga.us](mailto:lewis.terrance.j@musocgee.k12.ga.us).



**Mercedes Liriano** Afro-Latina born and raised in Brooklyn NYC, Mercedes Liriano has been teaching for 20 years;16 of those years in the Bronx. 14 years in Middle school MS.224 ELA/Social Studies to 6th,7th and 8th graders in the South Bronx, District 7 Mott Haven section where HipHop was created! The last 2 years Mercedes went back to Elementary school at PS. 536 in District 12 to teach 5th grade ELA/Social Studies. She's currently attending TC Columbia University Summer Principal Academy, a 1-year Leadership MS Graduate Program. She's also a Fordham Graduate MSE Alumni. Mercedes also taught in the Atlanta

Public School System for 3 years but had to return to her roots and give back to her NYC community. She's a mom of 3 beautiful Black children, 2 boys and 1 girl, who are all products of the NYC public school system because she truly believes in it. Her passion for teaching has led her down a path of Revolutionary work as an educator! Mercedes believes that the youth needs to be taught about their RICH culture and history! They must see themselves in the curriculum we teach! She became known as the Black History Teacher a couple years ago because she was adamant on continuing to be a Culturally Responsive educator by teaching her middle school students about their History regardless of the repercussions that ensued due to the administration. She's an advocate for increasing teacher diversity, who loves to host Culturally Responsive Book Clubs at her current school which highlights the stories of people of color in the realm of education and books that pushes the educators to look at their own biases to push them to see the need for racial literacy in the classroom. This quote resonates with Mercedes, "For many are called, but few are chosen." She believes she has been chosen to do the Revolutionary work that must be done to empower the Black and Brown youth and Educators who will then empower our students of color!

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**MyKaela Marsh-Cobb** was a student at the historic Dunbar High School in Washington D.C. She will be attending Kutztown University.



**Cynthia Martin** is a first grade teacher at Columbia Public Schools in Columbia, MO. She has over ten years of experience as a first grade teacher, fourth grade teacher, and a home school coordinator. She is currently completing her doctorate in educational leadership at William Woods University. She has taught a course at the University of Missouri-Columbia. Cynthia is passionate about diverse children's literature and providing spaces for multiple perspectives to be heard in classrooms.



**Amy L. Masko** is a professor of English Education at Grand Valley State University in Allendale, MI. She earned her Ph.D. in Curriculum & Instruction with an emphasis in Urban Education from the University of Denver, and her M.Ed. from Lesley University in C & I with an emphasis in Literacy Studies. Her research interests include the intersection of race, poverty, and schooling, Critical Race Theory, and Comparative International Education, with a specific focus on teaching and learning in Ghana. She is past President of the American Association for Teaching and Curriculum, a former Fulbright Fellow to Ghana, and currently serves on the editorial review board for Curriculum & Teaching Dialogue. She is working on curriculum development for a new, innovative STEM school in Battle Creek, Michigan.



**Kemba Metropoulos** is an English language arts teacher Parkway Central High Schools.



**Tiffany Mitchell Patterson, PhD**, is an assistant professor of secondary social studies at West Virginia University in the Department of Curriculum & Instruction/Literacy Studies. Prior to WVU, she taught middle school social studies for 10 years in Washington, D.C., and Arlington, Virginia. Mitchell Patterson earned her doctorate in multilingual/multicultural education and education policy from George Mason University. Her research interests include racial and social justice in education, education activism, critical civic education, teaching Black and underrepresented his/herstories in social studies. Advocacy, activism, intersectionality, and anti-racist/bias education lie at the core of her research and teacher practice. Education is her revolution. [tiffany.mitchell@mail.wvu.edu](mailto:tiffany.mitchell@mail.wvu.edu) Twitter: @DrTMP

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**Ina P. Montgomery**, M.Ed. is the Founder, Executive Director and Edupreneur of Urban TEC (Technology Empowered Communities). The non-profit organization is a digital literacy and training company whose mission is to close the digital literacy divide for K-12 students in urban schools by teaching and training them on 21st century technology. Ms. Montgomery has been a technology professional for over twenty years. Her career began in corporate America as a computer-based training developer for one of the top three consulting firms in Washington, DC. Ms. Montgomery followed her passion for education and served as the Technology Director for a national charter school company. Over the years, Ms. Montgomery has had many leadership roles in K-12 education technology. Ms. Montgomery is also currently an Adjunct Professor and a Workforce Development Trainer with Metropolitan Community College. As a STEAM (Science, Technology, Engineering, Arts and Mathematics) Educator, Innovator and Creator, Ms. Montgomery is setting the model for how STEAM is delivered in urban schools and communities. Ms. Montgomery is planning to launch an interactive portal for teachers to access culturally competent curriculum and lessons. Ms. Montgomery has a Bachelor of Science in Computer Science from South Carolina State University and a Master of Education in Instructional Technology from the University of Virginia.



**Duane Moore**, M.Ed., is a veteran high school social studies teacher of 18 years at his alma mater, Hamilton High School, in Hamilton, OH. He is also an adjunct professor and current Ph.D. student in Educational Leadership at Miami University, Oxford, OH. Duane has spent his career nurturing and enriching an African American History program in his school as it is one of the few offered at a public high school in the state of Ohio. He initiated his school's AP Psychology course and has taught US Government, US History, World History, Sociology and Economics during his career.



**Amber Neal** is a proud Detroit native, and third-year doctoral student in the Department of Educational Theory and Practice at the University of Georgia, with a focus on Critical Studies in Education. Her interdisciplinary research interests include the social, cultural and historical foundations of Black education; spirituality in education; Black history curriculum and pedagogy; Black women teachers; and abolitionist teaching. Amber served in various capacities within the Houston Independent School District (HISD), in Houston, TX including elementary reading and social studies teacher, grade level chair, curriculum writer and ESL newcomer instructor. She earned a master's in social work from the University of Georgia, and went on to leverage this background in schools, establishing a mentoring/counseling group called "My Sister's Keeper" to address the socio-emotional needs of elementary Black and brown girls. As a member of the Advisory Board of Teaching Tolerance, she provided feedback and expertise on anti-bias, social justice materials for teachers and education professionals. In 2017, Amber was nominated as Bowling Green State University's Alumni Educator of the Year and is also a Fulbright scholar, selected to explore the political, social, cultural and educational landscape in Thailand and Tanzania. Instagram and Twitter: @blk\_herstory

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**Kali Nicole Gross** is the Martin Luther King, Jr. Professor of History at Rutgers University–New Brunswick and Publications Director for the Association of Black Women Historians. Her research explores Black women’s experiences in the U.S. criminal justice system and her expertise and opinion pieces have been featured in publications such as BBC News, Vanity Fair, TIME, HuffPo, The Root, and The Washington Post. She has appeared on venues such as ABC, NBC, NPR, and C-Span. Her award-winning books include *Colored Amazons: Crime, Violence, and Black Women in the City of Brotherly Love, 1880–1910*

(Duke University Press, 2006) and *Hannah Mary Tabbs and the Disembodied Torso: A Tale of Race, Sex, and Violence in America* (Oxford University Press, 2016). Her latest book, co-authored with Daina Ramey Berry, is *A Black Women’s History of the United States* (Beacon Press, 2020).



**Jamesia M. Nordman** is a native Detroiter. She earned her Master of Arts in Education from the University of Michigan, Bachelor of Science from Eastern Michigan University in Africana Studies, and an Associate of Arts in Secondary Education from Washtenaw Community College. She has worked in urban education for the past 10 years, first as a school secretary, and currently as an English teacher in an innovative STEM middle school, Battle Creek STEM Academy. She has been instrumental in shaping the curriculum to center race in both history and English. She began her career in politics, supporting several Black

politicians on the local, state, and national level, including working on President Obama’s campaign. She is currently working on a book of poetry, *Underwater Violins*, and her mixed media art exhibit, *Fear*.



**Ama Oforiwaa Aduonum** is an “indigenous scholar” who teaches courses in Black Music, Ethnomusicology, and directs the African drumming and dance ensemble. Her research spans Africa, African America, and middle-passage focused areas. She is currently examining how considerations of the Long March and former Slave Dungeons could contribute to our understanding of African American imagination in music and identities, and to how we frame Black Feminist/Africana Womanist epistemologies. As a storyteller, choreographer, composer, a nationally-recognized playwright and performer/scholar, and

activist, Aduonum demonstrates how scholarly work and artmaking, how research and the artistic can converge. She is interested in both knowledge for its own sake and using that to address societal issues by foregrounding prickly issues to encourage reflection and dialogue. Her performance art works, *Walking with My Ancestors* (2014, 2019), are based on ethnographic field research at former dungeons for enslaved Africans in Ghana and Senegal. It employs live drumming, original poetry, dancing, singing, and acting to offer fresh and important perspectives on the experiences of enslaved Africans in the slave dungeons. She uses her work to build community among all people, focus on “our shared values,” and give voice to the silenced and forgotten. As platforms for ideas and dialogue towards critical thinking, deep listening, and compassion, her works aim to move us towards emotional justice and healing. Aduonum is a McLean County Woman of Distinction, and a Queen Mother and founder of a school in Ghana. TEDx Talk: <https://www.youtube.com/watch?v=56WTVtyLsY> Facebook: <https://www.facebook.com/amaoforiwaa.aduonum/>

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**Naadia Owens** loves teaching US History and Advanced Topic African American history to juniors and seniors at the University of Chicago Laboratory Schools. She is particularly interested in helping her students question the history they “know,” explore the stories of those that are marginalized in our society, and prepare them for difficult conversations inside and outside of the classroom. Naadia graduated with a BA in History from Northwestern University and a Master of Arts in Teaching from National Louis University.

Naadia started her career in Chicago Public Schools and has experience serving students and families in both private and public environments. At Lab School Naadia serves as a Department Chair and is part of the high school team of Diversity, Equity and Inclusion Coordinators.



**Akil Parker** is an adjunct professor teaching math education courses at both Cheyney University and LaSalle University. Additionally, he teaches math courses down North Philly at One Bright Ray’s night school for adult learners. He also is the founder of All This Math, LLC, a company that offers private math tutoring and mathematics educational consulting. Prior to this he had a fourteen-year career as a High School math teacher at various charter and public schools within the School District of Philadelphia. He has taught mathematics and history in Upward Bound Programs at Temple University and the University of

Pennsylvania as well as several other extra-curricular programs. He is a graduate of both Morgan State University with a B.S. in Finance and Lincoln University with an M.Ed in Educational Leadership. His five children have heavily influenced his understanding of the necessity for education as a vehicle for the acquisition of power by people of African descent globally. He is also affiliated with several organizations that have helped shape his sociopolitical and cultural awareness such as ASCAC (Association for the Study of Classical African Civilizations), AHSA (African Heritage Studies Association), and A-APRP (All-African People’s Revolutionary Party). He also writes for multiple newsletters and periodicals on various topics relevant to the global African community. Facebook: Akil Parker, Instagram: @akil\_lateef, Twitter: @akil\_lateef, Instagram: @allthismath



**Adam Phyll** is a former high school science teacher and currently serving as the Director of Technology and Media Services for Newton County School System in Covington, GA. Since Adam got his first laptop in college, he has been hooked on the amazing things that technology can add to learning. Once Adam saw the impact that technology had on learning in his classroom, he began to share his activities and strategies with his peers. This led to Dr. Phyll working as a Building Instructional Technology Leader, later as a Technology Facilitator and now serving as a Director of Technology & Media Services.

Throughout his professional career Dr. Phyll has worked extensively with Title I and Urban schools to improve technology integration with economically disadvantaged students. He has planned and developed Mobile Learning plans for school districts in Georgia and Missouri that have led to 1:1 device initiatives. Dr. Phyll has worked as an advocate for digital access and digital equity.

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**Brianne R. Pitts**, Ph.D. is pleased to be presenting at the third annual Teaching Black History Conference in “Building a Black History Program (Elementary)” and “White Teachers on Teaching Black History. A midwestern mother-scholar, Brianne taught in Chicago before coming to Sun Prairie, Wisconsin, where she has spent the last ten years as an instructional coach. Beyond school life, Brianne is a peacekeeper for Dane County Community Restorative Courts and is the Vice President of the Sun Prairie Education Association. She is a member of the Carter Center for K-12 Black History Education, and is a

National Council of Social Studies Notable Trade Book Reviewer. Brianne’s recent publications include *Black History Month in Suburban Schools: An Examination of K-12 Pedagogies* (Pitts, 2020), *2020 Notable Trade Books for Young People* (NCSS, 2020, contributor) and “White Teachers, Mis-Education, and the Psycho-Social Lynching of Black History,” a chapter published in *Perspectives of Black Histories in Schools* (King, 2019, Eds.).



**Daina Ramey Berry** is the Oliver H. Radkey Regents Professor of History and incoming Chairperson of the History Department. She is “a scholar of the enslaved” and a specialist on gender and slavery as well as Black women’s history. Dr. Berry has appeared on several syndicated radio and television networks including: BBC, CNN, C-SPAN, MSNBB, NBC, National Geographic Explorer, NPR and TLC. In 2016, she served as a historical consultant and technical advisor for the remake of *ROOTS (HISTORY/ A+E)*. Dr. Berry has received prestigious fellowships for her research from the Spencer Foundation, the National

Endowment for the Humanities; the American Council of Learned Societies; the American Association of University Women and the Ford Foundation. She is a Distinguished Lecturer for the Organization of American Historians and her work has been featured in the *New York Times*, *Time*, *Newsweek*, *U.S. News & World Report*, *The Washington Post*, and *Huffington Post*. Berry is the award-winning author and editor of six books and several scholarly articles. Her most recent book with Kali Nicole Gross, *A Black Women’s History of the United States*, has received high acclaim and is on several anti-racism booklists. [www.drainarameyberry.com](http://www.drainarameyberry.com) Twitter: @DainaRameyBerry, Facebook: Daina Ramey Berry, LinkedIn: Daina Ramey Berry, Contact: Sheena Moore, [Sheena.Moore@austin.utexas.edu](mailto:Sheena.Moore@austin.utexas.edu)



**Keziah Ridgeway** is a Philadelphia area educator, activist, wife, and mother. She’s also a published writer with articles appearing in *Sister’s Magazine* and on *Common Ground News*. Keziah obtained a Bachelor’s degree in Liberal Arts with a major in History, particularly, of non-peripheral countries from Temple University. After Temple, she completed a Master’s of Education with a focus on secondary education from Saint Joseph’s University while being a wife and mother to four children. Currently, she teaches African American History as well as Social & Cultural Anthropology at one of the most diverse and largest schools in

Philadelphia, NEHS. In addition, Keziah was a 2020 recipient of the prestigious Lindback Teacher Award in Philadelphia, PA. If she’s not teaching, writing, spending time with her family, or reading, you can find her working with fellow educators in the Racial Justice Organizing Committee. Keziah particularly enjoys facilitating discussion groups and panels around Islamophobia, Black Muslim History, Black History, Educators of Color, and Racism that are aimed at creating a safe and equitable environment within education and society.

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**Aujinae Roberts-Fountain** was a student at the historic Dunbar high school in Washington D.C. She will attend Clark Atlanta University in the fall.



**Jessica Rucker** is an electives teacher and the Electives Department Chair at Euphemia Lofton Haynes High School in Washington, D.C. She is a member of the D.C. Area Educators for Social Justice network and was a writer-participant in the 2018–2019 Stories from Our Classroom teacher writer’s course. Rucker was a participant in the 2018 NEH Summer Teacher Institute at Duke University where she learned the “bottom-up history” of the Civil Rights Movement by a team of scholars, veterans, and educators from Duke University, the SNCC Legacy Project, and Teaching for Change. She is a native Washingtonian and community accountable scholar with more than a decade and a half of youth development and community education expertise. Rucker is the founder of Our Curated Community Story—a volunteer group dedicated to teaching youth how to document and present community-specific narratives through curated walking tours or by serving as interpreters for curated community events. Previously, Rucker was an adjunct professor with the Georgetown University Institute of College Preparation and a docent at the National Museum of African American History and Culture. Rucker holds a Bachelor of Arts degree in Sociology, with a concentration in Social Justice Analysis, from Georgetown University, and she resides in Washington, D.C. with her partner.



**Samori Sekou** is the founder and teacher at the Kamali Academy, an Afrocentric homeschool. Samori received his PhD from the University of Texas.



**Vicki Shields** is an experienced instructor with 25 years in the teaching field and is currently a Doctoral Student in the Urban Education Program at Eastern Michigan University. Throughout her career, she has developed her own tailored way of reaching others through hosting exciting, engaging, and personable seminars. She conducts various teacher trainings, at both State and National conferences, that focus on assisting educators to construct lesson plans in Social Studies and the Humanities. Her specialty is focused on integrating music, art, literature, and museum resources, from the Detroit Institute of Art (DIA) and the Charles H. Wright Museum of African and African American History, to better engage in history, world and other social studies courses. Her workshops include activities that encourage attendee participation through numerous exercises that leave attendees with fully developed, result-based lesson plans implementing

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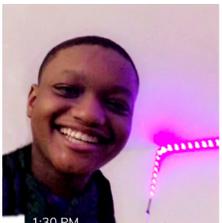
the humanities. She uses examples from the African American Cultural Humanities (AC) curriculum. Teachers with an “at-risk” student population, after-school program developers, and districts working to close an achievement gap will greatly benefit from this interactive workshop that provides a safe environment to create and discuss challenges and strategies in teaching diverse student populations.



**Gregory Simmons**, NBCT is an English and social studies teacher at Muriel W. Battle High School in Columbia (MO) and has also taught in Chicago and rural Missouri. In addition, he is also a PhD student in social studies education at the University of Missouri and serves as a fellow at the Carter Center for K-12 Black History Education. His research interests include the teaching and learning of Black history, social studies education and pedagogy, race critical theories, and whiteness in teacher education. He has presented at CUFA, NCSS, the Teaching History Conference at UCLA, and this is his third year of participating in the Teaching Black History Conference. Greg has published in the *Journal for Social Studies Research*, *Black History Bulletin*, and the *Oregon Journal for Social Studies*. With LaGarrett King, he is co-editing the upcoming text in 2021, *Hollywood or History?: An Inquiry-Based Strategy for Using Film to Teach African American History* (Information Age).



**Phillip Simons** is a social studies teacher at Olathe North High Schools.



**Trinity Stewart** is a high student in Sun Prairie schools in Wisconsin.



**Stephanie Tellis** is a speaker, trainer, facilitator, and veteran educator whose work is grounded in social justice activism, specifically in the areas of diversity, equity, and inclusion. She has delivered workshops, consulted with educators, schools, and non-profit organizations, and presented at numerous conferences. A graduate of the illustrious Clark Atlanta University with a degree in History, and Bard College with a Master of Arts in Teaching, Stephanie is also the co-founder of The Anti-Bias Educator, an educational consulting firm, dedicated to transforming the experiences of educators and learners through anti-bias practices. You can follow her work online @TheAntiBiasEducator.

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**Taylor Thompson** is currently a Kindergarten teacher in the Columbia Public School District in Columbia, Missouri. Taylor is a recent graduate of the Early Childhood Education program at the University of Missouri Columbia and has attended the Teaching Black History Conference in years past. After the completion of her first year teaching, Taylor has enjoyed being able to take ideas and pedagogy learned and applying them to her teaching practice.



**Daniel Tulino** is an Assistant Professor of Education at Stockton University. He will be receiving his PhD from the Rowan University College of Education with a specialization in Language & Literacy, and Urban Education at summer's end. Presently, his research focuses on illuminating inequities in English Language Arts and Social Studies curricula, as well as seeking to improve K-12 Black History education across all grade levels. He works to eliminate symbolic violence against students of color in English Language Arts classrooms, while partnering with local school districts to engage in more culturally sustaining practices. He received his B.A., M.A., and M.F.A. in Professional and Creative Writing from William Paterson University. Dan's work has been presented at national conferences, such as NERA 2017, ICUE 2018, ASHE 2019 and AERA 2020 (virtual), and at smaller conferences with a central focus, such as the Teaching Black History Conference in Missouri for the past 3 years. Additionally, he has experience publishing as lead author and as a supporting author with scholars such as Drs. Adam Alvarez, Stephanie Abraham, Susan Brown, and Kate Kedley. He has two 2019 publications in *Teachers College Record* and NCTE's *English Journal*, and one forthcoming 2020 publication in *International Multilingual Research Journal*. He has also contributed multiple pieces to BlackPast.org.



**Amanda E. Vickery** is an Assistant Professor of Social Studies Education and Anti-Racist Education at the University of North Texas. She teaches undergraduate and graduate courses in elementary social studies methods. Her research focuses on how Black women teachers utilize experiential and community knowledge to reconceptualize the construct of citizenship. Additionally, she explores Black women as critical citizens within the U.S. civic narrative. Her scholarship has been published in *Theory and Research in Social Education*, *Urban Education*, *Race, Ethnicity and Education*, *Curriculum Inquiry*, *Journal of Social Studies Research*, *Multicultural Perspectives*, *Gender and Education*, *The High School Journal*, *Social Studies Research and Practice*, and *The International Journal of Multicultural Education*. Dr. Vickery is active in the social studies community serving on the Executive Board of the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS). In 2019 she was awarded the CUFA Early Career Award in recognition of her scholarship, teaching, and service to the field of social studies. Dr. Vickery is a former middle school social studies teacher.

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**Jenice L. View** is an Associate Professor at George Mason University. Her 15-year academic career follows 20 years in the non-governmental sector, and a stint as a middle school humanities teacher. Publications include peer-reviewed journals, scholarly books, and popular outlets, including Putting the movement back into civil rights teaching.

Forthcoming is *Teaching the New Deal, 1932 to 1941*, offering classroom teachers a multicultural examination of this period with lessons and other resources. Current research includes oral histories of Black mathematics teachers, the impact of oral history collection

on students' understanding of historical content, and teachers' experiences of teaching Black history.



**Christina "V" Villarreal** was proudly born and raised in the Bay Area and spent nearly a decade teaching and learning with the beautiful youth of East Oakland, CA where she taught middle school social studies and then served as an assistant principal. She also taught Ethnic Studies courses at San Francisco State University for three years before moving the East Coast for graduate school. Currently, Villarreal serves as the Faculty Director of the Teacher Education Program at the Harvard Graduate School of Education, where she also teaches courses on Ethnic Studies and Healing Centered Engagement.

Additionally, she serves as a Radical Healing trainer with Flourish Agenda, and as an Ethnic Studies consultant with Acosta Educational Partnership. She holds a B.A. in Ethnic Studies from UC Berkeley, an Ed.M. from Harvard University, an M.A. in Ethnic Studies from SF State, and an M.Phil. and Ph.D. in Education from Columbia University. Her work and research focus on enactments of humanizing pedagogies, racial literacy and radical healing in classrooms, schools, and communities. When she's not teaching, (which is completely online these days!) she can be found baking cookies or cupcakes, eating a huge bowls of noodles or cuddling with her doggie, Canela. Instagram: @msv9886



**Matt Vriesman** is an AP History teacher at Kentwood Public Schools in West Michigan and the creator of AntiracistAPUSH.com which provides free antiracist lesson plans to high school teachers. He has been teaching high school history for 13 years in Michigan, South Korea, and Kuwait. He earned his master's degree in US History at Missouri State University with a research focus in African American political history. He turned his graduate research into student-friendly antiracist lesson plans. His goal is to expose and remove racist mythology that continues to be prevalent in high school textbooks.



**Wanda Watson** is an educator and scholar committed to liberatory education and teacher preparation. Her current research centers womanist pedagogies at the intersection of political clarity, spiritual connectedness, and transgressive teaching and learning. She maintains a teacher-inquiry group with elementary educators in the Bay Area who are integrating ethnic studies in their classrooms. Her scholarship also explores radical inclusive and anti-racist education as well as youth organizing and informal learning spaces as conduits for social and political change. She has taught primarily elementary through

middle school-aged children in Oakland and her hometown of New York City. Watson is currently an Assistant Professor and Director of the Multiple Subjects Teacher Credential Program at Mills College.

## PRESENTERS



**TaKesha Williams-Lynn** is an 8th Grade English Language Arts Teacher at Aaron Cohn Middle School in Midland, GA of Muscogee County School District. She has been teaching for 4.5 years. She is a 2017 Golden Apple Award Recipient. TaKesha is the Head Volleyball and Girls Basketball Coach. She is a Muscogee County Brand Ambassador and is on the Professional Learning Team implementing Personalized Learning. TaKesha and her

colleague, Terrance Lewis, inaugurated the first ever Black History Program at Aaron Cohn Middle School. She holds a Specialist Degree in Middle Grades Education in English Language Arts and Mathematics. Facebook: Kesha Williams-Lynn, Instagram: @MrsLynnELA



**Gigi Wolf** is a Lead Economic Education Specialist for the Federal Reserve Bank of Kansas City where she applies her extensive experience developing curricula, designing enrichment programs for educators and students, managing large-scale initiatives, establishing and nurturing community partnerships and creating educational programming tied to economic and financial literacy. Prior to joining the Federal Reserve Bank in 1999, Ms. Wolf earned an MFA from Sarah Lawrence College and a BA in Communications from Hampton University.



**Ashley Woodson** is an Assistant Professor of Social Studies Education and Associate Director of the Carter Center. She uses qualitative methods and critical theories of race to explore Black kids' performances of citizenship and activism. Dr. Woodson is particularly interested in the civic stories adolescents tell as they think through intersections of race, gender, sexuality and religion. She received her Ph.D. from Michigan State University. Dr. Woodson is inspired by haiku poetry, Afrocentric graphic artists, humorous protest posters and 90s R&B. She has published in *Urban Education*, the *Journal of Lesbian Studies*,

the *International Journal of Qualitative Studies in Education*, and *Theory and Research in Social Education*. Her work has been funded by the American Educational Research Association, National Science Foundation and Spencer Foundation.

**Tiffany Young** is an English Language Arts teacher at Parkway South High School.



# Carter Center for K-12 Black History Education

University of Missouri

The Carter Center for K-12 Black History Education at the University of Missouri leverages history educators, social studies teachers, community educators, policy makers as well as other advocates to transform Black history education in today's public, private, and homeschooled environments.

The Carter Center focuses on research projects and teacher professional development activities that seek to improve K-12 Black history education. The center engages in services and teaching related to its research mission while also helping to build networks of people and organizations committed to Black history education.



**Dr. LaGarrett  
J. King**

Founding  
Director



**Dr. Ashley  
Woodson**

Associate  
Director



**Greg  
Simmons**

Carter Center  
Fellow

## **CARTER CENTER FOR K-12 BLACK HISTORY EDUCATION**

303 Townsend Hall | Columbia, MO 65211 | 573-882-8394

[mucoecartercenter@missouri.edu](mailto:mucoecartercenter@missouri.edu)

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# THANK YOU

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Special thanks to our sponsors, the Carter Center staff, and all volunteers and presenters, for their hard work and dedication.

# **Appendix D**

**Teaching African American History Course Development  
and Budget with Dr. LaGarrett King**



## Teaching African American History Course Development and Budget with Dr. LaGarrett King

This document outlines all of the necessary elements of developing an African American History Course in the Francis Howell School District. This course will be an elective course and will be offered to students in grades 10-12 as a semester long course option.

Dates	Actions	In-Person/Virtual	Pay
September/October	<ul style="list-style-type: none"> <li>• Develop a Student Survey and Community Survey for feedback to develop this course.</li> <li>• Curriculum Audit of our History Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Virtual</li> </ul>	\$2,000
Friday, September 25th from 12:30-3:30	Background and Foundational Background to Developing an African American History Course	Virtual - Zoom	\$2,000
Tuesday - October 13th	Feedback from Surveys and Analyzing Curricula from other districts based on our needs.	In-Person	\$2,000
Tuesday - October 20th	Develop Unit Outlines and Big Ideas	In-Person	\$2,000
Tuesday - October 20th - Evening Event 6:30-7:30 Community	Informational Meeting for course development and Q	In-Person	\$2,000

Informational Evening	and A from parents regarding course development.		
Monday, November 2nd 8:30-11:30 AM	Prioritize Standards and Essential Questions for Units and Other Curriculum Development	Virtual - Zoom	\$1,000
Thursday, December 3rd 3PM-5PM	Assessment and Performance Tasks for Units	Virtual - Zoom	\$1,000
Friday, February 12	Strand/PD Day Curriculum Development - Know/Be Able to Do's and Critical Vocabulary	In-Person	\$2,000
Tuesday, April 6th 8:30-11:30 AM	Strand/PD Day - Develop teacher Resources/Activities for Course - Celebration of Course Work	In-Person	\$1,000

**Total Cost: \$15,000**

# **Appendix E**

## **Black Historical Consciousness Principles**



# Carter Center for K-12 Black History Education

University of Missouri

**Table 1: Black Historical Consciousness Principles<sup>1</sup>**

Themes	Definition	Possible Compelling Questions
<b>1. Power and oppression</b>	Power and oppression as Black histories are narratives that highlight the lack of justice, freedom, equality, and equity of Black people experienced throughout history. Central to these narratives is how Black people have been victims to racism, White Supremacy, and anti-Black societal structures as well as individual actions.	<p>How did enslavement undermine democratic principles?</p> <p>How did racism divide the country?</p> <p>Were African Americans free during Reconstruction?</p> <p>Why did the Founding Fathers keep enslavement in the Constitution?</p> <p>How did slave owners use the government to their advantage?</p> <p>Why did the United States abandon Reconstruction?</p> <p>Were African American soldiers treated the same as white soldiers?</p> <p>How did the “nadir of race relations” rival the horrors of enslavement?</p> <p>How do the LA riots of 1992 compare the Ferguson in 2014?</p>
Possible topics	Slavery in the North and South America; the development and sustainability of Racialized and chattel slavery; Emergences of Jim Crow; the nadir of race relations (lynching, race riots, and the defamation of African American culture and humanity); impact of Reaganomics; War on drugs; Mass incarceration	
<b>2. Black Agency, Resistance,</b>		How do African Americans make social change?

<p><b>and Perseverance</b></p>	<p>Black agency, resistance, and perseverance are Black histories that explain that although Black people have been victimized, they were not helpless victims. These narratives highlight that Black people have had the capacity to act independently, made their own decisions based on their interest, and fought back on oppressive structures.</p>	<p>How do you adapt to change?</p> <p>What makes movements successful?</p> <p>Was the Civil Rights Movement Successful?</p> <p>Should Black people be considered founders of the United States of America?</p> <p>What was Great about the Great migration?</p>
<p>Possible Topics</p>	<p>African resistance to slavery (Stono, Gabriel Prosser, Denmark Vessey, and Nat Turner); The abolitionist movement and the emergence of Black abolitionists; The experiences of free Black people; Black military experiences; The maroon experience and early freedom movements; The development of Black social institutions; Two great migrations; The long civil rights movement; NAACP and the courts; The Black power movement</p>	
<p><b>3. African history and African Diaspora: Experiences and commonalities</b></p>	<p>African and African Diaspora as Black histories stresses narratives of Black people be contextualized within the African Diaspora. Beginning a course in Black history should begin with ancient Africa history and connect the various Black histories around the globe.</p>	<p>How do ancient ancestors empower the present?</p> <p>What are the legacies of Black Diaspora freedom movements?</p> <p>Are Africans to blame for the transatlantic slave trade?</p> <p>Are we all Africans?</p> <p>How did trans-Saharan trade lead to West African wealth and success?</p> <p>What were the geographic factors that influenced where African civilizations developed?</p> <p>How did the Haitian Revolution influence American enslavement?</p> <p>How did African enslavement differ from Western enslavement?</p>

		How have African Americans/Black people drawn from their African heritage in civil rights struggles?
Possible Topics	Africa origins of humanity; African civilization, kingdoms and dynasties; African explorers and pre-colonial/enslavement presence; The anticolonial movement in Africa; Significance and impact of the Haitian Revolution; Slavery in Africa vs. race-based slavery	
<b>4. Black Joy and Love</b>	Black joy and love as Black histories are narratives that focus on Black people's resolve during oppressive history. These histories focus on times of happiness, togetherness, and the fight for freedom for generations both past and present.	<p>Were the 1920s a time of cultural change?</p> <p>How do you adapt to change?</p> <p>How does African American cultural expression define society?</p> <p>What is the lasting legacy of African Americans in sports?</p> <p>Is Black joy agency and resistance?</p> <p>How did sports provide a source of pride</p>
Possible Topics	African and African American family dynamics; Black music, dance, and other cultural expression; African American cuisine; The Black Arts Movement; The Harlem Renaissance; African American in sports; The making of African and African American holidays and tradition	
<b>5. Black contemporary and intersectional historical analysis</b>	Contemporary and intersectional historical analysis as Black histories are narratives that connect the history of past to the present. These narratives are inclusive and seek to uncover the multiple identities of Black people through Black history.	<p>Who constitutes as Black?</p> <p>How does intersectionality change how individuals were treated within groups seeking equality?</p> <p>Why do we ignore Black women in Black history?</p> <p>Do Black Republicans care about equity anymore?</p> <p>Do Black Ethnic groups in the U.S. deserve reparations?</p> <p>Who wins and loses through Black liberation movements?</p>

		<p>How does sexism diminish the way we remember women’s leadership roles during the Civil Rights Movement?</p> <p>How did the Stonewall riots influence the Black LGBTQ+ community?</p> <p>How do the LA riots of 1992 compare the Ferguson in 2014?</p>
Possible Topics	<p>Black and Tribal experiences; Colonizing Africa; Black conservatism; Black identities around the Diaspora; Black HERstories; Black LGBTQ+ history; Black class conflict; The Black political thought; Black Soco-political-cultural Global Movements (Pan-Africanist Movements, The Garvey Movement (UNIA), Black feminist, the anti-apartheid movement, Black Marxism, the Caribbean Black power movement, Black Lives Matter, Afro-Latincultural Movements in South America and Caribbean, Black nationalism, Black separatism, The Black Arts Movement, the reparations movement, Rastafarism, Black Consciousness movement, Combahee River Collective)</p>	

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<sup>1</sup> Some of the compelling questions are used in the Jefferson County Schools (KY) African American Studies Curriculum. Some of the topics for each principle are used in the Fort Worth Independent school district’s African and African- American history and culture curriculum.

# **Appendix F**

**Course Description for Black Literature Course**  
*(Created October 5, 2020 by FHSD,  
no revisions thereafter)*

**Here is a DRAFT version of a Course Description for our Black Literature Course:**

(Please feel free to edit as you see fit and/or insert comments on the side of the document for Considerations - I was just trying to get us started)

**Black Literature - Elective (10-12) 0.5 credits**

This course will focus on multi-genre literary works of Black authors and will celebrate the dignity and identity of Black voices. Students will examine the significance of this literary tradition and how it shapes the reader’s understanding of society and self. Through the exploration of Black Literature with close readings of selected literary works, students will enhance and increase their development of literary and analytical skills while exploring the cultural identity of themselves and others. This course will include various genres of writing in response to the literary works. In addition, students will engage in research, speaking, listening and presenting in order to develop a deeper understanding of society and the need for change. Throughout this course, students will grow as public speakers and presenters of information.

**Possible Book Lists to Explore:**

(If I have something in the wrong category, just move it to the right column)

Fiction	Non-Fiction	Poetry	Other
<ul style="list-style-type: none"> <li>● <b>The Water Dancer</b></li> <li>● <b>The Vanishing Half +</b></li> <li>● <b>Odd One Out</b> - Fiction</li> <li>● <b>Things Fall Apart</b> - Historical Fiction</li> <li>● American Street</li> <li>● Calling My Name</li> <li>● Pride</li> <li>● Opposite of Always</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Real American</b> - A Memoir</li> <li>● <b>Between the World and me</b> - Autobiography</li> <li>● <b>The Color of Water</b> - Memoir +</li> <li>● <b>Short and Tragic Life of Robert Peace</b> - Memoir+</li> <li>● <b>Heavy</b> - Biography</li> <li>● <b>The Son Does Shine</b> -How I find life and freedom on</li> </ul>	<ul style="list-style-type: none"> <li>● <b>The Fire This Time</b> - poetry/ essay</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Black Enough:</b> Short Stories Compilation+</li> <li>● <b>The Fire Next Time - Essay</b> - James Baldwin</li> <li>● <b>Born a Crime - Collection of stories</b></li> <li>● <b>The Fire This Time Jesmyn Ward</b></li> <li>● <b>Clybourne Park</b> - Bruce</li> </ul>

	Death Row - Biography ● <b>Becoming</b> - Biography		Norris - a play
--	--	--	-----------------

One of the Good Ones by Maika Moulite; Maritza Moulite is available through Net Galley. It's not out until Jan. 21, but it looks interesting.

# **Appendix G**

**Black History Course Development  
Oct. 13, 2020 Meeting Agenda**

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# Black History Course Development Agenda

10-13-2020

8 am - 2:30 pm

## DAILY OVERVIEW:

- 8-9:30
- 9:30-9:45 - BREAK
- 9:45-11:30
- **Lunch 11:30-12:30**
- 12:30-1:30
- 1:30-145 - BREAK
- 1:45-2:30

## BLACK HISTORY FRAMEWORK - Dr. LaGarrett King

[https://drive.google.com/file/d/1b6xZtpYORPMIR\\_aB-aY2Ewrp3iQyzMsR/view?usp=sharing](https://drive.google.com/file/d/1b6xZtpYORPMIR_aB-aY2Ewrp3iQyzMsR/view?usp=sharing)

[https://drive.google.com/file/d/1ozwqlUpw7\\_awgjro77foQGej3PiOw1DE/view?usp=sharing](https://drive.google.com/file/d/1ozwqlUpw7_awgjro77foQGej3PiOw1DE/view?usp=sharing)

## BLACK HISTORY FRAMEWORK EXPERIENCES - GUEST SPEAKER(S): Ryan New JCPS (KY)

<https://umsystem.zoom.us/j/95250794767?pwd=b0lneVdwVGh2U253SWpIdzErRGRCZz09>

## EXAMINE OTHER BLACK HISTORY CURRICULA EXAMPLES

<https://drive.google.com/drive/folders/1ApQVp2qAvArlQSQ0PUozCY4BWeqGF3cK?usp=sharing>

## FRANCIS HOWELL TAKEAWAYS AND NEEDS

### STEP ONE WORK:

- Survey of teachers

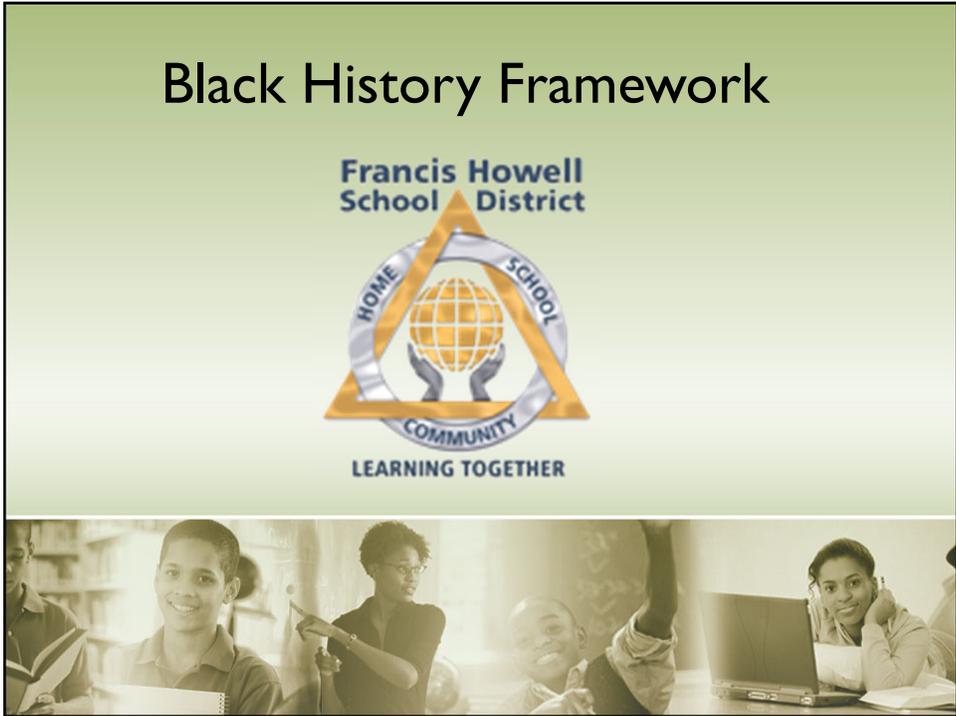
- Transfer Goals
- Standards Selections - DESE
- # of Units in Semester Course - IDEAS

NEXT Meeting - October 20th 8-2:30 and Community Evening with Dr. King 6:30-7:30 pm

---

# **Appendix G.1**

**Black History Framework Slide Deck  
for Oct. 13, 2020 Meeting**



1

# Overview

- Introduction ( Name tents or tags)
- BLACK HISTORY FRAMEWORK - Dr. LaGarrett King
- BLACK HISTORY FRAMEWORK EXPERIENCES - GUEST SPEAKER(S) Ryan New, JCPS (KY)
- EXAMINE OTHER BLACK HISTORY CURRICULA EXAMPLES
- FRANCIS HOWELL TAKEAWAYS AND NEEDS

2

# Building a Black History Program

- Strong Leadership
  - Mission of the school/school district
- Dedicated leadership team
- Collaboration
  - leadership team, teachers, students, and community
- Course design and curriculum
  - Massive resource library
- Culturally relevant teachers
- Professional development
- Feedback

3

# Building a Black History Program

- Black History Framework
  - Effort to understand, develop, and teach Black histories in a manner that recognizes Black people's humanity and emphasizes pedagogical practices that seek to reimagine the legitimacy, selection, and interpretation of historical sources.
    - Not like "traditional" history
    - Historically contentious and conscious
    - Black history as a human endeavor
    - Teaching through not about
    - Ideology and framework
    - Different based on need and geography

4

## Black Historical Consciousness Principles

- Principle 1: Systemic Power, Oppression, and Racism
- Principle 2: Agency, Resistance, and Perseverance
- Principle 3: Africa and the Diaspora
- Principle 4: Black Joy and Love
- Principle 5: Black Intersectional Identities



5

## Black Historical Consciousness Principle I

- Systemic Power, Oppression, and Racism
  - Victimized, not victims
  - Values of justice, freedom, equality equity has been ignored
  - Role of race and racism, White supremacy, and anti-Blackness
  - Social construction of race
  - Set the foundations and ethos of U.S. history



6

## Black Historical Consciousness Principle I

- Ignore principle I
  - Miss the importance of institutions and structures
  - Value judgements
  - Natural deficient as compared to non-Black people

7

## African American voting rights and suppression

- [How racial groups voted in past elections](#)
- [Lee Atwater remarks \(The Southern Strategy\)](#)
- [Voter ID requirements disproportionately affect non-white and poor voters](#)
- [Hands \(Jesse Helms\)](#)
- [Strict felony laws](#)
- [Voting rights pictures](#)

8

## Black Historical Consciousness Principle 2

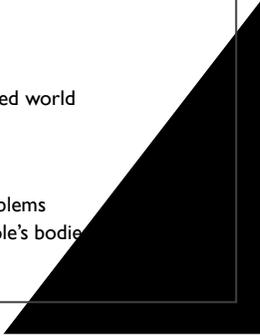
- Agency, Resistance, and Perseverance
  - Never victims
  - Not helpless, defeated, or begged for charity
  - Capacity to act independent, make their own decisions based on their interest, fought back through oppressive structures
  - Spirit of freedom



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## Black Historical Consciousness Principle 2

- Ignore Principle 2
  - Black suffering narrative
    - Defined through pain
    - Normalized and desensitized
    - Implies that Black people were passive
  - Sympathetic lens
    - Exposed how their humanity shaped and constructed world ideologies and practice
  - Paternalistic lens
    - To fix or correct Blackness
    - Seeking solutions instead of being looked at as problems
    - White people are naturally dominant of Black people's bodies



10

# The Great Migration

- [Great Migration pictures](#)
- [Map 1900-1929](#)
- [The Great migration in motion \( Schomburg Center\)](#)
- [Chicago and the Great Migration](#)
- [Seven Letters from the Great Migration](#)

11



12

## Black Historical Consciousness Principle 3

- Connecting the histories of Africa and the Diaspora
  - Blackness is global
  - Starting with Ancient African civilizations
  - Does not begin with enslavement
  - Not simply a dark continent
  - Experiences, commonalities, and differences between Black people globally
  - Interrogating the history of Blackness and how the meaning shifts based on geography

13

## Black Historical Consciousness Principle 3

- Ignore Principle 3
  - Africa and the Diaspora do not have a history
  - Africa and the Diaspora has a history is deficit
  - Blackness is only relegated to the U.S. contexts

14

# Haitian Revolution

- **Constitution of 1801** (*Toussaint Louverture's Constitution*)
- **A History of Constitutions** ( translate)
- **Act of Independence**
- **Memoir of General Toussaint L'Ouverture. Written by Himself.**
- **Haitian Revolution leaders and important war persons**

15

# Black Historical Consciousness Principle 4

- Black Joy and Love
  - Unabashed enjoyment of Black culture without apology, hesitancy or shame.
    - Black humanity
    - Counter acts of White oppression and anti-Blackness
    - Narratives that ignore hardship and culture that helps sustain Black people's spirit.
    - Grief does not have dominance over one's attitude, dispositions, and determination
  - Collectivism
    - Not romantic love (although it could be) but a love for Black people to ensure Black people are free.
    - Successive generations are afforded more opportunities than they
    - Desire to accomplish Black freedom holistically, even if they can not enjoy
- Not defined through societal norms but what makes Black folk joyous
- Can not define Black humanity without Black joy and love

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## Black Historical Consciousness Principle 4

- Ignore principle 4
  - Dehumanize Black people and history
  - Believing that Black people accepted certain conditions based on certain behaviors believed to be non-oppressive
  - Believing Black people are not strategic, just emotional

17

## Afropunk

- [Afropunk, the movie](#)
- [Afropunk, a new counterculture](#)
- [James Spooner, creator of Afropunk the movie \(Interview\)](#)
- [Economics of Afropunk music festival](#)
- [Afro punk selling out?](#)

18



19

## Black Historical Consciousness Principle 5

- Intersectional identities
  - Equitable approach to Black history
  - Explore women, LGBTQA, Religious diversity, political diversity, different abilities, etc.
  - Holistic Black history: Not all pristine, multiple identities
  - Guilty or sexism, anti-Blackness, capitalism, Black ethnic subjugation, etc.

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## Black Historical Consciousness Principle 5

- Ignore Principle 5
  - Do the same thing we complain about
  - The opposite of White oppression
  - Not understanding contemporary problems
    - Black Lives Matter
  - Believing that Black history is too simplistic where Black people are either oppressed and inhuman or too celebrated and superhuman

21

## Recolonizing Africa

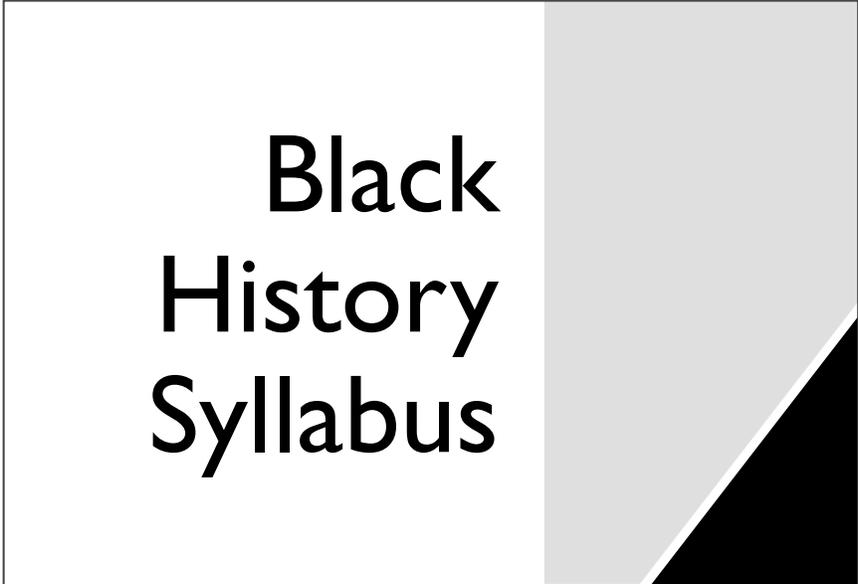
- [Timeline of Liberia](#)
- [Brief history of Sierra Leone](#)
- [1825 Liberia Constitution](#)
- [Frederick Douglass on Colonization](#)
- [Meeting of Free People of Color of Richmond, Virginia](#)
- [Forten letter to Cuffe](#)
- [Certificate of Freedom, Samuel Birch](#)
- [The African Repository and Colonial Journal](#)
- [Augustus Washington portfolios](#)

22



JCPS Social  
Studies  
Coordinator:  
Ryan New

23



**Black  
History  
Syllabus**

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# **Appendix G.2**

## **Black Historical Consciousness Principles**



# Carter Center for K-12 Black History Education

University of Missouri

**Table 1: Black Historical Consciousness Principles**

Themes	Definition	Possible topics
<b>1. Power and oppression</b>	Power and oppression as Black histories are narratives that highlight the lack of justice, freedom, equality, and equity of Black people experienced throughout history. Central to these narratives is how Black people have been victims to racism, White Supremacy, and anti-Black societal structures as well as individual actions.	
Instructional Activities		
<b>2. Black Agency, Resistance, and Perseverance</b>	Black agency, resistance, and perseverance are Black histories that explain that although Black people have been victimized, they were not helpless victims. These narratives highlight that Black people have had the capacity to act independently, made their own decisions based on their interest, and fought back on oppressive structures.	
Instructional Activities		
<b>3. African history and African Diaspora</b>	African and African Diaspora as Black histories stresses narratives of Black people be contextualized within the African Diaspora. Beginning a course in Black history should begin with	

	ancient Africa history and connect the various Black histories around the globe.	
Activities		
<b>4. Black Joy and Love</b>	Black joy and love as Black histories are narratives that focus on Black people's resolve during oppressive history. These histories focus on times of happiness, togetherness, and the fight for freedom for generations both past and present.	
Instructional Activities		
<b>5. Black intersectional identities</b>	Intersectional identities consider narratives that are inclusive and seek to uncover the multiple identities of Black people through Black history.	
Instructional Activities		

# **Appendix H**

**Black History Course Development  
Oct. 20, 2020 Meeting Agenda**

---

# Black History Course Development Agenda

*10-20-2020  
8 am - 2:30 pm*

## DAILY OVERVIEW:

- 8-9:30
- 9:30-9:45 - BREAK
- 9:45-11:30
- **Lunch 11:30-12:30**
- 12:30-1:30
- 1:30-145 - BREAK
- 1:45-2:30

## STAMPED BOOK DISCUSSION

- Section One: Discussion/Discussion/Takeaways
- Section Two: Read and Complete Canvas Discussions by November 2nd

**BLACK HISTORY SURVEY - Please take a few minutes to complete now - Community Feedback Tonight**

<https://forms.gle/jHByXSZoDXH7gVFf6>

## SURVEY DEBRIEF (TOGETHER)

## INQUIRY-DESIGN MODEL - INTRODUCTION

[https://docs.google.com/presentation/d/1J5rVat9sGAifVusEpZ1x4DnIqCTqdoOhUftOOCYggKA/edit?usp=s\\_haring](https://docs.google.com/presentation/d/1J5rVat9sGAifVusEpZ1x4DnIqCTqdoOhUftOOCYggKA/edit?usp=s_haring)

- C3 FRAMEWORK LINK - [HERE](#)
- IDM - INQUIRIES LINK - [HERE](#)

## CURRICULUM TOPICS DEEP DIVE

### RESOURCES - Dr. King

JCPS -

<https://docs.google.com/document/d/1LGfKLMOWF8UYkFMKaGt28ma4U3I7TGt8gy7gaPH9pQ/edit?usp=sharing>

- ESSENTIALS - NICE TO KNOWS DOCUMENT
- FLOW OF COURSE - TOPICS
- BHC Activity Sheet

### Inquiries

Next Steps:

### STEP ONE WORK:

- Survey of teachers
- Transfer Goals
- Standards Selections - DESE
- # of Units in Semester Course - IDEAS

NEXT Meeting - November 2nd 8-2:30

Virtual Meeting with Dr. King 8:30-11:30

Curriculum Work 12:30-2:30

# **Appendix H.1**

**College, Career & Civil Life C3 Framework  
for Social Studies Standards**

# COLLEGE, CAREER & CIVIC LIFE

# C3 FRAMEWORK

## FOR SOCIAL STUDIES STATE STANDARDS



*Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*

*The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History* is the product of a collaboration among the following fifteen professional organizations committed to the advancement of social studies education:

American Bar Association

American Historical Association

Association of American Geographers

Campaign for the Civic Mission of Schools

Center for Civic Education

Constitutional Rights Foundation Chicago

Constitutional Rights Foundation USA

Council for Economic Education

National Council for Geographic Education

National Council for History Education

National Council for the Social Studies

National Geographic Society

National History Day

Street Law, Inc.

World History Association

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# INTRODUCTION

IN THE COLLEGE, CAREER, AND CIVIC LIFE (C3) FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS, THE CALL FOR STUDENTS TO BECOME MORE PREPARED FOR THE CHALLENGES OF COLLEGE AND CAREER IS UNITED WITH A THIRD CRITICAL ELEMENT: PREPARATION FOR CIVIC LIFE. ADVOCATES OF CITIZENSHIP EDUCATION CROSS THE POLITICAL SPECTRUM, BUT THEY ARE BOUND BY A COMMON BELIEF THAT OUR DEMOCRATIC REPUBLIC WILL NOT SUSTAIN UNLESS STUDENTS ARE AWARE OF THEIR CHANGING CULTURAL AND PHYSICAL ENVIRONMENTS; KNOW THE PAST; READ, WRITE, AND THINK DEEPLY; AND ACT IN WAYS THAT PROMOTE THE COMMON GOOD. **THERE WILL ALWAYS BE DIFFERING PERSPECTIVES ON THESE OBJECTIVES. THE GOAL OF KNOWLEDGEABLE, THINKING, AND ACTIVE CITIZENS, HOWEVER, IS UNIVERSAL.**

**NOW MORE THAN EVER**, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life.

Representatives from a group of state education agencies and from the leading organizations in social studies and its individual disciplines collaborated to create a Framework to provide states with voluntary guidance for upgrading existing social studies standards. This Framework does not include all that can or should be included in a set of robust social studies standards, and intentionally preserves the critical choices around the selection of curricular content taught at each grade level as a decision best made by each state. The Framework aims to support states in creating standards that prepare young people for effective and successful participation in college, careers, and civic life.

The C3 Framework<sup>1</sup> is centered on an Inquiry Arc—a set of interlocking and mutually supportive ideas that frame the ways students learn social studies content. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. It includes descriptions of the structure and tools of the disciplines, as well as the habits of mind common in those disciplines. Taken together, the C3 Framework provides guidance to states on upgrading state social studies standards to include the application of knowledge within the disciplines of civics, economics, geography, and history as students develop questions and plan inquiries; apply disciplinary concepts and tools; evaluate and use evidence; and communicate conclusions and take informed action.

The C3 Framework focuses on inquiry skills and key concepts, and guides—not prescribes—the choice

of curricular content necessary for a rigorous social studies program. Content is critically important to the disciplines within social studies, and individual state leadership will be required to select appropriate and relevant content. States that decide to incorporate the Inquiry Arc and concepts of the C3 Framework into their state standards will then need to engage in a rigorous local process of selecting the appropriate content to be taught at each grade level to ensure that students develop the knowledge and skills to be civic-ready before graduation. The concepts expressed in the C3 Framework illustrate the disciplinary ideas, such as political structures, economic decision making, spatial patterns, and chronological sequencing, that help organize the curriculum and content states select.

As a core area in the K-12 curriculum, social studies prepares students for their postsecondary futures, including the disciplinary practices and literacies needed for college-level work in social studies academic courses, and the critical thinking, problem solving, and collaborative skills needed for the workplace. The C3 Framework encourages the development of state social studies standards that support students in learning to be actively engaged in civic life. Engagement in civic life requires knowledge and experience; children learn to be citizens by working individually and together as citizens. An essential element of social studies education, therefore, is experiential—practicing the arts and habits of civic life.

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<sup>1</sup> The abbreviation “C3 Framework” will be used regularly in this document to refer to the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

Reflecting the shared responsibility for literacy learning put forward by the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (NGA and CCSSO, 2010a),<sup>2</sup> the C3 Framework fully incorporates and extends the expectations from the grades K–5 English Language Arts standards and the grades 6–12 standards for Literacy in History/Social Studies, Science, and Technical Subjects. The C3 Framework also recognizes the importance of literacy within the Common Core State Standards for Mathematics (NGA and CCSSO, 2010b), and acknowledges mathematical practices as they apply to social studies inquiry.

National Council for the Social Studies, one of fifteen collaborating organizations, is publishing the C3 Framework to provide this significant resource for all states to consider in their local processes for upgrading state social studies standards.

### **The Process of Developing the College, Career, and Civic Life (C3) Framework for Social Studies State Standards**

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards was conceptualized by individual state leaders in social studies education and supported by fifteen professional organizations representing four core social studies content areas: civics, economics, geography, and history. The C3 Framework was written by experts in the academic disciplines and social studies education in collaboration with classroom teachers, state social studies education leaders, and representatives of professional organizations.

Work on the C3 Framework began in 2010 with the development of an initial conceptual guidance document written by individuals from the Council of Chief State School Officers (CCSSO) Social Studies Assessment, Curriculum, and Instruction state collaborative and by

representatives from the professional associations. The framework writers were selected in consultation with the participating professional associations. Feedback was solicited throughout the process from stakeholders, including invitational reviews with professional organizations, teachers, and critical friends.

### **C3 Framework Leadership Team**

The following members of the C3 Framework Leadership Team worked collaboratively to guide and manage the C3 Framework project:

#### *Project Director and Lead Writer*

**Kathy Swan, Ph.D.,**  
Associate Professor,  
Social Studies Education,  
University of Kentucky

#### *Chair, C3 Framework Task Force of Professional Organizations*

**Susan Griffin,**  
Executive Director,  
National Council for the Social Studies

#### *Senior Advisors and Contributing Writers*

**S.G. Grant, Ph.D.,**  
Founding Dean of the Graduate School of Education,  
Binghamton University

**John Lee, Ph.D.,**  
Associate Professor of Social Studies Education,  
North Carolina State University

#### *C3 Framework Design Team:*

Citizen: Me worked with the Leadership Team to visualize the Inquiry Arc and to design the C3 Framework. Thank you to designers Becky Colley, Sarah O'Connor, and especially to Monica Snellings and DK Holland, for their professionalism, talent and commitment to the teaching of civics in our schools.

*C3 Framework Production Team:*  
Gene Cowan and Monica Snellings

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<sup>2</sup> The abbreviations “Common Core Standards for ELA/Literacy” and “ELA/Literacy Common Core Standards” will be used regularly in this document to refer to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Citations of the Common Core State Standards in this document identify their publishers and date of publication (NGA and CCSSO, 2010). The detailed reference information can be found in the References section on page 98 below.

### C3 Framework Writing Team

The writing team included experts in K-12 social studies education and the academic disciplines of civics, economics, geography and history. Individuals were selected based on recommendations from the professional associations engaged in the process of developing the C3 Framework. The writing team worked in both disciplinary and interdisciplinary teams, and solicited feedback from stakeholders on drafts at regular intervals throughout the development process. Biographical sketches of the following writing team members are included at the end of this publication:

**Kathy Swan, Ph.D.** (Lead Writer),  
Associate Professor, Social Studies Education,  
University of Kentucky

**Keith C. Barton, Ed.D.,**  
Professor of Curriculum and Instruction and  
Adjunct Professor of History, Indiana University

**Stephen Buckles, Ph.D.,**  
Senior Lecturer in Economics, Vanderbilt University

**Flannery Burke, Ph.D.,**  
Associate Professor of History, Saint Louis University

**Jim Charkins, Ph.D.,**  
Professor Emeritus of Economics at California  
State University, San Bernardino; Executive Director  
of the California Council on Economic Education

**S.G. Grant, Ph.D.,**  
Founding Dean of the Graduate School of Education,  
Binghamton University

**Susan W. Hardwick, Ph.D.,**  
Professor Emeritus of Geography at the University  
of Oregon

**John Lee, Ph.D.,**  
Associate Professor of Social Studies Education,  
North Carolina State University

**Peter Levine, D.Phil.,**  
Lincoln Filene Professor of Citizenship and Public  
Affairs and Director of the Center for Information  
and Research on Civic Learning and Engagement  
(CIRCLE), Tufts University's Jonathan Tisch  
College of Citizenship and Public Service

**Meira Levinson, D.Phil.,**  
Associate Professor of Education, Harvard University

**Anand Marri, Ph.D.,**  
Associate Professor of Social Studies Education,  
Teachers College, Columbia University

**Chauncey Monte-Sano, Ph.D.,**  
Associate Professor of Educational Studies,  
University of Michigan

**Robert Morrill, Ph.D.,**  
Professor Emeritus of Geography, Virginia  
Polytechnic Institute and State University

**Karen Thomas-Brown, Ph.D.,**  
Associate Professor of Social Studies Education and  
Multiculturalism, University of Michigan-Dearborn

**Cynthia Tyson, Ph.D.,**  
Professor of Social Studies Education, The Ohio State  
University

**Bruce VanSledright, Ph.D.,**  
Professor of History and Social Studies Education,  
University of North Carolina at Charlotte

**Merry Wiesner-Hanks, Ph.D.,**  
Distinguished Professor and Chair of the Department  
of History, University of Wisconsin-Milwaukee

*Note: A special thank you to Lauren Colley, Rebecca Mueller, and Emma Thacker, Graduate Assistants at the University of Kentucky, who each provided support to the C3 Framework Writers and Team.*

## C3 Framework Project Participants

The C3 Framework writing team worked in collaboration with the following project participants to refine the document. Representatives from the CCSSO Social Studies Assessment, Curriculum, and Instruction (SSACI) state collaborative, Los Angeles County Office of Education and University of Delaware (which are affiliate members of SSACI), the C3 Framework Task Force of Professional Organizations, and the C3 Framework Teacher Collaborative Council critiqued early drafts and provided feedback to the writers. In the last year of the project, additional stakeholders were asked to provide feedback on the C3 Framework.

### C3 FRAMEWORK TASK FORCE OF PROFESSIONAL ORGANIZATIONS

The Task Force of Professional Organizations was formed in 2010, and with the state social studies collaborative, initiated and guided the development of the C3 Framework. Representatives from the Task Force organizations provided feedback to the writers.

*American Bar Association*  
*American Historical Association*  
*Association of American Geographers*  
*Campaign for the Civic Mission of Schools*  
*Center for Civic Education*  
*Constitutional Rights Foundation Chicago*  
*Constitutional Rights Foundation USA*  
*Council for Economic Education*  
*National Council for Geographic Education*  
*National Council for History Education*  
*National Council for the Social Studies*  
*National Geographic Society*  
*National History Day*  
*Street Law, Inc.*  
*World History Association*

### C3 FRAMEWORK ADVISORY WORKING GROUP OF BEHAVIORAL AND SOCIAL SCIENCE PROFESSIONAL ORGANIZATIONS

The Advisory Working Group of Behavioral and Social Science Professional Organizations first met in 2013 to advise on the role of the behavioral and social sciences in the C3 Framework and provide feedback on the document. These organizations worked together to create Appendices B, C, and D as companion documents to the C3 Framework. Although the organizations have contributed these appendices, their participation does not necessarily imply the endorsement of the C3 Framework.

*American Anthropological Association*  
*American Psychological Association*  
*American Sociological Association*

### C3 FRAMEWORK EDITORIAL COMMITTEE

The following state collaborative members and teachers provided additional guidance to the writing team to ensure effective individual state implementation of the Framework:

*Editorial Committee Co-Chair*  
**Fay Gore**, North Carolina  
*Editorial Committee Co-Chair*  
**William Muthig**, Ohio  
**Kim Eggborn**, Maryland  
**Maggie Herrick**, Arkansas  
**Mitzie Higa**, Hawaii  
**Marcie Taylor Thoma**, Maryland  
**Jessica Vehlwald**, Missouri

### C3 FRAMEWORK CRITICAL VOICES

Listed below are the stakeholders contacted for an invitational review prior to publication of the C3 Framework.

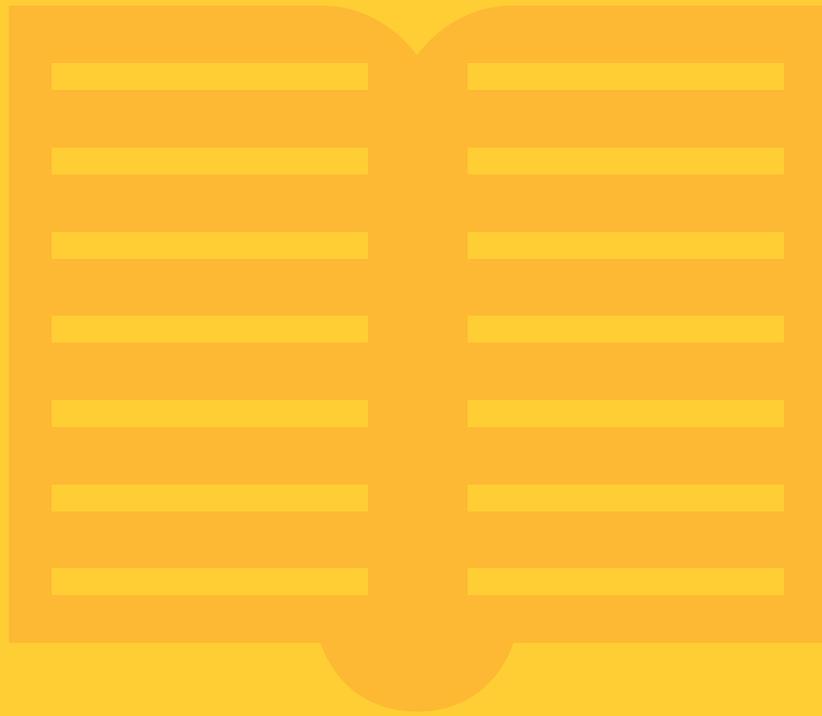
<i>American Association of School Administrators</i>	<i>Heritage Education Services-National Park Service</i>
<i>American Association of School Librarians</i>	<i>Library of Congress</i>
<i>American Federation of Teachers</i>	<i>National Archives</i>
<i>American Heritage</i>	<i>National Center for Literacy Education</i>
<i>Bill of Rights Institute</i>	<i>National Constitution Center</i>
<i>C-SPAN</i>	<i>National Council for Accreditation of Teacher Education</i>
<i>Citizen: Me</i>	<i>Newseum</i>
<i>Center for Economic Education and Entrepreneurship, University of Delaware</i>	<i>Partnership for 21st Century Skills</i>
<i>Colonial Williamsburg</i>	<i>Smithsonian Institution</i>
<i>DBQ Project</i>	<i>Smithsonian American Art Museum</i>
<i>Junior Achievement</i>	<i>National Museum of the American Indian</i>
<i>Federal Judicial Center-History Office</i>	<i>Teaching for Change</i>
<i>Federal Reserve Bank of St. Louis, Economic Education</i>	<i>What So Proudly We Hail</i>

### C3 FRAMEWORK TEACHER COLLABORATIVE COUNCIL

The state social studies collaborative chose highly qualified K-12 educators from 21 states to provide feedback on early drafts of the C3 Framework. Members of the Teacher Collaborative Council are listed below by state:

<b>Arkansas</b> Lisa Lacefield John White	<b>Hawaii</b> Mitzie Higa Pamela M.T. (Takehiro) King Carrie Sato	<b>Kentucky</b> Thad Elmore Barry Leonard	<b>North Carolina</b> Traci Barger Mary G. Stevens
<b>California</b> Michael A. Long Rebecca K. Valbuena	<b>Illinois</b> Beth Levinsky Jeffrey W. Lightfoot	<b>Maine</b> Shane Gower Barbara Perry	<b>Ohio</b> Tim Dove Laura Finney Gloria Wu
<b>Colorado</b> Charlee Passig Archuleta Anton Schulzki	<b>Indiana</b> Michael Hutchison Callie Marksbarry	<b>Maryland</b> Kimberly Eggborn Donna Phillips	<b>Oklahoma</b> Pam Merrill
<b>Delaware</b> Wendy Harrington	<b>Iowa</b> Rob Dittmer Nancy Peterson	<b>Michigan</b> David Johnson Raymond Walker	<b>Washington</b> Tara Gray Sabrina Shaw
<b>Georgia</b> Sally J. Meyer William S. Rakosnik	<b>Kansas</b> Amanda Jessee James K. Robb	<b>Missouri</b> Roxanna Mechem Debra Williams	<b>Wisconsin</b> Tina Flood Lauren Mitterman
		<b>Nebraska</b> Lonnie Moore Mary Lynn Reiser	

# HOW TO READ THE C3 FRAMEWORK



**OVERALL DOCUMENT ORGANIZATION** The C3 Framework begins with two narrative explanations: the Inquiry Arc, which provides the organizing structure for the document; and the Overview of English Language Arts/Literacy Common Core Connections, which highlights the important relationship between the C3 Framework and the Common Core State Standards for ELA/Literacy. Next, the C3 Framework presents the following four Dimensions: **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**. The C3 Framework closes with five appendices.

**Inquiry Arc.** The Inquiry Arc highlights the structure of and rationale for the organization of the Framework’s four Dimensions. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions in particular.

**Overview of the Connections with the ELA/Literacy Common Core Standards.** The C3 Framework recognizes the important role that the Common Core State Standards for ELA/Literacy play in defining K-12 literacy expectations in most states. This overview outlines how the C3 Framework connects to and elaborates on the ELA/Literacy Common Core Standards for social studies inquiry.

In addition to the overview of Common Core connections, each of the four Dimensions includes graphical and narrative descriptions of how the C3 Framework connects with the standards to guide states and local

jurisdictions in incorporating these expectations as they upgrade their state social studies standards.

**Dimensions and Subsections.** The C3 Framework is organized into the four Dimensions, which support a robust social studies program rooted in inquiry.

Dimensions 2, 3 and 4 are further broken down into subsections. For example, Dimension 2, Applying Disciplinary Concepts and Tools, includes four subsections—civics, economics, geography, and history—which include descriptions of the structure and tools of the disciplines as well as the habits of mind common in those disciplines. See Table 1 for a graphical representation of the organization of the C3 Framework.

