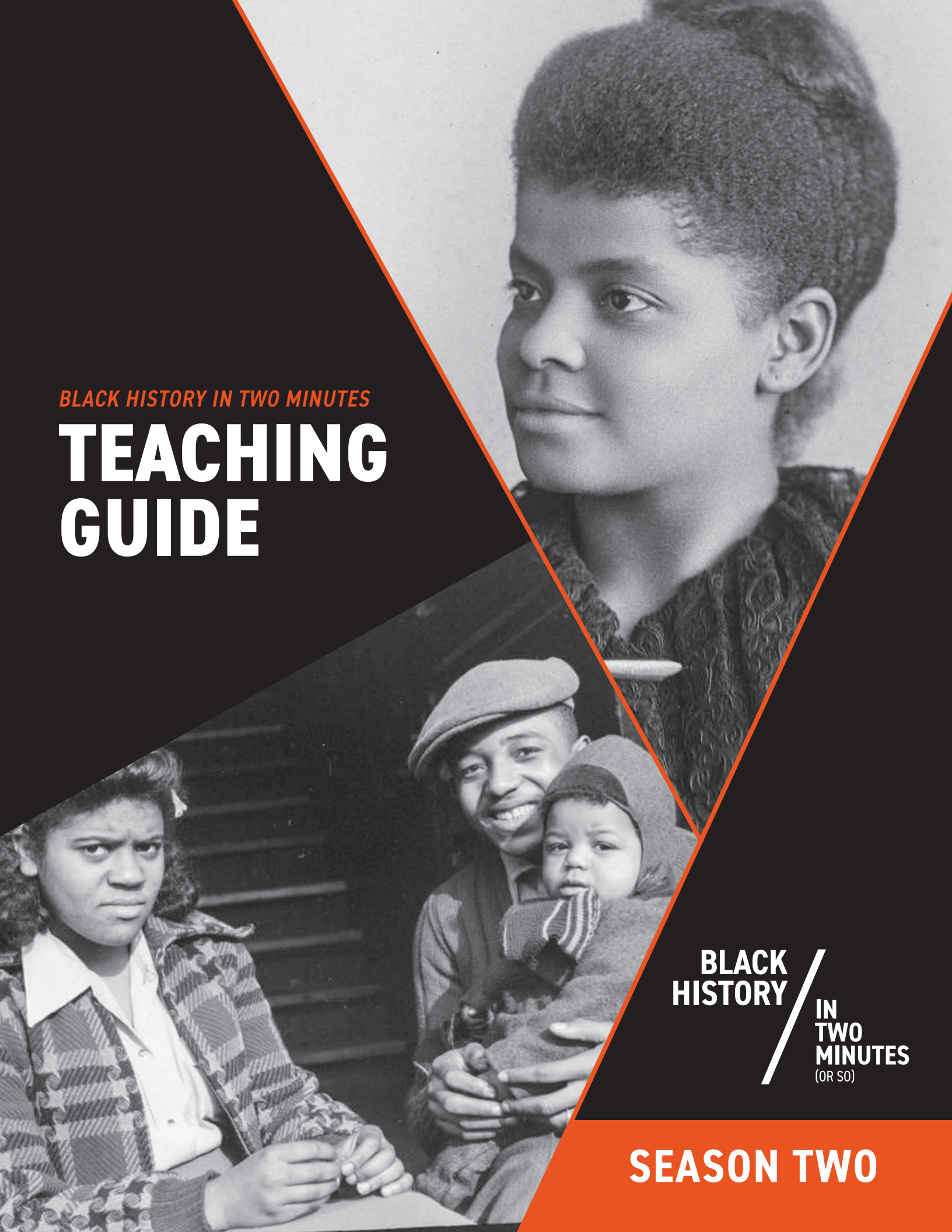


*BLACK HISTORY IN TWO MINUTES*

# TEACHING GUIDE



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

**SEASON TWO**

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Welcome to the *Black History in Two Minutes* Season Two Teaching Guide. Like the Season One guide, these flexible teaching resources are perfect for anyone committed to exploring and sharing stories about people, places and moments from Black history that shaped our past and influence our future. Narrated by renowned historian Henry Louis Gates, Jr. and executive produced by Robert F. Smith, these powerful videos can help students connect this history to our current cultural moment and to the modern iteration of the Black liberation movement.

More than ever, students need accurate historical context to understand why racial disparities in education, incarceration, health outcomes and wealth generation persist in our society. They need to be able to distinguish between personal racial bias and institutional racism and how our beliefs about these concepts change over time. And, just as important, they need to experience the many and significant cultural, scientific and economic contributions African Americans have made, and to understand why Black history and culture is indistinguishable from American history and culture.

Together with the Teaching Guide, these short videos can function as a mind map, connecting key people, concepts and milestones from the past and tracing them to our present-day conversations about identity, diversity, justice and action. Thank you for exploring the library and resources. We'd love to hear how you use them and how your students respond!

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## How to Use This Guide

Like the Season One guide, the *Black History in Two Minutes* Season Two Teaching Guide offers flexible teaching tools that support student viewing in a variety of settings, including:

- A new set of overarching essential questions you can use to follow a single line of inquiry with students through several videos of your—or their—choice;
- A robust set of text-dependent questions to help students focus on key details, make inferences and connect the videos to their own lives;
- Specific learner objectives that will allow you to assess student comprehension and progress;
- The list of videos mapped by theme (education, economics, government, religion, Black women, activism/organizing) and by social justice domain (Identity, Diversity, Justice and Action) to support planning.

This season's guide also offers three new features.

**1.** The eight scripted lessons in the *Black History in Two Minutes* Season Two Teaching Guide are based on the **Inquiry Design Model and Discipline Inquiry Matrix** from the College, Career, and Civic Life (C3) Framework for Social Studies. Each lesson includes an inquiry-based essential question for the four Social Justice Standards domains (Identity, Diversity, Justice

and Action) as well as suggested formative and summative student tasks and an opportunity to apply learning from the videos in an authentic, real-world setting.

Lessons are leveled for grades 6 to 8 but are appropriate for use up to grade 12. Two lessons—Government and Activism and Activism and Organizing—have also been adapted for use in grades 3 to 5. Find more information on how to teach these lessons in the **Lesson Launch Pad** on page six.

**2.** Some Season Two lessons also include **pedagogy suggestions** designed to help educators and students move beyond prejudice reduction (e.g., celebrating diversity) and focus on collective action (speaking up and seeking justice). You'll find these in the boxes labeled **Stop and Think**.

**3.** The last new feature is a **video timeline** so you can browse the topics chronologically and by era. This feature shows how moments in Black history connect and how movements and ideas intersect and evolve over time.

If you used the Season One guide, you may remember the “plug-and-play” lessons that support student engagement using any video or combination of videos. Although not repeated in this guide, we encourage you to **revisit these activities** and use them with the Season Two videos as well.

THE 12TH ANNUAL CONVENING OF THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE (NAACP) TOOK PLACE IN JUNE OF 1921, IN DETROIT, MICHIGAN.



### NATIONAL STANDARDS

The lessons in the Season Two guide are mapped to C3 Framework standards; depending on the lesson, you will find content mapped to Dimension 1 (Developing Questions and Planning Inquiries), Dimension 2 (Civics, Economics, Geography, History), Dimension 3 (Evaluating Sources and Using Evidence) and Dimension 4 (Communicating Conclusions and Taking Informed Action). They also meet the Common Core State Anchor Standards for reading, writing, speaking and listening, and language.

In addition, each lesson is mapped to the relevant domains of the [Learning for Justice Social Justice Standards](#): Identity, Diversity, Justice and Action. Each domain includes anchor standards and age-appropriate learning outcomes that provide a road map for anti-bias education at every stage of K-12 instruction.

### PREPARING TO TEACH

Some of the videos in the *Black History in Two Minutes* library address painful and violent history. Season Two offers several opportunities to make explicit connections to the modern Black liberation movement.

Before you share these videos, take some time to assess and prepare. 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? Did you talk about the protests of 2020? Was there backlash to the protests in your community? What 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 gauge how it will feel to engage this material with students. 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 student's questions about concepts like state-sanctioned violence and the social construction of race?

To aid you in preparing to teach the lessons in this guide, download the guide [Let's Talk: Facilitating Critical Conversations with Students](#) from Learning for Justice. If you need support teaching about policing and the Movement for Black Lives, visit [Teaching Current Events: Racial Justice in the United States](#), a collection of teaching resources from Facing History and Ourselves.

## VIDEOS BY SOCIAL JUSTICE DOMAIN

Theme	Identity	Diversity	Justice	Action
Activism/ Organizing	<ul style="list-style-type: none"> <li>• Mamie Till Mobley, Organizing and the Media</li> <li>• Segregated Travel in Jim Crow America</li> <li>• Black Feminist Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Negro League Baseball</li> <li>• The Origins of Black Service Organizations</li> <li>• Black Feminist Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Negro League Baseball</li> <li>• Red Summer 1919</li> <li>• World's Fair 1893</li> </ul>	<ul style="list-style-type: none"> <li>• Mamie Till Mobley, Organizing and the Media</li> <li>• Red Summer 1919</li> <li>• The Origins of Black Service Organizations</li> <li>• World's Fair 1893</li> </ul>
Black Women	<ul style="list-style-type: none"> <li>• Black Feminist Organizations</li> <li>• The Women's Club Movement</li> <li>• Brenda Travis and the Power of Young Activists</li> <li>• Mamie Till Mobley, Organizing and the Media</li> </ul>	<ul style="list-style-type: none"> <li>• Black Feminist Organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Black Women Laborers</li> <li>• Black Liberation &amp; Womanist Theology</li> </ul>	<ul style="list-style-type: none"> <li>• Black Women Laborers</li> <li>• Black Liberation &amp; Womanist Theology</li> <li>• The Women's Club Movement</li> <li>• Brenda Travis and the Power of Young Activists</li> <li>• Mamie Till Mobley, Organizing and the Media</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Black Farmers</li> <li>• Free Black Americans Before the Civil War</li> <li>• Clotilda, the Last Known Slave Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating Wall Street</li> </ul>	<ul style="list-style-type: none"> <li>• Black Farmers</li> <li>• Black Women Laborers</li> <li>• Free Black Americans Before the Civil War</li> <li>• Clotilda, the Last Known Slave Ship</li> </ul>	<ul style="list-style-type: none"> <li>• Black Women Laborers</li> <li>• Integrating Wall Street</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Black Greek-Letter Organizations</li> <li>• Brenda Travis and the Power of Young Activists</li> <li>• Elite Black Public High Schools in Jim Crow America</li> </ul>	<ul style="list-style-type: none"> <li>• Black Greek-Letter Organizations</li> <li>• Elite Black Public High Schools in Jim Crow America</li> </ul>	<ul style="list-style-type: none"> <li>• Black Power &amp; The Birth of Black Studies</li> <li>• Campus Activism and Violent Opposition</li> </ul>	<ul style="list-style-type: none"> <li>• Black Power &amp; The Birth of Black Studies</li> <li>• Brenda Travis and the Power of Young Activists</li> <li>• Campus Activism and Violent Opposition</li> </ul>
Government	<ul style="list-style-type: none"> <li>• African American Conventions Before the Civil War</li> <li>• The Women's Club Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Congressional Black Caucus</li> <li>• The Fifteenth Amendment, Voting Rights and Voter Suppression</li> <li>• History of the Black Soldier</li> <li>• Black Soldiers and the GI Bill</li> <li>• The Roll Back</li> </ul>	<ul style="list-style-type: none"> <li>• Congressional Black Caucus</li> <li>• The Fifteenth Amendment, Voting Rights and Voter Suppression</li> <li>• Black Soldiers and the GI Bill</li> <li>• The Roll Back</li> </ul>	<ul style="list-style-type: none"> <li>• African American Conventions Before the Civil War</li> <li>• History of the Black Soldier</li> <li>• The Women's Club Movement</li> </ul>
Religion	<ul style="list-style-type: none"> <li>• Birth of Modern Gospel</li> <li>• Black Church &amp; The FBI</li> <li>• Job Ben Solomon, Literacy and Freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Birth of Modern Gospel</li> <li>• Job Ben Solomon, Literacy and Freedom</li> </ul>	<ul style="list-style-type: none"> <li>• Black Church &amp; The FBI</li> <li>• Father Divine and the Peace Mission Movement</li> <li>• Job Ben Solomon, Literacy and Freedom</li> <li>• Poor People's Campaign</li> <li>• Black Liberation &amp; Womanist Theology</li> </ul>	<ul style="list-style-type: none"> <li>• Father Divine and the Peace Mission Movement</li> <li>• Poor People's Campaign</li> <li>• Black Liberation &amp; Womanist Theology</li> </ul>

## VIDEOS BY LESSON PLAN STRAND

While each video belongs within a primary strand, many titles address overlapping topics. After viewing, consider offering your students the opportunity to decide how they would sort the videos.

To view the chronological relationship between the videos, see the video timeline.

Economics	Government	Religion
<ul style="list-style-type: none"> <li>• <i>Black Farmers</i></li> <li>• <i>Black Women Laborers</i></li> <li>• <i>Free Black Americans Before the Civil War</i></li> <li>• <i>Integrating Wall Street</i></li> <li>• <i>Clotilda, the Last Known Slave Ship</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>African American Convention Before the Civil War</i></li> <li>• <i>Congressional Black Caucus</i></li> <li>• <i>The Fifteenth Amendment, Voting Rights and Voter Suppression</i></li> <li>• <i>Black Soldiers and the GI Bill</i></li> <li>• <i>History of the Black Soldier</i></li> <li>• <i>The Roll Back</i></li> <li>• <i>The Women's Club Movement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Birth of Modern Gospel</i></li> <li>• <i>Black Church &amp; The FBI</i></li> <li>• <i>Father Divine and the Peace Mission Movement</i></li> <li>• <i>Job Ben Solomon, Literacy and Freedom</i></li> <li>• <i>Poor People's Campaign</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> </ul>
Education	Activism/Organizing	Black Women
<ul style="list-style-type: none"> <li>• <i>Black Greek- Letter Organizations</i></li> <li>• <i>Black Power &amp; The Birth of Black Studies</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Campus Activism and Violent Opposition</i></li> <li>• <i>Elite Black Public High Schools in Jim Crow America</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> <li>• <i>Negro League Baseball</i></li> <li>• <i>The Origins of Black Service Organizations</i></li> <li>• <i>Red Summer 1919</i></li> <li>• <i>Segregated Travel in Jim Crow America</i></li> <li>• <i>World's Fair 1893</i></li> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Women Laborers</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> <li>• <i>Black Feminist Organizations</i></li> <li>• <i>The Women's Club Movement</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> </ul>

### ESSENTIAL QUESTIONS

- How does learning Black history help me understand my membership in multiple identity groups?
- How does understanding the diversity within Black history help me think about current events?
- Why is it important to know about individuals, groups, events, strategies, and philosophies that have made life more just for people worldwide?
- How can we be most effective when taking a stand against bias and injustice in our everyday lives?

### LEARNER OBJECTIVES

- Students will be able to concretely connect Black history to their own social identities and lived experiences.
- Students will be able to situate Black history topics within the appropriate social, cultural, political and contemporary contexts.
- Students will be able to identify figures, groups, events and a variety of strategies and philosophies relevant to social justice today.
- Students will be able to make principled decisions about when and how to organize and engage in activism in their local community.

