

# Elective: Developing Black Historical Consciousness

## Dispositions (Thinking)

- Civic Mindedness
- Black Historical Consciousness
- Social Justice Standards
- Antiracism

## Inquiry (Process)

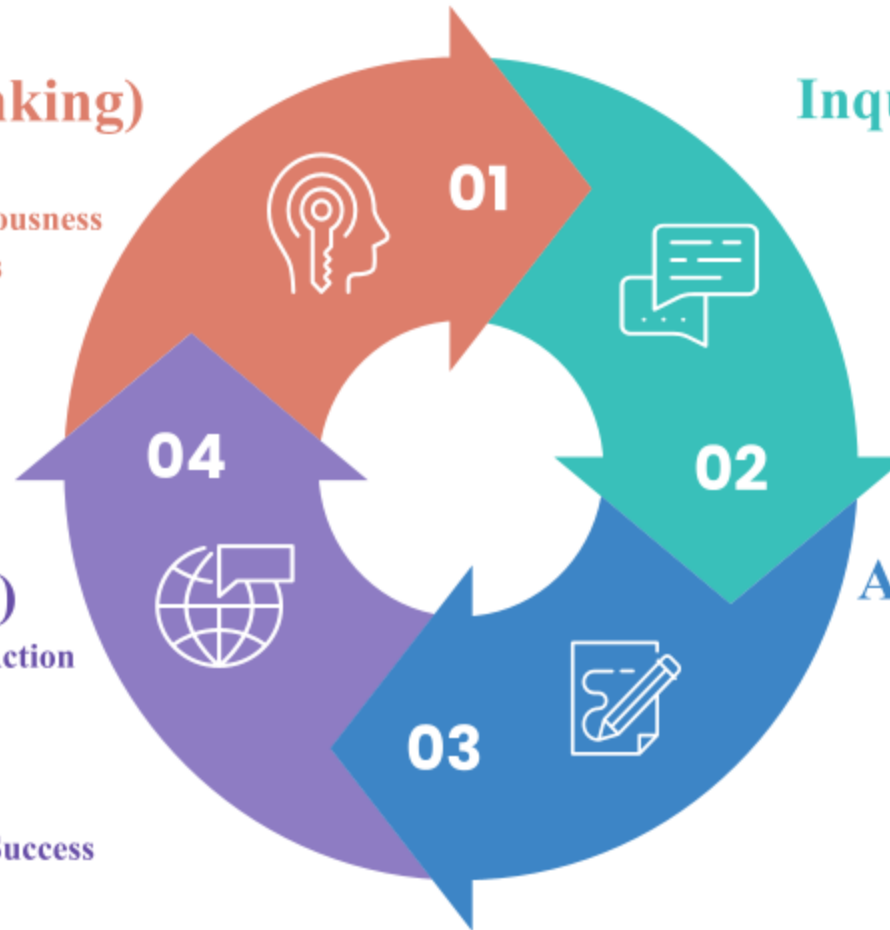
- Inquiry Based Learning
  - Questions
  - Tasks
  - Sources
- Discussion

## Action (Product)

- Issues to Informed Action
  - Understand
  - Assess
  - Act
- Backpack Skills of Success

## Argument (Product)

- Argumentation
- Literacies
  - Disciplinary
  - Critical
  - Information
- Backpack Skills of Success



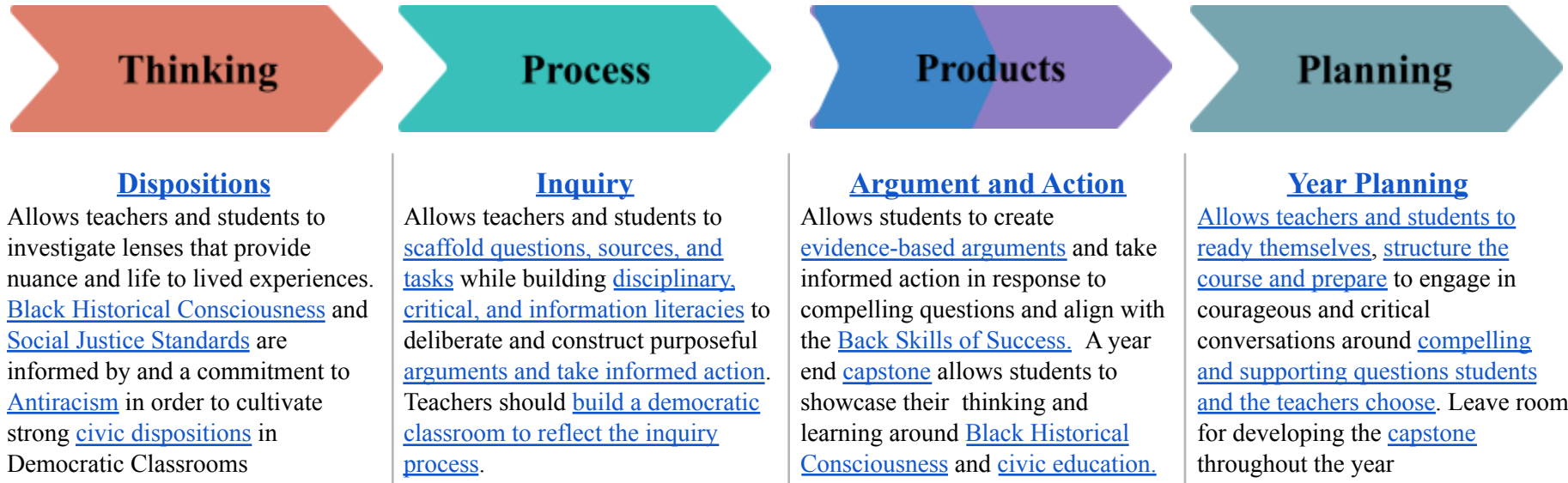
N.B. Jefferson County Public Schools is excited to share our efforts in aligning electives with Jefferson County's [Racial Equity Policy](#) and inquiry based learning. Our documents are shared with two goals in mind. The first is that we want to continuously improve our questions, tasks, and sources. 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 six principles of [Black Historical Consciousness](#) developed by [Dr. LaGarrett King \(University of Missouri\)](#), 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 history 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>Black Historical Consciousness Principles</u></a>	<a href="#"><u>Learning for Justice Social Justice Standards</u></a>	<a href="#"><u>Antiracism Ideologies</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](#) posits 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
<b>Foster Individuality and Community</b>	“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).
<b>Pursue Accuracy and Understanding</b>	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.
<b>Protect Freedoms for Self</b>	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