**Unique Structure of Dimension 2.** Dimension 2 has an additional layer of three to four categories

**TABLE 1: C3 Framework Organization**

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

within each disciplinary subsection. These categories provide an organizing mechanism for the foundational content and skills within each discipline. For example, within the subsection of economics, there are four categories: (1) Economic Decision Making; (2) Exchange and Markets; (3) The National Economy; and (4) The Global Economy. See Table 2 for a graphical representation of the categories within the four disciplinary subsections in Dimension 2.

### C3 Framework Indicators and K-12 Pathways.

Within each subsection or category is a set of College, Career, and Civic Readiness Indicators for the end of grade 12. For each C3 Indicator, there is a suggested K-12 Pathway for how students might develop proficiency for a particular skill or concept. These Pathways acknowledge students’ developing capacity for understanding more sophisticated ideas and completing more demanding inquiries across the grade bands of K–2, 3–5, 6–8, and 9–12. Each Pathway includes three developmental Indicators and the culminating C3 Indicator. The Indicators suggest student proficiency by the end of grades 2, 5, 8, and 12 with an understanding that these skills and concepts will be taught within and throughout the grade band. States will decide how these suggested Pathways inform their processes for developing and upgrading state social studies standards.

**Appendices.** The C3 Framework concludes with five appendices:

- **Appendix A: C3 Framework Disciplinary Inquiry Matrix.** The Disciplinary Inquiry Matrix articulates how the four Dimensions of the C3 Framework connect to and build upon one another through the use of a content-specific example.
- **Appendix B: Psychology Companion Document for the C3 Framework.** The Psychology Companion Document was created by the American Psychological Association and articulates the key disciplinary tools and concepts central to the discipline of psychology. C3 Indicators are listed for the 9-12 grade band, a corollary for Dimension 2. Psychology adds its unique and important perspective to the content-specific example presented in Appendix A: C3 Framework Disciplinary Inquiry Matrix.
- **Appendix C: Sociology Companion Document for the C3 Framework.** The Sociology Companion Document was created by the American Sociological Association and articulates the key disciplinary tools and concepts central to the discipline of sociology. C3 Indicators are listed for the 9-12 grade band, a corollary for Dimension 2. Sociology adds its unique and important perspective to the content-specific example in Appendix A: C3 Framework Disciplinary Inquiry Matrix.
- **Appendix D: Anthropology Companion Document for the C3 Framework.** The Anthropology Companion Document was created

**TABLE 2: Dimension 2—Applying Disciplinary Tools and Concepts**

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions	Economic Decision Making	Geographic Representations: Spatial Views of the World	Change, Continuity, and Context
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	Exchange and Markets	Human-Environment Interaction: Place, Regions, and Culture	Perspectives
Processes, Rules, and Laws	The National Economy	Human Population: Spatial Patterns and Movements	Historical Sources and Evidence
	The Global Economy	Global Interconnections: Changing Spatial Patterns	Causation and Argumentation

by the American Anthropological Association and articulates the key disciplinary tools and concepts central to the discipline of anthropology. Anthropology adds its unique and important perspective to the content-specific example in Appendix A: C3 Framework Disciplinary Inquiry Matrix.

- **Appendix E: Scholarly Rationale for the C3 Framework.** This appendix articulates the reasoning behind the creation of the C3 Framework and addresses the research base that supports the ideas represented. Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. The C3 Framework and its Inquiry Arc mark a significant departure from past attempts to develop a robust social studies program. The scholarly argument supports and underpins the fundamental shift in direction and practice that the C3 Framework embodies.

The appendices are followed by references and two concluding sections.

- **Glossary of Key Terms in the C3 Framework.** The glossary defines and provides examples of key concepts and terms. The examples are illustrative but are not exhaustive. The definitions and examples are intended to encourage a broad exchange of ideas about social studies content, and should contribute to a coherent vision of how social studies might be enlivened and enriched by the use of the C3 Framework.
- **C3 Framework Writing Team Biographical Sketches.** The writing team includes members who have expertise in K-12 social studies education and the academic disciplines of civics, economics, geography, and history. The selection of individuals was based on recommendations from the professional

associations and state education agencies engaged in the process of developing the C3 Framework.

## What Is Not Covered in the C3 Framework

The C3 Framework is intended to serve as a resource for states to consider as they upgrade their existing state social studies standards. The Framework provides guidance on the key concepts and skills students should develop through a robust social studies program of study, but intentionally does not address all of the elements states will need to consider in developing and upgrading standards. There are three main areas not addressed by the framework:

- **Content Necessary for a Rigorous Social Studies Program.** The C3 Framework focuses on the concepts that underlie a rich program of social studies education. The foundational concepts in Dimension 2 outline the scope of the disciplinary knowledge and tools associated with civics, economics, geography, and history. References are made to a range of ideas, such as the U.S. Constitution, economic scarcity, geographical modeling, and chronological sequences. However, the particulars of curriculum and instructional content—such as how a bill becomes a law or the difference between a map and a globe—are important decisions each state needs to make in the development of local social studies standards.
- **Other Disciplines Beyond Civics, Economics, Geography, and History** The disciplines represented in the C3 Framework are not the only ones relevant to a rich social studies curriculum. Other disciplines, such as anthropology, psychology, and sociology, while not covered in the main body of the C3 Framework, are important lenses for understanding the human experience (see Appendices B, C, and D). Anthropology is the scientific study of humans, past and present; psychology is the scientific study of the mind and behavior; and sociology is the scientific study of the social lives of people, groups and societies. All have countless applications to everyday life. Indeed, the study of the behavioral and social sciences enhances student preparation for college, careers, and civic life by promoting critical thinking, inquiry, problem-solving, evidence-based reasoning and communication

skills, as well as multi-cultural and global understandings, the ability to work with diverse groups, and a deep sense of personal and social responsibility (American Anthropological Association, 2013; American Psychological Association, 2011; American Sociological Association 2009).<sup>3</sup>

The behavioral and social sciences align well to the C3 Framework, which focuses on the four core social studies disciplines, but some are not included in the body of the framework. These behavioral and social sciences are most frequently taught at the high school level, though efforts are underway to better integrate behavioral and social science concepts in the K-8 age bands. The C3 Framework has been constructed as a K-12 Framework offering specific guidance across the grade bands of K-2, 3-5, 6-8, and 9-12. The tough decision was made early in the development of this framework to focus only on the four federally defined core social studies areas (i.e., civics, economics, geography, and history) to streamline the development process and produce a concise document.

The exclusion of some behavioral and social sciences from the main body of this document should not be seen as minimizing the importance of these other disciplines in a robust social studies curriculum. To that extent, professional organizations affiliated with these areas have been consulted and have created discipline-specific resources to align to this framework document. For example,

Appendices B and C were created by the American Psychological Association and American Sociological Association to align with Dimension 2 as well as other aspects of the C3 Framework. Appendix D is a parallel companion document created by the American Anthropological Association. These supporting documents should be seen as an extension of this framework, as complementary materials that will further the intention of preparing students for civic life. We encourage all readers to refer to and use these additional resources.

- **The Different Abilities Children Bring to their Schooling.** The C3 Framework is largely silent on the different abilities children bring to their schooling. The C3 Indicators and K-12 Pathways individually and together describe the concepts and skills students develop in a rich, ambitious program of studies. Some students will need far more assistance and support than others in reaching the aims of each Dimension. All children deserve the opportunity to learn. To be successful, students will need varying degrees of scaffolding to support their learning. Smart, thoughtful, and imaginative teachers are widely recognized as key to powerful learning experiences; for English language learners, students with special needs, and struggling readers and writers, such teachers are invaluable.

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<sup>3</sup> The detailed reference information for works cited can be found in the References section on page 98 below.

YOUNG PEOPLE need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully **the worlds of college, career, and civic life.**

# THE INQUIRY ARC OF THE C3 FRAMEWORK



**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.**

**Dimension 1** features the development of questions and the planning of inquiries. With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.

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.

**Dimension 2**, Applying Disciplinary Concepts and Tools, provides the backbone for the Inquiry Arc. Working with a robust compelling question and a set of discrete supporting questions, teachers and students determine the kind of content they need in order to develop their inquiries. This process is an artful balancing act because the interplay between Dimensions 1 and 2 is dynamic: students access disciplinary knowledge both to develop questions and to pursue those questions using disciplinary concepts and tools.

Children typically begin proposing solutions to compelling questions based on their experiences. Because social studies content is based in human experience, students will have hunches about the questions under study. Rich social studies teaching, however, offers students opportunities to investigate those questions more thoroughly through disciplinary (civic, economic, geographical, or historical) and multi-disciplinary means. Dimension 2 sets forth the conceptual content that defines the disciplines, such as the historian’s habit of describing how the perspectives of people in the present shape their interpretations of the past. This practice, along with the curricular content and the distinctive habits of mind from the other social science disciplines, informs students’ investigations and contributes to an inquiry process for social studies.

In some cases, the compelling questions posed will draw on content largely from a single discipline. Teachers and students may pull primarily from

economics, for example, to answer the compelling question, “How will an increase in the minimum wage affect local job opportunities for teens?” “Why are there rules?” invites inquiry into key civics concepts. Many compelling questions, however, can best be explored through the use of multiple disciplines. Recall the question, “Was the American Revolution revolutionary?” Students will need to examine a range of economic, geographic, historical, and civic concepts in order to craft a full-bodied, evidence-based response to this question. In similar fashion, a contemporary environmental question such as “What path should a new transcontinental pipeline take?” or “Should the pipeline be built at all?” demands the use of economic, historical, and civic as well as spatial concepts and tools.

With compelling and supporting questions in hand and a sense of the relevant concepts and ideas, the Inquiry Arc of the C3 Framework turns toward the matter of sources and evidence. Social studies is an evidence-based field. The disciplinary concepts represented in Dimension 2 provide a solid base from which students can begin constructing answers to their questions. Equally important, however, is knowing how to fill in the gaps in their knowledge by learning how to work from sources and evidence in order to develop claims and counter-claims.

Sources come in many forms, including historical and contemporary documents, data from direct observation, graphics, economic statistics, maps, legislative actions, objects, and court rulings. Access to these and other digital sources is now more readily available than ever. The availability of source materials, however, does not translate automatically into their wise use. Students must be mindful that not all sources are equal in value and use and that sources do not, by themselves, constitute evidence. Rather, evidence consists of the material students select to support claims and counter-claims in order to construct accounts, explanations, and arguments. Helping students develop a capacity for gathering and evaluating sources and then using evidence in disciplinary ways is a central feature of the Inquiry Arc represented by **Dimension 3, Evaluating Sources and Using Evidence.**

A compelling question such as “Was the Civil Rights Movement of the 1960s a success?” demands that students draw evidence from more than one or two sources. A wide range of perspectives is available in both primary and secondary form. Having students gather, evaluate, and use a rich subset of those sources offers them opportunities to identify claims and counter-claims and to support those claims with evidence. Making and supporting evidence-based claims and counter-claims is key to student capacity to construct explanations and arguments.

HELPING STUDENTS DEVELOP **a capacity for gathering and evaluating sources and then using evidence in disciplinary ways** is a central feature of the Inquiry Arc represented by Dimension 3, Evaluating Sources and Using Evidence.

Developing explanations and making and supporting arguments can take form in individual essays, group projects, and other classroom-based written assessments, both formal and informal. But students need not be limited to those avenues. Although there is no substitute for thoughtful and persuasive writing, the Framework advocates expanding the means by which students communicate their preliminary and final conclusions. As the Indicators for **Dimension 4** (Communicating Conclusions and Taking Informed Action) demonstrate, those means include a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). Moreover, the manner in which students work to create their solutions can differ. Students need opportunities to work individually, with partners, in small groups, and within whole class settings. Readiness for college, career, and civic life is as much about the experiences students have as it is about learning any particular set of concepts or tools. Thus, the learning environments that teachers create are critical to student success. Students will flourish to the extent that their independent and collaborative efforts are guided, supported, and honored.

Active and responsible citizens identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive,

collaborative action; reflect on their actions; create and sustain groups; and influence institutions both large and small. They vote, serve on juries, follow the news and current events, and participate in voluntary groups and efforts. Teaching students to act in these ways—as citizens—significantly enhances preparation for college and career. Many of the same skills that are needed for active and responsible citizenship—working effectively with other people, deliberating and reasoning quantitatively about issues, following the news, and forming and sustaining groups—are also crucial to success in the 21st century workplace and in college. Individual mastery of content often no longer suffices; students should also develop the capacity to work together to apply knowledge to real problems. Thus, a rich social studies education is an education for college, career, and civic life.

In one sense, Dimension 4 closes the Inquiry Arc. But learning is reflexive and recursive—new disciplinary knowledge can be the source of new questions, communicating ideas in one setting can lead to new ideas about evidence, and new historical sources can lead to new disciplinary and interdisciplinary concepts. The Inquiry Arc of the C3 Framework offers states guidance for developing standards with multiple opportunities for students to develop as thoughtful, engaged citizens.

ACTIVE AND RESPONSIBLE CITIZENS  
identify and analyze public problems; deliberate with other people about how to define and address issues; take constructive, collaborative action; reflect on their actions; create and sustain groups; **and influence institutions both large and small.**



## OVERVIEW OF THE CONNECTIONS WITH THE ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE STANDARDS

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and the Technical Subjects call on social studies teachers to share in the responsibilities for literacy instruction in K-12 education (NGA and CCSSO, 2010a). The expectations for literacy learning in grades K–5 are established through the four strands of Reading, Writing, Speaking and Listening, and Language. For grades 6–12, the ELA/Literacy Common Core Standards provide specific literacy standards for Reading and Writing in History/Social Studies. The C3 Framework fully incorporates and extends the expectations for literacy learning put forward in the Common Core Standards for ELA/Literacy on three levels (Table 3).

**Connections between the C3 Framework and the College and Career Readiness (CCR) Anchor Standards.** Each strand of the Common Core State Standards for English Language Arts/Literacy is headed by a set of College and Career Readiness (CCR) Anchor Standards that are identical across all grades and content areas, including social studies. The authors of the C3 Framework view the literacy skills detailed in the ELA/Literacy Common Core College and Career Readiness (CCR) Anchor Standards as establishing a foundation for inquiry in social studies, and as such all CCR Anchor Standards should be an indispensable part of any state’s social studies standards. Many specific CCR Anchor Standards are directly supportive of the C3 Framework,

**TABLE 3: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

FOUNDATIONAL	All ELA/Literacy Common Core Standards
SUPPORTIVE	Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
VITAL	Reading 1; Writing 7; Speaking and Listening 1

**TABLE 4: Connections between the C3 Framework and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

DIMENSION 1	ANCHOR STANDARDS	DIMENSION 2	ANCHOR STANDARDS	DIMENSION 3	ANCHOR STANDARDS	DIMENSION 4	ANCHOR STANDARDS
Developing Questions and Planning Inquiries	R1 W7 SL1	Civics	R1-10 W7 SL1 L6	Gathering and Evaluating Sources	R1-10 W1, 2, 7-10 SL1	Communicating and Critiquing Conclusions	R1 W 1-8 SL1-6
		Economics		Developing Claims and Using Evidence		Taking Action	
		Geography					
		History					

while three of these CCR Anchor Standards are vital to social studies inquiry.

The connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent. The CCR Anchor Standards for the ELA/Literacy Common Core Standards, particularly those in the Reading, Writing, and Speaking and Listening strands, provide a useful context for illustrating the broader connections across and within each Dimension. These supportive connections are detailed for each of the Dimensions in Table 4.<sup>4</sup>

The CCR Anchor Standards in Table 4 focus on a wide range of inquiry practices that contribute to the literacy foundations in social studies. Social studies students should use and attend to the skills described in these standards to assist them in focusing their inquiries and research practices. The C3 Framework emphasizes and elaborates on those skills in the Common Core Standards that explicitly connect to inquiry, and recognizes the shared responsibility social studies plays in honing key literacy skills.

Three CCR Anchor Standards (and their corresponding grade-specific standards) are particularly vital to social studies inquiry. Common Core Anchor Standard for Reading 1 asks students to read texts closely to both determine “explicit” information lodged within the body of the text as well as draw “logical inferences” based on the text (NGA and CCSSO, 2010a, p. 10). Students are also expected to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework stresses the role evidence plays in the four Dimensions: explicitly in Dimension 3, which focuses on developing claims and using evidence, and inferentially in developing questions answered with evidence in Dimension 1 or communicating conclusions supported by evidence in Dimension 4. The emphasis on evidence also connects the disciplines in Dimension 2.

Additionally, Common Core Anchor Standard for Writing 7 is broadly relevant for inquiry in social studies. Writing Standard 7 calls on students to “conduct short as well as more sustained research projects based on focused questions, demonstrating understanding

of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elevates research as a process of inquiry that informs the Indicators in all four Dimensions. Dimension 2 establishes the tools and concepts from the social studies disciplines that are relevant for inquiry. Dimensions 1, 3, and 4 describe the general social studies inquiry skills and processes that support argumentation, explanation, and taking informed action.

Finally, Common Core Anchor Standard for Speaking and Listening 1 has broad application across the four Dimensions. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Indicators in the C3 Framework describe the types of collaboration needed for specific skills and understandings. For example, a Dimension 1 Indicator states, “By the end of grade 2, individually and with others, students construct compelling questions....” The C3 Framework acknowledges civil and democratic discourse within a diverse, collaborative context as both a purpose and outcome of a strong, meaningful, and substantive social studies education.

**Shared Language.** Language and concepts from the ELA/Literacy Common Core Standards were deliberately used in specific Indicators across the C3 Framework Dimensions. For example, the terms *argument* and *explanation*; *claim* and *counterclaim*; *information* and *evidence*; and *point of view* and *opinion* appear regularly in the ELA/Literacy Common Core Standards and throughout the Dimensions of the C3 Framework.<sup>5</sup>

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<sup>4</sup> As Common Core states upgrade their social studies standards, they will want to incorporate the grade-specific standards for K-5 and the grade-band specific standards for literacy in social studies for grades 6-12 that correspond to the CCR anchor standard with the same number.

<sup>5</sup> Although the ELA/Literacy Common Core Standards and the C3 Framework both emphasize the unique skill of constructing evidence-based arguments, different terms are used: *opinion* in the ELA/Literacy Common Core Standards for grades K-5 and *argument* throughout the C3 Framework.



# Developing Questions & PLANNING INQUIRIES

**QUESTIONS AND THE DESIRE TO ANSWER THEM** give life to inquiry and thus to the C3 Framework. Questions arise from students' innate curiosity about the world and from their efforts to make sense of how that world works.

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

Consider an example relevant to early elementary students. A compelling question that students might generate is, "Why do we need rules?" This question reflects the two primary qualities of a compelling question: (1) It reflects a social concern that students find engaging; and (2) It reflects an enduring issue in the field of civics. A teacher and her students might take such a question in a number of directions, but for curricular purposes, it makes sense to define some parameters that give shape to the inquiry. Supporting questions help define those curriculum parameters. Examples of supporting questions include, "What are some rules that families follow?" "What are some school rules?" or "What classroom rules have you

followed in the past?” Supporting questions, then, help guide the development of an inquiry into a compelling question.

The development of compelling and supporting questions is a sophisticated intellectual activity. Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry. Beginning in grade 6, students should be able to take increasing

responsibility for their learning so that by grade 12 they are able to construct questions and plan inquiries more independently.

Questions are just the starting point for an inquiry. To develop an inquiry, students will also determine the data sources needed to help answer compelling and supporting questions. The five indicators in Dimension 1 describe the questioning and planning skills needed to initiate inquiry.

**CENTRAL to a rich social studies experience**  
 is the capability for developing questions that  
**CAN FRAME AND ADVANCE AN INQUIRY.**  
 Those questions come in two forms: **compelling**  
 and **supporting questions.**

**Constructing Compelling Questions**

The construction of compelling questions should include the following Indicators, which are detailed

in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 5.

**TABLE 5: Suggested K-12 Pathway for College, Career, and Civic Readiness  
 Dimension 1, Constructing Compelling Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...			
D1.1.K-2. Explain why the compelling question is important to the student.	D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults).	D1.1.6-8. Explain how a question represents key ideas in the field.	D1.1.9-12. Explain how a question reflects an enduring issue in the field.
D1.2.K-2. Identify disciplinary ideas associated with a compelling question.	D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Constructing Supporting Questions

The construction of supporting questions includes the following Indicators, which are detailed in the

suggested K-12 Pathway for College, Career, and Civic Readiness in Table 6.

**TABLE 6: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Constructing Supporting Questions**

BY THE END OF GRADE 2*	BY THE END OF GRADE 5*	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ...			
D1.3.K-2. Identify facts and concepts associated with a supporting question.	D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.	D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
D1.4.K-2. Make connections between supporting questions and compelling questions.	D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry.	D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

\* Students, particularly before middle school, will need considerable guidance and support from adults to construct questions that are suitable for inquiry.

## Determining Helpful Sources

The third set of Indicators for Dimension 1 is detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 7: Determine the kinds of sources that will be helpful in answering compelling

and supporting questions, taking into consideration the multiple points of view represented in an argument, the structure of an explanation, the types of sources available, and the potential uses of the sources.

**TABLE 7: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 1, Determining Helpful Sources**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...			
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.



# ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 1

Questioning plays an important role in social studies as well as in the ELA/Literacy Common Core Standards. Expectations for using questions to interrogate texts are consistently communicated in the ELA/Literacy Common Core Standards. One of the key design features of the ELA/Literacy Common Core Standards is to emphasize research skills throughout the standards. Specifically, the Common Core Standards argue, “to be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions” (NGA and CCSSO, 2010a, p. 4). The C3 Framework elaborates on the emphasis of the ELA/Literacy Common Core Standards on answering questions by establishing specific Indicators for students constructing compelling questions to initiate inquiry and supporting questions to sustain that inquiry.

Table 8 details connections between Dimension 1 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, three CCR Anchor Standards (and their corresponding grade-specific standards) within the ELA/Literacy

Common Core Standards have deeper connections within Dimension 1.

Common Core Anchor Reading Standard 1 clearly indicates the importance of evidence in framing and answering questions about the texts students are reading and researching. This crucial standard asks students to look for “explicit” information lodged within the body of the text as well as to draw “logical inferences” based on what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework stresses this focus on evidence by prioritizing a wide range of inquiry-based activities that result in information gathering on the part of students in response to planning and developing lines of inquiry.

Common Core Anchor Writing Standard 7 is particularly relevant for posing questions as an initial activity in research and inquiry in social studies. Writing Standard 7 calls on students to base their research on “focused questions, demonstrating understanding of the subject under investigation” (NGA and CCSSO, 2010a, p. 18). The C3 Framework elaborates on the process of developing questions by making distinctions about the types of questions useful for initiating and sustaining an inquiry, and by having students explain how the construction of compelling and supporting questions is connected to the disciplinary process of inquiry.

**TABLE 8: Connections between Dimension 1 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Anchor Reading Standard 1 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1
SHARED LANGUAGE	Questioning; Argument; Explanation; Point of View

Common Core Anchor Speaking and Listening Standard 1 also has broad application for Dimension 1. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 1 asks students to engage in the sophisticated intellectual activity of constructing compelling and supporting questions. Students, particularly before middle school, will need considerable guidance and support from adults and peers to construct suitable questions for inquiry. Such guidance and support will play out through conversations and collaboration. Learning in social studies is an inherently collaborative activity, and Speaking and Listening Standard 1 is thus especially relevant in Dimension 1.

A student’s ability to ask and answer questions when reading, writing, and speaking and listening is an important part of literacy and represents a foundation for learning in social studies. Throughout the C3 Framework, students are expected to practice and improve the questioning skills specified in the ELA/Literacy Common Core Standards. In Dimension 1 of the C3 Framework, students turn to questions as a way to initiate and sustain inquiry, and connect these questioning literacies to those suggested by ELA/Literacy Common Core Writing Standard 7. In alignment with the Common Core Standards, the C3 Framework views the skill of asking questions and the desire to answer them as being so fundamental to the inquiry process that inquiry cannot begin until students have developed questioning skills.

The questioning skills emphasized in the C3 Framework reflect the academic intentions of the

disciplines that make up social studies and the special purposes of social studies as preparation for civic life. Social studies teachers have an important role to play in supporting students as they develop the literacy questioning skills found in the ELA/Literacy Common Core Standards, and can do this most effectively through helping their students learn the habits and skills needed to conduct inquiry in social studies and to live productively as democratic citizens.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with the Indicators in Dimension 1. In places, the connections between the Common Core Standards and the C3 Framework Indicators are so close that the same language is used. The concept of questioning is part of this shared language, but in addition, the terms *argument*, *explanation*, and *point of view* are consistently used in both the ELA/Literacy Common Core Standards and Dimension 1.

The ELA/Literacy Common Core Standards emphasize questioning as a mechanism for supporting reading and as a tool to prompt research. The C3 Framework emphasizes the use of questioning as a prompt for disciplinary inquiry. A unique distinction is made in the C3 Framework between compelling and supporting questions. This distinction is closely tied to the types of thinking and student-generated products that result from inquiry. In distinguishing these products, the C3 Framework utilizes the distinction between argumentation and explanation as described in ELA/Literacy Common Core Writing Anchor Standards 1 and 2. Thus, by design, compelling questions lead to arguments, and supporting questions lead to explanations.



# Applying Disciplinary Concepts & TOOLS

**THE FOUR CORE DISCIPLINES** within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines—civics, economics, geography, and history—offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content typically described in state standards. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses throughout the grades should lead to deep and enduring understanding.

A key distinction between a framework and a set of content standards is the difference between conceptual and curricular content. Curricular content specifies the particular ideas to be taught and the grade levels at which to teach them; conceptual content is the bigger set of ideas that frame the curricular content. For example, rather than identify every form of governmental power, the C3 Framework expects students in grades 6–8 to “explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.” Similarly, rather than delineate every kind of map, the C3 Framework expects students

in grades 3–5 to “create maps and other graphic representations of both familiar and unfamiliar places.”

The C3 Framework takes this approach of describing concepts and skills rather than curricular content because there are significant differences among states in terms of what is taught and when. If and when the Irish potato famine might be taught, for example, is a decision best left to state and local decision makers. The C3 Framework in general, and Dimension 2 in particular, is intended to serve as a frame for organizing curricular content, rather than a prescription for the specific content to be taught.

# WHAT DOES LIBERTY LOOK LIKE?

COMPELLING QUESTIONS THROUGH DISCIPLINARY LENSES



**Civics:**  
What is the line between liberty and responsibility?



**Geography:**  
How does liberty change from place to place?



**History:**  
When did Americans gain their liberty?



**Economics:**  
Does more liberty mean more prosperity?



## CIVICS

**IN A CONSTITUTIONAL DEMOCRACY,** productive civic engagement requires knowledge of the history, principles, and foundations of our American democracy, and the ability to participate in civic and democratic processes. People demonstrate civic engagement when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.

Because government is a means for addressing common or public problems, the political system established by the U.S. Constitution is an important subject of study within civics. Civics requires other knowledge too; students should also learn about state and local governments; markets; courts and legal systems; civil society; other nations' systems and practices; international institutions; and the techniques available to citizens for preserving and changing a society.

Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhoods, groups, and organizations. Not all participation is beneficial. This framework makes frequent reference to civic *virtues* and principles that guide participation and to the norm of *deliberation* (which means discussing issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). What defines civic virtue, which democratic principles apply in given situations, and when discussions are deliberative are not easy questions, but they are topics for inquiry and reflection. In civics, students learn to contribute appropriately to public processes and discussions of real issues. Their contributions to public discussions may take many forms, ranging from personal testimony to abstract arguments. They will also learn civic practices such as voting, volunteering, jury service, and joining with others to improve society. Civics enables students not only to study how others participate, but also to practice participating and taking informed action themselves.

## Civic and Political Institutions

In order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect. That requires mastery of a body of knowledge about law, politics, and government.

*Indicators of Dimension 2—Civic and Political Institutions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 9.*

**TABLE 9: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Civic and Political Institutions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.1.K-2.</b> Describe roles and responsibilities of people in authority.	<b>D2.Civ.1.3-5.</b> Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.	<b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	<b>D2.Civ.1.9-12.</b> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
<b>D2.Civ.2.K-2.</b> Explain how all people, not just official leaders, play important roles in a community.	<b>D2.Civ.2.3-5.</b> Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	<b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	<b>D2.Civ.2.9-12.</b> Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.
<b>D2.Civ.3.K-2.</b> Explain the need for and purposes of rules in various settings inside and outside of school.	<b>D2.Civ.3.3-5.</b> Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.	<b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
<b>D2.Civ.4.K-2.</b> <i>Begins in grades 3–5</i>	<b>D2.Civ.4.3-5.</b> Explain how groups of people make rules to create responsibilities and protect freedoms.	<b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	<b>D2.Civ.4.9-12.</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
<b>D2.Civ.5.K-2.</b> Explain what governments are and some of their functions.	<b>D2.Civ.5.3-5.</b> Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.	<b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	<b>D2.Civ.5.9-12.</b> Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.
<b>D2.Civ.6.K-2.</b> Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.	<b>D2.Civ.6.3-5.</b> Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.	<b>D2.Civ.6.6-8.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.	<b>D2.Civ.6.9-12.</b> Critique relationships among governments, civil societies, and economic markets.

## Participation and Deliberation: Applying Civic Virtues and Democratic Principles

Civics teaches the principles—such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers—that are meant to guide official institutions such as legislatures, courts, and government agencies. It also teaches the virtues—such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives—that citizens should use when they interact with each other on public matters. Principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in

important texts such as the founding documents of the United States. It also means coming to understand the diverse arguments that have been made about these documents and their meanings. Finally, students understand virtues and principles by applying and reflecting on them through actual civic engagement—their own and that of other people from the past and present.

*Indicators of Dimension 2—Participation and Deliberation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 10.*

**TABLE 10: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Participation and Deliberation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.7.K-2.</b> Apply civic virtues when participating in school settings.	<b>D2.Civ.7.3-5.</b> Apply civic virtues and democratic principles in school settings.	<b>D2.Civ.7.6-8.</b> Apply civic virtues and democratic principles in school and community settings.	<b>D2.Civ.7.9-12.</b> Apply civic virtues and democratic principles when working with others.
<b>D2.Civ.8.K-2.</b> Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.	<b>D2.Civ.8.3-5.</b> Identify core civic virtues and democratic principles that guide government, society, and communities.	<b>D2.Civ.8.6-8.</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	<b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
<b>D2.Civ.9.K-2.</b> Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.	<b>D2.Civ.9.3-5.</b> Use deliberative processes when making decisions or reaching judgments as a group.	<b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.	<b>D2.Civ.9.9-12.</b> Use appropriate deliberative processes in multiple settings.
<b>D2.Civ.10.K-2.</b> Compare their own point of view with others' perspectives.	<b>D2.Civ.10.3-5.</b> Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.	<b>D2.Civ.10.6-8.</b> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	<b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

## Processes, Rules, and Laws

Civics is the discipline of the social studies most directly concerned with the processes and rules by which groups of people make decisions, govern themselves, and address public problems. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. Students must learn how various rules, processes, laws, and policies actually work, which requires factual

understanding of political systems and is the focus of this section. They must also obtain experience in defining and addressing public problems, as prompted in Dimension 4—Taking Informed Action.

*Indicators of Dimension 2—Processes, Rules, and Laws—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 11.*

**TABLE 11: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Processes, Rules, and Laws**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Civ.11.K-2.</b> Explain how people can work together to make decisions in the classroom.	<b>D2.Civ.11.3-5.</b> Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.	<b>D2.Civ.11.6-8.</b> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<b>D2.Civ.11.9-12.</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
<b>D2.Civ.12.K-2.</b> Identify and explain how rules function in public (classroom and school) settings.	<b>D2.Civ.12.3-5.</b> Explain how rules and laws change society and how people change rules and laws.	<b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	<b>D2.Civ.12.9-12.</b> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
<i>Begins in grades 3–5</i>	<b>D2.Civ.13.3-5.</b> Explain how policies are developed to address public problems.	<b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.	<b>D2.Civ.13.9-12.</b> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
<b>D2.Civ.14.K-2.</b> Describe how people have tried to improve their communities over time.	<b>D2.Civ.14.3-5.</b> Illustrate historical and contemporary means of changing society.	<b>D2.Civ.14.6-8.</b> Compare historical and contemporary means of changing societies, and promoting the common good.	<b>D2.Civ.14.9-12.</b> Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

# ECONOMICS

**EFFECTIVE ECONOMIC DECISION** making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.

Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to devote to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures.

## Economic Decision Making

People make decisions about how to use scarce resources to maximize the well-being of individuals and society. Economic decision making involves setting goals and identifying the resources available to achieve those goals. Alternative ways to use the resources are investigated in terms of their advantages and disadvantages. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the

additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making.

*Indicators of Dimension 2—Economic Decision Making—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 12.*

**TABLE 12: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Economic Decision Making**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.1.K-2.</b> Explain how scarcity necessitates decision making.	<b>D2.Eco.1.3-5.</b> Compare the benefits and costs of individual choices.	<b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>D2.Eco.1.9-12.</b> Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
<b>D2.Eco.2.K-2.</b> Identify the benefits and costs of making various personal decisions.	<b>D2.Eco.2.3-5.</b> Identify positive and negative incentives that influence the decisions people make.	<b>D2.Eco.2.6-8.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>D2.Eco.2.9-12.</b> Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.

## Exchange and Markets

People voluntarily exchange goods and services when both parties expect to gain as a result of the trade. Markets exist to facilitate the exchange of goods and services. When buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. The principles of markets apply to markets for goods and services, labor, credit,

foreign exchange, and others. Comparison of benefits and costs helps identify the circumstances under which government action in markets is in the best interest of society and when it is not.

*Indicators of Dimension 2—Exchange and Markets—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 13.*

**TABLE 13: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Exchange and Markets**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.3.K-2.</b> Describe the skills and knowledge required to produce certain goods and services.	<b>D2.Eco.3.3-5.</b> Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	<b>D2.Eco.3.6-8.</b> Explain the roles of buyers and sellers in product, labor, and financial markets.	<b>D2.Eco.3.9-12.</b> Analyze the ways in which incentives influence what is produced and distributed in a market system.
<b>D2.Eco.4.K-2.</b> Describe the goods and services that people in the local community produce and those that are produced in other communities.	<b>D2.Eco.4.3-5.</b> Explain why individuals and businesses specialize and trade.	<b>D2.Eco.4.6-8.</b> Describe the role of competition in the determination of prices and wages in a market economy.	<b>D2.Eco.4.9-12.</b> Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
<b>D2.Eco.5.K-2.</b> Identify prices of products in a local market.	<b>D2.Eco.5.3-5.</b> Explain the role of money in making exchange easier.	<b>D2.Eco.5.6-8.</b> Explain ways in which money facilitates exchange by reducing transactional costs.	<b>D2.Eco.5.9-12.</b> Describe the consequences of competition in specific markets.
<b>D2.Eco.6.K-2.</b> Explain how people earn income.	<b>D2.Eco.6.3-5.</b> Explain the relationship between investment in human capital, productivity, and future incomes.	<b>D2.Eco.6.6-8.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	<b>D2.Eco.6.9-12.</b> Generate possible explanations for a government role in markets when market inefficiencies exist.
<b>D2.Eco.7.K-2.</b> Describe examples of costs of production.	<b>D2.Eco.7.3-5.</b> Explain how profits influence sellers in markets.	<b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy.	<b>D2.Eco.7.9-12.</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.
<i>Begins in grades 3-5</i>	<b>D2.Eco.8.3-5.</b> Identify examples of external benefits and costs.	<b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.	<b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.
<b>D2.Eco.9.K-2.</b> Describe the role of banks in an economy.	<b>D2.Eco.9.3-5.</b> Describe the role of other financial institutions in an economy.	<b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<b>D2.Eco.9.9-12.</b> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

## The National Economy

Changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. All markets working together influence economic growth and fluctuations in well-being. Monetary and fiscal policies are often designed and used in attempts to moderate fluctuations and encourage growth under a wide variety of circumstances. Policies changing the growth in the money supply and overall levels of spending in the economy are aimed

at reducing inflationary or deflationary pressures; increasing employment or decreasing unemployment levels; and increasing economic growth over time. Policies designed to achieve alternative goals often have unintended effects on levels of inflation, employment, and growth.

*Indicators of Dimension 2—The National Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 14.*

**TABLE 14: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, The National Economy**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.10.K-2.</b> Explain why people save.	<b>D2.Eco.10.3-5.</b> Explain what interest rates are.	<b>D2.Eco.10.6-8.</b> Explain the influence of changes in interest rates on borrowing and investing.	<b>D2.Eco.10.9-12.</b> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
<i>Begins in grades 3–5</i>	<b>D2.Eco.11.3-5.</b> Explain the meaning of inflation, deflation, and unemployment.	<b>D2.Eco.11.6-8.</b> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<b>D2.Eco.11.9-12.</b> Use economic indicators to analyze the current and future state of the economy.
<b>D2.Eco.12.K-2.</b> Describe examples of the goods and services that governments provide.	<b>D2.Eco.12.3-5.</b> Explain the ways in which the government pays for the goods and services it provides.	<b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.	<b>D2.Eco.12.9-12.</b> Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.
<b>D2.Eco.13.K-2.</b> Describe examples of capital goods and human capital.	<b>D2.Eco.13.3-5.</b> Describe ways people can increase productivity by using improved capital goods and improving their human capital.	<b>D2.Eco.13.6-8.</b> Explain why standards of living increase as productivity improves.	<b>D2.Eco.13.9-12.</b> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

## The Global Economy

Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. Understanding why people specialize and trade, and how that leads to increased economic interdependence, are fundamental steps in understanding how the world economy functions. While trade provides significant benefits, it is not without costs. Comparing

those benefits and costs is essential in evaluating policies to influence trade among individuals and businesses in different countries.

*Indicators of Dimension 2—The Global Economy—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 15.*

**TABLE 15: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, The Global Economy**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Eco.14.K-2.</b> Describe why people in one country trade goods and services with people in other countries.	<b>D2.Eco.14.3-5.</b> Explain how trade leads to increasing economic interdependence among nations.	<b>D2.Eco.14.6-8.</b> Explain barriers to trade and how those barriers influence trade among nations.	<b>D2.Eco.14.9-12.</b> Analyze the role of comparative advantage in international trade of goods and services.
<b>D2.Eco.15.K-2.</b> Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.	<b>D2.Eco.15.3-5.</b> Explain the effects of increasing economic interdependence on different groups within participating nations.	<b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<b>D2.Eco.15.9-12.</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

# GEOGRAPHY

**EACH PLACE ON EARTH** has a unique set of local conditions and connections to other places. Some activities are appropriate in a given place and other activities are not. Events in one place influence events in other places. Geographic knowledge helps people to make decisions about “Where can I be safe, successful, and happy in my daily activities?” and “How can my community create and sustain a healthy environment?” Such knowledge is critically important to understanding what activities might be harmful to a place or what hazards might be encountered there. Geographic inquiry helps people understand and appreciate their own place in the world, and fosters curiosity about Earth’s wide diversity of environments and cultures.

Geographic reasoning rests on deep knowledge of Earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and cultures.

Geographic reasoning requires using spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about whereness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.

## Geographic Representations: Spatial Views of the World

Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information; organizing and analyzing the information; and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of

seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.

*Indicators of Dimension 2—Geographic Representations—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 16.*

**TABLE 16: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Geographic Representations**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.1.K-2.</b> Construct maps, graphs, and other representations of familiar places.	<b>D2.Geo.1.3-5.</b> Construct maps and other graphic representations of both familiar and unfamiliar places.	<b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	<b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
<b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<b>D2.Geo.3.3-5.</b> Use maps of different scales to describe the locations of cultural and environmental characteristics.	<b>D2.Geo.3.6-8.</b> Use paper-based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

## Human-Environment Interaction: Place, Regions, and Culture

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These

interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

*Indicators of Dimension 2—Human-Environment Interaction—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 17.*

**TABLE 17: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human-Environment Interaction**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	<b>D2.Geo.4.3-5.</b> Explain how culture influences the way people modify and adapt to their environments.	<b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
<b>D2.Geo.5.K-2.</b> Describe how human activities affect the cultural and environmental characteristics of places or regions.	<b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.	<b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	<b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
<b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.	<b>D2.Geo.6.3-5.</b> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

## Human Population: Spatial Patterns and Movements

The size, composition, distribution, and movement of human populations are fundamental and active features on Earth’s surface. The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. The spatial patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards. Further, political, economic, and technological changes sometimes have dramatic

effects on population size, composition, and distribution. Past, present, and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population.

*Indicators of Dimension 2—Human Population: Spatial Patterns and Movements—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 18.*

**TABLE 18: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human Population: Spatial Patterns and Movements**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.7.K-2.</b> Explain why and how people, goods, and ideas move from place to place.	<b>D2.Geo.7.3-5.</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
<b>D2.Geo.8.K-2.</b> Compare how people in different types of communities use local and distant environments to meet their daily needs.	<b>D2.Geo.8.3-5.</b> Explain how human settlements and movements relate to the locations and use of various natural resources.	<b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	<b>D2.Geo.8.9-12.</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
<b>D2.Geo.9.K-2.</b> Describe the connections between the physical environment of a place and the economic activities found there.	<b>D2.Geo.9.3-5.</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	<b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<b>D2.Geo.9.9-12.</b> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

## Global Interconnections: Changing Spatial Patterns

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial

patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.

*Indicators of Dimension 2—Global Interconnections—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 19.*

**TABLE 19: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Global Interconnections**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.	<b>D2.Geo.10.3-5.</b> Explain why environmental characteristics vary among different world regions.	<b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	<b>D2.Geo.10.9-12.</b> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
<b>D2.Geo.11.K-2.</b> Explain how the consumption of products connects people to distant places.	<b>D2.Geo.11.3-5.</b> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	<b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
<b>D2.Geo.12.K-2.</b> Identify ways that a catastrophic disaster may affect people living in a place.	<b>D2.Geo.12.3-5.</b> Explain how natural and human-made catastrophic events in one place affect people living in other places.	<b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.	<b>D2.Geo.12.9-12.</b> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

# HISTORY

**HISTORICAL THINKING REQUIRES** understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person’s contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

## Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change

requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

*Indicators of Dimension 2—Change, Continuity and Context—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 20.*

**Table 20: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Change, Continuity, and Context**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.	<b>D2.His.1.3-5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	<b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.	<b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
<b>D2.His.2.K-2.</b> Compare life in the past to life today.	<b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.	<b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.	<b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.
<b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.	<b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.	<b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change

over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

*Indicators of Dimension 2—Perspectives—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 21.*

**TABLE 21: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Perspectives**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.4.K-2.</b> Compare perspectives of people in the past to those of people in the present.	<b>D2.His.4.3-5.</b> Explain why individuals and groups during the same historical period differed in their perspectives.	<b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.	<b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Begins in grades 3–5</i>	<b>D2.His.5.3-5.</b> Explain connections among historical contexts and people’s perspectives at the time.	<b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.	<b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people’s perspectives.
<b>D2.His.6.K-2.</b> Compare different accounts of the same historical event.	<b>D2.His.6.3-5.</b> Describe how people’s perspectives shaped the historical sources they created.	<b>D2.His.6.6-8.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.8.9-12.</b> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

## Historical Sources and Evidence

Historical inquiry is based on materials left from the past that can be studied and analyzed. Such materials, referred to as historical sources or primary sources, include written documents, but also objects, artistic works, oral accounts, landscapes that humans have modified, or even materials contained within the human body, such as DNA. These sources become evidence once they are selected to answer a historical question, a process that involves taking into account features of the source itself, such as its maker or date.

The selection process also requires paying attention to the wider historical context in order to choose sources that are relevant and credible. Examining sources often leads to further questions as well as answers in a spiraling process of inquiry.

*Indicators of Dimension 2—Historical Sources and Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 22.*

**TABLE 22: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Historical Sources and Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.9.K-2.</b> Identify different kinds of historical sources.	<b>D2.His.9.3-5.</b> Summarize how different kinds of historical sources are used to explain events in the past.	<b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation.	<b>D2.His.9.9-12.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.
<b>D2.His.10.K-2.</b> Explain how historical sources can be used to study the past.	<b>D2.His.10.3-5.</b> Compare information provided by different historical sources about the past.	<b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<b>D2.His.10.9-12.</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
<b>D2.His.11.K-2.</b> Identify the maker, date, and place of origin for a historical source from information within the source itself.	<b>D2.His.11.3-5.</b> Infer the intended audience and purpose of a historical source from information within the source itself.	<b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.	<b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
<b>D2.His.12.K-2.</b> Generate questions about a particular historical source as it relates to a particular historical event or development.	<b>D2.His.12.3-5.</b> Generate questions about multiple historical sources and their relationships to particular historical events and developments.	<b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<b>D2.His.12.9-12.</b> Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
<i>Begins at grade 3–5</i>	<b>D2.His.13.3-5.</b> Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.	<b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.	<b>D2.His.13.9-12.</b> Critique the appropriateness of the historical sources used in a secondary interpretation.

## Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

*Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.*

**TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Causation and Argumentation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.	<b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.	<b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.	<b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.
<i>Begins in grades 6–8</i>	<i>Begins in grades 6–8</i>	<b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.	<b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.
<b>D2.His.16.K-2.</b> Select which reasons might be more likely than others to explain a historical event or development.	<b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.	<b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.	<b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<i>Begins in grades 3–5</i>	<b>D2.His.17.3-5.</b> Summarize the central claim in a secondary work of history.	<b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.	<b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 2

The ELA/Literacy Common Core Standards emphasize analysis, argumentation, and the use of evidence throughout the standards. As noted in the ELA/Literacy Common Core Standards, students who are college and career ready can independently “construct effective arguments and convey intricate or multifaceted information” and “use relevant evidence” when making arguments (NGA and CCSSO, 2010a, p. 7). Dimension 2 in the C3 Framework describes the concepts and tools in civics, economics, geography, and history that are needed to use evidence to make disciplinary arguments. The ELA/Literacy Common Core Standards also describe how students develop language skills and build vocabulary. College and career readiness requires the ability to independently “use a wide-ranging vocabulary” (NGA and CCSSO, 2010a, p. 7). The C3 framework emphasizes disciplinary vocabulary through the introduction of new concepts and the language of the disciplines.

Table 24 details connections between Dimension 2 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core

Standards are comprehensive and consistent, thirteen CCR Anchor Standards within the ELA/Literacy Common Core Standards have broader connections within Dimension 2.

Anchor Reading Standards 1–10 are closely aligned with Dimension 2. As students use the disciplinary tools and develop knowledge about the disciplinary concepts highlighted in Dimension 2, they will engage with a variety of sources requiring a wide range of reading skills. During these experiences, students will need to use the full complement of skills highlighted in the reading standards. They will need to read closely for meaning, while determining main ideas, details, structure, purpose, source type, and claims emitting from the sources, and comparing multiple sources. All of these reading activities are regulated by the clear expectations of Anchor Reading Standards 1-10: the demand that answers to questions be backed up by evidence either explicitly drawn from the text or inferred from it, and the requirement that the text under study be of the appropriate level of complexity for the grade band in question.

Anchor Writing Standard 7 is focused on the research process. All four social studies disciplines represented in Dimension 2, as well as the behavioral and social sciences of psychology, sociology, and anthropology, emphasize research-based analytical skills using disciplinary concepts and tools.

**TABLE 24: Connections between Dimension 2 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Civics	Anchor Reading Standards 1–10 Anchor Writing Standard 7 Anchor Speaking and Listening Standard 1 Anchor Language Standard 6
	Economics	
	Geography	
	History	
SHARED LANGUAGE		Analysis; Argument; Evidence; Questioning

Anchor Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). Dimension 2 asks students to engage disciplinary tools and concepts in collaborative settings working “individually and with others.”

Anchor Language Standard 6 requires that students “acquire and use accurately a range of general academic and domain-specific words and phrases” (NGA and CCSSO, 2010a, p. 51). The C3 Framework supports this language standard by setting forth expectations that students will develop conceptual knowledge within the disciplines. The development

and expansion of vocabulary is an important part of the ELA/Literacy Common Core Standards and the C3 Framework; Language Standard 6 requires that students acquire and use academic and domain-specific words and phrases—words such as *virtue*, *fiscal*, *spatial*, and *perspective* that are included in the Indicators of Dimension 2.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 2. In places, the connections between the Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 2 and the ELA/Literacy Common Core Standards regularly use terms such as *analysis*, *argument*, *evidence*, and *questioning*.



# Evaluating Sources & USING EVIDENCE

**DIMENSION 3 INCLUDES** the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

Although Dimension 3 includes a sophisticated set of skills, even the youngest children understand the

need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills. In the subsection Developing Claims and Using Evidence below, students generate claims and identify evidence to support those claims.

The specific skills described in Dimension 3 support the examination of content using concepts and tools from the social studies disciplines.

## Gathering and Evaluating Sources

Whether students are constructing opinions, explanation, or arguments, they will gather information from a variety of sources and evaluate the relevance of that information. In this section, students are asked to work with the sources that they gather and/or are provided for them. It is important for students to use online and print sources, and they need to be mindful that not all sources are relevant to their task.

They also need to understand that there are general Common Core literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.

*Indicators of Dimension 3—Gathering and Evaluating Sources—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 25.*

**TABLE 25: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 3, Gathering and Evaluating Sources**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.	<b>D3.1.3-5.</b> Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	<b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
<b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.	<b>D3.2.3-5.</b> Use distinctions among fact and opinion to determine the credibility of multiple sources.	<b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.	<b>D3.2.9-12.</b> Evaluate the credibility of a source by examining how experts value the source.

## Developing Claims and Using Evidence

This subsection focuses on argumentation. In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more

sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

*Indicators of Dimension 3—Developing Claims and Using Evidence—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 26.*

**TABLE 26: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 3, Developing Claims and Using Evidence**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<i>Begins in grades 3–5</i>	<b>D3.3.3-5.</b> Identify evidence that draws information from multiple sources in response to compelling questions.	<b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
<i>Begins in grades 3–5</i>	<b>D3.4.3-5.</b> Use evidence to develop claims in response to compelling questions.	<b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>D3.4.9-12.</b> Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 3

The ELA/Literacy Common Core Standards focus broadly on evaluating sources and using evidence as skills that are fundamental to success in college and career. According to the Common Core Standards, “students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas” (NGA and CCSSO, 2010a, p. 4). Students are expected to “use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence” (NGA and CCSSO, 2010a, p. 7). The ELA/Literacy Common Core Standards also make clear that these skills connect to civic life, arguing that students must “reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic” (NGA and CCSSO, 2010a, p. 3).

Through research, students hone their ability to gather and evaluate information and then use that information as evidence in a wide range of endeavors. The ELA/Literacy Common Core Standards emphasize these skills as key to an integrated model of literacy. The C3 Framework and the Indicators in Dimension 3 apply this model to social studies inquiry.

Table 27 details connections between Dimension 3 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, seventeen CCR Anchor Standards within the ELA/Literacy Common Core Standards have broader connections within Dimension 3.

Anchor Reading Standards 1–10 are closely aligned with Dimension 3. As students gather and evaluate information, develop claims, and use evidence, they will engage with a variety of sources requiring a wide range of reading skills. During these experiences, students will need to use the full complement of skills highlighted in the Reading Standards by reading closely for meaning, while determining main ideas, details, structure, purpose, source type, and claims emitting from the sources, and comparing among multiple sources. The ten Anchor Reading Standards offer a foundation for social studies inquiry. Together, the standards offer a comprehensive picture of a skilled reader who is prepared to engage sources during the process of inquiry. For example, Reading Standard 1 requires students to “cite specific textual evidence when writing or speaking” (NGA and CCSSO, 2010a, p. 10).

This skill is an important part of evaluating the credibility of a source, something that the C3 Framework calls on students to do in Dimension 3. Additionally, in Reading Standard 8, students are expected to

**Table 27: Connections between Dimension 3 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Gathering and Evaluating Sources	Reading 1–10 Writing 1, 2, 7–10 Speaking and Listening 1
	Developing Claims and Using Evidence	
SHARED LANGUAGE		Argument; Sources; Evidence; Claims, Counterclaims; Gather

evaluate arguments and claims in a text, given the “relevance and sufficiency of the evidence” (NGA and CCSSO, 2010a, p. 8). By developing these skills, students become familiar with how others use evidence and understand the importance of evidence in arguments. The C3 Framework asks students to apply these skills in the process of inquiry, so they are able to construct disciplinary explanations and arguments.

Students evaluate sources and use evidence regularly when conducting inquiry. Anchor Writing Standard 1 sets an expectation that students will use “valid reasoning and relevant and sufficient evidence” when writing arguments (NGA and CCSSO, 2010a, p. 18). Standard 2 for writing requires students to “write informative/explanatory texts to examine and convey complex ideas” (NGA and CCSSO, 2010a, p. 18). Writing Standards 7-9 offer a range of specific activities that undergird student expectations for this Dimension of the C3 Framework: Writing Standard 7 focuses on “short as well as more sustained research projects based on focused questions” (NGA and CCSSO, 2010a, p. 18); Writing Standard 8 calls on students to “gather relevant information” and “assess the credibility and accuracy of each source” (NGA and CCSSO, 2010a, p. 18); and Writing Standard 9 asks students to draw evidence from (in this case) informational texts “to support analysis, reflection, and research” (NGA and CCSSO, 2010a, p. 18). The C3 Framework extends all of these skills for the purpose of disciplinary inquiry and civic engagement.

Inquiry in social studies is an inherently collaborative activity, and thus, Anchor Speaking and Listening Standard 1 is particularly relevant in Dimension 3. Speaking and Listening Standard 1 calls on students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively” (NGA and CCSSO, 2010a, p. 22). The C3 Framework assumes a collaborative environment as students work through their inquiries. As students gather and evaluate sources for relevant information and determine credibility toward building claims with evidence, they should have multiple opportunities to practice civil, democratic discourse with diverse partners.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 3. In places, the connections between the Common Core Standards and C3 Framework Indicators are so close that we used the same language. For example, the terms *argument*, *sources*, *evidence*, *claims*, *counterclaims*, and *gather* are used consistently in both the ELA/Literacy Common Core Standards and the C3 Framework.

It is important to note that the ELA/Literacy Common Core Standards emphasize the unique skill of argumentation in preparing students for college and career. The disciplines that make up the social studies, including the behavioral and social sciences, stress the importance of arguments, and in particular, the necessity of constructing them in ways that make use of sources and data as evidence. While in grades K–5, the ELA/Literacy Common Core Standards employ the term *opinion* to refer to a developing form of argument, the C3 Framework uses the term *argument* consistently throughout the K-12 grade bands.

The Common Core Standards use the terms *sources* and *gather* regularly with regard to locating, evaluating, making claims, and using evidence. In places, the ELA/Literacy Common Core Standards distinguish sources as print or digital, as visual, quantitative and/or textual sources, and as primary or secondary sources.

In social studies these distinctions are made manifest in spatial sources such as maps, quantitative information reflecting economic data and trends, and even physical sources such as historical artifacts. Dimension 3 explicitly references the distinction between primary and secondary sources, based on the intended use by students.

Lastly, it is important to note that Anchor Writing Standard 8 of the Common Core Standards calls attention to the issue of plagiarism and proper citation of sources—a key concern for the C3 Framework and for social studies teachers.



# Communicating Conclusions & Taking INFORMED ACTION

**THE C3 FRAMEWORK PROVIDES GUIDANCE** to states on framing social studies standards that ask students to develop questions, apply disciplinary knowledge and concepts, gather and evaluate sources, and then develop claims and use evidence to support those claims. In addition, state social studies standards should consider including expectations for students to collaborate with others as they communicate and critique their conclusions in public venues.

These venues may range from the school classroom to the larger public community. Collaborative efforts may range from teaming up to work on a group presentation with classmates to actual work on a local issue that could involve addressing real-world problems that students analyze through the methods and concepts informed by their work in the disciplines that constitute the social studies.

Most inquiries will culminate in a range of activities and assessments that support the goals of college and career readiness. They should also support the third feature of the C3 Framework: readiness for civic

life. Civic engagement in the social studies may take many forms, from making independent and collaborative decisions within the classroom, to starting and leading student organizations within schools, to conducting community-based research and presenting findings to external stakeholders. The subsection on page 62 below, Taking Informed Action, provides students opportunities to adapt and apply their work in the disciplines that constitute the social studies in order to develop the skills and dispositions necessary for an active civic life. In this respect, civic engagement is both a means of learning and applying social studies knowledge.

## Communicating and Critiquing Conclusions

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’

primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

*Indicators of Dimension 4—Communicating Conclusions—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 28.*

**TABLE 28: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 4, Communicating Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...			
<b>D4.1.K-2.</b> Construct an argument with reasons.	<b>D4.1.3-5.</b> Construct arguments using claims and evidence from multiple sources.	<b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<b>D4.1.9-12.</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
<b>D4.2.K-2.</b> Construct explanations using correct sequence and relevant information.	<b>D4.2.3-5.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
<b>D4.3.K-2.</b> Present a summary of an argument using print, oral, and digital technologies.	<b>D4.3.3-5.</b> Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.6-8.</b> Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.9-12.</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

The inquiry process, as described in the C3 Framework, should include regular opportunities for students to critique their work as well as the work of others. Critiquing conclusions requires an examination of sources, consideration of how evidence is being used to support claims, and an appraisal of the structure and form of arguments and explanations. The critiquing of arguments and explanations deepens students' understanding of concepts and tools in the disciplines, and helps students strengthen their

conclusions. While the two indicators for critiquing conclusions appear in Dimension 4, students should begin the process of critiquing their emerging conclusions early in the inquiry process, and continue that process even after communicating conclusions.

*Indicators of Dimension 4-Critiquing Conclusions are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 29.*

**TABLE 29: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 4, Critiquing Conclusions**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D4.4.K-2.</b> Ask and answer questions about arguments.	<b>D4.4.3-5.</b> Critique arguments.	<b>D4.4.6-8.</b> Critique arguments for credibility.	<b>D4.4.9-12.</b> Critique the use of claims and evidence in arguments for credibility.
<b>D4.5.K-2.</b> Ask and answer questions about explanations.	<b>D4.5.3-5.</b> Critique explanations.	<b>D4.5.6-8.</b> Critique the structure of explanations.	<b>D4.5.9-12.</b> Critique the use of the reasoning, sequencing, and supporting details of explanations.

## Taking Informed Action

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end

of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

*Indicators of Dimension 4—Taking Informed Action—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 30.*

**TABLE 30: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 4, Taking Informed Action**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D4.6.K-2.</b> Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.	<b>D4.6.3-5.</b> Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.	<b>D4.6.6-8.</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
<b>D4.7.K-2.</b> Identify ways to take action to help address local, regional, and global problems.	<b>D4.7.3-5.</b> Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.	<b>D4.7.6-8.</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	<b>D4.7.9-12.</b> Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
<b>D4.8.K-2.</b> Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<b>D4.8.3-5.</b> Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.	<b>D4.8.6-8.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	<b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.



## ENGLISH LANGUAGE ARTS/LITERACY COMMON CORE CONNECTIONS: DIMENSION 4

The ELA/Literacy Common Core Standards emphasize products of learning and communication in a variety of ways. As noted in the introduction to the ELA/Literacy Common Core Standards, “the need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum” (NGA and CCSSO, 2010a, p. 4). The production and presentation of knowledge is central to the design of the ELA/Literacy Common Core Standards. Production and Distribution of Writing is one of four categories in the Writing strand of the standards, and Presentation of Knowledge and Ideas is one of three categories in the Speaking and Listening strand. Through Communicating Conclusions and Taking Informed Action, Dimension 4 in the C3 Framework extends the notion of publishing the products of students’ inquiry for disciplinary and civic purposes in social studies.

Table 31 details connections between Dimension 4 and the College and Career Readiness Anchor Standards in the ELA/Literacy Common Core Standards. These connections are further elaborated with examples.

**Connections between the C3 Framework and the College and Career Readiness Anchor Standards.** While the connections between the C3 Framework and the ELA/Literacy Common Core Standards are comprehensive and consistent, fifteen CCR Anchor Standards within the ELA/Literacy

Common Core Standards have broader connections within Dimension 4.

Anchor Reading Standard 1 indicates the importance of employing evidence when communicating conclusions as well as forming a plan of action based on information and data. Both making decisions and presenting results stem from students being able to both identify and use “explicit” information found within texts, as well as draw and act upon “logical inferences” made from what they read (NGA and CCSSO, 2010a, p. 10). Reading Standard 1 also expects students to “cite specific textual evidence when writing or speaking to support conclusions drawn from the text” (NGA and CCSSO, 2010a, p. 10). The C3 Framework utilizes this focus on evidence by emphasizing that conclusions based on evidence should be framed and communicated using information gathered while students read. The Framework also views informed decision making and action stemming from those decisions as driven by data and information that flows from evidence that has been collected by students.

Anchor Writing Standards 1–8 describe skills students need to construct arguments, explanations, and narratives. Writing Standards 4–6 focus on the production and distribution of student writing. Standard 4 describes skills related to the production of “clear and coherent writing” that is “appropriate to task, purpose, and audience” (NGA and CCSSO, 2010a, p.

**TABLE 31: Connections between Dimension 4 and the CCR Anchor Standards in the ELA/Literacy Common Core Standards**

ELA/LITERACY CCR ANCHOR STANDARDS CONNECTIONS	Communicating Conclusions	Reading 1 Writing 1–8 Speaking and Listening 1–6
	Taking Informed Action	
SHARED LANGUAGE		Argument; Explanation; Sources; Evidence; Claims; Counterclaims; Visually/Visualize; Credibility.

18). Standard 5 explains the process writing skills that students should develop. Standard 6 establishes that students should use technology to publish and distribute their writing. Standard 7 focuses on “short as well as more sustained research projects based on focused questions” (NGA and CCSSO, 2010a, p. 18). Standard 8 calls on students to “gather relevant information,” “assess the credibility and accuracy of each source,” and “integrate the information” into the text while “avoiding plagiarism” (NGA and CCSSO, 2010a, p. 18). The C3 Framework builds on these anchor standards by setting forth expectations that students will construct disciplinary arguments and explanations for a variety of audiences both inside and outside of school, and then plan how to take informed action given the products of their inquiry.

Anchor Speaking and Listening Standards 1-6 require that students engage one another strategically using different forms of media in a variety of contexts in order to present their knowledge and ideas. For example:

- **Standard 1** requires that students prepare and participate in a “range of conversations and collaborations with diverse partners” (NGA and CCSSO, 2010a, p. 22).
- **Standard 2** focuses on student use of diverse types of media to enhance communication.
- **Standard 3** expects that students will evaluate speakers’ points of view, reasoning, and use of evidence.
- **Standard 4** expects that students will present “information, findings, and supporting evidence,” with consideration of “task, purpose, and audience” (NGA and CCSSO, 2010a, p. 22).
- **Standard 5** asks students to make strategic use of “media and visual displays” when presenting (NGA and CCSSO, 2010a, p. 22).
- **Standard 6** requires that students take into consideration the context of their engagement.

The C3 Framework incorporates these skills through the expectations of Dimension 4, Communicating Conclusions, that students will present the products of their inquiries as well as adaptations of these products using a variety of technologies. When preparing to take informed action, students engage with one another in a productive manner using the skills set forth in the Speaking and Listening Standards.

**Shared Language.** The ELA/Literacy Common Core Standards closely align with Indicators in Dimension 4. In places, the connections between Common Core Standards and C3 Framework Indicators are so close that the same language is used. Dimension 4 and the ELA/Literacy Common Core Standards regularly use terms such as *argument*, *explanation*, *sources*, *evidence*, *claims*, *counterclaims*, *visually/visualize*, and *credibility*.

The ELA/Literacy Common Core Standards use the terms *visual* and *visually* to refer to presentation formats. The terms are often used in contrast to quantitative formats and as modifiers for a type of data display. The C3 Framework uses the terms *writing*, *visualizing*, and *speaking* in describing expectations for students for all of the Indicators in Table 28, Communicating Conclusions, on page 60. The uses of *visual*, *visually*, and *visualizing* are similar in referring to ways of presenting information that would otherwise be limited or even impossible using words.

Within the Common Core Standards, important literacy conventions are defined (e.g., citations, spelling, plagiarism) with regard to the presentation of conclusions, and these literacy conventions are integral to social studies inquiry.

# APPENDICES



# C3 Framework Disciplinary Inquiry Matrix

**THE HEART OF THE C3 FRAMEWORK** lies in the Inquiry Arc and the four Dimensions that define it. But no inquiry is generic; each takes root in a compelling question that draws from one or more of the disciplines of civics, economics, geography, and history.

The C3 Framework Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework builds upon one another through the use of a content-specific example: how bad was the recent Great Recession?

The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which

students should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). The examples in the boxes are illustrative rather than exhaustive.

## C3 Framework Disciplinary Inquiry Matrix

WAYS OF KNOWING	CIVICS/ GOVERNMENT  POLITICAL SCIENTISTS SAY...	ECONOMICS  ECONOMISTS SAY...	GEOGRAPHY  GEOGRAPHERS SAY...	HISTORY  HISTORIANS SAY...
<b>DIMENSION 1</b>				
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	What have major political parties proposed to respond to the Great Recession? What disagreements have political parties had and why? How can government institutions and the private sector respond?	What were some of the economic causes of the Great Recession? What are the indicators of its severity and what do they show? What are the possible economic policy solutions? How can those solutions be evaluated?	How did the Great Recession affect areas of the United States differently? Did it cause population migrations? If so, from where to where and why? Are land and resource uses affected. If so, how?	How bad (and for whom) compared to what earlier event? What related economic, political, and social events preceded the Great Recession? What precedents in the past help us understand the Great Recession?

WAYS OF KNOWING	CIVICS/ GOVERNMENT  POLITICAL SCIENTISTS SAY...	ECONOMICS  ECONOMISTS SAY...	GEOGRAPHY  GEOGRAPHERS SAY...	HISTORY  HISTORIANS SAY...
<b>DIMENSION 2</b>				
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	Government policies, policy pronouncements, political poll results, statistics, leadership efforts, political behavior; observations of local conditions, interviews; news reports	Statistics and lots of them in as real time as possible (labor, capital, credit, monetary flow, supply, demand)	Spatial and environmental data; statistics, map representations, GIS data to measure observable changes to the planet; indicators of territorial impact	Accounts from the recent recession and from hard economic times in the past, both firsthand and synthetic, as many as can be found (oral history, diaries, journals, newspapers, photos, economic data, artifacts, etc.)
KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive examples)	Theories of political behavior, rationality, self-interest, political parties, power flow, government, fiscal policy; relationships between the state and markets; constitutional limits on government, debates about those limits; evidence (to make claims)	Application of different types of economic theories to gauge inflation/deflation, labor shrinkage, capital contraction, asset/liability analyses from banking sector, changes in supply and demand; evidence (to make claims)	Theories of human land/resource use; spatial representation, scale, degree of distortion, map symbols, specialized GIS symbolic systems and representations; evidence (to make claims)	Theories of human behavior, thought, perspective, agency, context, historical significance; historical imagination; moral judgment; evidence (to make claims)
KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)	Reading statistics from polls, conducting polls and interview research; reading subtext into policies/pronouncements; reading power flow and blockage, converting such data into evidence to make arguments and claims that answer sub-questions	Capability to read statistics critically, for assessing agendas behind statistical representations; conducting survey research; capability to convert statistics into meaningful arguments and claims that answer the sub-questions	Cartography including using map symbol systems, critical reading and thinking, capability of using statistics to represent spatial change, capability to use statistical and spatial (often digitized) representations to make arguments and claims that address sub-questions	Critical reading and thinking, analysis and synthesis, reading subtext and agency in older sources; statistics; converting verbal, written, photographic, oral, artifactual accounts into evidence to make arguments and claims that answer the sub-questions

WAYS OF KNOWING	<b>CIVICS/ GOVERNMENT</b>  POLITICAL SCIENTISTS SAY...	<b>ECONOMICS</b>  ECONOMISTS SAY...	<b>GEOGRAPHY</b>  GEOGRAPHERS SAY...	<b>HISTORY</b>  HISTORIANS SAY...
<b>DIMENSION 3</b>				
<b>EVIDENCE-BACKED CLAIMS</b>	Statistical analyses and theories of political and institutional behavior and outcomes point toward substantiating and justifying claims; adequacy judged within the community of peers	Statistical analyses coupled with economic theories show the way toward substantiating and justifying claims; adequacy judged within the community of peers, i.e., other economic investigators	Narratives, statistical and spatial analyses, and representations point toward substantiating and justifying claims; community of peers evaluates adequacy of claims	Accounts of human behavior and thought coupled with evidence corroboration and preponderance point towards substantiating and justifying claims; adequacy judged within the community of peers
<b>DIMENSION 4</b>				
<b>FORMS OF COMMUNICATION AND ACTION</b> (illustrative examples)	Books, television appearances, articles, op-ed pieces, policy statements, blogs; supporting a public assistance non-profit organization	Op-ed articles, journal pieces, television appearances, policy statements, blogs, webinars, policy advisory roles, public action	Spatial representations for newspapers, web-based articulations, digital and analog geographical services; community mapping; other citizen-science experiences	Books, monographs, articles, websites, webinars, television appearances, blogs

# Psychology Companion Document for the C3 Framework

Prepared by  
**American Psychological Association<sup>1</sup>**  
750 First Street, NE  
Washington, DC 20002

## Introduction to the Disciplinary Concepts and Skills of Psychology

As the scientific study of behavior and mental processes, psychology examines all aspects of the human experience. Many of society's challenging issues involve human behavior, such as environmental change and the problems of violence, bullying, prejudice, and discrimination. Psychology contributes to the understanding of these issues, and promotes improvement in health and wellbeing. Psychological literacy is a foundation for civic engagement and is necessary for citizens to make informed decisions about their daily lives.

Psychology incorporates a variety of tools and knowledge to further the understanding of behavior and mental processes. Scientific inquiry and research methods are at the center of the discipline. Psychology promotes the measurement and explication of behavior in a variety of levels of study, ranging from genetic and brain-based influences on behavior to cultural and social influences. Psychological knowledge enhances our understanding of human development, emotion and motivation, cognition, learning processes, perceptual systems and sociocultural interactions. Psychology prepares students to enter the workforce or college by promoting skills such as critical thinking, problem solving, and teamwork. Students benefit from learning and applying psychological perspectives on personal and contemporary issues and learn the rules of

evidence and theoretical frameworks of the discipline. The *National Standards for High School Psychology Curricula* offers learning benchmarks for the high school psychology course (APA, 2011).<sup>2</sup>

## Psychological Perspectives and Methods of Inquiry<sup>3</sup>

Psychological knowledge is based on scientific methodology, the systematic, empirically-based investigation of phenomena through observations and measurements. Psychologists use scientific methods to establish knowledge and explain phenomena, and employ a variety of methods to observe and measure behavior. Broad psychological perspectives describe ways in which psychologists classify their ideas, and are employed to understand behavior and mental processes.