### CELEBRATING BLACK HISTORY AND BLACK WOMEN

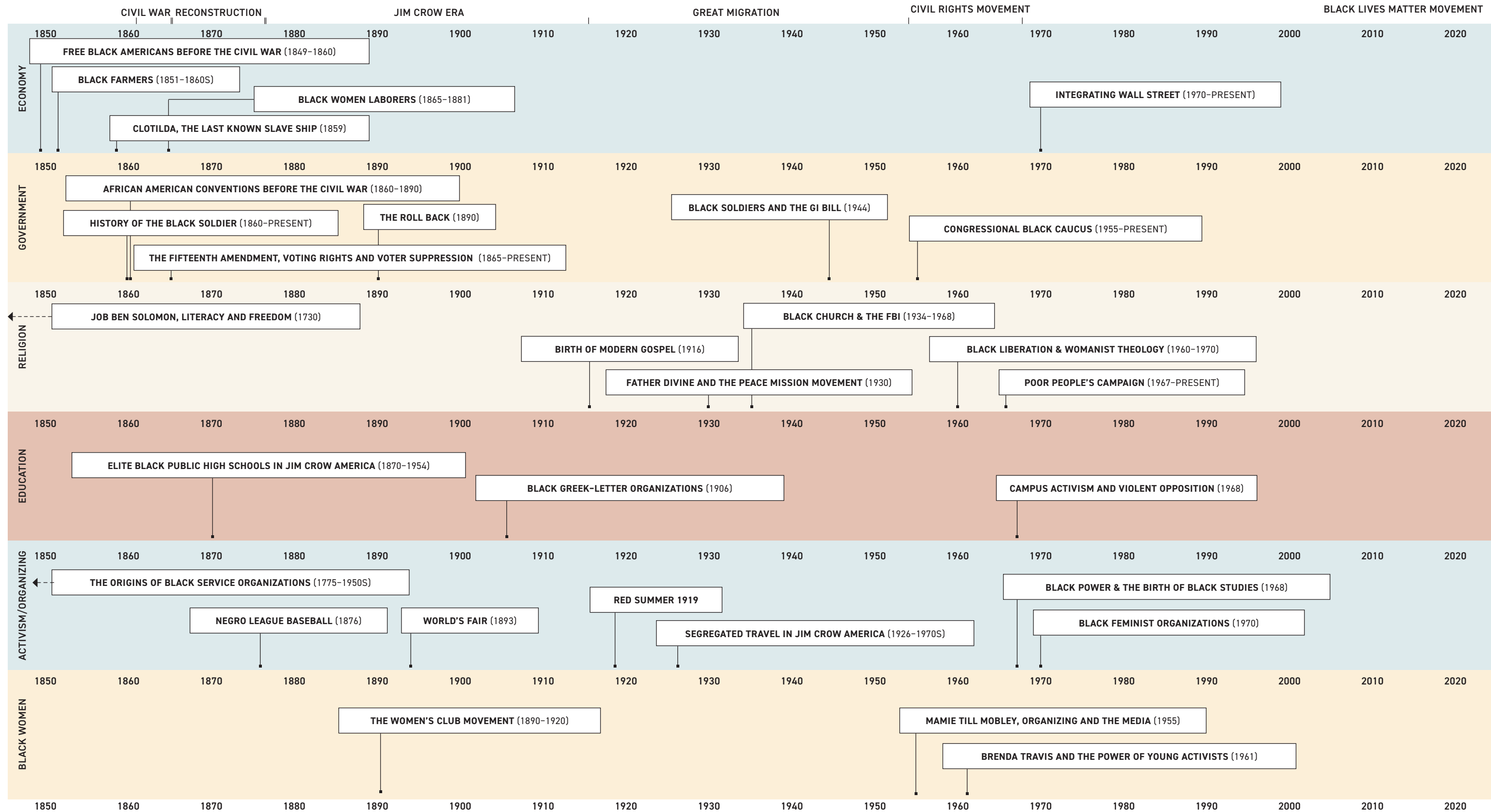
The history of Black America includes many stories of struggle and resistance, but it also includes many examples of ingenuity, creativity and joy. It is important that students encounter multiple narratives and learning opportunities that reinforce the complexity and diversity of Black people and Black 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.

One of the themes in Season Two is the contributions of Black women; the videos mapped to this theme offer multiple opportunities to teach about intersectionality. Coined by legal scholar Kimberlé Crenshaw, the term intersectionality refers to the compounded oppression Black women face by virtue of experiencing both sexism and racism and being underrepresented by the women's liberation and Black power movements. Videos like the *Black Feminist Organizations*, *Black Liberation and Womanist Theology* and *The Women's Club Movement* offer thought-provoking narratives about how Black women have long sought to "lift while we climb." These videos feature important examples of Black women fighting for liberation with their intellect, spirituality, creativity and labor.

Finally, the lesson "Black Women Organize" encourages students to learn about and support the work of Black women today.

# BLACK HISTORY IN TWO MINUTES // SEASON 2 TIMELINE

This timeline plots the events and eras depicted in the Black History in Two Minutes Season Two video library, allowing you to browse the topics chronologically. This perspective allows you and your students to see how moments in Black history connect, and how movements and ideas intersect and evolve over time.



# LESSONS

Use these lessons to support students in their close watching and analysis of selected videos. Begin by reviewing the Lesson Launch Pad.



LAUNCH YOUR LESSONS HERE!

# LESSON LAUNCH PAD



The six lessons in the Season Two Teaching Guide are modeled after the C3 Framework’s **Inquiry Design Model**, which supports inquiry-based teaching and learning, centers student-driven inquiry and honors teacher’s expertise. Each lesson aligns to the C3 Framework and the Learning for Justice Social Justice Standards, supporting learners as they work toward mastery of social studies content-area standards and demonstration of anti-bias attitudes and beliefs.

The agile learning sequences in each lesson use videos as text and provide formative and summative tasks to illustrate progress toward standards mastery. The tasks are grouped by the social justice domains—Identity, Diversity, Justice and Action—to foster student-led inquiry that bridges the goals of prejudice reduction and collective action.

Each lesson asks students to engage with a topic-specific essential question as well as the four overarching essential questions that underpin all six lessons:

1. How does learning Black history help me understand my membership in multiple identity groups?
2. How does understanding the diversity within Black history help me think about current events?
3. Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?
4. How can we be most effective when taking a stand against bias and injustice in our everyday lives?

Each lesson also includes a section called **Widen the Lens**. This section suggests additional background information or data that may benefit the learner as they complete the formative or summative task. Including these topics may require you to do additional research to locate resources specific to the school or the larger community.

Finally, some lessons offer a **Stop and Think** section, pedagogy suggestions to challenge learners and help them think more critically. These callouts might offer a thought-provoking question to ask during viewing or a more general reminder for how to make the lesson plan more culturally responsive and sustaining for the students in your classroom.

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## Black History in Two Minutes Season Two Lessons

Unless otherwise indicated, lessons are leveled for grades 6 through 8 and are appropriate for use through grade 12.

### ACTIVISM AND ORGANIZING (3-5 OR 6-12)

Students draw inspiration from Black service organizations and take action in their school or classroom.

### BLACK WOMEN ORGANIZE

Students raise awareness about the contributions of Black women and learn about appropriate avenues to support the work of Black women locally.

### ECONOMICS AND ACTIVISM

Students engage with local businesses and encourage companies to close existing wage gaps.

### EDUCATION AND ACTIVISM

Students learn about the impact of school integration on Black educators and Black students.

### GOVERNMENT AND ACTIVISM (3-5 OR 6-12)

Students learn about the relationships between federal, state and local powers and how these relationships influence representation.

### RELIGION AND ACTIVISM

Students learn about interfaith community and how religion has been a vehicle for the advancement of civil rights.

LESSON 1

# ACTIVISM AND ORGANIZING (3-5)



### TARGET GRADE LEVELS 3-5

This lesson explores the diverse organizing tactics Black Americans have used to advocate for equal rights and justice. Learners will:

- Compare and contrast the impact of state-sanctioned violence on a variety of people throughout American history;
- Identify similarities between the Red Summer of 1919 to the Summer of 2020; and
- Name concerns and issues that Black service organizations prioritize today.

Students conclude with a summative task based in real-world applications by drawing inspiration from Black service organizations and organizing in their school or classroom.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Questions:

1. How can we work together to fight unfairness?
2. What does it mean to be a volunteer?

### REAL-WORLD APPLICATION

- **Understand** who in your community fights for social justice today.
- **Assess** which Black service organizations have impacted our country.
- **Act** together with your classmates to connect with one Black service organization engaging in activism in your state, city or local community.

### VOCABULARY

- Intersectionality
- Motivation
- Reliability
- State-sanctioned violence
- Tradition

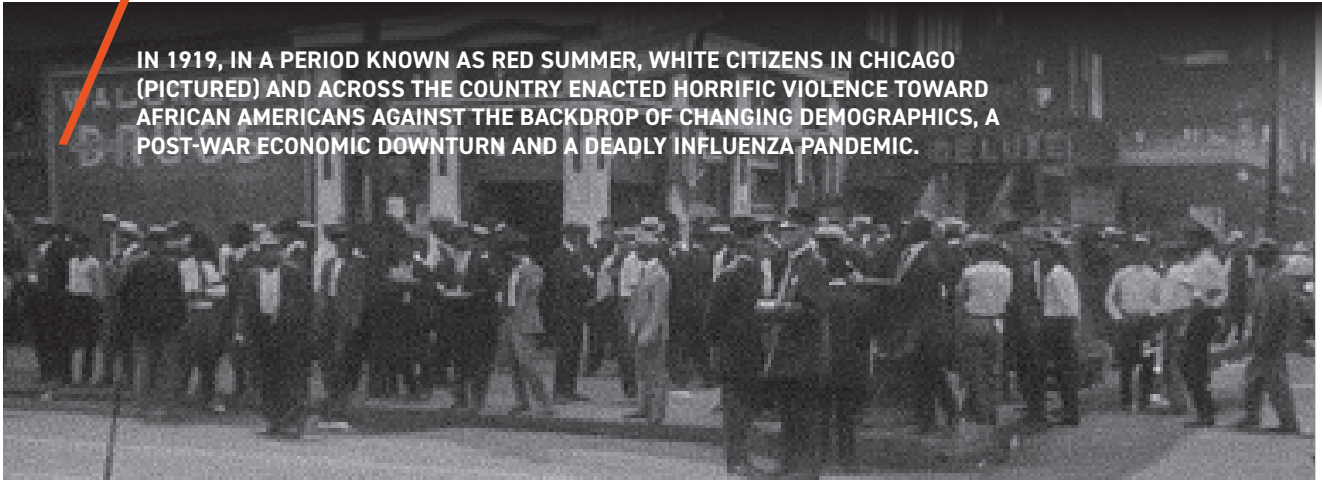
### FEATURED VIDEO TEXTS

- MAMIE TILL MOBLEY, ORGANIZING AND THE MEDIA
- NEGRO LEAGUE BASEBALL
- THE ORIGINS OF BLACK SERVICE ORGANIZATIONS
- RED SUMMER 1919
- SEGREGATED TRAVEL IN JIM CROW AMERICA
- WORLD'S FAIR 1893
- BLACK FEMINIST ORGANIZATIONS

### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Communicating and Critiquing Conclusions	D1.4.1.3-5 Construct arguments using claims and evidence from multiple sources. D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).
Taking Informed Action	D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.

IN 1919, IN A PERIOD KNOWN AS RED SUMMER, WHITE CITIZENS IN CHICAGO (PICTURED) AND ACROSS THE COUNTRY ENACTED HORRIFIC VIOLENCE TOWARD AFRICAN AMERICANS AGAINST THE BACKDROP OF CHANGING DEMOGRAPHICS, A POST-WAR ECONOMIC DOWNTURN AND A DEADLY INFLUENZA PANDEMIC.



### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.3-5.2 I know about my family history and culture and about current and past contributions of people in my main identity groups.
Diversity	DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Justice	JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules. JU.3-5.15 I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
Action	AC.3-5.17 I know it's important for me to stand up for myself and for others, and I know how to get help if I need ideas on how to do this. AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

### POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.
5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

### TEXT-TO-WORLD INQUIRY

#### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. What similarities and differences exist between the choice Mamie Till Mobley made and the choices that everyday people make when they record acts of state-sanctioned violence?
2. Why is it important to recognize the organizing, collective action and other activist contributions of Black Americans?

#### COLLECTIVE ACTION (JUSTICE/ACTION)

1. What similarities and differences exist between: the influenza pandemic of 1918 and the Red Summer of 1919; and the COVID-19 pandemic and the racial justice protests of 2020?
2. What types of social and political issues do Black service or Masonic organizations focus on in the 21st Century?

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Negro League Baseball</i></li> <li>• <i>The Origins of Black Service Organizations</i></li> <li>• <i>Segregated Travel in Jim Crow America</i></li> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Negro League Baseball</i></li> <li>• <i>Red Summer 1919</i></li> <li>• <i>World's Fair 1893</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> <li>• <i>The Origins of Black Service Organizations</i></li> <li>• <i>Red Summer 1919</i></li> <li>• <i>Segregated Travel in Jim Crow America</i></li> <li>• <i>World's Fair 1893</i></li> </ul>
Formative Task	Using a Venn diagram, <b>COMPARE AND CONTRAST</b> different experiences of different people who experience state-sanctioned violence.	Write a <b>MAIN IDEA SENTENCE</b> , with supporting evidence, that states how Black American activists and organizers use their service to fight injustice.	<b>WRITE</b> a paragraph, including two to three pieces of evidence from the featured videos, comparing the Red Summer of 1919 and the Summer of 2020.	<b>GENERATE</b> a list of concerns and issues that Black service organizations prioritize in the 21st century.

### SUMMATIVE TASK

- **Organize** a service-learning project for a group of students at your school. Use evidence from the inquiry to determine what kind of service-learning project would address a need specific to your community. Together, with your classmates, carry out the project.
- **Activate** your peers by challenging them to ally with Black community organizers. Write a speech with a strong call to collective action. Use Frederick Douglass' World's Fair 1893 Speech as an anchor text to plan your writing.

### EXTENSION

- **Understand** the role of young people in activism and organizing by watching *Mighty Times: The Children's March* from Learning for Justice.
- **Assess** the need for collective action to fight injustice and create positive social change using evidence generated from the video and the inquiry as support.
- **Act** by writing a proposal to your teacher or administrator suggesting a service-learning opportunity or policy change to improve your school's culture.

### STOP AND THINK

- How do your classroom and instructional practices allow for student autonomy and voice in decision-making? Are students involved in determining classroom rules or in planning lessons and assessments?
- What do you know about the activists and organizers in your community? How might you draw on the knowledge and skills of activists and organizers in your community to empower your students to become catalysts for change?
- Reflect on your reaction to the open-endedness of the summative task. Are you prepared to relinquish control to students so they can imagine their process and work product independently?



### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- *Frederick Douglass' World's Fair 1893 Speech*
- *Mighty Times: The Children's March* from Learning for Justice.
- *Community Organizing 101*
- *Racial Equity Tools: Community Organizing*
- *Not In Our School*

## LESSON 2

# ACTIVISM AND ORGANIZING (6-12)

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

### TARGET GRADE LEVELS 6-12

This lesson explores the diverse organizing tactics Black Americans have used to advocate for equal rights and justice. Learners will:

- Compare and contrast the lived experiences of people impacted by state-sanctioned violence throughout American history;
- Explain how Black American activists and organizers have used service to fight injustice;
- Compare the Red Summer of 1919 to the Summer of 2020; and
- Generate list of concerns and issues that Black service organizations prioritize in the 21st century.

Students conclude with a summative task based in real-world applications by drawing inspiration from Black service organizations and organizing in their school or classroom.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Questions:

1. *To what extent is collective action necessary to defeat injustice?*
2. *How has volunteerism always been a part of the history of the United States?*

### REAL-WORLD APPLICATION

- **Understand** what community organizations are in your city and state and what social justice issues they are fighting for.