<p><b>and Others</b></p>	<p>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><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-- 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><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><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>

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 appeal 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
<b>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 (Units 2, 3, 4, 5, 9, 10)
<b>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, have made their own decisions based on their interest, and have fought back against oppressive structures. (Units 2, 3, 4, 5, 6, 8, 9)
<b>Africa and African Diaspora</b>	Africa and the African Diaspora as Black histories stress that narratives of Black people should be contextualized within the African Diaspora. A course in Black history should begin with ancient African history and connect the various Black histories around the globe. (Units 1, 12)
<b>Black Joy</b>	Black joy narratives are narratives of Black histories 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. (Units 1, 6, 7, 8, 11, 12)
<b>Black Identities</b>	Understanding Black identities as Black histories promotes a more inclusive history that seeks to uncover the multiple identities of Black people through Black history. History should not only be about Black men who are middle class, Christian, and heterosexual, and able-bodied. (Units 7, 10, 11)
<b>Black Historical Contention</b>	Black historical contention is the recognition that all Black histories are not positive. Black histories are complex and histories that are difficult should not be ignored. Additionally, the principles highlight the differences in Black history. Black people were not a monolithic group; they had various ideas of how to solve issues. (Units 7, 10, 11)



**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 [Learning for Justice’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>Learning for Justice 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,</li> </ul>

	<p>12)</p> <ul style="list-style-type: none"> <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>
<p><a href="#">Action Anchor Standards</a></p>	<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> <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>

IV. **“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 racist 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 Civic dispositions and social justice standards, 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 Principles, and Social Justice Education.

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> </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> </ol>

<ol style="list-style-type: none"> <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>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>
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Antiracist frameworks create critical lenses in 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 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 Antiracist 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). Antiracism challenges traditional approaches of “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, Antiracist approaches challenge historical positions, largely rooted in Eurocentricities 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 might use the following 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 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 and inquiry 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](#)

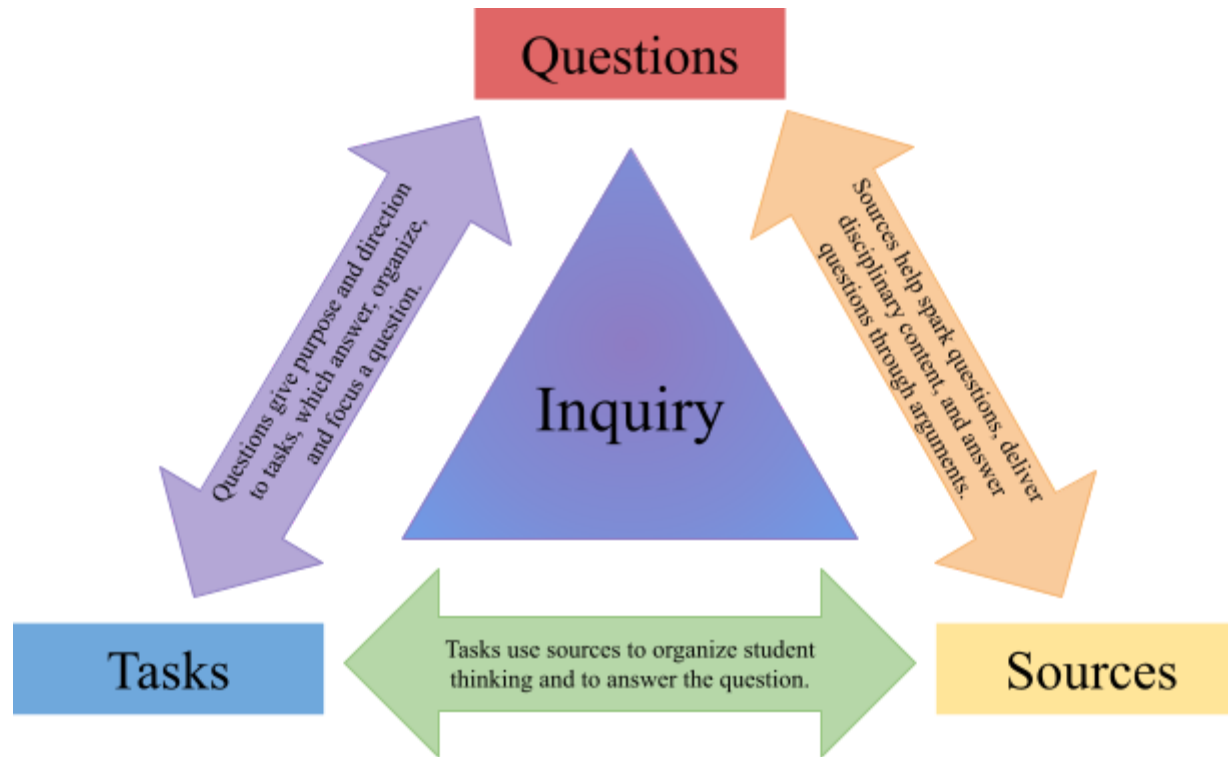
**Using Race as a Lens (Ladson-Billings, 2012; Delgado & Stefancic, 2012; Crowley, 2015; Chandler, 2015; Navarro & Howard, 2017; King, 2020)**