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<sup>1</sup> The writing team was composed of the following individuals (in alphabetical order): Jeanne A. Blakeslee, St. Paul's School for Girls (MD); Emily Leary Chesnes, American Psychological Association; Amy C. Fineburg, Oak Mountain High School (AL); Robin J. Hailstorks, American Psychological Association; Kenneth D. Keith, University of San Diego; Debra E. Park, Rutgers University, Camden; and Hilary Rosenthal, Glenbrook South High School (IL).

<sup>2</sup> The references for citations in this Appendix are listed on the final page of the Appendix.

<sup>3</sup> Several of the indicators across all four anchor concepts come from the *Guidelines for Preparing High School Psychology Teachers: Course-Based and Standards-Based Approaches* (APA, 2012) and the *National Standards for High School Psychology Curricula* (APA, 2011).

Psychology offers a unique way of thinking and organizing knowledge and provides students with tools and concepts that can prepare them for college, career, and civic life. The indicators that follow align with Dimension 2 of the C3 Framework (Applying Disciplinary Concepts and Tools), provide a conceptual set of skills related to psychological knowledge, and serve as a frame for organizing curricular content in psychology.

College, Career, and Civic ready students:

- **D2.Psy.1.9-12.** Demonstrate a basic understanding of the scientific methods that are at the core of psychology.
- **D2.Psy.2.9-12.** Investigate human behavior from biological, cognitive, behavioral, and sociocultural perspectives.
- **D2.Psy.3.9-12.** Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results.
- **D2.Psy.4.9-12.** Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants.
- **D2.Psy.5.9-12.** Explain how the validity and reliability of observations and measurements relate to data analysis.
- **D2.Psy.6.9-12.** Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics.
- **D2.Psy.7.9-12.** Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior.

### **Influences on Thought and Behavior**

There is no simple answer to the question, “What determines or constrains human behavior?” Psychologists have long considered the extent to which human behavior is malleable and the degree to which it varies between people and populations. Psychologists examine genetic predispositions to behavioral patterns, but

human behavior is also influenced by the environment. Research has shown that biological, psychological, and sociocultural factors play important roles in shaping the way we see and react to the world around us.

College, Career, and Civic ready students:

- **D2.Psy.8.9-12.** Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people.
- **D2.Psy.9.9-12.** Describe biological, psychological, and sociocultural factors that influence individuals’ cognition, perception, and behavior.
- **D2.Psy.10.9-12.** Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.
- **D2.Psy.11.9-12.** Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities.
- **D2.Psy.12.9-12.** Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.

### **Critical Thinking: Themes, Sources, and Evidence**

Psychological inquiry is based on a variety of sources and materials that students can read and analyze. The study of psychology brings together common themes that include ethics, diversity, scientific attitudes, and skills (e.g., critical thinking, problem solving). Informed by these themes and supported by sources, students can make evidence-based conclusions which in turn can lead to further questions and answers.

College, Career, and Civic ready students:

- **D2.Psy.13.9-12.** Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing.
- **D2.Psy.14.9-12.** Use information from different psychological sources to generate research questions.

- **D2.Psy.15.9-12.** Use existing evidence and formulate conclusions about psychological phenomena.
- **D2.Psy.16.9-12.** Use critical thinking skills to become better consumers of psychological knowledge.
- **D2.Psy.17.9-12.** Acknowledge the interconnectedness of knowledge in the discipline of psychology.

### Applications of Psychological Knowledge

Psychological knowledge can be useful in addressing a wide array of issues, from individual to global levels. In order to understand behavior and mental processes, students should apply psychological knowledge to the world around them. Psychological knowledge directly relates to everyday and civic life, and its application can benefit society and improve people's lives.

College, Career, and Civic ready students:

- **D2.Psy.18.9-12.** Apply psychological knowledge to their daily lives.
- **D2.Psy.19.9-12.** Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues.
- **D2.Psy.20.9-12.** Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.
- **D2.Psy.21.9-12.** Discuss ways in which the applications of psychological science can address domestic and global issues.
- **D2.Psy.22.9-12.** Use psychological knowledge to promote healthy lifestyle choices.
- **D2.Psy.23.9-12.** Apply psychological knowledge to civic engagement.

**Brief Overview of Connections between Psychology and the English Language Arts/Literacy Common Core Standards Connections with the College and Career Readiness (CCR) Anchor Standards.** Students in

psychology develop and use a wide range of skills endorsed through the Common Core Anchor Standards. Students in psychology must develop questions and plan inquiries as they learn about and apply the various psychological theories and findings. Students should be able to propose, plan, and conduct simple research projects and/or read, discuss, and critique research findings in ways that apply their acquired content knowledge and hone the skills discussed in the Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Students who complete such projects or assignments successfully demonstrate mastery of the skills in each dimension, thus fulfilling the goals for college and career readiness.

More detailed curricular recommendations are found in the *National Standards for High School Psychology Curricula* (APA, 2011). Although psychological science can be found in science and social studies lessons for students in grades K-8, the first formal introduction to psychological science often occurs during grades 9-12. Learning the theories, methodologies, and practices of psychological science provides students with knowledge and skills they need to think critically about research, address issues using the scientific method, and understand relationships among variables in given circumstances.

### C3 Framework Disciplinary Inquiry Matrix: Psychology

In Appendix A, the Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: *How bad was the Great Recession?* The Disciplinary Inquiry Matrix describes what *experts* think and do. It is a four-part target example to which *students* should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 72, the Great Recession is examined through the disciplinary lens of psychology. The examples in the boxes are illustrative rather than exhaustive.

WAYS OF KNOWING	<b>PSYCHOLOGY</b> PSYCHOLOGISTS SAY...
<b>DIMENSION 1</b>	
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	How did citizens behave during the recession? Did stress levels increase, decrease or stay the same? Was there adequate mental health support available? How does an individual's social status affect his or her perception of the effects a recession has on family, work and other societal institutions? Do individuals have prejudices that affect their perception of "who or what is to blame" for economic crises? How do attributions of responsibility develop and affect people's behaviors during a recession?
<b>DIMENSION 2</b>	
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	Statistics on rates of anxiety, stress, and depression; the number of individuals seeking mental health counseling. Surveys, focus groups, reports, and interviews on how different populations and/or ethnic groups were affected by unemployment, and how the economic climate affected older adults. Experiments testing the effectiveness of treatments for mental illness or causes of other psychological phenomena.
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive questions)</b>	Biological, cognitive, and psychological mechanisms of behavior and mental processes; theories of social learning and social cognition; theories of stress management and health promotion; theories of personality, motivation, emotion, and learning; theories of life span development; evidence (to make claims).
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</b>	Ability to read and interpret statistics critically, including the ability to interpret qualitative and quantitative data; ability to use data to find causal and correlational connections between and among variables; critical thinking. Ability to apply psychological knowledge to issues faced by local communities and encourage civic engagement.
<b>DIMENSION 3</b>	
<b>EVIDENCE-BASED CLAIMS</b>	Statistical analyses and theories of human behavior point toward justifying claims; these should be judged within the community of peers.
<b>DIMENSION 4</b>	
<b>FORMS OF COMMUNICATION AND ACTION (ILLUSTRATIVE EXAMPLES)</b>	Books and journal articles, newspapers and television, websites, webinars, press releases, professional presentations.

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# Sociology Companion Document for the C3 Framework

Prepared by  
**American Sociological Association<sup>1</sup>**  
1430 K Street NW, Suite 600  
Washington, DC 20005

## Introduction to Disciplinary Concepts and Skills in Sociology

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious traditions; and from the divisions of race, gender, and social class to the shared beliefs of a common culture.<sup>2</sup>

Sociology is a science that uses research methods to investigate the social world. The scientific process ensures that the knowledge produced is more representative, objective, trustworthy, and useful for explaining social phenomena than personal opinions or individual experiences. Social phenomena are constructed through human interaction. Thus, sociological inquiry must examine what meanings people give to the behaviors, objects, and interactions that are present in each culture and society. It utilizes the scientific method, is based on critical thinking, and requires students to examine how they are influenced by their social positions. In this way, students learn how to effectively participate in a diverse and multicultural society, and develop a sense of personal and social responsibility.

This Appendix outlines four fundamental disciplinary learning goals for College, Career, and Civic ready students in sociology. These goals highlight key areas for student learning and instructional focus in K-12 sociology units and courses. Each of the four learning goals is accompanied by a set of assessable competencies. These learning goals align with Dimension 2 of the C3 Framework (Applying Disciplinary Concepts and Tools).

## The Sociological Perspective and Methods of Inquiry

Sociology provides a unique perspective by focusing on the groups to which individuals belong rather than only on the individual. It deeply considers how social contexts influence both individuals and groups. In this way, it helps students to see the world through others' eyes, to increase their understanding of group dynamics, and to develop tolerance of differences. Sociology uses objective and data-driven scientific methods to study

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<sup>1</sup> The writing team was composed of the following individuals (in alphabetical order): Jeanne H. Ballantine, Wright State University; Hayley L. Lotspeich, Wheaton North High School (IL); Chris Salituro, Stevenson High School (IL); Jean H. Shin, American Sociological Association; Margaret Weigers Vitullo, American Sociological Association; Lissa Yogan, Valparaiso University.

<sup>2</sup> See American Sociological Association (ASA), *21st Century Careers with an Undergraduate Degree in Sociology* (Washington DC: ASA, 2009).

social interactions at multiple levels, from families and peer-groups to nations and global organizations.

College, Career, and Civic ready students:

- **D2.Soc.1.9-12.** Explain the sociological perspective and how it differs from other social sciences.
- **D2.Soc.2.9-12.** Define social context in terms of the external forces that shape human behavior.
- **D2.Soc.3.9-12.** Identify how social context influences individuals.
- **D2.Soc.4.9-12.** Illustrate how sociological analysis can provide useful data-based information for decision making.
- **D2.Soc.5.9-12.** Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis.

### **Social Structure: Culture, Institutions, and Society**

Sociology studies the social structure and culture of societies in order to understand how social patterns are created and maintained over time; examples of these might include persistent violence or long-standing disparities in school achievement. Important components of social structures are institutions such as the economy, government and politics, the educational system, the family, religion, and the health care system. Culture includes the language, norms, values, and material goods of a society. Social structure and culture work in tandem to shape societies, but are not completely rigid. All individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time.

College, Career, and Civic ready students:

- **D2.Soc.6.9-12.** Identify the major components of culture.
- **D2.Soc.7.9-12.** Cite examples of how culture influences the individuals in it.

- **D2.Soc.8.9-12.** Identify important social institutions in society.
- **D2.Soc.9.9-12.** Explain the role of social institutions in society.
- **D2.Soc.10.9-12.** Analyze how social structures and cultures change.

### **Social Relationships: Self, Groups, and Socialization**

A fundamental insight of sociology is that individual and group identity is socially constructed through relationships with significant individuals, groups, and society as a whole. Socialization is a life-long process of learning how to function in society. Important socializing agents include family, peers, the media, schools, and religion. Major social and historical events can be a force in socializing entire generational groups. Groups form when individuals share common interests and/or goals, and often become a point of comparison for individuals as they evaluate themselves and others.

College, Career, and Civic ready students:

- **D2.Soc.11.9-12.** Analyze the influence of the primary agents of socialization and why they are influential.
- **D2.Soc.12.9-12.** Explain the social construction of self and groups.
- **D2.Soc.13.9-12.** Identify characteristics of groups, as well as the effects groups have on individuals and society, and the effects of individuals and societies on groups.
- **D2.Soc.14.9-12.** Explain how in-group and out-group membership influences the life chances of individuals and shapes societal norms and values.

### **Stratification and Inequality**

Sociology helps students to understand their own and others' social problems. Group memberships and identities provide or deny certain opportunities and power. They also create and reinforce social stratification. This can result in conflict between groups for scarce or valued resources, and in diminished access for some in

society as others control these resources. Disadvantaged groups experience social problems such as poverty, unemployment, poor education, lack of access to health care, and inequality in obtaining rights and privileges.

College, Career, and Civic ready students:

- **D2.Soc.15.9-12.** Identify common patterns of social inequality.
- **D2.Soc.16.9-12.** Interpret the effects of inequality on groups and individuals.
- **D2.Soc.17.9-12.** Analyze why the distribution of power and inequalities can result in conflict.
- **D2.Soc.18.9-12.** Propose and evaluate alternative responses to inequality.

### **Brief Overview of Connections between Sociology and the English Language Arts/Literacy Common Core Standards**

**Connections with the College and Career Readiness (CCR) Anchor Standards.** Students in sociology develop and use skills that are central to the Common Core College and Career Readiness Anchor Standards. Learning the theories, methodologies, and practices of sociology provides students with the knowledge and skills they need to think critically about the world they live in, themselves, and how they are influenced by their social positions. By studying sociology, students learn how to effectively participate in a diverse and multi-cultural society, and develop a sense of personal and social responsibility. Students in sociology integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve complex problems. They are required to integrate data and information from diverse sources, both primary and secondary, in order to form a coherent and empirically-based understanding of an idea or social event, noting discrepancies among sources. Students learn how to propose, plan, and conduct simple research and action projects as well as read, discuss, and critique research findings in ways that apply their acquired content knowledge and hone the skills discussed in the Anchor Standards in Reading, Writing, Speaking and Listening, and Language.

More detailed curricular recommendations for sociology can be found on the website of the American Sociological Association ([www.asanet.org/highschool](http://www.asanet.org/highschool)). Although concepts from sociology are frequently seen in science and social studies lessons for students in grades K-8, more commonly the first formal introduction to sociology occurs in grades 9-12. Learning the theories, methodologies, and practices of sociology provides students with the knowledge and skills they need to think critically about sources of evidence, address issues using a systematic Arc of Inquiry based on the scientific method, and understand relationships among variables in complex social contexts. In this way, sociology supports students' successful entry into the world of work or post-secondary education.

### **C3 Framework Disciplinary Inquiry Matrix: Sociology**

In Appendix A, the Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: *How bad was the Great Recession?* The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which students should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 76, the Great Recession is examined through the disciplinary lens of sociology. The examples in the boxes are illustrative rather than exhaustive.

WAYS OF KNOWING	<p style="text-align: center;"><b>SOCIOLOGY</b></p> <p style="text-align: center;">SOCIOLOGISTS SAY...</p>
<b>DIMENSION 1</b>	
POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS	<p>What were the social consequences of the Great Recession, and in particular, how was the impact of the crisis differentially experienced by individuals, families and groups with different characteristics? What impact has it had on the social cohesion and collective behavior of communities? What were the possible policy responses to the crisis? Would they be effective across diverse communities?</p>
<b>DIMENSION 2</b>	
DATA SOURCES NEEDED TO ADDRESS QUESTIONS	<p>Statistics on employment, housing, government programs, health, demographics, markers of disruption of social cohesion such as crime and divorce, and other organizational impacts. Interviews with individuals about their experiences with unemployment, education, family dynamics, and personal well-being. Observations of individuals and groups in handling financially-related outcomes. Content analysis of published descriptions of the crisis and reactions to it.</p>
KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NEEDED TO ADDRESS QUESTIONS (non-exclusive questions)	<p>Theories (e.g., symbolic interactionism, functionalism, conflict theory) of social structure and contexts including the interplay between institutions and culture; of social relationships and the connection between individuals and the groups to which they belong; and of social stratification and inequality and the reinforcement of current and new inequalities in outcomes. Understanding patterns of reaction to the crisis based on different resources, opportunities, and power statuses.</p>
KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)	<p>Reading and interpreting statistics and graphical representations such as tables, charts, figures, and political cartoons. Conducting survey research as well as research via experimental, observational, and content analysis methods. Seeing the social world through the perspective of others and understanding why the crisis impacts people differently.</p>
<b>DIMENSION 3</b>	
EVIDENCE-BASED CLAIMS	<p>Statistical and narrative analyses, as well as interpretations based on theories of social structure, social relationships, and social stratification and inequality. These analyses and other methods of inquiry point toward substantiating and justifying claims; these should be judged within the community of peers including sociologists as well as other social scientists.</p>
<b>DIMENSION 4</b>	
FORMS OF COMMUNICATION AND ACTION (illustrative examples)	<p>Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.</p>

# Anthropology Companion Document for the C3 Framework

Prepared by  
American Anthropological Association<sup>1</sup>  
2300 Clarendon Blvd., Suite 1301  
Arlington, VA 22201

## Introduction to the Disciplinary Concepts and Skills of Anthropology

Anthropology is the study of human beings, past and present, in societies around the world. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social, natural, and physical sciences as well as the humanities. Anthropology is a comparative discipline; it assumes basic human continuities over time and place, but also recognizes that every society is the product of its own particular history, and that within every society one finds variation as well as commonalities. Anthropologists are centrally concerned with applying their research findings to the solution of human problems.

Anthropology includes four subfields. *Physical anthropologists* study human biological origins, evolution and variation, how humans adapt to diverse environments, primatology, and how biological and cultural processes work together to shape growth, development, and behavior. *Archaeologists* study past peoples and cultures, from the deepest prehistory to the recent past. *Sociocultural anthropologists* observe social patterns and practices across cultures, with a special interest in how people live in particular places and how they organize, govern, and create meaning. *Linguistic anthropology* is the comparative study of language systems

and the ways in which language reflects and influences social life. Each of the subfields teaches distinctive skills. However, the subfields also have a number of similarities. For example, each subfield applies theories, employs systematic research methodologies, formulates and tests hypotheses, and develops extensive sets of data.

## Concept 1. What It Means to be Human: Unity and Diversity

Anthropologists study what people have in common, and also how we differ with respect to physical and sociocultural characteristics. Importantly, they examine human physical variability and also the social reality of racial categorization and racism. Variable *physical* features like skin color and blood type *do not* cluster into clear-cut biologically defined *races*. At the same time, categorization into *socially* defined races is a real phenomenon with real consequences in societies like the United States. Race then is socially “real” even if biologically it has no grounding.

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<sup>1</sup> This Appendix was prepared by the Ad Hoc K-12 Anthropology C3 Guidelines Committee of the American Anthropological Association (AAA), in consultation with the AAA Education Task Force. Kathryn Anderson-Levitt, Courtney Dowdall, Catherine Emihovich, Edmund T. Hamann, David Homa, Edward Liebow, Teresa McCarty, and Marjorie Faulstich Orellana participated in its preparation. The Appendix was commissioned by the American Anthropological Association (AAA) but has not been endorsed by the AAA or its members.

Anthropologists emphasize the importance of *culture*—patterns and processes of meaning expressed through language and other symbols. Anthropologists study all kinds of human groups, from small villages to transnational corporations, from large U.S. cities to remote Arctic and desert groups; even schools and classrooms can be subjects of anthropological inquiry. Anthropologists examine how societies change; how a society’s beliefs, institutions, and ways of making a living are related to one another; and how individuals are shaped by their cultures and also agents of their own lives. A central anthropological insight is the notion of cultural *relativism*—that no cultural group is inherently “superior” or “inferior” to any other, and that all human behaviors are understandable in their cultural context even if humans may ultimately aspire to certain universal standards.

College, Career, and Civic ready students:

- Understand patterns of human physical variability and the evidence for arguing that humans cannot be sorted into distinct biological races.
- Develop through comparison awareness of human unity and cultural diversity, and of the connections among peoples from around the world.
- Understand the reasons for and development of human and societal endeavors, such as small-scale societies and civilizations, across time and place.
- Use anthropological concepts and practice to reflect on representations of “otherness” and consider critically students’ own cultural assumptions.
- Apply anthropological concepts and theories to the study of contemporary social change, conflict, and other important local, national, and international problems.

### Concept 2. Methods and Ethics of Inquiry

Anthropologists take a *scientific* approach to collecting empirical information, seeking to be systematic, transparent, and trustworthy in conducting and reporting research. For example, archaeologists study past peoples and cultures through the analysis of carefully excavated material remains, while physical anthropologists

analyze evidence ranging from fossils to the DNA of living people. Sociocultural and linguistic anthropologists often rely on direct participation in and observation of a group’s daily life, interpreting meanings constructed by people in the group and sometimes collaborating with them as active participants in the research. When analyzing their findings, anthropologists often seek to understand particular local situations in the context of larger social forces, and in great depth. At the same time, *comparison* across places and times is a hallmark of anthropological study.

Because the study of people, past and present, requires respect for the diversity of individuals, cultures, societies, and knowledge systems, anthropologists are expected to adhere to a strong code of professional ethics. In addition, an *engaged* anthropology is committed to supporting social change efforts that arise from the interaction between community goals and anthropological research.

College, Career, and Civic ready students:

- Identify and critically assess the opportunities to use anthropological knowledge in a variety of work settings and in everyday experience, as well as issues of description and representation in anthropology.
- Develop an understanding of the methods by which anthropologists collect data on cultural patterns and processes, and of ways of interpreting and presenting these data in writing and other media.
- Identify and critically assess ethical issues that arise in the practice of anthropological research, including issues of informed consent.
- Under the guidance of teachers, design, undertake, and report on personal research on an anthropological topic of interest, such as a limited ethnographic study of a local culture or a visit to an archaeological site.

### Concept 3. Becoming a Person: Processes, Practices, and Consequences

Anthropologists examine what it means to be human by observing and recording the processes, practices, and consequences involved in becoming a person.

They explore what it means to be a person in different cultural contexts and the dynamic nature of *identities* on an individual level; on a larger scale, they explore the nature of boundaries between human groups. They ask, for example, what it means to be a full-fledged adult in different societies and through what rites of passage or other processes people become adults. They ask how people use symbols or other tools to draw boundaries based upon language, religion, gender, ethnicity, nationality, territory, or history, and they ask about the consequences of boundaries within and between societies, including *exclusion and differences of power or status*, racism and ethnic conflict, class conflict, and religious conflict. Throughout such discussions, they consider the relative importance of individual autonomy versus structural forces.

College, Career, and Civic ready students:

- Understand the variety of gendered, racialized, or other identities individuals take on over the life course, and identify the social and cultural processes through which those identities are constructed.
- Apply anthropological concepts of boundaries to the analysis of current ethnic, racial, or religious conflicts in the world—or in a local setting.

#### **Concept 4. Global and Local: Societies, Environments, and Globalization**

Because anthropology examines human experience around the world, it is attuned to global connections as well as local perspectives. Anthropologists examine the extent of globalization and its causes and consequences. For example, they study the movement of people, ideas and objects, and the causes and consequences of such movement, from the first human migration “out of Africa” to current diasporas. They consider the degree to which the global affects the local and vice versa, including debates about cultural homogenization and standardization. They bring together the global and local to consider perspectives on important world issues, including environmental conflict, global warming, wars, and nationalism. They consider human rights and the global justice movement and issues of cultural relativism, such as whether human rights should supersede local cultural rights.

College, Career, and Civic ready students:

- Understand and appreciate cultural and social difference, and how human diversity is produced and shaped by local, national, regional, and global patterns.
- Understand how one’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
- Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is progressively interconnected.
- Apply anthropological concepts to current global issues such as migrations across national borders or environmental degradation.

#### **Connections to the College and Career**

**Readiness (CCR) Anchor Standards.** Students in anthropology develop and use skills that are included throughout the Common Core Anchor Standards in Reading, Writing, Speaking and Listening, and Language. As students learn to describe current and past cultures and societies, they use vocabulary that is new or employed in a new way. These descriptions often require students to compare the point of view of a local inhabitant with their own perspective, which may be quite different, or with the perspective of a Western visitor or colonizer. Anthropology students formulate and test hypotheses by conducting small-scale ethnographic studies and related observational research in biological anthropology, linguistic anthropology, and archaeology. Students learn to write ethnographic field notes modeled on those of professional anthropologists, which is excellent practice for writing routinely on a daily or weekly basis. These field notes require disciplining the memory while learning to distinguish between description and interpretation.

More detailed curricular recommendations are found on the AAA website (<http://www.aaanet.org>); see especially the section “For Teachers” and the Teaching Materials Exchange (additional resources are listed on page 80). Anthropological concepts and ideas are important for social studies students in all grades, but the first formal introduction to anthropology typically

occurs during grades 9-12. In these grades, students will regularly use Common Core ELA/Literacy skills as they understand and apply anthropological concepts, theories, and methods. Students who successfully develop their inquiry skills in anthropology classes will fulfill goals of the Common Core Standards for College and Career readiness.

### **C3 Framework Disciplinary Inquiry Matrix: Anthropology**

In Appendix A, the C3 Framework Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: How bad was the recent Great Recession? The Disciplinary Inquiry Matrix describes what experts think and do. It is a four-part target example to which students should aspire. The matrix develops through the construction of disciplinary supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table on page 81, the Great Recession is examined through the disciplinary lens of anthropology.

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WAYS OF KNOWING	<p style="text-align: center;"><b>ANTHROPOLOGY</b></p> <p style="text-align: center;">ANTHROPOLOGISTS SAY...</p>
<b>DIMENSION 1</b>	
<b>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</b>	<p>How have different groups of people in the United States experienced the recession? Remembering anthropology's commitment to holism, is the nation the most helpful scale at which to study the Great Recession? What happens if we study it at the level of a region (e.g., the Southwest, the Rust Belt)? A metropolitan area (e.g., Orlando)? A neighborhood (e.g., Hyde Park in Chicago)? Something smaller, like a mobile home court or school attendance area? How can studies at one scale be useful for understanding what is happening at another?</p> <p>Is the "Great Recession" an event unique to the United States? How do groups of people outside the U.S. name what is happening and explain it? In the U.S. and elsewhere, has it made individuals and families more mobile? Less mobile? More attached to "home"? More displaceable?</p>
<b>DIMENSION 2</b>	
<b>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</b>	<p>Open-ended interviews with individuals about their experiences with unemployment, education, family dynamics, and personal well-being. Observations over time of individuals and groups handling financially-related and status-related outcomes. Content analysis of published descriptions of the crisis and interpretations of it. Statistics on employment, housing, government programs, health, demographics in the U.S. and elsewhere.</p>
<b>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NECESSARY TO ADDRESS QUESTIONS (non-exclusive questions)</b>	<p>Informal as well as formal economy at the level of families, households, neighborhoods. Transnational flows of remittances. Social construction of status as it varies by ethnicity, class, gender, location in the global economy. Nutrition levels and their biological effects.</p>
<b>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</b>	<p>In-depth, open-ended interviews, and fieldwork on everyday behavior. Case studies of neighborhoods, social service institutions, workplaces. Content analysis of news reports, academic studies, and everyday conversations. Comparison of qualitative and quantitative information across neighborhoods, regions, and countries.</p>
<b>DIMENSION 3</b>	
<b>EVIDENCE-BASED CLAIMS</b>	<p>Ethnographic and narrative analyses, seeking "emic" (insider) understandings and cultural meanings of the event. These analyses and other methods of inquiry point toward substantiating and justifying claims that are judged within the community of peers, including anthropologists as well as other social scientists.</p>
<b>DIMENSION 4</b>	
<b>FORMS OF COMMUNICATION AND ACTION (illustrative examples)</b>	<p>Books and scholarly articles; television and radio appearances; op-ed pieces and blog entries; policy statements and research briefs; webinars; documentaries; presentations at professional conferences and meetings; evaluations and reports; websites and anthologies.</p>

## BASIC SOURCES

# Scholarly Rationale for the C3 Framework

**IN THE C3 FRAMEWORK**, the call for students to become more prepared for the challenges of college and career (Bellanca and Brandt, 2010; Di Giacomo, Linn, Monthey, Pack, and Wyatt, 2013; Partnership for 21st Century Schools, 2011)<sup>1</sup> is united with a third element: preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote the common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal.

The need for strong preparation in social studies is as apparent today as it has been in the past. In their *Framework for 21st Century Learning* (2011), the Partnership for 21st Century Skills identified government and civics, economics, geography, and history among the nine core subjects. Moreover, civic literacy, global awareness, and financial, economic, business, and entrepreneurial literacy are identified among the 21st century interdisciplinary themes. Finally, several of the key life and career skills listed fall firmly if not exclusively in the social studies: students must be able to work independently, be self-directed learners, interact effectively with others, and work effectively in diverse teams. The push for college and career readiness, so evident in the Common Core State Standards, is important, but as the Framework for 21st Century Learning makes clear, equally important is the need to help students ready themselves for their roles as citizens.

The rationale for social studies as one of the core school subjects is compelling. Unfortunately, that rationale has not always translated into the kinds of coherent and ambitious teaching and learning that enable students to achieve the promise of calls like the *Framework for 21st Century Learning*.

The C3 Framework and its Inquiry Arc mark a significant departure from past attempts to develop a robust social studies program. Some of the most compelling reasons for this departure are the remarkably flat scores on the National Assessment of Educational Progress (NAEP) in Civics/Government, Economics, Geography, and U.S. History (search “The Nation’s Report Card” by these subjects to study the results). As the gold standard of national assessment, the NAEP results have

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<sup>1</sup> The references in this Appendix are to works cited in the References section on pages 98–101.

been telling us for close to 20 years that our efforts to improve learning in key social studies subjects have not resulted in increased student achievement. Far too many 12th graders leave school with below-basic understandings.

A second reason why the C3 Framework represents a profound change is rooted in the research on teaching and learning in social studies that has drawn a remarkably consistent picture of what typically happens in schools. Too many social studies teachers—driven by content coverage demands, growing accountability requirements, and an all-too-crowded school day—spend much of their time talking at students (e.g., Brophy and Alleman, 2008; Cuban, 1991). Instead of building understandings in a robust learning environment, students too often spend their time simply trying to keep track of all the ideas flowing at them from their teachers and their textbooks.

This research, like the findings from the NAEP assessments, paints a remarkably consistent portrait of the consequences of such efforts: students learn too little. They develop precious few deep understandings of what they are called upon to learn in social studies.

We also know from other research that what students do retain from their studies is often wildly distorted and riddled with all manner of naïve conceptions about the past and the way the sociocultural world works (e.g., Frisch, 1989; Wineburg, Mosberg, Porat, and Duncan, 2007). They are also alienated by the social studies experience they receive in school, which is particularly the case among students of color (e.g., Epstein, 2009). Students are asked to be good consumers of other people’s knowledge and ideas, but they rarely get a chance to build their own deeper understandings, to learn to give up their naïve ideas, and to construct more powerful forms of knowledge. The outcome shows us that little change in learning can be wrested from doing more of the same.

A growing body of research on how students learn school subjects such as social studies repeatedly teaches us that students need opportunities to ask questions, pursue answers to those questions under the tutelage of expert teachers who can show them how to discipline their thinking processes, and take part in opportunities

to communicate and act on their understandings (Torney-Purta, Hahn, and Amadeo, 2001). Much of this work is cited in this Appendix, as it forms the basis for the scholarly rationale for the C3 Framework.

The C3 Framework signals a significant departure from past practices because it seeks to take advantage of this research and address the messages sent by NAEP tests. The Framework’s four Dimensions build directly from the findings laid out in research on how students learn; they seek to redress the limits on learning repeatedly noted by NAEP tests. In what follows, we identify how this research supports and underpins the fundamental shift in direction and practice the C3 Framework embodies. If we are serious about wanting students who are civic-minded and adequately prepared for both college and careers, we can no longer ignore the prospect of making good on this new direction.

### **The Importance of Questions**

Children and adolescents are naturally curious, and they are especially curious about the complex and multifaceted world they inhabit. Whether they articulate them to adults or not, they harbor an almost bottomless well of questions about how to understand that world. Sometimes children’s and adolescents’ silence around the questions in their heads leads adults to assume that they are empty vessels waiting passively for adults to fill them with their knowledge. This assumption could not be more mistaken.

Children’s and adolescents’ curiosity is deeply rooted in an unceasing desire to make sense of what goes on around them—through their language development; in their social interactions with parents, siblings, friends, and community members; and through what they see on television, in the movie theater, on YouTube, or on the Internet. Perhaps little signals the intensity of this socio-cultural curiosity so much as the wild popularity of social networking sites such as Facebook.

So what should a sound social studies education entail? The C3 Framework provides a plan that is deeply rooted in recent research on thinking, learning, and understanding.

For the reasons outlined above, a social studies education must begin with the kinds of compelling questions

and investigations described in Dimension 1. Young students will need help in framing useful questions and planning their inquiries, but even the youngest children want to make sense of the social and cultural environments around them (Brophy and Alleman, 2008). For example, students want to know what to make of the geographical spaces they inhabit whether their local community lies on the banks of a large river, on the high plain where the wind blows constantly, or in the shadows of snow-covered mountains. They are curious about the “olden days” Grandma always talks about. They wonder how money works as a means of purchasing things at stores. And they are fascinated by questions of who gets to make rules and whether those rules are fair. As they develop, and with the guidance of adults and peers, these questions give way to more sophisticated variants (Hess, 2008; Rogoff, 1994).

For too many years, however, a social studies education has meant a didactic, unidirectional process. Teachers have tried to instill ideas directly from adults’ social worlds into children’s minds on the assumption that, if there was enough telling, imploring, and demanding done, children would acquire those discipline-related ideas (Brophy and Alleman, 2008; Cuban, 1991). Researchers who have studied how children learn repeatedly confirm that young people learn by framing their own questions, with or without adult help (Bruner, 1960, 1996; Piaget, 1929/2007; Vosniadou, 2008; Vygotsky, 1986). Young people also construct their own problem-solving strategies, again with or without adult assistance. Those questions and problem-solving strategies, and the conclusions that young people reach, can remain naïve, ill-structured, undisciplined, and misleading without intervention by adults (Barton, 2008; Brophy and Alleman, 2006; Hahn and Alviar-Martin, 2008; Hicks, van Hover, Doolittle, and VanFossen, 2012; Miller and VanFossen, 2008; Segall and Helfenbein, 2008; VanSledright and Limon, 2006).

Challenging those nascent and often ill-formed questions, strategies, and conclusions can be very difficult, particularly if teachers are unaware of them. Young children, for example, often persist in the idea that banks exist only to give people money (Berti, 1995). It is not an unreasonable conclusion: they watch as parents get money from a bank’s ATM simply by inserting a plastic card and punching a key or two. This

process of “banks giving people money on command” answers the child’s crucial economic question—where does money come from? Similarly, some young people insist on believing that developments in the past add together in such a way as to indicate a steady, if over-generalized, march forward; this is reflected in the notion that things always and only get better (Barton, 1996; Brophy and VanSledright, 1997). This perspective helps children tell a story about why Grandpa is always talking about how lucky kids are today, or why Mom tells them about the childhood diseases she endured that they will not.

Children and adolescents are not empty vessels into which we pour our adult ideas and knowledge. Decades of research on how young people learn have repeatedly reinforced the view of students as active sense makers, who rely heavily on language to mediate their worlds and who are deeply enmeshed in investigating their social worlds in search of better ways to navigate it (Brophy, 1990; Bruner, 1996; Cole, 1995; Piaget, 1929/2007; Vygotsky, 1986).

### Questions as Problem-Solving Spaces

The C3 Framework begins at the intersection of student and discipline-based questions, those that concern the socio-cultural worlds that human beings have long desired to understand (Dimension 1). Many of those questions are discipline-specific, but others transcend individual disciplinary categories and are multidimensional in nature. For example, consider the question, how bad was the economic recession that began in 2007?

At first glance, this question seems to fall squarely within the discipline of economics. It demarcates a clear economic problem space—the period of recent economic struggle that saw incomes freeze or decline, unemployment increase, and capital markets contract. At the same time, it implies a set of supporting questions around spatial proportion: was the impact of this recession felt equally across the country? Or were certain geographic regions less severely affected and, if so, which ones and why? It also suggests additional questions involving history, politics and government. To ask how bad this recession is, we need to have some sort of historical reference point, such as the Great Depression, from which to gauge its impact. And we need to know

what role government and political decision making played in its inception, duration, and resolution.

A compelling question, then, demands that students think and reason economically, geographically, historically, and politically (Dimension 2) in order to fully address the issue. Along with the behavioral and social sciences, these disciplinary lenses help students think broadly; separately, these lenses enable students to set up and pursue their investigations in different ways.

### **Investigative Practices and Problem-Solving Strategies**

To ask questions implies the desire to answer them. Learning to investigate questions through the thinking and problem-solving strategies offered by the disciplines results in deeper understandings of the socio-cultural phenomena being investigated (Brophy, 1990; Donovan and Bransford, 2005). Doing so requires practicing those strategies until students become skilled and achieve automaticity.<sup>2</sup> Researchers have found that learning new ways of thinking can be slow because students often are reluctant to give up intuitive but naïve ideas that seem to work for them (e.g., Brophy, 1990; Piaget, 1929/2007). Persistence and repeated opportunities for students to practice different ways of thinking become the pedagogical order of the day.

So, what does thinking in the different disciplines look like? What do the experts do and how do school-aged students learn to accomplish it by comparison? What sorts of changes in thinking practices do learners need to undertake in order to become more knowledgeable about and proficient at understanding the world? What follows is a brief review of the last five decades of research on these questions.

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<sup>2</sup> Automaticity is a term that means exercising a complex, problem-solving, cognitive operation without needing to devote conscious energy to thinking through its specific requirements and processes. An example from history might involve being able to read, analyze, and synthesize a cluster of difficult and conflicting accounts on the way to arriving at a defensible, evidence-based interpretation/understanding, all without much apparent effort. Automaticity in some disciplinary operations can take years to build. It is sometimes characterized as a hallmark of cognitive, problem-solving expertise. It is certainly a symbol of competence and proficiency.

### **Economic Thinking**

Economic investigators are interested in the comparison of marginal costs and marginal benefits to allocate resources in a manner that maximizes well-being. Although not all economic investigators share the same assumptions about how markets and economies work, they typically believe that economic actors—individuals and/or organizations such as corporations—are rational beings or entities focused on satisfying their own self-interests. Because economic investigators are interested in marketplace activity, patterns become deeply important. Therefore, the language of numbers plays a decisive role in the ways in which they conduct their investigations.

To understand the depth of the recent recession, for example, economic investigators gather data about unemployment patterns; corporate assets, liabilities, and the changing patterns between them; government monetary and fiscal policy roles; and the like. Investigators use the patterns they glean from such data to assess the depths of up-and-down turns in the economy, to evaluate current states, to predict likely directions, and to offer recommendations. The ways that economic investigators employ economic models and gather data that offer evidence in support of those models provide justification for their explanations and claims of understanding (Miller and VanFossen, 1994).

Such practices, if engaged in well, require a form of economic literacy that depends on understanding and employing key concepts such as supply and demand, market liquidity, business cycles, labor practices, consumption, trade policies, and economic efficiencies (Dahl, 1998; Greenspan, 2005; Morton, 2005; Saunders and Gilliard, 1995; Council for Economic Education, 2010). That literacy also entails the application of theories that describe the interconnections among concepts and how they play out within economic structures. These theories or models of economic activity (and they can vary based on assumptions) allow investigators to attempt predictive solutions for economic problems (Miller and VanFossen, 1994).

Children, however, draw from simple everyday experiences to shape their views of how economies work, and those everyday ideas, while seeming to make intuitive sense, are decidedly naïve (Berti, 1995; Berti and Bombi,

1988; Laney, 2001). Children frequently harbor a variety of ill-structured and incomplete economic ideas, such as the difference between buying and renting (Brophy and Alleman, 2006), the size of a price tag determining how much a good costs, and that pieces of property are owned by the people who live around them (Laney and Schug, 1998).

These sorts of ideas held by children (and even some adolescents) significantly limit their capability to think economically and solve economic problems (Miller and VanFossen, 2008). As Alice Rivlin (1999) once observed, “without a basic understanding of how the economy works, what the... terms and concepts are, the average citizen is likely to be left out of any conversation... about what is happening in the economy and what to do about it.”

If students are to address a compelling question such as measuring the impact of the recent recession, they need opportunities to engage in investigations of such economic questions (Dimension 1), use economic reasoning and problem-solving strategies (Dimension 2), gather data that address those questions (Dimension 3), and do all of this collaboratively inside and outside the classroom context (Dimension 4). By engaging in this process, students can become more economically literate—able to use key economic concepts and data-gathering and analytic tools to solve problems. Doing so requires the educational assistance of knowledgeable social studies teachers, who know how to construct and conduct such investigations, and within them, shape naïve ideas into more sophisticated ones.

## Geographic Thinking

Geographic inquiry focuses attention on place and space and seeks to understand why humans deal with them in ways that they do and with what consequences. Whereas to economists the recent recession is about causes, effects, and solutions to slowing economic activity, to geographic investigators it is about understanding and representing the spatial expressions of the events. Maps and other graphics showing changes in spatial patterns of human and physical environments provide a geographic language that aids in analyzing and understanding issues while stimulating new questions to investigate.

To investigate the causes and consequences of economic and political events, geographers ask questions about the changing landscape of human activity—who was affected, where, and how? For example, did the recent global recession cause observable population shifts, changes in landscape uses, or spatial re-patterning of human activity across the United States and other countries? To answer such questions requires problem-solving strategies that entail spatial thinking, data gathering, and spatial analysis using geospatial data, maps, and other graphics.

Research on geographic thinking suggests that children learn how to navigate spatial relationships early on. Even very young children develop mental maps of environments they experience and can manage to work with simple directional maps (Bednarz, Acheson, and Bednarz, 2010; Blades and Spencer, 1987) and they become somewhat adept at using map symbol systems (Boardman, 1989). However, children may persist in some naïve understandings they initially develop such as consistently misreading adult mapmakers’ representations of city populations by the use of different sizes of map dots.

Other map symbols are also misunderstood without opportunities to investigate how they can be used to convey spatial ideas (Bednarz et al., 2010; Hickey and Bein, 1996; Liben and Downs, 1989). These misunderstandings may arise repeatedly because the everyday understandings children develop early on make good intuitive sense to them. Geographic investigations that involve more advanced forms of spatial reasoning help learners reconstruct their misleading understandings (Gregg, 1997). Simply telling children to change their intuitive, but counter-productive spatial ideas does little good. They need opportunities in the presence of knowledgeable others to engage in spatial-reasoning investigations (e.g., drawing and describing their own mental maps and making map representations based on data collected or personal field observations) in which they confront cognitive impasses created by their naïve everyday ideas. This kind of activity gives them a chance to restructure what they believe and know in more productive ways.

Changes in geospatial technologies have extended and amplified the reach and importance of the applications

of geographic knowledge, skills and perspectives. Learning to employ technologies such as GIS and Google Earth during their inquiries can serve ably in providing students with opportunities to restructure their knowledge, gain new skills, and change their perspectives. Students may engage in this process individually or collectively and collaboratively with the assistance and guidance of the more knowledgeable teacher.

Geographic thinking entails representing complex ideas about place. In many respects, places are created through human activity as people adapt to and modify the spaces they occupy. Ways of representing such activities are nearly always laden with the personal and cultural perspectives of the representers (Harley, 1994; Segall and Helfenbein, 2008). Without considerable prompting, students typically do not think much about who created the maps (i.e., cartographers), preferring instead to imagine that maps come ready-made and are thus always accurate. Yet, the sorts of political and socio-cultural distortions that may creep into such representations and into geographic narratives are crucial for students to understand if they are to achieve the type of geographic literacy and capable thinking required of citizens in democracies (Bednarz et al., 2010). How we come to understand and represent our global and interconnected world has important consequences for our lives (Segall and Helfenbein, 2008).

If investigating and understanding how people make economic choices, and with what consequences, helps us better make sense of who we are and why we do what we do, then investigating how we come to know and represent the world through geographic reasoning and tools helps us understand even more fully who we are and how we adapt to and modify a changing world. If taught in the research-based way the C3 Framework suggests, economic and geographic understandings will become less parochial and provincial as learners develop into more sophisticated and incisive thinkers.

For a comprehensive review of geography education research studies that examine how geographic knowledge, skills, and practices develop across diverse individuals, in a variety of settings, and over time, see Bednarz, Heffron, and Huynh (2013).

## Historical Thinking

In effect, posing historical questions involves asking what the past means, what people in the past were thinking and talking about, and how that thinking and language caused them to behave in the ways they did (Collingwood, 1946/1993). Expert historical investigators rely on residue from the past—both original accounts and testimonials and synthetic sources constructed by previous investigators—to address those questions. These sources demand extensive reading, defined very broadly to include texts, cartoons, paintings, maps, charts, photographs, and the like.

In order to address their questions and develop deeper understandings of how people acted in the past, historians read in particular ways (Lee, 2005; Wineburg, 2001). This way of reading is a type of thinking that involves strategies and skills, ones that lead to historical understanding. If we wish our students to ask more profound questions of the past as well as construct deeper understandings of it, we need to teach them to think and reason in the ways demonstrated by those with greater expertise (VanSledright, 2011).

Historical questions, then, demand that students search out relevant accounts; identify what types of accounts they are; attribute them to authors; assess the authors' perspectives, language, motives, and agendas; and judge the reliability of those texts for addressing the questions posed (VanSledright and Afflerbach, 2005; Wineburg, 2001). They also do whatever they can to read these authors slowly, closely, and within the historical context of the period in which they lived (Reisman, 2012; Wineburg, 2001). Students then convert those accounts into forms of evidence for making claims about what occurred and why (Lee, 2005; Lee and Shemilt, 2003). These claims are justified through a process of evidence corroboration in which the way the evidence preponderates or comes together supports certain claims over others. Collectively, the evidence-justified claims serve as a form of historical understanding.

In history, there is often a dispute over what the past means. Investigators wrestle over what counts as justified understandings because evidence can sometimes be applied to make multiple and different claims. It will come as no surprise, then, that students investigating the recent recession may arrive at varied conclusions.

For better or worse, historical reading and thinking, and the specific strategies they require, seldom provide a single, definitive answer to the questions posed. Children and adolescents can come to make sense of this problem, since most of them have undergone experiences in which differing perspectives (e.g., she said/he said during a playground spat) prevented closure on a given issue.

Young people, the research studies suggest, do not necessarily come to these forms of historical reading and thinking on their own (Donovan and Bransford, 2005; Levstik and Barton, 1997; VanSledright and Brophy, 1992; Wineburg, 2001). Their naïve, everyday ideas formed through lived experience tend to interfere with richer understandings (Lee, 2005).

For example, children learn early on about the difference between telling the truth and telling a lie, since uttering the latter is often met with punishment. They quickly develop the idea that people can engage in only these two dichotomous possibilities, and they bring this social understanding to the social studies classroom.

When reading accounts about events during the American Revolution—for example, one by a British soldier and a contradictory one by a colonial minuteman concerning who was at fault during a bloody skirmish, children (and even some adolescents) insist that one or the other must be lying. In a complex world, this dichotomous thinking can arrest understanding because it becomes difficult to determine which is which without corroborating evidence. Moreover, the notion of differing (and often conflicting) perspectives offers a more useful idea in that it helps explain why historical actors may have interpreted what appears to be the same situation in vastly different ways (Lee, 2005; VanSledright, 2011; Wineburg, 2001). Helping students achieve such understandings can take a number of different forms. Classroom discussions of emerging understandings based on analyses of sources and the evidence they produce can be crucial (Hess, 2009). Writing is also critical: recent studies have demonstrated that students who write about their historical understandings and are coached on how to gradually build sound evidence-based arguments, demonstrate a deeper grasp of how to address the questions posed (Monte-Sano, 2008; Monte-Sano, 2011).

This is but one additional example that explains why the C3 Framework stresses the Inquiry Arc of developing questions; applying disciplinary concepts; gathering sources and using evidence; and working collaboratively to develop conclusions and take action. Learning to think historically (or economically, or geographically, or politically) helps children and adolescents let go of some of their less-productive ideas and develop richer ones that aid in their understandings of the social and cultural world (Donovan and Bransford, 2005).

### **Civic-Minded Thinking**

If economic investigators primarily explore questions about how resources move to produce goods and services and how, in turn, those products flow to consumers, investigators who study politics and government primarily examine questions about how power flows. They are interested in understanding the political and civic actions of individuals and organizations and how they influence one another (Budano, 2012). Returning to the question about the recent recession, civic-minded investigators would trace how people's political behavior (e.g., voting practices, campaign donations) shapes the policies of elected officials in government and/or the converse. Those investigations would produce data that could be used to identify the role different policies (e.g., federal and local taxation, fiscal and monetary, discretionary and entitlement spending), or the lack thereof, play in creating a growth-recession cycle.

Analyzing how bad the recession was might be gauged by investigators of the civil polity through surveys of people's attitudes toward governmental organizations during this recession compared to other recessions, and how citizens deliberated about it and responded in the voting booth. These investigators might also survey the movement and efficacy of repair policies (e.g., stimulus packages, bail outs) through governmental organizations. Policy developments, their sources, and consequences as exercises in power shape the vocabulary of politics and government investigators. Their efforts are animated by asking questions about how power flows through cultures, resulting in policies and laws that regulate how citizens interact to solve dilemmas and conflicts between and among different interests. These investigators borrow a number of concepts and models from economists and historians. Because their questions focus on different kinds of problems (e.g., the

nature of civic behavior, or the effects of government policies), they use the concepts and models differently in order to address those problems.

Young social studies students typically have rather limited understandings of the internal workings of politics and civic behavior, both among individuals and within and across governmental bodies. They learn about voting as a decision-making strategy and can engage in simple forms of it, but they can have quite naïve understandings about it and they often overgeneralize the circumstances in which it can be applied (e.g., that all decisions should be subjected to a vote). Students of all ages are very curious about how decisions get made, and show interest in participating.

Early on, children rely heavily on their families for ideas about civic participation and how it works (Hess and Torney, 1967/2009). In order to learn how to participate effectively within deliberative and policymaking contexts, students need considerable guidance and continual practice in order to modify their naïve political and civic ideas. Students who are encouraged to ask questions, debate alternative actions, and gather evidence about the likely consequences of choosing one direction over others are typically less cynical than peers who do not have those experiences (Haas, 2004; Torney-Purta, Hahn, and Amadeo, 2001). Opportunities to engage in service-learning experiences also help prepare students for their adult responsibilities in participatory democratic cultures (Hahn and Alviar-Martin, 2008; Hess and Torney, 1967/2009; Kahne and Sporte, 2008; Metz and Youniss, 2005; Parker, 2008).

### **Evidence as Understanding**

If one goal of education is to improve students' decision-making judgment and to prepare them for college, careers, and civic life, there is no substitute for deep knowledge and understanding of the socio-cultural world offered through the four forms of disciplinary thinking described above. Along with the behavioral and social sciences, each offers powerful strategies and tools for exploring and answering compelling and supporting questions. In their different ways, they provide time-honored means of turning source data into evidence for the conclusions one reaches (Dimension 3).

One of the central principles in the C3 Framework rests on the concept of evidence. Anyone can ask a question about the social world and come to some answer or another, no matter how wildly speculative or opinionated. Human minds have great capacity for imagination. A wildly speculative answer or an imaginative conjecture, however, is not the same thing as understanding. Understanding is achieved by the careful investigation of questions, data collection, reading, analysis, and synthesis; in effect, data are transformed into evidence-based claims that separate opinions and conjecture from justifiable understandings.

In a digital world filled with fact and speculation, that difference is a crucial contribution social studies teachers who follow the C3 Framework can offer to their students. This claim is no more evident than in the research done on teaching and learning in history education (see reviews by Barton, 2008; Grant, 2006; Lee, 2005; VanSledright and Limon, 2006; Voss, 1998; Wineburg, 2001).

In our rapidly-changing world where ideas, information, and opinions are but mouse-clicks away, students more than ever need to learn how to keep learning in order to cultivate sound understandings (Lee, 2010). As a result, they need a deep well of powerful and disciplined strategies for answering their questions and for gathering data that can be evaluated and transformed into evidence for justifiable decisions.

The days are long past when it was sufficient to compel students to memorize other people's ideas and to hope that they would act on what they had memorized. If 20 years of National Assessment of Educational Progress report cards on youth civic, economic, geographical, and historical understanding mean anything, they repeatedly tell us that the success of that telling-and-compelling effort no longer works in the 21st century, if it ever did (Smith and Niemi, 2001).

### **Working Collaboratively to Show Understanding**

The research on how people learn makes clear how important collaborations are to deeper understanding (Brown and Campione, 2002; Brown, Collins, and Duguid, 1998; Palinscar, 1998). Businesses in Silicon Valley, for example, picked up on this idea long ago:

collaborative developmental teams designed the means of bringing the Internet to people in ways reminiscent of early 20th century efforts toward mass electrification. Researchers have long stressed the insights John Dewey (1902) offered about how important our shared language and vocabularies are to thinking and problem solving (Bruner, 1960; Rogoff, 1994; Vygotsky, 1986). In short, much of our best thinking occurs when we build and express ideas in collaborative settings (Dimension 4).

Teachers work to bridge student experience-based questions with disciplinary ones. Collaborative inquiries designed to address those questions are then launched in classrooms. Teachers act as guides, facilitators, and disciplinary ambassadors. Students are, however, engaged in the actual investigative work (for detailed examples of how this can play out in history classrooms, see Bain [2000] at the secondary level and VanSledright [2002] at the elementary level). Working together, students learn how to think more clearly and powerfully by employing disciplinary knowledge and methods. In doing so, they transform data they gather into evidence for the conclusions—explanations and arguments—they reach.

These explanations and arguments need to be communicated, for it is in this communication practice that teachers obtain evidence of growth in students' understandings (or the lack thereof). The process can take many collaborative forms. Students can read, analyze, and discuss data sources and accounts together; design websites or wikis; create digital documentary presentations; discuss and debate claims orally in the classroom; and engage in writing collective essays (Hess, 2002; Klingner, Vaughn, and Schumm, 1998; Soller, 2001; Monte-Sano, 2008; Swan and Hofer, 2008; Swan and Hofer, 2013). It is here, in particular, that the C3 Framework dovetails closely with the types of communication practices expected of students within the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

The aforementioned research speaks compellingly: While it is important for students to demonstrate their individual progress, they make more rapid progress in building their social studies understandings when working together.

Furthermore, collaborative opportunities to inquire into and then communicate understandings support students' informed civic engagement, a principal goal of a rich social studies education. Researchers have found that (a) investigating how governments operate, (b) engaging in opportunities to discuss and debate current social problems and issues, (c) being involved in service-learning and related activities, (d) participating in high-impact decision-making, and (e) participating in simulations of politically related activities all increase the likelihood of students attaining higher levels of political understanding, commitment, and action (Hess, 2002; Torney-Purta, 2005). As the Inquiry Arc of the C3 Framework culminates in Dimension 4, so too does the preparation for student success in college, career, and civic life.

### **Progressions in Socio-Cultural Understanding**

The C3 Framework is organized by grade bands because researchers have long demonstrated that disciplinary ideas and understandings show progression in their development (Piaget, 1929/2007; Vygotsky, 1986). Some of the early work suggested that progression tended to form in lock step. That is, children and adolescents needed to attain a certain cluster of understandings before they could move to the next stage. This set of claims has given way to the idea that progression can be bumpy and uneven, and that children and adolescents may move back and forth across developmental levels. Therefore, students need repeated opportunities to work in investigative contexts with disciplinary concepts, strategies, and ideas (Lee and Ashby, 2000; Ashby, Lee, and Shemilt, 2005; VanSledright, 2002).

Students' capability to ask rich questions within disciplinary-based inquiries grows rather slowly. They need considerable guidance from more knowledgeable adults and peers in asking the meaty questions that prompt the development of deeper socio-cultural understandings useful to adults in democracies. This is not to say that the questions students ask are irrelevant. Rather, teachers will find the task of assisting their students in constructing questions and developing inquiries more challenging than, say, teaching students to consider an author's perspectives when reading a history text (Reisman, 2012).

Student progress can also be uneven in using evidence to draw conclusions (VanSledright, 2002; Wineburg, 2001). Researchers find that even some college students think that unsupported opinions are sufficient to claim understanding, and they can struggle to distinguish them from evidence-backed arguments (Maggioni, 2010; Maggioni, VanSledright, and Reddy, 2009; Seixas, 1993). Helping students make better distinctions and build criteria for judging the difference takes time and demands multiple opportunities to practice.

What then can social studies teachers reasonably expect as students progress through the social studies program? As the foregoing implies, researchers suggest that they will see relatively slow growth in children's and adolescents' disciplinary thinking and understanding. This finding makes sense. Because children's early learning experiences so often result in tightly-held intuitive, but often naïve understandings, children find those understandings difficult to give up and/or reconstruct.

It is just this kind of research finding that undergirds the importance of helping students develop questions and inquiries into the world. Merely telling students how the economy works or what the past means requires that they accept the teacher's word on faith. Researchers make it clear that this approach is insufficient. Students need repeated opportunities to practice asking questions, investigating phenomena, and gathering the necessary evidence if they are to progress in building explanations and arguments that illustrate their knowledge and understandings.

Furthermore, it is important to understand that students are quite capable of thinking in the ways that the Inquiry Arc indicates. The research base here is pointed:

students are more than able to think deeply and richly about the world around them. They simply grow at different rates and need many and varied opportunities to engage with ideas (Donovan and Bransford, 2005). It is important to hold high, but reachable expectations for student learning progressions. Grade banding plus repetition is a way to suggest how the repeated opportunity to practice evolves across broad grade clusters.

### **Understanding as Civic Engagement**

The C3 Framework and the embedded Inquiry Arc are underpinned by decades of research on how children and adolescents learn about and operate in the world. They begin with those young people's questions, intersect them with the social studies disciplines, and broach investigations into the world that are designed to address those questions. This approach is not willy-nilly. The research base demonstrates that the contributions disciplinary thinking can make to deepen young people's understandings of the world are indeed profound.

These disciplined ways of thinking are also ways of learning. As such, they are crucial in preparing young people for lives as engaged and active citizens. Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as is necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to traverse successfully the worlds of college, career, and civic life. The research that underpins the C3 Framework offers much to move our children precisely in that direction.

# Religious Studies Companion Document for the C3 Framework

Approved by  
**American Academy of Religion<sup>1</sup>**  
825 Houston Mill Rd NE STE 300  
Atlanta, GA 30329-4205

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## Commitments and Context

In 2014, the National Council for the Social Studies (NCSS) reaffirmed its longstanding position that study about religions should be an essential part of the social studies curriculum in ways that are constitutionally and academically sound. NCSS emphasized that knowledge about religions is not only a characteristic of an educated person but is necessary for effective and engaged citizenship in an interconnected and diverse nation and world. It recommended that state departments of education work to ensure inclusion of study about religions, including the role of religion in history and society, in all social studies programs. Teachers teaching such courses should have appropriate professional training in the academic study of religion in order to facilitate meaningful, constitutional classroom dialogue grounded in content knowledge. NCSS affirmed that the First Amendment to the U.S. Constitution provides the civic framework for achieving these goals.

In 1963, the U.S. Supreme Court ruled that state-sponsored devotional practices are unconstitutional in public schools. At the same time, the Court made clear that the study of religion—as distinguished from religious indoctrination—is an important part of a “complete education.” Justice Tom Clark wrote for the Court: “[I]t might well be said that one’s education is not complete without a study of comparative religions

or the history of religion and its relationship to the advancement of civilization.”<sup>2</sup> Building upon the Supreme Court’s guidance, NCSS joined with sixteen leading educational, religious, and civil liberties groups in 1988 to reaffirm that the study of religion is essential to understanding both the nation and the world.<sup>3</sup>

Over the next two decades, NCSS and its affiliates contributed to the development of state social studies standards that included the study of religion.<sup>4</sup> In 2000, twenty-one national organizations joined with the NCSS and the U.S. Department of Education to disseminate a document to every public school about the

1. The writing team was composed of the following individuals (in alphabetical order): Jessica Blitzer, West Hartford Public Schools (CT); Seth Brady, Naperville Central High School (IL); John Camardella, Prospect High School (IL); Niki Clements, Rice University (TX); Susan Douglass, Georgetown University (DC); Benjamin P. Marcus, Newseum Institute (DC); Diane L. Moore, Harvard Divinity School (MA); and Nathan C. Walker, Teachers College Columbia University (NY).

2. *Abington School District v. Schempp*, 374 U.S. 203 (1963).

3. “Religion in the Public School Curriculum: Questions and Answers” was first published in 1988 and disseminated widely by NCSS and other sponsoring organizations. Downloadable at [www.religiousfreedomcenter.org](http://www.religiousfreedomcenter.org).

4. Susan L. Douglass, *Teaching about Religion in National and State Standards* (Fountain Valley, CA and Nashville, TN: Council on Islamic Education and First Amendment Center, 2000). Downloadable at [www.religiousfreedomcenter.org](http://www.religiousfreedomcenter.org).

constitutionality of religion in public schools. Widely accepted guidelines for teaching about religion state:

- The school’s approach to religion is *academic*, not *devotional*.
- The school strives for student *awareness* of religions, but does not press for student *acceptance* of any religion.
- The school sponsors *study* about religion, not the *practice* of religion.
- The school may *expose* students to a diversity of religious views, but may not *impose* any particular view.
- The school *educates* about all religions; it does not *promote* or *denigrate* religion.
- The school *informs* the students about various beliefs; it does not seek to *conform* students to any particular belief.<sup>5</sup>

In 2010, the American Academy of Religion (AAR) published *Guidelines for Teaching about Religion in K-12 Public Schools in the United States* to emphasize the importance of using a religious studies approach to teach about religion. NCSS affirmed the AAR guidelines in 2014, emphasizing that “schools have a civic and educational responsibility to include robust study about religions in the social studies curriculum.” This Supplement equips state departments of education and school districts with student learning indicators and a framework for studying religion in ways that are constitutionally sound and consistent with the AAR’s high academic standards.

## Introduction to the Disciplinary Concepts and Skills of Religious Studies

Religious studies analyzes the impact of religion on the structure and culture of societies, examining both historical and contemporary perspectives in order to understand how religious beliefs, practices, and communities are created, maintained, and transformed over time. Through a non-devotional approach, students gain the ability to understand religions as diverse and dynamic, to explain how

religions change over time, and to analyze how culture affects religion and religion affects culture. Student inquiry into complex issues—including the dynamic relationships within a religion, between religions, and between religion and secularism—provides a unique environment to learn how to recognize and evaluate assumptions without undermining personal religious identity, to navigate diverse and shifting cultural values, to engage respectfully with diverse neighbors, and to resist common misunderstandings that have negative real-world consequences. These skills are invaluable in a society whose increasingly multicultural schools, workplaces, and local, national, and international public spheres all need informed, critical, and engaged citizens.

The study of religion from an academic, non-devotional perspective in primary, middle, and secondary school is critical for decreasing religious illiteracy and the bigotry and prejudice it fuels. The AAR has defined religious literacy as “the ability to discern and analyze the fundamental intersections of religion with social, political, and cultural life.” Specifically, the AAR states, a religiously literate person will possess

a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world’s religious traditions and religious expressions *as they arose out of and continue to shape and to be shaped by particular social, historical and cultural contexts*; and the ability to discern and explore the religious dimensions of political, social and cultural expressions across time and place.”<sup>6</sup>  
[Emphasis added]

5. Based on guidelines originally developed by James V. Panoch and published in 1974 by the Public Education Religion Studies Center at Wright State University. The guidelines quoted here are from the First Amendment Center’s “A Teacher’s Guide to Religion in the Public Schools,” which may be found at [www.religiousfreedomcenter.org/wp-content/uploads/2014/08/teachersguide.pdf](http://www.religiousfreedomcenter.org/wp-content/uploads/2014/08/teachersguide.pdf). For all consensus guidelines on religion in public schools, see: Charles C. Haynes and Oliver Thomas, *Finding Common Ground: A First Amendment Guide to Religion and Public Schools* (Nashville, TN: First Amendment Center, 2011).

6. *Guidelines for Teaching About Religion in K-12 Public Schools in the United States* (Atlanta: AAR, 2010) p. 4. <https://www.aarweb.org/sites/default/files/pdfs/Publications/epublications/AARK-12CurriculumGuidelines.pdf>. Diane L. Moore was Chair of the Task Force that produced these guidelines.

## Religious Studies Premises and Methods of Inquiry

Religious studies scholars articulate four basic assertions about religions and the study of religion that serve to counter problematic assumptions while creating a useful method for inquiry. First, there is a difference between the devotional study of religion to encourage religious commitment and the nonsectarian study that seeks to understand religion without promoting or discouraging adherence to it. This premise affirms the credibility of particular religious assertions without equating them with absolute truths about the traditions themselves. Second, religions are internally diverse and not uniform as is commonly represented. Scholars recognize that religious communities are living entities that function in different social/political contexts. Third, religions evolve and change through time and are not static or fixed. Religious expressions and beliefs must be studied in social and historical context as they are constantly interpreted and reinterpreted by adherents. Fourth, religious influences are embedded in cultures and not separable from other forms of human expression.

College, Career, and Civic ready students:

- **D2.Rel.1.9-12:** Explain and analyze the distinction between a devotional assertion of religious beliefs and behaviors and the academic study of diverse devotional assertions from a nonsectarian perspective in specific social and historical contexts.
- **D2.Rel.2.9-12:** Describe and analyze examples of how religions are internally diverse at both macro levels (sects and divisions within traditions) and micro levels (differences within specific religious communities).
- **D2.Rel.3.9-12:** Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts.
- **D2.Rel.4.9-12:** Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the “private” sphere.

## Applications of Religious Studies Premises: Belief, Behavior, and Belonging

Religious studies scholars investigate how individuals and communities construct their religious identities. Describing religious identity requires recognition of the historical, political, geographic, and economic factors that shape the beliefs people hold, the behaviors they exhibit, and their membership within multiple intersecting communities. Beliefs, behaviors, and the experiences of belonging to communities—including but not restricted to religious communities—shape and are shaped by one another. Beliefs and values include theological, doctrinal, scriptural, and ethical evaluative claims about daily life as much as those about a transcendent reality or experiences of the divine. Behaviors include practices associated with rites, rituals, and life both inside and outside of strictly religious settings. Experiences of belonging include membership in religious communities and other social communities with intersecting racial, national, ethnic, familial, gender, class, and other identities.

College, Career, and Civic ready students:

- **D2.Rel.5.9-12:** Explain how religious identities shape and are shaped by the beliefs people hold, the behaviors they exhibit, and the ways people experience membership in intersecting communities.
- **D2.Rel.6.9-12:** Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.
- **D2.Rel.7.9-12:** Analyze how beliefs, behaviors, and experiences of belonging to communities change over time.
- **D2.Rel.8.9-12:** Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.
- **D2.Rel.9.9-12:** Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.

## Critical Inquiry: Representation, Sources, and Evidence

Inquiry from a religious studies perspective does not evaluate the theological or devotional question of what is “right” or “true” for a tradition or individual. Instead, religious studies scholars utilize primary and secondary sources to analyze how religious values, interpretations, and expressions both shape and are shaped by individuals and communities. Teacher-guided critical inquiry will explore how and why some religious individuals and communities gain social and political prominence and influence while others become socially and politically marginalized. Religious studies scholars identify conscious and unconscious assumptions about religious identity and its influence on beliefs, behaviors, and communities of belonging in private and public life.

College, Career, and Civic ready students:

- **D2.Rel.10.9-12:** Identify assumptions about the definition of religion and the proper role of religion in private and public life.
- **D2.Rel.11.9-12:** Describe which expressions of orthodoxy (“right” believing) and orthopraxy (“right” behaving) are socially and politically prominent or marginalized in specific contexts.
- **D2.Rel.12.9-12:** Identify which religious individuals, communities, and institutions are represented in public discourse, and explain how some are obscured.
- **D2.Rel.13.9-12:** Collect and analyze the meaning and significance of primary and secondary religious sources in their particular social, historical, and political context, including statements of theology and doctrine, sacred texts, depictions of rites and rituals, biographies, histories, ethnography, art and architecture, and demographic data.
- **D2.Rel.14.9-12:** Evaluate how diverse religious sources articulate the relationship between a religion and its social and historical context.

## Brief Overview of the Connections between Religious Studies and the English Language Arts/Literacy Common Core Standards

**Connections with the College and Career Readiness (CCR) Anchor Standards.** Looking through a religious studies lens, students develop and use a wide range of skills that are central to the Common Core College and Career Readiness Anchor Standards. Utilizing the methodologies, academic frameworks, and practices that form the field of religious studies provides students with the knowledge and skills they need to think critically about the historical and contemporary world.

Religious studies as an interdisciplinary academic field requires students to develop the skills necessary to describe, interpret, compare, explain, and examine the beliefs, behaviors, attitudes, and institutions associated with religions. Taking a religious studies approach allows students to critically examine both primary and secondary source material to determine central ideas or themes across or within religions. Students analyze how source materials address similar themes or topics in order to build knowledge, recognize patterns, or compare ideas. By studying religion, students come to understand how religions are internally diverse, dynamic and changing, and embedded in specific cultural and historical contexts. They then use this understanding to develop compelling questions, engage in research, formulate evidence-based claims, consider how to communicate conclusions to an audience, and consider possibilities for appropriate civic action. The study of religion, when integrated into the study of civics, economics, geography, and history, helps students hone the skills outlined in the Anchor Standards in Reading, Writing, Speaking and Listening, and Language. As such, religious studies supports students’ successful entry into the world of work or post-secondary education.

## C3 Framework Disciplinary Inquiry Matrix: Religious Studies

In Appendix A, the Disciplinary Inquiry Matrix articulates how each of the four Dimensions of the C3 Framework build upon one another through the use of a content-specific example: *How bad was the Great Recession?* The Disciplinary Inquiry Matrix

describes what *experts* think and do. It is a four-part target example to which *students* should aspire. The matrix develops through the construction of disciplinary compelling and supporting questions (Dimension 1); the data sources, key concepts, and key strategies specific to each discipline (Dimension 2); the

development of evidence-based claims (Dimension 3); and the means of expression (Dimension 4). In the table, the Great Recession is examined through the disciplinary lens of religious studies. The examples in the boxes are illustrative rather than exhaustive.

