



Invisible Incidences in America-The Great Migration and Destruction of Thriving Black Communities

Curriculum Unit 21.02.10

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Social Studies is the study of the interactions of people, events, geography, economics, and society. What happens when the training and content that many history and social studies teachers have used contains deep fault line fissures and misrepresentations? In this four to six-week curriculum unit designed for 8th graders, students will explore and research events in history from 1910 to the 1970s. Many of these events are rarely mentioned in most Social Studies textbooks, curricula, or resources.

Essential questions for this unit are:

- How can social studies investigate a history of racism?
- What is anti-racist education?
- How can educators and students work to remix our current social studies curriculum to emphasize anti-racist learning?
- How are people affected by marginalization and erasure?
- How does a dominant narrative develop?

Students will engage in viewing and researching videos and artifacts about thriving black communities that developed in the early 20th century amidst the violence of Jim Crow. The dominant narrative about US History from the end of Reconstruction to the mid-20th century has often portrayed Black people as hopeless and destitute. In reality, many Black people left the south, moved north or Midwest to establish flourishing communities. Black communities in Tulsa, Knoxville and Chicago were making great progress in the first two decades of the 20th century. But during the Red Summer of 1919, the aforementioned communities and others were burned down by white mobs and never rebuilt. One community was burned down and filled in with water, later becoming a lake. These mobs murdered blacks, decimated their townships, and then attempted to conceal this history, often erasing it entirely from history books.

Students' culminating project is research, documentation, and presentation of their findings through a student-led Community Action Event.

Introduction

History cannot be experienced if it is not noted or passed down. As a student, I experienced my teachers talk in truth, depth, or equity about African Americans or those of Latinx or indigenous backgrounds. It was not until college that my eyes were partially opened, and I felt that I too mattered and that my people had major roles in the formation of America.

I am a teacher at an inner-city, magnet-themed school for the New Haven Public School District located in New Haven, Connecticut. Most of my years as an educator were spent as an English Language Arts teacher with experiences in curriculum and instruction, administration, and journalism. My school serves more than 700 students in grades Pre-k-8, from urban and neighborhood communities with some suburban students from surrounding towns.

As a Social Studies teacher to students in grades seven and eight I have discovered through my experiences that my discipline has intentionally limited or erased information that is part of American history. The foundation of Social Studies curriculum fosters racism. History and Social Studies educators must go beyond teaching students to memorize dates and the causes of war. They must instead remix their curriculum and make adjustments, to create anti-racist Social Studies.

Last year as I began reflecting on the 2020 curricular topic for YNTI, it had become evident that more than ever before the practice and acceptance of systemic racism was being challenged. The tally sheet on whether there were measurable and consistent “gains” made during the Civil Rights Movement that still exist today were also being examined. There had not been this force of world-wide voices who discussed these issues so loudly since the 1960s. However, when looking through the anti-racist lens you discover that these issues have been brought to the forefront, perhaps by singular voices like those of James Baldwin who began to call out the educational system for its practices more than 50 years ago.

Progressing through elementary, middle, and high school I rarely heard my teachers talk in truth, depth, or equity about the experiences of brown and black people. People of color have often felt that they had no part in the history that they learn about in school. For most students, their entry into middle school and high school are limited to historic facts focused on slavery, black inventors, and civil rights era highlights. This implicitly communicates strongly that black and brown students strongly to black and brown students that their accomplishments and contributions to society have had little or no value.” Thus, the persistent results of the dominant group’s actions are to devalue and dehumanize the contributions of those who are not classified as a part of the dominant group. I call it erasure or the state of being invisible.

In turn our teachers, need to be able to identify racial holes or places where they discover the curriculum has conveniently left out the voice and even actual real historical experiences of Black, Brown, and Indigenous people. Finally, teachers must be made to feel comfortable and confident in addressing and shoring up the weakened places in their curriculums.

In his paper called, *A Talk to Teachers*,” writer James Baldwin tells his audience, “...you must understand that in the attempt to correct so many generations of bad faith and cruelty, when it is operating not only in the classroom but in society, you will meet the most fantastic, the most brutal, and the most determined resistance. There is no point in pretending that this won’t happen.” Baldwin is known as prolific writer of African American heritage who decried racial injustice through interviews, novels and articles and stated that

white America's claims to whiteness were flawed, inaccurate and baseless. With everything that Americans learn about during their educational journey the dominant group has constructed a system that devalues, debases, erases, ignores and disrupts the narratives of brown and black people.