Tenets	Meaning
<p><b>Racism is normalized, not an aberration</b></p>	<p>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, issues of race and racism are 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.</p>
<p><b>Race as a social construction</b></p>	<p>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.</p>
<p><b>Interest Convergence</b></p>	<p>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 hold. Accordingly, this historically happens when white elites also have something to gain by extending rights to people of color.</p>
<p><b>Intersectionality and Anti-Essentialism</b></p>	<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</p>

	between the needs of the whole without losing sight of the needs of individuals.
<b>Counternarratives</b>	Storytelling and counter-storytelling helps dismantle social constructs of race, power, and 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. 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.

## Inquiry: Building Process for Argument and Action

### Inquiry: Defining Questions, Sources, Tasks



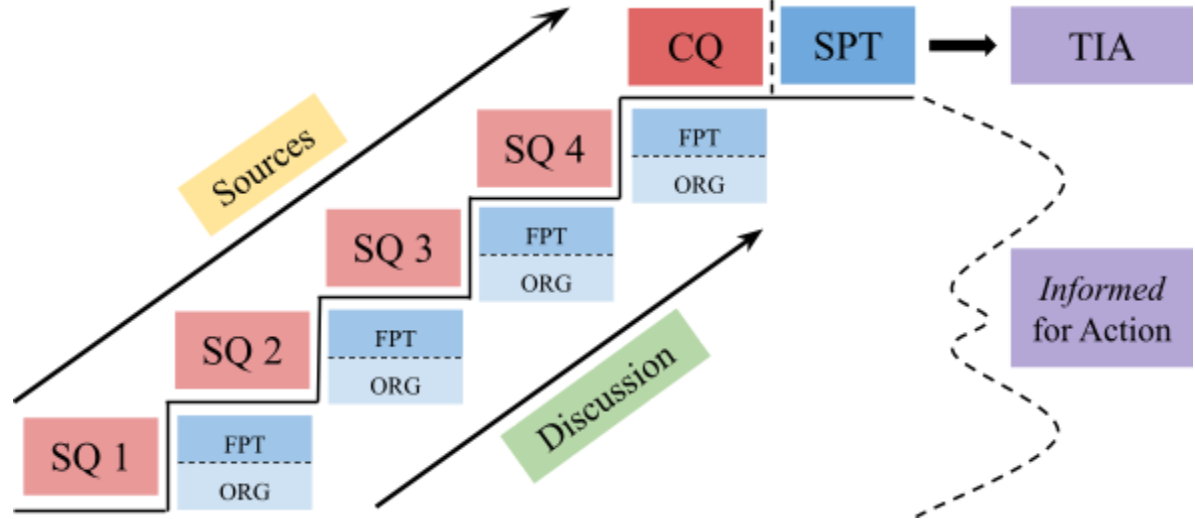
**Questions:** Inquiries begin with a Compelling Question reflecting an enduring topic or concept. Compelling Questions should be student friendly and intellectually rigorous. Compelling Questions frame units and supporting questions frame lessons. The Supporting Questions organize disciplinary content. 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: Structuring and Scaffolding Questions, Tasks, and Sources for Argument and Action

The following two graphs demonstrate how to scaffold inquiry (questions, tasks, and sources) for argumentation and action. Summative performance tasks (SPT) answer compelling questions (CQ) in the form of verbal, written or multimodal arguments. These arguments are built by examining a series of supporting questions (SQ) and backwards planned tasks. Organizational tasks (ORG) help students analyze, evaluate, and synthesize questions, sources, and discussions, while formative performance tasks (FPT) help students answer the supporting questions by reinforcing the type of argument (written, verbal, multimodal). Once teachers help scaffold arguments, students are better prepared to take informed action (TIA) in their classrooms, schools, and communities.



<b>Compelling Question (CQ)</b>	Argumentative questions that help teachers and students collect, organize, and pursue real problems and issues by providing space for intellectually rigorous investigations and students' lived experiences.	<b>Summative Performance Task (SPT):</b> Written, Verbal, Multimodal Arguments composed of a series of logical claims supported by relevant evidence.	<b>Taking Informed Action Task (TIA):</b> Opportunities to understand, assess, and act on an issue or problem connected to the compelling question.
<b>Supporting Questions (SQ)</b>	Disciplinary questions that help scaffold learning to answer the compelling question by examining and organizing disciplinary content.		
<b>Formative Performance Tasks (FPT)</b>	Uses organizational tasks to synthesize writing/presenting descriptions, generalizations, main ideas, summaries, explanations, claims and counterclaims that are scaffolded to answer supporting questions while building skills necessary to complete summative performance tasks.		
<b>Organizational Tasks (ORG)</b>	Listing, ranking, identifying, annotating, and completing/creating: charts, diagrams, webbing, timelines, maps to categorize, analyze, and evaluate questions, sources, and discussion.		
<b>Discussion Tasks</b>	Used to work through questions, tasks, and sources to test ideas, explore multiple perspectives, establish collaborative relationships, and support the inquiry process.		
<b>Sources</b>	Sources are anything that can be studied or analyzed. Aligned to the supporting questions, adapted for students, they deliver content, spark curiosity, and build arguments.		



