



BLACK HISTORY IN TWO MINUTES

TEACHING GUIDE

**BLACK
HISTORY** / **IN
TWO
MINUTES**
(OR SO)

SEASON ONE

Welcome to the *Black History in Two Minutes* Season One Teaching Guide. Here, you will find a variety of resources designed to help you use these short, engaging videos with your students at home, in your classroom, with a community group or in any other setting where young people learn.

Narrated by renowned historian Henry Louis Gates, Jr. and executive produced by Robert F. Smith, these videos are powerful teaching tools that can help students connect with important but commonly overlooked events in American history. Too often, schools relegate Black history to the month of February, reinforcing the notion that it is “extra” material, separate from the history of the United States students learn throughout the year. This guide can help disrupt that narrative by supporting the use of these student-friendly cross-disciplinary videos throughout scopes, sequences and settings.

FOCAL POINT

Whether you’re teaching about Black feminism, the Harlem Renaissance, Jack Johnson’s “fight of the century” or any of the more than 60 topics represented in the video library, we hope you and your students will be inspired by the individuals who made this history, and take their legacies with you on your teaching, learning and civic engagement journeys.

HOW TO USE THIS GUIDE

The *Black History in Two Minutes* Season One Teaching Guide supports a variety of teaching and learning goals. Browse the scripted lessons, which provide an off-the-shelf option that is perfect for extending existing unit plans. Customize a “plug-and-play” activity based on a theme that speaks to your school or classroom climate needs. You might choose to focus on a single essential question and follow that line of inquiry with students through several videos. Or you can encourage older kids to engage in the student-led inquiry activity to keep them engaged during downtime or to facilitate project-based learning.

There is no correct way or order to do the activities; decide what objectives you want your students to meet, and use your creativity to design a custom plan by selecting and combining teaching materials and resources.

To get you started, here is an overview of what you will find in the guide.

1. The **list of Season One videos** grouped by theme and social justice domain to support planning.
2. A set of **overarching essential questions** designed to drive student inquiry.

3. A set of **student objectives** identifying the knowledge and skills students will gain by engaging with these video-based activities.

4. A **universal KWL chart** for use with any video.

5. Customizable **Big Idea questions** to help students focus on video content specific to the teaching and learning goals.

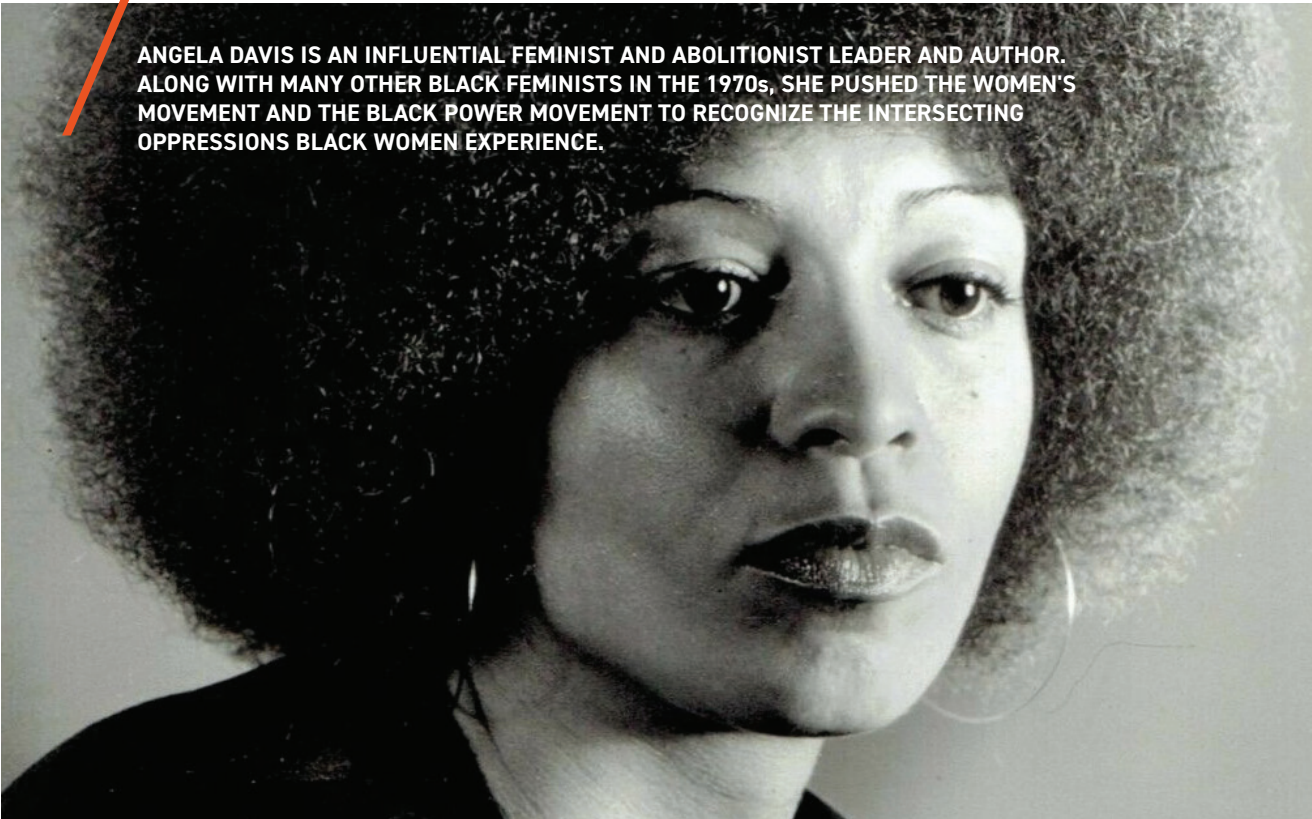
6. Two **independent study activities** to support students in following their own line of inquiry.