One such example is the 1921 Race Massacre in Tulsa, Oklahoma—this event has rarely made it into history books or any student textbooks. In Tulsa's, all black, Greenwood section on May 31 a white mob attacked black residents and burned down their homes and businesses. A church, a library, schools, doctor's offices, law offices, more than 200 businesses, and homes belonging to more than 10,000 people were destroyed and or torched. Of that 10,000 -- all of whom were black were displaced and forced to become refugees after being expelled from their lands, homes, and businesses. At least 300 blacks and approximately 30 whites were killed, although the actual numbers have varied over the years. According to the documentary titled "Tulsa 1921: An American Tragedy," planes flew over the area dropping kerosene, nitroglycerin and turpentine bombs as whites below set fire to homes—even killing black residents who tried to escape. The two-day event was started because someone reported that a white woman, Sarah Page, was screaming in an elevator as saw a young black man leaving. Page did not go on record making the complaint against the young man. Family members of the young man said that they were actually friends and were possibly dating and other reports that he possibly bumped into her. By the end of the rampage on June 1, the 35 square blocks of what was originally called "Negro Wall Street" by Booker T. Washington, were leveled, and burned. Professor Karlos Hill, from the University of Oklahoma, described it as an "intentional and systematic... military-styled assault on a civilian community."

Rationale: Curricular holes, erasures, and missteps in the education of students of color

"The only way to undo racism is to consistently identify it and describe it—and then dismantle it." -Ibram X. Kendi

"It is a peculiar sensation, this double consciousness, this sense of always looking at one's self through the eyes of others. ... One ever feels his twoness — an American, a Negro; two souls, two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder."

—W.E.B. Du Bois, sociologist, historian, activist, 1897

"The chasm between the principles upon which this Government was founded ... and those which are daily practiced under the protection of the flag, yawns so wide and deep."

—Mary Church Terrell, clubwoman, businesswoman, activist, 1906

The public school system is fraught with inconsistencies, inequities, racist rhetoric, and practices – from the curriculum, materials and resources, testing tools, suspensions, parental contact practices and more. As educators we must actively implement ways to remix our curriculum -- even to the extent of disrupting the traditional thinking. Anti-racist curriculum and pedagogy forces its participants to delve deeper than the typical or ordinary expansion of multicultural items into a curriculum. "Allowing" the expression of multiculturalism is racist. When people of color experience "allowance" of existence or "celebratory or

recognition” days by the majority is the norm, racism, perhaps not intentional, is at the core.

Racism in the curriculum can be found in the following ways:

- Social Studies Curriculum have historically promoted racist practices leading to the silencing of people of color who are disenfranchised.
- The baseline of what we know and have been taught as students and teachers can be disruptive to the true accurate account of history and events that represent all. Students, communities, and educators that have predominantly benefited from white privilege are sometimes unable to recognize longstanding institutional malpractice or the racist mindsets that often accompany those practices.
- From the time of the colonists there were the actions of patriarchal dominants which were involved in stealing land from the Indigenous people. That same thing has repeated throughout history where “incidences” were used to burn down neighborhoods and push blacks out of the land they owned.
- History books have demonstrated expansion and growth of white colonials and westward expansionists as normal. However, the acceptance of land-grabbing as expansion reproduces inequality.
- Blacks were kept out of suburban neighborhoods after the Jim Crow Era into the 1980s. An example of this is in Chicago where the dominant residents used something called restrictive covenants—also known as blockbusting. Often city officials and regulations allowed these practices. For example, after the destruction of Greenwood in Tulsa, Oklahoma laws and zoning regulations kept its former inhabitants and landowners from rebuilding on the land.
- Irregularities whether it be from living conditions to disparaged neighborhoods and resources—the dominant white group has set up the system to communicate through a variety of vehicles (legislation, silence, erasure, etc.) the needs of minorities are addressed after theirs.
- Social Studies and other content areas do not create or support equality for all of its students. Instead, it is a system that has been set up from its inception to keep the races divided and to diminish the black and brown people.
- The silent majority behind all the world systems represents the white man and then the white race. This system seeks to keep land and knowledge out of the hands of the non-minority. Practices that create hierarchies and levels to be reached whether in the army, education, careers, medical field, psychology, economics and more exist.
- Being colorblind or claiming not to see color is racist.