WAYS OF KNOWING	<p style="text-align: center;"><b>RELIGIOUS STUDIES</b></p> <p style="text-align: center;">RELIGIOUS STUDIES SCHOLARS SAY...</p>
<b>DIMENSION 1</b>	
<p>POSSIBLE DISCIPLINARY COMPELLING AND SUPPORTING QUESTIONS</p>	<p>How did the Great Recession affect religious life in the United States and the world? How did religious beliefs and values shape a person's understanding of, and response to, the Great Recession? How does an individual's worldview affect the way in which economic conditions are experienced? In what ways did religious institutions and individuals respond to the effects of the Great Recession? To what extent did the Great Recession impact religious beliefs and practices? How did different religious communities interact with one another—and with non-religious communities—in responding to the Great Recession?</p>
<b>DIMENSION 2</b>	
<p>DATA SOURCES NEEDED TO ADDRESS QUESTIONS</p>	<p>Statistics, surveys, and other types of sources that depict attendance figures for religious institutions, charitable giving, and community actions to address the adverse economic effects of the Great Recession, inter-religious or intra-religious initiatives to support individuals and communities in need, and interviews and media articles about perceived causes of the Great Recession. Newsletters, religious community bulletins, sermons, newspaper and magazine articles, or television news broadcasts that occurred before, during, and after the Great Recession. Ethnographies of various religious communities before, during, and after the Great Recession.</p>
<p>KEY CONCEPTS AND CONCEPTUAL UNDERSTANDINGS NEEDED TO ADDRESS QUESTIONS (non-exclusive questions)</p>	<p>Theories (including historical, literary, psychological, sociological, and philosophical approaches) of religion and cultural contexts; cultural, social, political, geographic, economic, and psychological influences on religious identity and institutions; intersections between religious beliefs, behaviors, and belonging; understanding religions as dynamic, diverse, and influenced by and influencing a complex set of cultural factors.</p>
<p>KEY STRATEGIES AND SKILLS NEEDED TO ADDRESS QUESTIONS (non-exclusive examples)</p>	<p>Reading and interpreting statistics, critical thinking, and applying religious studies frameworks to issues faced by local communities to encourage civic engagement and protection of rights associated with religious freedom. Analysis of the religious sources and evidence used by the media. Consulting multiple accounts of a single event to corroborate evidence.</p>
<b>DIMENSION 3</b>	
<p>EVIDENCE-BASED CLAIMS</p>	<p>Analyses of source material (statistical, narrative, visual, auditory, digital, primary, and secondary) using the disciplinary framework and methods of religious studies should form the bases for substantiating and justifying claims.</p>
<b>DIMENSION 4</b>	
<p>FORMS OF COMMUNICATION AND ACTION (illustrative examples)</p>	<p>Books and scholarly articles in peer-reviewed journals; newspaper and online op-ed pieces for either a targeted community or general readership; appearances on television and/or radio; websites and/or webinars; policy statements and reports for government bodies; research briefs; professional presentations to colleagues or major trade associations.</p>

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# GLOSSARY

## KEY TERMS IN THE C3 FRAMEWORK

*The College, Career and Civic Life (C3) Framework for Social Studies State Standards* sets forth learning expectations and an inquiry arc that will be useful in guiding the development of state and local social studies standards and curriculum documents. This glossary defines and provides examples of key concepts and terms used in the C3 Framework. The examples are illustrative but are not exhaustive.

**Adapt to an environment:** People adapt to the opportunities and constraints of their environment, making relevant decisions based on their state of knowledge and technology.

**Example:** People settle in regions that provide resources needed for daily living. Settlement location choices are influenced by various factors, including climate and changes in technology. One example is the influence of air conditioning systems on where people choose to live.

**Argument (coherent, reasoned):** In the C3 Framework, an argument is a claim or collection of claims supported by relevant evidence, which can be considered an answer to the question investigated by the research. In historical research, a *coherent argument* is one in which the evidence cited supports the claim; a *reasoned argument* is one in which the evidence is used in a logical and critical way.

**Example:** In *Freedom From Fear: The American People in Depression and War, 1929-1945*, the historian David Kennedy develops the *reasoned argument* that U.S. isolation from the principal theaters of battle and the nation's superior economic ability allowed it to emerge successfully from World War II.

**Authority (authoritative source):** The legitimate power to influence or compel thoughts and actions. An *authoritative source* is a source acknowledged to be an accurate and reliable basis for identifying facts and constructing interpretations.

**Example:** The United States Constitution is an *authoritative source* on the structure of federal government in the United States.

**Banks:** Businesses that accept deposits and make loans.

**Example:** Family members or neighbors probably have checking or saving accounts at *banks* in the community. They deposit their money in these accounts to keep it safe. *Banks* offer ease of use through ATM cards, debit cards, and checks. *Banks* often pay interest on the money in these accounts. *Banks* use the deposits to make loans to other customers. Students may know friends or family who have obtained a loan from a *bank* to buy a house or a car.

**Barriers to trade:** Laws that limit imports or place taxes on imported goods and services in order to discourage imports and protect domestic profits and jobs.

**Example:** A tariff is a tax on imports that results in fewer imports being purchased. One consequence is that more domestic substitutes will likely be consumed.

**Benefits:** The gains from consuming and producing goods and services and making personal, business, and public choices. Benefits may be financial, or they may consist of other types of satisfaction.

**Example:** The purchase of a new bicycle results in increased satisfaction and enjoyment.

**Borrowing:** Taking money with a promise to repay the money in the future.

**Example:** Perhaps a brother, sister, or parent has *borrowed* money from a student and later repaid the money. Maybe a student has *borrowed* money from a brother, sister, friend, or parent. In commercial lending, the promise to repay includes the amount *borrowed* plus some interest—a payment for using the *borrowed* money.

**Capital goods:** Goods that have been produced and are used over and over again in the production process to produce other goods and services. Capital goods can also be called capital resources or physical capital.

**Example:** Tools, equipment, factories, office buildings, machines, desks in schools, interactive whiteboards, computers, and projectors are all examples of *capital goods*.

**Causes and effects (probable, multiple, complex, unexpected):** No historical event or development occurs in a vacuum; every one has prior conditions, and every one has consequences. Historians cannot test these in laboratories the way scientists can, but they can use historical evidence and reasoning to determine *probable* causes and effects. Events and processes often result from developments in many realms of life, including the social, political, economic, and cultural realms, and may have consequences that are broad, interconnected, and far-reaching, so that causes and effects are *multiple* and *complex*. The outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past have often been *unexpected*, not pre-determined.

**Example of probable causes:** *Probable causes* of the voyages of Columbus include Columbus's desire to reach the riches of Asia by sailing westward and the aims of the Spanish monarchs Ferdinand and Isabella to continue the expansion of Christianity, as well as other reasons listed as multiple causes below.

**Example of multiple causes:** *Multiple causes* of the voyages of Columbus include Columbus's personal ambition and desire to reach the riches of Asia by sailing westward; the aims of the Spanish

monarchs Ferdinand and Isabella to compete with Portugal in the race for direct access to spices and to continue the expansion of Christianity; the expansion of the Ottoman Empire that disrupted old trade routes and lessened the direct access of Western Europeans to silk, spices, and other Asian products; improvements in ship designs, including the adoption of new kinds of sails; and the development of the printing press, which allowed works by earlier geographers and travelers to be cheap and accessible to ship captains and merchants. Other factors also played a role, because no single cause led to Columbus's voyages.

**Example of complex effects:** *Complex effects* of the voyages of Columbus include all the developments that resulted from them, which have influenced nearly every aspect of today's globalized world.

**Example of unexpected effects:** The voyages of Columbus resulted in the widespread exchange of animals, plants, human populations, and diseases across the Atlantic in both directions, including corn, wheat, potatoes, tomatoes, coffee, cows, horses, turkeys, measles, and smallpox. Many results of the Columbian Exchange were *unexpected effects*, and some of the exchange was completely unintentional, such as the movement of invasive plant species that became pests.

**Change and Continuity:** The study of the past shows that some elements remained continuous or steady, while others changed. Thinking about change and continuity requires us to compare different points in time—either two points in time from the past with each other, or one from the past with the present. Sometimes the factors that change and those that stay the same are surprising or hidden. Change may bring progress, but it can also result in decline.

**Example:** The advent of electricity and household technology brought major *changes* to family life in the United States, but there were *continuities* as well. Doing laundry was much easier and less physically strenuous with washing machines, but laundry remained a household task that was almost always done by women, and the amount of clothing most people owned increased, so that the time taken to do laundry did not decrease significantly.

**Choice:** A decision made between two or more possibilities or alternatives.

**Example:** People make *choices* every day. They *choose* what to wear, what to eat, and what to do in their free time.

**Chronological sequence:** A list of historical events organized by the time and date of their occurrence. Ordering events in time is important to identifying relationships between events and historical context, and to understanding the development of processes across time in order not to view events in isolation.

**Example:** A *chronological sequence* of major events in African American history is: the 14<sup>th</sup> Amendment, Reconstruction, Jim Crow laws, rise of the Ku Klux Klan, World War II, and the Montgomery Bus Boycott.

**Civic virtues:** Principles and traits of character that enable citizens to contribute to the common good by engaging in political and civil society.

**Example:** Tolerance, adherence to law, opposition to tyranny, standing up for others' rights, and active participation in the community are *civic virtues*.

**Civil society:** The entire array of nongovernmental groups, associations, and institutions that citizens form and join, along with norms and values that underlie participation, such as cooperation, trust, and civility.

**Example:** The Parent Teachers Association in a school is part of *civil society*.

**Claims and counterclaims:** In the C3 Framework, claims are statements of belief or opinion rooted in factual knowledge and evidence that result from the analysis of sources in an inquiry. Counterclaims are statements that challenge or respond to claims, using evidence that contradicts a claim.

**Example:** Some economists *claim* that central government banks can effectively control economic growth by injecting capital into financial markets through buying and selling in bond markets. A *counterclaim* suggests that such interventions prevent capital markets from functioning properly and thus slow economic growth.

**Climate change:** Long-term significant variations in average weather conditions on Earth, particularly in temperatures and precipitation, that are caused by either natural or human induced processes.

**Example:** Alterations in the physical dynamics of Earth's atmosphere that affect the climate may result from natural phenomena, such as extensive volcanic eruptions, or human practices, such as burning fossil fuels.

**Climate variability:** Changes over time in patterns of weather and climate either globally or in a specific region of the world.

**Example:** Precipitation and temperature may change for varying times, resulting in dry and wet periods that influence the timing of planting and harvesting of food crops in specific regions affected.

**Collective action:** Activities undertaken by a group of people with a shared interest in promoting or encouraging change or progress on an issue about which members of the group agree.

**Example:** The Tea Party movement began as a *collective action* to limit government expenditures and taxes, and to oppose the expansion of the role of the federal government in areas such as health care.

**Communication network:** A pattern of links among points and pathways along which the movement and exchange of information takes place.

**Example:** Cell phone towers are located at sites chosen to facilitate the movement and reception of signals within areas served by the system.

**Comparative advantage:** The ability to produce at a lower opportunity cost than another producer.

**Example:** A producer with a *comparative advantage* in the production of wheat may have to give up less corn to produce wheat than other producers.

**Compelling question:** Compelling questions address problems and issues found in and across the academic disciplines that make up social studies. They require students to apply disciplinary concepts and to construct arguments and interpretations. Compelling questions often emerge from the interests of students and their curiosity about how things work, but they are also grounded in curriculum and content with which students might have little experience.

**Example:** Was the American Revolution revolutionary?

**Competition:** The ability of businesses and individuals to enter a market in an effort to compete to sell or buy a product. Competition results in attempts by two or more individuals or organizations to acquire the same goods, services, or productive and financial resources, or else to sell them. Consumers compete with other consumers for goods and services. Producers compete with other producers for sales to consumers.

**Example:** New cell phones are produced on a regular basis by a wide variety of firms.

**Complex causal reasoning:** A type of logical thinking that explains how multiple events, ideas, or activities contribute to one another.

**Example:** An understanding of human migration patterns in the world today requires *complex causal reasoning* that takes into account local politics, economic factors, geographical conditions, climate, and social and cultural influences.

**Context:** The ideas, events, or related content that situate a concept, event, person, or idea in a relevant time, place, or intellectual sphere.

**Example:** The theory of communism emerged in the *context* of rapid industrialization and changing economic conditions in 19<sup>th</sup> century Western Europe.

**Core principles (in U.S. founding documents):** Fundamental ideas and ideals expressed in the Declaration of Independence, the Constitution, and other early and influential documents.

**Example:** Government by the consent of the governed, equality under law, and freedom of the press are *core principles in the founding documents* of the United States.

**Correct sequence (linear or non-linear):** The notion that a text (written or multimodal) has a recognizable path for readers to follow. These paths may be linear, as are most written print texts, or non-linear, as are most web-based texts with hyperlinks

**Example:** A conventional essay would likely have a linear reading path. Websites that represent the same essay text on multiple web-pages, and can be accessed in a variety of different sequences, would be non-linear.

**Corroborative value:** The extent to which information from one source that is used as evidence to support a claim supports information from another source.

**Example:** Economic data offers *corroborative value* in support of claims drawn from personal correspondence about the social impact of the Great Migration of African Americans from Southern cities and towns to Northern industrial areas in the early 20<sup>th</sup> century.

**Costs:** What an individual, business, organization, or government gives up when a choice is made. Costs may be financial or nonfinancial.

**Example:** When a person decides to go to a movie, the *cost* of that choice is what could have been done with the money spent and how the time could have otherwise been used.

**Credibility:** The degree to which a source can be trusted or believed to represent what it purports to represent. The concept of credibility does not necessarily correspond to that of truth; a source can be credible and contain factual inaccuracies.

**Example:** The *credibility* of personal accounts of the Civil War battles from politicians in Washington, D.C., and Richmond, Virginia, is limited, in view of the fact that their accounts were second-hand.

**Credit:** The granting of money or something else of value in exchange for a promise of future repayment.

**Example:** A bank or other financial institution may give people *credit*; that is, the bank or financial institution gives people money to buy cars or houses. The borrowers agree to repay the money borrowed plus interest over the time of the loan.

**Cultural characteristics:** The specific ideas, belief systems, or patterns of behavior that characterize a society or a culturally distinct social group.

**Example:** *Cultural characteristics* are expressed in housing types, food preferences, spatial patterns of settlements, and beliefs about appropriate relationships between people and nature.

**Cultural pattern:** Culture may be manifested in repeated behavior shown in social conventions, customs, and adherence to rules or habits that are based on values and beliefs about the attributes of society and nature.

**Example:** *Cultural patterns* may be seen in the tools and artifacts produced in different societies or in food-growing techniques shared among members of a group.

**Cultural preference:** A culturally-based preference for one thing rather than available alternatives. The choice to engage in some practices rather than others may be grounded in cultural habits or may reflect deeply-held cultural beliefs about appropriate behavior in certain settings or situations.

**Example:** Choices of favored spectator sports vary from place to place. Some regions have avid soccer fans, while others favor ice hockey or baseball. Food preferences also vary widely from place to place and may be based on religious beliefs, the history of available foods, or health concerns. *Cultural preferences* may range from seemingly trivial topics to issues of life-changing importance.

**Culture:** Culture is a human institution manifested in the learned behavior of people, including their specific belief systems, language(s), social relations, technologies, institutions, organizations, and systems for using and developing resources.

**Example:** Various *cultures* emerged on Earth in dispersed locations and within different environments. Long periods of isolation and limited interaction contributed to cultural diversity and distinctive habits and beliefs. Language-based communication is a clear example of a learned behavior that influences the development and interactions of human groups.

**Deflation:** A general sustained downward movement of prices for goods and services in an economy.

**Example:** The Japanese economy began to experience *deflation* during the 1990s. The United States experienced *deflation* during the Great Depression.

**Deliberation:** Discussing issues and making choices and judgments in a group, with information and evidence, civility and respect, and concern for fair procedures.

**Example:** The class *deliberated* and decided to conduct a service project at the senior center.

**Deliberative and democratic strategies:** A way to accomplish a goal that includes the input of those involved at all stages of the process.

**Example:** The United Nations seeks to utilize *deliberative and democratic strategies* to address global issues.

**Demand:** The quantity of a good or service that buyers are willing and able to buy at all possible prices during a certain time period. In general, people are willing and able to buy more units of a good or service at a lower price than they are at a higher price.

**Example:** Ellie opened a lemonade stand. She discovered that her customers were willing and able to buy more cups of lemonade at \$.50 per cup than they would at \$1.00 a cup.

**Democratic principle:** A principle that should guide the behavior and values of institutions and citizens in a democracy.

**Example:** It is a *democratic principle* that everyone is equal before the law.

**Development:** A historical event or set of events that is regarded as significant.

**Example:** The invention of the cotton gin was a *development* that significantly changed people's lives.

**Disincentive or negative incentive:** Perceived costs that discourage certain behaviors.

**Example:** Detention or suspension are costs imposed on students to deter behaviors such as skipping school or being disruptive. Fines for speeding are *disincentives* designed to discourage reckless driving.

**Economic globalization:** An international economic system for the production and exchange of goods and services that creates interdependence among the economies of the world's nations.

**Example:** *Global* trade in wheat and other grains fluctuates according to the predicted future supplies and actual reserves in grain growing countries. Prices and availability are influenced by climate events, transportation costs, population size, and changing food habits in various places.

**Economic growth:** A sustained rise over time in a nation's production of goods and services.

**Example:** The U.S. economy, as measured by real GDP, grew at an average of slightly more than 3% per year over the 60 years from 1953 to 2012.

**Economic Interdependence:** The dependence of people who specialize in producing one particular good or service upon other people or institutions to provide additional goods and services that they desire.

**Example:** A secondary social studies teacher specializes in producing learning among secondary students and is dependent upon others to provide clothing and food for her family.

**Effects:** See Causes and Effects.

**Entrepreneurs:** Individuals who are willing to take risks in order to develop new products and start new businesses. They recognize opportunities, enjoy working for themselves, and accept challenges.

**Example:** A person who opens a new restaurant, dry cleaning store, or other business in the community is an *entrepreneur*. People who have already started businesses, such as Bill Gates, are also *entrepreneurs*.

**Entrepreneurship:** A characteristic of people who assume the risk of organizing productive resources to produce goods and services.

**Example:** People who own and operate local businesses in the community (e.g., auto body repair shops, or restaurants) demonstrate *entrepreneurship*.

**Environmental characteristics:** Aspects of a place or area shaped by Earth's physical processes or derived from the physical environment.

**Example:** Across the Earth, there are variations in vegetative cover related to climate conditions and differences in landforms shaped by processes of volcanism, glaciations, and erosion and deposition.

**Environmental problem:** Any threat to nature or to human beings' dependence on nature.

**Example:** Acid rain is an *environmental problem*.

**Event:** An occasion, occurrence, or incident that takes place in the past. Events can be of various lengths.

**Example:** Nat Turner's rebellion was an *event* that took place in 1831, and is often seen as one of the many *events* leading up to the American Civil War, which is also a historical *event*.

**Evidence:** In the C3 Framework, evidence is information taken during an analysis of a source that is then used to support a claim made in response to an inquiry question.

**Example:** Temperature data might be used along with information about the invention and implementation of air conditioning as *evidence* to support a claim about urban development in the American South.

**Exchange:** The trading of goods, services, and resources with people for other goods, services, and resources, or for money.

**Example:** People *exchange* their human resource (labor) for payment in the form of income (wages or salaries). In turn they *exchange* part of their income with businesses to buy goods and services. They *exchange* part of their income in the form of taxes and government fees for goods and services that the government provides.

**External benefits:** The benefits of production or consumption that are received by persons other than the producer or consumer of the good or service.

**Example:** The benefits of the increased quality of secondary education are received by students. Others also benefit from the students' eventual higher production and taxes. The benefits received by the others are *external benefits*.

**External costs:** Costs of production or consumption that are borne by persons other than the producer or consumer of the good or service.

**Example:** A power plant produces electricity that it sells to its customers. The process of production results in polluted air that causes institutions and individuals other than customers to pay higher health care costs. Those higher health care costs are *external costs*.

**Fiscal policy:** Policies that affect the level of government spending on goods and services, taxes, and transfer payments.

**Example:** A government reduction in tax rates may encourage people to increase spending and the amount of time they are willing to work.

**Freedom:** The lack of coercion or limitation of a person's thoughts or actions; some definitions include the actual ability of an individual to do what he or she wishes.

**Example:** In the United States, *Freedom* of speech is one of the Five *Freedom*s in the First Amendment of the United States Constitution. In his Four *Freedom*s speech, President Franklin Roosevelt

proposed that *Freedom* from Fear and *Freedom* from Want were also important freedoms.

**Geographic context:** The location in which an event occurred.

**Example:** The Bureau of Reclamation oversaw the building of Hoover Dam between 1931 and 1936 within the immediate *geographic context* of the arid and physically taxing Black Canyon and the broader *geographic context* of the Colorado River watershed.

**Geographic data:** Facts and statistics about spatial and environmental phenomena gathered for analysis.

**Example:** *Geographic* or *geospatial data* may be gathered about physical and human processes on Earth's surface to analyze a range of problems, such as air and water pollution, urban sprawl, traffic congestion, or other problems arising from human-environment interactions.

**Geographic model:** An idealized and simplified representation of reality depicting a spatial concept or a tool for predicting specific outcomes in geography.

**Example:** Globes are scale models of Earth that correctly represent area, relative size and shape, physical features, distance between points, and true compass direction. A gravity model may be used to describe and predict flows from one place to another based on the distances between them and the size of their populations.

**Geography:** The study of physical and human systems and their changing spatial relationships across the surface of the Earth. Human systems and physical systems constantly interact with reciprocal influences flowing between and among them, creating a wide variety of spatial patterns.

**Example:** Humans plant crops in response to soil characteristics and climate variables that include temperature ranges and amounts of precipitation. When heat rises and rain fails, farmers may intervene with irrigation systems to sustain growing until harvest time. When soils are depleted from constant plantings, farmers may extend productivity by using no-till methods and adding fertilizers.

**Geospatial technologies:** Computer hardware and software used to produce and evaluate geographic data at infinitely varied levels; these technologies include technologies related to mapping and interpreting physical and human features on Earth's surface.

**Example:** *Geospatial technologies* include global positioning systems [GPS], geographic information systems [GIS], remote sensing [RS], and geospatial visualizations that allow the viewing of data associated with specific locations.

**Globalization** (see also **Economic Globalization**): The increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation.

**Example:** Communications technologies provide nearly instant transmission of news about widely dispersed events across Earth's surface. The increase in the speed of information flows from place to place influences the timing and nature of reactions to events and problems by governments, economic organizations, and the general public. As an example, international responses to natural and technological disasters are faster and more widespread than in the past.

**Goods:** Objects that satisfy people's wants.

**Example:** People buy and use a variety of *goods*, such as clothing, food, cars, houses, household appliances, bicycles, toys, books, computers, and tablets.

**Governmental context:** A setting in which citizens exercise rights and responsibilities through government or in response to government.

**Example:** Citizens act in a *governmental context* when they vote, serve on juries, enlist in the military, or seek to influence the government through protest and activism.

**Historical context:** The setting, background, or environment in which a specific historical event or process occurred, which can include cultural, political, social, intellectual, economic, and other factors.

**Example:** The Chicago Haymarket affair of 1886 occurred within the *context* of rapid industrialization, massive immigration of Eastern and Southern Europeans to the United States, and the formation of labor organizations.

**Historical time period (historical era):** A distinct segment of time whose beginning and end are marked in some way by significant developments or events. Different historians segment historical events and processes into periods or eras differently, depending on what they see as important. This segmentation can also be referred to as "periodization."

**Example:** The Civil War *time period* is typically studied in U.S. history classes, but the determination of its starting and ending dates depends on which events seem most significant. The typical starting date in historical accounts is the bombardment of Fort Sumter on April 12, 1861, and the typical ending date is April 9, 1865, when General Robert E. Lee surrendered. On the other hand, Southern states had already established the Confederacy in February 1861, and the surrender of other Confederate forces took place later than the surrender of Lee. In addition to examining these potential starting and ending points, an inquiry into longer-term causes can be launched by asking the compelling question, "When did the Civil War Begin?" (The Missouri Compromise? The 3/5 Compromise in the writing of the U.S. Constitution?) Another compelling question—"When Did the Civil War End?"—could examine interpretations of the point at which the Civil War can truly be said to have ended, the determination of which depends on a judgment about the resolution of its most significant issues.

**Human capital:** The knowledge and skills that people obtain through education, experience, and training.

**Example:** *Human capital* includes reading, computation, and other skills acquired through education, as well as physical and intellectual abilities required for work, and on-the-job training.

**Human-induced environmental change:** Environmental changes brought about by human activities on scales that can range from the local to the global.

**Example:** Human activities involve many actions and processes that result in *environmental changes*. These may include urban sprawl, deforestation, agricultural development, industrialization, water control structures, energy production, and the extraction of natural resources.

**Human problem:** Any serious problem facing human beings.

**Example:** War is a *human problem*.

**Human rights:** Rights or freedoms possessed by all people by virtue of their being human.

**Example:** If freedom of speech is a *human right*, then no human being should be denied freedom of speech.

**Human settlement:** A location where people have built structures to use as permanent or temporary living areas.

**Example:** A *human settlement* or populated place may range in size from a few dwellings located together at a rural crossroads to large cities with surrounding urbanized areas, such as Mexico City or Toronto.

**Human system:** A system for organizing human behavior through linked and interrelated processes and structures. Demographic, economic, political, social, and cultural structures are examples of major human systems. Through these systems, humans interact to acquire and allocate needed resources for sustaining life within and among various societies in different regions on Earth.

**Example:** Human population dynamics are influenced by cultural beliefs about the roles of men, women, and children in society. Similarly, economic structures allocating resources and the political rules governing decision making have effects on the population and the quality of life of a society. Individuals learn from, respond to, and influence the *human systems* they inhabit.

**Incentive:** Perceived benefit that encourages certain behaviors.

**Example:** Profits are *incentives* to start business. Wages are *incentives* to work.

**Income distribution:** The way in which the nation's income is divided among families, individuals, or other designated groups.

**Example:** In 2009, the share of aggregate income earned by households in the United States ranged from 3.2 percent for the lowest fifth of households to 50.3 percent for the highest fifth of households.

**Inflation:** A general, sustained upward movement of prices for goods and services in an economy.

**Example:** Prices paid by the typical consumer increased by an average of 2.5% annually from 2003 to 2012.

**Institution:** A formal structure or organization that is based on a strong set of norms and interests and governs people's behavior.

**Example:** Both the United States Congress and the family are *institutions*.

**Intended audience (of a historical source):** The desired recipient(s) of a historical source. This is sometimes clear, as in a letter written to a particular person or a speech given to a particular audience, but it is sometimes necessary to infer the desired recipient from the source and its context.

**Example:** Because of the ways in which the 1936 film *Modern Times* uses characters and techniques from his earlier, successful films, we can tell that Charlie Chaplin *intended* a large, movie-going *audience* to view it.

**Interest:** The price of using someone else's money. When people place their money in a bank, the bank uses the money to make loans to others. In return, the bank pays interest to the account holder. Those who borrow from banks or other organizations pay interest for the use of the money borrowed.

**Example:** Banks pay savers *interest* because banks use savers' money to make loans to other customers. Borrowers pay banks *interest* on loans because the borrowers are using others' money.

**Investment in human capital:** The efforts of people to acquire or increase human capital. These efforts include education, training, and practice.

**Example:** Attending trade school after high school, going to college, obtaining on-the-job training, and the provision of economics workshops by a school district for its teachers are all examples of *investment in human capital*. Learning to read, write, compute, and think are *investments in human capital*. Practicing a sport or improving the ability to play a musical instrument are *investments in human capital*.

**Investment in physical capital:** An addition or additions to the stock of equipment and structures that are used to produce goods and services.

**Example:** Examples of an investment in *physical capital* include a firm building a new manufacturing plant, a grocery store adding a new wing for its produce department, and an insurance company purchasing new computers for its offices.

**Key constitutional provisions:** Fundamental ideas included in a constitution.

**Example:** The separation of powers, federalism, and the right to a speedy trial are all key *constitutional provisions* of the U.S. Constitution.

**Laws:** Rules enacted by a legislature.

**Example:** By *law* in a number of states, a person cannot hold an adult driver's license until the age of 18.

**Limitations in the historical record:** Gaps or inadequacies in the evidence available for examining a historical event or development that result from the loss or destruction of evidence, or from evidence never having been created in the first place.

**Example:** Although we know the names of a few Roman gladiators from mosaics and written accounts, most of them have been lost. No one thought to record details about them as a group at the time, nor did anyone interview them to get their opinions. Because of these *limitations in the historical record* we will never be able to know how many of the gladiators were slaves, or what they thought about fighting.

**Limits (of government):** Actions a government may not take. The concept of limits is based on the idea that the government should have a limited role and is not supposed to interfere in all aspects of life. Students should be aware that reasonable people disagree about what the government may and may not do in the United States.

**Example:** The United States government may not establish a religion because of a *limitation* contained in the First Amendment.

**Location:** The position of a place, defined in terms of features such as site characteristics, accessibility, and connectivity.

**Example:** The position of a point on Earth's surface may be absolute, as expressed by means of a grid showing latitude and longitude, or relative, as shown by its *location* related to other points or places.

**Long-term cause:** Long-term causes are the factors, often intertwined, that result in the occurrence of a historical event or process.

**Example:** The *long-term causes* of World War I included the growth of nationalism in Europe, a series of alliances and treaties in which countries agreed to support one another, disputes over territory, a build-up of military forces on all sides, and rivalries for colonies and imperial trade.

**Maker (of a historical source):** The creator of a historical source. For written accounts, the maker is also often described as the author, although it can sometimes be complicated to determine the true maker of a document.

**Example:** In 1354, the Berber Muslim explorer Ibn Battuta began to dictate the story of the extensive travels he had made in Africa, Asia, and Europe over the previous twenty years to the scholar Ibn Juzayy, who wrote them down in a book generally called *Rihla* (the journey). Both Ibn Battuta and Ibn Juzayy can be seen as the *makers* of this historical source.

**Map:** A map is a representation of an area and is usually depicted on a flat surface. Maps describe spatial relationships of the specific features represented.

**Example:** *Maps* are made and used for different purposes. Reference *maps* such as topographic maps, may depict a wide variety of features on Earth's surface, including landforms, water bodies, and buildings. Thematic *maps* are topical and show the distribution of features and conditions based on data such as income levels, health, or incidence of diseases in various locations. Mental *maps* are the *maps* we have in our minds of places we have experienced.

**Marginal Principle:** Marginal means *extra, additional, or incremental*. People make decisions by comparing the marginal (extra) benefits of their options to the marginal (extra) costs of their options. One example would be comparing the marginal cost of hiring another worker with the marginal revenue that the worker provides. Alternatively, it might include decisions to work an hour of overtime versus spending that hour on a home project.

**Example:** I can spend one more hour studying for a final exam in English literature. I know that the hour might help me earn a 90% rather than an 80% grade. I also know that to earn an A, I must score 100% on the final. On the other hand, I could spend an extra hour studying for my mathematics final. This will result in a 90% on my mathematics final, and a 90% on my math final will improve my overall grade from a B to an A. For me, a *marginal* hour spent preparing for my math final affords a higher *marginal* benefit. In deciding whether to hire another worker who earns \$35 per hour, I have to know whether or not hiring that worker will result in at least \$35 of additional revenue.

**Markets:** Buyers and sellers of a particular good, service, or resource.

**Example:** *Markets* exist for goods and services, such as hamburgers, lettuce, auto mechanics, engineers, stocks, and commodities.

**Megacity:** As defined by the United Nations, a megacity is an extensive urban area with a large and dense population that exceeds ten million people and 2,000 persons per square kilometer. The number of megacities is increasing as the human population expands and millions of people migrate from rural to urban locations.

**Example:** Contemporary *megacities* include Tokyo, New York, São Paulo, Seoul, Mexico City, Mumbai, Lagos, and Shanghai.

**Modify an environment:** Human actions that change natural elements and/or physical systems.

**Example:** Historically, humans have *modified environments* by selecting certain plants and animals to domesticate, clearing land for agriculture, building dams to impound water for later uses, erecting small and large settlements, and extracting resources for energy and the production of goods.

**Monetary policy:** Federal Reserve System policies that affect the supply of money and credit in the U.S. economy.

**Example:** In 2012, the Federal Reserve Open Market Committee announced that the Federal Reserve would continue to purchase bonds in order to expand the money supply, keep interest rates low, and encourage spending in the economy.

**Money:** Anything widely accepted in exchange for goods, services, and resources.

**Example:** Historically, food, products, and resources such as silver and gold have been used as *money*. Today, countries use *fiat money*—money that is useful because it is backed by a country's government and because people are willing to accept it in exchange for goods, services, and resources.

**Movement:** Over time, physical and human phenomena change locations on Earth's surface.

**Example:** Physical phenomena, including ocean currents and air masses, continually *move* across Earth's surface. Humans *move themselves* by traveling from place to place, *move ideas* by communicating across long distances, and *move goods* by land, water, and air transportation. Enduring patterns of *movement* may be formed when people in different places interact frequently using the same methods of transportation or modes of communication.

**Multi-tiered timeline:** A timeline with multiple layers, each of which includes a different set of related events. A multi-tiered timeline allows students to see the complex context and causes of historical events and to recognize that the different topics they study happen contemporaneously, and may influence one another or be inextricably related.

**Example:** In portraying the causes of World War I, a timeline might include *multiple tiers* with each tier representing a different set of causes. One tier might include events related to nationalism. Another tier might include events related to industrialization. Yet another tier might include events related to imperialism.

**Natural disaster:** An event in the physical environment that is destructive to human life and property.

**Examples:** *Natural disasters* occur in Earth's environmental hazard zones as a result of floods, hurricanes, volcanic eruptions, earthquakes, droughts, tornados, landslides, and other destructive events that alter ecosystems and dislocate human populations and their activities. These events may devastate large regions, causing many deaths and lasting damage to ecosystems and human communities.

**Natural hazard:** A risk situation occurring in nature that may cause harm to humans and ecosystems. Most places are vulnerable to one or more natural hazards.

**Example:** *Natural hazards* occur in many forms. In some instances, these are geological, such as earthquakes, volcanic eruptions, and massive landslides. They may also be climate-related, such as tornadoes, hurricanes, droughts, and climate change.

**Natural resources (land):** Components of the natural environment that can be used to produce goods to meet the material needs of a population.

**Example:** *Natural resources* include water, trees, coal, minerals, soil, and natural gas.

**Nongovernmental context:** A setting in which citizens may act that is not created, managed, or owned by a government.

**Example:** *Nongovernmental contexts* in which citizens exercise rights and responsibilities include their families, neighborhoods and communities, religious congregations, associations, and communications media, such as newspapers or the Internet.

**Origin:** The point of origination of an original social studies source, which can include its cultural or historical context.

**Example:** The *origin* of the Waldseemuller map was early 16<sup>th</sup> century Europe. Martin Waldseemuller and his associates created the map in 1507 while Waldseemuller was working in the Gymnasium Vosagense, located in St. Dié in Lorraine (at that time part of the Holy Roman Empire).

**Personal values:** Ethical and moral commitments that guide individuals' actions and interpersonal relationships.

**Example:** *Personal values* include empathy, integrity, self-reliance, generosity, trustworthiness, and creativity.

**Perspective:** The ideas, attitudes, and beliefs of people at a given time in the past or present, also called point of view.

**Example:** A belief in racial hierarchy was one element of the *perspective* of European imperialists in the nineteenth century, which influenced their interactions with indigenous populations around the world.

**Physical system:** A collection of entities that are linked and inter-related in a stable structure. In geography, an ecosystem is a physical system of major interest. An ecosystem is made up of living organisms and other components, along with their environment, including air, water and soils.

**Example:** As *physical systems*, ecosystems vary in scale but usually occupy limited spaces. Networks of interactions among organisms and between organisms and their environment define ecosystems. A tidal pool is a single ecosystem. Sometimes the entire Earth may be considered one ecosystem.

**Place:** A location having distinctive features that give it meaning and character and distinguish it from other locations.

**Example:** People who build and inhabit a *place* give it many layers of personal and social meaning. Humans develop strong attachments to their homes and home *places*, and identify with the people and environment of those locations.

**Political institution:** An institution that exercises or seeks to exercise governmental power.

**Example:** Political parties and school boards are *political institutions*.

**Political problem:** Any problem facing a political institution, including an unresolved disagreement or a failure to govern effectively.

**Example:** The failure of the state legislature to pass a budget this year is a *political problem*.

**Political system:** The form of a government.

**Example:** A democratic republic, a monarchy, and a dictatorship are different *political systems*.

**Population:** A group of individuals that may change over time in its numerical size, age structure, gender structure, ethnic composition, and spatial distribution.

**Example:** Each country has a *population* distributed over its territory. Human *populations* vary in their settlement history and methods of interacting with the environment. Changes in the composition and structure of *population* may affect political and economic relationships within a country and beyond.

**Powers (exercised by governments):** Actions a government may legally take to compel citizens, organizations, or others to comply with government instructions and orders.

**Example:** The *powers of government* generally include taxing, regulating industry, prosecuting crimes, and declaring war, although there can be considerable disagreement over how far these powers should extend.

**Price:** The amount a seller receives and a buyer pays for a good or service.

**Example:** Stores place *price* tags on products or place signs near products indicating their *price*. Restaurants list *prices* in menus. Wages and salaries are also *prices*; businesses tell people what their hourly wage will be or what their annual salary will be.

**Procedural:** A procedural text or product describes a specific process with attention to the proper sequence and relationship among steps or parts in the process.

**Example:** A description of how a bill becomes a law is a *procedural* description.

**Process:** A series of related events or developments that unfold in time. Processes may also be of various lengths.

**Example:** Industrialization is a *process* that began in the eighteenth century, involving technological, economic, and other factors, and leading to changes in every aspect of life.

**Productivity:** The ratio of output per worker per unit of time.

**Example:** Bonnie owns a bakery. Her employees are able to produce 48 chocolate chip cookies each per hour. She purchases a new oven that bakes cookies in half the time. As a result, her workers' *productivity* increases to 96 chocolate chip cookies per worker per hour.

**Profit:** The amount of revenue that remains after a business pays the costs of producing a good or service.

**Example:** It costs Bonnie 42 cents (wages, ingredients, electricity, water, sewer, and other overhead) to produce 1 chocolate chip cookie. She is able to sell each cookie for 50 cents. Her *profit* per cookie is 8 cents.

**Property rights:** The ability of an individual to own and exercise control over a resource.

**Example:** People are able to own and exercise control over land, cattle, chickens, factories, and other resources and means of production

**Purpose (of a historical source):** The reason a historical source was produced. The maker of the source may state an explicit purpose, or analysts of the source may later infer its purpose. Sometimes the purposes stated by the maker and those inferred by later historians are very different from each other; historians may also disagree with each other about the purpose of a source.

**Example:** During the Renaissance, European city governments issued laws limiting what people could spend on weddings, stating that the *purpose* of these laws was to restrict wasteful spending. Later historians studying these laws have also determined that their *purpose* was to prohibit people from buying products made outside the city and so promote local industries, and also to make distinctions between social classes sharper. Some historians assert that a *purpose* of these laws was to control spending by women that the city leaders saw as frivolous, while other historians assert that men made most of the decisions regarding spending on weddings, so that limiting women's spending was not one of the purposes of these laws.

**Real interest rate:** The nominal or stated interest rate adjusted for inflation.

**Example:** If the nominal interest rate on a loan is 2% and inflation for the year is 2%, the *real interest rate* is zero. If the nominal interest rate is 5% and the inflation rate is 2%, the *real interest rate* is 3%.

**Region:** An area with one or more common physical or cultural features that give it a measure of homogeneity and distinguish it from surrounding areas.

**Example:** A *region* may be considered formal, functional, or vernacular. A formal *region* is homogeneous in certain characteristics, such as having the same vegetative cover or soil type. A functional *region* is characterized by a center of population or activity interacting with a surrounding area. A vernacular *region* may emerge out a people's sense of belonging and identity, and may be expressed by popular regional terms, such as Dixie or Appalachia.

**Resources:** Resources, sometimes called productive resources, are factors of production or inputs used to produce goods and services. Resources fall into four broad categories: natural (e.g., land), human (labor), capital, and entrepreneurial ability.

**Example:** Natural *resources* include water, trees, coal, minerals, soil, and natural gas. Examples of human *resources* include engineers, mechanics, nurses, doctors, lawyers, teachers, and plumbers. Capital *resources* include tools, buildings, equipment, and machines.

**Responsibilities (of citizens in the U.S.):** The obligations that a person must fulfill to be a good citizen. There can be disagreements about these obligations.

**Example:** It is commonly believed in the United States that citizens have the *responsibility* to vote, to serve on a jury when called, to obey a just law, to serve in the military when drafted or needed, and to protest unjust laws.

**Rights (of citizens in the U.S.):** These rights include those enumerated in the Bill of Rights as well as other rights not listed there.

**Example:** *Rights* protected under federal and state laws today include the *rights* to vote, to receive an adequate education, to bear arms, and not to be assigned to racially segregated schools.

**Role (of citizens):** The categories of actions taken by citizens to fulfill their responsibilities to their political community.

**Example:** Citizens play an important *role* by educating young people to promote the common good.

**Rules:** Regulations or norms governing actions or procedures.

**Example:** A *rule* in our classroom is: "You can't say, 'You can't play!'"

**Rural:** A geographic area that is less densely settled than cities or towns, and has less intensive land use. Agriculture is a common form of land use in rural areas.

**Example:** Landscape nurseries and local organic farms are often located where land is available in sparsely settled areas outside of cities.

**Satellite images:** Images produced by a variety of sensors including radar, microwave detectors, and scanners that measure and record electromagnetic radiation.

**Example:** Data from *satellite images* may be turned into digital or electronic forms that can be reconverted into imagery resembling a photograph. The digital data may then be used to create maps and other visualizations.

**Scale:** The relationship between distance on a map and the corresponding distance on Earth's surface.

**Example:** The *scale* 1:1,000,000 means that one unit on the map represents 1,000,000 similar units on Earth's surface.

**Scarcity:** The condition that exists because there are insufficient resources to produce goods and services to meet everybody's wants.

**Example:** Most of us would like to have more goods and services for ourselves and for our community; however, given our current resources, we cannot have all of the goods and services we want. As a result, we must make choices.

**Secondary interpretation (or secondary work or secondary source):** An analysis of a historical event or process, or of a historical figure, that uses historical sources and is usually produced after the event or process. The line between a primary source and a secondary work is not always sharp.

**Example:** The textbook for any course is a *secondary interpretation*, as are most published works of history, biographies, and encyclopedias. Former British prime minister Winston Churchill's history of World War II is both a *primary source*, because he was directly involved in some of the events he describes, and a *secondary work*, because he uses historical sources of many different types to tell the story of developments in which he was not directly involved.

**Services:** Actions that can satisfy people's wants.

**Example:** Transportation provided by bus drivers, car repair provided by mechanics, and haircuts provided by barbers and hair stylists are examples of *services*.

**Source:** The materials from human and natural activities that can be studied and analyzed. Sources can be written, visual, oral, or material. Historians often also use the terms *accounts* and *documents* to refer to sources.

**Example:** The *sources* that can be used to study the powered flight experiments of Orville and Wilbur Wright in North Carolina in December of 1903 include Orville Wright's diary, a telegram sent by the Wright brothers to their father immediately after the flight, Virginia and Ohio newspaper articles on the flight, and a letter written by Orville three weeks after the flight.

**Spatial:** Pertains to space and spatial relationships on Earth's surface.

**Example:** The scale, organization, and uses of spaces on Earth vary. A neighborhood occupies and uses a small space in a nation's entire collection of settlements.

**Spatial connection:** Contact over space resulting in flows of ideas, information, people, or products among places.

**Example:** People in many parts of the world are linked together by communications technology moving information over vast distances in a short time via cell phones, the Internet, and radio and television transmissions.

**Spatial diffusion:** The spread over space and through time of natural phenomena, people, ideas, technology, languages, innovations, and products.

**Example:** Infectious diseases may spread in human populations through direct contact with infected persons, food, or insects, or through airborne and waterborne methods. Use of the automobile spread throughout the United States and many other parts of the world during the 20<sup>th</sup> century as people adopted it for daily transportation. Numerous languages and religions spread to different world regions during past land and water explorations by members of different national groups.

**Spatial distribution:** The spread and arrangement of physical and human phenomena on Earth's surface.

**Example:** A large number of service stations, restaurants, and hotels are found along interstate highways in the United States. Extensive wheat and corn farming areas may be developed in locations with good soils and sparse population.

**Spatial pattern:** Objects and phenomena on Earth's surface are often arranged in lines, areas, or clusters of points that are related to the locations and placements of other phenomena. These arrangements may occur in an orderly and observable manner.

**Example:** Productive agriculture is likely to occur where soils are fertile and sufficient water is available. In such cases, the *spatial pattern* displayed in productive agriculture is connected to the *spatial patterns* of soil fertility and water supplies.

**Specialization:** The production of a single good or service or a limited number of goods and services in order to increase productivity.

**Example:** Elementary educators, pediatricians, nurse practitioners, electricians, plumbers, patent lawyers, and economics professors all *specialize* in the production of a particular good or service.

**Spending:** The expenditure by people of some or all of their income to purchase goods and services.

**Example:** All people *spend* some of their income on goods and services, such as food, clothing, housing, insurance, transportation, appliances, and entertainment.

**Suburbs:** Suburbs are less intensively developed areas than central cities. They contain residential developments that may be an outlying part of a city or a separate community located within commuting distance of a central city.

**Example:** *Suburbs* are located adjacent to cities in many regions of the world. Transportation technology, especially railways and the automobile, helped to extend suburbs ever farther out from central cities. Over time, many centers for goods and services have been located in rapidly growing suburbs.

**Supply:** The quantity of a good or service that producers are willing and able to sell at all possible prices during a certain time period. Generally, producers are willing to produce and sell more of a product at higher prices than they are at lower prices.

**Example:** An automobile repair shop is willing to produce more brake repairs and oil changes at a higher price than at a lower price. If the owner receives a higher price for each brake repair, she can stay open an hour later and pay mechanics to do the work. At the lower price for brake repair, she is unwilling to provide additional brake repair service by doing so.

**Supporting question:** 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 claims of understanding in response.

**Example:** What were the regulations imposed on the colonists under the Townsend Acts?

**System of government:** The combination of all the branches of government (legislative, executive, and judicial), other important political institutions, and the customs, laws, and rules that are the basis for the government of a society.

**Example:** Although not mentioned in the Constitution, political parties are now part of the U.S. *system of government*.

**Technical:** A technical explanation is one that describes the mechanics of an activity or process.

**Example:** A description of the geographic term *plate tectonics* would require a *technical* explanation.

**Technological disaster:** An event that results from the failure of a human built system and is destructive to human life, property, and community well-being.

**Example:** The April 1986 nuclear incident at Chernobyl in Ukraine resulted in nuclear contamination in varying intensities over large areas of Earth's surface. This event caused numerous human deaths and many long-term, life-threatening illnesses.

**Technological hazard:** A risk situation resulting from human activity that may cause harm to humans and ecosystems. The construction and use of some technologies may pose serious threats to the well-being of humans and ecosystems.

**Example:** Energy production involves technologies that include nuclear power and the extensive extraction of energy resources such as coal, petroleum, and natural gas. The physical plants and processes involved in energy production pose risks of industrial accidents and pollution that may cause harmful effects on ecosystems and human settlements.

**Time periods of different lengths** (see also **Historical time period**): Time can be segmented into periods of different lengths, depending upon the scale and meaning of events, and the relationships between them.

**Example:** The history of the women's suffrage movement in the United States might focus on the *time period* from the 1840s to the 1920s, beginning with the time at which advocates of women's suffrage first began to organize and ending with the ratification of the 19<sup>th</sup> Amendment granting women the right to vote; or it might focus on a longer *time period* starting with colonial times, when a few female property owners voted, and continuing beyond the 1920s to include the women's movements of the later twentieth century.

**Trade:** The exchange of goods, services, or resources for other goods, services, or resources, or for money.

**Example:** Workers normally *trade* their labor for wages and then use that income to purchase goods and services.

**Transportation network:** A pattern of links that connect roads, rails, pipelines, aqueducts, power lines, or other structures that permit vehicular movement or the flow of a commodity.

**Example:** A *transportation network* may combine different modes of transport, such as walking, cars, trains, ships, and aircraft, creating multi-modal trips for people or goods. Trucks on interstate highways in the United States may carry goods from ocean-going vessels to freight trains and to various market centers.

**Triggering event:** A triggering event is an event, sometimes unexpected, that has an immediate consequence, causing another event or process. Not every event or development has a single triggering event.

**Example:** The *triggering event* for World War I was the assassination of Archduke Franz Ferdinand of Austria, the heir to the throne of Austria-Hungary, by a Serbian nationalist in Sarajevo in June 1914. One month later, Austria-Hungary declared war on Serbia, and declarations of war by other countries quickly followed.

**Unemployment:** A condition where people at least 16 years old are without jobs and actively seeking work.

**Example:** The number of *unemployed* people in the U.S. reached 15,382,000 in October 2009.

**Unintended consequences:** Unforeseen costs or benefits.

**Examples:** In 1867 Secretary of State William Seward purchased Alaska from Russia for \$7 million, which was roughly 2 cents per acre. The purchase was ridiculed in Congress as Seward's folly. An *unintended consequence* of the purchase was the later benefit of gold deposits and oil supplies.

We impose minimum wage laws in this country to afford low-skilled workers a better income. An *unintended consequence* of this policy may be higher unemployment rates for young minorities, as employers restrict their hiring to cover their higher labor costs.

**Urban:** An urban region is a built-up region characterized by a higher population density and more buildings, transportation systems, and other human-built features than in surrounding areas.

**Example:** *Urban* places offer a greater variety of goods, services, and activities than less densely populated surrounding regions. Megacities such as New York, Moscow, Cairo, Nairobi, Tokyo and many smaller cities are all defined as *urban* places.

**Values:** Ethical or moral standards for evaluating attitudes and behavior.

**Example:** The *values* associated with open discussion of a controversial issue should include the demonstration of equal respect to all participants and the possibility of reaching a consensus through listening and negotiation.

**Wages:** Income earned for providing human resources (labor) in the market. Wages are usually computed by multiplying an hourly pay rate by the number of hours worked.

**Example:** Plumbers, electricians, carpenters, store clerks, and car assembly workers earn an hourly *wage* for work that they perform.

# C3 Framework Writing Team

## BIOGRAPHICAL SKETCHES

### LEAD WRITER/PROJECT DIRECTOR

**Kathy Swan** is an associate professor of curriculum and instruction at the University of Kentucky. Her research focuses on standards-based technology integration, authentic intellectual work, and documentary-making in the social studies classroom. Swan has been a four-time recipient of the National Technology Leadership Award in Social Studies Education, innovating with web-based interactive technology curricula including the *Historical Scene Investigation Project*, the *Digital Directors Guild*, and *Digital Docs in a Box*. She is co-author of the forthcoming book *And Action! Doing Documentaries in the Social Studies Classroom* and children's series *Thinking Like A Citizen*. She is also the advisor for the Social Studies Assessment, Curriculum, and Instruction Collaborative (SSACI) at the Council of Chief State School Officers (CCSSO) and is the co-editor of *Contemporary Issues in Technology and Teacher Education—Social Studies*.

### WRITING TEAM

**Keith C. Barton** is professor of curriculum and instruction and adjunct professor of history at Indiana University. His research focuses on students' understanding of history in the United States and internationally, and he is the co-author of *Doing History: Investigating with Children in Elementary and Middle Schools*, *Teaching History for the Common Good*, and *Researching History Education: Theory, Method, and Context*.

**Stephen Buckles** has served on the economics faculty of Vanderbilt University as a senior lecturer or professor since 1994. He is senior advisor for programs for the Council for Economic Education, and is a former president of the National Council on Economic Education and the National Association of Economic Educators. He played a central role in the creation of the original Voluntary National Content Standards in Economics and is a member of the Standing Committee of the National Assessment of Educational Progress (NAEP) Economics Assessment.

**Flannery Burke** is associate professor of history at Saint Louis University and the author of *From Greenwich Village to Taos*. She specializes in environmental history, the history of the American West, and gender studies. She is a member of the Missouri Council for History Education and the co-author of "What Does It Mean to Think Historically?" published in *Perspectives*, the American Historical Association newsmagazine.

**Jim Charkins** is the executive director of the California Council on Economic Education and professor emeritus of economics at California State University, San Bernardino. He served on the writing

team for the Voluntary National Content Standards in Economics, has developed a number of teaching materials for economics education, and was the economics editor of *The Wall Street Journal Classroom Edition Teacher's Guide* for nine years. He is the 2011 recipient of the national Bessie Moore Award for outstanding service and dedication to excellence in economic education and the 2012 Hilda Taba Award, the California Council for the Social Studies' highest honor.

**S.G. Grant** is the founding dean of the Graduate School of Education at Binghamton University. His research interests lie at the intersection of state curriculum and assessment policies and teachers' classroom practices, with a particular emphasis on social studies. In addition to publishing papers in both social studies and general education journals, Grant has published five books including *History Lessons: Teaching, Learning, and Testing in U.S. High School Classrooms* (2003), *Measuring History: Cases of State-Level Testing Across the United States* (2006), and *Teaching History with Big Ideas: Cases of Ambitious Teachers* (2010). He won the Exemplary Research Award from the National Council for the Social Studies in 2004 for his *History Lessons* book and the 2011 Roselle Award from the Middle States Council for the Social Studies.

**Susan W. Hardwick** is professor emerita of geography at the University of Oregon and a past president of the National Council for Geographic Education. She specializes in geographic education and the geography of immigration, national identity, and place in the North American context. She has authored or co-authored 11 scholarly books and university and secondary level textbooks as well as numerous refereed journal articles. Hardwick is also known for her role as co-host of the Annenberg/PBS series *The Power of Place* (2012) and her contributions as a writer and editor to *Geography for Life: National Geography Standards* (1994).

**John Lee** is an associate professor of social studies education at North Carolina State University. His scholarly work focuses on pedagogies and tools for using digital historical resources in K-12 and teacher education settings as well as theories and practices related to new literacies. He directs the Digital History and Pedagogy Project (<http://dhpp.org>) and co-directs the New Literacies Collaborative (<http://newlit.org>). In addition, he is interested in theory and practice related to global learning and democratic education. He is the author of *Visualizing Elementary Social Studies Methods*.

**Peter Levine** is Lincoln Filene Professor of Citizenship and Public Affairs and director of The Center for Information and Research on Civic Learning and Engagement (CIRCLE) at Tufts University's Jonathan Tisch College of Citizenship and Public Service. He is the author of *The Future of Democracy: Developing the Next Generation of American Citizens* (2007) and co-editor of *Engaging Young People in Civic Life* (2009), among other works.

**Meira Levinson** is associate professor of education at Harvard University, where she teaches courses on civic and multicultural education, urban education, social studies methods, and justice in schools. She taught middle school for eight years in low-income schools. Her most recent books include *No Citizen Left Behind* (2012) and *Making Civics Count* (2012, co-edited).

**Anand Marri** is an associate professor of social studies and education at Teachers College, Columbia University. A former high school social studies teacher, his research focuses on economics education, civic education, and teacher education. He is principal investigator for *Understanding Fiscal Responsibility: A Curriculum for Teaching about the Federal Budget, National Debt, and Budget Deficit* and *Loot, Inc.*, which aims to improve the financial literacy of K-12 students. He also served as one of the authors of *Teaching the Levees: A Curriculum for Democratic Dialogue and Civic Engagement*.

**Chauncey Monte-Sano** is associate professor of educational studies at the University of Michigan. A National Board Certified teacher, her research examines how history students learn to reason with evidence in writing, and how their teachers learn to teach such historical thinking. She has won research awards from the National Council for the Social Studies and the American Educational Research Association. She has twice won the American Historical Association's James Harvey Robinson Prize for the teaching aide that has made the most outstanding contribution to teaching and learning history. Her most recent award was for her book with Sam Wineburg and Daisy Martin, *Reading Like a Historian: Teaching Literacy in Middle and High School History Classrooms*.

**Robert W. Morrill** is professor emeritus of geography at the Virginia Polytechnic Institute and State University and co-coordinator of the Virginia Geographic Alliance. Morrill is a primary author for *Guidelines for Geographic Education* (1984) and *Geography for Life: Geography National Standards* (1994), writer for *Geography Framework for the National Assessment for Educational Progress* (NAEP), and writer for *A Road Map for 21st Century Geographic Education* (2013). He won the National Council for Geographic Education George Miller

Award (2007) and the Association of American Geographers Gilbert Grosvenor Honors for Geographic Education (2012).

**Karen Thomas-Brown** is associate professor of social studies and multiculturalism at the University of Michigan-Dearborn. Her research interests include neoliberalism and the impact of globalization on the operation of secondary urban centers in developing countries; the impact of gender on the teaching and learning of geography; and the incorporation of technology into the teaching of social studies.

**Cynthia Tyson** is a professor in the department of teaching and learning in the College of Education and Human Ecology at The Ohio State University where she teaches courses in multicultural and equity studies in education; early childhood social studies; and multicultural children's literature. Her research interests include inquiry into the social, historical, cultural, and global intersections of teaching, learning, and educational research. She has published scholarly articles in *Theory and Research in Social Education*, *Social Education*, and *Social Studies and the Young Learner*, and is the co-author of three books: *The Handbook of Social Studies Research*, *Charlotte Huck's Children's Literature, Briefly: 2nd Edition*, and *Studying Diversity in Teacher Education*.

**Bruce VanSledright** is professor of history and social studies education at the University of North Carolina, Charlotte. He has written extensively about ways of improving the teaching and learning of history. His research program has included studies of how teachers teach U.S. history and how students of various ages learn it. Most recently, he spent a decade evaluating Teaching American History grant programs in Maryland. His most recent book, *Assessing Historical Thinking and Understanding*, is due to appear in summer 2013.

**Merry Wiesner-Hanks** is distinguished professor and chair of the department of history at the University of Wisconsin-Milwaukee. In addition to numerous works on the history of Western Europe and the early modern world, she has published source collections for classroom use, textbooks for both middle school and college students, and has worked on the redesign of Advanced Placement courses.

# **Appendix H.2**

**Jefferson County Public Schools (JCPS)  
Curriculum for  
“Developing Black Historical Consciousness”  
Elective**

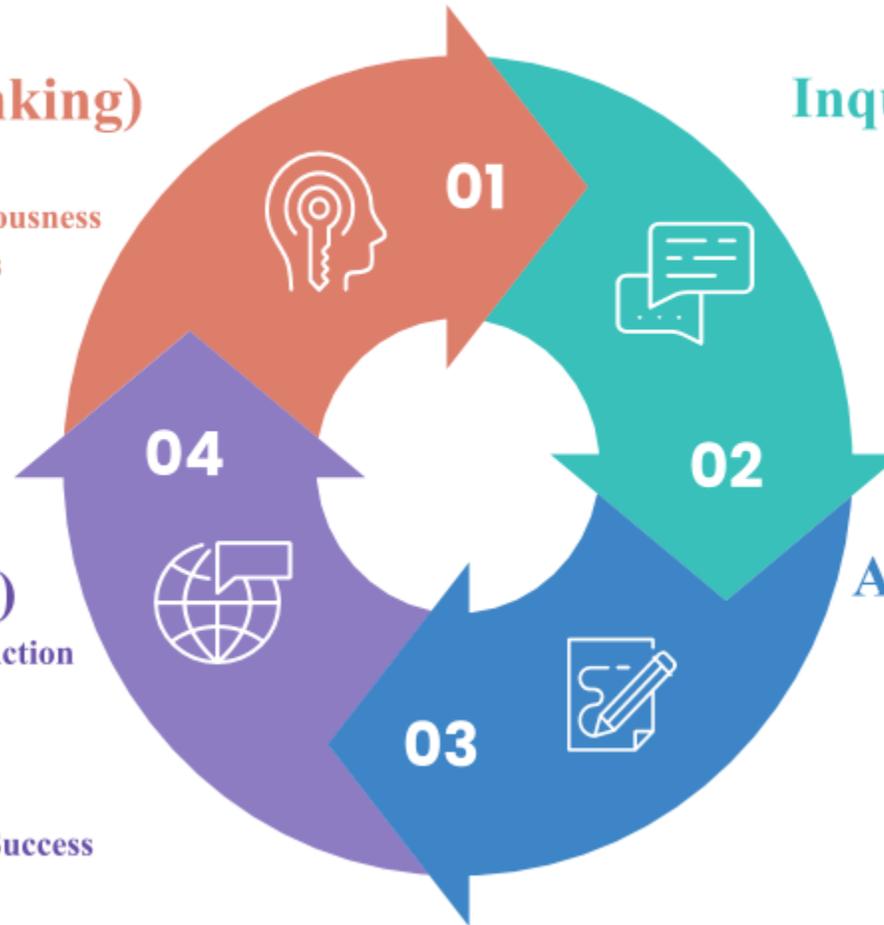
# Elective: Developing Black Historical Consciousness

## Dispositions (Thinking)

- Civic Mindedness
- Black Historical Consciousness
- Social Justice Standards
- Antiracism

## Inquiry (Process)

- Inquiry Based Learning
  - Questions
  - Tasks
  - Sources
- Discussion



## Action (Product)

- Issues to *Informed* Action
  - Understand
  - Assess
  - Act
- Backpack Skills of Success

## Argument (Product)

- Argumentation
- Literacies
  - Disciplinary
  - Critical
  - Information
- Backpack Skills of Success



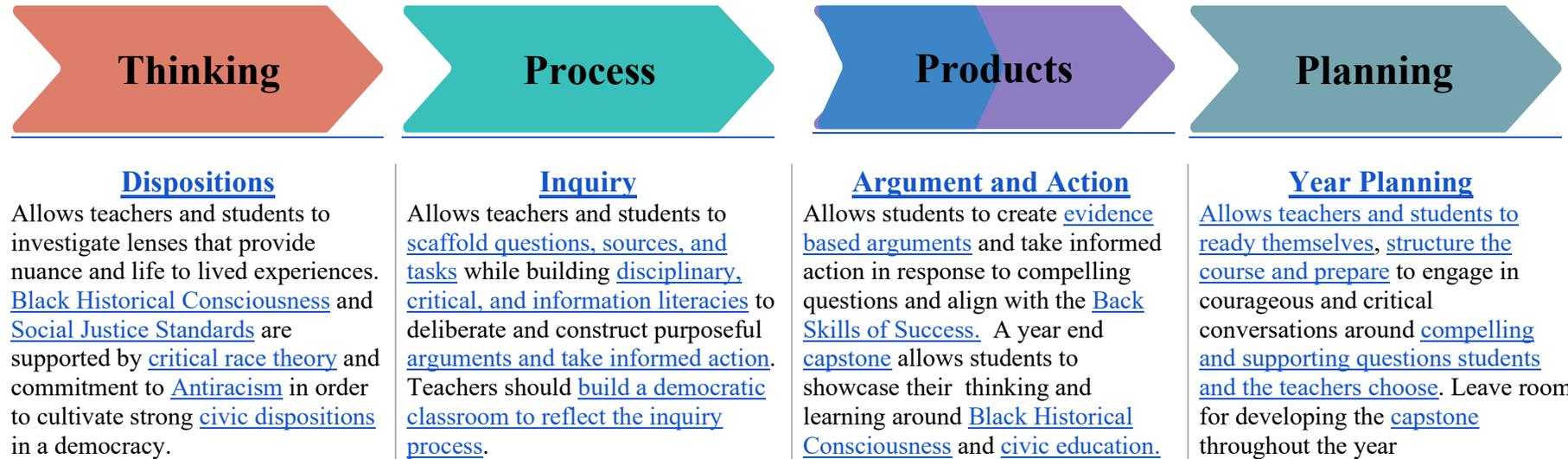
*N.B. Jefferson County Public Schools is excited to share our efforts in aligning electives with Jefferson County’s [Racial Equity Policy](#) and inquiry based learning. Our documents are shared with two goals in mind. The first is that we want to continuously improve our questions, tasks, and sources. There are many questions to be asked, sources to be examined, ideas to be explored so they can be turned into discussions, arguments, and action. We will be continuing to update standards, questions, tasks, and sources and appreciate your patience while we do so. The second is that we collaborate on what it means to experience a quality social studies education. Have questions, ideas, or want to partner to move the work forward? Let’s do it. Too often others define our craft. Our charge is to help make sense of the social world--past and present so that we foster the next generation of citizens. Our job is not to make the complex, simple, but to make the complex accessible. We, as social studies educators, want to show our students, schools, and communities that social studies is rich with knowledge, skills, dispositions, and experiences and thus the world to offer. For questions concerning the course and adoption, please refer to [JCPS SBDM policies around curriculum adoption](#).*

*~Ryan New, JCPS Social Studies Lead*

## Overview: Developing Black Historical Consciousness

“What is historically important to white people is not necessarily historically important to Black people,” Dr. LaGarrett King. The goal of the revamped JCPS elective, now called “Developing Black Historical Consciousness,” is to investigate Black histories representative and centered on Black perspectives and voices in order to represent Black people’s full humanity. Rooted in civic dispositions, the five principles of [Black Historical Consciousness](#) developed by [Dr. LaGarrett King \(University of Missouri\)](#), Critical Race Theory, Social Justice, and Antiracism, the goal of this course is to teach *through* Black History, not *about* Black History as students develop critical civic dispositions and seek beliefs and behaviors towards social justice. These theoretical frames will help teachers and students view historical and contemporary experiences within the context of white supremacy, which permeates our racialized country so that they can use arguments and action to challenge and change institutions and individuals that perpetuate oppression.

Teacher-facilitated inquiry within democratic classrooms enables students to frame their learning around questions, use evidence from multiple sources and perspectives, and communicate conclusions through argumentation and action. Students will use questions to frame their thinking, guide their investigations, and determine the validity of evidence from multiple sources. Students will interrogate primary and secondary sources of Black individuals and organizations whose stories are often left out of traditional metanarratives. Students will engage in discussion and organizational tasks that enable them to work collaboratively to analyse, evaluate, and synthesize their learning to build better evidenced-based claims and arguments. Armed with knowledge, skills, and dispositions, students will be able to take *informed* action in their classrooms, schools, and the community. An end of the year capstone project that answers an individual student’s compelling question provides an opportunity for students to demonstrate their growth in argument and action around the five principles of Black Historical Consciousness. This course is designed and [aligned to the Racial Equity Policy](#) as an elective, but will hopefully become part of the graduation sequence in 20/21.



### Unit Compelling Questions

### Dispositions: Building the Lenses for Inquiry

“White man, hear me! History, as nearly no one seems to know, is not merely something to be read. And it does not refer merely, or even principally to the past. On the contrary, the great force of history comes from the fact that we carry it within us, are unconsciously controlled by it in many ways, and historically is literally present in all that we do. It could scarcely be otherwise, since it is to history that we owe our frames of reference, our identities, and our aspirations. And it is with great pain and terror that one begins to realize this. In great pain and terror one begins to assess the history which has placed one where one is, and formed one’s point of view. In great pain and terror because thereafter, one enters into battle with that historical creation, Oneself, and attempts to re-create oneself according to a principle more humane, and more liberating: one begins the attempt to achieve a level of personal maturity and freedom which robs history of its tyrannical power, and also changes history.” James Baldwin, “The White Man’s Guilt,” 1965.

**Overview:** James Baldwin perfectly captures how our history--for better or worse--hold us captive in the present and requires a concerted effort to understand it, frame it, control our thinking of it, and ultimately enable us to change it. It is to these ends that we turn to thinking about our thinking. The following five major dispositions and beliefs help us reorient the past and present for students so that they can be as free in the future as possible.

<a href="#"><u>Civic Disposition</u></a>	<a href="#"><u>Principles of Black Historical Consciousness</u></a>	<a href="#"><u>Teaching Tolerance Social Justice Standards</u></a>	<a href="#"><u>Critical Race Theory</u></a>	<a href="#"><u>Antiracism</u></a>
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- I. **Civic Disposition:** The [National Council for the Social Studies \(NCSS\)](#) defines [social studies](#) as “the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p. 3).

As noted in the [Council of State Government’s State Civic Education Toolkit](#), civic engagement in the United States requires “(1) Civic literacy—knowledge of the history, principles and foundations of our American Democracy; (2) Civic Skills—the ability to participate in civic and democratic processes through inquiry and action; and (3) Civic dispositions—a shared civic ethos that guides and undergirds our individual and collective actions” (p. 10). These components of civic engagement build upon a set of foundational civic virtues.

When teaching, teachers should be equipped with the ability to serve as agents of change for students. Particularly in the field of social studies, teachers acting in this role should teach based on several core tenets that comprise a civic purpose. As described in *Teaching Toward Democracy: Educators as Agents of Change (2010)*, these include:

- I. Every human being is of infinite and incalculable value, each a unique intellectual, emotional, physical, spiritual, moral, and creative force, each born free and equal in dignity and rights, endowed with reason and conscience, and deserving, then, a community of solidarity, a sense of brotherhood and sisterhood, recognition, and respect.
- II. In a democracy, one would expect...a commitment to free inquiry, questioning, and participation; a push for access and equity; a curriculum that encouraged independent thought and singular judgment; a standard of full recognition of the humanity of each individual.
- III. Democracy is predicated on people’s informed and thoughtful engagement in a shared political, economic and civic life, and the foundations of democratic engagement are built on *independent thinking* and *critical analysis*.

- IV. Classrooms for democracy require problem-solving, question-asking, and dialogue—each one speaking with the hope of being heard, and each one listening with the possibility of being changed. The classroom, then, is not preparation for life so much as it is life itself, an active process in which everyone—students and teachers—participates together. School has always been and will always be a contested space.

The [Campaign for the Civic Mission of Schools](#) posit six proven practices for Civic Learning, which include: classroom instruction, discussion of current events and controversial issues; service-learning; extracurricular activities; student participation in school governance; and simulations of democratic processes. JCPS social studies classrooms rely on these and our own civic instructional commitments and [Instructional Framework](#), which include: affirming the common and equal humanity and dignity of each person; respecting, protecting, and exercising the rights of all; being compassionate and empathetic toward others; understanding principles of democracy, institutions, roles and responsibilities of citizens, and monitoring current events; discussing and deliberating with other citizens to promote personal and common interests; participating responsibly in the civic life of our community; employing democratic processes to come to decisions and solutions; exploring community and global issues from the perspectives of those most impacted and creates actionable solutions; and promoting the common good.