## 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, Antiracism</p>					

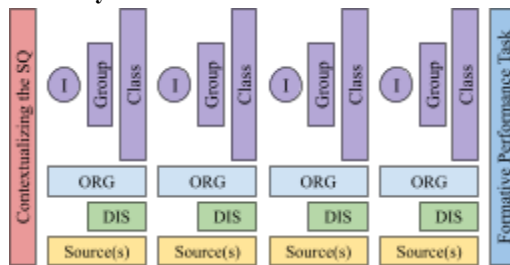
## Inquiry Implementation for Democratic Classrooms

**ENGAGING SUPPORTING QUESTIONS [5-8 minutes]** *Engaging questions legitimizes the question for students. Choose one of the following options to begin the inquiry lesson.*

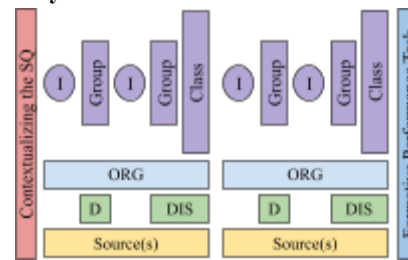
1. **Questioning the question:** In small groups, students ask additional questions that will help them answer the lesson's supporting question. Teachers give 1-2 minutes for students to ask questions, 1-2 minutes to share out, and 2 minutes for teachers to address questions for students' background while not answering the supporting question.
2. **Sparking Curiosity with a Source:** In small groups, students a) examine a source(s), i.e. video, podcast, artifact, image, or text, that provides a context for the lesson. The teacher provides 3-4 minutes for students to read and discuss the source and 3-4 minutes for whole-class sharing b) engage in the Question Formulation Technique (QFT).
3. **Contextualizing within the Compelling Question:** As a whole class, the teacher facilitates discussion as students a) look at how the current supporting question builds from and towards other supporting questions within the unit or b) address how the previous day's supporting question and/or key sources help answer the unit's compelling question.
4. **Background Mini-Lecture:** Teachers provide background information without answering the supporting question. These lectures help students zero in the essential regional, global, or thematic contexts that help students approach sources in an informed way.

**ENGAGING SOURCES THROUGH DISCUSSION [30 minutes]** *Engaging sources is where the inquiry and content collide through a series of discussion cycles. Consider how students will complete organizational tasks by combining sources and discussion for the formative performance tasks. The cycle is based upon individual, group, and whole class.*

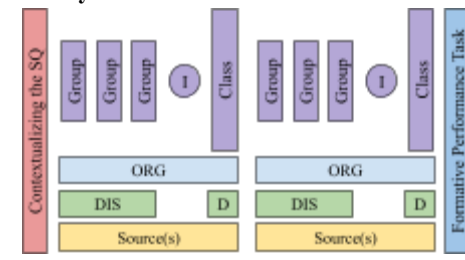
### Discussion Cycle 1



### Discussion Cycle 2



### Discussion Cycle 3



**COMMUNICATING CONCLUSIONS [5-10 minutes]** *Communicating conclusions is the synthesis of inquiry to demonstrate learning through descriptions, generalizations, explanations, and claims/counterclaims. Each lesson's FPT should scaffold students' knowledge and skills to construct arguments. Choose one of the following FPT*

**Written** (formal scaffolding towards creating arguments)

1. **Write a description:** An account detailing relevant characteristics about topic(s).
2. **Write a generalization:** A summary or main idea synthesizing broad concepts inferred from sources that connect topic(s).
3. **Write an explanation:** A statement that constructs a relationship of a cause, context, and consequence between topics.
4. **Write a claim and/or counterclaims:** A position to persuade an intended audience developed through sufficient evidence and valid reasoning about topics.

**Verbal** (includes descriptions, generalizations, explanations, or claims, but presented in a different format)

1. **Turn and Talk--** As pairs, students spend 1-2 minutes describing, generalizing, explaining, or stating a claim. As the whole class, teachers ask for students' partner's responses.
2. **Spectrum--** Students align to a spectrum based upon teacher criteria (e.g. Agree/Disagree, Importance, Relevancy, etc.) and students must align based upon where they stand relative to their peers. Students share their explanations and move based upon the persuasiveness of an explanation or claim.
3. **Four Corners--** Students move to four designated spots corresponding to Strongly Agree/Agree/Disagree/Strongly Disagree and explain their claim with evidence to groups/whole class as the teacher facilitates. Students can move based upon the persuasiveness of an explanation or claim.
4. **Consensus Building--** In small groups students come to a consensus on an explanation or claim, and if time allows, partner with a second group to build to a larger consensus.