7. Customizable or “**plug-and-play**” **learning activities** that can be used with any video or combination of videos from the *Black History in Two Minutes* library.

8. **Scripted lessons** that invite students to explore groupings of videos.

9. **Graphic organizers** to help students visually engage with own thinking while they watch the videos.

10. A set of **sample text-dependent questions** that can be used in assessments, journal prompts, speaking and listening activities, or a variety of other instructional tasks.

A black and white portrait of Angela Davis, a Black woman with a large, curly afro hairstyle. She is looking directly at the camera with a serious expression. The background is a plain, light color.

ANGELA DAVIS IS AN INFLUENTIAL FEMINIST AND ABOLITIONIST LEADER AND AUTHOR. ALONG WITH MANY OTHER BLACK FEMINISTS IN THE 1970s, SHE PUSHED THE WOMEN'S MOVEMENT AND THE BLACK POWER MOVEMENT TO RECOGNIZE THE INTERSECTING OPPRESSIONS BLACK WOMEN EXPERIENCE.

NATIONAL STANDARDS

Each video in the *Black History in Two Minutes* library has been mapped by theme and by social justice domain: identity, diversity, justice and action. These four domains refer to the [Teaching Tolerance Social Justice Standards](#), anchor standards and age-appropriate learning outcomes that provide a road map for anti-bias education at every stage of K–12 instruction.

The activities in this guide were also designed to meet Dimension 1 (Developing Questions and Planning Inquiries) and Dimension 4 (Communicating Conclusions and Taking Informed Action) of the C3 Framework, as well as CCSS Anchor Standards for reading, writing, speaking and listening, and language.

PREPARING TO TEACH

The *Black History in Two Minutes* library and Teaching Guide include some videos and lessons intended to educate students about painful and even violent history. Before you share these videos and lessons, look at your classroom demographics and anticipate how your students may feel about the material. Are your students prepared to have conversations about race and racism? What prior knowledge do they have? What response strategies do you have in your toolbox if they exhibit strong reactions to the material?

Extend this assessment to yourself as well. If you are a Black teacher, check in with yourself and notice if the

A NOTE ABOUT TOPIC SELECTION

Although the history of Black America includes many stories of struggle and resistance, it also includes many examples of ingenuity, creativity and joy. It is important that students encounter multiple narratives and learning opportunities that reinforce the complexity and diversity of Black people and Black communities. Throughout the guide, you will notice people, facts and events highlighted as a reminder to share a variety of stories that engage themes, not just of oppression, but also agency, empowerment, community building and accomplishment.

material brings up painful emotions. If you are a non-Black teacher, have you thought about your own racial identity in relationship to the material? Do you have the language and the experience to navigate students' questions about concepts like white supremacy and the social construction of race?

To aid you in preparing to teach the materials in this guide, download the guide [Let's Talk: Facilitating Critical Conversations With Students](#) from Teaching Tolerance.