Disposition	Meaning
<p><b>Pursue Accuracy and Understanding</b></p>	<p>Information literacy has been named one of the greatest educational challenges of our time. In the digital age, being and becoming capable civic actors requires learning how to find, assess, evaluate, and use information to solve problems and investigate issues. In order to develop the nuanced understanding required for analysis of complex social and political issues, students need to be provided with classroom experiences that include, for example, gathering information online from multiple perspectives and examining their trustworthiness.</p> <p><i>Key ideas: Disciplinary Literacy, Information literacy, Data literacy, Media literacy, Lateral reading, Confirmation bias</i></p>
<p><b>Protect Freedoms for Self and Others</b></p>	<p>According to Nobel Peace Prize winner, international economist Amartya Sen, the purpose of development ought to be <i>freedom</i>. From this perspective, the purpose of any form of development or education is the freedom to live a life that one has reason to value. As citizens of a democratic country, JCPS students’ civic learning is largely dependent upon their ability to be able to articulate the rights and freedoms afforded to citizens in a democracy, and to recognize through which mechanisms those rights are instantiated.</p> <p><i>Key ideas: Individual rights; Human rights; Liberty; Intellectual freedoms; Intellectual property</i></p>
<p><b>Foster Community</b></p>	<p>“Community” has become an ubiquitous term in the 21st century, but its meaning as a civic disposition is distinct. To foster community, one must first be able to identify the multiple communities of which one is a part, as well as how conceptualizations of culture and social difference shape the stories that are told about one’s community or the communities of others. Fostering community, then, requires developing an awareness of one’s own identity(ies) (e.g. social, linguistic, ethnic, racial, civic, among others), so that one can meaningfully contribute to the building of community(ies).</p> <p><i>Key ideas: Community; Identities; Culture</i></p>
<p><b>Engage in Democracy</b></p>	<p>A culture is democratic to the extent that it reflects and includes the lived experiences, voices, and perspectives of its people. To support students engaging in democracy today (rather than just tomorrow), curricula, classrooms, and schools must be oriented by and through a democratic lens. According to Balkin, a culture is “democratic in the sense that everyone-</p>

	<p>- not just political, economic, or cultural elites- has a fair chance to participate in the production of culture, and in the development of the ideas and meanings that constitute them and the communities and subcommunities to which they belong” (2004, p. 4). In this sense, supporting students to engage in democracy requires attention to both the interactional and institutional norms of classroom and school practices (e.g. do students have regular opportunities to engage in discussions in class; are students involved in decisions about how their school is structured, etc.)</p> <p><i>Key ideas: Democratic culture, Deliberative democracy; Discussion v. Debate; Taking Informed Action</i></p>
<p><b>Ensure Equity and Justice</b></p>	<p>Inequality happens by design. In these United States, systems and opportunities (such as schooling) have long been organized to privilege the knowledge, literacies, bodies, and experiences of some while marginalizing and oppressing those of others (Moll, 1998). In JCPS, we ground students’ civic learning and sociopolitical identity development in a social justice framework that takes seriously the ways in which power and privilege (along multiple lines of social difference) have structured the systems and opportunities afforded to citizens. We work toward equity and justice through developing an awareness in our students that <i>equity happens by design</i>.</p> <p><i>Key ideas: Inequality (Social and Economic Inequality); Justice; Oppression; Access v. Opportunity, Critical Literacy</i></p>
<p><b>Promote the Common Good</b></p>	<p>Promoting the common good is not the equivalent of “all lives matter.” Rather, promoting the common good requires developing an understanding of the interwoven nature of the individual and society (Rogoff, 2003), and the ways in which our lives are implicated in the lives of others. Promoting the common good happens at multiple levels and stems from a shared value system of a society that deliberates and takes action together. Promoting the common good in JCPS is grounded in the essence of the Mayan poem ‘In Lak’ech’: <i>Tú eres mi otro yo</i>. You are my other me. <i>Si te hago daño a ti</i>, If I do harm to you, <i>Me hago daño a mi mismo</i>. I do harm to myself. <i>Si te amo y respeto</i>, If I love and respect you, <i>Me amo y respeto yo</i>. I love and respect myself.. In this way, knowing how, why, when, and through what mechanisms one can promote the common good is dependent upon the sociopolitical identity development of students in tandem with continual and collective processes of critical civic inquiry.</p> <p><i>Key ideas: Care, Empathy, Democratic Patriotism</i></p>

- II. **Black Historical Consciousness**, developed by **Dr. LaGarrett King** from the University of Missouri, is a set of principles that seeks to alter our ideology and redefine Black History. “A **black historical consciousness** is an effort to understand, develop, and teach Black histories in a manner that recognizes Black people’s humanity and emphasizes pedagogical practices that seek to reimagine the legitimacy, selection, and interpretation of historical sources. To describe Black historical consciousness is to alter our ideology and redefine Black history as well as to seek alternative principles designed to effectively explore the humanity of Black people and dismantle white epistemic historical logic that has dominated much of K-12 official social studies policy. **White epistemic logic** is about rationalization of Black historical experiences and ways of knowing/doing through traditional Western European perspectives. The concept allows Black agency in history to be partnered with whiteness or narratives that highlight Black historical actors that appease to whiteness. White epistemic logic situates history as just that, history, and not the multiple histories that help develop a historical consciousness. Therefore, Black histories are the goal instead of Black history. The *ies* denotes that multiple histories are present within the subject. The singular *y* indicates one historical narrative, therefore a more hegemonic history based on the tendency of curriculum developers to focus on the history of the powerful...To be clear, this does not mean that white people cannot be included in narratives if historically pertinent, what it means is that whiteness does not drive the Black history narratives.” (King,

2020 p. xxi). For this course, we’ve adopted the use of *Black* to denote the racialization of people of African descent. African-American is more grounded as an ethnic experience representative of being part of American culture. We acknowledge that there is no universally accepted approach and teachers should consider conversations with students that reflect the broader conversations and implications of terms.

Principle	Meaning
<p><b>Power, Oppression, and Race(ism)</b></p>	<p>Narratives center on important concepts to understand how Black people have been victimized throughout history. Understand how justice, freedom, equality, and equity has been purposefully ignored throughout Black history. (Units 2, 3, 4, 5, 9, 10)</p> <p><i>Key ideas: Racism, white supremacy, and Anti-Blackness</i></p>
<p><b>Agency, Resistance, and Perseverance</b></p>	<p>Narratives center on how Black people fought for justice, freedom, equality, and equity. Understand that Black people were never passive, weak, or uninformed. (Units 2, 3, 4, 5, 6, 8, 9)</p> <p><i>Key ideas: Passive and aggression forms of resistance and perseverance</i></p>
<p><b>Africa and African Diaspora: Experiences and Commonalities</b></p>	<p>Narratives center on a global Black history. Understanding ancient African civilizations while connecting and comparing the similarities and differences of Black histories around the Diaspora. (Units 1, 12)</p> <p><i>Key ideas: Blackness and Diaspora</i></p>
<p><b>Black Joy and Love</b></p>	<p>Narratives center on Black culture that have helped sustain Black people’s spirits. Grief does not dominate attitudes, dispositions as well as determine one’s happiness. Counters act of white supremacy and anti-Blackness. (Units 1, 6, 7, 8, 11, 12)</p> <p><i>Key ideas: Humanity</i></p>
<p><b>Black Contemporary and Intersectional Historical Analysis</b></p>	<p>Narratives connect the past to the present in order to understand Black history themes. Honors the multiple identities that inform Blackness. (Units 7, 10, 11)</p> <p><i>Key ideas: Blackness, identities</i></p>

III. **Social Justice Education** seeks to provide critical and analytical tools to understand structural features of oppression and socialization within oppressive systems. Social Justice Education develops keen awareness, knowledge, and processes to examine issues of justice and injustice, and to connect analysis to action, develop a sense of agency and commitment as well as skills and tools for collaborating to interrupt and change oppression. In order to achieve this goal, processes must be democratic and participatory, respectful of human diversity and group differences, inclusive and affirming of human agency and the capacity for working collaboratively with others to create change by shifting the mindset of “power with” others instead of “power over” others and by dismantling institution and individual oppression (Bell, 2016). Each unit is tagged with one of each of [Teaching Tolerance’s anchor standards \(Identity,](#)

[Diversity, Justice, and Action](#)). Teachers should consider using these standards as a foundation for the lenses in which they approach instructional choices and build an intellectually safe and welcoming classroom.

<b>Teaching Tolerance Social Justice Anchor Standards (Units listed)</b>	
<a href="#"><u>Identity Anchor Standards</u></a>	<ul style="list-style-type: none"> <li>• ID.1 Students will develop positive social identities based on their membership in multiple groups in society. (Units 4, 5, 12)</li> <li>• ID.2 Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups. (Units 1, 7)</li> <li>• ID.3 Students will recognize that people’s multiple identities interact and create unique and complex individuals. (Units 10, 11)</li> <li>• ID.4 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people. (Units 2, 6, 9)</li> <li>• ID.5 Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces. (Units 3, 8)</li> </ul>
<a href="#"><u>Diversity Anchor Standards</u></a>	<ul style="list-style-type: none"> <li>• DI.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people. (Units 5, 10)</li> <li>• DI.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.(Units 6, 9, 11)</li> <li>• DI.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. (Units 2, 7)</li> <li>• DI.9 Students will respond to diversity by building empathy, respect, understanding and connection. (Units 4, 12)</li> <li>• DI.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. (Units 1, 3, 8)</li> </ul>
<a href="#"><u>Justice Anchor Standards</u></a>	<ul style="list-style-type: none"> <li>• JU.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. (Units 1, 7)</li> <li>• JU.12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination). (Units 4, 8)</li> <li>• JU.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today. (Units 3, 6, 12)</li> <li>• JU.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. (Units 2, 10, 11)</li> <li>• JU.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world. (Units 5, 9)</li> </ul>
<a href="#"><u>Action Anchor Standards</u></a>	<ul style="list-style-type: none"> <li>• AC.16 Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. (Units 6, 10)</li> </ul>

	<ul style="list-style-type: none"> <li>● AC.17 Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice. (Units 2, 9)</li> <li>● AC.18 Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias. (Units 5, 8)</li> <li>● AC.19 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure. (Units 4, 7, 11)</li> <li>● AC.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective. (Units 1, 3, 12)</li> </ul>
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**IV. Critical Race Theory (CRT)** can reshape students' perceptions and responses to a racialized society by empowering them as civic actors to use knowledge, skills, and actions to analyze and challenge hierarchical and unequal power relationships that privilege some and oppress others in order to bring social equity. (Tyson, 2003, Crowley & King, 2018). Utilizing economics, history, group and self interest, feelings, and experiences to engage in conversations around race, students use critical race concepts like the normalization of race, interest convergence, intersectionality, and revisionist approaches to histories to include the counternarratives of the lived experiences of people to dismantle social constructions of race, power and privilege. (Delgado & Stefancic, 2012, Chandler, 2015, Crowley, 2015, Navarro & Howard, 2017). For teachers CRT pedagogies challenges traditional notions of transmissivity “depositing” information into passive students and challenges them to create transformative experiences that develop critical consciousness (Freire, 2009). As Freire warns, “Any situation in which some individuals prevent others from engaging in the process of inquiry is one of violence...to alienate human beings from their own decision-making is to change them into objects” (Freire, 2009, p. 85). For teachers, especially white teachers, critical race theory provides a framework to challenge historical positions that serve to reinforce the racial status quo, i.e. “neutrality,” “color blindness,” improving race relations follow a linear progression over time, and a failure to acknowledge the pervasiveness and oppressiveness of white supremacy (Chandler & McKnight, 2012; Kendi, 2019). Both teachers and students should use the following Critical Race concepts to interrogate historical and contemporary societies and sources and adopt antiracist pedagogy and practice. These concepts provide another lens that will help facilitate conversations and begin to uproot and expose racism.

**Videos** connecting ideas of equity, inquiry, and critical race were created to help teachers transition toward *KAS for Social Studies*. Dr. Ryan Crowley and Dr. LaGarrett King provide foundational understanding and examples of merging equity inquiry, and critical race in order to construct better arguments and take informed action.

1. [“Equity: Big Idea” Dr. Ryan Crowley](#)
2. [“Inquiry and Equity” Dr. LaGarrett King](#)
3. [“Making Inquiry Critical Part 1” Dr. Ryan Crowley](#)
4. [“Making Inquiry Critical Part 2” Dr. Ryan Crowley](#)

**Tenets of CRT (Ladson-Billings, 2012; Delgado & Stefancic, 2012; Crowley, 2015; Chandler, 2015; Navarro & Howard, 2017; King, 2020)**

Tenets	Meaning
<b>Racism as normal</b>	Racism is not some random, isolated act of individuals behaving badly, but a normal part of society rooted in institutions, policies, and in people’s minds. Racism, then, is a completely normal part of American life from the beginning and has affected political rights, economic capacity, and sense of identity. Because of the centrality of race in and over our lives, it is essential to begin to acknowledge the power race has in creating inequities and division. As such, CRT seeks to make issues of race and racism less abstract and more tied to people’s everyday realities and experiences. We cannot overcome the history of racial oppression rooted in our nation without understanding and speaking to the insidious ways race

	continues to be destructive to people of color.
<b>Race as a social construction</b>	Race is not biological and does not predetermine one’s abilities, but is “a human invention used to maintain existing power relationships in society.” Race is thus a very powerful tool to maintain power in a white society because it delimits everyday possibilities. Race, as a social construction, permeates institutions and relationships as a way of ordering society and to understand unspoken characteristics about people of color. As such, race as a social construction is violent and detrimental leading to privilege for whites and oppression for BIPOC.
<b>Interest Convergence</b>	The interests of minoritized groups in gaining racial equality have been accommodated only when they have converged with the interests of whites. Interest convergence pushes back against the myth of steady progress or the idea that progress occurs for minoritized groups when they “made the right argument” or even if “white people start to reflect on white supremacy.” Derrick Bell, for example, argued that civil rights advances for people of color coincide with the changing economic conditions and group self-interest of white people. Sympathy, mercy, and evolving standards of social decency and conscience amounted to little if anything. Hegemony, power, never goes away, but changes and adapts to maintain its hierarchical position. When a group in power gets in a position where it has too much to lose from keeping another group down, it yields a bit of power, but in a way that never diminishes its long term holds. Accordingly, this historically happens when white elites also have something to gain by extending rights to people of color.
<b>Intersectionality and Anti-Essentialism</b>	<p>(Intersectionality) Positionality of race, gender, sexual orientation, class, and nationality intersect to produce subjective ways of knowing and being. As a lens, intersectionality is about paying attention to multiple factors at once. For example, if we just use a racial lens we miss the ways patriarchy hurts Black women. Focusing on intersectionality enables us to be specific about the types of oppression operating on the layered axis of human experience. Race, gender, sexuality, religion, ableism, class, language bias, ageism, etc.</p> <p>(Anti-Essentialism) Rejection reduction of one group’s experience as representative of all oppressed peoples. When paired with intersectionality, anti-essentialism can seem contradictory because when minority groups struggling for rights form coalitions to simplify their goals and experiences to collectively work together to dismantle systemic racism and other socially constructed oppressive systems. Pairing with intersectionality ensures that we are able to focus on the tension between the needs of the whole without losing sight of the needs of individuals.</p>
<b>Counternarratives</b>	Storytelling and counter-storytelling helps dismantle social constructs of race, power, privilege. Including actual experience, history, culture, and intellectual tradition. Because Western modes of knowing are priorities, subjugated groups have no formal avenues to tell their stories. In order to counter traditional metanarratives, the experiences of marginalized groups need to be heard--one by one--to build an understanding of how a system works. The epistemological stance of the voices of the oppressed is the best way to learn about the oppressed are a key part of CRT. Counternarratives enable us to build new knowledge and plan for action based on real stories, real experiences, and real desires. Contemporary and historical counternarratives help incorporate the voice of nonwhite historical figures to tell their story, name their struggle, and work towards combating oppression.

V. **“Antiracism is a radical choice in the face of history, requiring a radical reorientation of our consciousness that requires persistent, self-awareness, constant self-criticism, and regular self-examination” (Kendi, 2019).** Kendi contends that “The only thing wrong with Black people is that we think there is something wrong with Black people.” Racism, however, does not arise not from hate or ignorance but from concerted attempts to exploit other people because they are different.

- The traditional “folktale of racism” shows a Ignorance/hate → racist ideas → discrimination is ahistorical.
- Kendi argues that Group Self-Interest → leads to the Exploitation of people → leading these same people to justify their exploitation by developing and perpetuating racists policies → that generate and engrain racist ideas → which surface as feelings of bigotry.

Once the exploitation begins then it has to be justified by theories that elevate the oppressor and condemn the oppressed as inferior. Racist policies help oppressors maintain superiority by routinizing inferior status that entrench individual and systemic racism, while sowing division. Dismantling racism is to commit to dismantling the policies that produce them. Antiracism is thus concerned with removing barriers that produce racist ideas, otherwise we will be forever trying to educate away racism by convincing people of the humanity of Black people or other racial groups. Knowledge and action is necessary for identifying policy solutions that address systemic barriers that the Black community face in schools, employment, healthcare, housing, etc. It is upon this realization that the steps forward should not be neutral, for neutrality is a cold accomodation in a system that privileges some and oppresses others. “One either believes problems are rooted in groups of people, as a racist, or locates the roots of problems in power and policies, as an antiracist. One either allows racial inequities to persevere, as a racist, or confronts racial inequities, as an antiracist. There is no inbetween safe space of “not racist.” (Kendi, 2019). Kendi defines antiracist, assimilationist, and segregationist in terms of belief and action:

Position	Beliefs and Actions
<b>Antiracist</b>	One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity. Antiracists point out racial discrimination.
<b>Assimilationist</b>	One who is expressing the racist idea that a racial group is culturally or behaviorally inferior and is supporting cultural or behavioral enrichment programs to develop that racial group. Assimilationists tried to argue that Black people and racial discrimination are to blame for racial disparities.
<b>Segregationist</b>	One who is expressing the racist idea that a permanently inferior racial group can never be developed and is supporting policy that segregates away that racial group. Segregationists have blamed Black people for racial disparities

Antiracist teachers need to negotiate the tension that arises between “the antiracist impulse to treat all people as human beings rather than racial group members and the antiracist impulse to recognize people’s real experiences as racial group members in order to assist them, understand their situation better, and treat them more equitably” by embracing the following principles (Pollock, 2008 p. xviii-xx).

- Rejecting false notions of human difference
- Acknowledging lived experiences shaped along racial lines
- Learning from diverse forms of knowledge and experience
- Challenging systems of racial inequality

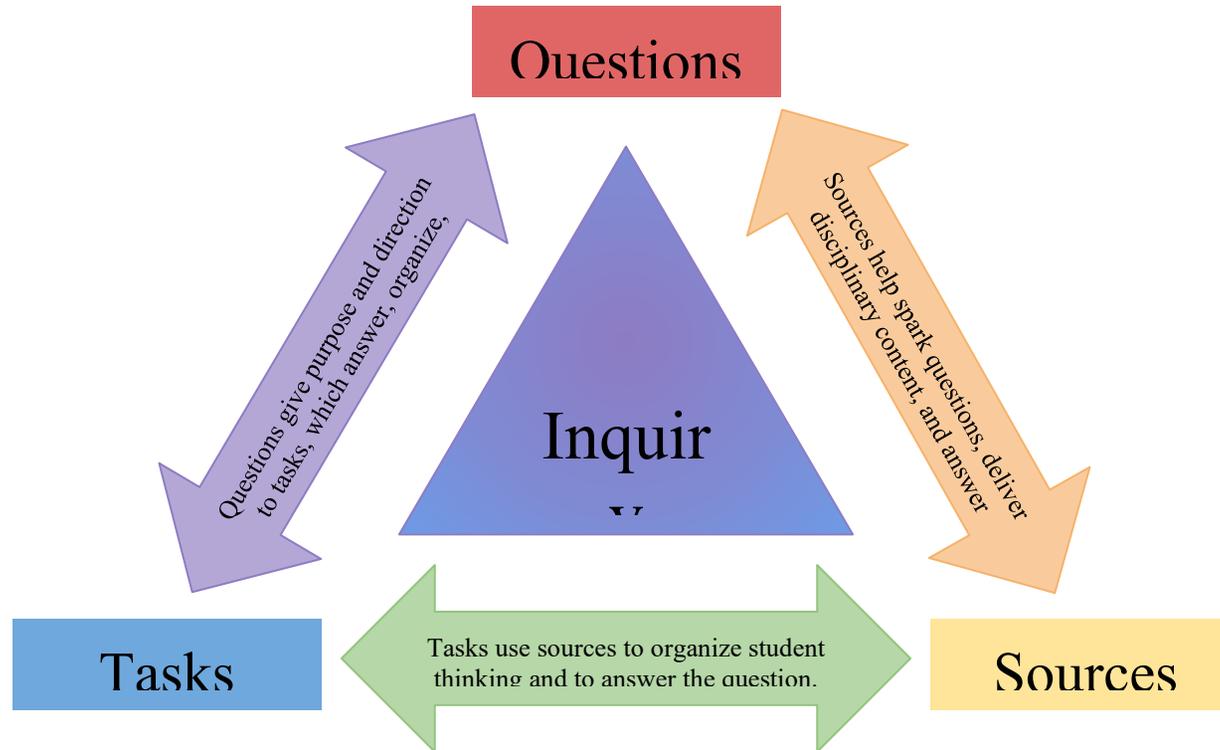
Like CRT tenets and Civic dispositions, being antiracist should be layered throughout the year, anchoring argumentation, and directing taking informed action. As the [National Museum of African American History and Culture \(NMAAHC\)](#) reminds us. “No one is born racist or antiracist; these result from the choices we make. Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing

self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do.” NMAAHC recommends the following nine elements to rethinking teaching preparation for courses designed to promote antiracism. Once addressing these nine principles, [Kehone, 1994](#) outlines the following six curricular recommendations in order to help students contend with racist policies and ideas and exhibit antiracist beliefs and actions. These antiracist approaches blend with the curricular thinking and approaches of Civic dispositions, Black Historical Consciousness, Social Justice Education, and Critical Race Theory.

NMAAHC’s Important Elements of Antiracist Education	Recommendations for Antiracist Curriculum
<ol style="list-style-type: none"> <li>1. Examining the historical roots and contemporary manifestations of racial prejudice and discrimination.</li> <li>2. Exploring the influence of race and culture on one's own personal and professional attitudes and behavior.</li> <li>3. Identifying and counteracting bias and stereotyping in learning materials.</li> <li>4. Dealing with racial tensions and conflicts.</li> <li>5. Identifying appropriate anti-racist resources to incorporate into the curriculum in different subject areas.</li> <li>6. Developing new approaches to teaching children using varying cognitive approaches to diverse learning styles.</li> <li>7. Identifying appropriate assessment and placement procedures and practices.</li> <li>8. Assessing the hidden curriculum and making it more inclusive and reflective of all students' experiences.</li> <li>9. Ensuring that personnel policies and practices are consistent with equity goals and that they provide managers with the knowledge and skills to implement equity programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss past and present racism, stereotyping, and discrimination in society.</li> <li>2. Learn the economic structural and historical roots of inequality.</li> <li>3. Find examples of institutional racism in the school and confront them (confronting might include informing the administration or protesting).</li> <li>4. Analyze unequal social and power relations.</li> <li>5. Know the realities of racism and know the human consequences of racism.</li> <li>6. Try to change the unequal social realities that are justified by racist ideology but which can be changed by legislative or other action.</li> </ol>

## Inquiry: Building Process for Argument and Action

### Inquiry: Defining Questions, Sources, Tasks



**Questions:** Inquiries begin with a Compelling Question reflecting an enduring topic or concept. Compelling Questions should be student friendly and intellectually rigorous. Compelling Questions frame units and supporting questions frame lessons. The Supporting Questions organize disciplinary content. They emphasize particular disciplinary content or concepts students need in order to form an argument answering the compelling question. All inquiries should begin with questions.

**Sources:** Sources help students build the necessary content knowledge to construct their own arguments. We have provided and organized sources for teachers to build content knowledge, spark curiosity, and construct arguments. Sources must align to support questions and help students complete tasks. If supporting questions change, sources might need to change to maintain alignment. Finally, sources should be from multiple perspectives to account for multiple histories.

**Tasks:** Tasks are the learning experiences preparing students for the summative task. By completing a task, students demonstrate knowledge and skills associated with the supporting question's content or concept. Organizational Tasks help students build skills, Discussion Tasks help students collaborate, Argumentative Tasks help students construct their own interpretations of questions, and Action Tasks enable students to extend their learning into classrooms, schools, and communities.



## Inquiry: Aligning Skills to the Structure and Scaffolding for Argument and Action

Inquiry based learning is a process that scaffolds questions and skills to prepare students for arguments and action. Structure without skills is just as useless as developing skills without structure. Scaffolding combines the development of structure and skills. The chart below helps show the relationship between the type of skills that exist at each structural element. Part of the structure and corresponding skills helps students engage in the learning process as they investigate questions, interrogate sources, use disciplinary, critical, and information literacies, engage in discussions, and organize their experiences. Having engaged in learning, students are ready to demonstrate their learning through formative and summative performance tasks and taking informed action. Reading from left to right, as students work through supporting questions toward compelling questions, using sources, discussion, and an organizational task to demonstrate their learning through formative performance tasks (FPTs) to prepare for the compelling question’s summative performance task and taking informed action. Undergirding the structure and skills are the dispositions and thinking necessary to engage in inquiry in authentic ways.

	Engage Learning			Demonstrate Learning		
Structure	Supporting Questions			Compelling Questions		
	Sources	Discussion Task	Organizational Task	Formative Performance Task	Summative Performance Task	Action Task
Skills	Disciplinary, Critical, Information Literacies	Speaking and Listening	Categorizing, Analyzing and Evaluating	Synthesizing	Argumentation	Taking Informed Action
	<ul style="list-style-type: none"> <li>● Sourcing</li> <li>● Contextualization</li> <li>● Corroboration</li> <li>● Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>● Consensus Building</li> <li>● Conversation</li> <li>● Deliberation</li> <li>● Dialogue</li> <li>● Debate</li> </ul>	<ul style="list-style-type: none"> <li>● Questions</li> <li>● Dispositions</li> <li>● Sources</li> <li>● Literacies</li> <li>● Disciplines</li> <li>● Discussions</li> </ul>	<ul style="list-style-type: none"> <li>● Claim/Counter</li> <li>● Explanation</li> <li>● Generalization</li> <li>● Description</li> </ul>	<ul style="list-style-type: none"> <li>● Accurate</li> <li>● Clear</li> <li>● Evidence</li> <li>● Reasoned</li> </ul>	<ul style="list-style-type: none"> <li>● Understand</li> <li>● Assess</li> <li>● Act</li> <li>● Reflection</li> </ul>
Thinking	<p><b>Critical Thinking Skills:</b> Contestability, Causation, Comparison, Change and Continuity Over Time, Chronology, Contingency, Contextualization, Significance, Periodization, Inferences, Interpretation, Historical Empathy, Historical Perspective Taking, Objectivity.</p> <p><b>Backpack Skill of Success through Deeper Learning:</b> Prepared and Resilient Learner, Globally and Culturally Competent Citizen, Emerging Innovator, Effective Communicator, Productive Collaborator</p>					
Disposition	<p><b>Civic Disposition:</b> Pursue Accuracy and Understanding, Protect Freedoms for Self and Others, Foster Community, Engage in Democracy, Ensure Equity &amp; Justice, Promote the Common Good</p> <p><b>Course:</b> Black Historical Consciousness, Social Justice Education, Critical Race Theory, Antiracism</p>					



## Argument

## Action

### Argumentation: Process and Product (*More soon, August 2020*)

Argumentation is the soul of Social Studies and Democratic Classrooms and should be the focus in every class. If Social Studies is defined by its civic charge, then argumentation is how citizens should engage their own thoughts, fellow citizens, and the world. Swan, Lee, and Grant (2018) argue:

*We believe that developing the skill of argumentation is the most important contribution of a strong social studies education. Argumentation is what we do as citizens. We listen to experts, we study the facts surrounding an issue, we deliberate with colleagues, friends, and family, and we ultimately make up our own minds about the world using the information and ideas we encounter... We define argument as a collection of claims supported by relevant evidence that answer a compelling question. Because of this important relationship between question and argument, we say that [inquiry] is framed by two structural points: the compelling question and the summative task. (p. 47-48)*

Argumentation, then, is a complex communication process through which we explore the reasons that inform our conclusions (Underberg & Norton, 2018). Inquiry provides the process for this exploration and its products, arguments, should be framed by compelling and supporting questions, investigated through multidisciplinary lenses, grounded in evidence derived from varied, credible sources from multiple perspectives, and communicated through a series of written and verbal claims and counterclaims that are accurate, sophisticated, complex, and clear. Arguments help develop a healthy sense of tentative nature of our understanding. Argumentation smashes typical history instruction built on direct instruction through lectures and rote memorization of textbook vocabularies and summaries of events. “Studies suggest that these practices actually slow the development of historical thinking because they foster the naive conception that the past and history are one and the same, fixed and stable forever, dropped out of the sky ready-made, that the words in the textbooks and lectures map directly and without distortion onto the past.” (Vansledright, 2014). Chauncy Monte-Sano argues that historical argumentation is not about getting the right answer, but about asking questions and weighing evidence to draw the most sound conclusion possible, given the limits of the evidentiary base and one’s ability to imagine a different time. Claims begin with historical sources and questions people bring to those sources. Arguing about history is a way of thinking that permeates the construction or critique of an evidence-based interpretation (Monte-Sano, 2016). Inquiry allows all of our students to find success—but only if they have the reading, writing, discussion, and argumentation skills. It is our charge to teach all students regardless of what they should know. Bruce Vansledright adds that “historical thinking is a very close relative to active, thoughtful, critical participation in text-rich democratic cultures. Consider what good historical thinkers can do. They are careful, critical readers and consumers of the mountains of evidentiary source data that exists in archives and that pours at us each day via the media. Good historical thinkers are tolerant of different perspectives because these perspectives help them make sense of the past. At the same time, such thinkers are skilled at detecting spin, hype, snake-oil sales pitches, disguised agendas, veiled partisanship, and weak claims. They also know what it means to build and defend evidence-based arguments because of practice constructing interpretations rooted in sources. In short, they are informed, educated, thoughtful, critical readers, who appreciate investigative enterprises, know good arguments when they hear them, and who engage their world with a host of strategies for understanding it” (VanSledright, 2014). Asking questions, digesting complex texts, collaborating with peers, deliberating on issues, drawing conclusions in evidence based written and verbal arguments, and taking action will prepare our students to be better people, while also bettering our democracy.

## Action: Taking *Informed* action (TIA) design Alignment to JCPS’s Backpack Skills of Success

### ◆ Prepared and Resilient Learner

Argument and action provides students situations where they learn and apply content knowledge and skills to plan for and address real world context concerns with which they connect. Student arguments and action reaches across disciplines of social studies and content areas for interdisciplinary development. Argument and action requires understanding, versatility, reflecting, making adjustments, and the ability to face unpleasant facts.

### ◆ Globally and Culturally Competent Citizen

Argument and action helps develop a strong sense of global and cultural awareness as students build empathy through perspective taking and deliberation on the lived experiences of others. Students will be challenged to explore community and global issues from multiple perspectives and apply democratic processes to create arguments, assess complex decisions, and make actionable solutions based upon those most impacted.



### ◆ Emerging Innovator

Argument and action provide students wonderful opportunities to be innovative with their inquiry, deliberations, assessments, design solutions, and approaches to issues and problems. Argument and action push students to take appropriate risks by employing the skills of asking questions, seeking sources to answer their questions, and taking on tasks to create new solutions, products, and processes.

### ◆ Effective Communicator

Argument and action require students to practice the skills of communicating in multiple settings, to various audiences. Arguments, through writing, verbally, digitally, or visually, allow students to practice their communication skills within context in the classroom, schools, and community. Action allows students to work together, balancing the needs of the individual against the needs of the whole as students works to promote the common good.

### ◆ Productive Collaborator

Argument and action TIA fosters community in the classroom, schools, and community as students actively listen and face uncertain and trying situations. Students, challenged by others’ perspectives, questions, and the situations need consensus building in order to better understand, assess, and take action. Students, using deliberation and democratic procedures and processes are bettered when they reason together. .

**Taking Informed Action (TIA)** provides students opportunities to adapt and apply their work in the disciplines that constitute the social studies in order to develop the skills and dispositions necessary for an active civic life (*C3 Framework, 59*). In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of [the inquiry arc], as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience (*C3 Framework, 62*). [Beacitizen.org](http://Beacitizen.org) provides planning tools, teachers can intentionally help students practice the democratic skills that encourage students to “act in ways that promote the common good.” Our classrooms must become laboratories for students to practice the very skills that they will use as adult citizens deeply involved in our communities and necessary for building a strong democracy.

## Literacy: Building skills through Disciplinary, Critical, and Information Literacies (*More soon, August, 2020*)

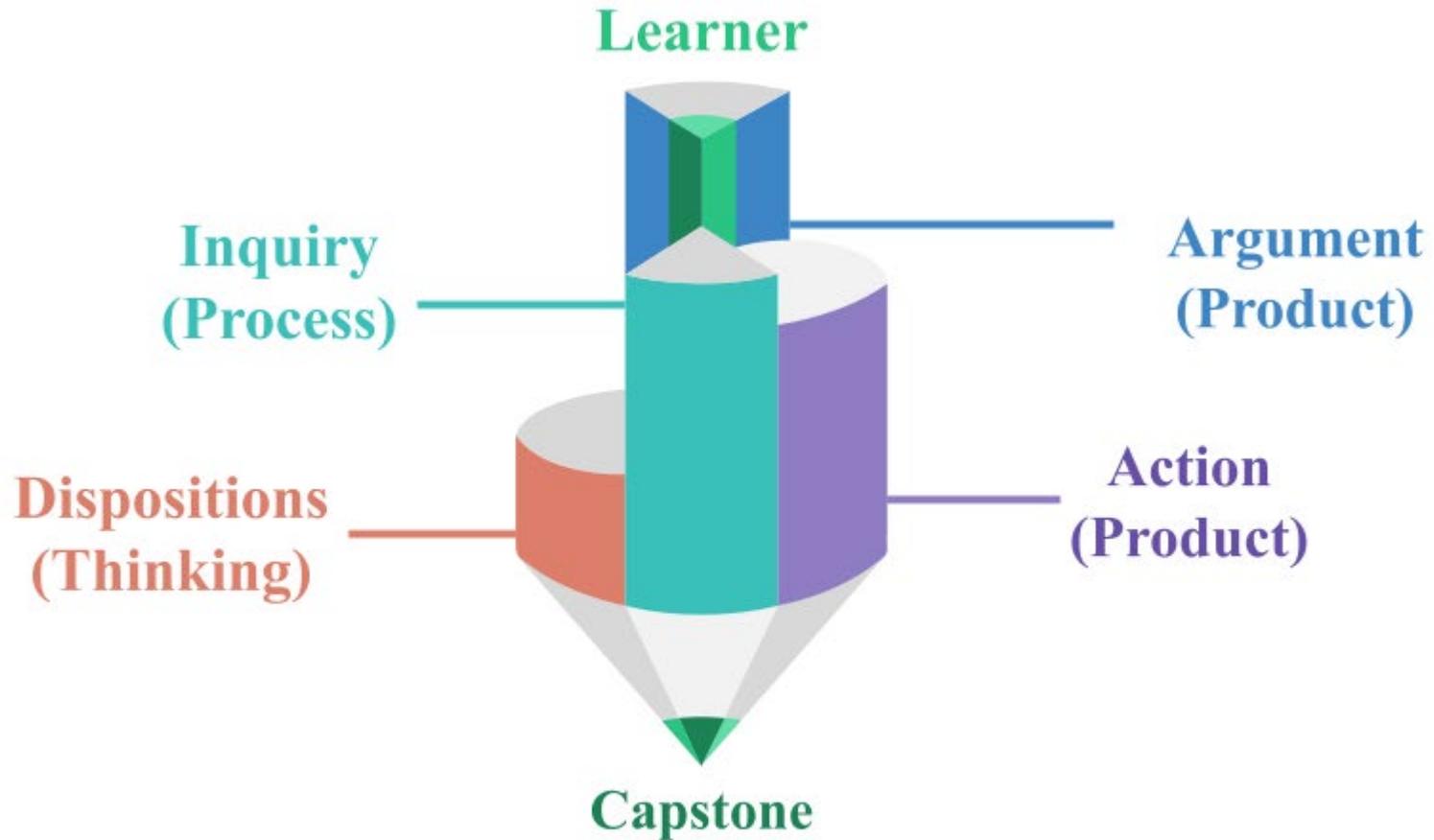
Literacy	Definition and Application
<p><b>Disciplinary Literacy</b></p>	<p><b>What is disciplinary literacy?</b> Disciplinary Literacy is approaching text with the perspective that is unique to the discipline. This means approaching sources through the lens of work within Social Studies, i.e. historians, geographers, sociologists, political scientists, ect.</p> <ul style="list-style-type: none"> <li>● <b>Sourcing</b> asks students to consider who wrote a document as well as the circumstances of its creation, i.e. time, place, purpose, point of view. Sourcing is key to building claims and arguments as it helps with inferencing, interpretation, corroboration, contextualizing. When sourcing students should consider the author and their perspective, why the source was written, when the source was written, where the source was written, and whether or not the source is reliable (and why).</li> <li>● <b>Corroboration</b> compares sources to identify agreements and disagreements. Giving multiple perspectives of an event allows students to discount contrary evidence and improve a source’s validity and reliability by explaining discrepancies between accounts of an event. When multiple sources point to similar conclusions, interpretations are improved, allowing students to begin making correlational and causal claims. Corroboration improves the integrity of a source because it involves checking and cross-checking evidence, both of which help contextualize a source. When corroborating documents, students should compare a source to another source, look for agreements or disagreements, consider other possible sources, and evaluate the reliability of a source.</li> <li>● <b>Contextualization</b> of a source considers the relevant components of history occurring at the time of the source’s construction. By placing a source in its relevant time and place and understanding how factors like setting, motivation, author’s competence, preceding and following events, and objectivity influence the creation of the source, students can better understand and utilize a source.</li> <li>● <b>Close reading</b> calls on students to infer from a source’s subtexts. By annotating the text, taking perspective, paying attention to detail, asking questions, and seeking clarifications, students are more likely to engage with and thinking about a source. Close reading calls upon students to first source information, followed by recognizing claims, its supporting pieces of evidence, and overall rhetoric (e.g. language, semantics, syntax), all to help students construct arguments from sources.</li> </ul>
<p><b>Critical Literacy</b></p>	<p><b>What is Critical Literacy?</b> “A strong democracy depends upon the ability of people to not only comprehend what they read but to also question and challenge it. While the capacity to gather information from both print and non print materials is important, unaccompanied by the ability and disposition to critique and interpret those materials from a variety of perspectives, it is at best technical literacy; at worst a form of civil illiteracy” (Raidel &amp; Draper, )</p> <p>“A critical literacy curriculum needs to be lived. It arises from the social and political conditions that unfold in communities in which we live...it cannot be traditionally taught [and]...teachers need to incorporate critical perspective into our everyday lives in order to find ways to help children understand and act upon the social and political issues around them... Working from a critical perspective, my desire is to construct spaces where social justice and equity issues can be raised and a critical</p>

	<p>literacy curriculum can be negotiated with children. Critical literacy makes it possible for me to reconsider my thinking by providing a <b>framework or theoretical perspective</b> from which to address social issues such as gender, race, class, and age. Our [classroom] choices are never innocent... Asking ourselves how we decide on what issues to take up in our classrooms and what is the theoretical context in which we make those decisions is a powerful way of making visible the perspectives from which we do what we do in the classroom. (Vasques, 2014)</p> <p>“Reading and writing pedagogy that gives voice to oppressive experiences within oppressive social systems” - Freire, 1972</p> <p><b>What Critical Literacy is and what it does.</b></p> <ul style="list-style-type: none"> <li>● Not a series of skills to master “but, rather as contextualized emerging act of consciousness and resistance”</li> <li>● “Students’ lives and the ways in which they are socially, politically, and culturally situated become the most compelling text in the classroom”</li> <li>● Invokes societal and local matters because “it is something we do in response to others’ words and actions, including their views of the social world”</li> <li>● “Enables and empowers students to understand the social construct of themselves, their fellow classmates, their family, cultures, and the world beyond the classroom”</li> <li>● Rather than silencing; issues of race, gender, power, and culture need to be brought to the students attention.</li> <li>● It does more than provoke an answer, “it prepares them to act.”</li> <li>● Without the skills and inclination to approach text from a critical stance, readers/citizens can be misinformed and manipulated.</li> <li>● Guides readers to what different types of text try to “do” to readers, viewers, or listeners and whose interest are served (and not served) by what text “do”.</li> </ul> <p><b>What readers need to be able to “do.”</b></p> <ul style="list-style-type: none"> <li>● Decode the text. Work out what the text is actually saying</li> <li>● Making Meaning. Bring one's own culture, content, context, text-use, and text structure to the active process of making meaning.</li> <li>● Interrogate the text. Examine its assumptions, values, and positions and understand how the text is positioning them</li> </ul> <p><b>Reading texts with a Critical Literacy lens.</b></p> <ul style="list-style-type: none"> <li>● Texts are positioned and positioning and every text is just one set of perspectives on the world.</li> <li>● This makes it easier to read controversial text and text that offends us because the reader comes with the understanding that it is just one perspective.</li> <li>● See beliefs and values presented that offend us with some critical distance to read the text.</li> </ul>
<p><b>Information Literacy</b> <i>(Coming Soon)</i></p>	<p><b>What is Information Literacy?</b></p> <p>These types of literacies are an emerging field since technologies are ever changing and relatively new. Informational literacy is a “set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information” (<a href="#">American Library Association</a>)</p> <p>Type of Information Literacy: Media Literacy, New (Internet) Literacy, and Digital Literacy.</p>



## Capstone (Coming Soon, September 2020)

N.B.



N.B.

## Yearly Planning

### Yearly Planning: Planning for Argumentation or Action

Teachers are encouraged to share the full listing of compelling and supporting questions with students in order to prioritize, individualize, and narrow inquiries throughout the year. **Pacing will be key and not every unit has to be covered and those selected should be tailored via deliberative decision by the students and teacher of the course.** Below are two possible approaches based upon a focus on either argumentation as the summative performance task (SPT) or on taking informed action (TIA)--each accounting for 145 instructional days framed by 13 units and 15 days for the development and delivery of a capstone based on principles of Black Historical Consciousness. Other possibilities include TIAs as a SPT, prioritizing units for deeper dives, or shortening the number of units.

- **Example 1** prioritizes developing arguments, with 19 lessons devoted to constructing arguments as the SPT and 21 lessons devoted to TIAs.
- **Example 2** prioritizes TIAs, with 32 lessons devoted to taking informed action and 12 days devoted to constructing arguments as the SPT.

#### EXAMPLE 1: Argumentation Focused through Summative Performance Task (SPT)

	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Total	CAP
Staging		1	1	1	1	1	1	1	1	1	1	1	1	12	
SQ days	6	7	5	6	7	5	5	10	8	8	7	10	9	93	
SPT		1	2	2	2	1	1	2	2	1	1	2	2	19	
TIA days	1		2		2	1	4		2	2		4	3	21	
Total Days	7	9	10	9	12	8	11	13	13	12	9	17	15	145	

#### EXAMPLE 2: Action Focused through Taking Informed Action (TIA)

	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Total	CAP
Staging		1	1	1	1	1	1	1	1	1	1	1	1	12	
SQ days	6	6	5	5	6	5	5	9	8	8	7	10	9	89	
SPT		1	1	1	1	1	1	1	1	1	1	1	1	12	

<b>TIA days</b>	1	1	4	1	4	2	4	1	3	2	1	5	3	32	
<b>Total Days</b>	7	9	11	8	12	9	11	12	13	12	10	17	14	145	15

## Yearly Planning: Curriculum Overview Choosing Questions for Investigation

<b>Unit 1: Compelling Question: How do ancient ancestors empower the present? (Past and Present)</b>	<b>Unit 2: Compelling Question: How did enslavement undermine democratic principles? (1600s-1800s)</b>
<p><b>Possible Supporting Questions (Choose 5+)</b></p> <ul style="list-style-type: none"> <li>• Are we all Africans?</li> <li>• What were the geographic factors that influenced where African civilizations developed?</li> <li>• How did African civilizations develop new technologies to adapt to their environment?</li> <li>• How did Islam and Christianity influence African peoples?</li> <li>• What defined the kingdoms of Ghana, Mali, and Songhai?</li> <li>• How did rulers maintain and expand West African empires?</li> <li>• How did trans-Saharan trade lead to West African wealth and success?</li> <li>• How were gold and salt integral to the success of West African Empires?</li> <li>• How did religion influence cultural practices in Africa?</li> <li>• How did African geography affect culture in West Africa?</li> <li>• What caused the decline of West African empires?</li> </ul>	<p><b>Possible Supporting Questions (Choose 5+)</b></p> <ul style="list-style-type: none"> <li>• How did African enslavement differ from Western enslavement?</li> <li>• How did Europeans use racism to justify exploiting Africans?</li> <li>• How did Bacon’s Rebellion impact enslaved persons of African descent?</li> <li>• How did colonial laws institutionalize enslavement?</li> <li>• What role did Black women and men play during the Revolution?</li> <li>• Was the Declaration of Independence hypocritical?</li> <li>• Why did the Founders keep enslavement in the Constitution?</li> <li>• How do we reconcile the Founders’ ideas with their actions?</li> <li>• What were early arguments against enslavement?</li> <li>• How did the Haitian Revolution influence American enslavement?</li> <li>• What can we learn about enslavement from former enslaved women and men?</li> <li>• How did enslaved women and men physically resist violence?</li> <li>• How did enslaved women and men resist violence through culture?</li> <li>• How did the combining of different West African cultures create perseverance and unity?</li> <li>• How was race used to create hierarchies and promote white supremacy?</li> </ul>
<b>Summative Performance Task:</b>	<b>Summative Performance Task:</b>
<b>Taking Informed Action:</b>	<b>Taking Informed Action:</b>
<b>Unit 3: Compelling Question: How did racist policies divide the country? (1800s-1865)</b>	<b>Unit 4: Compelling Question: How free were Black Americans during Reconstruction? (1865-1877)</b>
<p><b>Possible Supporting Questions (Choose 5+)</b></p> <ul style="list-style-type: none"> <li>• Why did enslavement become outlawed in many Northern States?</li> </ul>	<p><b>Possible Supporting Questions (Choose 6+)</b></p> <ul style="list-style-type: none"> <li>• Why was the “Radical Republican” plan considered “radical”?</li> </ul>

<ul style="list-style-type: none"> <li>● How did enslavers use the government to their advantage?</li> <li>● How free were freemen/women prior to the Civil War?</li> <li>● How did Black abolitionists embody democratic principles?</li> <li>● What motivated white abolitionists?</li> <li>● How did white and Black people work together in the abolitionist movement?</li> <li>● How did Black families overcome educational barriers?</li> <li>● What was the purpose of the Freedman’s Journal?</li> <li>● How did the spread of enslavement create violence?</li> <li>● Why did Southern states secede?</li> <li>● Why was John Brown hanged and Lincoln celebrated?</li> <li>● How did the Fugitive Slave Act create divisions?</li> <li>● Was Lincoln a racist?</li> <li>● Were Black soldiers treated the same as white soldiers?</li> <li>● Was the Emancipation Proclamation meant to free enslaved people or to help the United States win the war?</li> </ul>	<ul style="list-style-type: none"> <li>● How did white supremacists disenfranchise Black people?</li> <li>● How did state governments target Black people?</li> <li>● What actions did the Federal Government take to address racism in the south?</li> <li>● How did Northern attitudes towards freed Black women and men change during Reconstruction?</li> <li>● How accurate is the textbook’s description of sharecropping?</li> <li>● How did Southern states work around the 14th and 15th amendments to continue discrimination?</li> <li>● How did Robert Smalls undermine the “Myth of Negro Rule?”</li> <li>● How were Republican-led state governments in the South some of the most progressive in US history?</li> <li>● Structured Academic Controversy: Were Black Americans free during Reconstruction?</li> <li>● Why isn’t Juneteenth celebrated like the Fourth of July?</li> <li>● Why did the United States abandon Reconstruction?</li> <li>● How do Confederate monuments reinforce white supremacy today?</li> </ul>
<p><b>Summative Performance Task:</b></p>	<p><b>Summative Performance Task:</b></p>
<p><b>Taking Informed Action:</b></p>	<p><b>Taking Informed Action:</b></p>
<p><b>Unit 5: Compelling Question: How did Black Americans challenge white supremacy during the Nadir? (1877-1900)</b></p>	<p><b>Unit 6: Compelling Question: How did Black Americans contest white spaces? (1900-1920s)</b></p>
<p><b>Possible Supporting Questions (Choose 7+)</b></p> <ul style="list-style-type: none"> <li>● How did “uplift suasion” shift the burden of racism?</li> <li>● What arguments did Booker T. Washington use to address inequities?</li> <li>● What arguments did W.E.B. Dubois use to address inequities?</li> <li>● Why did Dubois criticize Washington’s vision?</li> <li>● How is W.E.B. Dubois’s dual consciousness representative of the Black experience in the U.S.?</li> <li>● What organizations did Black women and men create to promote change?</li> <li>● What strategy did the NAACP use to fight inequality?</li> <li>● How did sports provide a source of pride?</li> <li>● How did Black women use literature to challenge white supremacy?</li> <li>● Why did whites get away with lynching?</li> <li>● How did the “nadir of race relations” rival the horrors of enslavement?</li> </ul>	<p><b>Possible Supporting Questions (Choose 7+)</b></p> <ul style="list-style-type: none"> <li>● How did Black women and men demonstrate patriotism in times of war to promote equity at home?</li> <li>● How did returning Black soldiers and nurses continue the fight for democracy at home?</li> <li>● How did the Pan-African Congress empower Black people?</li> <li>● How did WWI and the Great Migration reshape Black communities?</li> <li>● Case Study: Why did Black families migrate to Newark at the beginning of the 20th century?</li> <li>● How did segregation look in the North compared to the South?</li> <li>● How did the Great Migration shape Louisville?</li> <li>● How did white supremacists challenge Black spaces through violence?</li> <li>● Case Study: What caused the Chicago Race Riots of 1919?</li> <li>● Case Study: How did “Black Wall Street” in Tulsa threaten white</li> </ul>

<ul style="list-style-type: none"> <li>● How did Ida B. Wells seek justice?</li> <li>● How did Homer Plessy challenge racialized space after Reconstruction?</li> <li>● How did white America embrace black entertainment while embracing white supremacy?</li> </ul>	<p>supremacy?</p> <ul style="list-style-type: none"> <li>● Case Study: How did white supremacist destroy Tulsa’s thriving Black community?</li> <li>● How did Garveyism build upon previous ideas to unite Black communities?</li> <li>● How does Marcus Garvey’s ideas influence today’s conversations?</li> <li>● How does NAACP use traditional white institutions to advocate Black interest?</li> <li>● How well did <i>Buchanan v. Warley</i> reshape segregated housing in Louisville?</li> <li>● Case Study: How did the Brotherhood of Sleeping Car Porters and Maids protect the Black service industry?</li> </ul>
<p><b>Summative Performance Task:</b></p>	<p><b>Summative Performance Task:</b></p>
<p><b>Taking Informed Action:</b></p>	<p><b>Taking Informed Action:</b></p>
<p><b>Unit 7: Compelling Question: How did Black Americans create a culture of Black joy and love in the 1920s? (1920s)</b></p>	<p><b>Unit 8: Compelling Question: How did Black Americans persevere during times of uncertainty? (1930-1945)</b></p>
<p><b>Possible Supporting Questions (Choose 7+)</b></p> <ul style="list-style-type: none"> <li>● How did the Harlem Renaissance lead to a new Black cultural identity?</li> <li>● How did the Harlem Renaissance help white Americans better understand Black Americans?</li> <li>● What did women authors and male authors focus on in Black literature during the Harlem Renaissance?</li> <li>● How did Jazz transform music and entertainment?</li> <li>● How did Black artists bring Black joy and love to life?</li> <li>● What is the lasting legacy of the Harlem Renaissance?</li> <li>● What arguments did Carter G. Woodson make in <i>The Mis-Education of the Negro</i>?</li> <li>● How should we celebrate Black History today?</li> <li>● How do HBCUs create a culture of care and advancement?</li> <li>● How did baseball’s Negro League define the stereotypes of segregation?</li> <li>● How did the Black press present themselves in images to America in contrast to how they are portrayed by whites?</li> <li>● Case Study: How did <i>Shuffle Along</i> embody Black joy and love?</li> <li>● Case Study: How did Louisville’s Joseph Seamon Cotter Jr. use poetry</li> </ul>	<p><b>Possible Supporting Questions (Choose 7+)</b></p> <ul style="list-style-type: none"> <li>● How were Black Americans excluded from the New Deal?</li> <li>● How did the Great Depression lead to increased self reliance within Black communities?</li> <li>● How did Black cabinet members advise Roosevelt during the New Deal?</li> <li>● How did the southern states limit the impact of the New Deal for the Black population?</li> <li>● How did Black communities address challenges of the Great Depression?</li> <li>● How did Black leaders pressure President Roosevelt to desegregate?</li> <li>● How did Black women and men use World War II to express themselves and their communities?</li> <li>● How did Black soldiers, nurses, and factory workers help win the war against Fascism?</li> <li>● What did the real “Rosie the Riveter” look like?</li> <li>● How did white America depend on and let down Tuskegee pilots?</li> <li>● How did Henrietta Lacks advance science and medicine?</li> <li>● How did the experiences of World War II help organize and empower</li> </ul>

<p>and the theatre to promote Blackness?</p>	<p>Black communities and leaders?</p> <ul style="list-style-type: none"> <li>● How did the “Double V” campaign spark the Civil Rights Movement?</li> <li>● How did the G.I. Bill privilege white veterans for economic success?</li> <li>● How did Black leaders use the United Nations charter to advance civil rights?</li> </ul>
<p><b>Summative Performance Task:</b></p>	<p><b>Summative Performance Task:</b></p>
<p><b>Taking Informed Action:</b></p>	<p><b>Taking Informed Action:</b></p>
<p><b>Unit 9: Compelling Question: How did Black Americans counter individualism to form successful movements? (1945-1965)</b></p>	<p><b>Unit 10: Compelling Question: How did Black communities respond to shifts in racism after the Civil Rights Movement? (1965-2000)</b></p>
<p><b>Possible Supporting Questions (Choose 10+)</b></p> <ul style="list-style-type: none"> <li>● What role did the Supreme Court play in desegregation?</li> <li>● What were the negative effects of <i>Brown v. Board</i> on Black communities?</li> <li>● How did the USSR use America’s racist policies against the United States during the Cold War?</li> <li>● What role did photography play in changing white perspectives of civil rights?</li> <li>● How did Black women and men use writing to build coalitions and challenge white supremacy?</li> <li>● How did Black youth oriented organizations influence the Civil Rights Movement?</li> <li>● How did Emmitt Till’s murder demonstrate the cruelty of racism in America?</li> <li>● What ideologies define the Civil Rights Movement?</li> <li>● What role did nonviolent protest have in the success of the Civil Rights Movement?</li> <li>● Why did the Montgomery Bus Boycott succeed?</li> <li>● How are racist policies bad for business in the past and today?</li> <li>● What lessons did Black children teach white America during integration?</li> <li>● Case Study: Why was Minnijean Brown expelled from school?</li> <li>● How did marches unite Civil Rights activists?</li> <li>● What were ideological approaches to challenging segregation?</li> <li>● What actions did Civil Rights activists take to challenge segregation?</li> <li>● How did leaders and organizations differ over how to challenge</li> </ul>	<p><b>Possible Supporting Questions (Choose 10+)</b></p> <ul style="list-style-type: none"> <li>● How have the legacies of Civil Rights Leaders been glorified, vilified, and/or misrepresented?</li> <li>● How did the assassination of leaders affect the Civil Rights Movement?</li> <li>● How did the idea of Black Power challenge racism and capitalism?</li> <li>● How did the Black Panther Party put pressure on white leaders?</li> <li>● How do the Watts riots in 1965 compare to the Louisville riots of 1968?</li> <li>● Is “bussing” in the North the same as “State’s Rights” in the South?</li> <li>● How did <i>Loving v. Virginia</i> and <i>Obergefell v. Hodges</i> challenge notions of Black love and marriage?</li> <li>● How did the Stonewall riots influence the Black LGBTQ+ community?</li> <li>● How has whiteness influenced the views of property?</li> <li>● How did the Fair Housing Act perpetuate inequities?</li> <li>● How does redlining in Louisville create disunity and inequities?</li> <li>● How does <i>The Cosby Show</i> exemplify Media Suasion?</li> <li>● How do you spot “Dog Whistles” in politics?</li> <li>● How does Hip Hop/Rap expose social injustice?</li> <li>● How did the goals of the Million Man March differ from the Million Woman March?</li> <li>● How do the LA riots of 1992 compare to Ferguson in 2014?</li> <li>● How has the “War on Drugs” damaged Black communities?</li> <li>● How did President Barack Obama respond to white supremacy?</li> <li>● What are the goals and successes of Black Lives Matter?</li> </ul>

<p>segregation?</p> <ul style="list-style-type: none"> <li>• How does pitting Dr. Martin Luther King Jr. and Malcolm X against each other serve the existing power structure?</li> <li>• How did Dr. Martin Luther King Jr.’s views of the Civil Rights Movement change over time?</li> <li>• What actions did Civil Rights activists take against voting restrictions?</li> <li>• What actions did the U.S. Government take control and monitor the Civil Rights Movement?</li> <li>• How does sexism diminish the way we remember women’s leadership roles during the Civil Rights Movement?</li> <li>• How did the Civil Rights Act and Voting Rights Act address racist state laws?</li> </ul>	<ul style="list-style-type: none"> <li>• What state voter laws limit Black Americans’ ability to vote and participate in democracy?</li> <li>• How did <i>Shelby v. Holder</i> strip away voting protections guaranteed in the Voting Rights Act?</li> <li>• Why did Jefferson County Public Schools feel a Racial Equity Policy was needed?</li> </ul>
<p><b>Summative Performance Task:</b></p>	<p><b>Summative Performance Task:</b></p>
<p><b>Taking Informed Action:</b></p>	<p><b>Taking Informed Action:</b></p>
<p><b>Unit 11: Compelling Question: How do Black communities champion antiracist policies to make our communities better? (2000-Present)</b></p>	<p><b>Unit 12: Compelling Question: How is Blackness global? (Present) <b>STILL UNDER CONSTRUCTION</b></b></p>
<p><b>Possible Supporting Questions (Choose 8+)</b></p> <ul style="list-style-type: none"> <li>• What is implicit bias and how does it support white supremacy?</li> <li>• What does the elimination of white supremacy look like?</li> <li>• What can white allies do in government to promote antiracism and attack white supremacy?</li> <li>• What laws have helped communities become more antiracist?</li> <li>• How do inequalities in income, education, and incarceration serve to justify racist policies?</li> <li>• Are reparations enough to undo years of racism against the Black Americans?</li> <li>• How have whites used affirmative action to undermine equality?</li> <li>• What strategies address the school to prison pipeline?</li> <li>• How has the Congressional Black Caucus advocated for Black Americans?</li> <li>• What are the advantages and disadvantages in using social media to fight systemic racism?</li> <li>• How does student assignment affect Black students in JCPS?</li> <li>• How can Louisville Metro Government change policies and practices to better support the Black community?</li> </ul>	<p><b>Possible Supporting Questions (Choose 8+)</b></p> <ul style="list-style-type: none"> <li>• What is Pan-Africanism?</li> <li>• Why is Pan-Africanism needed?</li> <li>• What does Pan-Africanism do to promote Black joy and love?</li> <li>• How has colorism divided the Black community?</li> <li>• How does Blackness have different meanings to different groups?</li> <li>• What policies are needed to dismantle global anti-Blackness?</li> <li>• How does the notion of Blackness change in different parts of the world?</li> <li>• How did the world respond to the BLM protests in 2020?</li> <li>• ...</li> <li>• ...</li> </ul>

<ul style="list-style-type: none"><li>• How does gentrification reshape neighborhoods?</li><li>• What policies help ensure your school is antiracist?</li><li>• How can students make principled decisions to combat racism in schools?</li></ul>	
<b>Summative Performance Task:</b>	<b>Summative Performance Task:</b>
<b>Taking Informed Action:</b>	<b>Taking Informed Action:</b>

## Compelling Questions

Unit	Dates	Unit Compelling Questions
0	Present Self	<a href="#">How do we learn to live together?</a>
1	Past and Present	<a href="#">How do ancient ancestors empower the present?</a>
2	1600s-1800s	<a href="#">How did enslavement undermine democratic principles?</a>
3	1800s-1865	<a href="#">How did racist policies divide the country?</a>
4	1865-1877	<a href="#">How free were Black Americans during Reconstruction?</a>
5	1877-1900	<a href="#">How did Black Americans challenge white supremacy during the Nadir?</a>
6	1900-1930	<a href="#">How did Black Americans contest white spaces?</a>
7	1920-1930	<a href="#">How did the Black Americans create a culture of Black joy and love in the 1920s?</a>
8	1930-1945	<a href="#">How did Black Americans persevere during times of uncertainty?</a>
9	1945-1965	<a href="#">How did Black Americans counter individualism to form successful movements?</a>
10	1965-2000	<a href="#">How did Black Americans respond to shifts in racism after the Civil Rights Movement?</a>
11	2000-Present	<a href="#">How do Black communities champion antiracist policies to make our communities better?</a>
12	Present	<a href="#">How is Blackness Global?</a>

## Unit 0: How do we learn to live together?

**Overview:** Laying a strong foundation begins with reflection, predicting, and planning. “Unit 0” provides an opportunity for teachers and students to build community while also exploring how they will learn to live together throughout the school year and beyond. Whether it is reflecting teacher comfort levels, building a classroom contract, or marshalling evidence that reflects the current racialized spaces we inhabit, the goal is to establish the purposes of this course, terminology, expectations, goals, and the frameworks for thinking through the course. Once teachers have determined how they will approach the course, accounting for and prioritizing students’ social and emotional needs over their own, the suggested supporting questions might help start the conversation. Teachers should be sure to have plans and strategies for moving “Safely In and Safely Out” of conversations. They should determine which protocols/teaching strategies they will use throughout the year and teach/model those thinking/reading/writing/dialogical routines during this unit. Unit 0 establishes Culturally Responsive and Antiracist Pedagogies to ensure that this year-long conversation begins with community and care.

1. Frameworks: [Civic Dispositions](#), [Principles of Black Historical Consciousness](#), [Social Justice Education](#), [Tenets of Critical Race Theory](#), and [Antiracism](#)
2. Teaching Tolerance’s teacher/student reflection:
  - a. [Comfort level with different topics](#)
  - b. [Self assessment for vulnerabilities, strengths, needs](#)
  - c. [Planning for strong emotions](#)
3. [Teaching Tolerance Critical Practices for Anti-Bias Education](#)
4. Centering Student voices/Classroom Contract [Facing History and Ourselves Back to School Teaching Toolkits](#) or [EL Education Protocols](#)
5. [“Let’s Talk about Race” National African American Museum of History and Culture](#)
  - a. [Being Antiracist](#), [Bias](#), [Community Building](#), [Historical Foundations of Race](#), [Race and Racial Identity](#), [Self-Care](#), [Social Identities and Systems of Oppression](#), [Whiteness](#)
6. JCPS Tools/Resources
  - a. [JCPS Racial Education Equity Plan](#)
  - b. [JCPS Best Practices and Avoidances](#)
  - c. [JCPS DEP Affirming Racial Equity \(ARE\) Tool for evaluating curriculum](#)
  - d. [JCPS References “Developing Black Historical Consciousness”](#)

**Possible Supporting Questions (choose 3-5 for investigation to answer the compelling question. Use these or others to help with unit staging exercises)**

What is Black historical consciousness?	How does color blindness hurt Black communities?	How does <a href="#">“curriculum violence”</a> hurt students?
If race isn’t real, why does it seem like it is?	How will our community communicate about race?	Should equity or liberation be our end goal?
How is race socially constructed?	How does implicit bias work?	How do we work towards being <a href="#">antiracist</a> ?
Why is it so hard to talk about race?	What is the difference between segregationist, assimilationist, and antiracist?	How has race been talked about in my home?

## Unit 1: How do ancient ancestors empower the present? (Past and Present)

**Overview:** We are--in a sense--all Africans. African challenged and crafted our species, *homo sapiens*. These original people loved, raised their young, created the first families, trade, traditions, religion, developed tools, and learned to use fire for protection, food, and community. Africa, then, is the birthplace of humanity. Africa--vast in land size, environments, and resources--has the largest range of genetic diversity on the planet.

### Black Historical Consciousness

- *Africa and African Diaspora: Experiences and Commonalities*
- *Black Joy and Love*

### Social Justice Standards (Teaching Tolerance)

- ID.2 Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- DI.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- JU.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- AC.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

### **Investigation: Applicable Disciplinary Standards**

### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

**Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How do ancient ancestors empower the present? (Past and Present)**

Staging the Compelling Question		
Choose 5+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
Are we all Africans?		"Out of Africa" Thesis
What were the geographic factors that influenced where African civilizations developed?		
How did African civilizations develop new technologies to adapt to their environment?		
How did Islam and Christianity influence African peoples?		
What defined the kingdoms of Ghana,		

Mali, and Songhai?		
How did rulers maintain and expand West African empires?		
How did trans-Saharan trade lead to West African wealth and success?		
How were gold and salt integral to the success of West African Empires?		
How did religion influence cultural practices in Africa?		
How did African geography affect culture in West Africa?		
What caused the decline of West African empires?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How do ancient ancestors empower the present?</b>	
<b>Taking</b>	<b>Understand</b>	

<b><i>Informed Action (TIA)</i></b>	<b>Assess</b>  <b>Act</b>
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## Unit 2: How did enslavement undermine democratic principles? (1600s-1800s)

### Overview:

#### Black Historical Consciousness

- *Power, Oppression, Race(ism)*
- *Agency, Resistance, and Perseverance*

#### Social Justice Anchor Standard

- ID.4 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- DI.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- JU.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- AC.17 Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**


#### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did enslavement undermine democratic principles? (1600s-1800s)**

Compelling Question: How did enslavement undermine democratic principles? (1600s-1800s)		
Staging the Compelling Question		
Choose 5+ Supporting Questions	Investigation: Disciplinary Standards (Coming Soon)	Possible SFI aligned to SQs
How did African enslavement differ from Western enslavement?		
How did Europeans use racism to justify exploiting Africans?		Zarara
How did Bacon’s Rebellion impact enslaved persons of African descent?		
How did colonial laws institutionalize enslavement?		
What role did Black women and men		

play during the Revolution?		
Was the Declaration of Independence hypocritical?		
<u>Why did the Founders keep enslavement in the Constitution?</u>		
How do we reconcile the Founders' ideas with their actions?		
What were early arguments against enslavement?		
How did the Haitian Revolution influence American enslavement?		
<u>What can we learn about enslavement from former enslaved women and men?</u>		
How did enslaved women and men physically resist violence?		

<p>How did enslaved women and men resist violence through culture?</p>		
<p>How did the combining of different West African cultures create perseverance and unity?</p>		
<p>How was race used to create hierarchies and promote white supremacy?</p>		
<p><b>Summative Performance Task (SPT)</b></p>	<p><b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did enslavement undermine democratic principles?</b></p>	
<p><b>Taking Informed Action (TIA)</b></p>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 3: How did racist policies divide the country? (1800s-1865)

### Overview:

#### Black Historical Consciousness

- *Power, Oppression, and Race(ism)*
- *Agency, Resistance, and Perseverance*

#### Social Justice Standards (Teaching Tolerance)

- ID.5 Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- DI.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified
- JU.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- AC.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

#### Inquiry Standards: Questioning

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### Investigation: Applicable Disciplinary Standards


#### Inquiry Standards: Using Evidence

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### Inquiry Standards: Communicating Conclusions

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or

supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

<b>Compelling Question: How did racist policies divide the country? (1800s-1865)</b>		
<b>Staging the Compelling Question</b>		
<b>Choose 5+ Supporting Questions</b>	<b>Investigation: Disciplinary Standards</b>	<b>Possible SFI aligned to SQs</b>
Why did enslavement become outlawed in many Northern States?		
How did enslavers use the government to their advantage?		
How free were freemen/women prior to the Civil War?		
How did Black abolitionists embody democratic principles?		
What motivated white abolitionists?		

<p>How did white and Black people work together in the abolitionist movement?</p>		
<p>How did Black families overcome educational barriers?</p>		
<p><u>What was the purpose of the Freedman’s Journal?</u></p>		
<p>How did the spread of enslavement create violence?</p>		
<p>Why did Southern states secede?</p>		
<p>Why was John Brown hanged and Lincoln celebrated?</p>		
<p>How did the Fugitive Slave Act create divisions?</p>		
<p><u>Was Lincoln a racist?</u></p>		

Were Black soldiers treated the same as white soldiers?		
Was the Emancipation Proclamation meant to free enslaved people or to help the United States win the war?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did racist policies divide the country?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 4: How free were Black Americans during Reconstruction? (1865-1877)

### Overview:

#### Black Historical Consciousness

- *Power, Oppression, and Race(ism)*
- *Agency, Resistance, and Perseverance*

#### Social Justice Standards (Teaching Tolerance)

- ID.1 Students will develop positive social identities based on their membership in multiple groups in society.
- DI.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- AC.19 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**


#### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How free were Black Americans during Reconstruction? (1865-1877)**

Staging the Compelling Question:		
Choose 6+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
<u>Why was the “Radical Republican” plan considered “radical”?</u>		
How did white supremacists disenfranchise Black people?		
How did state governments target Black people?		
What actions did the Federal Government take to address racism in the south?		
<u>How did Northern attitudes towards</u>		

<u>freed Black women and men change during Reconstruction?</u>		
<u>How accurate is the textbook's description of sharecropping?</u>		
How did Southern states work around the 14th and 15th amendments to continue discrimination?		
How did Robert Smalls undermine the "Myth of Negro Rule?"		
How were Republican-led state governments in the South some of the most progressive in US history?		
<u>Structured Academic Controversy: Were Black Americans free during Reconstruction?</u>		
Why isn't Juneteenth celebrated like the Fourth of July?		
Why did the United States abandon Reconstruction?		

<p>How do Confederate monuments reinforce white supremacy today?</p>		
<p><b>Summative Performance Task (SPT)</b></p>	<p><b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How free were Black Americans during Reconstruction?</b></p>	
<p><b>Taking Informed Action (TIA)</b></p>	<p>Understand Assess Act</p>	

## Unit 5: How did Black Americans challenge white supremacy during the Nadir? (1877-1900)

### Overview:

#### Black Historical Consciousness

- *Power, Oppression, and Race(ism)*
- *Agency, Resistance, and Perseverance*

#### Social Justice Standards (Teaching Tolerance)

- ID.1 Students will develop positive social identities based on their membership in multiple groups in society.
- DI.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- JU.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- AC.18 Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**

#### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did Black Americans challenge white supremacy during the Nadir? (1877-1900)**

Staging the Compelling Question		
Choose 7+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
How did “uplift suasion” shift the burden of racism?		
What arguments did Booker T. Washington use to address inequities?		
What arguments did W.E.B. Dubois use to address inequities?		
Why did Dubois criticize Washington’s vision?		
How is W.E.B. Dubois’s dual consciousness representative of the Black experience in the U.S.?		