It is my hope for other teachers and even students to experience American history as it really occurred and not in that matter that it was ghost written or edited.

The Unit

The purpose of the unit is to assist educators as they take a closer look at their curricula. Through this unit educators will look at the content and educational practices, curricula and resources that perpetuated an incorrect dominant narrative which in turn separated and divided. The major focus of this unit will be on the communities of blacks that were established across North America from 1916 to as late as 1970. During the Great Migration, which is known as. The Black Migration or the Great Northward Migration was characterized by the mass movement or relocation of more than 6 million African Americans from the South to the North, Midwest, and West from about 1910 to 1970. Many of these people of color made choices to try to find better

economic opportunities in the midst of Jim Crow and unsaid sets of restrictions. Blacks left to set up extraordinarily successful black communities -- “Black Wall Street,” also known as Greenwood or The Tulsa Race Massacre of 1921. According to the cncb.com article “Black Wall Street’: The history of the wealthy Black community and the massacre perpetrated there 100 years ago,” the event is described as a “tragic event perpetrated on Black Wall Street that has been described as ‘the single worst incident of racial violence in American history.’”

My district’s eighth-grade curriculum is centered around the United States up through the Civil Rights era. This unit will use the tools of narratives, art, pictures, and other artifacts to demonstrate how educators and students can research and tell the stories of their thriving local community as well as discovering the story of Greenwood in Tulsa and other communities and events that have been left out of history.

Throughout this unit there will be many opportunities to intersperse and bring out parts of history that will allow Black, Brown and those considered “Other” to find themselves and their events in our classrooms, but most importantly exposing teachers to ways that they can fully flush out their curriculum. This unit would allow teachers to intersect narratives and resources and interrupt the widely accepted and flawed Social Studies Curriculum, outdated social studies textbooks still used in in many classrooms. Some classrooms do not have textbooks, but do not access digital technology and may be run by people who “know” history and have taught the course for 10-20 years. The Social Studies classroom has become a time capsule—never pried open to exchange the artifacts on the shelves—remaining frozen in time and existing apart from the world that encapsulates it.

Anti-racist Social Studies Curriculum

Educators must ask themselves, “What needs to be undone in the way they relate to students, parents, administrators?”

Anti-racist history educator—Pedagogy, curriculum, and practice

- Narratives - The use of personal narratives with our students or introducing the narratives of others in history is powerful. It is difficult to deny the personal experiences and history directly through the lives of others.
- According to People’s History Classroom in section titled Unsung Heroes educators should analyze movements for change and acknowledge and accept errors, erasures and mishandlings of peoples and events from history or the very curriculum that we teach.
- Adjusting the way that we teach items in singularity—taking black heroes off their pedestals and placing them in context in history of the American/World or societal timeline so that they belong to an event or experience. Teaching items in singleness creates a “celebratory” viewpoint.
- Social Media - join/ follow groups or educational organizations that cover and explore social justice,

culturally relevant pedagogy like:

@Rethinking Schools

@ClearTheAirEdu

@EduColorMVM

Questions for Consideration as you review your Social Studies Curriculum:

- How can anti-racism be taught through the regular lens/component in my curriculum?
- What is the difference between isolated and systemic racism?
- What is racial socialization?
- What do your students believe about themselves about their race? Other races?
- What messages do your school and school district communicate about race?
- Can racism in the United States of America be considered or turn into homegrown terrorism?
- How has the system of taking already owned privileges and land become hidden racism?
- Why do many students who learn about black history freeze all black history to the time of slavery or only think that blacks in history are isolated to the time of slavery?
- What are simple steps that teachers can take to make identify racist sections or blind spots in their curricula?
- What do you do when students believe the false narrative? How do you combat the false with personal narratives and experiences or events from other people?
- How can you as the educator, interrupt the inequities?

Enduring understandings for Teachers using this unit:

1. There must be equal time and space given to understand the components of Critical Race Theory and Culturally Relevant Pedagogy.
2. Racial identity is externally determined (What others think about me?) as well as determined by the individual (What do I think about myself?)
3. We as teachers and even curriculum or practices often communicate a hidden or unspoken curriculum or set of expectations.
4. Power is not equal for all and not equally distributed.

