

## Grades 9-12 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 Black<sup>1</sup> 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](#)

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<sup>1</sup> Throughout this resource the term Black refers to all people of the African Diaspora

## Lesson Timeline

- Two- 50minute Class Periods

## Objectives:

- Identify key historical events in American History and how they were shaped by or responded to by Africans and African Americans
- Connect present day challenges faced by African Americans to events in history
- Connect present day accomplishments by African Americans to events in history
- Explain the power of learning beyond trauma

## Language Objectives:

- Discuss present day challenges faced by African Americans to events in history
- Discuss present day accomplishments by African Americans to events in history
- Discuss the power of learning beyond trauma

## Washington State Social Studies Standards:

- Grades 9-10 Standards
  - H1.9-10.1 Analyze change and continuity within a historical time period.
  - H1.9-10.2 Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
  - H2.9-10.1 Analyze how individuals and movements have shaped world history (1450-present).
  - H2.9-10.2 Summarize how cultures and cultural and ethnic groups have shaped world history (1450-present).
  - H2.9-10.3 Define and evaluate how technology and ideas have shaped world history (1450-present).
  - H2.9-10.4 Analyze multiple and complex causes and effects of events in world history (1450-present).
- Grades 11-12
  - H1.11-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
  - H2.11-12.1 Analyze how technology and ideas have shaped United States history (1877-present).
  - H2.11-12.2 Distinguish between long-term causes and triggering events in developing a historical argument.
  - H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.
  - H2.11-12.4 Analyze how cultural identity can promote unity and division.
  - H3.11-12.1 Analyze how historical contexts shaped and continue to shape people's perspectives.
  - H3.11-12.2 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
  - H3.11-12.5 Evaluate how historical contexts shaped and continue to shape people's perspectives.
  - H3.11-12.6 Evaluate the ways in which the perspectives of those writing history shaped the history that they produced.
  - H4.11-12.2 Evaluate claims about a current issue based on an analysis of history.
  - H4.11-12.3 Analyze how current events today are rooted in past events.

### Lesson Prep (Before the Museum)-Time: 10minutes

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 create a clear historical timeline linking the events depicted in the museum to the current events in their article
2. Assign or let students choose a partner to work with
3. Give Partner A and article from the Perseverance article list
4. Give Partner B an article from the Legacy of Enslavement list
5. Pass out the Traveling American History Museum Assignment and Review the Instructions. Remind students to bring this assignment and their article with them to the museum the next day.
6. Have students read their articles before visiting the museum. The articles in the resource list provided below are from 2017-2020. Consider finding more current articles as needed. The articles also cover different reading levels take into consideration students reading ability as you assign the articles to read.

### Lesson Day 1-Time: One-50minute Class Period

1. Consider Having Partner A start with Black STEAM and move backwards through time and having Partner B start with Mother African and move forwards through time
2. As students move through the museum have them complete Part I of the assignment-35minutes
3. In the last 15 minutes have students find a space to work by themselves or with someone from their same letter group (A or B) to complete Part II of the assignment

### Lesson Day 2-Time: One-50 minute Class Period

1. Have students take out their article and the partially completed Traveling American History Museum Assignment
2. Have students find their original partner from the prep work and together complete Part III of the assignment-20minutes.
3. If students finish Part III early have them preview the class discussion questions
4. Have the students form a discussion circle and display the class discussion questions and give students 10 minutes to think about/write their thoughts:
  - a. At the beginning of the museum Mr. Richardson always asks visitors “What is American History” at the end of the museum Mr. Richardson asks the same question. What was your answer before viewing the museum and what was your answer after viewing the museum?
  - b. Dr. Bettina Love in her book We Want to Do More Than Survive says that slavery is not Black history, it is white history. She goes on to say Black history is the holding on to African tradition, ingenuity, resistance, love, fighting for equality for all people. What does she mean by that? Why does this distinction matter (consider the Legacy of Slavery and Perseverance current event articles in your answer) Why is it important to know Black people through a lens other than enslavement? How does the museum prove her statement to be true?
  - c. What are some connections we see between the Perseverance current events and the history presented by the museum yesterday?
  - d. What are some connections we see between Legacy of Enslavement current events and the history presented by the museum yesterday?

- e. Mr. Richardson says his museum is the history of America and not just Black history. Why is this concept important, and what does that mean to us as individuals in this classroom?
5. Discuss the class discussion questions-20minutes