## Argument

## Action

### Argumentation: Process and Product (*More soon, 2021*)

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></p> <p>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></p> <p>“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</p>



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 literacy curriculum can be negotiated with children. Critical literacy makes it possible for me to reconsider my thinking by providing a **framework or theoretical perspective** 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)

“Reading and writing pedagogy that gives voice to oppressive experiences within oppressive social systems” - Freire, 1972

#### **What Critical Literacy is and what it does.**

- Not a series of skills to master “but, rather as contextualized emerging act of consciousness and resistance”
- “Students’ lives and the ways in which they are socially, politically, and culturally situated become the most compelling text in the classroom”
- 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”
- “Enables and empowers students to understand the social construct of themselves, their fellow classmates, their family, cultures, and the world beyond the classroom”
- Rather than silencing; issues of race, gender, power, and culture need to be brought to the students attention.
- It does more than provoke an answer, “it prepares them to act.”
- Without the skills and inclination to approach text from a critical stance, readers/citizens can be misinformed and manipulated.
- 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”.

#### **What readers need to be able to “do.”**

- Decode the text. Work out what the text is actually saying
- Making Meaning. Bring one's own culture, content, context, text-use, and text structure to the active process of making meaning.
- Interrogate the text. Examine its assumptions, values, and positions and understand how the text is positioning them

#### **Reading texts with a Critical Literacy lens.**

- Texts are positioned and positioning and every text is just one set of perspectives on the world.
- 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.
- See beliefs and values presented that offend us with some critical distance to read the text.

### **Information Literacy**

#### **What is Information Literacy?**

These types of literacies are an emerging field since technologies are ever changing and relatively new. Informational



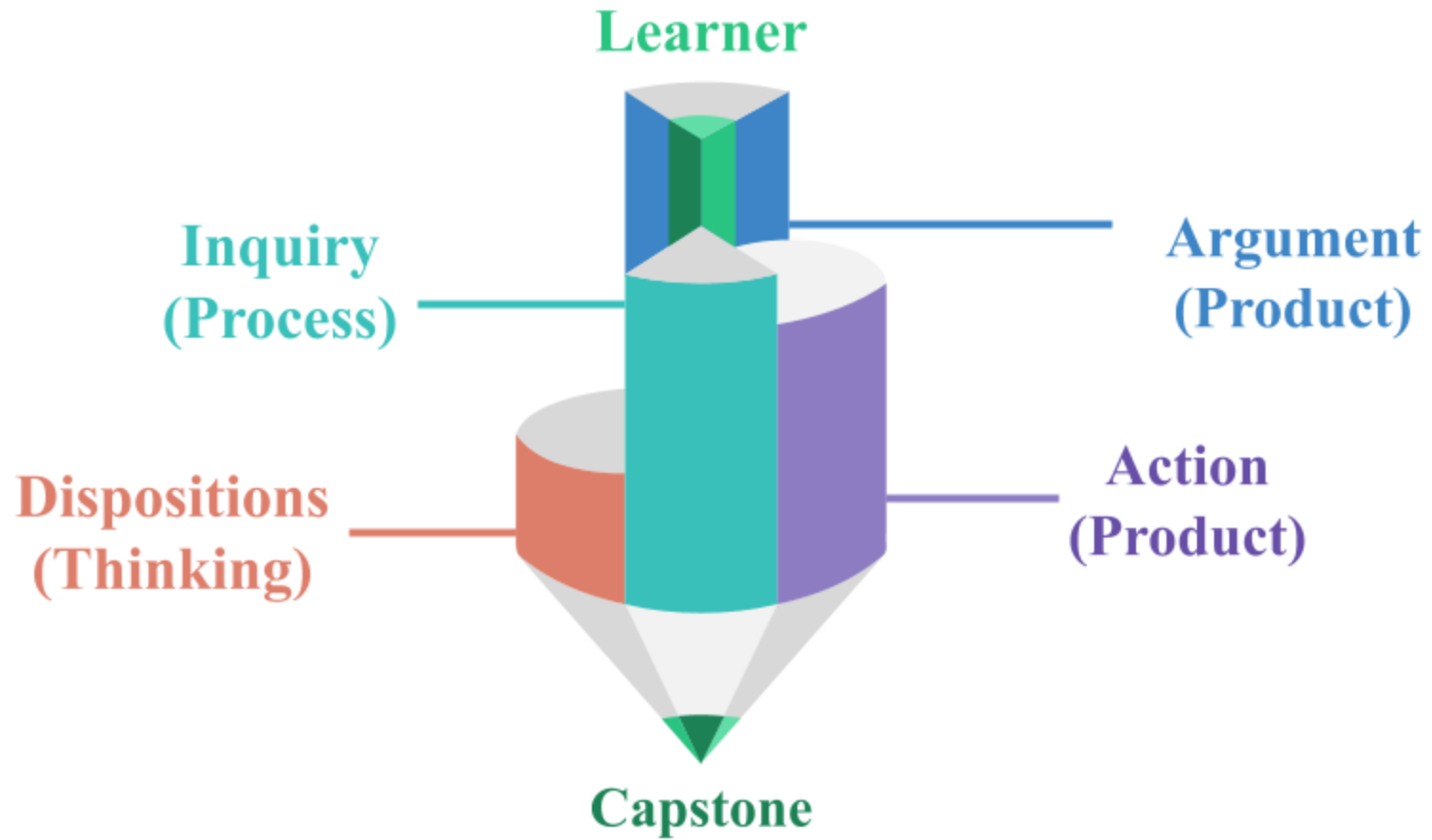
**(Coming Soon)**

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” ([American Library Association](#))

Type of Information Literacy: Media Literacy, New (Internet) Literacy, and Digital Literacy.