Enduring understandings for students:

1. Power is not equal for all and not equally distributed.
2. Racial identity is externally determined (What others think about me?) as well as determined by the individual (What do I think about myself?)

Ways to Remix Your Curriculum for Anti-Racist Curriculum

Matrix Check:

How do I know if lessons are “open” and will help to disrupt the narrative? Use the following matrix to make sure that your lessons avoid centering or focusing on the following matrix categories:

Food and Fun	Recognition Days	Facts /One hit wonders
Special Foods of the people	Special Holidays	One resource/fact/point of view
Clothing of the group	Annual days or months of celebration	Culture, Songs, etc.
Games	Famous/ Widely accepted names	Inventors / Firsts

Goals/Learning Targets (Unless specifically noted within each lesson, the following objectives will apply to lessons):

- identify and analyze events in American History.
- identify and analyze the impact of the events on groupings of people of different races.
- identify and analyze the improprieties in the event
- identify and analyze the concept of power (social, economic, political)
- discuss the impact of the elimination or erasure of factual events from history books and educational resources
- develop or create solutions to counter the elimination or erasure of factual events from history books and educational resources

Suggested Activities

ERACE Search project-

Explanation: The title of the assignment was created to demonstrate that race is something that is seen while the dominant narrative claims colorblindness. With no logical way to erase race --there are many ways to learn about a group of people who do not share the same culture as you and their place in history. The word tolerance should not come up as students begin their learning or exploration.

What our students find should steer away from the dominant narrative’s spotlight or especially accepted majority focus or acceptance of the role of people in “slavery.” What students discover should dismantle and disrupt common stereotypes and the dominant narrative.

Activity One - Hidden Treasures

This project requires the students and teacher to work together to present possible research targets for students. A list of events and communities in your local area or across the United States will be the launching point for this assignment.

- Planning for the Research (*Time needed 1 - 2 Days*) - Develop the list for the ERACE search - Either the teacher or a set of students to compile the research target list well in advance of the assignment.
- Research Begins - New Haven's Hidden Treasures - Students groups will research the following topics, events, and individuals from New Haven during the 1920s - 1970s and present their information to their school community.
 - Research to be assigned by decade or sections of years
 - Research to be assigned by topics
 - Medicine
 - Activists
 - Social Justice / Issues of Race
 - Gender Justice
 - Local Heroes/Heroines
 - Events
 - Court / Law / Government
 - Architects
 - The information discovered should be kept in a digital repository, website, etc. Students will be responsible for the upkeep and maintenance of the digital repository. When the class of students promote to the next grade the incoming class of students will maintain and upgrade/upload new information. The teacher will serve as the coordinator of the project.
 - Community forum - Community Forum for students to present their ERACE research to leaders in the community (the mayor, university leaders, state and local political leaders, board of education members, etc.)

Lesson: The early 1900s and Thriving Black Communities

Objectives:

- Students will identify and analyze the impact violence in American society
- Students will identify and analyze the history or foundations of violence in America
- Students will identify and analyze the impact of the dominant narrative.

Activity One

- Question and Prediction Parking Lot - Setting a purpose for research - Use the topics The Greenwood Massacre or Red Summer of 1919 -
 - Ask students design and perform a newscast of what it might have been about.
 - Students will write a group short story about what the event might have been about
 - Students will design a poster about what the event might have been about
 - Students will design a news article or editorial about what the event might have been about
- KWL - Communities of Color Post Civil War KWL - Activity - Introduction to your lesson - It can be beneficial to expose students to topics of study via videos or news clippings followed by student

discussions on the video.

Videos for the KWL Activity:

Greenwood/ Tulsa, Oklahoma 1921 Videos

VIDEO: "Footage of the Prosperous Greenwood and the Tulsa Massacre" Smithsonian Channel May 20, 2021 (1 minute 48 seconds) <https://www.youtube.com/watch?v=Ca7II6wT9MI>

VIDEO: "Tulsa 1921: An American Tragedy" June 2, 2021 (43 minutes 55 seconds) <https://www.youtube.com/watch?v=ptbuPdkl434>

VIDEO: "The Tulsa Race Massacre; Then and now" June 1, 2018 (8 minutes 43 seconds) <https://www.youtube.com/watch?v=GhoAGJUDEvc>

Additional Video Resources for this lesson

Videos and artifacts of thriving black communities no longer in existence

LOCATION: Springfield, Illinois

On August 14, 1908, The Springfield Massacre also known as the Springfield race riot of 1908 was committed by a mob of about 5,000 white people against African Americans in Springfield, Illinois. The tragedies associated with this event happened over a three-day period between August 14-16, 1908.