<p>What organizations did Black women and men create to promote change?</p>		
<p>What strategy did the NAACP use to fight inequality?</p>		
<p>How did sports provide a source of pride?</p>		
<p>How did Black women use literature to challenge white supremacy?</p>		<p>Ida B. Wells, Anna Julia Cooper, Frances Ellen Watkins Harper</p>
<p>Why did whites get away with lynching?</p>		
<p>How did the “nadir of race relations” rival the horrors of enslavement?</p>		
<p>How did Ida B. Wells seek justice?</p>		
<p>How did Homer Plessy challenge racialized space after Reconstruction?</p>		<p><a href="#">Overlooked no More</a> Comité' des Citoyens, Separate Car</p>

		Act, 14th Amendment, “Separate but equal,” Justice John Marshall, “Constitution is colorblind”
How did white America embrace Black entertainment while embracing white supremacy?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did Black Americans challenge white supremacy during the Nadir?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 6: How did Black Americans contest white spaces? (1900-1920s)

### Overview:

#### Black Historical Consciousness

- *Agency, Resistance, and Perseverance*
- *Black Joy and Love*

#### Social Justice Standards (Teaching Tolerance)

- ID.4 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- DI.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- JU.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- AC.16 Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**


#### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did Black Americans contest white spaces? (1900-1920s)**

Staging the Compelling Question:		
Choose 7+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
How did Black women and men demonstrate patriotism in times of war to promote equity at home?		<a href="#">NPS</a> , Buffalo Soldiers, Spanish American War
How did returning Black soldiers and nurses continue the fight for democracy at home?		<a href="#">DeBois "Returning Soldiers"</a>
How did the Pan-African Congress empower Black people?		
How did WWI and the Great Migration reshape Black communities?		
Case Study: <u>Why did Black families</u>		

<u>migrate to Newark at the beginning of the 20th century?</u>		
How did segregation look in the North compared to the South?		
How did the Great Migration shape Louisville?		
How did white supremacists challenge Black spaces through violence?		
<u>Case Study: What caused the Chicago Race Riots of 1919?</u>		
Case Study: How did “Black Wall Street” in Tulsa threaten white supremacy?		
Case Study: How did white supremacist destroy Tulsa’s thriving Black community?		
How did Garveyism build upon previous ideas to unite Black communities?		

<p>How does Marcus Garvey’s ideas influence today's conversations?</p>		
<p>How does NAACP use traditional white institutions to advocate Black interest?</p>		<p><i>Guinn v. United States</i>, Grandfather Clause, <i>Moore v. Dempsey</i>,</p>
<p>How well did <i>Buchanan v. Warley</i> reshape segregated housing in Louisville?</p>		
<p>Case Study: How did the Brotherhood of Sleeping Car Porters and Maids protect the Black service industry?</p>		<p>A. Philip Randolph, Brotherhood of Sleeping Car Porters and Maids, service industry</p>
<p><b>Summative Performance Task (SPT)</b></p>	<p><b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did Black Americans contest white spaces?</b></p>	
<p><b>Taking Informed Action (TIA)</b></p>	<p>Understand Assess Act</p>	

## Unit 7: How did Black Americans create a culture of Black joy and love in the 1920s? (1920s)

*Ashamed of my race?  
And of what race am I?  
I am many in one.  
Thru my veins there flows the blood  
Of Red Man, Black Man, Briton, Celt and Scot,  
In warring clash and tumultuous riot.  
I welcome all,  
But love the blood of the kindly race  
That swarthes my skin, crinkles my hair,  
And puts swee music into my soul.*  
Joseph Seamon Cotter, Jr. "The Mulatto to His Critics," 1918

### Overview:

#### Black Historical Consciousness

- *Black Joy and Love*
- *Black Contemporary and Intersectional Historical Analysis*

#### Social Justice Standards (Teaching Tolerance)

- ID.2 Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- DI.8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- JU.11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- AC.19 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

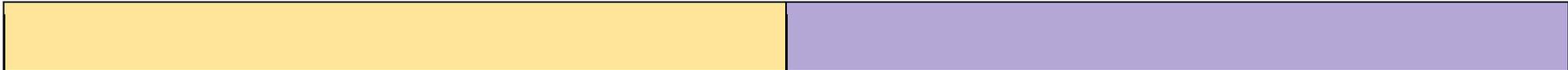
#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**





**Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

**Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did the Black Americans create a culture of Black love of joy in the 1920s? (1920s)**

Staging the Compelling Question:		
Choose 7+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
How did the Harlem Renaissance lead to a new Black cultural identity?		
How did the Harlem Renaissance help white Americans better understand Black Americans?		

<p>What did women authors and male authors focus on in Black literature during the Harlem Renaissance?</p>		
<p>How did Jazz transform music and entertainment?</p>		
<p>How did Black artists bring Black joy and love to life?</p>		
<p>What is the lasting legacy of the Harlem Renaissance?</p>		
<p>What arguments did Carter G. Woodson make in <i>The Mis-Education of the Negro</i>?</p>		
<p>How should we celebrate Black History today?</p>		<p>Black History Month, Carter G. Woodson</p>
<p>How do HBCUs create a culture of care and advancement?</p>		
<p>How did baseball's Negro League</p>		<p>Source (<a href="#">Smithsonian</a>)</p>

define the stereotypes of segregation?		
How did the Black press present themselves in images to America in contrast to how they are portrayed by whites?		
Case Study: How did <i>Shuffle Along</i> embody Black joy and love?		
Case Study: How did Louisville's Joseph Seamon Cotter Jr. use poetry and the theatre to promote Blackness?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did the Black Americans create a culture of Black love of joy in the 1920s?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 8: How did Black Americans persevere during times of uncertainty? (1930-1945)

### Black Historical Consciousness

- *Agency, Resistance, and Perseverance*
- *Black Joy and Love*

### Social Justice Standards (Teaching Tolerance)

- ID.5 Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.
- DI.10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- JU.12 Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- AC.18 Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

### **Investigation: Applicable Disciplinary Standards**


### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did Black Americans persevere during times of uncertainty? (1930-1945)**

Staging the Compelling Question:		
Choose 7+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
How were Black Americans excluded from the New Deal?		
How did the Great Depression lead to increased self reliance within Black communities?		
How did Black cabinet members advise Roosevelt during the New Deal?		
How did the southern states limit the impact of the New Deal for the Black population?		
How did Black communities address challenges of the Great Depression?		

<p>How did Black leaders pressure President Roosevelt to desegregate?</p>		<p>A. Philip Randolph, Bayard Rustin, Executive Order 8802, March on Washington Movement</p>
<p>How did Black women and men use World War II to express themselves and their communities?</p>		
<p>How did Black soldiers, nurses, and factor workers help win the war against Fascism?</p>		
<p>What did the real “Rosie the Riveter” look like?</p>		
<p>How did America depend on and let down Tuskegee pilots?</p>		
<p>How did Henrietta Lacks advance science and medicine?</p>		
<p>How did the experiences of World War II help organize and empower Black communities and leaders?</p>		
<p>How did the “Double V” campaign</p>		

spark the Civil Rights Movement?		
How did the G.I. Bill privilege white veterans for economic success?		
How did Black leaders use the United Nations charter to advance civil rights?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did Black Americans persevere during times of uncertainty?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 9: How did Black Americans counter individualism to form successful movements? (1945-1965)

*We're gathered here for the longest demonstration in the history of this nation. Let the nation and the world know the meaning of our numbers. We are not a pressure group, we are not an organization or a group of organizations, we are not a mob. We are the advanced guard of a massive, moral revolution for jobs and freedom. This revolution reverberates throughout the land touching every city, every town, every village where black men are segregated, oppressed and exploited. But this civil rights revolution is not confined to the Negro, nor is it confined to civil rights for our white allies know that they cannot be free while we are not.* A. Philip Randolph, Speech March on Washington for Jobs and Freedom, 1963.

*An organization that claims to speak for the needs of a community must speak in the tone of that community, not as somebody else's buffer zone. This is the significance of the Black Power as a slogan. For once, Black people are going to use the words they want to use--not just the words whites want to hear. And they will do this no matter how often the press tries to stop the use of the slogan by equating it with racism or separatism... For racism to die, a totally different America must be born.* Stokely Carmichael (Kwame Ture), "Power and Racism," 1966.

### Overview:

#### Black Historical Consciousness

- Agency, Resistance, and Perseverance
- Power, Oppression, and Race(ism)

#### Social Justice Standards (Teaching Tolerance)

- ID.4 Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- DI.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- JU.15 Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
- AC.17 Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

### Inquiry Standards: Questioning

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

### Investigation: Applicable Disciplinary Standards


### Inquiry Standards: Using Evidence

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

### Inquiry Standards: Communicating Conclusions

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

## Compelling Question: How did Black Americans counter individualism to form successful movements? (1945-1965)

Staging the Compelling Question:		
Choose 10+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
What role did the Supreme Court play in desegregation?		<i>Brown v. Board of Education</i>
What were the negative effects of <i>Brown v. Board</i> on Black communities?		Interest convergence, bussing, Black teachers and administrators
How did the USSR use America's racist policies against the United States during the Cold War?		

<p><u>What role did photography play in changing white perspectives of civil rights?</u></p>		
<p>How did Black women and men use writing to build coalitions and challenge white supremacy?</p>		<p>James Baldwin, Stokely Carmichael, Malcolm X,</p>
<p>How did youth oriented organizations influence the Civil Rights Movement?</p>		
<p>How did Emmitt Till’s murder demonstrate the cruelty of racism in America?</p>		
<p>What ideologies define the Civil Rights Movement?</p>		
<p>What role did nonviolent protest have in the success of the Civil Rights Movement?</p>		
<p><u>Why did the Montgomery Bus Boycott succeed?</u></p>		
<p>How are racist policies bad for</p>		

business in the past and today?		
What lessons did children teach white America during integration?		
Case Study: Why was Minnijean Brown expelled from school?		
How did marches unite Civil Rights activists?		
What were ideological approaches to challenging segregation?		
What actions did Civil Rights activists take to challenge segregation?		Sit ins, marches, boycotts
How did leaders and organizations differ over how to challenge segregation?		
How does pitting Dr. Martin Luther King Jr. and Malcolm X against each other serve the existing power structure?		

<p>How did Dr. Martin Luther King Jr.’s views of the Civil Rights Movement change over time?</p>		
<p>What actions did Civil Rights activists take against voting restrictions?</p>		
<p>What actions did the U.S. Government take control and monitor the Civil Rights Movement?</p>		
<p>How does sexism diminish the way we remember women’s leadership roles during the Civil Rights Movement?</p>		
<p>How did the Civil Rights Act and Voting Rights Act address racist state laws?</p>		
<p><b>Summative Performance Task (SPT)</b></p>	<p><b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did Black Americans counter individualism to form successful movements?</b></p>	
<p><b>Taking Informed Action (TIA)</b></p>	<p>Understand Assess Act</p>	

## Unit 10: How did Black Americans respond to shifts in racism after the Civil Rights Movement? (1965-2000)

*Women of today are still being called upon to stretch across the gap of male ignorance, and to educate men as to our existence and our needs. This is an old and primary tool of all oppressors to keep the oppressed occupied with the master's concerns. Now we hear that it is the task of Black and third world women [sic] to educate white women, in the face of tremendous resistance, as to our existence, our differences, our relative roles in our joint survival. This is a diversion of energies and a tragic repetition of racist patriarchal thought...Racism and homophobia are real conditions of our lives in this place and this time. I urge each one of you to reach down into that deep place of knowledge inside herself and tough that terror and loathing of any difference that lives there. See whose face it wears. Then the personal as the political can begin to illuminate all our choices. Audre Lorde, "The Master's Tools Will Never Dismantle the Master's House," 1979.*

### Overview:

#### Black Historical Consciousness

- *Power, Oppression, and Race(ism)*
- *Black Contemporary and Intersectional Historical Analysis*

#### Social Justice Standards (Teaching Tolerance)

- ID.3 Students will recognize that people's multiple identities interact and create unique and complex individuals.
- DI.6 Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- JU.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- AC.16 Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

### Inquiry Standards: Questioning

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

### Investigation: Applicable Disciplinary Standards


**Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

**Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How did Black Americans respond to shifts in racism after the Civil Rights Movement? (1965-2000)**

<b>Staging the Compelling Question:</b>		
<b>Choose 10+ Supporting Questions</b>	<b>Investigation: Disciplinary Standards</b>	<b>Possible SFI aligned to SQs</b>
How have the legacies of Civil Rights Leaders been glorified, vilified, and/or misrepresented?		
How did the assassination of leaders affect the Civil Rights Movement?		
How did the idea of Black Power		

challenge racism and capitalism?		
How did the Black Panther Party put pressure on white leaders?		
How do the Watts riots in 1965 compare to the Louisville riots of 1968?		
Is “bussing” in the North the same as “State’s Rights” in the South?		
How did <i>Loving v. Virginia</i> and <i>Obergefell v. Hodges</i> challenge notions of Black love and marriage?		
How did the Stonewall riots influence the Black LGBTQ+ community?		
How did the Fair Housing Act perpetuate inequities?		
How does redlining in Louisville create disunity and inequities?		

<p>How does <i>The Cosby Show</i> exemplify Media Suasion?</p>		
<p>How do you spot “Dog Whistles” in politics?</p>		
<p>How does Hip Hop/Rap expose social injustice?</p>		
<p>How did the goals of the Million Man March differ from the Million Woman March?</p>		
<p>How do the LA riots of 1992 compare to Ferguson in 2014?</p>		
<p>How has the “War on Drugs” damaged Black communities?</p>		
<p>How did President Barack Obama respond to white supremacy?</p>		
<p>What are the goals and successes of</p>		

Black Lives Matter?		
What state voter laws limit Black Americans' ability to vote and participate in democracy?		
How did <i>Shelby v. Holder</i> strip away voting protections guaranteed in the Voting Rights Act?		
Why did Jefferson County Public Schools feel a Racial Equity Policy was needed?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How did Black Americans respond to shifts in racism after the Civil Rights Movement?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 11: How do Black Americans champion antiracist policies to make our communities better? (2000-Present)

*The goal of racial equality is, while comforting to many whites, more illusory than real for Blacks. For too long, we have worked for substantive reform, then settled for weakly worded and poorly enforced legislation, indeterminate judicial decisions, token government positions, even holidays. I repeat. If we are to seek new goals for our struggles, we must first assess the worth of the racial assumptions on which, without careful thought, we have presumed too much and relied on too long.* Derrick Bell, “Faces at the Bottom of the Well: The Permanence of Racism,” 2018.

**Overview:** *Supporting questions within this unit are roughly ordered based on scope of the questions. As the unit progresses, the questions focus on more specific parts of building antiracism within various communities.*

### Black Historical Consciousness

- *Black Contemporary and Intersectional Historical Analysis*
- *Black Joy and Love*

### Social Justice Standards (Teaching Tolerance)

- ID.3 Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- DI.7 Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- JU.14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- AC.19 Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

### **Investigation: Applicable Disciplinary Standards**

### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

**Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How do Black Americans champion antiracist policies to make our communities better? (2000-Present)**

Staging the Compelling Question:		
Choose 8+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
What is implicit bias and how does it support white supremacy?		
What does the elimination of white supremacy look like?		
What can white allies do in government to promote antiracism and attack white supremacy?		

<p>What laws have helped communities become more antiracist?</p>		
<p>How do inequalities in income, education, and incarceration serve to justify racist policies?</p>		
<p>Are reparations enough to undo years of racism against the Black Americans?</p>		
<p>How have whites used affirmative action to undermine equality?</p>		
<p>What strategies address the school to prison pipeline?</p>		
<p>How has the Congressional Black Caucus advocated for Black Americans?</p>		
<p>What are the advantages and disadvantages in using social media to fight systemic racism?</p>		

How does student assignment affect Black students in JCPS?		
How can Louisville Metro Government change policies and practices to better support the Black community?		
How does gentrification reshape neighborhoods?		
What policies help ensure your school is antiracist?		
How can students make principled decisions to combat racism in schools?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How do African Americans champion antiracist policies to make our communities better?</b>	
<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 12: How is Blackness global? (Present) **STILL UNDER CONSTRUCTION**

### Overview:

#### Black Historical Consciousness

- *Africa and African Diaspora: Experiences and Commonalities*
- *Black Joy and Love*

#### Social Justice Standards (Teaching Tolerance)

- ID.1 Students will develop positive social identities based on their membership in multiple groups in society.
- DI.9 Students will respond to diversity by building empathy, respect, understanding and connection.
- JU.13 Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- AC.20 Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

#### **Inquiry Standards: Questioning**

HS.(C, E, G, UH, WH).I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics, economics, geography, U.S. history, and world history concepts.

HS.(C, E, G, UH, WH).I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics, economics, geography, U.S. history, and world history concepts framed by compelling questions.

#### **Investigation: Applicable Disciplinary Standards**


#### **Inquiry Standards: Using Evidence**

HS.(C, E, G, UH, WH).I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

#### **Inquiry Standards: Communicating Conclusions**

HS.(C, E, G, UH, WH).I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, U.S. history, and world history.

HS.(C, E, G, UH, WH).I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics, economics, geography, U.S. history, and world history.  
 HS.(C, E, G, UH, WH).I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics, economics, geography, U.S. history, and world history.

**Compelling Question: How is Blackness global? (Present) STILL UNDER CONSTRUCTION**

Staging the Compelling Question:		
Choose 8+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
What is Pan-Africanism?		
Why is Pan-Africanism needed?		
What does Pan-Africanism do to promote Black joy and love?		
How has colorism divided the Black community?		
How does Blackness have different meanings to different groups?		

What policies are needed to dismantle global anti-Blackness?		
How does the notion of Blackness change in different parts of the world?		
How did the world respond to BLM protests in 2020?		
<b>Summative Performance Task (SPT)</b>	<b>Using one or more principles of Black Historical Consciousness, construct an argument, backed with relevant evidence that answers the compelling question: How is Blackness global?</b>	
<b>Taking Informed Action (TIA)</b>	Understand Assess	

	<b>Act</b>
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## Tasks

### Formative Performance Tasks (Written and Verbal) [FPT]

#### Describe

- Write a paragraph describing or illustrating \_\_\_\_\_.
- Create a diagram or infographic that describes \_\_\_\_\_.
- Write a paragraph describing:
  - (1) how location influences \_\_\_\_\_;
  - (2) examples of \_\_\_\_\_ (major concept);
  - (3) different perspectives on \_\_\_\_\_;
  - (4) how \_\_\_\_\_ came to be; or
  - (5) conditions of \_\_\_\_\_.
- Draw a picture and describe it out loud.
- Describe:
  - (1) contextual implications of \_\_\_\_\_ on \_\_\_\_\_;
  - (2) how \_\_\_\_\_ was changed because of \_\_\_\_\_;
  - (3) how \_\_\_\_\_ continued despite \_\_\_\_\_; or
  - (4) where/how \_\_\_\_\_ is most or least problematic.
- Write a description of three characteristics of \_\_\_\_\_.
- Draw a picture and describe them out loud.

#### Generalize/Summarize/State Main Idea

- Complete the sentence (e.g. The role of each branch of government in the lawmaking process includes \_\_\_\_\_; Scarcity affects individual and organizational decision-making by \_\_\_\_\_; Human settlements are influenced by the environment in the following ways: \_\_\_\_\_; Actors in the post-World War period sought to alter the global order by \_\_\_\_\_).
- Complete word or SFI associations in a paragraph.
- Write:
  - (1) a paragraph that describes three major characteristics of \_\_\_\_\_;
  - (2) a paragraph that summarizes the key concepts of \_\_\_\_\_;
  - (3) an editorial summarizing the pros and cons of \_\_\_\_\_ and end with a position statement;
  - (4) a description of \_\_\_\_\_ from \_\_\_\_\_ point of view;
  - (5) 1-2 sentence summaries or main ideas of sources' arguments;
  - (6) a summary of \_\_\_\_\_ after identifying details supporting \_\_\_\_\_;
  - (7) a summary of \_\_\_\_\_ (concept, event, etc) in the context of the

### Organizational Tasks [ORG]

#### List/Identify/Rank (self, group, class) from Sources

- Construct a list of \_\_\_\_\_.
- List:
  - (1) examples and non-examples of \_\_\_\_\_;
  - (2) significant details from sources;
  - (3) three \_\_\_\_\_, then choose one to draw a then and now picture;
  - (4) locations on a map and label them to show \_\_\_\_\_;
  - (5) conditions that caused \_\_\_\_\_;
  - (6) reasons of/for \_\_\_\_\_ and categorize them;
  - (7) the limitations or influences of \_\_\_\_\_;
  - (8) the short term and long term trends of \_\_\_\_\_;
  - (9) actions that unite and/or divide \_\_\_\_\_;
  - (10) reasons \_\_\_\_\_ is the better than \_\_\_\_\_;
  - (11) challenges and/or concerns of \_\_\_\_\_;
  - (12) problems prior to \_\_\_\_\_;
  - (13) major trends that impact \_\_\_\_\_; or
  - (14) resources allocated for/by \_\_\_\_\_.
- Brainstorm a list of important artifacts and/or ideas about \_\_\_\_\_.
- Identify:
  - (1) the characteristics of \_\_\_\_\_;
  - (2) perspectives of \_\_\_\_\_;
  - (3) the cause(s) and/or effect(s) of \_\_\_\_\_;
  - (4) the pros and cons of \_\_\_\_\_;
  - (5) historical influences of \_\_\_\_\_;
  - (6) physical descriptions of \_\_\_\_\_ in a source (e.g. features of the physical environment, place markers); or
  - (7) the main idea and supporting details of \_\_\_\_\_.
- Illustrate and label \_\_\_\_\_.
- Sort and categorize \_\_\_\_\_ about \_\_\_\_\_.
- Rank \_\_\_\_\_ based on \_\_\_\_\_.
- Rank issues and/or concerns of \_\_\_\_\_.
- Put in chronological order \_\_\_\_\_.

#### Complete Organizer (Chart, Diagram, etc.) from Sources

time;

(8) a concurring/dissenting opinion based upon historical or legal precedent;

(9) a paragraph defending \_\_\_\_\_ within the context of the time;

(10) a paragraph comparing an individual, group, or country's goals of \_\_\_\_\_; or

(11) a summary of data within a chart/graph.

- Rewrite the major argument of \_\_\_\_\_ in a different context.
- Compare the major ideas of \_\_\_\_\_.
- List key components of \_\_\_\_\_ and write a summary of the goals and/or challenges.

### Explain

- Write:
  - (1) an explanation with evidence;
  - (2) an explanation about how a source supports a claim;
  - (3) an explanation about how you would use source a document or text;
  - (4) an explanation about why you chose your claim and/or counterclaim; or
  - (5) a paragraph explaining why an individual or group did \_\_\_\_\_;
  - (6) 1-2 paragraphs explaining ways that individuals and groups influenced or reacted to \_\_\_\_\_;
  - (7) a paragraph explaining why \_\_\_\_\_ changed or continued;
  - (8) a paragraph explaining the relationship between \_\_\_\_\_ and \_\_\_\_\_ (and \_\_\_\_\_);
  - (9) an explanation about how you would source a document/text;
  - (10) an explanation about why you choose your claim and/or counterclaim; or
  - (11) a paragraph explaining the connectedness of Specific Factual Information (SFI).
- Create a diagram/infographic that explains \_\_\_\_\_.
- Use a map/source to explain causes, changes and continuities of \_\_\_\_\_.
- Explain:
  - (1) how \_\_\_\_\_ influenced \_\_\_\_\_;
  - (2) how \_\_\_\_\_ changes and/or continues over time;
  - (3) how two or three excerpts from sources address the supporting question.
  - (4) a cause or effect about \_\_\_\_\_ using evidence; or

- Fill out a graphic organizer listing \_\_\_\_\_ and provide examples.
- Label a wheel-spoke chart that identifies \_\_\_\_\_.
- Complete:
  - (1) a three column chart comparing \_\_\_\_\_;
  - (2) a Venn diagram identifying similarities and differences between \_\_\_\_\_;
  - (3) a Venn diagram comparing historical and contemporary \_\_\_\_\_;
  - (4) a webbing showing connections between \_\_\_\_\_;
  - (5) a Know-Want to Know-Learned chart about \_\_\_\_\_; or
  - (6) a chart that organizes major ideas or significant characteristics of \_\_\_\_\_;
- Complete a T-chart showing:
  - (1) pros and cons;
  - (2) positives and negatives; or
  - (3) enhancers and detractors of \_\_\_\_\_.
- Use a map to show \_\_\_\_\_ (skills: causation, comparison, change and/or continuity).

### Create (Annotation, Map, Timeline, Organizer, etc.) from Sources

- Create:
  - (1) a poster with \_\_\_\_\_ traits or characteristics;
  - (2) a poster showing \_\_\_\_\_ with words and illustrations;
  - (3) a community map based on a chosen element;
  - (4) a map to show the spread or movement of \_\_\_\_\_;
  - (5) an annotated illustration depicting the effects or relationship of \_\_\_\_\_;
  - (6) a political cartoon depicting a perspective on an issue; or
  - (7) a chart outlining arguments;
  - (8) an illustrated timeline, adding specific elements on successive days.
  - (9) a map of resources, locations, etc;
  - (10) a three column chart detailing the three perspectives within \_\_\_\_\_;
  - (11) a graphic that defines \_\_\_\_\_ and explains its role in \_\_\_\_\_; or
  - (12) a T-chart listing different policy or ideological positions.
- Construct a graphic organizer that identifies \_\_\_\_\_.
- Construct and annotate a graph for \_\_\_\_\_ based on economic principles.
- Draw a symbolic representation of \_\_\_\_\_.
- Draw a push-pull population or resource map and annotate it.

(5) the context of \_\_\_\_\_.

- Present an explanation about how a source supports a claim.
- State why \_\_\_\_\_ influences or relates to \_\_\_\_\_.
- Make a 1-2 minutes presentation based on \_\_\_\_\_.
- Rank issues, then write a paragraph explaining the rationale.
- List \_\_\_\_\_ gains/losses and write a paragraph explaining how these affect \_\_\_\_\_ (e.g. country, people, ideas, environment, culture).

### Claim (with evidence?)

- Write:
  - (1) a claim and/or counterclaim, supported by evidence from the sources;
  - (2) a claim with evidence to answer the supporting question;
  - (3) a claim with evidence about challenges, opportunities of \_\_\_\_\_;
  - (4) a claim with evidence about the consequences of \_\_\_\_\_;
  - (5) a claim with evidence about the benefits, costs, advantages, challenges of \_\_\_\_\_;
  - (6) a counterclaim supported by evidence that addresses a claim from another student;
  - (7) a claim about how \_\_\_\_\_ caused;
  - (8) a claim that compares \_\_\_\_\_; or
  - (9) a claim evaluating on how democratic \_\_\_\_\_ is.
- Develop
  - (1) a series of claims from different perspectives and support them with evidence;
  - (2) a claim about \_\_\_\_\_ through social media;
  - (3) a claim about \_\_\_\_\_ achieving its goals, failures, or reaction to;
  - (4) a claim about why \_\_\_\_\_ is controversial or accepted;
  - (5) a claim about the implications of \_\_\_\_\_;
  - (6) a claim or counterclaim about \_\_\_\_\_ hurting or helping society or democracy;
  - (7) a claim about why \_\_\_\_\_ started, ended or changed;
  - (8) a claim about \_\_\_\_\_ facilitating change;
  - (9) a claim that evaluates how \_\_\_\_\_ political position influences/reflects \_\_\_\_\_; or
  - (10) a claim and/or counterclaim, supported by evidence from the sources.
- Revise a claim or counterclaim given new evidence about \_\_\_\_\_.

- Illustrate and label a chronological two-panel picture of \_\_\_\_\_.
- Illustrate and label a comparative two-sided picture of \_\_\_\_\_.
- Make:
  - (1) an annotated timeline that shows how \_\_\_\_\_ came to be;
  - (2) a costs and benefits chart based on \_\_\_\_\_; or
  - (3) a diagram that illustrates important physical or ideological characteristics of \_\_\_\_\_.

## Discussion

- Participate in a discussion about \_\_\_\_\_
- Participate in a discussion about the pros and cons/positive and negatives from different perspectives
- Use consensus building to decide \_\_\_\_\_
- Use a democratic process to decide \_\_\_\_\_
- Tell stories about \_\_\_\_\_
- Discuss \_\_\_\_\_ in different contexts
- Brainstorm categories and describe examples
- Participate in a Structured Academic Controversy (SAC) about \_\_\_\_\_
- Discuss the supporting question with a partner and use evidence to support a collective decision
- Discuss what supporting questions are needed to answer a compelling question.
- Discuss the future of \_\_\_\_\_ on how it impacts us today.
- Discuss multiple solutions in collaborative groups and compare reasoning/evidence within the class
- Participate in a fishbowl conversation about \_\_\_\_\_

## Collaboration

- Conduct a survey to see how others feel about \_\_\_\_\_
- Create a group pictorial essay showing \_\_\_\_\_
- Construct a group/class T-chart that identifies \_\_\_\_\_
- Create a comparison chart as a class
- Create an annotated poster of a group's/individual's methods for solving \_\_\_\_\_
- Create a classroom definition for \_\_\_\_\_
- Create a group/classroom survey about \_\_\_\_\_
- Construct a collaborative position paper about \_\_\_\_\_
- Create a chart how different \_\_\_\_\_ respond to your (individual) group (ideas) consensus

## Sources

### How do I adapt sources for students?

Sources are essentially anything that can be studied or analyzed. Sources spark curiosity, deliver content, support arguments, and build a world for students to investigate. Without sources, students cannot answer supporting or compelling questions with fidelity. Sources should be adapted for student use:

- **Excerpt:** narrowed text focus to focus specifically on the alignment with the task and question.
- **Annotate:** provide context, explanations to help provide significance, look for, and meaning.
- **Modify:** in source parentheticals, labels, word banks, or rewriting the document

### Jefferson County Public Schools Resources (some overlaps)

#### Common Locations to Gather Sources (Updates Coming December 2020)

- |   |   |   |   |
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| <ul style="list-style-type: none"> <li>● C3teachers (IDMs)</li> <li>● Stanford Historic Educational Group</li> <li>● Digital Public Library of America</li> <li>● DocsTeach</li> <li>● Facing History and Ourselves</li> <li>● Gale Online Resources</li> <li>● History is a Weapon</li> <li>● Internet Modern History Sourcebook</li> <li>● Library of Congress</li> <li>● Our Documents</li> <li>● PBS Learning Media</li> <li>● Perseus Digital Library</li> <li>● Smithsonian</li> <li>● Wilson Center Digital Archive</li> <li>● World Digital Library</li> <li>● Avalon Project - Documents in Law, History and Diplomacy</li> <li>● Creighton University - Primary Sources in History and the Classics</li> <li>● Milestone Documents - Primary Source Readers</li> <li>● <a href="http://seshatdatabank.info/">http://seshatdatabank.info/</a></li> </ul> | <ul style="list-style-type: none"> <li>● Life Magazine Historic Photos</li> <li>● Avalon Project</li> <li>● Blackpast.org</li> <li>● Spartacus Educational</li> <li>● National African American Museum of History and Culture</li> <li>● Equal Justice Initiative (EJI)</li> <li>● People Not Property</li> </ul> <p><b>Local Sources:</b></p> <ul style="list-style-type: none"> <li>● JCPS Libguides</li> <li>● University of Louisville Archives</li> <li>● University of Kentucky Archives</li> <li>● Kentucky Educational Television</li> <li>● Kentucky Digital Library</li> <li>● Kentucky Historical Society</li> <li>● Kentucky Virtual Library</li> <li>● Frazier History Museum</li> <li>● Filson Historical Society</li> <li>● Roots 101, Louisville</li> </ul> | <p><b>Domestic News:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.vox.com">www.vox.com</a></li> <li>● <a href="http://www.ap.org">www.ap.org</a></li> <li>● <a href="http://www.nytimes.com">www.nytimes.com</a></li> <li>● <a href="http://www.washingtonpost.com">www.washingtonpost.com</a></li> <li>● <a href="http://www.washingtontimes.com">www.washingtontimes.com</a></li> <li>● <a href="http://www.npr.com">www.npr.com</a></li> <li>● <a href="http://www.democracynow.org">www.democracynow.org</a></li> <li>● <a href="http://www.chicagotribune.com">www.chicagotribune.com</a></li> <li>● <a href="http://www.slate.com">www.slate.com</a></li> <li>● <a href="http://www.usatoday.com">www.usatoday.com</a></li> <li>● <a href="http://www.fivethirtyeight.com">www.fivethirtyeight.com</a></li> <li>● <a href="http://www.nationalreview.com">www.nationalreview.com</a></li> <li>● <a href="http://www.politico.com">www.politico.com</a></li> <li>● <a href="http://www.thehill.com">www.thehill.com</a></li> <li>● <a href="http://www.motherjones.com">www.motherjones.com</a></li> <li>● <a href="http://www.wallstreetjournal.com">www.wallstreetjournal.com</a></li> <li>● <a href="http://www.economist.com">www.economist.com</a></li> <li>● <a href="http://www.theatlantic.com">www.theatlantic.com</a></li> <li>● <a href="http://www.harpers.org">www.harpers.org</a></li> <li>● <a href="http://www.christiansciencemonitor.com">www.christiansciencemonitor.com</a></li> <li>● <a href="http://www.foreignaffairs.com">www.foreignaffairs.com</a></li> <li>● <a href="http://www.harvardpolitics.com">www.harvardpolitics.com</a></li> <li>● <a href="http://www.pbsnewshour.com">www.pbsnewshour.com</a></li> </ul> | <p><b>Polls:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.pewresearch.org">www.pewresearch.org</a></li> <li>● <a href="http://www.gallup.com">www.gallup.com</a></li> <li>● <a href="http://www.fivethirtyeight.com">www.fivethirtyeight.com</a></li> <li>● <a href="https://poll.qu.edu/">https://poll.qu.edu/</a></li> </ul> <p><b>Government in Action</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.c-span.org">www.c-span.org</a></li> <li>● <a href="http://www.politifact.com">www.politifact.com</a></li> <li>● <a href="http://www.factcheck.org">www.factcheck.org</a></li> </ul> <p><b>Local media</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.kentucky.com/news/">http://www.kentucky.com/news/</a></li> <li>● <a href="http://www.courier-journal.com/">http://www.courier-journal.com/</a></li> </ul> <p><b>News Abroad:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://www.bbc.com">www.bbc.com</a></li> <li>● <a href="http://www.aljazeera.net">www.aljazeera.net</a></li> <li>● <a href="http://www.theguardian.com/us">www.theguardian.com/us</a></li> <li>● <a href="http://www.spiegel.de/international">www.spiegel.de/international</a></li> </ul> |
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## Alignment to [JCPS’s Racial Equity Policy](#)

JCPS Racial Equity Policy	JCPS Social Studies Alignment for Equitable Outcomes
<p>“The system-wide plan will <b>utilize research or evidence-based strategies at the classroom, school, and District levels</b>... informed by data, including District, school, and building-level data” (p. 1).</p>	<p><a href="#">Researching</a> the constituent elements necessary for curricular and instructional considerations, while also establishing a common understanding based on the latest research drawn from <a href="#">inquiry-based learning</a>, <a href="#">Black Historical Consciousness</a>, <a href="#">critical theory</a>, culturally-responsive teaching, and <a href="#">civic education</a> will inform the social studies curriculum, professional learning, and classroom instruction and create equitable, Democratic Classrooms.</p>
<p>“Established in all schools a <b>culture of teaching and learning that maintains high expectations</b> for all students and staff, promotes engagement in <b>Deeper Learning</b>, and provides personalized and systemic <b>supports for students and teachers</b>” (p. 2(e)).</p>	<p>Inquiry-based learning establishes high expectations for students and teachers and provides deeper learning opportunities. Students will be expected to create arguments, deliberate and collaborate with peers, dig into historical and contemporary sources, use critical thinking skills, and take action in their schools and communities. Using culturally-responsive teaching and building the type of environment that fosters inquiry-based learning, teachers will work towards building intellectual safety that fosters questions, multiple perspectives, argumentation built on sources, and building towards <a href="#">taking informed action</a> and other deeper dives (e.g. TIAs, IDMs, PBLs) into knowledge, skills, dispositions, and experiences worthy of social studies.</p>
<p>“Provide...with ongoing technical, <b>pedagogical, socio-emotional</b>, and <b>curriculum training and support</b> throughout their careers, to improve school climate and culture, and to create an <b>environment</b> of respect and support among students, faculty, and staff” (p. 2(f)).</p>	<p>Professional development will model and support the inquiry process. Social studies is moving from a transmissive model to a transformational model and teachers will need time and support to ease the transition.</p> <ul style="list-style-type: none"> <li>● Professional Learning rooted in culturally responsive pedagogy, social justice, and teaching uncomfortable and controversial topics will require teachers to reflect on their current practices.</li> <li>● Teacher collaborated and evaluated curriculum from KAS for Social Studies and electives that are reflective of the questions students have and provide space for students to engage their community</li> </ul>
<p>“Identify, develop, utilize, and prioritize District-wide implementation of <b>instructional practices</b> that have been shown to improve learning outcomes for Students of Color at all achievement levels in order to minimize the prevalent and persistent learning outcome gaps among Students of Color and white students” (p. 3(a)).</p>	<p>The curriculum is framed around compelling and supporting questions that will provide instructional opportunities to include students’ lived experiences in the classroom.</p> <p>The <a href="#">Instructional Framework</a> through <a href="#">Implementing inquiry</a></p> <ul style="list-style-type: none"> <li>● <b>Engage Questions</b>—provide space for questioning the social world and highlight lived experiences</li> <li>● <b>Engage Sources</b>—multiple sources for perspectives and content to ground conclusions on evidence</li> <li>● <b>Engage Discussion</b>—to foster interaction and space for individual experiences and counter-narratives.</li> <li>● <b>Communicate Conclusions</b>—increasing disciplinary literacy through verbal and written argumentation along with opportunities to take informed action (TIA).</li> </ul>
<p>“Develop <b>rich curriculum resources</b> for schools to implement that more effectively and accurately include the contributions and historical relevance of African-American, Latinx, Asian-American, and other non-white cultures; the <b>experiences</b> of People of Color; and the history of immigration and ethnic diasporas, and their impact on U.S. history, culture, and society” (p. 3(b)).</p>	<p><a href="#">Curricular Frameworks and Electives</a> rooted in developing <a href="#">Black Historical Consciousness</a> through inquiry:</p> <ul style="list-style-type: none"> <li>● <a href="#">Questions</a>: Compelling and supporting questions, when used in curricular design open the world for teachers and students to explore multiple perspectives while making space for the lived experiences of students.</li> <li>● <a href="#">Sources</a>: Sources are pivotal for enabling multiple perspectives to be represented inside a classroom.</li> <li>● <a href="#">Tasks</a>: Tasks are designed to help build civic education, address the focus of increasing literacy—through reading and writing, are meant to scaffold towards argumentation and taking <i>informed</i> action.</li> </ul>

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Please see highlighted references below as a starting point for addressing some of the major elements of this course, i.e. *Inquiry Based Learning; Civic Education; Black Historical Consciousness; Critical Race Theory; Social Justice; Antiracism; Culturally Responsive Pedagogy, Disciplinary Literacy, Critical Literacy, and Information Literacy.*

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## Updates

Date	Changes
Fall/Spring 18/19	<ul style="list-style-type: none"> <li>● Meeting with DEP and CDLI about the course as outlined as an elective per the requirements of the Racial Equity Policy (REP)</li> <li>● Meet with Black Student Unions for feedback, questions, and course design specifically around “What do you want to learn and how do you want to learn it?”</li> </ul>
3.2.19	<ul style="list-style-type: none"> <li>● Inception of the course outlined as “African American Studies” built around compelling and supporting questions to align to the REP</li> <li>● Creation of Compelling and Supporting Questions with student feedback from original design</li> </ul>
2.3.20	<ul style="list-style-type: none"> <li>● Updates to format, grammatical changes for “Miracles Team Meeting” on 2.3.20 for Chiefs Horton (Schools), Marshall (Equity), Coleman (Academics)</li> </ul>
3.19.20	<ul style="list-style-type: none"> <li>● Additional course considerations from Dr. King’s Black Historical Consciousness professional development</li> </ul>
6.4.20	<ul style="list-style-type: none"> <li>● Redesign of format and goals, reconsideration of questions</li> </ul>
6.5.20	<ul style="list-style-type: none"> <li>● Reexamination of questions with teachers.</li> <li>● Renamed the course “Developing Historical Black Consciousness”</li> </ul>
6.9.20	<ul style="list-style-type: none"> <li>● Unit design, space for overviews and “dispositional” placement for the document</li> <li>● Addition of Social Justice Standards from Teaching Tolerance</li> <li>● Attempts to add in elements of Antiracism as a construct or one throughout?</li> <li>● Framing Dispositions, Argumentation, Action as a core component</li> </ul>
6.10.20	<ul style="list-style-type: none"> <li>● Review and updates of supporting and compelling questions</li> </ul>
6.12.20	<ul style="list-style-type: none"> <li>● Outside review begins with University partners at the University of Kentucky</li> </ul>
6.13.20	<ul style="list-style-type: none"> <li>● Space for Taking Informed Action</li> <li>● Inquiry Standards from KAS for Social Studies (first step in mainstreaming course for graduation credit)</li> <li>● References with potential subdivisions around 1) BHC, CRT, CRP, 2) Civic Education and Disciplinary supports 3) Inquiry within Social Studies 4) Literacies that support Social Studies</li> <li>● Refinement of compelling and supporting questions.</li> <li>● Alignment of units with BHC and TT Social Justice Standards.</li> </ul>

6.14.20	<ul style="list-style-type: none"> <li>● Updated Inquiry and Literacy Elements, sections.</li> <li>● Imported new graphics to provide clarity</li> </ul>
6.15.20	<ul style="list-style-type: none"> <li>● Updated Antiracism from Kendi’s work and reworked the overview of the course to be more focused.</li> </ul>
6.17.20	<ul style="list-style-type: none"> <li>● Interviewed by WFPL <ul style="list-style-type: none"> <li>○ <a href="#">As Some Learn Of Juneteenth For First Time, JCPS Adds It To Curriculum Jess Clark. June 19, 2020</a></li> </ul> </li> </ul>
6.18.20	<ul style="list-style-type: none"> <li>● Updated Critical Race Section</li> <li>● Updated Literacy Section</li> <li>● Reorganized the course</li> <li>● Added references around CRT/Literacy</li> <li>● Addition of first draft of civic dispositions</li> </ul>
6.19.20	<ul style="list-style-type: none"> <li>● Addition of first draft for Argumentation</li> <li>● New questions (compelling and supporting) for Unit 11 and 12</li> <li>● Addition of suggested teacher edits.</li> <li>● Updated formatting and sequencing</li> <li>● Conducted interviews with WDRB and <i>The Courier</i> <ul style="list-style-type: none"> <li>○ <a href="#">WDRB-VIDEO Fifth- and eighth-grade social studies classes at JCPS will cover Juneteenth starting in 2020-21, Jun 19, 2020</a></li> <li>○ <a href="#">WDRB-VIDEO (Indepth) Fifth- and eighth-grade social studies classes at JCPS will cover Juneteenth starting in 2020-21 Kevin Wheatley Jun 19, 2020</a></li> </ul> </li> </ul>
6.26.20	<ul style="list-style-type: none"> <li>● Interviews with WLKY and Wave 3</li> <li>● Conducted interviews with WLKY <ul style="list-style-type: none"> <li>○ <a href="#">JCPS will be revamping its Black history curriculum, Julie Dolan, June 30, 2020</a></li> </ul> </li> </ul>
6.30.20	<ul style="list-style-type: none"> <li>● Updated unit 9 and 11 compelling questions to provide greater agency per feedback.</li> </ul>
7.1.20	<ul style="list-style-type: none"> <li>● Updated terminology African American with Black.</li> <li>● Added section about implementing Inquiry for Democratic Classrooms</li> <li>● Added focus on Black Historical Consciousness principles to the SPT language</li> </ul>
7.24.20	<ul style="list-style-type: none"> <li>● Updated overview section with Thinking, Process, and Product.</li> </ul>
8.20.20	<ul style="list-style-type: none"> <li>● Course featured in <i>Stateline</i> from Pew Trusts <ul style="list-style-type: none"> <li>○ <a href="#">Black History Instruction Gets New Emphasis in Many States Stateline, August 20, 2020 By: Marsha Mercer</a></li> </ul> </li> </ul>
Future Updates	<ul style="list-style-type: none"> <li>● Overviews for the lessons that combine the three elements of the course together</li> </ul>

	<ul style="list-style-type: none"><li>● Sources for questions</li><li>● Taking Informed Action tied to the course</li><li>● Alignment to KAS for Social Studies to make it part of the sequence for graduation, i.e. a credit. (Still speculative)</li></ul>
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# **Appendix H.3**

**Black History Topic Exploration from Resources**

## Black History Topic Exploration from Resources

Essential Topics/Events/People	Nice to Know Topics/Events/People
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# **Appendix H.4**

## **Black Historical Consciousness Principles**



# Carter Center for K-12 Black History Education

University of Missouri

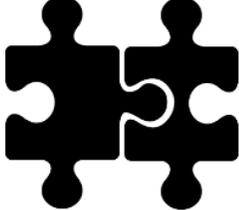
**Table 1: Black Historical Consciousness Principles**

Themes	Definition	Possible topics
<b>1. Power and oppression</b>	Power and oppression as Black histories are narratives that highlight the lack of justice, freedom, equality, and equity of Black people experienced throughout history. Central to these narratives is how Black people have been victims to racism, White Supremacy, and anti-Black societal structures as well as individual actions.	
Instructional Activities		
<b>2. Black Agency, Resistance, and Perseverance</b>	Black agency, resistance, and perseverance are Black histories that explain that although Black people have been victimized, they were not helpless victims. These narratives highlight that Black people have had the capacity to act independently, made their own decisions based on their interest and fought back on oppressive structures.	
Instructional Activities		
<b>3. African history and African Diaspora</b>	African and African Diaspora as Black histories stresses narratives of Black people be contextualized within the African Diaspora. Beginning a course	

	in Black history should begin with ancient Africa history and connect the various Black histories around the globe.	
Activities		
<b>4. Black Joy and Love</b>	Black joy and love as Black histories are narratives that focus on Black people's resolve during oppressive history. These histories focus on times of happiness, togetherness, and the fight for freedom for generations both past and present.	
Instructional Activities		
<b>5. Black intersectional identities</b>	Intersectional identities consider narratives that are inclusive and seek to uncover the multiple identities of Black people through Black history.	
Instructional Activities		

# **Appendix I**

**Federal Fair Housing Laws Quiz  
developed by  
Coldwell Banker Gundaker School of Real Estate**



# Federal Fair Housing Laws



 2458 Old Dorsett Rd, Suite 120, Maryland Heights, MO 63043

 (314) 298-5081 •  [education@cbgundaker.com](mailto:education@cbgundaker.com) •  [www.CBGSchool.com](http://www.CBGSchool.com)

*Please Note:*

*As an independent contractor Sales Associate affiliated with Coldwell Banker Gundaker, you may choose to participate in or use a variety of resources, tools, technologies and education opportunities available to you. Company educational materials, programs, or meetings that are not for compliance (compliance includes, but is not limited to, licensing requirements, fair housing, RESPA, data privacy, records management) are optional for independent contractor Sales Associates. Use of any suggestions or best practices in such materials or programs is discretionary. Your affiliation with Coldwell Banker Gundaker is intended to be that of an independent contractor sales associate, not as an employee of Coldwell Banker Gundaker.*

*This course is designed for educational purposes only... Consult your office manager and/or legal counsel for policies, procedures, etc. on any and all legal matters.*

# Opening Quiz

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How much do you remember?

1. How many protected classes are there under Title VIII of the Federal Fair Housing Laws?

\_\_\_\_\_

2. Name all of the classes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Which two of the protected classes are the newest to be added?

\_\_\_\_\_

\_\_\_\_\_

4. Which of the protected classes is never subject to an exception?

\_\_\_\_\_

5. What year marks the beginning of Title VIII?

\_\_\_\_\_

6. The Civil Rights Act of 1866 prohibits any discrimination based on:

\_\_\_\_\_

7. The illegal practice of inducing homeowners to sell their properties by making representations regarding the entry or prospective entry of persons of a particular race or national origin into the neighborhood is known as:

---

8. The illegal practice of a lending institution denying loans or restricting their number in certain areas of a community is known as:

---

9. The illegal practice of channeling home seekers to or away from particular areas, either to maintain the homogeneity of an area or to change the character of an area to create a speculative situation, thus making some areas unavailable to home seekers because of their minority status is known as:

---

10. Persons who pose as prospective tenants or home seekers to check on compliance with fair housing laws are known as:

---

# Part One

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## 21 Rapid Fire Issues... True or False

- \_\_\_ 1. According to Federal Fair Housing Law, any discrimination against any person is always illegal.
- \_\_\_ 2. The Federal Fair Housing Act prohibits discrimination based on age.
- \_\_\_ 3. Changing the terms and conditions under which a property is offered because of a buyer's race is ok, provided you do not list with a broker and you own less than three properties.
- \_\_\_ 4. Brokers are not liable if their agents unintentionally violate a Fair Housing Law.
- \_\_\_ 5. A real estate licensee is merely a liaison between a renter/buyer and a property owner and cannot be held liable under the Fair Housing Act for any of the owner's discriminatory policies which the licensee may communicate.
- \_\_\_ 6. A building which conforms to Federal Fair Housing guidelines may declare itself a senior citizen building and prohibit children from living there.
- \_\_\_ 7. The effect of a behavior may constitute a Fair Housing violation even when there is no intent to discriminate.
- \_\_\_ 8. Telling white buyers/renters about neighborhoods that are "changing", "transitional", or "integrated" so they know what they are getting into is ok if you are a buyer's agent.
- \_\_\_ 9. In advertising property for sale or rent, it is a good idea to mention the name of the local church.
- \_\_\_ 10. If you are renting a house to a family with children, it's ok to charge a higher security deposit than those families without children because the presence of children results in more wear and tear on the property.
- \_\_\_ 11. If an agent appears to have violated the law, the "tester" will give the agent a warning and recommend what the agent should/could do to solve the problem.

- \_\_\_ 12. At the end of an audit, the “tester” must tell the agent that they are a “tester” and not really a buyer.
- \_\_\_ 13. If the listing agent knows for a fact that the seller has AIDS, the licensee must disclose this knowledge to a buyer or buyer’s agent if they specifically request the information.
- \_\_\_ 14. The Supreme Court has ruled that “testing” is legal.
- \_\_\_ 15. “Testers” must admit they are “testing” if a real estate agent asks.
- \_\_\_ 16. Prospective buyers with physical disabilities should be shown only ranch style dwellings or properties that have already been modified to accommodate their disability.
- \_\_\_ 17. Families with children should be shown units in buildings reserved for families with children.
- \_\_\_ 18. Federal Fair Housing Laws preempt state or local laws on Fair Housing.
- \_\_\_ 19. It is permissible for a FSBO to discriminate on the basis of the buyer’s race.
- \_\_\_ 20. Residential cooperatives are not covered by the Federal Fair Housing Laws because the property is held by a corporation and individual owners only own stock.
- \_\_\_ 21. It is necessary for all real estate companies and agents to use the Equal Housing Opportunity slogan and logos in ads.

# Part Two

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## 17 Fair Housing Questions

1. Which is true regarding the Federal Fair Housing Law?
  - A. The case of Jones vs. Alfred Mayer Company negated the effects of the law
  - B. Aggrieved parties may appeal to HUD for assistance
  - C. It preempts state laws concerning discrimination
  - D. It would apply to commercial buyers
  
2. The Falks were planning to sell their home, which is the only real property they own. They do not plan to employ an agent and have not sold any other house within the past two years. If they do not use discriminatory language in advertising can they discriminate on the basis of race in the sale of their property?
  - A. Yes, because owners are exempt in the sale of single-family residences when an agent is not employed
  - B. Yes, because the Fair Housing Act of 1968 allows for an exemption under these conditions
  - C. No, because they do not qualify for exemption under the provisions of the Fair Housing Act of 1968
  - D. No, because they would be in violation of the Civil Rights Act of 1866
  
3. Which of the following are possible violations of the Fair Housing Act?
  - A. A seller tells you he does not want to sell to African Americans
  - B. A sales associate puts the phrase "adults preferred" in an MLS Listing
  - C. Both A & B
  - D. None of the above
  
4. Which of the following phrases comply with the Federal Fair Housing laws?
  - A. Ideal for college students or retirees
  - B. One-bedroom cottage near public transportation
  - C. Christian community
  - D. Both A & C

5. Familial Status deals with discrimination against families with:
- A. Two or more children
  - B. Husbands and wives exclusively, provided they have one child or more
  - C. At least one child under the age of 18
  - D. At least one child under the age to be considered an adult in their respective state.
6. A person leasing a two-bedroom house can discriminate against all of the following EXCEPT:
- A. A family with eight children (3 boys & 5 girls)
  - B. A mother and child with a pet that lives indoors with them
  - C. A minority couple not financially able
  - D. A financially able family with one child
7. The Federal Fair Housing Laws prohibit all of the following EXCEPT:
- A. Using the phrase “great view of the lake” in an advertisement
  - B. Advertising a preference for Caucasian buyers
  - C. Refusal to sell a property because of a buyer’s national origin
  - D. Refusing to rent to a tenant who has a seeing-eye dog because of a “No-Pet” policy
8. A person leasing a one-bedroom apartment, can discriminate against all EXCEPT:
- A. A family with three children
  - B. A couple not financially able
  - C. A financially able minority couple
  - D. A couple with pets
9. The fair housing laws prohibit all of the following EXCEPT:
- A. Refusal to show, sell or rent a property because of disability
  - B. Expressing a preference for adults in a listing comment
  - C. Evicting a current user of illegal drugs
  - D. Targeting your marketing efforts exclusively to young executives

10. Under federal housing laws it is legal to prohibit which of the following in a housing unit?

- A. Smoking
- B. A live-in caregiver for a resident with a disability
- C. Drinking alcohol
- D. Both A & C

11. Types of housing covered under the Fair Housing Act include:

- A. Residential condominiums and cooperatives
- B. Single family homes
- C. Commercial buildings
- D. Both A & B

12. Based on Federal Fair Housing Law, which of the following people would be protected?

- A. A 47-year-old white male
- B. A divorced male single parent
- C. A 22-year-old Jewish male
- D. All of the above

13. Based on Federal Fair Housing Law, which of the following people would be protected?

- A. A divorced woman single parent
- B. A 35-year-old single Catholic man
- C. A 50-year-old white man
- D. All of the above

14. The Fair Housing Laws prohibit all of the following EXCEPT:

- A. Refusal to sell a property because of a buyer's religion
- B. Advertising a preference for Caucasian buyers
- C. Refusing a blind resident permission to have a guide animal
- D. Using the phrase "master bedroom" in an advertisement

15. True or False?

- According to Federal Fair Housing Law, a discrimination against any person is always illegal.
- A Fair Housing complaint can only be filed by an individual who is renting or buying a dwelling.
- When advertising property for sale or rent it is a good idea to mention the name of local churches and private schools.
- The Federal Fair Housing Act prohibits discrimination based on age.

16. Place a ✓ next to each of the following that can file a Fair Housing complaint:

- a tester
- a buyer's agent
- a pet frog
- the Federal Government
- a buyer
- a renter
- a seller
- a "failed to sell" homeowner

17. Place a ✓ next to each of the following that represents a federally recognized disability.

Please an X next to those that do **NOT** qualify:

- Walking impairment
- Cancer
- Heart disease
- MS
- Hearing impairment
- Transgender
- Those who have successfully completed a drug rehab program
- Mental illness
- Divorces
- Users of illegal drugs
- AIDS or HIV
- Diabetes
- Impeached officeholders of the federal government
- Those visually impaired (blind)

## **Part Three**

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### **Questions to Consider...**

What might be an appropriate response to each of the following consumer questions?

#1: What is the racial composition of this neighborhood?

#2: Are the schools in this area good quality?

#3: Would you live in this area?

## **Part Four**

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### **Advertising DOs & DON'Ts**

What are some DOs and DON'Ts for advertising regarding the Fair Housing Laws?

## Part Five

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### Fair Housing Case Studies – Short & To the Point

1. An advertisement in a local newspaper for a new rental community says the following:

*“This beautifully designed rental community offers the finest in Christian living.”*

Is this discriminatory?

2. The following ad appeared in the *Daily News*:

*FOR SALE: 4 BR brick home, Redwood School District. Excellent Elm Street location next door to St. John’s Church and right on the bus line. Move-in condition; priced to sell. Call Gina at XYZ Realty, 314-555-1212.*

Is this discriminatory?

3. An advertising firm was hired by a developer to prepare a promotional brochure for a new housing development. The brochure pictured white couples as “happy residents”. These brochures were distributed to corporate executives employed by local firms. The development was advertised for sale in the “Business Executive Times” which is published in the area.

Is this discriminatory?

4. An appraiser is asked to appraise a residential property for loan purposes. The property is located in a "changing" neighborhood. More minority homeowners have recently moved into this neighborhood that previously lacked racial diversity. The appraiser believes there will be an increase in crime and that the quality of schools and other community facilities will decline because of the change in the neighborhood. The appraiser believes these conditions will eventually result in lower property values and reflects this belief in the estimated value of the subject home.

Is this discriminatory?

5. A real estate salesperson is asked by a potential seller to prepare a Competitive Market Analysis as a guide to establishing a listing price. The salesperson indicates that the houses have not been selling very fast in the neighborhood because of several incidents of racial tension. The salesperson recommends that the seller list the property for 20% less than the recent sales indicate the market value to be so that the house will sell more rapidly.

Is this discriminatory?

6. Sam, a white male and Tony, a black male, both expressed interest in purchasing a home through the same real estate brokerage firm. The salesperson working with Sam provides him detailed information about financing options, including specific programs available at five different local lenders. She tells Sam he will probably qualify for a conventional loan. When she meets with Tony, the salesperson provides him general information about financing options and recommends a lender that specializes in FHA financing.

Is this discriminatory?

7. The property manager of an apartment complex has established the following rental procedures:

- Prospective tenants with physical disabilities should be shown the first floor.
- Tenants are prohibited from making any leasehold improvements without prior approval by the property manager.
- Families with children should be shown units in a building reserved for children.
- An additional security deposit should be collected from tenants who have a pet.
- One-bedroom apartments should be occupied by no more than two persons.

Are these discriminatory?

8. A single woman with two small children has been told by a real estate salesperson that homes for sale in one of the new developments are “usually only available to married couples and two-parent families because they tend to create a more stable neighborhood”.

Is this discriminatory?

9. A family is moving in from out-of-town and contacts QRS Realty to help them learn about the new area and find a home. The family is concerned about finding a community with a rich cultural environment, a good school district with an active football program, and a neighborhood with other families and children of approximately the same ages. They also indicate to the real estate salesperson that they had the experience of living in a "mixed neighborhood" and like the advantages of living with a variety of people. Through her research, the salesperson identifies neighborhoods the clients described, agrees to only show them homes in those neighborhoods and mentions that the schools and other amenities may not be as good in these areas as they are in the less diverse neighborhoods.

Is this discriminatory?

10. A home seller creates a YouTube video promoting their home as for sale to the right buyer who must be of the seller's race.

Is this discriminatory?

## Federal Fair Housing Laws

### ANSWER KEY

#### Opening Quiz

1. 7
2. Race – Color – Religion – National Origin – Sex – Familial status – Handicap/Disability
3. Familial Status  
Handicap/Disability
4. Race
5. 1968
6. Race
7. Blockbusting
8. Redlining
9. Steering
10. Testers or Auditors

#### **Part One: True/False . . . 21 Rapid Fire Issues**

1. F
2. F
3. F
4. F
5. F
6. T
7. T
8. F
9. F
10. F
11. F
12. F
13. F
14. T
15. F
16. F
17. F
18. F
19. F
20. F
21. F

**Part Two: 17 Fair Housing Multiple Choice**

- 1. B
- 2. D
- 3. C
- 4. B
- 5. C
- 6. D
- 7. A
- 8. C
- 9. C
- 10. D
- 11. D
- 12. D
- 13. D
- 14. D
- 15. All are false
- 16. All but "a pet frog"

- 17.
- walking impairment
  - cancer
  - heart disease
  - MS
  - hearing impairment
  - transgender
  - those who have successfully completed a drug rehab program
  - mental illness
  - divorces
  - users of illegal drugs
  - AIDS, HIV
  - diabetes
  - impeached officeholders of the federal government
  - Those visually impaired (blind)

**Part Three: Questions to Consider . . .**

- #1 “We don’t keep that type of information”
  
- #2 “Let’s have you talk to the schools so that you can ask the questions that are important to you.”
  
- #3 “Your needs and wants might not be like mine. Let’s focus on your priority list”

**Part Four: Advertising Issues . . .**

- Do – Describe the property . . . not who might like it
- Don’t – Use discriminatory language that would be a violation of the law.  
(See your manager for advice)

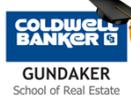
**Part Five: Fair Housing Case Studies – Short and to the Point**

1. Probably leave out the word “executive”
2. Probably leave out the church (to be safe)
3. Yes
4. Yes
5. Yes
6. Yes
7. Items A & C are NOT OK
8. Yes
9. Yes
10. Yes

# **Appendix J**

**Federal Fair Housing Laws Slide Deck  
developed by  
Coldwell Banker Gundaker School of Real Estate**

# Federal Fair Housing Laws



1

## Federal Fair Housing Laws

Which of the following (if any) are not a protected class?

- Race
- Color
- Religion (Creed)
- Sex
- National Origin
- Handicap/Disabled
- Familial Status
- Sexual Orientation
- Gender Identity

2

# **Federal Fair Housing Laws**

Which of the following (if any) are not a protected class?

Race

Color

Religion (Creed)

Sex

National Origin

Handicap/Disabled

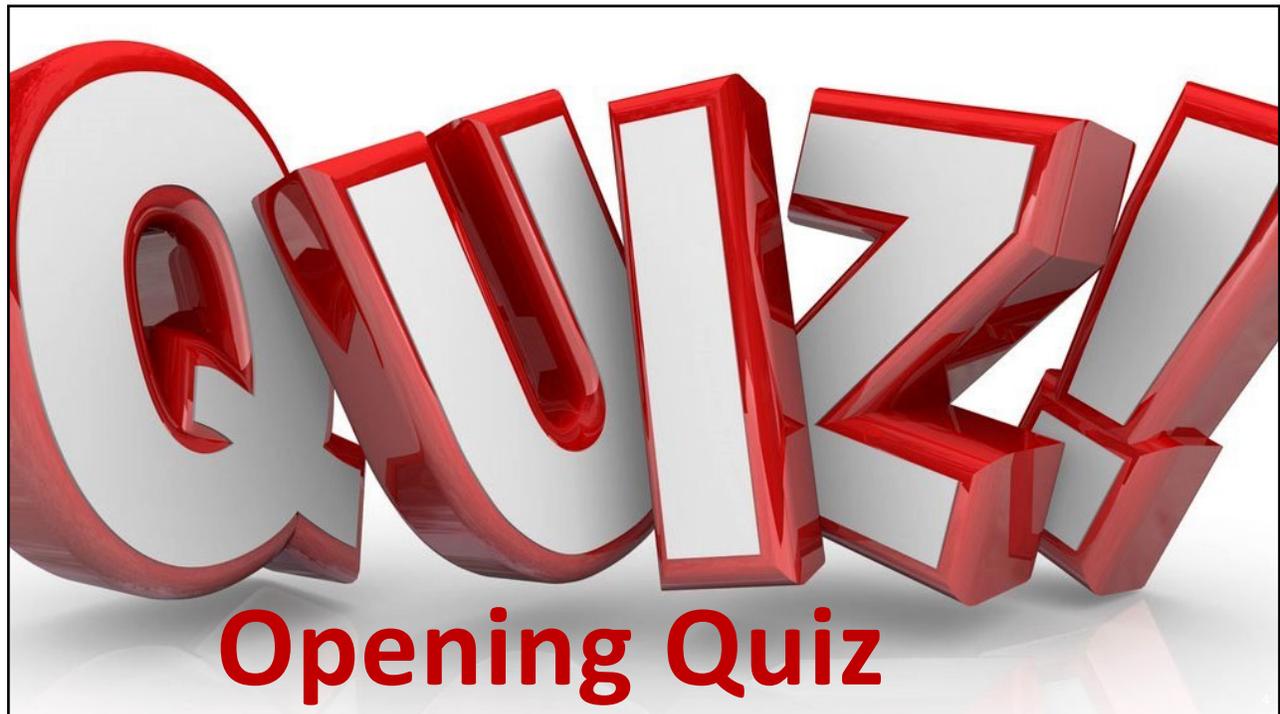
Familial Status

**Sexual Orientation**

**Gender Identity**

3

3



4

## **Opening Quiz**

1. How many protected classes are there under Title VIII of the Federal Fair Housing Laws:
  - A. 8
  - B. 7
  - C. 10
  - D. 4

5

## **Opening Quiz**

1. How many protected classes are there under Title VIII of the Federal Fair Housing Laws:
  - A. 8
  -  B. 7
  - C. 10
  - D. 4

6

## Opening Quiz

2. The 7 classes are race, religion, color, education, sex, national origin and familial status :

- A. True
- B. False

7

## Opening Quiz

2. The 7 classes are race, religion, color, education, sex, national origin and familial status :

A. True

 B. False – Education is not a protected class. The 7<sup>th</sup> protected class is Handicap/Disability

8

## **Opening Quiz**

3. Which two of the protected classes are the newest to be added?

9

## **Opening Quiz**

3. Which two of the protected classes are the newest to be added?

1. Familial Status
2. Handicap/Disability

10

## **Opening Quiz**

4. Which of the protected classes is never subject to an exception?

\_\_\_\_\_

11

## **Opening Quiz**

4. Which of the protected classes is never subject to an exception?

Race  
\_\_\_\_\_

12

## **Opening Quiz**

5. What year marks the beginning of Title VIII:

\_\_\_\_\_

13

## **Opening Quiz**

5. What year marks the beginning of Title VIII:

1968

14

## **Opening Quiz**

6. The Civil Rights Act of 1866 prohibits any discrimination based on what:

\_\_\_\_\_

15

## **Opening Quiz**

6. The Civil Rights Act of 1866 prohibits any discrimination based on what:

Race  
\_\_\_\_\_

16

## Opening Quiz

7. The illegal practice of inducing homeowners to sell their properties by making representations regarding the entry or prospective entry of persons of a particular race or national origin into the neighborhood is known as:

- A. Blockbusting
- B. Steering

17

## Opening Quiz

7. The illegal practice of inducing homeowners to sell their properties by making representations regarding the entry or prospective entry of persons of a particular race or national origin into the neighborhood is known as:

- A. Blockbusting
- B. Steering

18

## Opening Quiz

8. The illegal practice of a lending institution denying loans or restricting their number in certain areas of a community is known as:

A. Blackballing

B. Redlining

19

## Opening Quiz

8. The illegal practice of a lending institution denying loans or restricting their number in certain areas of a community is known as:

A. Blackballing

B. Redlining

20

## **Opening Quiz**

9. The illegal practice of channeling home seekers to or away from particular areas, either to maintain the homogeneity of an area or to change the character of an area to create a speculative situation, thus making some areas unavailable to home seekers because of minority status is known as:

- A. Steering
- B. Directing

21

## **Opening Quiz**

9. The illegal practice of channeling home seekers to or away from particular areas, either to maintain the homogeneity of an area or to change the character of an area to create a speculative situation, thus making some areas unavailable to home seekers because of minority status is known as:

- A. Steering
- B. Directing

22

## Part One

- WHAT ARE THE FEDERAL FAIR HOUSING LAWS?

A body of laws passed in **1968** to prohibit many types of discrimination in the sale, rental or advertising of residential real estate.

There are **(7)** protected classes under Federal Fair Housing laws.

23

23

- 7 Protected Classes

- Race
- Color
- Religion (Creed)
- Sex
- National Origin
- Handicap/Disabilities\*
- Familial Status\*



24

24

DEFINE 

**Handicap/  
Disabilities**

A person limited because of physical or mental abilities or lack there of. To be considered a handicap or disability, it must be recognized by a medical professional or the courts. Handicap persons may modify a unit at their own expense.

**Familial  
Status**

A family of at least one adult with one or more children under the age of 18. Note – a landlord could say no to a family because a unit does not have enough bedrooms.

25

25

**Are there exceptions or exemptions?** Yes, here are some examples of exceptions or exemptions to Fair Housing Laws

An owner selling or renting his own home is exempt if : {Must meet all 3}

- The owner does not own more than three homes
- The owner does not use the service of a broker/agent
- The owner does not illegally discriminate in advertising

An owner leasing rooms in a 1-4 unit building is exempt, provided it is owner occupied

Properties owned by religious organizations are exempt, provided they are limited to people of that religion only and not commercially operated

Country clubs or private clubs not open to the public and not commercially operated

Multi-Family units built prior to 1992 must only have “reasonable” handicap access. Buildings built in 1992 and after must have equal access. Example of access=elevators

Familial status does not apply to recognized retirement buildings/projects. Some types of projects require EVERYONE to be 62 or older

26

26

## What are some illegal practices?

### In general:

- Refusing to sell, rent, negotiate for illegal reasons (protected class)
- Changing the terms or conditions
- Offering different terms and conditions for a loan

### Race is always a protected class:

- 1866 Civil Rights Act
- Re-addressed in the court case Jones vs. Mayer 1968

### Who enforces Fair Housing Laws?

- Federal Fair Housing Laws: HUD (must file within one year) “Testers”
  - State Fair Housing Laws: State agencies
  - Local Fair Housing Laws: Local agencies
- Most stringent = Winner

27

27

## \*Special Notes

- Anyone who thinks/believes their rights have been violated, can file a complaint.
- If federal, state and local laws differ, the most stringent will prevail (the most protective will win). Some state and local governments have added extra protected classes and laws.
- Americans with Disabilities Act (ADA) – A federal law that became effective in 1992. ADA is designed to eliminate discrimination against individuals with disabilities by mandating equal access to jobs, public accommodations, government services, public transportation, etc.

28

28

# 21 Questions



29

## **21 Questions – True or False**

1. According to Federal Fair Housing Law, any discrimination against any person is always illegal.
2. The Federal Fair Housing Act prohibits discrimination based on age.
3. Changing the terms and conditions under which a property is offered because of a buyer's race is ok, provided you do not list with a broker and you own less than three properties.
4. Brokers are not liable if their agents unintentionally violate a Fair Housing Law.