- **Assess** the impact of Black service organizations in your city and state today.
- **Act** to identify and connect with one Black service organization engaging in activism in your community.

### VOCABULARY

- Catalyst
- Credibility
- Intersectionality
- Legacy
- State-sanctioned violence

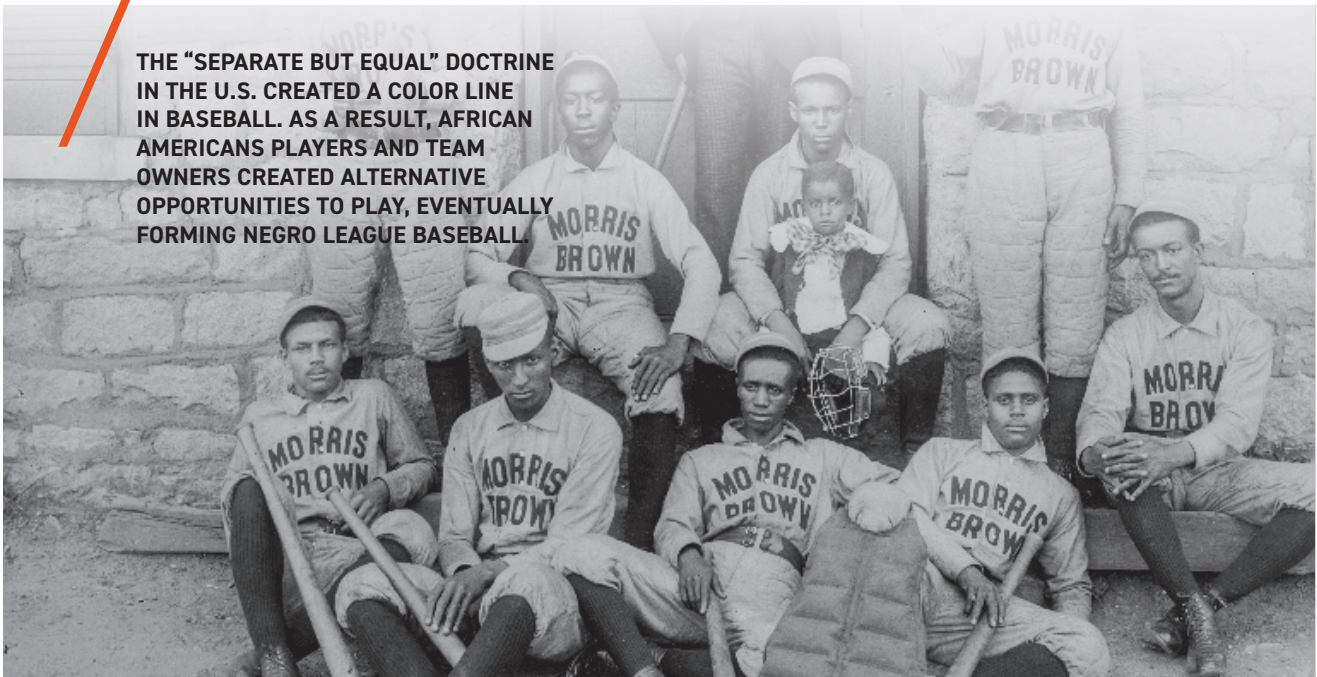
### STOP AND THINK

- How do your classroom and instructional practices allow for student autonomy and voice in decision-making? Are students involved in determining classroom rules or in planning lessons and assessments?
- How might you draw on the knowledge and skills of activists and organizers in your community to empower your students to become catalysts for change?
- Reflect on your reaction to the open-endedness of the summative task. Are you prepared to relinquish control to students so they can imagine their process and work product independently?

### FEATURED VIDEO TEXTS

MAMIE TILL MOBLEY, ORGANIZING AND THE MEDIA  
NEGRO LEAGUE BASEBALL  
THE ORIGINS OF BLACK SERVICE ORGANIZATIONS  
RED SUMMER 1919  
SEGREGATED TRAVEL IN JIM CROW AMERICA  
WORLD'S FAIR 1893  
BLACK FEMINIST ORGANIZATIONS

THE “SEPARATE BUT EQUAL” DOCTRINE IN THE U.S. CREATED A COLOR LINE IN BASEBALL. AS A RESULT, AFRICAN AMERICANS PLAYERS AND TEAM OWNERS CREATED ALTERNATIVE OPPORTUNITIES TO PLAY, EVENTUALLY FORMING NEGRO LEAGUE BASEBALL.



### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Communicating and Critiquing Conclusions	D1.4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. D4.3.6-8 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom.
Taking Informed Action	D4.6.6-8 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. D4.8.6-8 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools and in out-of-school civic contexts.

### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Diversity	DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice	JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws. JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action	AC.6-8.17 I know how to stand up for myself and for others when faced with exclusion, prejudice and injustice. AC.6-8.20 I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

## POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.
5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

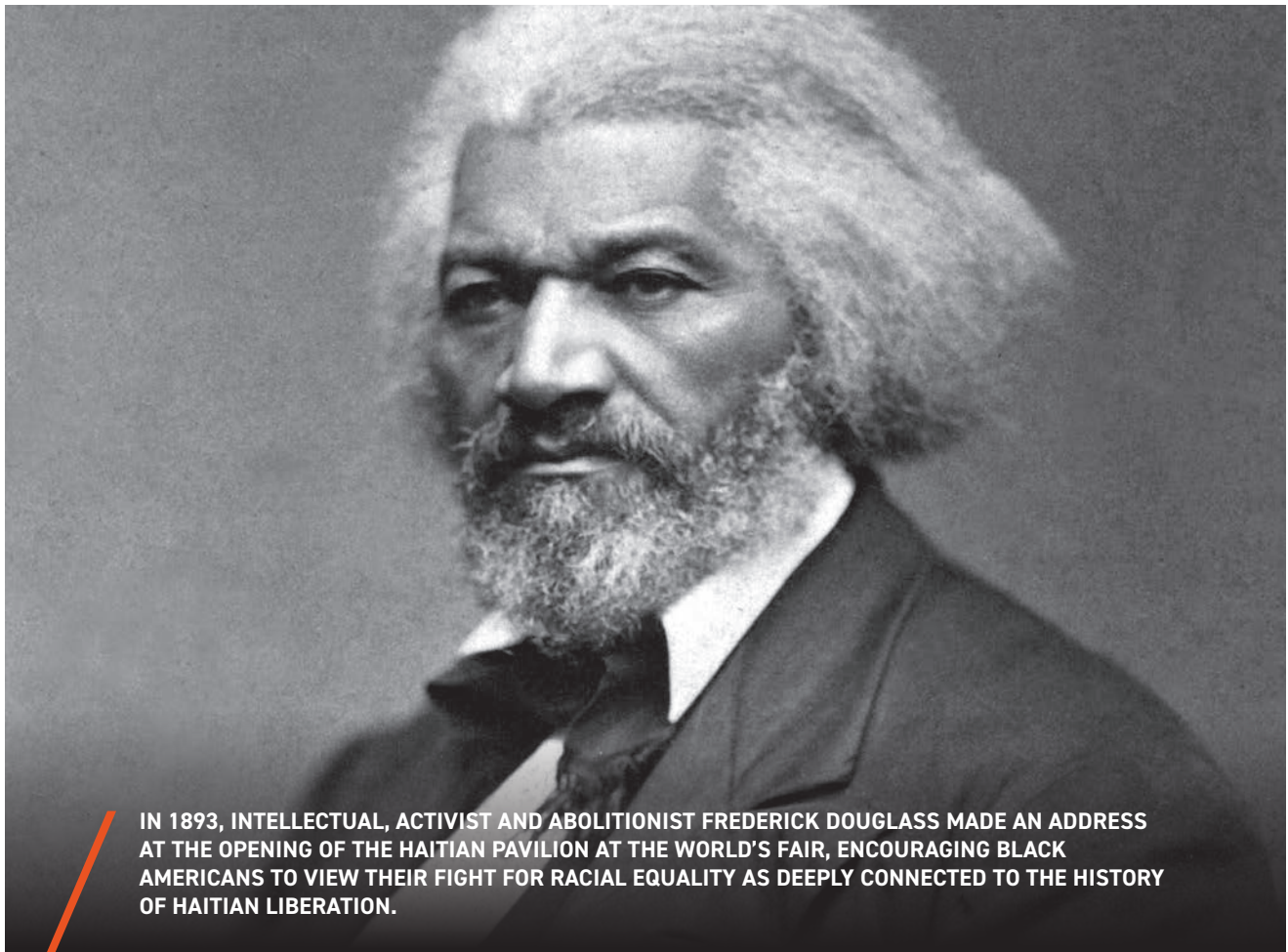
1. What similarities and differences exist between Mamie Till Mobley and the mothers of Trayvon Martin or other young Black boys and men whose deaths sparked national conversations about racialized violence?
2. Why is it important to recognize the organizing, collective action and other activist contributions of Black Americans?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. What similarities and differences exist between: the influenza pandemic of 1918 and the Red Summer of 1919; and the COVID-19 pandemic and the and the racial justice protests of 2020?
2. What types of social and political issues do Black service or Masonic organizations focus on in the 21st Century?

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Negro League Baseball</i></li> <li>• <i>The Origins of Black Service Organizations</i></li> <li>• <i>Segregated Travel in Jim Crow America</i></li> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Negro League Baseball</i></li> <li>• <i>Red Summer 1919</i></li> <li>• <i>World's Fair 1893</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> <li>• <i>The Origins of Black Service</i></li> <li>• <i>Red Summer 1919</i></li> <li>• <i>Segregated Travel in Jim Crow America</i></li> <li>• <i>World's Fair 1893</i></li> </ul>
Formative Task	Using a table or Venn diagram, <b>COMPARE AND CONTRAST</b> the experiences of state-sanctioned violence of people who are like you and people whose identities you do not share.	<b>DEVELOP</b> a claim supported by evidence that explains how Black American activists and organizers used service to fight injustice.	<b>WRITE</b> a paragraph, including evidence from the featured videos, comparing the Red Summer of 1919 and the Summer of 2020.	<b>GENERATE</b> a list of concerns and issues that Black service organizations prioritize in the 21st century.



IN 1893, INTELLECTUAL, ACTIVIST AND ABOLITIONIST FREDERICK DOUGLASS MADE AN ADDRESS AT THE OPENING OF THE HAITIAN PAVILION AT THE WORLD'S FAIR, ENCOURAGING BLACK AMERICANS TO VIEW THEIR FIGHT FOR RACIAL EQUALITY AS DEEPLY CONNECTED TO THE HISTORY OF HAITIAN LIBERATION.

### SUMMATIVE TASK

- **Organize** a service-learning project for a group of students at your school. Use evidence from the inquiry to determine what kind of service-learning project would benefit a need specific to your community.
- **Activate** your peers by encouraging them to ally with Black community organizers. Together, write a speech with a strong call to collective action. Use Frederick Douglass' World's Fair 1893 Speech as an anchor text to plan your writing.

### EXTENSION

- **Understand** the role of young people in activism and organizing by watching *Mighty Times: The Children's March* from Learning for Justice.
- **Assess** the need for collective action to fight injustice and create positive social change using evidence generated from the videos and the inquiry as support.
- **Act** by writing a proposal to your teacher or administrator suggesting a service-learning opportunity or policy change to improve your school's culture.



### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- [Frederick Douglass' World's Fair 1893 Speech](#)
- [Mighty Times: The Children's March](#) from Learning for Justice.
- [Community Organizing 101](#)
- [Racial Equity Tools: Community Organizing](#)



## LESSON 3

# BLACK WOMEN ORGANIZE

BLACK HISTORY  
/ IN TWO MINUTES  
(OR SO)

### TARGET GRADE LEVELS 6-12

This lesson explores some of the many ways Black women have advanced opportunity, equality and justice in the United States. Learners will:

- Identify Black women leaders in their community;
- Uncover concerns and issues impacting Black women and communities historically and today;
- Compare and contrast the lived experiences of Black mothers impacted by state-sanctioned violence across American history; and
- Develop a claim, supported by evidence, that explains how the tactics of Black women organizers advance American life.

Students conclude with a summative task that leverages real-world application to raise awareness about the contributions of Black women and learn about appropriate avenues to support the work of Black women locally.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

*How have Black women, historically and today, advanced American life?*

### REAL-WORLD APPLICATION

- **Understand** how the Women’s Club Movement slogan “lift as we climb” is still relevant today.
- **Assess** the impact of Black women organizers on social justice issues today.
- **Act** by connecting with Black women engaging in activism and organizing in your community. Schedule a meeting to ask how the students at your school can best support their work.

### VOCABULARY

- Alleged
- Autonomy
- Intersectionality
- Liberation
- Patriarchy
- Reckoning

### FEATURED VIDEO TEXTS

BLACK WOMEN LABORERS  
BLACK LIBERATION & WOMANIST THEOLOGY  
BLACK FEMINIST ORGANIZATIONS  
THE WOMEN’S CLUB MOVEMENT  
BRENDA TRAVIS AND THE POWER OF YOUNG ACTIVISTS  
MAMIE TILL MOBLEY, ORGANIZING AND THE MEDIA

HARRIET TUBMAN WAS KNOWN TO SOME AS THE “MOSES OF HER PEOPLE.” SHE IS SAID TO HAVE HELPED DOZENS OF AFRICAN AMERICANS ESCAPE SLAVERY VIA THE UNDERGROUND RAILROAD, AND IS CONSIDERED THE FIRST BLACK WOMAN TO SERVE IN THE MILITARY. (SOURCE: NATIONAL WOMEN’S HISTORY MUSEUM)

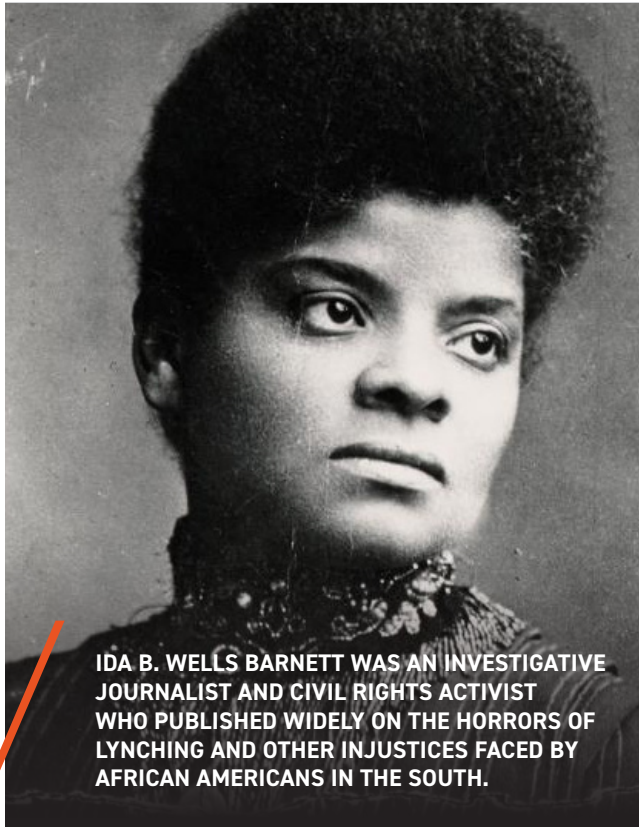


### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Determining Helpful Sources	D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.
Developing claims and using evidence	D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
Communicating and Critiquing Conclusions	D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Diversity	DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice	JU.6-8.13 I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups.
Action	AC.6-8.20 I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.