LOCATION: Forsyth County, Georgia

Lynching and racial cleansing in 1912 in Forsyth County, GA.

LOCATION: Knoxville, Tennessee, 1919

VIDEO: <https://www.youtube.com/watch?v=LwT-VrQVIOU>, "The Red Summer," June 18, 2020 (5 minutes 3 seconds)

VIDEO: <https://www.youtube.com/watch?v=8ql2cUkhGEY> "Knoxville's Red Summer: The Riot of 1919" chronicles the unrest that occurred in Knoxville following the murder of a white woman, Bertie Lindsay and the attempted lynching of the accused, Maurice Mays, a black man of mixed race.

- Final Task - Community Action Group Project - As a class develop a set of actions, events or and suggestions to remedy this situation. Students can create solutions:

videos /PSAs /social media campaigns/ using the arts and more

Lesson: Discovering History with the Social Studies Curriculum

Purpose -Students will analyze events in history and identify them within their school's / curricular resources. Students will be asked to make judgements about historical events and the resources students have access to.

Key vocabulary and terms for this lesson

Critical Race Theory (CRT) - is a movement started by the late Derek Bell, civil-rights attorney, who was the first Black professor to earn tenure at Harvard Law School. The movement was originally started as a way to show how white supremacy has foundations in law, culture and politics and continues to be replicated in America. It is part of American life and society -this foundational racism cannot be legislated. With CRT's tenets is that any given culture creates its own reality in its own self-interest. Because of this minorities needs, or interests are not acknowledged or come after the needs of the dominant group. This system created by and for white elites, will allow racial advancement for minorities if they benefit from it.

Culturally Relevant Pedagogy - a model that centers on numerous points of student achievement and supports students to uphold their cultural identities while allowing them to develop multiple perspectives to address and challenge racial and societal disparities.

Racial Stratification - Racial and ethnic stratification is hierarchy or systems of inequality that benefit fixed groups based on membership of race or national origin. It also produces social ranking and degrees of rewards for belonging to that fixed member group

Positive Racial Identity - According to Carnegie Library, positive racial identity is the positive beliefs and attitudes about belonging to one's racial group. Positive racial and ethnic identity has been linked to higher resilience, self-efficacy, self-esteem, and school grades.

White Supremacy- the belief that the white race is inherently superior to other races and that white people should have control over people of other races (Merriam-Webster)

White Privilege- special treatment or advantages possessed or experienced by a white person because of their race in a society characterized by racial inequality and discrimination. (Oxford Dictionary)

White Fragility- discomfort and defensiveness on the part of a white person when confronted by information about racial inequality and injustice. (Merriam-Webster)

Hidden curriculum - the unwritten, unsaid, lessons, values, and perspectives that students learn in school or work communities follow.

Key vocabulary and terms for students

White Supremacy - the belief that the white race is inherently superior to other races and that white people should have control over people of other races (Merriam-Webster)

Racism - unfair treatment of people of a particular race in a society especially to the benefit of people of another race; the belief that certain races of people are superior to others

Ethnicity - group that shares a common and distinctive culture, religion, or language

Teacher Resource for this lesson

Change the Narrative - World renowned Novelist Chimamanda Adichie in her TED Talks, "The danger of a single story," discussed how important it is for more than one narrative, story, source to be told or used. Adichie talked about using or writing about the things that our students (population) recognize. Having the

single impression or understanding of a group a people can be detrimental resulting in a default patronizing outlook of pity or unconsciously identifying people with a sub-standard view of their humanity.

Activity one

Using the title of one of the videos, for example, "Tulsa 1921: An American Tragedy," ask students to make predictions about contents of the video.

Material: T-Chart photocopy or use computers

Directions: In a T-chart on the left side have students write their predictions. Next show the video, "Tulsa 1921: An American Tragedy," and ask students to document their observations using words, symbols and pictures or drawings on the right side of the T-chart.