# Capstone (Coming Soon, September 2021)

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	
TIA days	1	1	4	1	4	2	4	1	3	2	1	5	3	32	
Total Days	7	9	11	8	12	9	11	12	13	12	10	17	14	145	

## Yearly Planning: Curriculum Overview Choosing Questions for Investigation

Unit 1: Compelling Question: How do ancient ancestors empower the present? (Past and Present)	Unit 2: Compelling Question: How did enslavement undermine democratic principles? (1600s-1800s)
<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>
<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 3: Compelling Question: How did racist policies divide the country? (1800s-1865)</b></p>	<p><b>Unit 4: Compelling Question: How free were Black Americans during Reconstruction? (1865-1877)</b></p>
<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> <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>	<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> <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</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>• What strategy did the NAACP use to fight inequality?</li> </ul>

<p>Black experience in the U.S.?</p> <ul style="list-style-type: none"> <li>• What organizations did Black women and men create to promote change?</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 white supremacists get away with lynchings?</li> <li>• How did the “nadir of race relations” rival the horrors of enslavement?</li> <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>	<ul style="list-style-type: none"> <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 supremacy?</li> <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 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> </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</li> </ul>



<ul style="list-style-type: none"> <li>● How did Black artists and writers 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 and the theatre to promote Blackness?</li> </ul>	<p>Black population?</p> <ul style="list-style-type: none"> <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 Black communities and leaders?</li> <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</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</li> </ul>

<p>Movement?</p> <ul style="list-style-type: none"> <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 segregation?</li> <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>	<p>of Black love and marriage?</p> <ul style="list-style-type: none"> <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> <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>	<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> <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>	<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>
<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>

## Compelling Questions

Unit	Dates	Unit Compelling Questions
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 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](#), and [Antiracism](#)
2. Learning for Justice’s teacher/student reflection:
  - a. [Comfort level with different topics](#)
  - b. [Self assessment for vulnerabilities, strengths, needs](#)
  - c. [Planning for strong emotions](#)
3. [Learning for Justice 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*
- *Black Joy*

### Social Justice Standards (Learning for Justice)

- 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>
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<b>Taking Informed Action (TIA)</b>	<p>Understand</p> <p>Assess</p> <p>Act</p>
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## Unit 2: How did enslavement undermine democratic principles? (1600s-1800s)

### Overview:

#### Black Historical Consciousness

- *Power and Oppression*
- *Black 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)**

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?		

<p><u>Why did the Founders keep enslavement in the Constitution?</u></p>		
<p>How do we reconcile the Founders' ideas with their actions?</p>		
<p>What were early arguments against enslavement?</p>		
<p>How did the Haitian Revolution influence American enslavement?</p>		
<p><u>What can we learn about enslavement from former enslaved women and men?</u></p>		
<p>How did enslaved women and men physically resist violence?</p>		
<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>		

<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 enslavement undermine democratic principles?</b>
<b>Taking Informed Action (TIA)</b>	Understand  Assess  Act

## Unit 3: How did racist policies divide the country? (1800s-1865)

### Overview:

#### Black Historical Consciousness

- *Power and Oppression*
- *Black Agency, Resistance, and Perseverance*

#### Social Justice Standards (Learning for Justice)

- 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?		
How did white and Black people work together in the abolitionist movement?		
How did Black families overcome		



educational barriers?		
<u>What was the purpose of the Freedman’s Journal?</u>		
How did the spread of enslavement create violence?		
Why did Southern states secede?		
Why was John Brown hanged and Lincoln celebrated?		
How did the Fugitive Slave Act create divisions?		
<u>Was Lincoln a racist?</u>		
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>	<b>Understand</b>  <b>Assess</b>  <b>Act</b>
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## Unit 4: How free were Black Americans during Reconstruction? (1865-1877)

### Overview:

#### Black Historical Consciousness

- *Power and Oppression*
- *Black Agency, Resistance, and Perseverance*

#### Social Justice Standards (Learning for Justice)

- 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 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?		
How do Confederate monuments reinforce white supremacy today?		
<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 free were Black Americans during Reconstruction?</b>	
<b>Taking Informed Action (TIA)</b>	Understand Assess Act	



## Unit 5: How did Black Americans challenge white supremacy during the Nadir? (1877-1900)

### Overview:

#### Black Historical Consciousness

- *Power and Oppression*
- *Black Agency, Resistance, and Perseverance*

#### Social Justice Standards (Learning for Justice)

- 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.?		
What organizations did Black women and men create to promote change?		
How did sports provide a source of pride?		

How did Black women use literature to challenge white supremacy?		Ida B. Wells, Anna Julia Cooper, Frances Ellen Watkins Harper
Why did whites get away with lynching?		
How did the “nadir of race relations” rival the horrors of enslavement?		
How did Ida B. Wells seek justice?		
How did Homer Plessy challenge racialized space after Reconstruction?		<a href="#">Overlooked no More</a> Comité' des Citoyens, Separate Car 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

- *Black Agency, Resistance, and Perseverance*
- *Black Joy*

#### Social Justice Standards (Learning for Justice)

- 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>
What strategy did the NAACP use to fight inequality?		
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 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?		
Case Study: <u>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?		
How does Marcus Garvey’s ideas influence today's conversations?		
How does NAACP use traditional white institutions to advocate Black interest?		<i>Guinn v. United States, Grandfather Clause, Moore v. Dempsey,</i>
How well did <i>Buchanan v. Warley</i> reshape segregated housing in Louisville?		