**IDA B. WELLS BARNETT WAS AN INVESTIGATIVE JOURNALIST AND CIVIL RIGHTS ACTIVIST WHO PUBLISHED WIDELY ON THE HORRORS OF LYNCHING AND OTHER INJUSTICES FACED BY AFRICAN AMERICANS IN THE SOUTH.**

### POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.

3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.
5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

### TEXT-TO-WORLD INQUIRY

#### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. Who are some Black women leaders engaging in political activism and organizing today?
2. What issues did the Combahee River Collective fight for in 1970s that Black feminist organizations still fight for today?

#### COLLECTIVE ACTION (JUSTICE/ACTION)

1. What similarities and differences exist between: the influenza pandemic of 1918 and the Red Summer of 1919; and the COVID-19 pandemic and the racial justice protests of 2020?
2. What types of social and political issues do Black service or Masonic organizations focus on in the 21st Century?

### STOP AND THINK

Many of today's social justice movements, such as Black Lives Matter and #MeToo, were ignited by Black women. It's important for young people to be able to name these Black women.

- Black Lives Matter was founded by Alicia Garza, Patrisse Cullors, Opal Tometi.
- #MeToo was coined by Tarana Burke, founder of the movement.

This list includes the Black women organizers, laborers and scholars named in the featured videos. Ask yourself and your students: Who's missing?

- *Black Liberation and Womanist Theology*: Dr. Jacqueline Grant
- *Black Feminist Organizations*: Margaret Sloan, Eleanor Holmes Norton, Barbara Smith, Cheryl Clark, Audre Lorde, Harriet Tubman, Kimberlé Crenshaw
- *The Women's Club Movement*: Ida B. Wells, Josephine St. Pierre Ruffin, National Association of Colored Women (1896)
- *Brenda Travis and the Power of Young Activists*: Brenda Travis
- *Mamie Till Mobley, Organizing and the Media*: Mamie Till Mobley, Rosa Parks
- *Black Women Laborers*: No specific Black women laborers are named in the video. Why is this? Ask your students to research the names of Black women laborer and labor leaders.

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> <li>• <i>Black Feminist Organizations</i></li> <li>• <i>The Women's Club Movement</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Mamie Till Mobley,</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Feminist Organizations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Women Laborers</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Women Laborers</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> <li>• <i>The Women's Club Movement</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Mamie Till Mobley, Organizing and the Media</i></li> </ul>
Formative Task	<b>GENERATE</b> a list of concerns and issues impacting Black women and communities, past and present.	<b>IDENTIFY</b> Black women leaders in your state or local community and their justice work using a <b>graphic organizer</b> .	Use a table or Venn diagram to <b>COMPARE AND CONTRAST</b> the experiences of Black mothers impacted by state-sanctioned violence against their children.	<b>DEVELOP</b> a claim supported by evidence from the text that explains how the tactics of Black women organizers advanced American life.

## SUMMATIVE TASK

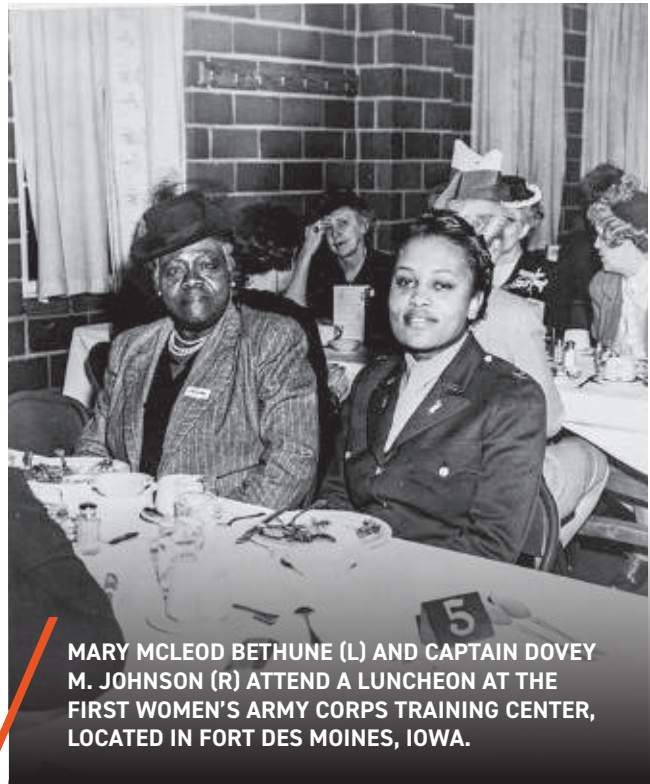
- **Organize** a school or community campaign raising awareness about a current social justice issue using the strategies of Black women organizers throughout history.
- **Activate** by writing a letter to an elected official. Partner with a classmate to identify to whom to write. In your letters, ask the elected official to recognize the organizing work of Black women nationally and in your community and encourage them to partner with Black women-led organizations.



### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- A list of Black women leaders and Black-women-led organizations in their community or state. Include multiple sectors, such as government, education, business, sports, entertainment, etc.
- Examples of public service or awareness campaigns led by Black women.
- Examples or templates of letters to elected officials calling for policy and social change.



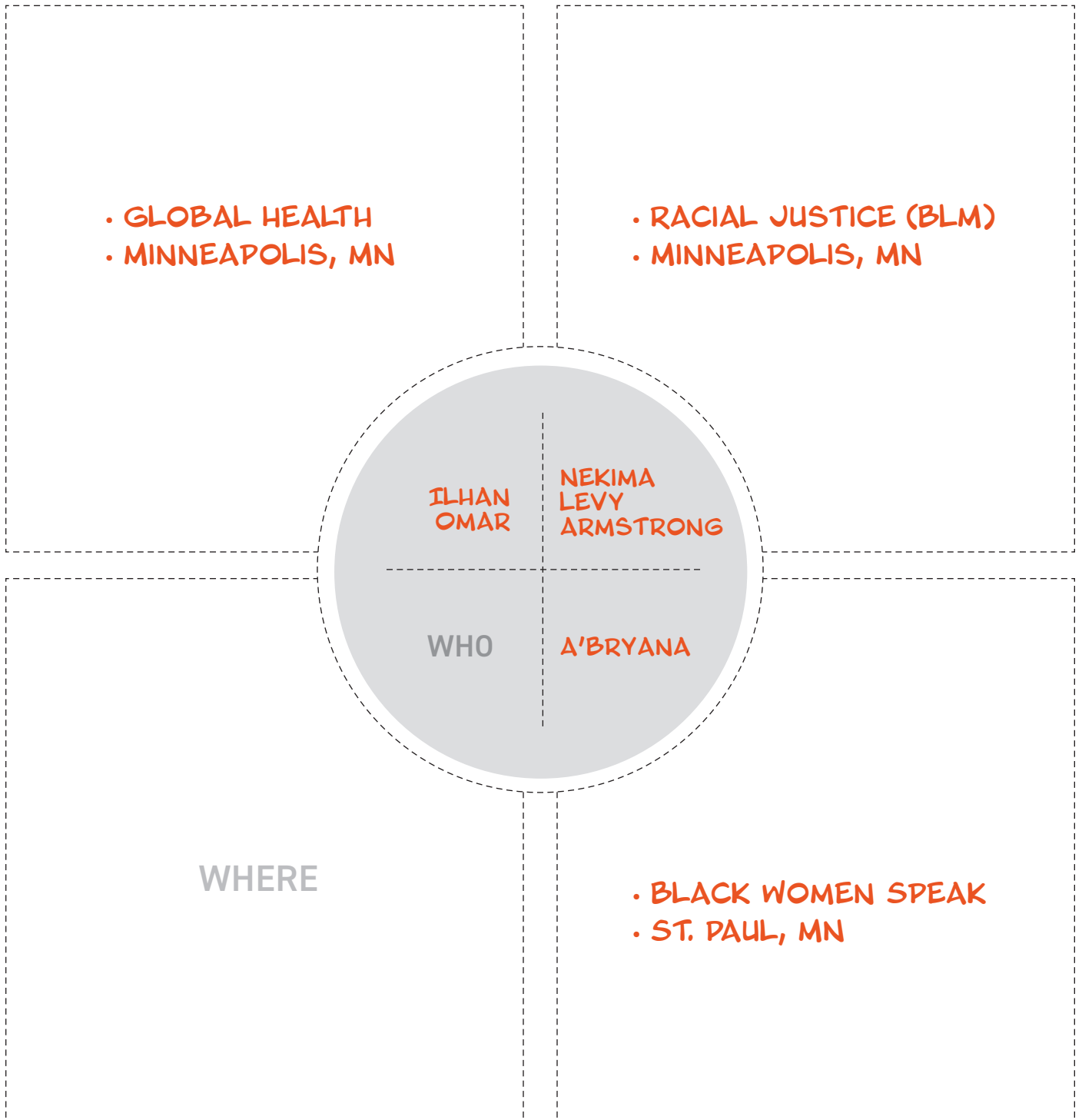
MARY MCLEOD BETHUNE (L) AND CAPTAIN DOVEY M. JOHNSON (R) ATTEND A LUNCHEON AT THE FIRST WOMEN'S ARMY CORPS TRAINING CENTER, LOCATED IN FORT DES MOINES, IOWA.

# BLACK WOMEN ORGANIZE

Identify Black women leaders doing equity and justice work in your city or state.

To help get you started, begin by researching topics like voting rights, affordable housing, climate justice, healthcare, racial injustice, income gap, maternal mortality, gun violence, food insecurity and mass incarceration.

Record your thoughts in this graphic organizer or create a new graphic organizer to reflect your findings.



# BLACK WOMEN ORGANIZE

Identify Black women leaders doing equity and justice work in your city or state.

To help get you started, begin by researching topics like voting rights, affordable housing, climate justice, healthcare, racial injustice, income gap, maternal mortality, gun violence, food insecurity and mass incarceration.

Record your thoughts in this graphic organizer or create a new graphic organizer to reflect your findings.

A large graphic organizer template. It features a central circle divided into four quadrants by a dashed cross. This central circle is surrounded by a larger dashed rectangular border, creating a frame for notes or additional information.

## LESSON 4

# ECONOMICS AND ACTIVISM

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

### TARGET GRADE LEVELS 6-12

This lesson explores the roles of buyers, sellers, laborers and innovators in financial markets. Learners will:

- Summarize the contributions of Black farmers, laborers and entrepreneurs to U.S. financial markets;
- Contrast wages across a variety of social identities;
- Identify continued efforts for economic equity; and
- Develop a claim about how the efforts for economic equity demonstrated by Black Americans historically continue today.

Students conclude with a summative task that leverages real-world application to engage with local businesses and encourage companies to close existing wage gaps.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

*How do economic advancements for Black Americans historically demonstrate the continued efforts for full economic equity today?*

### REAL-WORLD APPLICATION

- **Understand** the roles of buyers and sellers in product, labor and financial markets.
- **Assess** the roles of different institutions, such as corporations, nonprofits and labor unions, in a market economy.
- **Act** by investigating a current economic trend. Identify who benefits, who supports and who provides the labor to sustain that trend.

### VOCABULARY

- Artisan
- Dislocations
- Emancipated
- Free territory

### FEATURED VIDEO TEXTS

**BLACK WOMEN LABORERS**  
**BLACK FARMERS**  
**FREE BLACK AMERICANS BEFORE THE CIVIL WAR**  
**INTEGRATING WALL STREET**  
**CLOTILDA, THE LAST KNOWN SLAVE SHIP**

**PRIOR TO THE HOMESTEAD ACT OF 1862, BLACK FARMERS CLEARED THOUSANDS OF ACRES OF LAND IN THE NORTHWEST TERRITORY, REMOVING MASSIVE NUMBERS OF TREES AND PLOWING FIELDS TO MAKE THE SOIL FARMABLE.**



### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Economic Decision Making	D2.Eco.1.6-8 Explain how economic decisions affect the well-being of individuals, businesses and society. D2.Eco.2.6-8 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
Exchanges and Market	D2.Eco.3.6-8 Explain the roles of buyers and sellers in product, labor and financial markets. D2.Eco.4.6-8 Describe the role of competition in the determination of prices and wages in a market economy. D2.Eco.9-6-8 Describe the roles of institutions such as corporations, non-profits and labor unions in a market economy.
National Economy	D2.Eco.12.6-8 Explain how inflation, deflation and unemployment affect different groups. D2.Eco.13.6-8 Explain why standards of living increase as productivity improves.

### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups.
Diversity	DI.6-8.8 I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and nonjudgmentally.
Justice	JU.6-8.13 I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups. JU.6-8.14 I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
Action	AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities.



## POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.
5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. How are the contributions of individuals necessary to the health of financial markets? How are the contributions of groups necessary to the health of financial markets?
2. How does the history of integrating Wall Street challenge what we have been taught about financial opportunity in the United States?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. Why have financial and economic inequities persisted throughout history for groups such as Black people, women, and people with disabilities?
2. What direct actions did Black people take throughout history and across society to interrupt economic inequality?

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me to think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Black Farmers</i></li> <li>• <i>Black Free Americans...</i></li> <li>• <i>Clotilda, the Last Known Slave Ship</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Integrating Wall Street</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Women Laborers</i></li> <li>• <i>Black Farmers</i></li> <li>• <i>Black Free Americans...</i></li> <li>• <i>Clotilda, the Last Known Slave Ship</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Women Laborers</i></li> <li>• <i>Integrating Wall Street</i></li> </ul>
Formative Task	<b>SUMMARIZE</b> the contributions of Black farmers, laborers and entrepreneurs to U.S. financial markets.	<b>LIST</b> three to five quotes from the featured videos that point to continued efforts for economic equality.	<b>CONSTRUCT</b> a T-chart that contrasts the wages of workers across two social identity categories.	<b>DEVELOP</b> a claim, supported by evidence, about how the efforts for economic equity demonstrated by Black Americans historically continue today.

## STOP AND THINK

Discuss the concept of counternarratives—arguments that dispute a commonly held belief or dominant way of thinking. Create counternarratives to the featured videos rooted in assets-based perspective and Black points of view.

*Black Farmers*: Black Farmers as an example of a counternarrative to what folks think of when they think “American farmer.”

- Research the Black farming economy. How many Black farmers are there today? How much land do Black people own in United States?
- Watch *Why Are All The Black Farmers Vanishing?*
- Support National Black Farmers Association with a donation or by getting involved in farm operations in your area.

*Clotilda, the Last Known Slave Ship*: Why not focus on Africatown and its legacy? Why name slave trader and ship captain rather than descendants of the passengers?

- Research Africatown and the descendants of the Clotilda.

*Integrating Wall Street*: Why doesn't the video reference to Black Wall Street?

- Revisit Season One; watch *Tulsa Race Massacre* and *Freedman's Bank*.
- Make implicit and explicit connections between Black Wall Street in Tulsa and the information presented in *Integrating Wall Street*.



AFTER THE CIVIL WAR, MANY BLACK WOMEN TRANSITIONED TO DOMESTIC WAGE LABOR, SUCH AS HOUSEKEEPING, CHILDCARE, COOKING AND LAUNDRY SERVICE.

## SUMMATIVE TASK

- Organize a minority and women-owned business fair. Invite local businesses to network and share their products with the people in your community.
- Activate a letter writing campaign. Collaborate with classmates to generate a list of local businesses. Together, draft a letter template challenging the business to pay their workers a living wage and close the pay gap across race and gender identity. Then, have each student choose three businesses from the list, personalize the template and send letters. Consider local and global companies.



## WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- Research and collect data on wage and wealth gaps across multiple identity groups.
- Season One videos related to economics:

JUAN GARRIDO  
FORT MOSE  
MADAME CJ WALKER  
TULSA RACE RIOT  
FREEDMAN'S BANK

LESSON 5

# EDUCATION AND ACTIVISM



### TARGET GRADE LEVELS 6-12

This lesson explores how Black students and educators have influenced and been influenced by education systems in the United States. Learners will:

- Describe the cultural and historical significance of the Divine Nine Greek letter organizations;
- Spotlight Black high schools or colleges or a Black educator;
- Compare and contrast campus demonstrations during the Civil Rights Movement with contemporary demonstrations; and
- Identify contemporary student activists and organizations.

Students conclude with a summative task that leverages real-world application to understand the impact of school integration on Black educators and Black students.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

*How have Black educators elevated access and curriculum for students across the United States?*

### REAL-WORLD APPLICATION

- **Understand** the impact of school integration on Black educators and Black students and, in turn, the impact on non-Black educators and students.
- **Assess** the history of public and private schools in your state.
- **Act** by collecting data on student and teacher demographics in your school district or system.

### VOCABULARY

- Civil disobedience
- Divine Nine
- Integrated
- Pernicious

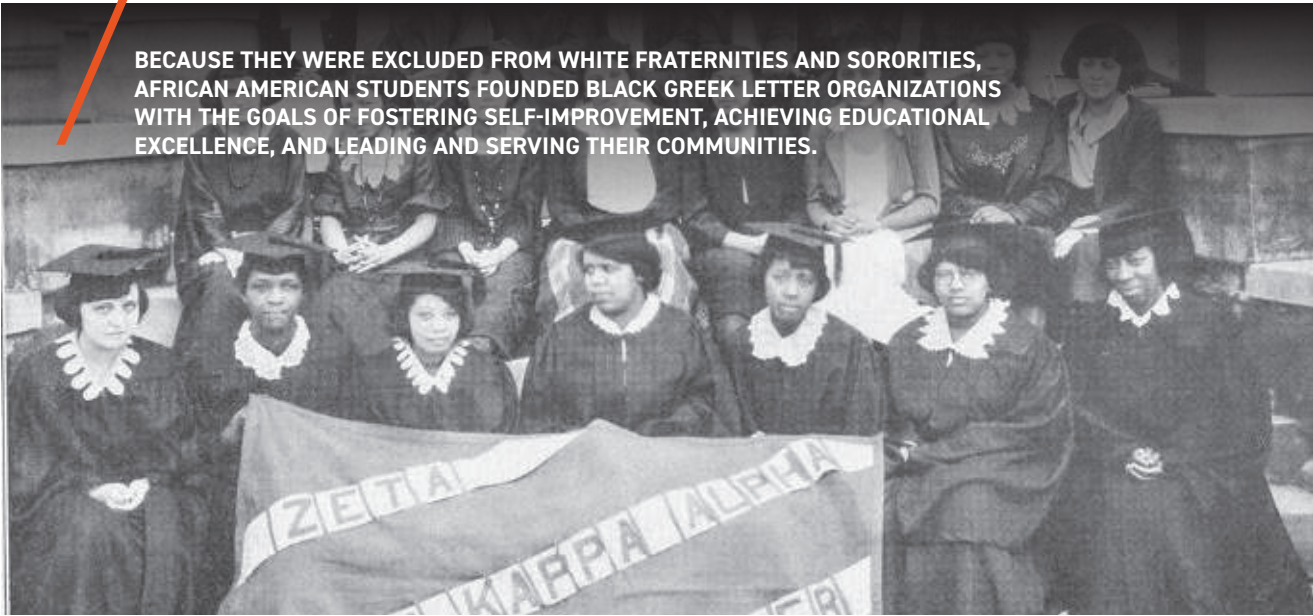
### FEATURED VIDEO TEXTS

- BLACK GREEK LETTER ORGANIZATIONS
- BLACK POWER & THE BIRTH OF BLACK STUDIES
- BRENDA TRAVIS AND THE POWER OF YOUNG ACTIVISTS
- CAMPUS ACTIVISM AND VIOLENT OPPOSITION
- ELITE BLACK PUBLIC HIGH SCHOOLS
- IN JIM CROW AMERICA

### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Change, Continuity, and Context	D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity.
Perspectives	D2.His.5.6-8 Explain how and why perspectives of people have changed over time.
Causation and Argumentation	D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past.

BECAUSE THEY WERE EXCLUDED FROM WHITE FRATERNITIES AND SORORITIES, AFRICAN AMERICAN STUDENTS FOUNDED BLACK GREEK LETTER ORGANIZATIONS WITH THE GOALS OF FOSTERING SELF-IMPROVEMENT, ACHIEVING EDUCATIONAL EXCELLENCE, AND LEADING AND SERVING THEIR COMMUNITIES.



### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups. ID.6-8.3 I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.
Diversity	DI.6-8.8 I am curious and want to know more about other people’s histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgmentally. DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice	JU.6-8.13 I am aware that biased words and behaviors and unjust practices, laws and institutions limit the rights and freedoms of people based on their identity groups. JU.6-8.14 I know that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born.
Action	AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities. AC.6-8.18 I can respectfully tell someone when his or her words or actions are biased or hurtful.

### POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.

5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me to think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Black Greek Letter Organizations</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Elite Black Public High Schools in Jim Crow America</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Greek Letter Organizations</i></li> <li>• <i>Elite Black Public High Schools in Jim Crow America</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Power &amp; The Birth of Black Studies</i></li> <li>• <i>Campus Activism and Violent Opposition</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Power &amp; the Birth of Black Studies</i></li> <li>• <i>Brenda Travis and the Power of Young Activists</i></li> <li>• <i>Campus Activism and Violent Opposition</i></li> </ul>
Formative Task	<b>RESEARCH</b> one of the Divine Nine Greek Letter Organizations, and describe the cultural and historical experience unique to being a member of that group.	<b>IDENTIFY</b> three to five facts about a historically Black high school or college in your area or a Black educator in your school or community.	<b>COMPARE &amp; CONTRAST</b> the campus demonstrations of the Civil Rights Movement and demonstrations in support of the Movement for Black Lives.	<b>WRITE</b> a list of student activists and organizers and the social justice issues they are fighting for.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. What schools, school districts and school systems are considered “high performing”? What methods are used to measure school success?
2. In what ways are Black Greek Letter Organizations important to organizing and education today?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. Who are young activists today, and what are they fighting for?
2. How are young people demonstrating activism and civil disobedience within higher education and other institutions?

## SUMMATIVE TASK

- Organize a Historically Black College and University (HBCU) career fair at your school. Invite local or state HBCUs to share institutional history and admissions information with students in your community.
- Activate your community’s consciousness by creating a timeline for public display of your county or district’s history of segregation and integration of public schools.

## EXTENSION

- **Understand** this topic more deeply by watching the film [Teach Us All](#).
- **Assess** the extent to which the history of public schools in the United States has been impacted by segregation and integration using evidence generated from the videos and the inquiry as support.
- **Act** by writing a letter or public comment to your local Board of Education demanding action to continue to desegregate public schools through policy and equitable funding.

## STOP AND THINK

- How do your classroom and instructional practices allow for student autonomy and voice?
- How might you draw from the knowledge and skills of Black students and educators to create a more culturally responsive and sustaining learning environment for all students, especially for historically marginalized students?



### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- A list of Black Greek Letter Organizations and detailed historical and cultural information about their contributions.
- Background information about the Student Non-violent Coordinating Committee (SNCC).
- Detailed historical information about the segregation and integration of public schools in your district or state.
- Detailed biographical information on the following key figures:
  - Stokely Carmichael
  - Bob Moses
  - Charles and Medgar Evers
- Detailed historical information on the following key events:
  - San Francisco State protests (1968)
  - South Carolina State (Orangeburg) massacre (1968)
  - Jackson State killings (1970)

LESSON 6

# GOVERNMENT AND ACTIVISM (3-5)



### TARGET GRADE LEVELS 3-5

This lesson focuses on the ways different groups build power and access within the U.S. government. Learners will:

- Contrast the strategies of Black American organizers during various points in history;
- Compare the experiences of Black citizens, voters and soldiers across historical periods;
- Research bills and issues put forth by the Congressional Black Caucus in 1971; and
- Identify Black governmental and military leaders in their state and local communities.

Students conclude with a summative task that leverages real-world application to learn about the relationships between federal, state and local powers and how these relationships influence representation.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

*How have those with power within government systems responded to Black progress?*

### REAL-WORLD APPLICATION

- **Understand** the relationships between the federal and state powers, as well as limits and motivations within political parties.
- **Assess** government policies, leadership efforts, political behavior and local and state conditions.
- **Act** by investigating diversity within your local and state government and considering the role of civic engagement and behaviour in influencing representation.

### VOCABULARY

- Caucus
- Constitutional limits
- Fairness
- Justice
- Pronouncement
- Systems

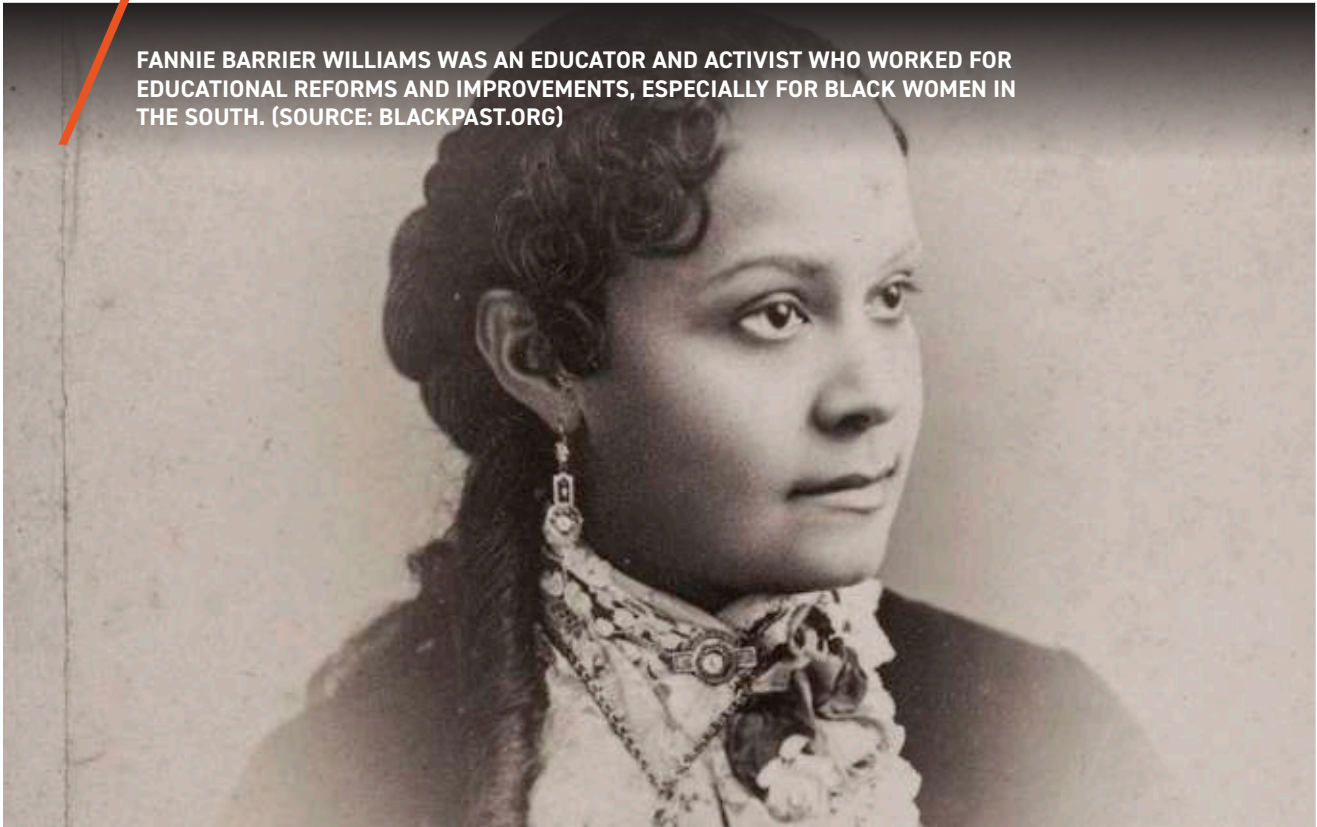
### FEATURED VIDEO TEXTS

- AFRICAN AMERICAN CONVENTION BEFORE THE CIVIL WAR
- CONGRESSIONAL BLACK CAUCUS
- THE FIFTEENTH AMENDMENT, VOTING RIGHTS AND VOTER SUPPRESSION
- BLACK SOLDIERS AND THE GI BILL
- HISTORY OF THE BLACK SOLDIER
- THE ROLL BACK
- THE WOMEN'S CLUB MOVEMENT

### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Civic and Political Institutions	D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families.
Participation and Deliberation	D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.
Processes, Rules and Laws	D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.

FANNIE BARRIER WILLIAMS WAS AN EDUCATOR AND ACTIVIST WHO WORKED FOR EDUCATIONAL REFORMS AND IMPROVEMENTS, ESPECIALLY FOR BLACK WOMEN IN THE SOUTH. (SOURCE: BLACKPAST.ORG)



### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.3-5.4 I can feel good about my identity without making someone else feel badly about who they are.
Diversity	DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.
Justice	JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules. JU.3-5.15 I know about actions of people and groups who have worked throughout history to bring more justice and fairness to the world.
Action	AC.3-5.16 I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. AC.3-5.20 I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals.

### POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World questions.

5. Repeat steps 2 through 4 until students have completed all four domains.

6. Return to the overarching EQs.

7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.



## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me to think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>African American Conventions Before the Civil War</i></li> <li>• <i>The Women's Club Movement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Congressional Black Caucus</i></li> <li>• <i>15th Amendment</i></li> <li>• <i>Black Soldiers and the GI Bill</i></li> <li>• <i>History of the Black Soldier</i></li> <li>• <i>The Roll Back</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Congressional Black Caucus</i></li> <li>• <i>15th Amendment</i></li> <li>• <i>Black Soldiers and the GI Bill</i></li> <li>• <i>The Roll Back</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>African American Convention Before the Civil War</i></li> <li>• <i>History of the Black Soldier</i></li> <li>• <i>The Women's Club Movement</i></li> </ul>
Formative Task	<b>CONSTRUCT</b> a chart that illustrates how the strategies of Black American organizers in various eras (antebellum era, Reconstruction, Civil Rights Movement and today) are similar and different.	<b>SHOW</b> how the experiences of Black citizens, voters and soldiers across historical periods are similar and different.	<b>RESEARCH</b> a bill or issue put forth by the Congressional Black Caucus in 1971.	<b>IDENTIFY</b> a Black governmental and military leader in your state and local community and interview them about their experience.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. How do the conventions of the antebellum and Reconstruction eras connect to Black Americans organizing for the right to vote in the 21st Century?
2. What connections can be made between Black men gaining the right to vote in 1870 and contemporary voting rights?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. How do the conventions of the antebellum and Reconstruction eras connect to Black Americans organizing for the right to vote in the 21st Century?
2. What connections can be made between Black men gaining the right to vote in 1870 and contemporary voting rights?

### SUMMATIVE TASK

- **Organize** a class or school campaign raising awareness about voting rights. Elicit the help of an adult in the community to extend your campaign into a voter registration drive or a march to the polls during an election cycle.
- **Activate** your community engagement by researching a local elected official then write to them suggesting

ways to celebrate the history and accomplishments of Black government and military leaders in your state and local communities. In the letter, encourage the official to prioritize policies that support Black citizens, voters, soldiers and veterans.