VIDEO: <https://www.youtube.com/watch?v=ptbuPdkI434> "Tulsa 1921: An American Tragedy" June 2, 2021 (43 minutes 55 seconds)

- After viewing the video(s) each student will be asked to share or post one question or one word that represents the student's observation on stickies and post in the classroom "parking lot."
- Next, students will find pictures or references to those events in their Social Studies books or the school district's curriculum. Discuss the results of their search.
 - Extended Learning Option: You can also choose to have students research the information on the internet and create data charts of the information/validity and number of "hits" they have
- Ask students to share their feelings about the events the discuss and locate information the information in their textbooks
- Students will compare / contrast information from the videos to their classroom textbooks/resources
- Students will identify the impact of their research (videos vs. textbooks /district's Social Studies curriculum)

Activity two

- Reflection with Evidence Assignment - Students will respond to the following question: *How do the marginalization or elimination of this information/event from your resources (history books, curriculum, etc.) depict various groups of people in our society?*
- Students' choice to present the answer to the question
 - Written
 - Editorial
 - Argumentative Essay
 - Oral
 - Artistic Representation of any medium
 - Digital creation
- Students will discuss or present their answers possible solutions

Lesson: Anti-Racist Curriculum-Disrupting the Dominant Narrative

Students will make predictions about a little-known event/time in history that was not included in their Social Studies books textbooks and or curriculum. Students will discuss their observations and feeling about the event as well as its elimination from student resources. Students will develop their own definition and understanding of anti-racist curriculum. Lastly, students will develop activities and possible solutions to

counter the effects of the dominant narrative or racist curriculum.

- Introduction - Definition scramble - Using the definitions of anti-racist curriculum / social justice/ racism
- Students must organize their word cards in the correct definition without talking.
- Students can work with schools across the district to form an awareness group
- Students will create their own definition of anti-racist curriculum
- Students at schools across the district can meet over Zoom to discuss the process of developing anti-racist activities, a district academic showcase for activities or projects that best exemplify anti-racist strategies

Lesson: Table Talk Series

This series can start in the classroom or be used at a district-wide event, involving schools inside or outside of the district. Students can broadcast the discussions over Zoom or Google Classroom.

- Students can serve as the moderators
- Teacher is the guide/coordinator

Questions to consider for the table talk series. (The table talk process will take several class periods):

Who/ what group of people made the decisions that led to the events mentioned in the video?

What group of people were in power during the time of the historical events that were viewed on the videos?
What group of people have influence today?

Who more than likely made decisions about eliminating the information from the books?

Why do you think this information was kept secret or people were told not to mention the massacre?

How can actions like erasing or not mentioning important historical events like this impact society?

How does this dominant narrative erasure (from Social Studies textbooks, curricula, and resources) impact learning for students?

Have students discuss what they feel the meaning of the term anti-racist curriculum means? Next, the teacher reveals/shares several definitions of anti-racist curriculum.

How can you as students use your voice to create change or counter the impact of things like this?

Suggested questions including the following questions from the Connecticut Social Studies Frameworks:

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut's contribution to America's story?
- Is the United States a "just" society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?

Lesson: Hidden Treasures in New Haven's History

Use of art, pictures, and other artifacts for students to use to assist in their research as they begin to research and discover the rich history of New Haven and the thriving black community of New Haven.

Images and artifacts of the following important people, places, events in the history of New Haven's thriving black community will be researched and placed in a space at the public libraries as well as online to provide the public with information about these, little known figures, places and events.

Activities

- Students will provide the narration either in writing near the displays or via audio recording, such as Vocaroo.
- Culminating performance project of arts, technology, music and more to tell the narrative (story) of what students found.

Suggested topics for the collection of images and artifacts are below:

- Immanuel Baptist - the oldest church of color and one of the wealthiest congregations
- I. N. Porter - attended Yale Medical School and became a well-known surgeon
- George W. Crawford - earned a law degree at Yale and Probate Court clerk in New Haven
- William Lanson - architect
- Twentieth Century Women's Club-New Haven's African American women's club, founded in 1900

Lesson: Living Ties / Current Connections Locally and nationally -

This can be an additional lesson or a standalone lesson. The next part of the project involves living ties to those events in history. Research and interview descendants of people involved in the events or witnesses from that period.

- The creation and logging of those stories in a collection which will become a resource for other students and teachers across the nation and world.

Lesson: Timeline and Footprints- Assign students to research and map the location of communities of blacks and indigenous peoples that were formed or establishment during the time of the early 1900s - 1970.