SOCIAL JUSTICE DOMAINS AND THEMES ALIGNMENT

This table organizes the *Black History in Two Minutes* Season One videos by theme and by social justice domain. Identify which theme best fits the unit you are planning, and select from the list of videos accordingly. Alternatively, identify the social justice domain your students need to strengthen, and select a video to support that direct instruction goal.

| Theme | Identity | Diversity | Justice | Action |
|-------------------------|---|---|---|--|
| Individual & Society | <ul style="list-style-type: none"> • <i>Madam C.J. Walker: The First Black Millionairess</i> • <i>Obama's Election</i> | <ul style="list-style-type: none"> • <i>19th Century Black Discoveries</i> • <i>First African American Patent Holders</i> • <i>African American Higher Education</i> | <ul style="list-style-type: none"> • <i>Booker T. Washington</i> • <i>School Integration</i> • <i>Second Middle Passage</i> | <ul style="list-style-type: none"> • <i>Affirmative Action</i> • <i>Ella Baker: "The Mother of the Civil Rights Movement"</i> • <i>Sojourner Truth: "Oprah's No. 1 Black History Heroine"</i> |
| Struggle & Progress | <ul style="list-style-type: none"> • <i>Ida B. Wells: Fearless Investigative Reporter of Southern Horrors</i> • <i>Oscar Micheaux</i> • <i>Shirley Chisholm: The First Black Congresswoman</i> | <ul style="list-style-type: none"> • <i>Frederick Douglass: The Most Photographed American of the 19th Century</i> • <i>W.E.B. DuBois</i> • <i>Fort Mose</i> • <i>Harriet Tubman</i> • <i>Robert Smalls: A Slave Who Sailed Himself to Freedom</i> • <i>The Birth of a Nation</i> | <ul style="list-style-type: none"> • <i>Abolition in the North: Elizabeth Freeman Sues for Freedom</i> • <i>Lynching</i> • <i>The L.A. Riots</i> • <i>The Transatlantic Slave Trade</i> • <i>The Red Summer</i> | <ul style="list-style-type: none"> • <i>Civil War and Emancipation</i> • <i>The First Underground Railroad</i> • <i>The Black Press: From Freedom's Journal to The Crisis, Ebony & Jet</i> |
| Membership & Solidarity | <ul style="list-style-type: none"> • <i>Hank Aaron: Breaking the Home Run Record</i> • <i>Juan Garrido</i> • <i>Katherine Johnson</i> | <ul style="list-style-type: none"> • <i>Jackie Robinson</i> • <i>Black Explorers</i> • <i>Jack Johnson: Winner of the "Fight of the Century"</i> | <ul style="list-style-type: none"> • <i>Land: 40 Acres & a Mule</i> • <i>Reconstruction: The Vote</i> • <i>Freedman's Bank</i> | <ul style="list-style-type: none"> • <i>The Black Press: From Freedom's Journal to The Crisis, Ebony & Jet</i> • <i>Booker T. Washington</i> • <i>The Black Church</i> |
| Power & Privilege | <ul style="list-style-type: none"> • <i>Marcus Garvey</i> • <i>Black Feminism</i> | <ul style="list-style-type: none"> • <i>Dr. Martin Luther King, Jr.: Was His "I Have a Dream" Speech Improvised?</i> • <i>Maya Angelou: 20th Century Renaissance Woman</i> • <i>Malcolm X: How Did He Inspire a Movement?</i> | <ul style="list-style-type: none"> • <i>Separate but Equal: Homer Plessy and the Case That Upheld the Color Line</i> • <i>Convict Leasing</i> | <ul style="list-style-type: none"> • <i>John Lewis: The Fight for the Right to Vote</i> • <i>The Civil Rights Movement</i> • <i>Black Power</i> • <i>The Birth of the Black Panthers</i> |
| Freedom & Choice | <ul style="list-style-type: none"> • <i>How the Fisk Jubilee Singers Saved Their University</i> • <i>Henrietta Lacks: The Woman With Immortal Cells</i> | <ul style="list-style-type: none"> • <i>The Harlem Renaissance</i> • <i>Soul Train</i> • <i>The Birth of Jazz</i> • <i>The Birth of Hip Hop</i> • <i>Migrations</i> | <ul style="list-style-type: none"> • <i>The Tuskegee Study</i> • <i>Double V Campaign of WW II</i> • <i>The Black Press: From Freedom's Journal to The Crisis, Ebony & Jet</i> • <i>The Tulsa Race Riots: Black Wall Street</i> | <ul style="list-style-type: none"> • <i>The Harlem Hellfighters of WWI</i> • <i>Jesse Jackson's Run for the Presidency (1984)</i> |

ESSENTIAL QUESTIONS

- How does Black history show up in my life and my experiences?
- How have Black people and Black history shaped the United States?
- How do we know what we know about Black history?
- How do the enduring struggles for progress throughout Black history connect to other social movements, historically and today?
- How can I take action for racial justice?

KWL AND BIG IDEAS

A KWL chart and Big Idea questions can be used with any video, either alone or as an add-on to lessons or activities.