30

## **21 Questions – True or False**

5. A real estate licensee is merely a liaison between a renter/buyer and a property owner and cannot be held liable under the Fair Housing Act for any of the owner's discriminatory policies which the licensee may communicate.
6. A building which conforms to Federal Fair Housing guidelines may declare itself a senior citizens building and prohibit children from living there.
7. The effect of a behavior may constitute a Fair Housing violation even when there is no intent to discriminate.

31

## **21 Questions – True or False**

8. Telling white buyers/renters about neighborhoods that are “changing”, “transitional”, or “integrated” so they know what they are getting into is ok if you are a buyer's agent.
9. In advertising property for sale or rent, it is a good idea to mention the name of the local church.
10. If you are renting a house to a family with children, it's ok to charge a higher security deposit than those families without children because the presence of children results in more wear and tear on the property.
11. If an agent appears to have violated the law, the “tester” will give the agent a warning and recommend what the agent should/could do to solve the problem.

32

## **21 Questions – True or False**

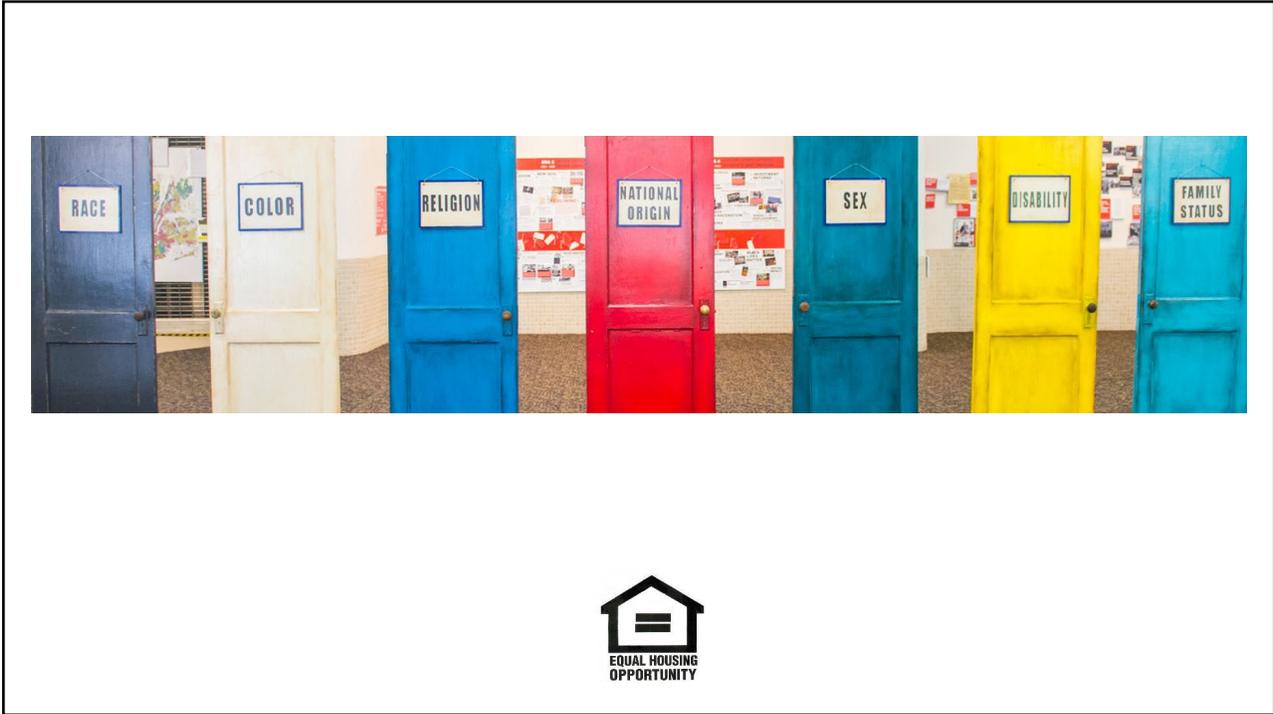
12. At the end of the audit, the "tester" must tell the agent that they are a "tester" and not really a buyer.
13. If the listing agent knows for a fact that the seller has AIDS, the licensee must disclose the knowledge to a buyer's agent if they specifically request the information.
14. The Supreme Court has ruled that "testing" is legal.
15. "Testers" must admit they are "testing" if a real estate agent asks.
16. Prospective buyers with physical disabilities should be shown only ranch style dwellings or properties that have already been modified to accommodate their disability.

33

## **21 Questions – True or False**

17. Families with children should be shown units in buildings reserved for families with children.
18. Federal Fair Housing Laws preempt state/local laws on Fair Housing.
19. It is OK for a FSBO to discriminate on the basis of buyer's race.
20. Residential co-ops are not covered by the Federal Fair Housing Laws because the property is held by a corporation and individual owners only own stock.
21. It is necessary for all real estate companies and agents to use the Equal Housing Opportunity slogan and logos in ads.

34



35



36

## **Part Two – Fair Housing**

1. Which is true regarding the Federal Fair Housing Law?
  - A. The case of Jones vs. Alfred Mayer Company negated the effects of the law
  - B. Aggrieved parties may appeal to HUD for assistance
  - C. It preempts state laws concerning discrimination
  - D. It would apply to commercial buyers

37

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  -  B. Aggrieved parties may appeal to HUD for assistance
  - C. It preempts state laws concerning discrimination
  - D. It would apply to commercial buyers

38

## **Part Two – Fair Housing**

2. The Falks were planning to sell their home, which is the only real property they own. They do not plan to employ an agent and have not sold any other house within the past two years. If they do not use discriminatory language in advertising can they discriminate on the basis of race in the sale of their property?
- A. Yes, because owners are exempt in the sale of a SFR when an agent is not employed
  - B. Yes, because the Fair Housing Act of 1968 allows for an exemption under these conditions
  - C. No, because they do not qualify for an exemption under the provisions of the Fair Housing Act of 1968
  - D. No, because they would be in violation of the Civil Rights Act of 1866

39

## **Part Two – Fair Housing**

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  - B. Yes, because the Fair Housing Act of 1968 allows for an exemption under these conditions
  - C. No, because they do not qualify for an exemption under the provisions of the Fair Housing Act of 1968
  -  D. No, because they would be in violation of the Civil Rights Act of 1866

40

## **Part Two Fair Housing**

3. Which of the following are possible violations of the Fair Housing Act?
- A. A seller tells you he does not want to sell to African Americans
  - B. A sales associate puts the phrase “adults preferred” in an MLS Listing
  - C. Both A & B
  - D. None of the above

41

## **Part Two Fair Housing**

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- A. A seller tells you he does not want to sell to African Americans
  - B. A sales associate puts the phrase “adults preferred” in an MLS Listing
  -  C. Both A & B
  - D. None of the above

42

## **Part Two – Fair Housing**

4. Which of the following phrases comply with Federal Fair Housing Laws?
- A. Ideal for college students or retirees
  - B. One-bedroom cottage near public transportation
  - C. Christian community
  - D. Both A & C

43

## **Part Two – Fair Housing**

4. Which of the following phrases comply with Federal Fair Housing Laws?
- A. Ideal for college students or retirees
  -  B. One-bedroom cottage near public transportation
  - C. Christian community
  - D. Both A & C

44

## **Part Two – Fair Housing**

5. Familial Status deals with discrimination against families with:
- A. Two or more children
  - B. Husbands and wives exclusively, provided they have one child or more
  - C. At least one child under the age of 18
  - D. At Least one child under the age to be considered an adult in their respective state.

45

## **Part Two – Fair Housing**

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- A. Two or more children
  - B. Husbands and wives exclusively, provided they have one child or more
  -  C. At least one child under the age of 18
  - D. At Least one child under the age to be considered an adult in their respective state.

46

## **Part Two – Fair Housing**

6. A person leasing a two-bedroom house can discriminate against all of the following EXCEPT?
- A. A family with eight children (3 boys & 5 girls)
  - B. A mother and child with a pet that lives indoors with them
  - C. A minority couple not financially able
  - D. A financially able family with one child

47

## **Part Two – Fair Housing**

6. A person leasing a two-bedroom house can discriminate against all of the following EXCEPT?
- A. A family with eight children (3 boys & 5 girls)
  - B. A mother and child with a pet that lives indoors with them
  - C. A minority couple not financially able
  -  D. A financially able family with one child

48

## **Part Two – Fair Housing**

7. The Federal Fair Housing Laws prohibit all of the following EXCEPT?
- A. Using the phrase “great view of the lake” in advertising
  - B. Advertising a preference for buyers of a particular race
  - C. Refusal to sell a property because of a buyer’s national origin
  - D. Refusing to rent to a tenant who has a seeing-eye dog because of a no-pet policy

49

## **Part Two – Fair Housing**

7. The Federal Fair Housing Laws prohibit all of the following EXCEPT?
-  A. Using the phrase “great view of the lake” in advertising
  - B. Advertising a preference for buyers of a particular race
  - C. Refusal to sell a property because of a buyer’s national origin
  - D. Refusing to rent to a tenant who has a seeing-eye dog because of a no-pet policy

50

## **Part Two – Fair Housing**

8. A person leasing a one-bedroom apartment, can discriminate against all EXCEPT:
- A. A family with three children
  - B. A couple not financially able
  - C. A financially able minority
  - D. A couple with pets

51

## **Part Two – Fair Housing**

8. A person leasing a one-bedroom apartment, can discriminate against all EXCEPT:
- A. A family with three children
  - B. A couple not financially able
  -  C. A financially able minority couple
  - D. A couple with pets

52

## **Part Two – Fair Housing**

9. The fair housing laws prohibit all of the following EXCEPT?
- A. Refusal to show, sell or rent a property because of disability
  - B. Expressing a preference for adults in a listing comment
  - C. Evicting a current user of illegal drugs
  - D. Targeting your marketing efforts exclusively to young executives

53

## **Part Two – Fair Housing**

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- A. Refusal to show, sell or rent a property because of disability
  - B. Expressing a preference for adults in a listing comment
  -  C. Evicting a current user of illegal drugs
  - D. Targeting your marketing efforts exclusively to young executives

54

## **Part Two – Fair Housing**

10. Under federal housing laws it is legal to prohibit which of the following in a housing unit?

- A. Smoking
- B. A live-in caregiver for a resident with a disability
- C. Drinking alcohol
- D. Both A & C

55

## **Part Two – Fair Housing**

10. Under federal housing laws it is legal to prohibit which of the following in a housing unit?

- A. Smoking
- B. A live-in caregiver for a resident with a disability
- C. Drinking alcohol
-  D. Both A & C

56

## **Part Two – Fair Housing**

11. Types of housing covered under the Fair Housing Act include:

- A. Residential condominiums and cooperatives
- B. Single family homes
- C. Commercial Buildings
- D. Both A & B

57

## **Part Two – Fair Housing**

11. Types of housing covered under the Fair Housing Act include:

- A. Residential condominiums and cooperatives
- B. Single family homes
- C. Commercial Buildings
-  D. Both A & B

58

## **Part Two – Fair Housing**

12. Based on Federal Fair Housing Law, which of the following people would be protected:

- A. A 47-year old white male
- B. A divorced male, single parent
- C. A 22-year old Jewish male
- D. All of the above

59

## **Part Two – Fair Housing**

12. Based on Federal Fair Housing Law, which of the following people would be protected:

- A. A 47-year old white male
- B. A divorced male, single parent
- C. A 22-year old Jewish male
-  D. All of the above

60

## **Part Two – Fair Housing**

13. Based on Federal Fair Housing Law, which of the following people would be protected:

- A. A divorced woman, single parent
- B. A 35-year old single Catholic man
- C. A 50-year old White man
- D. All of the above

61

## **Part Two – Fair Housing**

13. Based on Federal Fair Housing Law, which of the following people would be protected:

- A. A divorced woman, single parent
- B. A 35-year old single Catholic man
- C. A 50-year old White man
-  D. All of the above

62

## **Part Two – Fair Housing**

14. The Fair Housing Laws prohibit all of the following EXCEPT:
- A. Refusal to sell a property because of a buyer's religion
  - B. Advertising a preference for Caucasian buyers
  - C. Refusing a blind resident permission to have a guide animal
  - D. Using the phrase "master bedroom" in an advertisement

63

## **Part Two – Fair Housing**

14. The Fair Housing Laws prohibit all of the following EXCEPT:
- A. Refusal to sell a property because of a buyer's religion
  - B. Advertising a preference for Caucasian buyers
  - C. Refusing a blind resident permission to have a guide animal
  -  D. Using the phrase "master bedroom" in an advertisement

64

## Part Two – Fair Housing

15. True or False:

- According to Federal Fair Housing Law, a discrimination against any person is always illegal.
- A Fair Housing complaint can only be filed by an individual who is renting or buying a dwelling.
- When advertising property for sale or rent it is a good idea to mention the name of local churches and private schools
- The Federal Fair Housing Act prohibits discrimination based on age.

65

## Part Two – Fair Housing

15. True or False: **ALL ARE FALSE**

- F According to Federal Fair Housing Law, a discrimination against any person is always illegal.
- F A Fair Housing complaint can only be filed by an individual who is renting or buying a dwelling.
- F When advertising property for sale or rent it is a good idea to mention the name of local churches and private schools
- F The Federal Fair Housing Act prohibits discrimination based on age.

66

## **Part Two – Fair Housing**

Examples of who can file a Fair Housing Complaint:

- A Tester
- A Buyer's Agent
- The Federal Government
- A Buyer
- A Renter
- A Seller
- A "Failed to Sale" homeowner

67

### Reminders

#### • WHAT IS...

#### Blockbusting

Inducing owners to sell by telling them the persons of one or more protected classes are moving into the area/neighborhood.

#### Steering

Directing people to or away from particular areas illegally.

#### Redlining

Denying loans or restricting the number of loans in an area illegally (protected classes).

68

68

## PART THREE

## • Questions to Consider...



69

## Questions to Consider

Q: What is the racial composition of this neighborhood?

A: We don't keep that kind of information.

Answers that might be appropriate for common consumer questions

Q: Are the schools in this area good quality?

A: Let's have you talk to the schools, so you can ask the questions that are important to you.

Q: Would you live in this area?

A: Your needs and wants may be different than mine. Let's focus on your priority list.

70



• Describe This Home...

5 minutes

Do – Describe the property, not who may like it

Don't – Use discriminatory language that could be a violation of the law. (See your manager for advice)

71

71



## Advertising

### Suggested Fair Housing Advertising Word/Phrase List

**IMPORTANT:** This list is not all-inclusive, but is provided to REIN members as a Fair Housing reminder when writing any public or member only listing description. A rule of thumb is that the listing agent should promote the features of the listing and not use any language for describing the type of buyer or tenant, or the type of neighborhood. REIN is not offering legal advice; if you have any questions you should consult with your own legal counsel.

ACCEPTABLE	CAUTION	UNACCEPTABLE	UNACCEPTABLE
Credit Check Required	Active	Able-bodied	(Nationally)
Den	Board Approval Required	Adult Living	Near Churches)
Equal Housing Opportunity	Close to	Adult Community	Near Synagogue
Family Room	Domestic Quarters	Adults Only	Near Temple
First Time Buyer	Emergency Only	African	Newlyweds
Fixer Upper	Female Roommate	Agile	No AIDS
Great for Family	(Gender)	Asian	No Alcoholics
In-Law Apartment	Gentleman's Farm	Black Neighborhood	No Blacks
Luxury Townhomes	Grandma's House*	Black Only	No Blind
Nanny Room	Golden Agers*	Catholic	No Children
Near Mass Transit	Handyman's Dream	Caucasian	No Croquet
Near Golf Course	Hispanic Only	Chinese	No Deaf
(Neighborhood Name)	Male Roommate	Chinese	No Drinkers
Nice	Man/Man Only	Christian	No Impaired
No Drinking	Membership Approval Required	Colored	No Mentally Handicapped
No Drugs	Near	Covert	No Mentally Ill
No Drug Users	Near Country Club	Couples Only	No Play Area
No Smoking	No Students	Empty Nesters	No Retarded
Number of Bedrooms	Number of Persons)	(Ethnic References)	No Unemployed
Nursing	Prejudicial	Exclusive (i.e. Neighborhood)	Not for Handicapped
Nursing Home	Quality Neighborhood	Executive	Older Person
On Bus Route	Quiet Neighborhood	Filipino	One Child
Play Area	Rabies?	Healthy Only	One Person
Privacy	Sauna	Hispanic	Oriental
Private Driveway	Seniors*	Hungarian	Physically Fit
Private Entrance	Senior Citizens*	Indian	Polish
Private Setting	Senior Housing*	Irish	Protestant
Quality Construction	Single Women/Man	Integrated	Puerto Rican
Quiet	Sophisticated	Jewish	Quiet Tenants
Reference Required	Stainless	Landlord (description of)	Same Tenant Only
(School District)	Two People	Latino	Shrine
(School Name)	Within Walking Distance	Mature Couple	Singles Only
Security Provided	Woman (Women) Only	Mature Individual	Single Person
Senior Discount	Square Feet	Mature Person(s)	Stable
Starter Home	Traditional Style	Mexican-American	Tenant (description of)
Traditional Style	Tranquil Setting	Mormon Temple	White Neighborhood
Verifiable Income	View of	Misquok	White Only
View of	With View	Must Be Employed	

72

72

## Case Studies...



73

## Case Study #1

An advertisement in a local newspaper for a new rental community says the following:

*"This beautifully designed rental community offers the finest in Christian living."*

Is this discriminatory?



Could be because it is targeting a particular type of person

74

## **Case Study #2**

The following ad appeared in the *Daily News*:

*FOR SALE: 4 BR brick home, Redwood School District. Excellent Elm Street location next door to St. John's Church and right on the bus line. Move-in condition; priced to sell. Call Gina at XYZ Realty, 314-555-1212.*

Is this discriminatory?



Should avoid mentioning the church

75

## **Case Study #3**

An advertising firm was hired by a developer to prepare a promotional brochure for a new housing development. The brochure pictured white couples as “happy residents”. These brochures were distributed to corporate executives employed by local firms. The development was advertised for sale in the “Business Executive Times” which is published in the area.

Is this discriminatory?



Could be...instead use a picture of the housing development with the copy (the place, not the who)

76

## **Case Study #4**

An appraiser is asked to appraise a residential property for loan purposes. The property is located in a "changing" neighborhood. More minority homeowners have recently moved into this neighborhood that previously lacked racial diversity. The appraiser believes there will be an increase in crime and that the quality of schools and other community facilities will decline because of the change in the neighborhood. The appraiser believes these conditions will eventually result in lower property values and reflects this belief in the estimated value of the subject home.

Is this discriminatory?



77

## **Case Study #5**

A real estate salesperson is asked by a potential seller to prepare a Competitive Market Analysis as a guide to establishing a listing price. The salesperson indicates that the houses have not been selling very fast in the neighborhood because of several incidents of racial tension. The salesperson recommends that the seller list the property for 20% less than the recent sales indicate the market value to be so that the house will sell more rapidly.

Is this discriminatory?



78

## **Case Study #6**

Sam, a white male and Tony, a black male, both expressed interest in purchasing a home through the same real estate brokerage firm. The salesperson working with Sam provides him detailed information about financing options, including specific programs available at five different local lenders. She tells Sam he will probably qualify for a conventional loan. When she meets with Tony, the salesperson provides him general information about financing options and recommends a lender that specializes in FHA financing.

Is this discriminatory?



Yes

79

## **Case Study #7**

The property manager of an apartment complex established the following rental procedures:

1. Prospective tenants with physical disabilities are shown the 1<sup>st</sup> floor.
2. Tenants are prohibited from making any leasehold improvements without prior approval by the property manager.
3. Families with children are shown units in a building reserved for children.
4. An additional security deposit will be collected from tenants with a pet.
5. One-bedroom apartments will be occupied by no more than two persons.

Are these discriminatory?



Yes, the 1<sup>st</sup> and 3<sup>rd</sup> procedures are NOT OK

80

## **Case Study #8**

A single woman with two small children has been told by a real estate salesperson that homes for sale in one of the new developments are “usually only available to married couples and two-parent families because they tend to create a more stable neighborhood”.

Is this discriminatory?



81

## **Case Study #9**

A family is moving in from out-of-town and contacts QRS Realty to help them learn about the new area and find a home. The family is concerned about finding a community with a rich cultural environment, a good school district with an active football program, and a neighborhood with other families and children of approximately the same ages. They also indicate to the real estate salesperson that they had the experience of living in a "mixed neighborhood" and like the advantages of living with a variety of people. Through her research, the salesperson identifies neighborhoods the clients described, agrees to only show them homes in those neighborhoods and mentions that the schools and other amenities may not be as good in these areas as they are in the less diverse neighborhoods.

Is this discriminatory?



82

## **Case Study #10**

A home seller creates a YouTube video promoting their home as for sale to the right buyer who must be of the seller's race.

Is this discriminatory?



Yes

83



84



85

85

# **Appendix K**

**About the Book: Summary of  
“Black History: An Inclusive Account of American History”  
Textbook**

## ABOUT THE BOOK

Black History 365 is a U. S. History textbook or ebook documenting the unique stories of Black persons, groups, and cultures in North America, beginning in Ancient Africa continuing to modern events and movements. This interactive history/social science textbook can be used independently or as supplemental text and includes interactive instructor resources that will engage all learners. The gateway to connecting history to daily life, this transcendent approach to American history allows students of all ethnicities to engage in meaningful conversations with teachers, peers, and their families...through the lens of Black History.

Full of rarely told history lessons, the BH365 curriculum has exclusive access to more than 3,000 original artifacts that take students and educators on a colorful journey to embracing an inclusive account of American history.

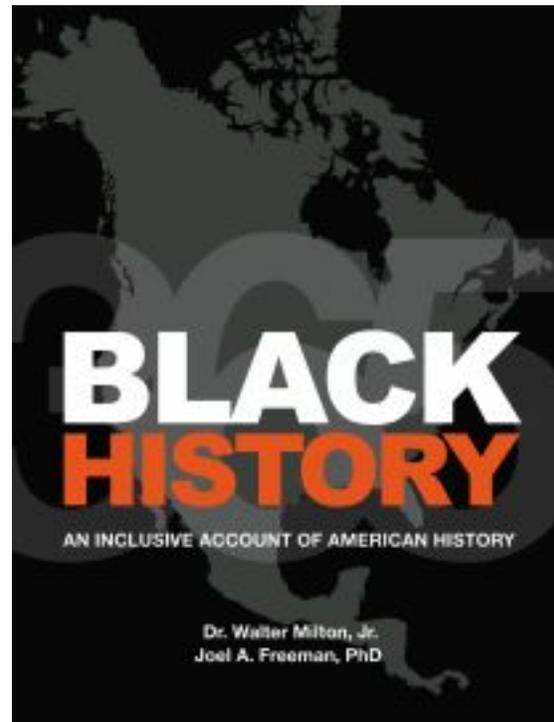
BH365 has exclusive access to 3,000+ genuine documents and artifacts from the celebrated and comprehensive Freeman Institute® Black History collection (oldest piece dated 1553). Over 4,000 high resolution images have been identified from that collection, many of which are utilized to inform the curriculum and illustrate the text.

BH365 includes the proprietary “Elephant Experience” student engagement process – with important subject matter interspersed throughout the curriculum – designed to prepare students to become critical thinkers, compassionate listeners and fact-based, respectful communicators when dealing with significant topics that have vexed our country for centuries.

BH365 curriculum project is missional – African American majority-owned/operated (BH365), with all resources published by an African American/women-owned entity (CGW365 Publishing). Other textbook companies owners and operators tend to be less missional, more transactional.

BH365 incorporates side bar materials that are

strategically placed throughout each chapter, providing student encounters on an approachable level.



**Pub Date:** 8/2/2020

**Availability Date:** 9/25/2020

**ISBN Hardcover National:** 978-0-9898504-9-0 **ISBN**

**Hardcover Lone Star:**

978-1-7355196-0-9

**Retail Price** \$175

**ISBN e-book National** 978-1-7355196-1-6 **ISBN e-book**

**Lone Star** 978-1-7355196-2-3 **ebook Price** \$150

**Format:** Paperback and ebook

**Page Count:** 1248

**Trim Size:** 8.5 inches x 11

**Weight:** 5 lbs

**Rights:** Worldwide

**Authors:**

Dr. Walter Milton, Jr.

Founder & CEO of BH365

**Dr. Joel Freeman**

Co-Founder & Executive Director of BH365

BH365 is comprised of a diverse group of writers and historians who start the curriculum in ancient Africa and end in Canada – where they introduce students to the people who followed the North Star to settle in communities that allowed for freedom of movement, thought and enterprise.

BH365 engages the whole student with chapter check-ins – using interdisciplinary components like science, math, language – as a part of the ongoing student experience throughout each unit.

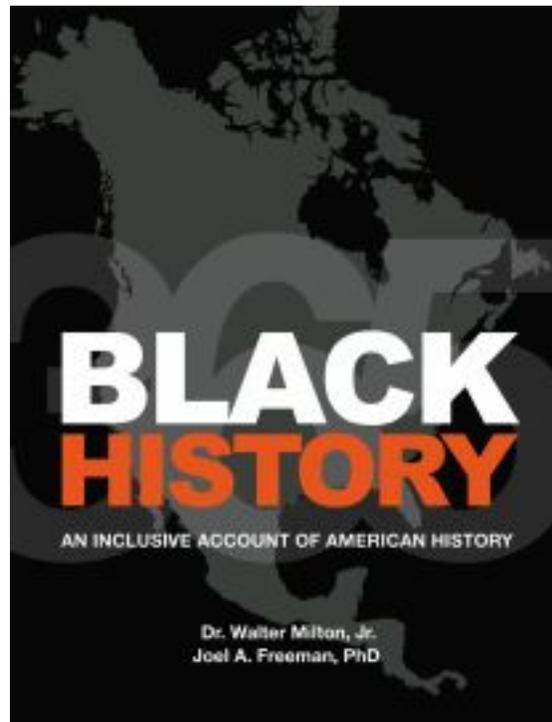
BH365 offers extensive supports and resources to both teachers and students through Professional Development (PD). Even though our textbook is not a psychology book, we know that some of the topics will cause certain thoughts, emotions and questions to rise to the surface. That is why we have put together a team of experts, an engaging textbook and an unparalleled PD process that will serve as an instructional tool for the teachers.

BH365 integrates technology in each unit and chapter.

Each unit contains technology integration including embedded QR codes throughout each chapter that can be scanned using an iPhone, Android, the SnapChat application or a free downloadable QR code reading application. This allows students to read about a person or event and then immediately watch a video relevant to that topic.

The QR codes lead readers to virtual tours to landmarks referenced within the text via Google Earth, online assessments, and supplemental instructional videos or documentaries via YouTube and participating partners.

Related activities and assessments accompany each integrated technology.



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**BH365<sup>®</sup> Quick Overview** K-12 Black

## History 365<sup>®</sup> curriculum

Black History 365<sup>®</sup> (BH365<sup>®</sup>) is a comprehensive K-12 curriculum designed for public schools across America. Our purpose is to provide a tech-savvy educational resource that will invite students and educators to become:

- **critical thinkers;**
- **compassionate listeners;**
- **fact-based, respectful communicators; and**
- **action-oriented solutionists.**

The first unit of the BH365<sup>®</sup> textbook (9th-12th grade) documents the genius, creativity and productivity of the peoples of ancient Africa. We started in this manner, because we do not want to reinforce the notion that Black History started with enslavement. The engaging timeline (in the following nine units) continues on through the past 4 centuries, up to contemporary times and topics. We have also included an entire Unit about the North Star and our connection to Canada through the Underground Railroad. No other K-12 Black American History curriculum – regardless the publisher – comes close to BH365<sup>®</sup>

The BH365<sup>®</sup> team is comprised of 50 people who are highly regarded in the fields of research, professional development, music, history, arts and education. For example, each of the ten units in the book will open with original music designed and developed by multi-platinum, Grammy Award-winner, Dr. Kevin “Khao” Cates, a producer for musicians like Jay-Z, TI and Snoop Dogg. Albums he has produced have sold well over 30 million copies.

## What sets BH365 apart?

### 10 Distinctives:

1. BH365<sup>®</sup> has exclusive access to 3,000+ genuine documents and artifacts from the celebrated and comprehensive Freeman Institute<sup>®</sup> Black History collection (oldest piece dated 1553). Over 4,000 high resolution images have been identified from that collection, many of which

are utilized to inform the curriculum and illustrate the text.

2. BH365<sup>®</sup> includes the proprietary ELEPHANT EXPERIENCE<sup>®</sup> student engagement process – with important subject matter interspersed throughout the curriculum – designed to prepare students to become critical thinkers, compassionate listeners and fact-based, respectful communicators when dealing with significant topics that have vexed our country for centuries. Through the elephant experience the textbook engages people of all ethnicities in the tough topics of our society. This is a process designed to heal, not divide. Here are some of the topics: reparations, Uncle Tom. 3/5th of a human being, with a Black President for two terms are we in a post racial society?, did Africans sell other Africans into slavery?, should be tear down the statues?, can a White person truly understand the Black experience?, Black quarterbacks, police/community engagement, et al.
3. BH365<sup>®</sup> curriculum project is missional – African American majority-owned/operated (BH365<sup>®</sup>, LLC), with all resources published by an African American/women-owned entity (CGW365 Publishing). Other textbook companies owners and operators tend to be less missional, more transactional.
4. BH365<sup>®</sup> incorporates side bar materials that are strategically placed throughout each chapter, providing student encounters on an approachable level.
5. BH365<sup>®</sup> engages the whole student with chapter check-ins – using interdisciplinary components like science, math, language – as a part of the ongoing student experience throughout each unit.
6. BH365<sup>®</sup> offers extensive supports and resources to both teachers and students through Professional Development (PD). Even though our textbook is not a psychology book, we know that some of the topics will cause certain thoughts, emotions and questions to rise to the surface. That is why we have put together a team of experts, an engaging textbook and an unparalleled PD process that will serve as an instructional tool for the teachers.
  7. BH365<sup>®</sup> integrates technology in each unit and chapter.
    - a. Each unit contains technology integration including embedded QR codes throughout each chapter that can be scanned using an iPhone, Android, the SnapChat application or a free downloadable QR code reading application. This allows students to read about a person or event and then immediately watch a video relevant to that topic.
    - b. The QR codes lead readers to virtual tours to landmarks referenced within the text via Google Earth, online assessments, and supplemental instructional videos or documentaries via YouTube and participating partners.

c. Related activities and assessments accompany each integrated technology.

8. BH365<sup>®</sup> is comprised of a diverse group of writers and historians who start the curriculum in ancient Africa and end in Canada – where they introduce students to the people who followed the North Star to settle in communities that allowed for freedom of movement, thought and enterprise.

9. BH365<sup>®</sup> has designed an after-school or Saturday program titled, The Solutionist Academy<sup>®</sup>. Schools can utilize the BH365<sup>®</sup> eBook curriculum, along with 21st Century, Title 1 or Title 4 dollars to implement this specialized program.

10. Multiplatinum, Grammy<sup>®</sup>-award winning artist, Kevin “Khao” Cates has produced 40 songs – one for every chapter in the textbook – that dynamically connect students with the BH365<sup>®</sup> curriculum.



365

**Andrew Young**

*Civil Rights Activist, UN Ambassador*

**Cathy Hughes**

*Founder and Chairwoman, Urban One, Inc.*

**Pete Babcock**

*Historian, NBA General Manager*

*Grandson of Alex Haley*

**James Agbara Bryson**

*Great Grand Nephew of Annie Malone*

**Benjamin Crump**

*Civil Rights Attorney*

**Smokey Robinson**

*Internationally Acclaimed Singer-Songwriter*

**Dr. Marvin Dulaney**

*Historian, Educator*

**Jamila Thomas**

*Senior Vice President, Big Brothers,  
Big Sisters, Dallas*

**Robert Edison**

*Former Educator, Dallas ISD*

**Darrick Eugene**

*Finance Attorney & Lobbyist*

**George Fraser**

*Frasernet, FraserNation, Author*

**Patrick Gaston**

*Former President, Verizon Foundation*

**Paul Griffin**

*Former Vice President, Houghton Mifflin,  
Past International President, Phi Beta Sigma*

**Bill Haley, Jr.**

**Robert Jackson**

*National Education Speaker/Author*

**Alveda King**

*Niece of Dr. Martin Luther King, Jr.*

**Lewis Paul Long**

*Long Gallery, Harlem*

**Calvin Mackie, PhD**

*President, STEM NOLA, Inventor, Author*

**Dr. Rita Ali**

*VP, Illinois Central College*

**Kimberly Jones, Esq.,**

*Executive Vice President of the Council for  
Opportunity in Education*

**Ben Watson**

*NFL Super Bowl XXXIX Champion*

**Mark Henry**

*WWE Hall of Fame, World's Strongest Man*

**James Page**

*Systems Analyst, New York State Bar  
Association*

**BH365<sup>®</sup>**

**Additional Information**

Dr. Walter Milton, Jr. and Dr. Joel A. Freeman, are Co-Founders of BH365<sup>®</sup>, LLC and Coauthors of the BH365<sup>®</sup> textbook. We have a brilliant team of 50 experts in education, curriculum design, professional development, marketing, sales, technology and media relations. The response has almost been overwhelming from schools, superintendents and the media.

Visit [www.BlackHistory365Education.com](http://www.BlackHistory365Education.com) to listen to interviews and read testimonials.

Below is more information about what BH365<sup>®</sup> is doing – through the lens of Black History – to positively impact K-12 students in public schools across America.

Black History 365<sup>®</sup> is an educational entity – that engages all ages – whose purpose is to create cutting-edge resources that invite students, educators, and others to become critical thinkers, compassionate listeners, fact based, respectful communicators and action-oriented solutionists.

## WHY BH365?

### BLACK STUDENTS

Unfortunately, Black students, in particular, are contending with emotions they may find difficult to articulate. Black students are fighting forces that were strategically established to maintain academic neutrality, while other students have significantly more opportunities to excel because they are exposed to the contributions of their ancestors – daily celebrating their history, culture, and existence throughout history textbooks and society at-large.

According to research regarding culturally responsive teaching and learning, there is a direct correlation be

tween students' self-awareness and academic achievement. There is an obvious need for Black American students to achieve in the same manner – being culturally astute matters!

The lack of historical content has been a significant influencer of negative outcomes for black students and communities including:

- Lack of self-awareness
- Lack of self-esteem
- Lack of intrinsic motivation
- Decreased academic achievement
- Truancy
- Discipline referrals
- Criminal activity
- Prison sentences
- Death

## All STUDENTS

White students benefit from learning about other cultures in much the same way as students of color. It is important for all learners to understand and acknowledge the contributions of persons from varied cultures, ethnicities, and backgrounds in order to fully appreciate all of humanity. There is no dominant race, but individuals of shared ethnicities offer traits and talents that benefit society-at-large. History is a rich, engaging subject that should be inclusive of all and Black American history truly includes Native American and European history. When all students learn to grapple with their varied pasts, they are more prepared to create the future they deserve.

## EDUCATORS

For decades and even centuries, teachers have been encouraged to tell a pretty lop-sided story. Although many educators have taken the initiative to be more inclusive in their delivery of history and social science instruction, there have been few mandates to do so. Educators and decision-makers within our system are also influenced by the lack of black history curriculum and participate in the demise of historically forgotten communities by:

- Accepting negative stereotypes
- Displaying biases
- Acting on fear of the unknown
- Refusing to acknowledge the contributions and challenges of black Americans
- Not challenging discriminatory behavior
- Challenging progressive movements that would bring more inclusive history and social studies curriculum

While historically teachers have not been “trained” to teach Black history, BH365 offers resources and supports to begin to unlearn historical biases and teach well-rounded lessons that include and engage all students.

# **Appendix L**

**4th Annual Teaching Black History Conference Invoice**

# University of Missouri

## INVOICE

Customer:

FRANCIS HOWELL SCHOOL DIST  
Accounts Payable - Attn: Sherry Jordan  
4545 Central School Road  
Saint Charles MO 63304-7113

Page: 1  
Invoice No: INV0434301  
Invoice Date: 05/18/2021  
Customer Number: 3296  
P.O. Number  
Payment Terms: N30  
Due Date: 06/17/2021  
Federal Id Number: 43-6003859

AMOUNT DUE: 297.00 USD

**For billing questions, please contact College of Education @ 573/882-2120**

Line	Adj	Identifier	Description	Quantity	UOM	Unit Amt	Net Amount
Registration fees for the Carter Center's 2021 Virtual Teaching Black History Conference to be held July 23-25, 2021.							
1		CRTRCONF	Carter Conference Fees	3.00	EA	99.00	297.00
Participants: Sherry Jordan, Sean Fowler, and Lisa Niswonger							
<b>SUBTOTAL:</b>							297.00
<b>TOTAL AMOUNT DUE :</b>							297.00

The University will pursue all collection efforts and practices in collecting any unpaid balance(s). These practices include placing phone calls, mailing/emailing invoices and collection notices, utilizing the Missouri Department of Revenue's Debt Offset Program to intercept state tax refunds, referring the account to a collection agency and having the debt reported on your credit bureau reports, and referring the balance to an attorney to pursue the balance via litigation. If your account balance is referred to an outside collection agency your account may be assessed an additional collection fee of 30 percent of your outstanding balance. This one-time fee would be used to offset any and all costs and expenses, including reasonable attorney's fees and collection agency commission that the University may incur in such collection efforts. The University will also assess any additional expenses incurred in collecting the debt as allowed by law.

PLEASE DETACH THIS BOTTOM PORTION AND RETURN WITH YOUR PAYMENT IN THE ENCLOSED WINDOW ENVELOPE.  
MAKE CHECKS PAYABLE TO THE UNIVERSITY OF MISSOURI.

Invoice No: INV0434301  
Customer Number: 3296  
Due Date: 06/17/2021  
Amount Due: **297.00**

Amount Enclosed:

Customer:

FRANCIS HOWELL SCHOOL DIST  
Accounts Payable - Attn: Sherry Jordan  
4545 Central School Road  
Saint Charles MO 63304-7113

REMIT TO:

University of Missouri-Columbia AR  
P.O. Box 807012  
Kansas City, MO 64180-7012

Pay via credit card at **upay.umsystem.edu**  
or complete the following information. Please check the type of credit card used.  
We accept  VISA  MASTERCARD  DISCOVER  AMERICAN EXPRESS  
Credit Card Number:   
Cardholder Name: (Please print) \_\_\_\_\_ Exp Date: \_\_\_\_/\_\_\_\_  
Cardholder Signature: \_\_\_\_\_

9540434301000000000032961000000000297007

PeopleSoft BI  
INVOICE PRINT SUMMARY - SELECTED BILLS

Report ID: BIIVCPN  
Report Action: INVOICE

Page No. 1  
Run Date 05/19/2021  
Run Time 08:54:42

<u>Business Unit</u>	<u>Number of Bills</u>	<u>Total Invoice Amount</u>	<u>Currency</u>
COLUM	1	297.00	USD

---

Total number of bills printed: 1

# **Appendix M**

**Black History Course Development Slide Deck  
for February 12, 2021, Meeting  
(*Created February 22, 2021 by FHSD,  
two further revisions thereafter*)**



1

**Checking - In:**

We have had several snow days in a row this week, what are your 2 things you prioritize on Snow Days?



**Snow Day Checklist**

- Go sledding
- Build a snowman
- Drink hot cocoa

2

# What made you happy this week?



Happiness this week!!



11:20

Francis Howell School District's Post

**Francis Howell School District**  
2d · 🌐

Francis Howell schools will be closed today, Feb. 9, due to inclement weather. The Admin Building will be open. Preschool and Vacation Station will operate at select sites from 7a.m. to 6p.m. More info: <https://bit.ly/3mRYl8l>

3

3

## Meeting Feb. 12th - 8-2:30

**Today's Goals:**

8-11:30 - Break at 9:15 and 10:15

- Compose Supporting Questions for each unit
- Compose Essential Questions and Understanding for each Unit

12:30-2:30 - Break at 1:30

- Create Performance Tasks for each Unit - Could be similar for each unit
- Create Sample Activities for each Unit - Divide and Conquer

4

4

## Collaboration Team Norms:

### 7 norms for Collaboration

- **Presence** - Be a fully present team member as much as possible.
- **Participate as a team member**- collaborative and flexible to grow for the good of the group.
- **Posing Questions** - ask questions at any point when you have questions.
- **Putting Ideas on the table** - Brainstorm Ideas often so we can discuss together.
- **Placing our students' needs first** when making decisions together as a team.
- **Paying attention to self and others** - self-monitor and pay attention to others.
- **Presuming Positive Intent** - Remain positive and understand the lens' of others.

5

5

## 1. Review Progress

Let's start with a review of our Compelling Questions/Standards/Topics Document

6

## Review Compelling Questions/Standards/Topics Sheet

- Compelling Questions/Standards/Topics Document
- Discuss need for revision of Unit 6

7

7

## 2. Essential Questions/Understandings

Let's begin digging into the Curriculum Template.

8

## Black History Curriculum Template

- Black History Curriculum Template 2021
- Focus on Essential Questions and Enduring Understandings

### 3. Performance Tasks for each unit discussion

Performance Tasks for each Unit discussion based on Inquiry Model.

## Performance Tasks

- With Inquiry Model - should involve students coming to their own conclusions/understandings based on research.
- Could be a menu of options to illustrate understanding of Compelling Question.
- Infographic, Slideshow, Argument Paper, Action Response - Audience/Purpose

11

11

## Compelling Questions/Performance Tasks

### Unit One

- 1) What is Black History and why study it?

### Performance Task Ideas

- 1) Collaborative Discussion/Socratic Seminar

12

12

## Compelling Questions/Performance Tasks

### Unit Two

- 1) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?

### Performance Task Ideas

- 1) Virtual Museum of a student selected African Kingdom

13

13

## Compelling Questions/Performance Tasks

### Unit Three

- 1) What is the Racial Wealth Gap: How did it come to be and what can be done to close it?

### Performance Task Ideas

- 1) Action Response - Congressman/ Mayor/
- 2) Slideshow
- 3) Argument Paper
- 4)

14

14

## Compelling Questions/Performance Tasks

### Unit Four

- 1) What historical and modern-day struggles exist for Black communities in working toward equity?

### Performance Task Ideas

- 1) Action Response - Congressman/ Mayor/
- 2) Slideshow
- 3) Argument Paper
- 4)

15

15

## Compelling Questions/Performance Tasks

### Unit Five

- 1) What is the lasting legacy of Black Cultural icons in different avenues of society? (Both Famous and Local Leaders/Icons)

### Performance Task Ideas

- 1) Letter of Gratitude/Celebration
- 2) Slideshow
- 3)

16

16

## Compelling Questions/Performance Tasks

### Unit Six

- 1) How have Black Americans persevered and/or become agents of change during times of uncertainty?

### Performance Task Ideas

- 1) Action Response
- 2) Slideshow
- 3) Argument Paper
- 4) Infographic

## 4. Sample Activities

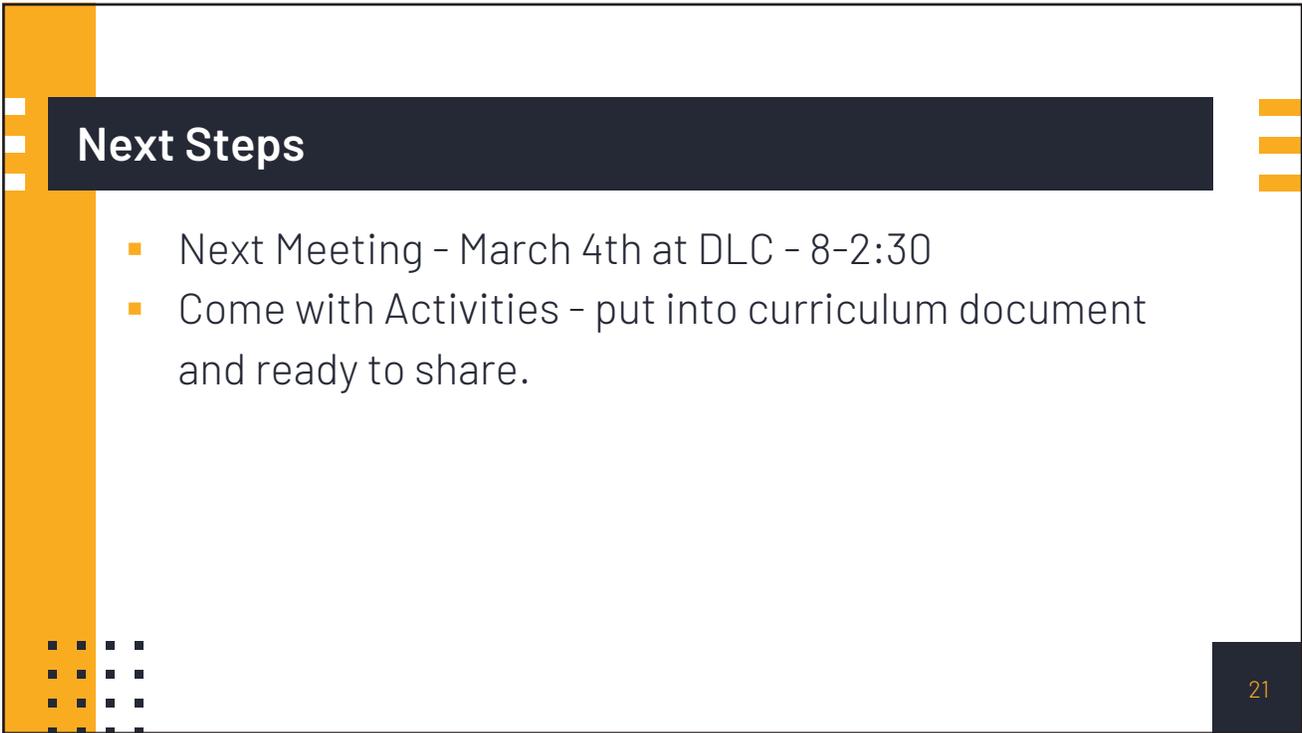
We need at least 4 per unit addressing Essential Questions/Understandings.

## Divide and Conquer - Share out next time

Unit #	Person Responsible for Sample Activities:
Unit 1	Sherry Jordan
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	

## 5. How do you like the resource? Discussion

Black History 365 Book DRAFT - Share and Discuss...



Next Steps

- Next Meeting - March 4th at DLC - 8-2:30
- Come with Activities - put into curriculum document and ready to share.

21

Detailed description: This slide features a dark blue header with the title 'Next Steps' in white. Below the header, two bullet points are listed in a dark grey font. The slide is decorated with orange vertical bars on the left and right sides, and a grid of small black squares in the bottom left and right corners. A small orange square with the number '21' is located in the bottom right corner.

21



“THE SECRET OF CHANGE IS TO FOCUS ALL OF YOUR ENERGY, NOT ON FIGHTING THE OLD, BUT ON BUILDING THE NEW.”  
— SOCRATES

22

Detailed description: This slide features a large black rectangular area in the center containing a quote in white, all-caps text. The quote is attributed to Socrates. The slide is decorated with orange vertical bars on the left and right sides, and a grid of small black squares in the bottom left and right corners. A small orange square with the number '22' is located in the bottom right corner.

22



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## Compelling Questions/Performance Tasks

### Unit Two

- 1) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?

### Performance Task Ideas

- 1) Virtual Museum of a student selected African Kingdom

14

14

## Compelling Questions/Performance Tasks

### Unit Three

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1) What is the Racial Wealth Gap: How did it come to be and what can be done to close it?</li></ol> | <h3>Performance Task Ideas</h3> <ol style="list-style-type: none"><li>1) Action Response - Congressman/ Mayor/</li><li>2) Slideshow</li><li>3) Argument Paper</li><li>4)</li></ol> |
|---|--|

15

15

## Compelling Questions/Performance Tasks

### Unit Four

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1) What historical and modern-day struggles exist for Black communities in working toward equity?</li></ol> | <h3>Performance Task Ideas</h3> <ol style="list-style-type: none"><li>1) Action Response - Congressman/ Mayor/</li><li>2) Slideshow</li><li>3) Argument Paper</li><li>4)</li></ol> |
|---|--|

16

16

## Compelling Questions/Performance Tasks

### Unit Five

- 1) What is the lasting legacy of Black Cultural icons in different avenues of society? (Both Famous and Local Leaders/Icons)

### Performance Task Ideas

- 1) Letter of Gratitude/Celebration
- 2) Slideshow
- 3)

17

17

## Compelling Questions/Performance Tasks

### Unit Six

- 1) How have Black Americans persevered and/or become agents of change during times of uncertainty?

### Performance Task Ideas

- 1) Action Response
- 2) Slideshow
- 3) Argument Paper
- 4) Infographic

18

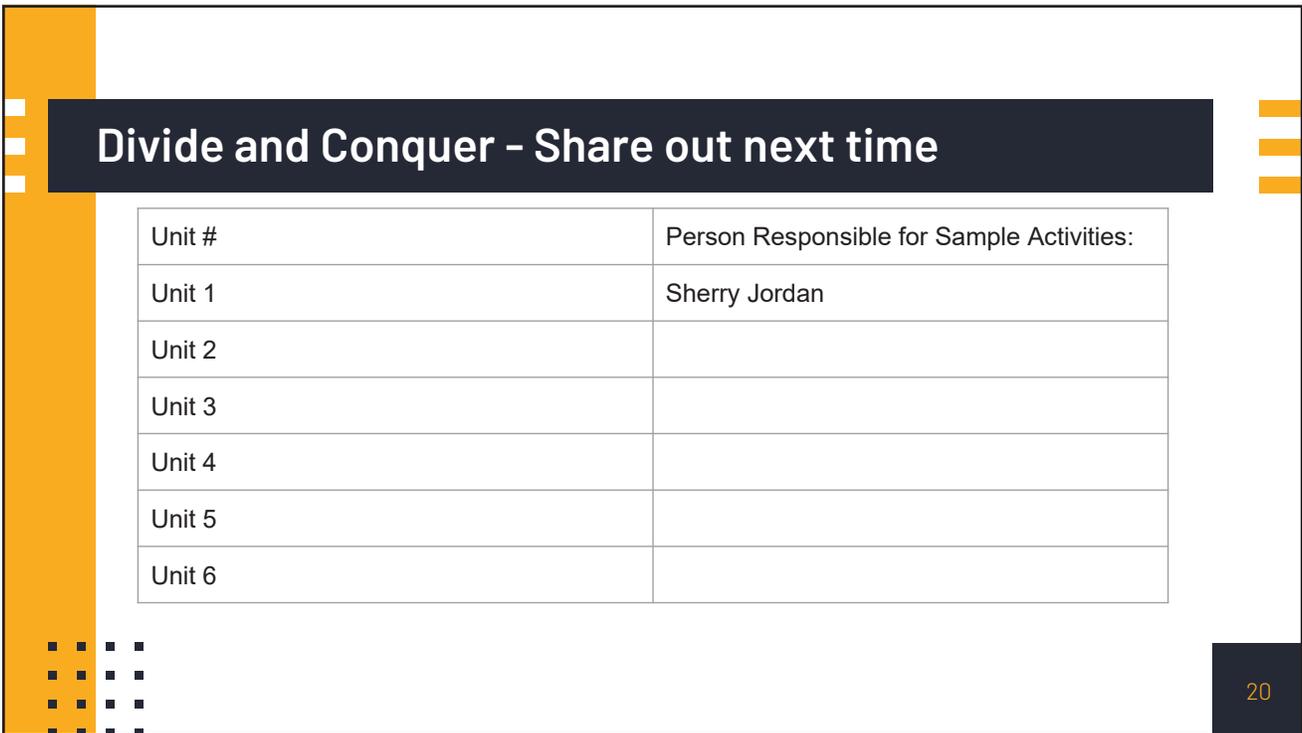
18



## 4. Sample Activities

We need at least 4 per unit addressing Essential Questions/Understandings.

19



### Divide and Conquer - Share out next time

Unit #	Person Responsible for Sample Activities:
Unit 1	Sherry Jordan
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	

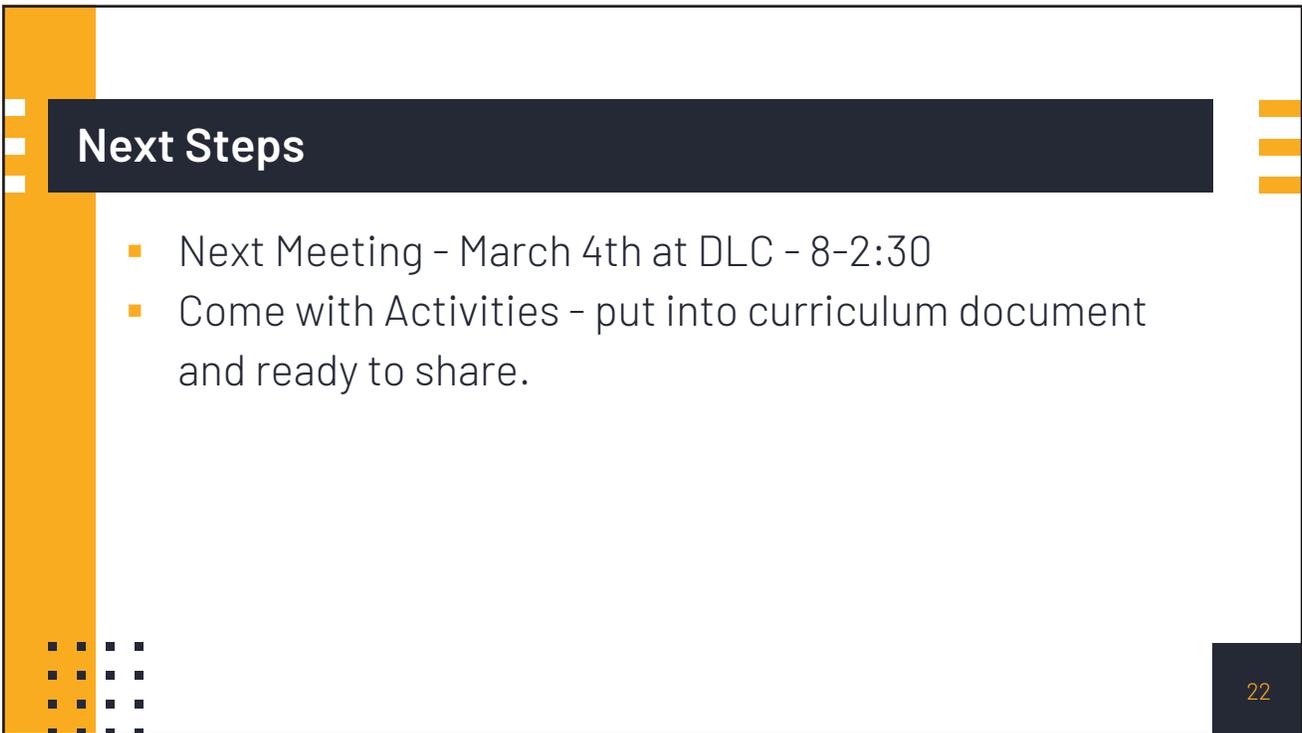
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20



**5. How do you like the resource? Discussion**  
Black History 365 Book DRAFT - Share and Discuss...

21



**Next Steps**

- Next Meeting - March 4th at DLC - 8-2:30
- Come with Activities - put into curriculum document and ready to share.

22





1

**Checking - In:**

We have had several snow days in a row this week, what are your 2 things you prioritize on Snow Days?

**Snow Day Checklist**

- Go sledding
- Build a snowman
- Drink hot cocoa

The graphic is framed by a wooden border and includes a small tree icon. The slide also features orange and dark blue decorative blocks and a dotted pattern in the bottom right corner.

2

# What made you happy this week?



Happiness this week!!

11:20

Francis Howell School District's Post



Francis Howell School District

Francis Howell schools will be closed today, Feb. 9, due to inclement weather. The Admin Building will be open. Preschool and Vacation Station will operate at select sites from 7a.m. to 6p.m. More info: <https://bit.ly/3mRYl8I>



3

3



4

4

## Meeting Feb. 12th - 8-2:30

### Today's Goals:

8-11:30 - Break at 9:15 and 10:15

- Compose Supporting Questions for each unit
- Compose Essential Questions and Understanding for each Unit

12:30-2:30 - Break at 1:30

- Create Performance Tasks for each Unit - Could be similar for each unit
- Create Sample Activities for each Unit - Divide and Conquer

5

5

## Collaboration Team Norms:

### 7 norms for Collaboration

- **Presence** - Be a fully present team member as much as possible.
- **Participate as a team member**- collaborative and flexible to grow for the good of the group.
- **Posing Questions** - ask questions at any point when you have questions.
- **Putting Ideas on the table** - Brainstorm Ideas often so we can discuss together.
- **Placing our students' needs first** when making decisions together as a team.
- **Paying attention to self and others** - self-monitor and pay attention to others.
- **Presuming Positive Intent** - Remain positive and understand the lens' of others.

6

6

**1. Review Progress**  
Let's start with a review of our Compelling Questions/Standards/Topics Document

7

**Review Compelling Questions/Standards/Topics Sheet**

- Compelling Questions/Standards/Topics Document
- Discuss need for revision of Unit 6

8

## 2. Essential Questions/Understandings

Let's begin digging into the Curriculum Template.

9

## Black History Curriculum Template

- [Black History Curriculum Template 2021](#)
- Focus on Essential Questions and Enduring Understandings

10

10

### 3. Performance Tasks for each unit discussion

Performance Tasks for each Unit discussion based on Inquiry Model.

11

#### Performance Tasks

- With Inquiry Model - should involve students coming to their own conclusions/understandings based on research.
- Could be a menu of options to illustrate understanding of Compelling Question.
- Infographic, Slideshow, Argument Paper, Action Response - Audience/Purpose

12

12

## Compelling Questions/Performance Tasks

### Unit One

- 1) What is Black History and why study it?

### Performance Task Ideas

- 1) Collaborative Discussion/Socratic Seminar

13

13

## Compelling Questions/Performance Tasks

### Unit Two

- 1) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?

### Performance Task Ideas

- 1) Virtual Museum of a student selected African Kingdom

14

14

## Compelling Questions/Performance Tasks

### Unit Three

- 1) What is the Racial Wealth Gap: How did it come to be and what can be done to close it?

### Performance Task Ideas

- 1) Action Response - Congressman/ Mayor/
- 2) Slideshow
- 3) Argument Paper
- 4)

15

15

## Compelling Questions/Performance Tasks

### Unit Four

- 1) What historical and modern-day struggles exist for Black communities in working toward equity?

### Performance Task Ideas

- 1) Action Response - Congressman/ Mayor/
- 2) Slideshow
- 3) Argument Paper
- 4)

16

16

## Compelling Questions/Performance Tasks

### Unit Five

- 1) What is the lasting legacy of Black Cultural icons in different avenues of society? (Both Famous and Local Leaders/Icons)

### Performance Task Ideas

- 1) Letter of Gratitude/Celebration
- 2) Slideshow
- 3)

17

17

## Compelling Questions/Performance Tasks

### Unit Six

- 1) How have Black Americans persevered and/or become agents of change during times of uncertainty?

### Performance Task Ideas

- 1) Action Response
- 2) Slideshow
- 3) Argument Paper
- 4) Infographic

18

18

## Compelling Questions/Performance Tasks

Unit Seven

1) How have Black youth been change agents and leaders in society?

Performance Task Ideas

- 1) Action Response
- 2) Slideshow
- 3) Argument Paper
- 4) Infographic



19

## Compelling Questions/Performance Tasks

Unit Eight

1) Why is Black History unique in our local history?

Performance Task Ideas

- 1) Action Response
- 2) Slideshow
- 3) Argument Paper
- 4) Infographic



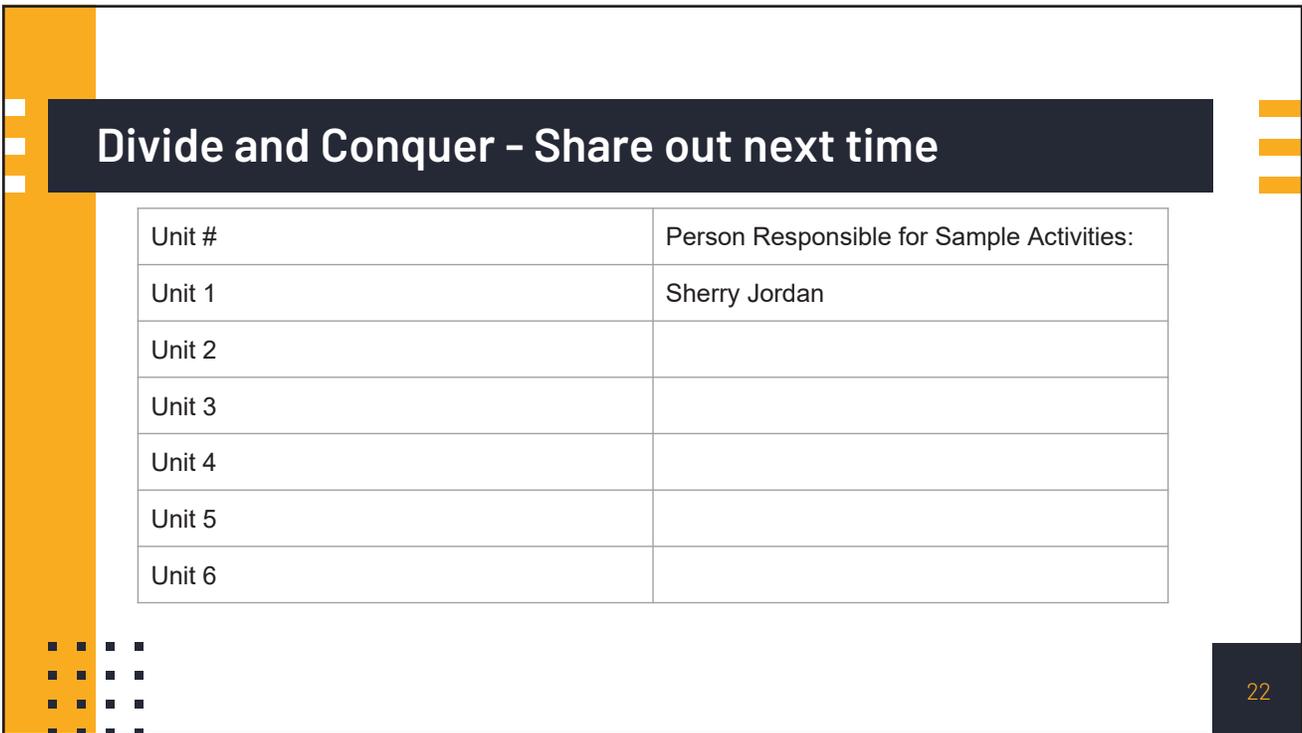
20



## 4. Sample Activities

We need at least 4 per unit addressing Essential Questions/Understandings.

21



### Divide and Conquer - Share out next time

Unit #	Person Responsible for Sample Activities:
Unit 1	Sherry Jordan
Unit 2	
Unit 3	
Unit 4	
Unit 5	
Unit 6	

22

## 5. How do you like the resource? Discussion

Black History 365 Book DRAFT - Share and Discuss...

23

## Next Steps

- Next Meeting - March 4th at DLC - 8-2:30
- Come with Activities - put into curriculum document and ready to share.

24

24



# **Appendix M.1**

**Compelling Questions Development History**  
***(Created December 2, 2020 by FHSD, Several Revisions)***

## Compelling Questions

### Unit:

- How do we engage effectively in Civil Discourse?
- What is History? What is Black History and why study it?

### Unit:

- How did the diversity of African cultures impact the identity and culture of Blacks in the United States?
  - Black Diaspora and Migration - Need a Question

### Unit:

- What is the racial wealth gap; how did it come to be and what can be done to close it?
  - Reparations

### Unit:

- What historical and modern day struggles exist for Blacks in working toward equity? (Caste System) - REWORD
  - How have Blacks fought for freedom while still oppressed?
  - Is protest Patriotic?

### Unit:

- How has the black experience and culture within the United States changed over time?
  - How did Black Intersectionalities contribute to the history of America?

### Unit:

- How has systematic oppression affected Black communities' responses and relationships to authority?

Compelling Questions

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>How do we engage in <b>Civil Discourse?</b></p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>This text was replaced in the next revision. This was changed after Dr. King criticized the use of the word "civil" in his 1/7/2021 e-mail. See Section 26.1</p> </div>	<p>What is Civil Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>		<ul style="list-style-type: none"> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>● <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>● Identity activity- How do others see you? How do you see yourself?</li> <li>● <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>● <a href="#">TED Talk - How to Lead a Conversation between Two People who</a></li> </ul>

			<p><a href="#">Disagree</a> - Eve Pearlman</p> <ul style="list-style-type: none"> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> </ul>
What is Black History and why study it?	<ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• How did Africa get its name?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook.</li> <li>•</li> </ul>
How did the diversity of African cultures impact the identity and culture of Blacks in the United States?	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> </ul>	Black Diaspora and Migration	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>
What is the racial wealth gap; how did it come to be and what can be done to close it?		Reparations	<ul style="list-style-type: none"> <li>• Ch. 20 Economy, Policy</li> <li>• Ch. 22 Income</li> <li>•</li> </ul>
What historical and modern day struggles exist for Blacks in working toward equity?  <span style="border: 1px solid red; padding: 2px;">Orange: Text deleted/ replaced in next revision</span>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul>	Hidden Caste System	<ul style="list-style-type: none"> <li>• 3/4 Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul> <span style="border: 1px solid red; padding: 2px;">Orange: Text deleted/ replaced in next revision</span>
How has the Black experience and culture within the U.S. changed over time?	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> </ul>		<ul style="list-style-type: none"> <li>• Religion</li> <li>• Ch. 14</li> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> </ul>

Changed to:  
What is the lasting legacy of Black Cultural icons?

<p>Orange: Text deleted/ replaced in next revision</p>			<ul style="list-style-type: none"> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul>
<p>How has systematic oppression affected Black Communities' responses and relationships to authority? (NEEDS REVISION)</p> <p>Idea: What does it mean to be powerful? (c3 Inquiry- Euro History)</p>	<ul style="list-style-type: none"> <li>• How have people used oppression in order to gain power?</li> <li>• How have people used collective action to gain power?</li> <li>• How have people used individual action to gain power?</li> </ul>		<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>•</li> </ul>
<p>Changed to: What social structures have impacted Black communities and the relationships between peoples and governments?</p>			

## Black History Unit Outlines

Green: Text added/revise  
since prior revision.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>1) How do we engage in <b>Critical Conversations?</b></p> <p><b>Standards:</b>  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p>	<p>What is Civil Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>		<ul style="list-style-type: none"> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>● <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>● Identity activity- How do others see you? How do you see yourself?</li> <li>● <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>● <a href="#">TED Talk - How to Lead a Conversation between</a></li> </ul>

			<p><a href="#">Two People who Disagree</a> - Eve Pearlman</p> <ul style="list-style-type: none"> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> </ul>
<p>2) What is Black History and why study it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards:                  Diversity 8</b></p>	<ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• How did Africa get its name?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> <li>•</li> </ul>	<p>Geography of Africa                  Culture of Africa (Today)</p> <p>Green: Text added/revised since prior revision.</p> <p>Green: Text added/revised since prior revision.</p>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook.</li> <li>•</li> </ul>
<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  GV.1.CC.B                  WH.2.G.B                  WH.3.CC.B                  WH.5.G.A  <b>1.PC.A</b>                  WH.4.PC.D</p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>

<p>AH.6.PC.A  Social Justice Standards:  Identity 2  Identity 5  Diversity 8  Diversity 9</p>			
<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  WH.3.CC.B  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.5.G.A.  <b>1.PC.A</b>  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH.5.PC.C</p> <p>Social Justice Standards:  Diversity 6  Diversity 8  Diversity 10  Justice 12</p>		<ul style="list-style-type: none"> <li>• Reparations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 20 Economy, Policy</li> <li>• Ch. 22 Income</li> <li>•</li> </ul>

Green: Text added/revised since prior revision.