Additional Activity Ideas

Community gallery/museum walk - Artwork inspired by their studies that promote anti-racist social studies or anti-racist learning. The final project for the art collection can be in a digital calendar - acknowledging the events, a digital museum with student narration of their research and findings.

Community Interaction - A suggested community ties would be a panel discussion or presentation week in your local city's art museums (for ex. New Haven's ArtSpace Museum) or several of the public libraries.

Interviews - After viewing the videos and days of discussions about the impact of the videos. Students will

develop a plan. Students can do interviews with professors and historians or descendants of some of the events that students research.

Art interpretations - Art interpretation from W.E.B. DuBois's data charts from the World Fair in Paris - Students will view the data chart and discuss why they think he designed the charts in that manner using those words. What was the designers/creator's—W.E.B. DuBois's purpose for creating those data charts used in the World Fair in Paris?

Distance Learning Opportunities

Given the recent developments with Coronavirus and the possibility of quarantines and learning from home for students, it is wise to consider several ways to teach aspects of this unit via distance learning. Listed below are activities or tools you may wish to develop should the need arise for virtual learning.

- Google Whole-class Class PowerPoints
- Zoom discussions/breakout rooms/polls
- Vocaroo (voice recording to allow students to record answers)
- Kahoot games
- Flipgrid
- NearPod
- Run and Find Games linked to class discussions - Students run and find an object that relates to the theme or topic of discussion.
- Question and answer sessions

Teacher to Class

Student to Class

Student to Student

Resources / readings:

- Article - <https://www.wsj.com/articles/black-land-ownership-primed-greenwoods-rebound-after-massacre-11622293201> "Black Land Ownership Primed Greenwood's Rebound After Massacre" This article talks about the struggles of black landowners after the Greenwood Massacre and their efforts to regain their land.
- Online - <https://nmaahc.si.edu/learn/talking-about-race> The Smithsonian's National Museum of African American History and Culture "Talking about Race" Established by Congress in 2003, the museum serves as repository of more than 36,000 artifacts and resources related to African American history and culture
- Online artifact - <http://www.encyclopedia.chicagohistory.org/pages/1761.html> Encyclopedia of Chicago "Racial Restrictive Covenants on Chicago's South Side in 1947" This map and brief narrative is about

how blacks were kept out of suburban neighborhoods in Chicago using something call restrictive covenants—also known as blockbusting. After the destruction of Greenwood laws and zoning regulations kept its former inhabitants and landowners from rebuilding on the land.

- Article - The Guardian <https://news.yahoo.com/america-finally-acknowledging-tulsa-race-102307859.html> “America is finally acknowledging the Tulsa race massacre. The next step is reparations” by Akin Olla, Thu, June 3, 2021, This is an article about the race riot in Tulsa, Oklahoma in 1921 and the steps that survivors’ family are taking to receive reparations for the riots.
- Online - <https://www.tulsaohistory.org/exhibit/1921-tulsa-race-massacre/> Is a newly created online resource of information, pictures and other artifacts depicting major events in the Tulsa Race Massacre of 1921.
- Online - <http://www.encyclopedia.chicagohistory.org/pages/1033.html> Encyclopedia of Chicago “Racism, Ethnicity, and White Identity”
- Online - PDF <https://rethinkingschools.org/articles/teaching-about-unsung-heroes/> Rethinking Schools: “Teaching Unsung Heroes” This resource helps teachers to look at the way they teach history and the ways students can truly experience history outside the dominant’s “appreciation” and “basic book report” formats.
- PDF “Computations as to the Deaths from the Tulsa 1921 Race Riot” https://www.tulsaohistory.org/wp-content/uploads/2018/11/2006.126.001Redacted_Watermarked-1.pdf This downloadable PDF from the Tulsa Historical Society and Museum is one a few documents that begins to list the death and damage from Tulsa’s race riots.
- Online - National Endowment for the Humanities <https://www.neh.gov/article/william-lanson-shaped-new-haven>
- Online artifact - William Lanson [https://www.newhavenarts.org/arts-paper/articles/lanson-statue, William Lanson Statue Taps Into City's Black History,](https://www.newhavenarts.org/arts-paper/articles/lanson-statue,WilliamLansonStatueTapsIntoCity'sBlackHistory,)” by Lucy Gellman, July 10, 2020

