

Grades K-3 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

- 60 minutes

Objectives:

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

H1.3.3 Use timelines to explain the context of history

H2.3.1 Demonstrate how contributions made by various cultural and ethnic groups have shaped the history of the community and world.

H3.1.2 Explain how the actions of people in the past influence us today.

H3.2.3 Compare different accounts of the same historical event(s).

H3.3.2 Explain connections among historical contexts and people's perspectives at the time. H3.3.3 Describe how people's perspectives shaped the historical sources they created.

H4.1.2 Explain how different historical documents and artifacts inform our understanding of historical events

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

1. Read aloud
 - a. Grades K-1: *America my Love, America my Heart* by Daria People's Riley or the ABC's of Black History by Rio Cortez
 - b. Grades 2-3: *Born on the Water* by Nicole Hanna Jones and Renee Watson
2. As you are reading or after you are done reading ask students
 - a. How does (insert specific story element) that make you feel?
 - b. Point out examples of racism in the story. Defining the term and pointing out examples in the story. Ask students if it is nice or fair what is happening in that moment.
 - c. Point out examples of Black Resilience. Defining the term and pointing out examples in the story. Ask students if they have ever been resilient?
 - d. Point out examples of Black Ingenuity. Defining the term and pointing out examples in the story. Ask students if they have ever been resilient?
3. Explain to students that they will be attending the Traveling American History Museum: Unspoken Truths. They are going to see even more examples of Black Ingenuity, Black Resilience, and Racism. Challenge them to see if they can find them as they look at the different exhibits.

Lesson Part II- The Museum- Time 30 minutes

1. As you tour the museum with your students point out the three different topics and connect the events/artifacts to the stories you read
 - a. Or ask students-(Insert artifact/event)Do you remember this from the story? How is this like the story we read?

Lesson Part III-After the Museum-30 minutes

1. Read Aloud – *Have you thanked and Inventor Today?* By Patrice McLaurin
2. As you read or after you are done reading ask students
 - a. Which invention do you like the best?
 - b. Which invention do you use the most?
3. Have students return to their seats. Pass out art supplies and tell students: The inventions from the book were all created to help people. If you could invent something to help people what would it be? Have them draw their invention on their paper.
4. When everyone is done ask if anyone wants to share, have them share their drawing with the class and why they wanted to invent what they did.