<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</p> <p>Assess</p> <p>Act</p>	



## Unit 7: How did Black Americans create a culture of Black joy 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*
- *Black Identities*
- *Black Historical Contention*

#### Social Justice Standards (Learning for Justice)

- 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 joy in the 1920s? (1920s)**

<b>Staging the Compelling Question:</b>		
<b>Choose 7+ Supporting Questions</b>	<b>Investigation: Disciplinary Standards</b>	<b>Possible SFI aligned to SQs</b>
How did the Harlem Renaissance lead to a new Black cultural identity?		
How did the Harlem Renaissance help white Americans better understand Black Americans?		
What did women authors and male		

authors focus on in Black literature during the Harlem Renaissance?		
How did Jazz transform music and entertainment?		
How did Black artists bring Black joy and love to life?		
What is the lasting legacy of the Harlem Renaissance?		
What arguments did Carter G. Woodson make in <i>The Mis-Education of the Negro</i> ?		
How should we celebrate Black History today?		Black History Month, Carter G. Woodson
How do HBCUs create a culture of care and advancement?		
How did baseball's Negro League define the stereotypes of segregation?		Source ( <a href="#">Smithsonian</a> )
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 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

- *Black Agency, Resistance, and Perseverance*
- *Black Joy*

### Social Justice Standards (Learning for Justice)

- 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?		
How did Black leaders pressure President Roosevelt to desegregate?		A. Philip Randolph, Bayard Rustin, Executive Order 8802, March on Washington Movement

How did Black women and men use World War II to express themselves and their communities?		
How did Black soldiers, nurses, and factor workers help win the war against Fascism?		
What did the real “Rosie the Riveter” look like?		
How did America depend on and let down Tuskegee pilots?		
How did Henrietta Lacks advance science and medicine?		
How did the experiences of World War II help organize and empower Black communities and leaders?		
How did the “Double V” campaign 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>	Understand  Assess  Act



## 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

- *Black Agency, Resistance, and Perseverance*
- *Power and Oppression*

#### Social Justice Standards (Learning for Justice)

- 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?		
<u>What role did photography play in changing white perspectives of civil</u>		

<u>rights?</u>		
How did Black women and men use writing to build coalitions and challenge white supremacy?		James Baldwin, Stokley Carmichael, Malcolm X,
How did youth oriented organizations influence the Civil Rights Movement?		
How did Emmitt Till’s murder demonstrate the cruelty of racism in America?		
What ideologies define the Civil Rights Movement?		
What role did nonviolent protest have in the success of the Civil Rights Movement?		
<u>Why did the Montgomery Bus Boycott succeed?</u>		
How are racist policies bad for 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?		
How did Dr. Martin Luther King Jr.'s views of the Civil Rights Movement change over time?		
What actions did Civil Rights activists take against voting restrictions?		
What actions did the U.S. Government take control and monitor the Civil Rights Movement?		
How does sexism diminish the way we remember women's leadership roles during the Civil Rights Movement?		
How did the Civil Rights Act and Voting Rights Act address racist state		

laws?		
<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 counter individualism to form successful movements?</b>	
<b>Taking Informed Action (TIA)</b>	Understand  Assess  Act	

## 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 and Oppression*
- *Black Identities*
- *Black Historical Contention*

#### Social Justice Standards (Learning for Justice)

- 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)**

Staging the Compelling Question:		
Choose 10+ Supporting Questions	Investigation: Disciplinary Standards	Possible SFI aligned to SQs
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?		
How does <i>The Cosby Show</i> exemplify Media Suasion?		
How do you spot “Dog Whistles” in politics?		
How does Hip Hop/Rap expose social injustice?		



How did the goals of the Million Man March differ from the Million Woman March?		
How do the LA riots of 1992 compare to Ferguson in 2014?		
How has the “War on Drugs” damaged Black communities?		
How did President Barack Obama respond to white supremacy?		
What are the goals and successes of 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</b>	<b>Understand</b>	

<b><i>Informed Action (TIA)</i></b>	<b>Assess</b>  <b>Act</b>
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## 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 Identities*
- *Black Historical Contention*
- *Black Joy*

### Social Justice Standards (Learning for Justice)

- 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?		
What laws have helped communities become more antiracist?		

How do inequalities in income, education, and incarceration serve to justify racist policies?		
Are reparations enough to undo years of racism against the Black Americans?		
How have whites used affirmative action to undermine equality?		
What strategies address the school to prison pipeline?		
How has the Congressional Black Caucus advocated for Black Americans?		
What are the advantages and disadvantages in using social media to fight systemic racism?		
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?		