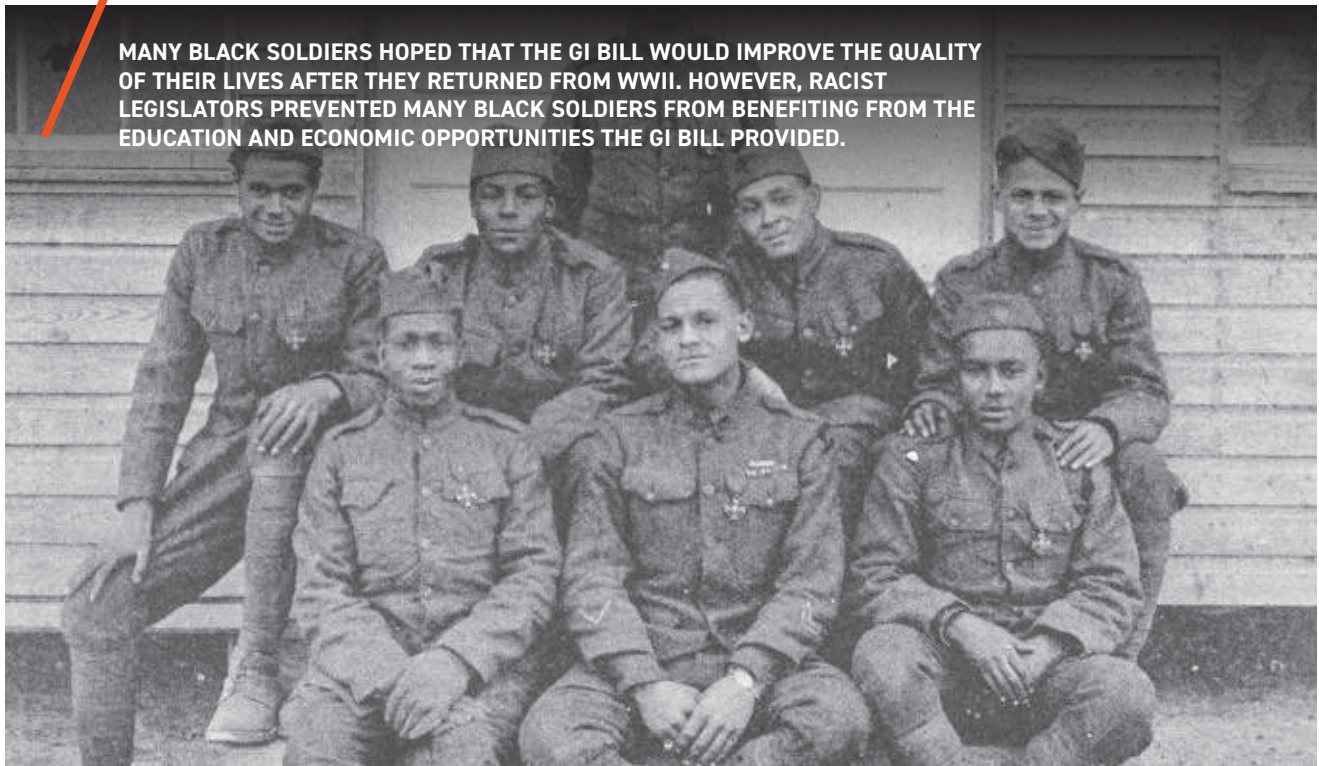
### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- A list of Black leaders in their community or state. Include multiple sectors, such as government, education, business, sports, entertainment, etc.
- Information about registering to vote and access the ballot box in your community.
- Season One videos on government-related topics.

[NAACP](#)  
[RECONSTRUCTION: THE VOTE](#)  
[FREDERICK DOUGLASS](#)  
[SHIRLEY CHISHOLM](#)  
[JOHN LEWIS](#)  
[DOUBLE V CAMPAIGN](#)  
[WWI HARLEM HELLFIGHTERS](#)  
[ROBERT SMALLS](#)  
[IDA B. WELLS](#)

MANY BLACK SOLDIERS HOPED THAT THE GI BILL WOULD IMPROVE THE QUALITY OF THEIR LIVES AFTER THEY RETURNED FROM WWII. HOWEVER, RACIST LEGISLATORS PREVENTED MANY BLACK SOLDIERS FROM BENEFITING FROM THE EDUCATION AND ECONOMIC OPPORTUNITIES THE GI BILL PROVIDED.



## STOP AND THINK

These featured sources draw attention to the lack of representation of Black Americans in government, politics and the military. It's important for young people to be able to name Black American leaders. As students research these prominent Black Americans, support their inquiry with the following Essential Questions:

- Why are there so few Black service members of high military ranks or other positions of leadership?
- How have people who historically held governmental power responded to Black advancement?

This list includes politicians and voting rights and military leaders named in the featured videos. Ask yourself and your students: Who's missing?

- *African American Conventions Before the Civil War*: James McCune Smith, Frederick Douglass, Henry Highland Garnet
- *The Congressional Black Caucus*: Charles Diggs, Jr., Barbara Lee, Elijah Cummings, John Lewis
- *The Fifteenth Amendment, Voting Rights and Voter Suppression*: Hiram Revels, John Willis Menard, Rev. Richard H. Cain
- *History of the Black Soldier*: Colin L. Powell, Charles Brown, Jr.
- *The Rollback*: Robert Smalls, Hiram Revels, Blanche K. Bruce
- *The Women's Club Movement*: Ida B. Wells, Josephine St. Pierre Ruffin, National Association of Colored Women (1896)

Discuss the concept of counternarratives. Create counternarratives to the featured video rooted in assets-based perspective and Black points of view.

- *Black Soldiers and the GI Bill*: The only key figure named in this featured source is a white male politician who was an opponent to the bill. Identify a Black leader who supported the bill or a Black military person who benefitted from the bill.

LESSON 7

# GOVERNMENT AND ACTIVISM (6-12)



### TARGET GRADE LEVELS 6-12

This lesson focuses on the ways different groups build power and access within the U.S. government. Learners will:

- Contrast the tactics of Black American organizers during various points in history;
- Juxtapose the experiences of Black citizens, voters and soldiers across historical periods;
- Research bills and issues put forth by the Congressional Black Caucus in 1971 as well as recent legislation; and
- Identify Black governmental and military leaders in their local communities.

Students conclude with a summative task that leverages real-world application to learn about the relationships between federal, state and local powers and how these relationships influence representation.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

*How have those with governmental authority responded to Black advancement?*

### REAL-WORLD APPLICATION

- **Understand** the relationships between the federal and state powers, constitutional limits and self-interest within political parties.
- **Assess** government policies, policy pronouncements, leadership efforts, political behavior and local conditions.
- **Act** by investigating diversity within your local government, and analyze the role of civic engagement and behavior in influencing representation.

### VOCABULARY

- Caucus
- Constitutional limits
- Disenfranchisement
- Pronouncement
- Systematically

### FEATURED VIDEO TEXTS

- AFRICAN AMERICAN CONVENTION BEFORE THE CIVIL WAR
- CONGRESSIONAL BLACK CAUCUS
- THE FIFTEENTH AMENDMENT, VOTING RIGHTS AND VOTER SUPPRESSION
- BLACK SOLDIERS AND THE GI BILL
- HISTORY OF THE BLACK SOLDIER
- THE ROLL BACK
- THE WOMEN'S CLUB MOVEMENT

### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Civic and Political Institutions	D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. D2.Civ.6.6-8. Describe the roles of political, civil and economic organization in shaping people's lives.
Participation and Deliberation	D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States and explain how they influence the social and political system.
Processes, Rules and Laws	D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

JOSEPHINE ST. PIERRE RUFFIN WAS A FOUNDING MEMBER OF THE WOMEN'S CLUB MOVEMENT, FOCUSED ON DEFENDING THE HONOR AND DIGNITY OF BLACK WOMANHOOD.



### SOCIAL JUSTICE STANDARDS ALIGNMENT

Domain	Grade Level Outcome
Identity	ID.6-8.4 I feel good about my many identities and know they don't make me better than people with other identities.
Diversity	DI.6-8.10 I can explain how the way groups of people are treated today, and the way they have been treated in the past, shapes their group identity and culture.
Justice	JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws. JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action	AC.6-8.16 I am concerned about how people (including myself) are treated and feel for people when they are excluded or mistreated because of their identities. AC.6-8.20 I will work with friends, family and community members to make our world fairer for everyone, and we will plan and coordinate our actions in order to achieve our goals.

### POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.

5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me to think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>African American Conventions Before the Civil War</i></li> <li>• <i>The Women's Club Movement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Congressional Black Caucus</i></li> <li>• <i>15th Amendment</i></li> <li>• <i>Black Soldiers and the GI Bill</i></li> <li>• <i>History of the Black Soldier</i></li> <li>• <i>The Roll Back</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Congressional Black Caucus</i></li> <li>• <i>15th Amendment</i></li> <li>• <i>Black Soldiers and the GI Bill</i></li> <li>• <i>The Roll Back</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>African American Convention Before the Civil War</i></li> <li>• <i>History of the Black Soldier</i></li> <li>• <i>Women's Club Movement</i></li> </ul>
Formative Task	<b>CONSTRUCT</b> a chart that contrasts the tactics of Black American organizers in various eras (antebellum era, Reconstruction, Civil Rights Movement, today).	<b>COMPARE &amp; CONTRAST</b> the experiences of Black citizens, voters and soldiers across historical periods.	<b>RESEARCH</b> a bill or issue put forth by the Congressional Black Caucus in 1971 and research a recent piece of legislation supported by the CBC.	<b>IDENTIFY</b> Black governmental and military leaders in your community, and interview them about their experience.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. How do the conventions of the antebellum and Reconstruction eras connect to Black Americans organizing for the right to vote in the 21st Century?
2. What connections can be made between Black men gaining the right to vote in 1870 and contemporary voting rights?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. How does restricting the right to vote impact representation in positions of power?
2. Why are there so few Black service members of high military ranks or other positions of leadership?

### SUMMATIVE TASK

- **Organize** a school or community campaign raising awareness about voting rights and access. Extend your awareness campaign into a voter registration drive or a march to the polls during an election cycle.
- **Activate** your community engagement by writing a letter to an elected official suggesting ways to celebrate the history and accomplishments of Black government and military leaders in your community. Encourage officials to prioritize policies that support Black citizens, voters, soldiers and veterans.



## WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- A list of Black leaders in their community or state. Include multiple sectors, such as government, education, business, sports, entertainment, etc.
- Information about registering to vote and accessing the ballot box in your community.
- Season One videos on government-related topics.

NAACP  
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 ROBERT SMALLS  
 IDA B. WELLS

## STOP AND THINK

These featured sources draw attention to the lack of representation of Black Americans in government, politics and the military. It's important for young people to be able to name Black American leaders. As students research these prominent Black Americans, support their inquiry with the following Essential Questions:

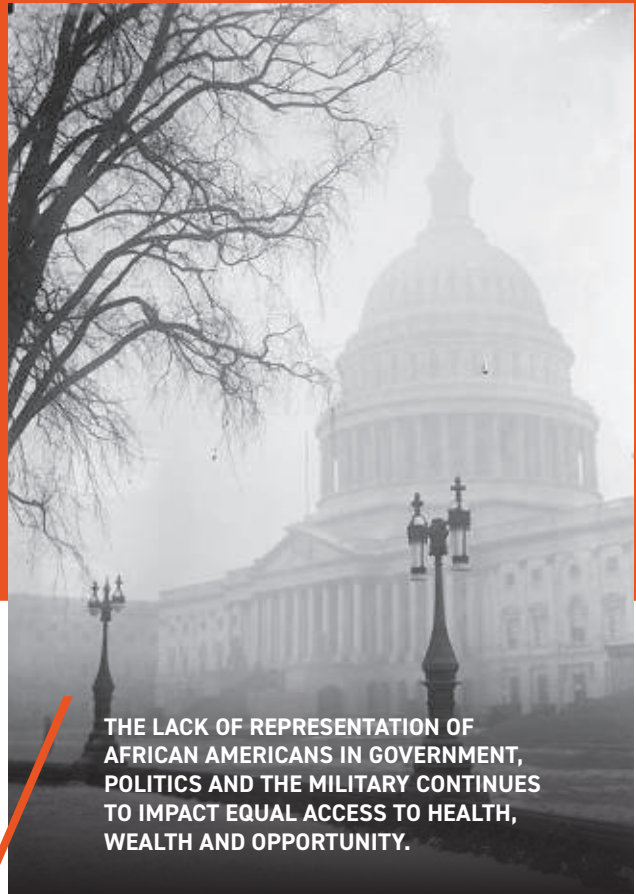
- Why are there so few Black service members of high military ranks or other positions of leadership?
- How have people who historically held governmental power responded to Black advancement?

This list includes politicians and voting rights and military leaders named in the featured videos. Ask yourself and your students: Who's missing?

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- *The Rollback*: Robert Smalls, Hiram Revels, Blanche K. Bruce
- *The Women's Club Movement*: Ida B. Wells, Josephine St. Pierre Ruffin, National Association of Colored Women (1896)

Discuss the concept of counternarratives—arguments that dispute a commonly held belief or dominant way of thinking. Create counternarratives to the featured video rooted in assets-based perspective and Black points of view.

- *Black Soldiers and the GI Bill* The only key figure named in this featured source is a white male politician who was an opponent to the bill. Identify a Black leader who supported the bill or a Black military person who benefited from the bill.



THE LACK OF REPRESENTATION OF AFRICAN AMERICANS IN GOVERNMENT, POLITICS AND THE MILITARY CONTINUES TO IMPACT EQUAL ACCESS TO HEALTH, WEALTH AND OPPORTUNITY.

LESSON 8

# RELIGION AND ACTIVISM



### TARGET GRADE LEVELS 6-12

This lesson explores the role of religion, spirituality and faith communities in Black liberation movements. Learners will:

- Explain how music and religion influence American culture;
- List concerns and issues impacting Black faith communities;
- Compare the goals and tactics of the Civil Rights Movement and the Black Lives Matter movement; and
- Compare and contrast religious movements and leaders throughout U.S. history.

Students conclude with a summative task that leverages real-world applications to learn about interfaith community and illustrate how religion has been a vehicle for the advancement of civil rights.

For more information on how to use this lesson plan, click [here](#).

### TOPICAL ESSENTIAL QUESTION

This lesson focuses on the Essential Question:

What role has religion played in movements for civil rights and American history?

### REAL-WORLD APPLICATION

- **Understand** the intersections of religion, music and movements.
- **Assess** the role of religion in the advancement or opposition of progress.
- **Act** to investigate how faith and religion are used to foster community and facilitate collective action.

### VOCABULARY

- Diffuse
- Manifest
- Revolutionaries

### FEATURED VIDEO TEXTS

- BIRTH OF MODERN GOSPEL
- BLACK CHURCH AND THE FBI
- FATHER DIVINE AND THE PEACE MISSION MOVEMENT
- JOB BEN SOLOMON, LITERACY AND FREEDOM
- POOR PEOPLE'S CAMPAIGN
- BLACK LIBERATION AND WOMANIST THEOLOGY

### C3 FRAMEWORK ALIGNMENT

Dimension	Outcome
Change, Continuity, and Context	D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
Perspectives	D2.His.6.6-8 Analyze how people's perspectives influenced what information is available in the historical sources they created.
Historical Sources and Evidence	D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
Causation and Argumentation	D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past.

AN EASTER SERVICE AT A STOREFRONT BAPTIST CHURCH IN CHICAGO. THE BLACK CHURCH HAS LONG PLAYED A CRUCIAL ROLE IN THE ORGANIZING EFFORTS OF AFRICAN AMERICANS SEEKING RACIAL JUSTICE.