## List of Articles and Links for Pre Readings

Perseverance (Partner A)	Legacy of Slavery (Partner B)
1. <a href="#">Meet "Black Girl Magic" The 19 African American Women Elected As Judges in Texas</a>	1. <a href="#">Fort Worth Interim Police Chief "Deeply Sorry" for Fatal Shooting</a>
2. <a href="#">Is Math Racist? New Course Outlines Prompt Conversations About Identity, Race in Seattle Classrooms</a>	2. <a href="#">More Neo Nazi Flyers Appear in Bellevue Hate Crimes Dramatically on the Rise in Washington State</a>
3. <a href="#">H.R. 40 Is Not a Symbolic Act. It's a Path to Restorative Justice.</a>	3. <a href="#">Ex Dallas Officer Who Killed Man in His Own Apartment is Found Guilty of Murder</a>
4. <a href="#">New Orleans' Mayor Mitch Landrieu's Address on the Removal of Four Confederate Statues</a>	4. <a href="#">Memes are taking the alt-right's message of hate mainstream</a>
5. <a href="#">Black Female Founders Face Constant Rejection. They're Thriving Anyway.</a>	5. <a href="#">Why America's Black Mothers and Babies are in a Life or Death Crisis</a>
6. <a href="#">The Impact of HBCUs on Diversity in STEM Fields</a>	6. <a href="#">-What to know about the violent Charlottesville Protests and anniversary rallies</a>
7. <a href="#">Guy Says African Architecture Isn't Showcased Compared To European And Asian, Posts 44 Of Its Gorgeous Examples</a>	7. <a href="#">Characteristics of Housing Assistance Recipients from Three Public Housing Authorities</a>
8. <a href="#">'Hidden Figures' NASA women to receive Congressional Gold Medals</a>	8. <a href="#">African Americans' Wealth A Fraction that of Whites Due to Systemic Inequality</a>
9. <a href="#">Astronaut Stephanie Wilson is the voice of Mission Control for the all-female spacewalk</a>	9. <a href="#">Beyond College Campuses and Public Scandals, a Racist Tradition Lingers Yearbooks Aren't the Only Place to Find Blackface on Campus</a>
10. <a href="#">Our democracy's founding ideals were false when they were written. Black Americans have fought to make them true.</a>	10. <a href="#">Why President Trump is Targeting the 1619 Project</a>
11. <a href="#">Young African American men raise food, bees and self-confidence at Sankofa Farms</a>	11. <a href="#">Florida's New "poll tax" Law Disproportionately Suppresses Black Vote, Study Says</a>
12. <a href="#">Four African-American Academics Named MacArthur "Genius" Fellows in 2019</a>	12. <a href="#">American Schools Can't Figure Out How to Teach Kids About Slavery</a>

13. <a href="#">Eugene Bullard, the 1st Known African-American fighter Pilot, Now Has Statue at Museum of Aviation in Georgia</a>	13. <a href="#">Systemic Racism Makes Covid-19 Much More Deadly for African Americans</a>
14. <a href="#">THE UNMISTAKABLE BLACK ROOTS OF 'SESAME STREET'</a>	14. <a href="#">Voters Narrowly Reject Affirmative Action in Washington State. What's Next?</a>
15. <a href="#">Astronaut Stephanie Wilson is the Voice of Mission Control for the all female spacewalk</a>	15. <a href="#">Teens on TikTok have no clue they're perpetuating racist stereotypes</a>

1. Additional Legacy of Enslavement Current Events Articles for larger classes

1. <https://www.vox.com/identities/2019/3/13/18262240/mock-slave-auction-new-york-school-teacher-investigation>
2. <https://www.kiro7.com/news/local/lyft-driver-captures-racist-rant-issaquah/YSHCDEEEQNDS7IMJUY2UVF3KEA/>
3. <https://www.kiro7.com/news/local/issaquah-school-district-responds-to-racially-insensitive-photo/936127384>

2. Additional Perseverance Current Events Articles for larger classes

1. 15 year old author <https://www.wbtw.com/news/15-year-old-creates-nonprofit-publishes-3-books-wins-10k-young-hero-award/>
2. 11 year old prodigy <https://newsone.com/3884696/11-year-old-dionn-megginson-starts-high-school/>

## **Traveling American History Museum Assignment**

You have read an article about a current day event. Your job at the Traveling History Museum is to explore the artifacts and examine the timeline:

### **Part I**

1. Create a timeline of specific turning point events in American History. A turning point event is a moment when the situation for Africans/African Americans is changing. On your timeline you need two events from each of the following sections
  1. Mother Africa
  2. American Chattel Slavery
  3. Still We Rise
  4. STEAM/Black Inventions and Black Inventors

## Part II

2. Identify the main topic in your article:
  
3. Looking at the 4 sections of the exhibit how did the historical events evolve to get to the main topic of your article (create a causal chain)
  - a. Identify the events on your causal chain as social, political or economic
  
4. Based on the similarities, what does this say about the progress of racial equity in the U.S.?
  
5. One of the themes in US History is the Legacy of Enslavement Effects our Present. As you experience the exhibits what evidence of this theme do you see. Be as specific. In order to fully address this question, you cannot simply look at current day events but must connect the history to the current day events. (How is this different than question 3? this is a chance to go beyond the article)



### **Part III**

1. We will partner you up. With your partner compare and synthesis your new information:

Racism was created and perpetuated towards African Americans in this country through their social condition (ex. poverty) and how they were treated (ex. racial violence).

- a. Knowing this, what attributes were/are present in African Americans that allowed them to rise, create, and embrace their creativity and brilliance?

- b. 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?