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<p>Justice 13 Justice 14 Justice 15 Action 16</p>	<p>Green: Text added/revised since prior revision.</p>		
<p>5) What historical and modern day struggles exist for Blacks in working toward equity?</p> <p>Standards: 1.CC.D 1.CC.E AH.5.CC.D GV.1.GS.B AH.3.GS.A AH.5.EC.C 1.PC.A AH.3.PC.B 5.PC.C 5.PC.E AH.2.PC.D AH.3.PC.B AH5.PCC.C</p> <p>Social Justice Standards: Diversity 8 Diversity 10 Justice 12 Justice 13 Action 16</p>	<p>• How have Blacks fought for freedom while still oppressed? • Is Protest Patriotic?</p> <p>Green: Text added/revised since prior revision.</p>	<p>• Hidden Caste System • Emergencies of Jim Crow • Race Riots • Impact of Reganomics • War on Drugs • Mass Incarceration</p> <p>Green: Text added/revised since prior revision.</p>	<p>• ⅔ Compromise • Jim Crow Laws • Education • Protest</p> <p>Green: Text added/revised since prior revision.</p>
<p>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</p> <p>Standards:</p>	<p>• How did Black Intersectionalities contribute to the history of America?</p>	<p>• Black music • Black dance • Black Culture • Sports • Entertainment</p>	<p>• Ch. 19 (Women) • Ch. 26 (Music) • Ch. 27 (Entertainment) • Ch. 30 (Sports)</p>

<p>1.CC.D 1.CC.E AH.2.CC.C AH.5.CC.D 1.PC.A WH.4.PC.D 5.PC.E AH.6.PC.A AH.3.PC.B AH.6.PC.A</p> <p>Social Justice Standards: Identity 2 Identity 5 Diversity 6 Diversity 8 Justice 11 Justice 15</p>	<p>Green: Text added/revised since prior revision.</p>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Harlem Renaissance</li> </ul>	
<p>7) What social structures have impacted Black communities and the relationships between peoples and governments?</p> <p>Standards: 1.CC.D 1.CC.E AH.5.CC.D GV.1.GS.A AH.1.GS.C GV.1.GS.B AH.3.GS.A AH.5.EC.C 1.PC.A AH.1.PC.B</p>	<p>Green: Text added/revised since prior revision.</p> <ul style="list-style-type: none"> <li>• How have people used oppression in order to gain power?</li> <li>• How have people used collective action to gain power?</li> <li>• How have people used individual action to gain power?</li> </ul>		<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>•</li> </ul>

<p>WH.4.PC.D AH.3.PC.B 5.PC.C 5.PC.E AH.3.PC.B AH.5.PC.C</p> <p>Social Justice Standards: Justice 13</p>	<p>Green: Text added/revised since prior revision.</p>		
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Black History Unit Outlines

Changed to:  
Critical

Green: Text added/ revised  
since prior revision.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
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			<ul style="list-style-type: none"> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> </ul>
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<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          GV.1.CC.B          WH.2.G.B          WH.3.CC.B          WH.5.G.A</p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>

<p><b>1.PC.A</b>          WH.4.PC.D          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 8</b>  <b>Diversity 9</b></p>			
<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b></p>		<ul style="list-style-type: none"> <li>● Reparations</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>●</li> </ul>

<p><b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b>  <b>Action 16</b></p>			
<p>5) What historical and modern day struggles exist for Blacks in working toward equity?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p>	<ul style="list-style-type: none"> <li>● How have Blacks fought for freedom while still oppressed?</li> <li>● Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>● Hidden Caste System</li> <li>● Emergencies of Jim Crow</li> <li>● Race Riots</li> <li>● Impact of Reganomics</li> <li>● War on Drugs</li> <li>● Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>● ⅔ Compromise</li> <li>● Jim Crow Laws</li> <li>● Education</li> <li>● Protest</li> </ul>
<p>6) What is the lasting legacy of</p>	<ul style="list-style-type: none"> <li>● How did Black</li> </ul>	<ul style="list-style-type: none"> <li>● Black music</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 19 (Women)</li> </ul>

<p>Black Cultural icons in different avenues of society?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>                  WH.4.PC.D                  5.PC.E                  AH.6.PC.A                  AH.3.PC.B                  AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p>	<p>Intersectionalities contribute to the history of America?</p>	<ul style="list-style-type: none"> <li>● Black dance</li> <li>● Black Culture</li> <li>● Sports</li> <li>● Entertainment</li> <li>● Art</li> <li>● Harlem Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 26 (Music)</li> <li>● Ch. 27 (Entertainment)</li> <li>● Ch. 30 (Sports)</li> </ul>
<p>7) What social structures have impacted Black communities and the relationships between peoples and governments?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>                  GV.1.GS.A                  AH.1.GS.C                  GV.1.GS.B</p>	<p>Changed to:                  How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities?</p> <ul style="list-style-type: none"> <li>● How have people used oppression in order to gain power?</li> <li>● How have people used collective action to gain power?</li> <li>● How have people used individual action to gain power?</li> </ul>		<ul style="list-style-type: none"> <li>● Ch. 13</li> <li>●</li> </ul>

Orange: Text deleted/ replaced in next revision

<p>AH.3.GS.A AH.5.EC.C <b>1.PC.A</b> AH.1.PC.B WH.4.PC.D AH.3.PC.B 5.PC.C 5.PC.E AH.3.PC.B AH.5.PC.C</p> <p><b>Social Justice Standards: Justice 13</b></p>			
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Black History Unit Outlines

\*\*\*\*Add in Resistance, Agency, and Civil Rights Movement to all Units.

The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>1) How do we engage in Critical Conversations?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p> <p><b>Combine Units 1 and 2</b></p> <p>This was done in the Feb. 5, 2021 10:02 AM revision.</p>	<p>What is <b>Critical</b> Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about <b>controversial</b> topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>	<p><b>Technical Terms:</b>  Assimilation  Accommodation  Multiculturalism  Pluralism  Diffusion  Nationalism  Race  Ethnicity</p> <p>Green: Text added/revised since prior revision.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Civil Discourse Presentation</a></li> <li>• Freewrite on an image - football players kneeling - discuss.</li> <li>• Class Values - What do we value most?</li> <li>• <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>• Civil Discourse - Topic Flood</li> <li>• Sensitive Topics Rules</li> <li>• <a href="#">Topics/Articles to Read List</a></li> <li>• <a href="#">6-Column Chart</a></li> <li>• <a href="#">Politics, Facts, Civility - AoW</a></li> <li>• TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by</li> </ul>

<p>The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.</p>		<p>Green: Text added/ revised since prior revision.</p>	<p>Michael Sandel</p> <ul style="list-style-type: none"> <li>• <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> </ul>
<p>2) What is Black History and why study it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  AH.1.GS.C</p>	<ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• How did Africa get its name?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Geography of Africa                  Culture of Africa (Today)                  Empathy - Eurocentric Views                  Perspective and Point of View                  Shared Humanity                  Understanding of History Changes as we incorporate more diverse voices</p>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook.</li> <li>•</li> </ul>

<p><b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<p>The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.</p>		
<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>            GV.1.CC.B            WH.2.G.B            WH.3.CC.B            WH.5.G.A  <b>1.PC.A</b>            WH.4.PC.D            AH.6.PC.A</p> <p><b>Social Justice Standards: Identity 2 Identity 5 Diversity 8 Diversity 9</b></p>	<ul style="list-style-type: none"> <li>● How did geography and culture influence the development of ancient African kingdoms?</li> <li>● What were the cultural structures of the different tribal African communities?</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Origin African Civilizations-Kingdoms and Dynasties</li> <li>● Religion</li> <li>● African Explorers</li> <li>● Black Diaspora and Migration</li> <li>● Culture</li> <li>● Languages</li> </ul> <div data-bbox="1115 753 1446 821" style="border: 1px solid red; padding: 2px; margin-top: 10px;"> <p>Green: Text added/ revised since prior revision.</p> </div>	<ul style="list-style-type: none"> <li>● Ch. 1 and 2 - Black History Textbook</li> <li>● Ch. 11 - Black Migration</li> </ul>

<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b>  <b>Action 16</b></p>	<div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Green: Text added/revised since prior revision.</p> </div> <div style="border: 1px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p>The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.</p> </div>	<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>●</li> </ul>
<p>5) What historical and modern day struggles exist for Blacks in working toward equity?</p> <p>Standards:  <b>1.CC.D</b></p>	<ul style="list-style-type: none"> <li>● How have Blacks fought for freedom while still oppressed?</li> <li>● Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>● Hidden Caste System</li> <li>● Emergencies of Jim Crow</li> <li>● Race Riots</li> <li>● Impact of Reaganomics</li> <li>● War on Drugs</li> <li>● Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>● % Compromise</li> <li>● Jim Crow Laws</li> <li>● Education</li> <li>● Protest</li> </ul>

<p><b>1.CC.E</b>  <b>AH.5.CC.D</b>                  GV.1.GS.B                  AH.3.GS.A                  AH.5.EC.C  <b>1.PC.A</b>                  AH.3.PC.B                  5.PC.C                  5.PC.E                  AH.2.PC.D                  AH.3.PC.B                  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p>		<ul style="list-style-type: none"> <li>Racism - Covert and Overt - all of the forms</li> </ul> <p>Green: Text added/ revised since prior revision.</p>	
<p>The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.</p>			
<p>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>                  WH.4.PC.D                  5.PC.E                  AH.6.PC.A                  AH.3.PC.B                  AH.6.PC.A</p>	<ul style="list-style-type: none"> <li>How did Black Intersectionalities contribute to the history of America?</li> </ul>	<ul style="list-style-type: none"> <li>Black music</li> <li>Black dance</li> <li>Black Culture</li> <li>Sports</li> <li>Entertainment</li> <li>Art</li> <li>Harlem Renaissance</li> <li>Science and Innovation</li> <li>Math</li> <li>Politics and Government</li> <li>Business</li> <li>Literature</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 19 (Women)</li> <li>Ch. 26 (Music)</li> <li>Ch. 27 (Entertainment)</li> <li>Ch. 30 (Sports)</li> </ul>

<p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p>	<p>The edits made during this Jan 21, 2021 revision were made during the Jan 21 2021 Zoom Mtg/ with Dr. King.</p>		
<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.A  AH.1.GS.C  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.1.PC.B  WH.4.PC.D  AH.3.PC.B  5.PC.C  5.PC.E  AH.3.PC.B  AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Justice 13</b></p>	<ul style="list-style-type: none"> <li>• How have people used oppression in order to gain power?</li> <li>• How have people used collective action to gain power?</li> <li>• How have people used individual action to gain power?</li> </ul>	<ul style="list-style-type: none"> <li>• Slavery</li> <li>• Reconstruction</li> <li>• Redlining</li> <li>• Educational Opportunities</li> <li>• Racism de jure</li> <li>• Racism de facto</li> <li>• Class Warfare</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>•</li> </ul>

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## Black History Unit Outlines

\*\*\*\*Add in Resistance, Agency, and Civil Rights Movement to all Units.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>1) How do we engage in Critical Conversations?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p> <p><b>Combine Units 1 and 2</b></p>	<p>What is Critical Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about controversial topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>	<p>Technical Terms:  Assimilation  Accommodation  Multiculturalism  Pluralism  Diffusion  Nationalism  Race  Ethnicity</p>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by</li> </ul>

			<p>Michael Sandel</p> <ul style="list-style-type: none"> <li>• <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is it important for people who disagree to have conversation</a></li> </ul>
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<p><b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          GV.1.CC.B          WH.2.G.B          WH.3.CC.B          WH.5.G.A  <b>1.PC.A</b>          WH.4.PC.D          AH.6.PC.A</p> <p><b>Social Justice Standards: Identity 2 Identity 5 Diversity 8 Diversity 9</b></p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> <li>• Culture</li> <li>• Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>

<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b>  <b>Action 16</b></p>		<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>●</li> </ul>
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<p><b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p>		<ul style="list-style-type: none"> <li>● Racism - Covert and Overt - all of the forms</li> </ul>	
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<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities?</p> <p><b>How have Black Americans persevered during times of uncertainty?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.A  AH.1.GS.C  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.1.PC.B  WH.4.PC.D  AH.3.PC.B  5.PC.C  5.PC.E  AH.3.PC.B</p>	<ul style="list-style-type: none"> <li>● How have people used oppression in order to gain power?</li> <li>● How have people used collective action to gain power?</li> <li>● How have people used individual action to gain power?</li> </ul>	<ul style="list-style-type: none"> <li>● Slavery</li> <li>● Reconstruction</li> <li>● Redlining</li> <li>● Educational Opportunities</li> <li>● Racism de jure</li> <li>● Racism de facto</li> <li>● Class Warfare</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 13</li> <li>●</li> </ul>

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AH.5.PC.C  <b>Social Justice Standards: Justice 13</b>			
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## Black History Unit Outlines

\*\*\*\*Add in Resistance, Agency, and Civil Rights Movement to all Units.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>1) How do we engage in Critical Conversations?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p> <p><b>Combine Units 1 and 2</b></p>	<p>What is Critical Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about controversial topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>	<p>Technical Terms:  Assimilation  Accommodation  Multiculturalism  Pluralism  Diffusion  Nationalism  Race  Ethnicity</p>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by</li> </ul>

			<p>Michael Sandel</p> <ul style="list-style-type: none"> <li>• <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is it important for people who disagree to have conversation</a></li> </ul>
<p>2) What is Black History and why study it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                  AH.1.GS.C</p>	<ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• How did Africa get its name?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Geography of Africa                  Culture of Africa (Today)                  Empathy - Eurocentric Views                  Perspective and Point of View                  Shared Humanity                  Understanding of History Changes as we incorporate more diverse voices</p>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook.</li> <li>•</li> </ul>

<p><b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>		
<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards: <b>1.CC.D</b> <b>1.CC.E</b> GV.1.CC.B WH.2.G.B WH.3.CC.B WH.5.G.A <b>1.PC.A</b> WH.4.PC.D AH.6.PC.A</p> <p><b>Social Justice Standards: Identity 2 Identity 5 Diversity 8 Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Africa</b></p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> <li>• Culture</li> <li>• Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>

Green: Text added/revised since prior revision.

<p><b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p>	<p>Green: Text added/revised since prior revision.</p>		
<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b></p>		<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>●</li> </ul>

<p><b>Action 16</b></p> <p><b>Power and Oppression</b></p> <p><b>Perseverance</b></p>	<p>Green: Text added/ revised since prior revision.</p> <p>Orange: Text deleted/ replaced in next revision</p>		
<p>5) What historical and modern day struggles exist for Blacks in working toward equity?</p> <p>Standards:</p> <p><b>1.CC.D</b></p> <p><b>1.CC.E</b></p> <p><b>AH.5.CC.D</b></p> <p>GV.1.GS.B</p> <p>AH.3.GS.A</p> <p>AH.5.EC.C</p> <p><b>1.PC.A</b></p> <p>AH.3.PC.B</p> <p>5.PC.C</p> <p>5.PC.E</p> <p>AH.2.PC.D</p> <p>AH.3.PC.B</p> <p>AH5.PCC.C</p> <p><b>Social Justice Standards:</b></p> <p><b>Diversity 8</b></p> <p><b>Diversity 10</b></p> <p><b>Justice 12</b></p> <p><b>Justice 13</b></p> <p><b>Action 16</b></p> <p><b>Black Historical Consciousness</b></p> <p><b>Power and Oppression</b></p>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul> <p>Green: Text added/ revised since prior revision.</p>	<ul style="list-style-type: none"> <li>• Hidden Caste System</li> <li>• Emergencies of Jim Crow</li> <li>• Race Riots</li> <li>• Impact of Reaganomics</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• ¾ Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul>
<p>6) What is the lasting legacy of</p>	<ul style="list-style-type: none"> <li>• How did Black</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 19</li> </ul>

<p>Black Cultural icons in different avenues of society?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness          Black Joy          Persistence and Perseverance</p>	<p>Intersectionalities contribute to the history of America?</p> <p>Green: Text added/ revised since prior revision.</p>	<ul style="list-style-type: none"> <li>● Black dance</li> <li>● Black Culture</li> <li>● Sports</li> <li>● Entertainment</li> <li>● Art</li> <li>● Harlem Renaissance</li> <li>● Science and Innovation</li> <li>● Math</li> <li>● Politics and Government</li> <li>● Business</li> <li>● Literature</li> </ul>	<p>(Women)</p> <ul style="list-style-type: none"> <li>● Ch. 26 (Music)</li> <li>● Ch. 27 (Entertainment)</li> <li>● Ch. 30 (Sports)</li> </ul>
<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities?</p> <p>How have Black Americans persevered during times of uncertainty?</p>	<ul style="list-style-type: none"> <li>● How have people used oppression in order to gain power?</li> <li>● How have people used collective action to gain power?</li> <li>● How have people used individual action to gain power?</li> </ul>	<ul style="list-style-type: none"> <li>● Slavery</li> <li>● Reconstruction</li> <li>● Redlining</li> <li>● Educational Opportunities</li> <li>● Racism de jure</li> <li>● Racism de facto</li> <li>● Class Warfare</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 13</li> <li>●</li> </ul>

Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

Green: Text added/revised  
since prior revision.

## Black History Unit Outlines

\*\*\*\*Add in Resistance, Agency, and Civil Rights Movement to all Units.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p>1) How do we engage in Critical Conversations?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p> <p><b>Combine Units 1 and 2</b></p>	<p>What is Critical Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about controversial topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>	<p>Technical Terms:  Assimilation  Accommodation  Multiculturalism  Pluralism  Diffusion  Nationalism  Race  Ethnicity</p>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by</li> </ul>

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Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
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Black History Unit Outlines

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<p>1) How do we engage in Critical Conversations?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.PC.A</b></p> <p style="border: 1px solid red; padding: 2px; display: inline-block;">Orange: Text deleted/ replaced in next revision</p> <p><b>Social Justice Standards:</b>  <b>Identity 1</b>  <b>Identity 3</b>  <b>Identity 4</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 9</b>  <b>Justice 11</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Action 18</b></p> <p><b>Combine Units 1 and 2</b></p>	<p>What is Critical Discourse?</p> <p>How do I discuss politics with others?</p> <p>How does reading about controversial topics impact my thinking?</p> <p>How do conversations with others help me better understand myself?</p> <p>What impact do words and quotes have on my thinking and emotions? How do I respond to them?</p> <p>What technical terms will be important for me to know in my study and discussions in this class?</p> <p>How will I monitor myself and others during discussions around sensitive topics?</p>	<p>Technical Terms:                      Assimilation                      Accomodation                      Multiculturalism                      Pluralism                      Diffusion                      Nationalism                      Race                      Ethnicity</p>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by</li> </ul>

			<ul style="list-style-type: none"> <li>• Michael Sandel</li> <li>• <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is it important for people who disagree to have conversation</a></li> </ul>
<p>2) What is Black History and why study it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.1.GS.C</b></p>	<ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• How did Africa get its name?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Geography of Africa          Culture of Africa (Today)          Empathy - Eurocentric Views          Perspective and Point of View          Shared Humanity          Understanding of History Changes as we incorporate more diverse voices</p>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook.</li> <li>•</li> </ul>

Unit 1 and 2 were combined in the next revision.

Orange: Text deleted/ replaced in next revision

<p><b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p>Orange: Text deleted/ replaced in next revision</p>		
<p>3) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          GV.1.CC.B          WH.2.G.B          WH.3.CC.B          WH.5.G.A  <b>1.PC.A</b>          WH.4.PC.D          AH.6.PC.A</p> <p><b>Social Justice Standards: Identity 2 Identity 5 Diversity 8 Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Africa</b></p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of ancient African kingdoms?</li> <li>• What were the cultural structures of the different tribal African communities?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> <li>• Culture</li> <li>• Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul>

<p><b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p>			
<p>4) What is the racial wealth gap; how did it come to be and what can be done to close it?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b></p>		<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> <li>● Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>●</li> </ul>

<p><b>Action 16</b></p> <p><b>Power and Oppression</b></p> <p><b>Perseverance</b></p>			
<p>5) What historical and modern day struggles exist for Black communities in working toward equity?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p> <p>Black Historical Consciousness  Power and Oppression</p>	<ul style="list-style-type: none"> <li>● How have Blacks fought for freedom while still oppressed?</li> <li>● Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>● Hidden Caste System</li> <li>● Emergencies of Jim Crow</li> <li>● Race Riots</li> <li>● Impact of Reaganomics</li> <li>● War on Drugs</li> <li>● Mass Incarceration</li> <li>● Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>● ⅓ Compromise</li> <li>● Jim Crow Laws</li> <li>● Education</li> <li>● Protest</li> </ul>

<p>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness          Black Joy          Persistence and Perseverance</p>	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> <li>• Black dance</li> <li>• Black Culture</li> <li>• Sports</li> <li>• Entertainment</li> <li>• Art</li> <li>• Harlem Renaissance</li> <li>• Science and Innovation</li> <li>• Math</li> <li>• Politics and Government</li> <li>• Business</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul>
<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities?</p> <p><b>How have Black Americans persevered and/or become agents of change during</b></p>	<ul style="list-style-type: none"> <li>• How have people used oppression in order to gain power?</li> <li>• How have people used collective action to gain power?</li> <li>• How have people used individual action to gain power?</li> </ul>	<ul style="list-style-type: none"> <li>• Slavery</li> <li>• Reconstruction</li> <li>• Redlining</li> <li>• Educational Opportunities</li> <li>• Racism de jure</li> <li>• Racism de facto</li> <li>• Class Warfare</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 13</li> <li>•</li> </ul>

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Green: Text added/revised since prior revision.

**times of uncertainty?**

Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

Black History Unit Outlines

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
<p><b>1) What is Black History and why study it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                      AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<ul style="list-style-type: none"> <li>• How do I engage in Collegial Discussions with peers?</li> <li>• How do conversations with others help me better understand myself and others?</li> <li>• What technical terminology is essential to help me engage in the study of Black History?</li> <li>• What is the geography of Africa?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Technical Terms:</p> <ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Accomodation</li> <li>• Multiculturalism</li> <li>• Pluralism</li> <li>• Diffusion</li> <li>• Nationalism</li> <li>• Race</li> <li>• Ethnicity</li> </ul> <ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• Culture of Africa (Today)</li> <li>• Empathy - Eurocentric Views</li> <li>• Perspective and Point of View</li> <li>• Shared Humanity</li> <li>• Understanding of History Changes as we incorporate more diverse voices</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Civil Discourse Presentation</a></li> <li>• Freewrite on an image - football players kneeling - discuss.</li> <li>• Class Values - What do we value most?</li> <li>• <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>• Civil Discourse - Topic Flood</li> <li>• Sensitive Topics Rules</li> <li>• <a href="#">Topics/Articles to Read List</a></li> <li>• <a href="#">6-Column Chart</a></li> <li>• <a href="#">Politics, Facts, Civility - AoW</a></li> <li>• TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>• <a href="#">Ellen Video Clip sitting next to George W. Bush at football Game</a></li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is is important for people who disagree to have</a></li> </ul>

Green: Text added/revised since prior revision.

			<p><a href="#">conversation</a></p> <ul style="list-style-type: none"> <li>Ch. 1 and 2 - Black History Textbook</li> </ul>
<p><b>2) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  GV.1.CC.B  WH.2.G.B  WH.3.CC.B  WH.5.G.A  <b>1.PC.A</b>  WH.4.PC.D  AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 8</b>  <b>Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Africa</b>  <b>Black Agency</b>  <b>Black Joy</b></p>	<ul style="list-style-type: none"> <li>What were the cultural structures of the different tribal African communities?</li> <li>What were the geographic factors that influenced where African civilizations developed?</li> <li>How did African Civilizations develop new technologies to adapt to their environment?</li> <li>What defined the kingdoms of Ghana, Mali, and Songai?</li> <li>How did religion influence African peoples?</li> <li>How did trade lead to West African wealth and success?</li> <li>How were Gold and salt integral to the success of West African Empires?</li> <li>What caused the decline of West African empires?</li> </ul>	<ul style="list-style-type: none"> <li>Origin African Civilizations-Kingdoms and Dynasties</li> <li>Religion</li> <li>Trade/Goods</li> <li>African Explorers</li> <li>Black Diaspora and Migration</li> <li>Culture</li> <li>Languages</li> </ul>	<ul style="list-style-type: none"> <li>Ch. 1 and 2 - Black History Textbook</li> <li>Ch. 11 - Black Migration</li> </ul>

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<p><b>Black Identities</b></p>			
<p><b>3) What is the racial wealth gap; how did it come to be and what can be done to close it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b></p>		<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> <li>● Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>● <b>Unit 7</b></li> </ul> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>Green: Text added/revised since prior revision.</p> </div>

<p><b>Action 16</b></p> <p><b>Power and Oppression</b></p> <p><b>Perseverance</b></p>			
<p><b>5) What historical and modern day struggles exist for Black communities in working toward equity?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p> <p>Black Historical Consciousness  Power and Oppression</p>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>• Hidden Caste System</li> <li>• Emergencies of Jim Crow</li> <li>• Race Riots</li> <li>• Impact of Reaganomics</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• ⅓ Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul>

<p><b>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness          Black Joy          Persistence and Perseverance</p>	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> <li>• Black dance</li> <li>• Black Culture</li> <li>• Sports</li> <li>• Entertainment</li> <li>• Art</li> <li>• Harlem Renaissance</li> <li>• Science and Innovation</li> <li>• Math</li> <li>• Politics and Government</li> <li>• Business</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 8</b></li> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul> <div style="border: 1px solid red; padding: 2px; margin-top: 10px;"> <p>Green: Text added/revised since prior revision.</p> </div>
<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities? (OMIT)</p>	<ul style="list-style-type: none"> <li>• <div style="border: 1px solid red; padding: 2px; display: inline-block;">Green: Text added/revised since prior revision.</div></li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to Slavery</li> <li>• Black Abolitionists</li> <li>• Black Military experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> <li>• Ch. 8</li> <li>• Ch. 9</li> <li>• Ch. 10</li> <li>• Ch. 11</li> </ul>

**How have Black Americans persevered and/or become agents of change during times of uncertainty?**

Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

- Black Social Institutions
- Two Great Migrations
- Civil Rights Movement
- NAACP
- Black Power Movement
- Harlem Renaissance
- 

- Ch. 13
- Ch. 16
- Unit 6
- 

Green: Text added/revised since prior revision.



Black History Unit Outlines

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas
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			<p><a href="#">conversation</a></p> <ul style="list-style-type: none"> <li>Ch. 1 and 2 - Black History Textbook</li> </ul>
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replaced in next revision

<p><b>Black Identities</b></p>			
<p><b>3) What is the racial wealth gap; how did it come to be and what can be done to close it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b></p>	<ul style="list-style-type: none"> <li>● How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?</li> <li>● How do laws influence policies?</li> <li>● What role did economics play in the decision to use convict labor during the Industrial Revolution?</li> <li>● How does resisting instant gratification contribute to personal wealth?</li> <li>● How has the racial wealth gap impacted Black communities?</li> <li>● What parallels exist between past and present economic and social inequities?</li> </ul>	<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> <li>● Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>● Unit 7</li> </ul>

Green: Text added/revised since prior revision.

<p><b>Action 16</b></p> <p><b>Power and Oppression</b></p> <p><b>Perseverance</b></p>			
<p><b>5) What historical and modern day struggles exist for Black communities in working toward equity?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p> <p>Black Historical Consciousness  Power and Oppression</p>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>• Hidden Caste System</li> <li>• Emergencies of Jim Crow</li> <li>• Race Riots</li> <li>• Impact of Reaganomics</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• ⅓ Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul>

<p><b>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness          Black Joy          Persistence and Perseverance</p>	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> <li>• How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>• What significant roles have Black American played in Pop Culture?</li> <li>• How have Black Americans excelled to overcome discrimination and limited academic resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> <li>• Black dance</li> <li>• Black Culture</li> <li>• Sports</li> <li>• Entertainment</li> <li>• Art</li> <li>• Harlem Renaissance</li> <li>• Science and Innovation</li> <li>• Math</li> <li>• Politics and Government</li> <li>• Business</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul>
<p>7) How have the impacts of past social, economic, and political structures and stratification contributed to modern inequalities? (OMIT)</p>	<ul style="list-style-type: none"> <li>• How did enslaved individuals resist enslavement both overtly and covertly?</li> <li>• Did Reconstruction</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to Slavery</li> <li>• Black Abolitionists</li> <li>• Black Military experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> <li>• Ch. 8</li> <li>• Ch. 9</li> <li>• Ch. 10</li> <li>• Ch. 11</li> </ul>

Green: Text added/revised since prior revision.

**How have Black Americans persevered and/or become agents of change during times of uncertainty?**

Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

provide the necessary support system for the newly freed captives?

- What dynamics energized the Great Migration?
- What role did spirituality play in fortifying and enriching the spirits of Black People?
- What strategies have different protesters use to change legal inequalities?

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Green: Text added/revised since prior revision.

- Black Social Institutions
- Two Great Migrations
- Civil Rights Movement
- NAACP
- Black Power Movement
- Harlem Renaissance
- 

- Ch. 13
- Ch. 16
- Unit 6
-



Black History Unit Outlines

Green: Text added/revised since prior revision.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas- <b>Performance Tasks</b>
<p><b>1) What is Black History and why study it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>                      AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards: Diversity 8</b></p>	<ul style="list-style-type: none"> <li>• How do I engage in Collegial Discussions with peers?</li> <li>• How do conversations with others help me better understand myself and others?</li> <li>• What technical terminology is essential to help me engage in the study of Black History?</li> <li>• What is the geography of Africa?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Technical Terms:</p> <ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Accomodation</li> <li>• Multiculturalism</li> <li>• Pluralism</li> <li>• Diffusion</li> <li>• Nationalism</li> <li>• Race</li> <li>• Ethnicity</li> </ul> <ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• Culture of Africa (Today)</li> <li>• Empathy - Eurocentric Views</li> <li>• Perspective and Point of View</li> <li>• Shared Humanity</li> <li>• Understanding of History Changes as we incorporate more diverse voices</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Civil Discourse Presentation</a></li> <li>• Freewrite on an image - football players kneeling - discuss.</li> <li>• Class Values - What do we value most?</li> <li>• <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>• Civil Discourse - Topic Flood</li> <li>• Sensitive Topics Rules</li> <li>• <a href="#">Topics/Articles to Read List</a></li> <li>• <a href="#">6-Column Chart</a></li> <li>• <a href="#">Politics, Facts, Civility - AoW</a></li> <li>• TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> <li>• Ch. 1 and 2 - Black History Textbook</li> </ul>

Green: Text added/ revised since prior revision.

			<p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>• Socratic Seminar - Class discussion of Topic(s) What is Black History and Why Study it?</li> <li>• Rubric - <a href="#">Collaborative Discussion Rubric</a></li> </ul>
<p><b>2) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  GV.1.CC.B  WH.2.G.B  WH.3.CC.B  WH.5.G.A  <b>1.PC.A</b>  WH.4.PC.D  AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 8</b>  <b>Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p>	<ul style="list-style-type: none"> <li>• How did geography and culture influence the development of the Ancient African Kingdoms?</li> <li>• What impact did colonization have on the different nations of Africa?</li> <li>• How did African Civilizations develop new technologies to adapt to their environment?</li> <li>• Describe the cultural structures of the different tribal African communities?</li> <li>• What role did religion play in African Culture?</li> <li>• How did trade lead to West African wealth and success?</li> <li>• How was culture thriving in Africa before the slave trade?</li> </ul>	<ul style="list-style-type: none"> <li>• Origin African Civilizations-Kingdoms and Dynasties</li> <li>• Religion</li> <li>• Trade/Goods</li> <li>• African Explorers</li> <li>• Black Diaspora and Migration</li> <li>• Culture</li> <li>• Languages</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 1 and 2 - Black History Textbook</li> <li>• Ch. 11 - Black Migration</li> </ul> <p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>• Ancient Africa Virtual Museum - Then and Now of African Culture</li> <li>• Infographic of Ancient African Kingdom of student choice.</li> </ul>

<p><b>Africa</b>  <b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p>			
<p><b>3) What is the racial wealth gap; how did it come to be and what can be done to close it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b></p>	<ul style="list-style-type: none"> <li>• How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?</li> <li>• How do laws influence policies?</li> <li>• What role did economics play in the decision to use convict labor during the Industrial Revolution?</li> <li>• How does resisting instant gratification contribute to personal wealth?</li> <li>• How has the racial wealth gap impacted Black communities?</li> <li>• What parallels exist between past and present economic and social inequities?</li> </ul>	<ul style="list-style-type: none"> <li>• Reparations</li> <li>• Affirmative Action</li> <li>• School Funding</li> <li>• Implicit Bias - Educators</li> <li>• Systemic Racism</li> <li>• The Great Migration</li> <li>• Race Riots</li> <li>• White Flight</li> <li>• Redlining</li> <li>• Jim Crow</li> <li>• Sharecropping</li> <li>• Convict Labor (Term?)</li> <li>• Peonage</li> <li>• Mass Incarceration</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 20 Economy, Policy</li> <li>• Ch. 22 Income</li> <li>• Unit 7</li> </ul>

<p>Justice 12 Justice 13 Justice 14 Justice 15 Action 16</p> <p>Power and Oppression Perseverance</p>			
<p><b>5) What historical and modern day struggles exist for Black communities in working toward equity?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b></p>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>• Hidden Caste System</li> <li>• Emergencies of Jim Crow</li> <li>• Race Riots</li> <li>• Impact of Reaganomics</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• % Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul>

<p><b>Action 16</b></p> <p>Black Historical Consciousness Power and Oppression</p>			
<p><b>6) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness Black Joy Persistence and Perseverance</p>	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> <li>• How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>• What significant roles have Black American played in Pop Culture?</li> <li>• How have Black Americans excelled to overcome discrimination and limited academic resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> <li>• Black dance</li> <li>• Black Culture</li> <li>• Sports</li> <li>• Entertainment</li> <li>• Art</li> <li>• Harlem Renaissance</li> <li>• Science and Innovation</li> <li>• Math</li> <li>• Politics and Government</li> <li>• Business</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul>
<p>7) How have the impacts of</p>	<ul style="list-style-type: none"> <li>• How did enslaved</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> </ul>

past social, economic, and political structures and stratification contributed to modern inequalities? (OMIT)

**How have Black Americans persevered and/or become agents of change during times of uncertainty?**

Standards:

**1.CC.D**

**1.CC.E**

**AH.5.CC.D**

GV.1.GS.A

AH.1.GS.C

GV.1.GS.B

AH.3.GS.A

AH.5.EC.C

**1.PC.A**

AH.1.PC.B

WH.4.PC.D

AH.3.PC.B

5.PC.C

5.PC.E

AH.3.PC.B

AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

individuals resist enslavement both overtly and covertly?

- Did Reconstruction provide the necessary support system for the newly freed captives?
- What dynamics energized the Great Migration?
- What role did spirituality play in fortifying and enriching the spirits of Black People?
- What strategies have different protesters use to change legal inequalities?
- 

Slavery

- Black Abolitionists
- Black Military experiences
- Black Social Institutions
- Two Great Migrations
- Civil Rights Movement
- NAACP
- Black Power Movement
- Harlem Renaissance
- 

- Ch. 8
- Ch. 9
- Ch. 10
- Ch. 11
- Ch. 13
- Ch. 16
- Unit 6
-

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Black History Unit Outlines

No Changes

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas-Performance Tasks
<p><b>1) What is Black History and why study it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>            AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards:            Diversity 8</b></p>	<ul style="list-style-type: none"> <li>• How do I engage in Collegial Discussions with peers?</li> <li>• How do conversations with others help me better understand myself and others?</li> <li>• What technical terminology is essential to help me engage in the study of Black History?</li> <li>• What is the geography of Africa?</li> <li>• What does it mean to be Black?</li> <li>• How has Black History shaped America?</li> </ul>	<p>Technical Terms:</p> <ul style="list-style-type: none"> <li>• Assimilation</li> <li>• Accomodation</li> <li>• Multiculturalism</li> <li>• Pluralism</li> <li>• Diffusion</li> <li>• Nationalism</li> <li>• Race</li> <li>• Ethnicity</li> </ul> <ul style="list-style-type: none"> <li>• Geography of Africa</li> <li>• Culture of Africa (Today)</li> <li>• Empathy - Eurocentric Views</li> <li>• Perspective and Point of View</li> <li>• Shared Humanity</li> <li>• Understanding of History Changes as we incorporate more diverse voices</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Civil Discourse Presentation</a></li> <li>• Freewrite on an image - football players kneeling - discuss.</li> <li>• Class Values - What do we value most?</li> <li>• <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>• Civil Discourse - Topic Flood</li> <li>• Sensitive Topics Rules</li> <li>• <a href="#">Topics/Articles to Read List</a></li> <li>• <a href="#">6-Column Chart</a></li> <li>• <a href="#">Politics, Facts, Civility - AoW</a></li> <li>• TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>• Identity activity- How do others see you? How do you see yourself?</li> <li>• <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>• <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>• <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> <li>• Ch. 1 and 2 - Black History Textbook</li> </ul>

			<p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>● Socratic Seminar - Class discussion of Topic(s) What is Black History and Why Study it?</li> <li>● Rubric - <a href="#">Collaborative Discussion Rubric</a></li> </ul>
<p><b>2) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          GV.1.CC.B          WH.2.G.B          WH.3.CC.B          WH.5.G.A  <b>1.PC.A</b>          WH.4.PC.D          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 8</b>  <b>Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p>	<ul style="list-style-type: none"> <li>● How did geography and culture influence the development of the Ancient African Kingdoms?</li> <li>● What impact did colonization have on the different nations of Africa?</li> <li>● How did African Civilizations develop new technologies to adapt to their environment?</li> <li>● Describe the cultural structures of the different tribal African communities?</li> <li>● What role did religion play in African Culture?</li> <li>● How did trade lead to West African wealth and success?</li> <li>● How was culture thriving in Africa before the slave trade?</li> </ul>	<ul style="list-style-type: none"> <li>● Origin African Civilizations-Kingdoms and Dynasties</li> <li>● Religion</li> <li>● Trade/Goods</li> <li>● African Explorers</li> <li>● Black Diaspora and Migration</li> <li>● Culture</li> <li>● Languages</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 1 and 2 - Black History Textbook</li> <li>● Ch. 11 - Black Migration</li> </ul> <p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>● Ancient Africa Virtual Museum - Then and Now of African Culture</li> <li>● Infographic of Ancient African Kingdom of student choice.</li> </ul>

<p><b>Africa</b>  <b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p> <p>Orange: Text deleted/  replaced in next revision</p>			
<p><b>3) What is the racial wealth gap; how did it come to be and what can be done to close it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  WH.3.CC.B  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.5.G.A.  <b>1.PC.A</b>  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH.5.PC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b></p> <p>Changed to:  What laws and economic policies affected Black wealth and how did they overcome these obstacles?</p>	<ul style="list-style-type: none"> <li>• How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?</li> <li>• How do laws influence policies?</li> <li>• What role did economics play in the decision to use convict labor during the Industrial Revolution?</li> <li>• How does resisting instant gratification contribute to personal wealth?</li> <li>• How has the racial wealth gap impacted Black communities?</li> <li>• What parallels exist between past and present economic and social inequities?</li> </ul>	<ul style="list-style-type: none"> <li>• Reparations</li> <li>• Affirmative Action</li> <li>• School Funding</li> <li>• Implicit Bias - Educators</li> <li>• Systemic Racism</li> <li>• The Great Migration</li> <li>• Race Riots</li> <li>• White Flight</li> <li>• Redlining</li> <li>• Jim Crow</li> <li>• Sharecropping</li> <li>• Convict Labor (Term?)</li> <li>• Peonage</li> <li>• Mass Incarceration</li> </ul> <p>Orange: Text deleted/  replaced in next revision</p> <p>Changed to:  What groups have attempted to address the racial wealth gap?</p> <p>This revision occurred at the Feb 12 face-to-face PD session.</p>	<ul style="list-style-type: none"> <li>• Ch. 20 Economy, Policy</li> <li>• Ch. 22 Income</li> <li>• Unit 7</li> </ul>

<p>Justice 12 Justice 13 Justice 14 Justice 15 Action 16</p> <p>Power and Oppression Perseverance</p>			
<p><b>4) What historical and modern day struggles exist for Black communities in working toward equity?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b></p>	<ul style="list-style-type: none"> <li>• How have Blacks fought for freedom while still oppressed?</li> <li>• Is Protest Patriotic?</li> </ul>	<ul style="list-style-type: none"> <li>• Hidden Caste System</li> <li>• Emergencies of Jim Crow</li> <li>• Race Riots</li> <li>• Impact of Reaganomics</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Racism - Covert and Overt - all of the forms</li> </ul>	<ul style="list-style-type: none"> <li>• ⅓ Compromise</li> <li>• Jim Crow Laws</li> <li>• Education</li> <li>• Protest</li> </ul>

<p><b>Action 16</b></p> <p>Black Historical Consciousness Power and Oppression</p>			
<p><b>5) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p> <p>Black Historical Consciousness          Black Joy          Persistence and Perseverance</p>	<ul style="list-style-type: none"> <li>• How did Black Intersectionalities contribute to the history of America?</li> <li>• How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>• What significant roles have Black American played in Pop Culture?</li> <li>• How have Black Americans excelled to overcome discrimination and limited academic resources?</li> </ul>	<ul style="list-style-type: none"> <li>• Black music</li> <li>• Black dance</li> <li>• Black Culture</li> <li>• Sports</li> <li>• Entertainment</li> <li>• Art</li> <li>• Harlem Renaissance</li> <li>• Science and Innovation</li> <li>• Math</li> <li>• Politics and Government</li> <li>• Business</li> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 8</li> <li>• Ch. 19 (Women)</li> <li>• Ch. 26 (Music)</li> <li>• Ch. 27 (Entertainment)</li> <li>• Ch. 30 (Sports)</li> </ul>
<p>6 <b>How have the impacts of</b></p>	<p>Orange: Text deleted/ replaced in next revision</p> <ul style="list-style-type: none"> <li>• How did enslaved</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> </ul>

past social, economic, and political structures and stratification contributed to modern inequalities? (OMIT)

**How have Black Americans persevered and/or become agents of change during times of uncertainty?**

- Standards:
- 1.CC.D
  - 1.CC.E
  - AH.5.CC.D
  - GV.1.GS.A
  - AH.1.GS.C
  - GV.1.GS.B
  - AH.3.GS.A
  - AH.5.EC.C
  - 1.PC.A
  - AH.1.PC.B
  - WH.4.PC.D
  - AH.3.PC.B
  - 5.PC.C
  - 5.PC.E
  - AH.3.PC.B
  - AH.5.PC.C

**Social Justice Standards:  
Justice 13**

**Black Historical  
Consciousness:**

**Black Agency, Resistance,  
and Perseverance  
Black Identities**

Orange: Text deleted/  
replaced in next revision

ersist  
both overtly

and covertly?

- Did Reconstruction provide the necessary support system for the newly freed captives?
- What dynamics energized the Great Migration?
- What role did spirituality play in fortifying and enriching the spirits of Black People?
- What strategies have different protesters use to change legal inequalities?
- 

Changed to:  
peoples

- Slavery
- Black Abolitionists
  - Black Military experiences
  - Black Social Institutions
  - Two Great Migrations
  - Civil Rights Movement
  - NAACP
  - Black Power Movement
  - Harlem Renaissance
  -

- Ch. 8
- Ch. 9
- Ch. 10
- Ch. 11
- Ch. 13
- Ch. 16
- Unit 6
-

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## Black History Unit Outlines

The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas-Performance Tasks
<p><b>1) What is Black History and why study it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>            AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards:            Diversity 8</b></p>	<ul style="list-style-type: none"> <li>● How do I engage in Collegial Discussions with peers?</li> <li>● How do conversations with others help me better understand myself and others?</li> <li>● What technical terminology is essential to help me engage in the study of Black History?</li> <li>● What is the geography of Africa?</li> <li>● What does it mean to be Black?</li> <li>● How has Black History shaped America?</li> </ul>	<p>Technical Terms:</p> <ul style="list-style-type: none"> <li>● Assimilation</li> <li>● Accomodation</li> <li>● Multiculturalism</li> <li>● Pluralism</li> <li>● Diffusion</li> <li>● Nationalism</li> <li>● Race</li> <li>● Ethnicity</li> </ul> <ul style="list-style-type: none"> <li>● Geography of Africa</li> <li>● Culture of Africa (Today)</li> <li>● Empathy - Eurocentric Views</li> <li>● Perspective and Point of View</li> <li>● Shared Humanity</li> <li>● Understanding of History Changes as we incorporate more diverse voices</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>● Identity activity- How do others see you? How do you see yourself?</li> <li>● <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>● <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>● <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> <li>● Ch. 1 and 2 - Black History Textbook</li> </ul>

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			<p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>● Socratic Seminar - Class discussion of Topic(s) What is Black History and Why Study it?</li> <li>● Rubric - <a href="#">Collaborative Discussion Rubric</a></li> </ul>
<p><b>2) How did the diversity of African cultures impact the identity and culture of Blacks in the United States?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>            GV.1.CC.B            WH.2.G.B            WH.3.CC.B            WH.5.G.A  <b>1.PC.A</b>            WH.4.PC.D            AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 8</b>  <b>Diversity 9</b></p> <p><b>Black Historical Consciousness:</b></p>	<ul style="list-style-type: none"> <li>● How did geography and culture influence the development of the Ancient African Kingdoms?</li> <li>● What impact did colonization have on the different nations of Africa?</li> <li>● How is Blackness global? (REVISE)</li> <li>● How did African Civilizations develop new technologies to adapt to their environment?</li> <li>● Describe the cultural structures of the different tribal African communities?</li> <li>● What role did religion play in African Culture?</li> <li>● How did trade lead to West African wealth and success?</li> <li>● How was culture thriving in Africa before the slave trade?</li> <li>● How have Black communities today maintained cultural practices?</li> </ul>	<ul style="list-style-type: none"> <li>● Origin African Civilizations-Kingdoms and Dynasties</li> <li>● Religion</li> <li>● Trade/Goods</li> <li>● African Explorers</li> <li>● Black Diaspora and Migration</li> <li>● Culture</li> <li>● Languages</li> <li>● Cultural Retention</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 1 and 2 - Black History Textbook</li> <li>● Ch. 11 - Black Migration</li> </ul> <p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>● Ancient Africa Virtual Museum - Then and Now of African Culture</li> <li>● Infographic of Ancient African Kingdom of student choice.</li> </ul>

Green: Text added/ revised since prior revision.

<p><b>Africa</b>  <b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p>	<p>The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.</p>		
<p><b>3) What laws and economic policies affected Black wealth and how did they overcome these obstacles?</b></p> <div style="border: 1px solid red; padding: 2px; margin: 10px 0;"> <p>Green: Text added/ revised since prior revision.</p> </div> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          WH.3.CC.B  <b>AH.5.CC.D</b>          GV.1.GS.B          AH.5.G.A.  <b>1.PC.A</b>          5.PC.C          5.PC.E          AH.2.PC.D          AH.3.PC.B          AH.5.PC.C</p>	<ul style="list-style-type: none"> <li>• How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?</li> <li>• What is the racial wealth gap; how did it come to be and what can be done to close it?</li> <li>• How do laws influence policies?</li> <li>• What role did economics play in the decision to use convict labor during the Industrial Revolution?</li> <li>• What groups have attempted to address the racial wealth gap?</li> <li>• How did white flight affect black communities in urban centers?</li> <li>• How has the racial wealth gap impacted Black communities?</li> <li>• What parallels exist between past and</li> </ul>	<ul style="list-style-type: none"> <li>• Reparations</li> <li>• Affirmative Action</li> <li>• School Funding</li> <li>• Implicit Bias - Educators</li> <li>• Systemic Racism</li> <li>• The Great Migration</li> <li>• Race Riots</li> <li>• White Flight</li> <li>• Redlining</li> <li>• Jim Crow</li> <li>• Sharecropping</li> <li>• Convict Labor (Term?)</li> <li>• Peonage</li> <li>• Mass Incarceration</li> <li>• White Flight</li> <li>• Urbanization</li> <li>• Urban League</li> <li>• Black Panthers</li> <li>• CORE</li> <li>• Black Wall Street</li> <li>• Black Economic Theories</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 20 Economy, Policy</li> <li>• Ch. 22 Income</li> <li>• Unit 7</li> </ul>

<p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b>  <b>Action 16</b></p> <p><b>Power and Oppression</b>  <b>Perseverance</b></p>	<p>present economic and social inequities?</p> <ul style="list-style-type: none"> <li>Was Black Capitalism successful?</li> <li>How is the understanding and experience of delayed gratification for different for different socio economic levels and races and how has this idea contributed to stereotypes and bias</li> <li>Global Economies - Include a question</li> </ul>	<p>The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.</p> <p>Green: Text added/ revised since prior revision.</p>	
<p><b>4) What historical and modern day struggles exist for Black communities in working toward equity?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.3.GS.A  AH.5.EC.C  <b>1.PC.A</b>  AH.3.PC.B  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B</p>	<ul style="list-style-type: none"> <li>How have Blacks fought for freedom while still oppressed?</li> <li>Is Protest Patriotic?</li> <li>Is healthcare for all?</li> <li>Equity vs. Equality?</li> <li>Was the War on Drugs really about drugs?</li> <li>How have Black communities resisted inequities?</li> <li></li> </ul> <p>Green: Text added/ revised since prior revision.</p>	<ul style="list-style-type: none"> <li>Hidden Caste System</li> <li>Emergencies of Jim Crow</li> <li>Race Riots</li> <li>Impact of Reaganomics</li> <li>War on Drugs</li> <li>Mass Incarceration</li> <li>Racism - Covert and Overt - all of the forms</li> <li>Redlining</li> <li>Microaggressions</li> <li>Implicit Bias - Healthcare</li> </ul>	<ul style="list-style-type: none"> <li>3/4 Compromise</li> <li>Jim Crow Laws</li> <li>Education</li> <li>Protest</li> </ul>

<p>AH5.PCC.C</p> <p><b>Social Justice Standards:</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Action 16</b></p> <p>Black Historical Consciousness          Power and Oppression</p>	<p>The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.</p>		
<p><b>5) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p>	<ul style="list-style-type: none"> <li>● How did Black Intersectionalities contribute to the history of America?</li> <li>● How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>● What significant roles have Black Americans played in Pop Culture?</li> <li>● How have Black Americans excelled to overcome discrimination and limited academic resources?</li> <li>● Who are local Black cultural icons?</li> </ul>	<ul style="list-style-type: none"> <li>● Black music</li> <li>● Black dance</li> <li>● Black Culture</li> <li>● Sports</li> <li>● Entertainment</li> <li>● Art</li> <li>● Harlem Renaissance</li> <li>● Science and Innovation</li> <li>● Math</li> <li>● Politics and Government</li> <li>● Business</li> <li>● Literature</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 8</li> <li>● Ch. 19 (Women)</li> <li>● Ch. 26 (Music)</li> <li>● Ch. 27 (Entertainment)</li> <li>● Ch. 30 (Sports)</li> </ul>

Green: Text added/revised since prior revision.

The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.

<p>Black Historical Consciousness Black Joy Persistence and Perseverance</p>			
<p>6) <b>How have Black Americans persevered and/or become agents of change during times of uncertainty?</b></p> <p>Standards: <b>1.CC.D</b> <b>1.CC.E</b> <b>AH.5.CC.D</b> GV.1.GS.A AH.1.GS.C GV.1.GS.B AH.3.GS.A AH.5.EC.C <b>1.PC.A</b> AH.1.PC.B WH.4.PC.D AH.3.PC.B 5.PC.C 5.PC.E AH.3.PC.B AH.5.PC.C</p> <p><b>Social Justice Standards: Justice 13</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Black Agency, Resistance,</b></p>	<ul style="list-style-type: none"> <li>• How did enslaved individuals resist enslavement both overtly and covertly?</li> <li>• Did Reconstruction provide the necessary support system for the newly freed peoples?</li> <li>• What dynamics energized the Great Migration?</li> <li>• What role did spirituality play in fortifying and enriching the spirits of Black people?</li> <li>• What strategies have different protesters used to change legal inequalities?</li> <li>• How did Black communities resist racism and unfair practices by law enforcement and policies?</li> <li>• How did Black communities assist in changing racist laws and policies?</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to Slavery</li> <li>• Black Abolitionists</li> <li>• Black Military experiences</li> <li>• Black Social Institutions</li> <li>• Two Great Migrations</li> <li>• Civil Rights Movement</li> <li>• NAACP</li> <li>• Black Power Movement</li> <li>• Harlem Renaissance</li> <li>• Black Education</li> <li>• Black Founding Fathers</li> <li>• Black Institutions (HBCUs)</li> <li>• Black Literary Societies</li> <li>• Black Art Societies</li> <li>• NAACWC</li> <li>• Black Women's Clubs</li> <li>• Jack and Jill</li> <li>• Civil Rights Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> <li>• Ch. 8</li> <li>• Ch. 9</li> <li>• Ch. 10</li> <li>• Ch. 11</li> <li>• Ch. 13</li> <li>• Ch. 16</li> <li>• Unit 6</li> <li>•</li> </ul> <p>Green: Text added/revised since prior revision.</p>

<p><b>and Perseverance Black Identities</b></p>	<p>The edits made during this Feb 12, 2021 revision were made during the Feb 12, 2021 PD Day with Dr. King.</p>		
<p>7) Youth, Education and Leadership</p> <p>How have Black youth been change agents and leaders in society?</p>	<ul style="list-style-type: none"> <li>• Who creates change?</li> <li>• Where does change come from?</li> <li>• How does change happen?</li> </ul>	<ul style="list-style-type: none"> <li>• Childhood and Youth as change agents</li> <li>• Children and their ability to adapt and overcome</li> <li>• Black Leadership</li> <li>• Grassroots change</li> <li>• Education and Leadership</li> <li>• Regional differences in processes for change</li> </ul>	<p>Green: Text added/ revised since prior revision.</p>
<p>8) Why is Black History unique in our local history?</p>	<ul style="list-style-type: none"> <li>• How does a history of systemic racism impact our local communities?</li> <li>• How does our local Black History connect to national and global issues?</li> <li>• How has St. Louis/Missouri Black history influenced the world?</li> <li>• How have St. Louis Black individuals impacted change?</li> <li>• How is St. Louis the gateway to iconic Black Leadership?</li> </ul>	<ul style="list-style-type: none"> <li>• Dred Scott</li> <li>• The Missouri Compromise</li> <li>• The Great Migration</li> <li>• Race Riots</li> <li>• Creation of East St. Louis</li> <li>• Redlining</li> <li>• Civil War</li> <li>• Ferguson</li> <li>• Culinary</li> <li>• Musical Origins</li> <li>• Segregation in schools</li> <li>• White Flight in St. Louis</li> <li>•</li> </ul>	

	<ul style="list-style-type: none"><li>• How has systemic racism led to implicit bias in our community</li></ul>		
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Green: Text added/revise  
since prior revision.

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## Black History Unit Outlines

No Changes

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas-Performance Tasks
<p><b>1) What is Black History and why study it?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>            AH.1.GS.C  <b>1.PC.A</b></p> <p><b>Social Justice Standards:            Diversity 8</b></p>	<ul style="list-style-type: none"> <li>● How do I engage in Collegial Discussions with peers?</li> <li>● How do conversations with others help me better understand myself and others?</li> <li>● What technical terminology is essential to help me engage in the study of Black History?</li> <li>● What is the geography of Africa?</li> <li>● What does it mean to be Black?</li> <li>● How has Black History shaped America?</li> </ul>	<p>Technical Terms:</p> <ul style="list-style-type: none"> <li>● Assimilation</li> <li>● Accomodation</li> <li>● Multiculturalism</li> <li>● Pluralism</li> <li>● Diffusion</li> <li>● Nationalism</li> <li>● Race</li> <li>● Ethnicity</li> </ul> <ul style="list-style-type: none"> <li>● Geography of Africa</li> <li>● Culture of Africa (Today)</li> <li>● Empathy - Eurocentric Views</li> <li>● Perspective and Point of View</li> <li>● Shared Humanity</li> <li>● Understanding of History Changes as we incorporate more diverse voices</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Civil Discourse Presentation</a></li> <li>● Freewrite on an image - football players kneeling - discuss.</li> <li>● Class Values - What do we value most?</li> <li>● <a href="#">How to have better Political Discussions</a> - TED Talk - <a href="#">Response Sheet</a></li> <li>● Civil Discourse - Topic Flood</li> <li>● Sensitive Topics Rules</li> <li>● <a href="#">Topics/Articles to Read List</a></li> <li>● <a href="#">6-Column Chart</a></li> <li>● <a href="#">Politics, Facts, Civility - AoW</a></li> <li>● TEd Talk <a href="#">The Lost Art of Democratic Debate</a> by Michael Sandel</li> <li>● Identity activity- How do others see you? How do you see yourself?</li> <li>● <a href="#">Words and Quotes- Read and Reflect and Discuss Activity</a></li> <li>● <a href="#">TED Talk - How to Lead a Conversation between Two People who Disagree</a> - Eve Pearlman</li> <li>● <a href="#">Aow: Why is is important for people who disagree to have conversation</a></li> <li>● Ch. 1 and 2 - Black History Textbook</li> </ul>

			<p>Performance Task: (Options)</p> <ul style="list-style-type: none"> <li>● Socratic Seminar - Class discussion of Topic(s) What is Black History and Why Study it?</li> <li>● Rubric - <a href="#">Collaborative Discussion Rubric</a></li> </ul>
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<p><b>Africa</b>  <b>Black Agency</b>  <b>Black Joy</b>  <b>Black Identities</b></p>			
<p><b>3) What laws and economic policies affected Black wealth and how did they overcome these obstacles?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  WH.3.CC.B  <b>AH.5.CC.D</b>  GV.1.GS.B  AH.5.G.A.  <b>1.PC.A</b>  5.PC.C  5.PC.E  AH.2.PC.D  AH.3.PC.B  AH.5.PC.C</p>	<ul style="list-style-type: none"> <li>● How did the businessmen of the 1840's and 1850's attempt to separate business from moral responsibility?</li> <li>● What is the racial wealth gap; how did it come to be and what can be done to close it?</li> <li>● How do laws influence policies?</li> <li>● What role did economics play in the decision to use convict labor during the Industrial Revolution?</li> <li>● What groups have attempted to address the racial wealth gap?</li> <li>● How did white flight affect black communities in urban centers?</li> <li>● How has the racial wealth gap impacted Black communities?</li> <li>● What parallels exist between past and</li> </ul>	<ul style="list-style-type: none"> <li>● Reparations</li> <li>● Affirmative Action</li> <li>● School Funding</li> <li>● Implicit Bias - Educators</li> <li>● Systemic Racism</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● White Flight</li> <li>● Redlining</li> <li>● Jim Crow</li> <li>● Sharecropping</li> <li>● Convict Labor (Term?)</li> <li>● Peonage</li> <li>● Mass Incarceration</li> <li>● White Flight</li> <li>● Urbanization</li> <li>● Urban League</li> <li>● Black Panthers</li> <li>● CORE</li> <li>● Black Wall Street</li> <li>● Black Economic Theories</li> </ul>	<ul style="list-style-type: none"> <li>● Ch. 20 Economy, Policy</li> <li>● Ch. 22 Income</li> <li>● Unit 7</li> </ul>

<p><b>Social Justice Standards:</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Diversity 10</b>  <b>Justice 12</b>  <b>Justice 13</b>  <b>Justice 14</b>  <b>Justice 15</b>  <b>Action 16</b></p> <p><b>Power and Oppression</b>  <b>Perseverance</b></p>	<p>present economic and social inequities?</p> <ul style="list-style-type: none"> <li>● Was Black Capitalism successful?</li> <li>● How is the understanding and experience of delayed gratification for different for different socio economic levels and races and how has this idea contributed to stereotypes and bias</li> <li>● Global Economies - Include a question</li> </ul>		
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<p><b>5) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>          AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>          WH.4.PC.D          5.PC.E          AH.6.PC.A          AH.3.PC.B          AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p>	<ul style="list-style-type: none"> <li>● How did Black Intersectionalities contribute to the history of America?</li> <li>● How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>● What significant roles have Black Americans played in Pop Culture?</li> <li>● How have Black Americans excelled to overcome discrimination and limited academic resources?</li> <li>● Who are local Black cultural icons?</li> </ul>	<ul style="list-style-type: none"> <li>● Black music</li> <li>● Black dance</li> <li>● Black Culture</li> <li>● Sports</li> <li>● Entertainment</li> <li>● Art</li> <li>● Harlem Renaissance</li> <li>● Science and Innovation</li> <li>● Math</li> <li>● Politics and Government</li> <li>● Business</li> <li>● Literature</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 8</li> <li>● Ch. 19 (Women)</li> <li>● Ch. 26 (Music)</li> <li>● Ch. 27 (Entertainment)</li> <li>● Ch. 30 (Sports)</li> </ul>

<p>Black Historical Consciousness Black Joy Persistence and Perseverance</p>			
<p>6) <b>How have Black Americans persevered and/or become agents of change during times of uncertainty?</b></p> <p>Standards: <b>1.CC.D</b> <b>1.CC.E</b> <b>AH.5.CC.D</b> GV.1.GS.A AH.1.GS.C GV.1.GS.B AH.3.GS.A AH.5.EC.C <b>1.PC.A</b> AH.1.PC.B WH.4.PC.D AH.3.PC.B 5.PC.C 5.PC.E AH.3.PC.B AH.5.PC.C</p> <p><b>Social Justice Standards: Justice 13</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Black Agency, Resistance,</b></p>	<ul style="list-style-type: none"> <li>• How did enslaved individuals resist enslavement both overtly and covertly?</li> <li>• Did Reconstruction provide the necessary support system for the newly freed peoples?</li> <li>• What dynamics energized the Great Migration?</li> <li>• What role did spirituality play in fortifying and enriching the spirits of Black people?</li> <li>• What strategies have different protesters used to change legal inequalities?</li> <li>• How did Black communities resist racism and unfair practices by law enforcement and policies?</li> <li>• How did Black communities assist in changing racist laws and policies?</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to Slavery</li> <li>• Black Abolitionists</li> <li>• Black Military experiences</li> <li>• Black Social Institutions</li> <li>• Two Great Migrations</li> <li>• Civil Rights Movement</li> <li>• NAACP</li> <li>• Black Power Movement</li> <li>• Harlem Renaissance</li> <li>• Black Education</li> <li>• Black Founding Fathers</li> <li>• Black Institutions (HBCUs)</li> <li>• Black Literary Societies</li> <li>• Black Art Societies</li> <li>• NAACWC</li> <li>• Black Women's Clubs</li> <li>• Jack and Jill</li> <li>• Civil Rights Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> <li>• Ch. 8</li> <li>• Ch. 9</li> <li>• Ch. 10</li> <li>• Ch. 11</li> <li>• Ch. 13</li> <li>• Ch. 16</li> <li>• Unit 6</li> </ul>

<p><b>and Perseverance Black Identities</b></p>			
<p>7) Youth, Education and Leadership</p> <p>How have Black youth been change agents and leaders in society?</p>	<ul style="list-style-type: none"> <li>● Who creates change?</li> <li>● Where does change come from?</li> <li>● How does change happen?</li> </ul>	<ul style="list-style-type: none"> <li>● Childhood and Youth as change agents</li> <li>● Children and their ability to adapt and overcome</li> <li>● Black Leadership</li> <li>● Grassroots change</li> <li>● Education and Leadership</li> <li>● Regional differences in processes for change</li> </ul>	
<p>8) Why is Black History unique in our local history?</p>	<ul style="list-style-type: none"> <li>● How does a history of systemic racism impact our local communities?</li> <li>● How does our local Black History connect to national and global issues?</li> <li>● How has St. Louis/Missouri Black history influenced the world?</li> <li>● How have St. Louis Black individuals impacted change?</li> <li>● How is St. Louis the gateway to iconic Black Leadership?</li> </ul>	<ul style="list-style-type: none"> <li>● Dred Scott</li> <li>● The Missouri Compromise</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● Creation of East St. Louis</li> <li>● Redlining</li> <li>● Civil War</li> <li>● Ferguson</li> <li>● Culinary</li> <li>● Musical Origins</li> <li>● Segregation in schools</li> <li>● White Flight in St. Louis</li> <li>●</li> </ul>	

	<ul style="list-style-type: none"><li>• How has systemic racism led to implicit bias in our community</li></ul>		
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## Black History Unit Outlines

No Changes

Unit Compelling ?	Supporting Questions	Topics/Notes	Other Ideas-Performance Tasks
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<p><b>5) What is the lasting legacy of Black Cultural icons in different avenues of society?</b></p> <p>Standards:  <b>1.CC.D</b>  <b>1.CC.E</b>  AH.2.CC.C  <b>AH.5.CC.D</b>  <b>1.PC.A</b>  WH.4.PC.D  5.PC.E  AH.6.PC.A  AH.3.PC.B  AH.6.PC.A</p> <p><b>Social Justice Standards:</b>  <b>Identity 2</b>  <b>Identity 5</b>  <b>Diversity 6</b>  <b>Diversity 8</b>  <b>Justice 11</b>  <b>Justice 15</b></p>	<ul style="list-style-type: none"> <li>● How did Black Intersectionalities contribute to the history of America?</li> <li>● How has Black popular culture facilitated understanding the conditions that affect everyday lives of people?</li> <li>● What significant roles have Black Americans played in Pop Culture?</li> <li>● How have Black Americans excelled to overcome discrimination and limited academic resources?</li> <li>● Who are local Black cultural icons?</li> </ul>	<ul style="list-style-type: none"> <li>● Black music</li> <li>● Black dance</li> <li>● Black Culture</li> <li>● Sports</li> <li>● Entertainment</li> <li>● Art</li> <li>● Harlem Renaissance</li> <li>● Science and Innovation</li> <li>● Math</li> <li>● Politics and Government</li> <li>● Business</li> <li>● Literature</li> </ul>	<ul style="list-style-type: none"> <li>● Unit 8</li> <li>● Ch. 19 (Women)</li> <li>● Ch. 26 (Music)</li> <li>● Ch. 27 (Entertainment)</li> <li>● Ch. 30 (Sports)</li> </ul>

<p>Black Historical Consciousness Black Joy Persistence and Perseverance</p>			
<p>6) <b>How have Black Americans persevered and/or become agents of change during times of uncertainty?</b></p> <p>Standards: <b>1.CC.D</b> <b>1.CC.E</b> <b>AH.5.CC.D</b> GV.1.GS.A AH.1.GS.C GV.1.GS.B AH.3.GS.A AH.5.EC.C <b>1.PC.A</b> AH.1.PC.B WH.4.PC.D AH.3.PC.B 5.PC.C 5.PC.E AH.3.PC.B AH.5.PC.C</p> <p><b>Social Justice Standards: Justice 13</b></p> <p><b>Black Historical Consciousness:</b></p> <p><b>Black Agency, Resistance,</b></p>	<ul style="list-style-type: none"> <li>• How did enslaved individuals resist enslavement both overtly and covertly?</li> <li>• Did Reconstruction provide the necessary support system for the newly freed peoples?</li> <li>• What dynamics energized the Great Migration?</li> <li>• What role did spirituality play in fortifying and enriching the spirits of Black people?</li> <li>• What strategies have different protesters used to change legal inequalities?</li> <li>• How did Black communities resist racism and unfair practices by law enforcement and policies?</li> <li>• How did Black communities assist in changing racist laws and policies?</li> </ul>	<ul style="list-style-type: none"> <li>• African resistance to Slavery</li> <li>• Black Abolitionists</li> <li>• Black Military experiences</li> <li>• Black Social Institutions</li> <li>• Two Great Migrations</li> <li>• Civil Rights Movement</li> <li>• NAACP</li> <li>• Black Power Movement</li> <li>• Harlem Renaissance</li> <li>• Black Education</li> <li>• Black Founding Fathers</li> <li>• Black Institutions (HBCUs)</li> <li>• Black Literary Societies</li> <li>• Black Art Societies</li> <li>• NAACWC</li> <li>• Black Women’s Clubs</li> <li>• Jack and Jill</li> <li>• Civil Rights Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Ch. 5 and 6</li> <li>• Ch. 8</li> <li>• Ch. 9</li> <li>• Ch. 10</li> <li>• Ch. 11</li> <li>• Ch. 13</li> <li>• Ch. 16</li> <li>• Unit 6</li> </ul>

<p><b>and Perseverance Black Identities</b></p>			
<p>7) Youth, Education and Leadership</p> <p>How have Black youth been change agents and leaders in society?</p>	<ul style="list-style-type: none"> <li>● Who creates change?</li> <li>● Where does change come from?</li> <li>● How does change happen?</li> </ul>	<ul style="list-style-type: none"> <li>● Childhood and Youth as change agents</li> <li>● Children and their ability to adapt and overcome</li> <li>● Black Leadership</li> <li>● Grassroots change</li> <li>● Education and Leadership</li> <li>● Regional differences in processes for change</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
<p>8) Why is Black History unique in our local history?</p>	<ul style="list-style-type: none"> <li>● How does a history of systemic racism impact our local communities?</li> <li>● How does our local Black History connect to national and global issues?</li> <li>● How has St. Louis/Missouri Black history influenced the world?</li> <li>● How have St. Louis Black individuals impacted change?</li> <li>● How is St. Louis the gateway to iconic Black Leadership?</li> </ul>	<ul style="list-style-type: none"> <li>● Dred Scott</li> <li>● The Missouri Compromise</li> <li>● The Great Migration</li> <li>● Race Riots</li> <li>● Creation of East St. Louis</li> <li>● Redlining</li> <li>● Civil War</li> <li>● Ferguson</li> <li>● Culinary</li> <li>● Musical Origins</li> <li>● Segregation in schools</li> <li>● White Flight in St. Louis</li> <li>●</li> </ul>	

	<ul style="list-style-type: none"><li>• How has systemic racism led to implicit bias in our community</li></ul>		
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# **Appendix N**

## **Calendars**

Appendix N - Calendars

February 2020						
						1
2	3	4	5	6	7	8
					3  	
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Legend:**

: E-Mail

: Telephone Call

Appendix N - Calendars

April 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Appendix N - Calendars

June 2020						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2020						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
	1 ☒	1 ☒	1 ☒			
19	20	21	22	23	24	25
			1 ☒	2 ☒	3rd Annual TBH Conference	
26	27	28	29	30	31	
			1 ☒		1 ☒	

**Legend:**

☒: E-Mail

TBH: Teaching Black History

Appendix N - Calendars

August 2020						
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2	3	4	5	6	7	8
				2 ✉		
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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23	24	25	26	27	28	29
		5 ✉				
30	31					

September 2020						
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		4 ✉ ☎	1 ✉			
13	14	15	16	17	18	19
		3 ✉				
20	21	22	23	24	25	26
	4 ✉	1 ✉ ☎		1 ✉	PD, Zoom 2 ✉	
27	28	29	30			

**Legend:**

✉: E-Mail

☎: Telephone Call

PD: Professional Development

Appendix N - Calendars

October 2020						
				1	2	3
				3 ✉	3 ✉	
4	5	6	7	8	9	10
			3 ✉	5 ✉	1 ✉	
11	12	13	14	15	16	17
		PD, F2F				
18	19	20	21	22	23	24
	5 ✉ ☎	Mtg & Webinar 1 ✉				
25	26	27	28	29	30	31

November 2020						
1	2	3	4	5	6	7
1 ✉	PD, Zoom		1 ✉		1 ✉	
8	9	10	11	12	13	14
	1 ✉			1 ✉		
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Legend:**

✉: E-Mail

☎: Telephone Call

PD: Professional Development

F2F: Face-to-face

Mtg: Meeting

Appendix N - Calendars

December 2020						
		1	2	3	4	5
			3 ✉			
6	7	8	9	10	11	12
			4 ✉	1 ✉ ☎		
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					2 ✉	
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021						
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	3 ✉	2 ✉				
17	18	19	20	21	22	23
				Zoom		
24	25	26	27	28	29	30
	3 ✉			1 ✉		
31						

**Legend:**

✉: E-Mail

☎: Telephone Call

Appendix N - Calendars

February 2021						
	1	2	3	4	5	6
			3 ☒			
7	8	9	10	11	12	13
				4 ☒	PD, F2F	
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
	1	2	3	4	5	6
	2 ☒	2 ☒		PD, F2F 1 ☒		
7	8	9	10	11	12	13
				3 ☒		
14	15	16	17	18	19	20
	2 ☒					
21	22	23	24	25	26	27
			1 ☒			
28	29	30	31			
	1 ☒					

**Legend:**

☒: E-Mail

: Telephone Call

PD: Professional Development

F2F: Face-to-face

Appendix N - Calendars

April 2021						
				1	2	3
4	5	6	7	8	9	10
		PD, F2F				
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
	1 ✉	2 ✉		1 ✉		

May 2021						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
		3 ✉	1 ✉			
23	24	25	26	27	28	29
30	31					

**Legend:**

✉: E-Mail

☎: Telephone Call

PD, F2F: Professional Development, Face-to-face

Appendix N - Calendars

June 2021						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
					4th Annual TBH Conference	
25	26	27	28	29	30	31

Legend:  
TBH: Teaching Black History