### SOCIAL JUSTICE STANDARDS ALIGNMENT

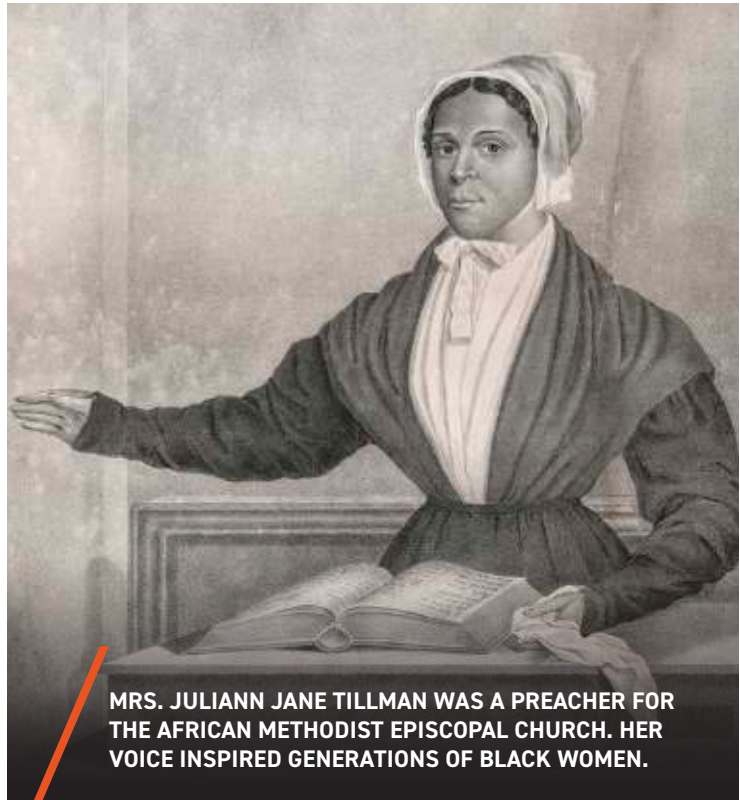
Domain	Grade Level Outcome
Identity	ID.6-8.2 I know about my family history and culture and how I am connected to the collective history and culture of other people in my identity groups. ID.6-8.5 I know there are similarities and differences between my home culture and the other environments and cultures I encounter, and I can be myself in a diversity of settings.
Diversity	DI.6-8.7 I can accurately and respectfully describe ways that people (including myself) are similar to and different from each other and others in their identity groups. DI.6-8.8 I am curious and want to know more about other people's histories and lived experiences, and I ask questions respectfully and listen carefully and non-judgementally.
Justice	JU.6-8.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using. JU.6-8.15 I know about some of the people, groups and events in social justice history and about the beliefs and ideas that influenced them.
Action	AC.6-8.19 I will speak up or take action when I see unfairness, even if those around me do not, and I will not let others convince me to go along with injustice.



## POSSIBLE LEARNING SEQUENCE

1. Share and discuss the four overarching Essential Questions (EQs) with students.
2. Pick a domain (Identity, Diversity, Justice, Action) and view the featured videos.
3. Complete the formative task for that domain. Re-watch the featured videos as needed.
4. Present and discuss the relevant Text-to-World inquiry.
5. Repeat steps 2 through 4 until students have completed all four domains.
6. Return to the overarching EQs.
7. Complete the summative task.

Each component of the inquiry is designed to take 20 to 30 minutes. However, we invite you to modify and adjust the time to meet the needs of your student-led process.



MRS. JULIANN JANE TILLMAN WAS A PREACHER FOR THE AFRICAN METHODIST EPISCOPAL CHURCH. HER VOICE INSPIRED GENERATIONS OF BLACK WOMEN.

## STUDENT-LED INQUIRY

	Identity	Diversity	Justice	Action
Essential Question	How does learning Black history help me understand my membership in multiple identity groups?	How does understanding the diversity within Black history help me to think about current events?	Why is it important to know about individuals, groups, events, strategies and philosophies that have made life more just for people worldwide?	How can we be most effective when taking a stand against bias and injustice in our everyday lives?
Featured Videos	<ul style="list-style-type: none"> <li>• <i>Birth of Modern Gospel</i></li> <li>• <i>Black Church &amp; the FBI</i></li> <li>• <i>Job Ben Solomon, Literacy and Freedom</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Birth of Modern Gospel</i></li> <li>• <i>Job Ben Solomon, Literacy and Freedom</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Black Church &amp; the FBI</i></li> <li>• <i>Father Divine and the Peace Mission Movement</i></li> <li>• <i>Job Ben Solomon, Literacy and Freedom</i></li> <li>• <i>Poor People's Campaign</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Father Divine and the Peace Mission Movement</i></li> <li>• <i>Poor People's Campaign</i></li> <li>• <i>Black Liberation &amp; Womanist Theology</i></li> </ul>
Formative Task	<b>CONSTRUCT</b> a Venn diagram or chart that compares the goals and tactics of the Civil Rights movement and the Black Lives Matter movement.	<b>DEVELOP</b> a claim, supported by evidence from the videos, that explains how music and religion influence American culture.	<b>GENERATE</b> a list of concerns and issues impacting Black religious and faith communities, past and present.	<b>COMPARE AND CONTRAST</b> the various religious movements and leaders described in the featured videos.

## TEXT-TO-WORLD INQUIRY

### PREJUDICE REDUCTION (IDENTITY/DIVERSITY)

1. How is the Black Lives Matter movement viewed similarly or differently than how the Civil Rights Movement was viewed in 1968?
2. How do music and religion continue to intersect and influence culture?

### COLLECTIVE ACTION (JUSTICE/ACTION)

1. What are the goals and priorities of the contemporary poor peoples campaign?
2. What comparisons can be made between Father Divine's New Thought Tradition and mindfulness or thought work today?

### SUMMATIVE TASK

- **Organize** an interfaith dialogue about coalition-building between leaders of local faith-based community organizations working in the community.
- **Activate** by creating a piece of art reminiscent of religious or faith-based spaces such as writing a song, choreographing and performing a dance, or crafting a visual art piece that demonstrates the role religion has played on movements for civil rights and American history.

### EXTENSION

- **Understand** the role of the Black Church, and religion or faith more broadly, in activism and organizing by watching *The Black Church* from PBS.

- **Assess** the importance of religion and faith in the Black community as a driver for social change using evidence generated from the videos and the inquiry as support.
- **Act** to investigate local religious and faith organizations and analyze their influence on civil rights issues.



### WIDEN THE LENS

To set the stage for a deeper exploration, consider gathering and sharing the following with students:

- *The Black Church* (PBS)
- Tanenbaum Center for Interreligious Understanding's *Shared Visions Project* and *Guidelines for Entering Sacred Spaces*
- Season One videos related to religion:

GREAT MIGRATIONS / MIGRATIONS  
JAZZ  
HARLEM RENAISSANCE  
THE BLACK CHURCH  
DR. MARTIN LUTHER KING, JR.  
TRANSATLANTIC SLAVE TRADE  
CIVIL RIGHTS MOVEMENT  
BLACK PANTHER PARTY  
BLACK POWER

## STOP AND THINK

Discuss the concept of counternarratives—arguments that dispute a commonly held belief or dominant way of thinking. Create counternarratives to the featured video rooted in assets-based perspective and Black points of view.

*Job Ben Solomon, Literacy and Freedom:* How is Job Ben Solomon's experience a counternarrative to the traditional teaching and learning about Transatlantic slave trade?

- Watch *Transatlantic Slave Trade*.
- Make connections between Solomon's status as an educated man and his freedom.

*Father Divine and the Peace Mission Movement:* How is Father Divine's Peace Mission Movement a counternarrative to the non-violent movement led by Dr. King, Jr.?

- Watch *The Black Church* (Season One).
- What similarities and differences exist between these religious and civic leaders? Why is it important to discover multiple perspectives within and across religious groups?
- Revisit the Essential Question: *What role has religion played in movements for civil rights and American history?*

# TEXT- DEPENDENT QUESTIONS

Use these questions in assessments, journal prompts, speaking and listening activities, or other instructional tasks.

# 1 African American Conventions Before the Civil War

**MAIN IDEA** What were the National Negro or Colored Conventions? Answer: State and national meetings attended by African Americans who gathered to share information and mobilize around racial uplift, abolition, labor rights and suffrage.

**KEY DETAILS** When and where did these meetings occur? Who attended? Answer: They happened throughout the antebellum period until 30 years after the Civil War largely in the Northeast, the emerging West and Canada. They were attended by free African Americans and

formerly enslaved people, including notable intellectuals and abolitionist organizers.

**INFERENCES** What were the long-term impacts of the National Negro Conventions beyond advocating for the abolition of slavery? Answers will vary

**TEXT TO WORLD** How can you connect African American organizing at these conventions to the voting rights movement of the 20th Century and to the ongoing fight for racial justice?

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## 2 Birth of Modern Gospel

**MAIN IDEA** Who was Thomas Dorsey, and what role did he play in the birth of modern gospel? Answer: Dorsey was an innovative composer who moved from Atlanta to Chicago during the Great

Migration. He merged religious and secular music, leading to a new genre that held both commercial and spiritual appeal.

**KEY DETAILS** What regional sounds combined to create gospel? Answer: Gospel reflected a blend of rural southern religious musical culture and northern urban

influences such as jazz and blues.

**INFERENCES** What social and cultural shifts led to the birth of modern gospel? Answers will vary.

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## 3 Black Church & The FBI

**MAIN IDEA** How did the FBI attempt to expose, disrupt, misdirect and discredit Black Freedom fighters? Answer: The FBI used tactics like espionage and misinformation campaigns. For example, they exploited the influence of Reverend Elder Michaux to turn his followers against Dr. King

due to concerns that Black religious gatherings would become powerful organizing spaces.

**KEY DETAILS** Who is J. Edgar Hoover, and why did he target leaders of the Civil Rights Movement? Answer: Hoover was the FBI Director for much of

the 20th century. He was concerned that leaders of the Civil Rights Movement were gaining power and discrediting the U.S. as an international model of democracy during the Cold War. He considered movement leaders a threat, calling them anti-Christian and un-American.

**INFERENCES** Why was Dr. King dubbed by J. Edgar Hoover as the “most dangerous Negro In America”? Answers will vary.

**TEXT TO SELF** What connections can you make between religious or faith organizations and freedom movements?

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## 4 Black Farmers

**MAIN IDEA** What key role did Black farmers play in cultivating the nation’s “bread basket” or agricultural epicenter? Answer: African Americans cleared land for farming in the Northwest Territory prior to the Homestead Act of 1862.

**KEY DETAILS** How did African American farmers lose autonomy in the Midwest? Answer: Voting restrictions, violence, theft and anti-Black laws all gave preference to white landowners.

**INFERENCES** What long-term effects persist as a result of Black farmers losing land and settlements? Answers will vary and may include: Less than 2 percent of farms today in the U.S. are Black-owned.

**TEXT TO SELF** What do you know about Black farmers today?

## 5 Black Liberation & Womanist Theology

**MAIN IDEA** Who is Dr. Jacqueline Grant? Answer: She was a professor who, after studying under Rev. Dr. James Cone, became a founder of womanist theology by merging

feminism, Black Power and Christianity.

**KEY DETAILS** What role did Rev. Dr. James Cone play in Black liberation struggle? Answers may include:

He argued that Black liberation was at the center of Christianity. He amplified voices of the Black freedom struggle and argued that God is Black.

**INFERENCES** Why are Black women important in Black freedom struggle? Answers will vary.

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## 6 Black Feminist Organizations

**MAIN IDEA** What factors led to the birth of modern Black feminist political organizations? Answer: Neither the mainstream feminist movement nor the Civil Rights Movement addressed issues specific to Black women, who experience both racism and sexism.

**KEY DETAILS** What is significant about The Combahee River Collective? Answer: They acknowledged that sexual orientation, class and other identity categories led to unique experiences of oppression within the African American community. Their work created a

foundation for intersectional Black feminism.

**TEXT TO WORLD** What issues did The Combahee River Collective fight for in 1970s that Black feminist organizations fight for today? Answers may include: desegregating public schools, stopping police

brutality, and seeking justice for abused and murdered women.

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## 7 Black Greek-Letter Organizations

**MAIN IDEA** What are the goals of the “Divine Nine”? Answer: The goals are to foster self improvement, aspire to educational excellence, and lead and serve their communities.

**KEY DETAILS** What were the first Black intercollegiate Greek letter organizations

and why were they founded? Answer: They are Alpha Phi Alpha in 1906 at Cornell University and Alpha Kappa Alpha in 1908 at Howard University. They were founded because African American students were excluded from white fraternities and sororities

**TEXT TO SELF** What do you know about Black Greek letter organizations? Do you know anyone who is a member? Answers will vary.

**TEXT TO WORLD** Which Black Greek sorority recently gained notoriety because of a well-known member? Answer: Vice President

Kamala Harris is a member of Alpha Kappa Alpha.

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## 8 Black Power & the Birth of Black Studies

**MAIN IDEA** How did the Black Power Movement influence young Black students? Answer: Because the movement focused on self-determination, young Black people were inspired to take control of their education. They demanded college admission for more Black students, hiring of

Black faculty and creation of Black studies as a new academic discipline.

**KEY DETAILS** Who was Stokely Carmichael? Answer: He was a Black Power leader, Civil Rights activist and freedom rider who transformed the Black student movement to the Black studies movement.

**INFERENCES** What were the short- and long-term effect of protests like the one at San Francisco State College in 1968? Answer will vary and may include: The recruitment of more brown and Black students, the hiring of black professors and administrators and

the creation of Black studies departments.

**TEXT TO WORLD** How are young people today demonstrating activism within higher education and other institutions? Answers will vary.

## 9 Black Women Laborers

**MAIN IDEA** How did Black women begin to gain their autonomy as workers following the Civil War? They transitioned to domestic wage labor, such as house-keeping, childcare, cooking and laundry service.

**KEY DETAILS** What was significant about Washer Society of 1881? The Society originated with 20 Atlanta laundresses who engaged in civic action and galvanized a strike for consistent wages and fair treatment.

**INFERENCES** What was similar and different about working conditions for Black women pre- and post-Civil War? Answers will vary.

**TEXT TO WORLD** Who are some Black women organizers today? Answers will vary and might include Stacey Abrams, Patrisse Cullors and Tarana Burke.

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## 10 Brenda Travis and the Power of Young Activists

**MAIN IDEA** Who was Brenda Travis? Answer: She was the daughter of a Mississippi sharecropper who became an activist and led sit-ins. She was the youngest protester among the McComb Five and the only girl.

**KEY DETAILS** What events led Brenda Travis to take action? Answer: Her older brother was arrested in the middle of the night, and she feared he would be murdered like Emmett Till. She met Bob Moses of SNCC when he came to town to recruit people to drive voters to the polls.

**INFERENCES** What lessons can be learned from Brenda Travis, McComb Five and SNCC? Answers will vary.

**TEXT TO WORLD** Who are young activists of today? What social justice issues are they fighting for?

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## 11 Campus Activism and Violent Opposition

**MAIN IDEA** What role did college campuses play in the Black liberation movements of the 1960s? Answer: Many Black students believed political protest was their civic obligation and part of their education. Students

expressed their right to protest and engaged in civil disobedience both on and off campus.

**KEY DETAILS** What was significant about the South Carolina State massacre

and the killings at Jackson State? Answer: Black students were attacked by state police while protesting and organizing; several students were killed and injured.

**TEXT TO WORLD** How do higher education institutions of today support movements for racial justice?

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## 12 Clotilda, the Last Known Slave Ship

**MAIN IDEA** What is the significance of the Clotilda? Answer: The Clotilda was the last known ship to transport enslaved people to the U.S., arriving after the Transatlantic Slave Trade became illegal. After the Civil War ended, many formerly enslaved people who had arrived on the Clotilda

established Africatown in South Alabama.