STUDENT OBJECTIVES

- Students will be able to identify figures, groups, events, and a variety of strategies and philosophies relevant to Black history.
- Students will be able to situate Black history topics within the appropriate social, cultural, political and historical contexts.
- Students will be able to point to social, cultural and political evidence that Black history is American history.
- Students will be able to make principled decisions about when and how to take action against bias and injustice.
- Students will be able to concretely connect Black history to their own lives.

KWL CHART FOR BEFORE/DURING/AFTER VIEWING

What I KNOW/What I WANT TO KNOW/What I LEARNED + NEW QUESTIONS I have

Use this KWL chart to promote metacognition and increase viewing comprehension.

| VIDEO TITLE | Things to Think About... | Know | Want to Know | Learned | New Questions |
|-------------|--|------|--------------|---------|---------------|
| | What's in the video? | | | | |
| | What's outside the video? | | | | |
| | What's different from what I thought before? | | | | |

- What's in the video?
- What's outside the video?
- What's different from what I thought before?

BIG IDEA QUESTIONS

Before sharing a video with students, customize these Big Idea questions to help them focus on details that support your teaching and learning goals.

- What is/was ___ ? What is/was ___?
- Why were...
- Why might... ?
- How can you/will you learn more about ___ ?
- How does ___ impact our country and society today?
- How does ___'s legacy live on today?

SAMPLE: *The Black Press: From Freedom's Journal to The Crisis, Ebony & Jet*

- What was *Freedom's Journal*? What was *The North Star*?
- Why did Samuel Cornish and John Russwurm say they decided to start *Freedom's Journal*?
- Why might someone decide to start their own newspaper?
- How can you learn more about the Black press?
- How do activist publications impact our country and society today?
- How does *Freedom Journal's* legacy live on today?

INDEPENDENT STUDY

These independent study options are perfect for students who are homeschooling, want to extend classroom assignments or want to further their learning outside of class time.

OPTION 1: EXPLORE A THEME

In this activity, you'll begin by exploring a theme and end by reflecting on something unexpected you learned along the way.

Step 1: From the following list, select a theme that interests you: individual and society; struggle and progress; membership and solidarity; power and privilege; freedom and choice.

Step 2: From the table provided, select four or more videos mapped to this theme.

Step 3: Watch your selected videos. Take notes using the *While I Watch* graphic organizer.

Step 4: Write a paragraph summarizing what you learned about the theme you chose based on the videos you watched. Use specific examples from the videos to support your conclusions.

Step 5: Finally, write a paragraph about something unexpected you learned or a conclusion you drew from the videos *beyond* the theme you chose. Look back at the notes you took on the graphic organizers to help spark your reflections. Use specific examples from the videos to support your conclusions.

Bonus: Star in your own video! Using a smartphone or laptop, record yourself delivering your conclusions.

OPTION 2: DESIGN A VIDEO TOUR

In this activity, you will observe how your mind makes connections as you create a personal path of inquiry through the video library.

Step 1: Choose a video from the *Black History in Two Minutes* library.

Step 2: Based on something you learned or observed in the first video, select another video that connects to it. It could be a common idea, focus, theme, or time period. How it connects is up to you. Get creative! Record your choice and your connection on the *Video Tour* graphic organizer provided.

Step 3: Repeat this step again. The video you choose this time could share the same connection or you can make an entirely new connection.

Step 4: Repeat this step until you have five videos reflecting four connections. You have created a mini-tour of the video library based on your unique path of inquiry!



FOCAL POINT

In 1862, Mary Jane Patterson became the first African American woman to earn a bachelor's degree when she graduated from Oberlin College in Ohio. She went on to have a distinguished career in education.

FROM AFRICAN AMERICAN HIGHER EDUCATION

Step 5: Answer two reflection questions. 1) What did I learn from the video tour that I did not expect? 2) What did I learn about how my mind makes connections?

Bonus: Star in your own video! Using a smartphone or laptop, record yourself answering your reflection questions.

ACKNOWLEDGMENTS

The *Black History in Two Minutes Teaching Guide* is based on season one of the *Black History in Two Minutes* video series produced by Henry Louis Gates, Jr., the Hutchins Center for African & African American Research and McGee Media. Both the videos and the guide were made possible through the generous support of the Robert F. Smith Foundation. The teaching materials in this guide were written by Christina Spears and Sara Wicht (Wicht Consulting Inc.). The guide was edited by Adrienne van der Valk and Joanna Williams (Square Lightning Design and Communications). It was designed by Cierra Brinson (CNB Creative) and art directed by Russell Estes (Square Lightning Design and Communications).

**BLACK
HISTORY** / **IN
TWO
MINUTES**
(OR 50)