<p>What policies help ensure your school is antiracist?</p>		
<p>How can students make principled decisions to combat racism in schools?</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 do African Americans champion antiracist policies to make our communities better?</b></p>	
<p><b>Taking Informed Action (TIA)</b></p>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## Unit 12: How is Blackness global? (Present)

### Overview:

#### Black Historical Consciousness

- *Africa and African Diaspora*
- *Black Joy*

#### Social Justice Standards (Learning for Justice)

- 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 5+ 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>	<p>Understand</p> <p>Assess</p> <p>Act</p>	

## 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)

- C3teachers (IDMs)
- Stanford Historic Educational Group
- Digital Public Library of America
- DocsTeach
- Facing History and Ourselves
- Gale Online Resources
- History is a Weapon
- Internet Modern History Sourcebook
- Library of Congress
- Our Documents
- PBS Learning Media
- Perseus Digital Library
- Smithsonian
- Wilson Center Digital Archive
- World Digital Library
- Avalon Project - Documents in Law, History and Diplomacy
- Creighton University - Primary Sources in History and the Classics
- Milestone Documents - Primary Source Readers
- <http://seshatdatabank.info/>

- Life Magazine Historic Photos
- Avalon Project
- Blackpast.org
- Spartacus Educational
- National African American Museum of History and Culture
- Equal Justice Initiative (EJI)
- People Not Property

#### Local Sources:

- JCPS Libguides
- University of Louisville Archives
- University of Kentucky Archives
- Kentucky Educational Television
- Kentucky Digital Library
- Kentucky Historical Society
- Kentucky Virtual Library
- Frazier History Museum
- Filson Historical Society
- Roots 101, Louisville

#### Domestic News:

- [www.vox.com](http://www.vox.com)
- [www.ap.org](http://www.ap.org)
- [www.nytimes.com](http://www.nytimes.com)
- [www.washingtonpost.com](http://www.washingtonpost.com)
- [www.washingtontimes.com](http://www.washingtontimes.com)
- [www.npr.com](http://www.npr.com)
- [www.democracynow.org](http://www.democracynow.org)
- [www.chicagotribune.com](http://www.chicagotribune.com)
- [www.slate.com](http://www.slate.com)
- [www.usatoday.com](http://www.usatoday.com)
- [www.fivethirtyeight.com](http://www.fivethirtyeight.com)
- [www.nationalreview.com](http://www.nationalreview.com)
- [www.politico.com](http://www.politico.com)
- [www.thehill.com](http://www.thehill.com)
- [www.motherjones.com](http://www.motherjones.com)
- [www.wallstreetjournal.com](http://www.wallstreetjournal.com)
- [www.economist.com](http://www.economist.com)
- [www.theatlantic.com](http://www.theatlantic.com)
- [www.harpers.org](http://www.harpers.org)
- [www.christiansciencemonitor.com](http://www.christiansciencemonitor.com)
- [www.foreignaffairs.com](http://www.foreignaffairs.com)
- [www.harvardpolitics.com](http://www.harvardpolitics.com)
- [www.pbsnewshour.com](http://www.pbsnewshour.com)

#### Polls:

- [www.pewresearch.org](http://www.pewresearch.org)
- [www.gallup.com](http://www.gallup.com)
- [www.fivethirtyeight.com](http://www.fivethirtyeight.com)
- <https://poll.qu.edu/>

#### Government in Action

- [www.c-span.org](http://www.c-span.org)
- [www.politifact.com](http://www.politifact.com)
- [www.factcheck.org](http://www.factcheck.org)

#### Local media

- <http://www.kentucky.com/news/>
- <http://www.courier-journal.com/>

#### News Abroad:

- [www.bbc.com](http://www.bbc.com)
- [www.aljazeera.new](http://www.aljazeera.new)
- [www.theguardian.com/us](http://www.theguardian.com/us)
- [www.spiegel.de/international](http://www.spiegel.de/international)

## 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, and 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 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</b>” (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. The <a href="#">Instructional Framework</a> through <a href="#">1) Building an inquiry lesson</a> <a href="#">2) Teaching an inquiry lesson</a> <a href="#">3) Assessing a lesson</a> <a href="#">4) Reflecting on a lesson</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 through Discussion</b>—multiple sources for perspectives and content to ground conclusions on evidence 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>• <b>Questions:</b> 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>• <b>Sources:</b> Sources are pivotal for enabling multiple perspectives to be represented inside a classroom.</li> <li>• <b>Tasks:</b> 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>

## References

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; 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> </ul>

	<ul style="list-style-type: none"> <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 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</li> </ul>

	<ul style="list-style-type: none"> <li>○ <a href="#">Black History Instruction Gets New Emphasis in Many States <i>Stateline</i>, August 20, 2020 By: Marsha Mercer</a></li> </ul>
11.8.20	<ul style="list-style-type: none"> <li>● Highlighted in <a href="#">JCPS Envision Equity</a></li> </ul>
1.18.21	<ul style="list-style-type: none"> <li>● Link to the Program: <a href="https://historyofrace.com/online-workshop/">https://historyofrace.com/online-workshop/</a></li> <li>● Link to the Session: <a href="https://www.youtube.com/watch?v=7-oA1WSRCFc&amp;feature=youtu.be">https://www.youtube.com/watch?v=7-oA1WSRCFc&amp;feature=youtu.be</a></li> </ul>
5.5.21	<p><a href="#">This course is in alignment with the goals and language of the Racial Equity Policy.</a> Earlier iterations of this document referred to contentious perspectives within scholarship. The general public, social media, and state and national governments have used this term in ways that make it clear many do not understand it. We are happy to engage those individuals who see this term as destructive but ask first to research what academics say about the development of and application in education. We’ve provided those links in our references pages below. Finally, we removed the term so that we can continue to remain focused on the harm white supremacy inflicts on our students, in our schools, community, state, and nation. We remain firm in our commitment to Antiracist approaches and ideologies and creating a curriculum worthy of our students--current and future.</p>
Future Updates	<ul style="list-style-type: none"> <li>● Overviews for the lessons that combine the three elements of the course together</li> <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>