**KEY DETAILS** Why did the captains of the Clotilda burn and sink the ship? Answer: To hide evidence that they had brought enslaved Africans to Alabama after the Transatlantic Slave Trade had been outlawed.

**INFERENCES** How has the discovery and authentication of the Clotilda continued the legacy of the survivors? Answer: Current Africatown residents are determined to preserve the stories of their ancestors, who were forcibly brought to Alabama on the Clotilda.

## 13 Congressional Black Caucus

**MAIN IDEA** What is the Congressional Black Caucus (CBC) and how did it get its start? Answer: The CBC got its start as the Democratic Select Committee. When Black legislators came together to strategize how best to expand their collective voice in Congress, they formed the CBC. The CBC boycotted Nixon’s State of the Union address, citing

his indifference to the concerns of Black people. As a result, Nixon met with the 13 leaders and established the CBC as powerful organizing body.

**KEY DETAILS** Who is Charles Diggs, Jr., and what key role did he play in Congress in 1969? Answer: He launched the Democratic Select Committee, which was the precursor to the Congressional Black Caucus.

influencing and proposing legislation that supports marginalized groups.

Why is “equality of results” the only kind of equality that carries real meaning? Answers will vary.

**INFERENCES** Why is the CBC nicknamed “Conscience of Congress”? Answers will vary and may include: The CBC has a history of

**TEXT TO SELF** What do you know about the CBC and their work today? Answers will vary.

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## 14 Elite Black Public High Schools in Jim Crow America

**MAIN IDEA** What was significant about Black high schools during Jim Crow? Answer: Black high schools provided academic excellence, highly qualified teachers and opportunities to study subjects beyond industrial education. In some areas, Black high schools offered the only opportunity students had to attend high school at all due to segregation.

**KEY DETAILS** What was the first Black public high school in the United States? Answer: Paul Laurence Dunbar High School in Washington, DC (est. 1870).

**INFERENCES** What were some short- and long-term effects of Jim Crow segregation on public schools for Black students? Answers will vary.

**TEXT TO SELF** What do you know about majority Black high schools in your community, past and present? Answers will vary.

**TEXT TO WORLD** What schools, school districts and school systems are considered “high performing” today? What methods are used to measure school success?

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## 15 Father Divine and the Peace Mission Movement

**MAIN IDEA** Who was Father Major Jealous Divine? Answer: Father Divine was part of the New Thought tradition. He believed that the power of the mind and positive thinking could change the world. In the 1930s, he founded the International Peace Mission Movement, a controversial organization that compelled its members to live communally and remain celibate.

**KEY DETAILS** What was significant about the International Peace Mission Movement? Answer: Members of the Peace Mission Movement put all of their income back into the mission. It supported many Black people experiencing food insecurity and homelessness during the Great Depression, and worked to end segregation and lynching.

**INFERENCES** Why might Father Divine’s approach have been seen as controversial? Answers will vary.

## 16 The Fifteenth Amendment, Voting Rights and Voter Suppression

**MAIN IDEA** What is the 15th Amendment? Answer: The 15th Amendment prevented states from denying citizens the right to vote based on race, color or previous condition of servitude. For a time, its passage gave Black men the right to vote (also called suffrage), but white legislators soon enacted other voting restrictions to limit African Americans' voting power.

**KEY DETAILS** Who were some key figures who served in Congress following the ratification of 15th Amendment? Answers will vary and may include: Hiram Revels (U.S. Congressman, Mississippi), John Willis Menard (U.S. Congressman, Louisiana), Rev. Richard H. Cain (U.S. Congressman, South Carolina).

**INFERENCES** What were the short- and long-term impacts of the 15th Amendment? Answers will vary and may include: During Reconstruction, some 2,000 African Americans served at every level of government; enactment of poll taxes and literacy tests to restrict Black voting; nearly one hundred years later, it led to the Voting Rights Act of 1965.

**TEXT TO SELF** How can you support voting rights and access in your community? Answers will vary.

**TEXT TO WORLD** What connections can you make between Black men gaining right to vote in 1870 and voting rights and access today? Answers will vary.

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## 17 Free Black Americans Before the Civil War

**MAIN IDEA** How many free Black Americans were in U.S. when Lincoln was elected in 1860? How did they gain this freedom? Answer: 488,000 African Americans, or 10 percent of the Black population of the U.S., were free in 1860. They became free either through being emancipated by their enslavers, purchasing their own freedom or by escaping to the North.

**KEY DETAILS** Why did the majority of Black folks remain in the South? Answer: Many free Black people wanted to stay close to their families and communities. Some stayed for the economic opportunities they found in Southern cities.

**INFERENCES** Why did being a free Black person in U.S. before the Civil War not necessarily mean you were free? Answer: Free Black people still had limited rights and access to social benefits, such as public schools. The cotton economy dominated power structures and enabled slave states to deport, jail and tax free Black people.

**TEXT TO SELF** What do you know about free Black Americans before the Civil War? Answers will vary.

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## 18 Black Soldiers and the GI Bill

**MAIN IDEA** What is GI Bill of Rights? Answer: The GI Bill was legislation intended to offer support to 16 million veterans returning from World War II back into civilian life through education and economic opportunities.

**KEY DETAILS** Why were many Black soldiers unable to benefit from the GI Bill? Answers may include: Representative Rankin pushed a “states’ rights” agenda, which meant that racism and discrimination played a huge role in the implementation of the GI Bill.

**TEXT TO SELF** What do you know about who enlists in the U.S. military and why? Answers will vary.



## 19 History of the Black Soldier

**MAIN IDEA** How did Black American soldiers push the U.S. forward, regardless of time period? Answers may include: During the Civil War, Black soldiers fought for emancipation by joining the Union army. Black soldiers who served in segregated units in WWI and WWII fought for integration of the military and

for racial equality at home after fighting for freedom abroad.

**KEY DETAILS** Who are some prominent Black military figures in recent history? Answers may include: Colin Powell, a Vietnam veteran, became the first African American to serve as Chair of the Joint Chiefs of Staff.

Charles Brown, Jr. became the first Black service member to lead a branch of the military when he became Chief of Staff for the U.S. Air Force.

**TEXT TO SELF** What's your image of a U.S. soldier or military veteran? How might learning about Black soldiers provide a counternarrative? Answers will vary.

**TEXT TO WORLD** Why do there continue to be so few Black service members in the upper ranks of military leadership today?

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## 20 Integrating Wall Street

**MAIN IDEA** What strategies did Black Americans use to create economic opportunities for themselves after the Civil War? Answer: Black professionals bought, sold and traded assets in the stock exchange, elevated

Black-owned brands and increased opportunities for Black people in the work force.

**KEY DETAILS** Who were key figures in integrating Wall Street? Answers will

include: Vernon Jordan, Joan and George Johnson, Robert Johnson and Ursula Burns.

**TEXT TO SELF** Why is it important to integrate Wall Street? Answers will vary.

**TEXT TO WORLD** What steps need to be taken to further integrate Corporate America?

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## 21 Job Ben Solomon, Literacy and Freedom

**MAIN IDEA** Who is Job Ben Solomon? Answer: Born Ayuba Suleiman Diallo in Islamic state of Futa Toora in Senegal, Job Ben Solomon was an educated Muslim man and slave trader who was captured and shipped to Maryland. He wrote a letter which allowed him to be purchased and set free and sent to London where he achieved notoriety.

**KEY DETAILS** What does Job Ben Solomon's identity as African and Muslim teach about Black history? Answers may include: People of African descent belong to many different faith traditions, including traditional African religions, Islam and Christianity.

**INFERENCES** What connection can be made between Job Ben Solomon's status as an educated man and the fact that he was freed from enslavement? Answers will vary and may include: His literacy brought him attention and led to his freedom and acclaim.

**TEXT TO SELF** How is Job Ben Solomon's experience a counternarrative to what you've learned about Transatlantic Slave Trade? Answers will vary.

## 22 Mamie Till Mobley, Organizing and the Media

**MAIN IDEA** Who was Mamie Till Mobley? Answer: She was the mother of Emmett Till, a 14-year-old boy who was brutally murdered by a white supremacist mob in 1955.

**KEY DETAILS** Why did Mamie Till Mobley have a public viewing of Emmett Till's body and allow the image to be published in *Jet* magazine? Answers may include: She wanted the public to understand there were no innocent bystanders and

for the death of her son to influence public tolerance for anti-Black violence.

**INFERENCES** How do Black women like Mamie Till Mobley push Black liberation movements forward? Answers will vary.

**TEXT TO WORLD** What similarities and differences exist between Mamie Till Mobley and the mothers of Trayvon Martin or other young Black boys and men whose deaths sparked national conversations about racialized violence?

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## 23 Negro League Baseball

**MAIN IDEA** What is Negro League Baseball and when was it founded? Answer: On Feb 13, 1920, in Kansas City, Black baseball team owners came together to form a league of eight teams, expanding opportunities for Black players in professional baseball.

**KEY DETAILS** Who is Rube Foster and why is he a key figure in Negro League history? Answer: Foster is a former Negro player and manager of a team who was fed up with exclusion and white men receiving money from barnstorming. He created a new opportunity for Black owners and players by forming the National Negro League in Kansas City in 1920.

**INFERENCES** Why was a Negro league necessary? Answers will vary and may include: The separate but equal doctrine created a color line in baseball, enforced by unwritten gentlemen's agreements between owners. Although African Americans created alternative opportunities to play, their earnings often went to white sports promoters.

**TEXT TO WORLD** Negro League teams and players have recently been recognized by Major League Baseball for their contributions. Why is this important?

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## 24 The Origins of Black Service Organizations

**MAIN IDEA** What are Black service organizations or Free Masonic organizations? Answer: Masonic organizations flourished during the Revolutionary War, mostly through the participation of wealthy white men, as a secret society to share and pass down knowledge. Free African Americans, excluded from such organizations, formed fraternal groups or orders focused on volunteerism and civic engagement that challenged the color line and redefined American democracy. One such group was called the Free Masons.

**KEY DETAILS** Who is Prince Hall? Answer: After being initiated into the regimental lodge of the British Army in Boston, Prince Hall established the first Black lodge with other free Blacks in 1775; this started the tradition of Black Masonic activism that carried into Civil Rights Movement.

**INFERENCES** How do masonic organizations contribute to Black freedom movements? Answers will vary and may include: They engage the African American community in political activity (the right to vote, access to school, etc.); civil rights organizers used lodges for meetings.

**TEXT TO WORLD** What types of social and political issues do Black Service or Masonic Organizations focus on in 21st century?

## 25 Poor People's Campaign

**MAIN IDEA** What is the Poor People's Campaign? Answer: In 1967, Dr. Martin Luther King, Jr., launched an economic revolution that focused on employment and healthcare for the poorest Americans.

This extraordinary effort brought people of all races to Washington to camp until anti-poverty legislation passed.

**KEY DETAILS** What was "Resurrection City"?

Answer: Starting on May 12, 1968, Coretta Scott King along with other women led 20,000 demonstrators in Washington, DC, to push for anti-poverty legislation to pass in Congress; 5,000 stayed in a temporary

tent settlement known as "Resurrection City."

**TEXT TO WORLD** On what issues does the Poor People's Campaign, now led by Rev. William J. Barber, focus their efforts today?

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## 26 Red Summer 1919

**MAIN IDEA** What was Red Summer and when was it? Answer: In the Summer of 1919, following Spanish flu and WWI, Black Americans faced racist acts of violent terrorism and lynching.

**KEY DETAILS** What series of events contributed to the devastating months of Red Summer? Answers include: Soldiers returning from war, economic fallout and competition for jobs, the Great Migration and its effect on economies all contributed to the events of Red Summer.

**INFERENCES** What were short- and long-term effects of Red Summer? Answers will vary and may include: Black Americans, determined to press forward, picked up arms to defend themselves and joined political organizations to protest and fight.

**TEXT TO WORLD** What similarities and differences exist between the Spanish flu of 1918 and Red Summer of 1919; and COVID-19 and the racial justice protests of 2020?

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## 27 The Rollback

**MAIN IDEA** To what time period does the Roll Back refer, and what was it? Answer: In 1877, following Reconstruction, record numbers of African Americans were elected to public office, making interracial democracy a reality

for the first time. White elected leaders and certain states, upset by this development, began to disenfranchise Black citizens via legislation.

**KEY DETAILS** What kinds of racist policies aided in the

Roll Back? Answers may include: literacy tests, poll taxes and other voter suppression laws.

**INFERENCES** In the almost century since the Roll Back, how have the effects of voter suppression changed?

How do they persist today?

**TEXT TO WORLD** Where do we see backwards movement after forward progress regarding other important social issues today?

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## 28 Segregated Travel in Jim Crow America

**MAIN IDEA** How did Jim Crow laws affect travel for African Americans? Answer: Segregation on public transportation (separate but equal) affected travel for African Americans in part because bus routes weren't accessible.

**KEY DETAILS** What were "jitneys" and why were they important for African Americans travelers? Answer: Jitneys were shared buses or cars that became taxis used by Black Americans to fill gaps of larger public transit system;

they led to creation of the Safe Bus Company in 1967.

**TEXT TO SELF** What do you know about the connections between public transportation systems and organizing in the Civil Rights Movement? (Montgomery Bus Boycott,

Rosa Parks, Claudette Colvin, Freedom Rides, Green Books, etc.) Answers will vary.

## 29 The Women’s Club Movement

**MAIN IDEA** What was The Women’s Club Movement? Answer: African American women organized to fight injustices against the Black community; it’s members used the slogan, “lift as we climb.”

**KEY DETAILS** What key issues did Black women organizers and activists of Women’s Club Movement focus on? Answers may include: Initially, they focused on anti-lynching; eventually they focused on voting, housing, discrimination and other social justice issues.

**INFERENCES** What led to the founding of the National Association of Colored Women (NACW)? Answers will vary and may include: Josephine St. Pierre Ruffin received a racist letter from white men on the virtues of Black women which led to a national conference of women leaders from club movement; NACW focused on defending honor and dignity of Black womanhood.

**TEXT TO SELF** Who are Black women you know who inspire you to fight injustices?

**TEXT TO WORLD** Who are Black women engaging in political activism and organizing today around the same issues as the Women’s Club Movement?

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## 30 World’s Fair 1893

**MAIN IDEA** What was the World’s Columbian Exposition of 1893? Answer: The World’s Fair of 1893 in Chicago marked the 400th anniversary of Columbus’ travel to the Americas. The World’s Fair exhibition was viewed as a chance for the United States to showcase its progress to the world.

**KEY DETAILS** Why did Ida B. Wells and Frederick Douglass write and distribute a pamphlet? Answer: They used their voices to demonstrate the achievement of African Americans since no Black American exhibit was included at the World’s Fair. Also, they wanted to indict racist treatment of Black citizens in the South.

**INFERENCES** How did Frederick Douglass use his speech at the Fair’s infamous “Negro Day”? Answer: He used it as an opportunity to give a searing speech calling for loyalty and patriotism and for fair treatment of African Americans. It was one of his last major speeches before he died in 1895.

## **ACKNOWLEDGMENTS**

The *Black History in Two Minutes Teaching Guide* is based on season two 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, Sara Wicht and Keisha Worthey (Wicht Consulting Inc.). The guide was edited by Adrienne van der Valk and Joanna Williams (Square Lightning Communications & Design). It was designed by Cierra Brinson (CNB Creative) and art directed by Russell Estes (Square Lightning Communications & Design).

**BLACK  
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(OR SO)