

Grades 4-5 Lesson Plan for The Traveling American History Museum

Before the Museum Considerations

1. Who is in your classroom?
 - a. For teachers teaching in a predominantly Black¹ classroom be sure to inform your students about the traumatic images and artifacts from the enslavement and Jim Crow eras they will be viewing in the museum. Consider having a class discussion about what students need to make the museum a safe space to view the material together as a Black community.
 - b. For teachers teaching in a predominantly Non-Black classroom, if you do have Black students consider speaking to them and their families to inform them about the traumatic images and artifacts from the enslavement and Jim Crow eras they will be viewing in the museum. Also consider have a safe space for those students to go to if they would like to discuss any triggering images. Prepare your whole class with a discussion of how the museum will land differently for people of different races and what that means for what we say and how we act during the museum so we hold our classmates identities with care.
 - c. Finally, be sure to consider your own racial identity what preparation do you need to do to either prepare yourself for the museum or prepare yourself to hold your student identities with care?
 - i. If you identify as non Black: how do you identify ethnically? What biases have been uncovered that may be “triggered” as you personally review both the enslavement and Jim Crow sections?
2. Courageous Conversations

Before visiting the museum consider how you have prepared your students to have difficult conversations and talk across difference. Have you set up your classroom to be a [Brave Space](#) for these discussions? Consider taking 1-2 days to cultivate vulnerability and resilience. Here are some resources to help build student’s capacity for difficult conversations:

 1. Book: *Courageous Conversations about Race* by Glenn Singleton
 2. Book: *Not Light but Fire* by Matthew R. Kay
 3. Ted Talk: [How I learned to stop worrying and love discussing race](#)
 4. Ted Talk: [The Danger of a Single Story](#)

¹ Throughout this resource the term Black refers to all people of the African Diaspora

Lesson Timeline

- 2 hours and 20 minutes

Objectives:

- Define Racism, Resilience, and Ingenuity
- Identify key historical events in American History of Racism, Resilience, and Ingenuity
- Explain how Black people have displayed Ingenuity throughout time
- Explain how Black people have responded to Racism and Resilience Throughout time

Language Objectives:

- Define Racism, Resilience and Ingenuity
- Discuss how Black people have displayed Ingenuity throughout time
- Discuss how Black people have responded to Racism and Resilience Throughout time

Washington State Social Studies Standards:

H2.5.1 Analyze and explain how individuals have caused change in United States history.

H2.5.2 Analyze and explain how people from various cultural and ethnic groups have shaped United States history.

H2.5.3 Analyze and explain how technology and ideas have affected the way people live and change their values, beliefs, and attitudes in the United States.

H4.5.1 Recognize and explain that significant historical events in the United States have implications for current decisions and influence the future.

SSS1.5.3 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

SSS3.4.1 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.

SSS4.4.1 Draw clear, well-reasoned conclusions with explanations that are supported by print and non-print texts in a paper or presentation.

SSS4.4.3 Identify relevant evidence that draws information from multiple sources in response to compelling questions.

Lesson Prep Part I (Before the Museum)-Time: 30minutes

1. Explain to students that they will be attending the Traveling American History Museum: Unspoken Truths. Their job as they experience the museum is to identify examples of Black Ingenuity, Racism faced by Black people, and Resilience Black people have demonstrated throughout time.
2. Display the following words and definitions (from Merriam-Webster)
 - a. Ingenuity:
 - i. skill or cleverness that allows someone to solve problems, invent things, etc.
 - b. Racism:
 - i. a belief that [race](#) is a fundamental [determinant](#) of human traits and capacities and that racial differences produce an inherent superiority of a particular race
 - ii. the [systemic](#) oppression of a racial group to the social, economic, and political advantage of another
 - iii. a political or social system founded on racism and designed to execute its principles
 - c. Resilience
 - i. the ability to become strong, healthy, or successful again after something bad happens
3. Have students copy the terms and definitions onto their assignment
4. Provide students with a real life example of each of the terms (with Racism in particular it is important not to make up an example as to not create a false narrative/equivalency between racism and prejudice)
 - a. If you have previously discussed these ideas or terms in class, ask students to provide examples from previous lessons.

Lesson Part II-Time: 60 minutes

1. Consider dividing the class in half and having one set start with Mother Africa and move forward in time, and the other set start with STEAM/Black Inventions and moving backward in time.
2. Provide students 50 minutes to explore the museum, remind them to fill out Part II of their assignment while they explore the museum.
3. During the last 10 minutes have them focus on finishing Part II of the assignment, allowing them to work together as needed.

Lesson Part III-Time: 50minutes

1. Place students in groups of 3
2. Have them turn to Part III of the assignment and work together to complete the answers. Have them choose a presenter to share their answers with the class-30 minutes
3. After 30 minutes have each group share their answers for each question-20minutes

Traveling American History Museum Assignment

Part I: Important Terms

Ingenuity is:

An Example of Ingenuity is:

Racism is:

An Example of Racism is:

Resilience is:

An Example of Resilience is:

Part II: The Museum

1. Identify an important event or artifact from each section of the Museum that is an example of Ingenuity, Resilience, or Racism and explain WHY it is an example of Ingenuity, Resilience, or Racism

MOTHER AFRICA

One example of Ingenuity or Resilience (choose one) from the Mother African Section is:

This is an example of Ingenuity or Resilience because:

AMERICAN CHATTEL SLAVERY

One example of Racism or Resilience (choose one) from the American Chattel Slavery section is:

This is an example of Racism or Resilience because:

STILL WE RISE

One example of Ingenuity, Racism, or Resilience (choose one) from the Still We Rise section is:

This is an example of Ingenuity, Racism, or Resilience because:

STEAM/Black Inventions and Black Inventors

One example of Ingenuity, Racism, or Resilience (choose one) from the Still We Rise section is:

This is an example of Ingenuity, Racism, or Resilience because:

Part III: Putting it All Together

In groups of 3 answer the following questions:

1. Looking at the events/artifacts you identified for **INGENUITY** how have Black people displayed ingenuity throughout history?

2. Looking at the events/artifacts you identified for **RACISM** and **RESILIENCE** how have Black people demonstrated resilience when faced with racism throughout history?

3. What one thing will I do differently as a result of what I learned today so that I don't perpetuate the unequal conditions created by America's history of racism?