TEACHER RESOURCES /READING

- ARTICLE National Council for the Social Studies <https://www.socialstudies.org/social-education/83/3/mile-anothers-shoes-thematic-approach-ethnic-studies> “A Mile in Another’s Shoes: A Thematic Approach to Ethnic Studies”
- BOOK Seeing Race Again: Countering Colorblindness across the Disciplines “The Sounds of Silence: How Race Neutrality Preserves White Supremacy” This book looks at the effects of colorblindness in American society through disciplines within education from history to music.
- ARTICLE *Edweek (online)*- <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05> “What is Critical Race Theory and Why Is It Under Attack?” This article introduces Critical Race Theory and Culturally Relevant Pedagogy for educators
- ARTICLE The Education Trust “Reconciling Your School’s Racist History” by Coleman Evans <https://edtrust.org/the-equity-line/reconciling-your-schools-racist-history/>
- ARTICLE The American Bar Association “A Lesson on Critical Race Theory” https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/civil-rights-reimagining-policing/a-lesson-on-critical-race-theory/

- VIDEO Savage Inequalities by Jonathan Kozol, East St. Louis <https://youtu.be/8mdlYaCjf2I> This video shows the disparities in the neighborhood of East St. Louis.

Appendix on Implementing District Standards

Standards CT Social Studies Framework:

INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

HIST 8.4 Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).

HIST 8.5 Analyze how people’s perspectives influenced what information is available in the historical sources they created.

Standards, Skills and Areas of Knowledge

During this unit students will have lessons, discussions and activities that touch the following areas:

Historical Knowledge and Understanding; Historical Thinking: The study of the contributions of all people to the development of our heritage. There is particular attention to cultivation of key inquiry skills through the historical skills strand, with focus on critical thinking, the analysis of primary resources, historical interpretation, and contestability.

Government/Citizenship Rights and Responsibilities: The study of foundational constitutional principles, the concepts of rights and responsibilities, and the importance of civic participation in the democratic process.

Geography: The study of cultures and interactions of peoples with each other and the environment. The well-informed student will be able to apply an understanding of the meaning of the arrangement of things in space as it relates life situations.

Economics: The study of how economic systems provide for the needs of people and how these systems interact with each other, the environment, and changing political and historical thought.

Diversity: The study of individuals and groups to enhance understanding of differences. There is particular attention to how individuals develop an identity responsive to diverse human and group behavior.

NCSS - The 10 Themes of Social Studies

1. Culture.

- Human beings create, learn, share, and adapt to culture.
- Cultures are dynamic and change over time.
- Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place.
- In schools, this theme typically appears in units and courses dealing with geography, history,

sociology, and anthropology, as well as multicultural topics across the curriculum.

2. Time, Continuity, and Change

- Studying the past makes it possible for us to understand the human story across time.
- Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.
- Knowing how to read, reconstruct and interpret the past allows us to answer questions
- Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry.

3. People, Places, and Environments

- The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.
- During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments.
- Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions
- In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures.

4. Individual Development and Identity

- Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.
- The study of individual development and identity will help students to describe factors important to the development of personal identity.
- In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities.

5. Individuals, Groups, and Institutions

- Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.
- It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed.
- Students identify those institutions that they encounter.
- In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

6. Power, Authority, and Governance

- The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world.
- In exploring this theme, students confront questions such as:
 - What are the purposes and functions of government?
 - Under what circumstances is the exercise of political power legitimate?
 - What are the proper scope and limits of authority?
 - How are individual rights protected and challenged within the context of majority rule?

- What conflicts exist among fundamental principles and values of constitutional democracy?
 - What are the rights and responsibilities of citizens in a constitutional democracy?
- Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.
- In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences.

7. Production, Distribution, and Consumption

- In exploring this theme, students confront such questions as:
 - How does interdependence brought on by globalization, impact local economies and social systems?
- In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

8. Science, Technology, and Society

- Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.
- There are many questions about the role that science and technology play in our lives and in our cultures
- This theme appears in units or courses dealing with history, geography, economics, and civics and government.
- Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues.

9. Global Connections

- Global connections have intensified and accelerated the changes faced at the local, national, and international levels.
- In exploring this theme, students confront questions such as:
 - What are the different types of global connections?
 - What global connections have existed in the past, exist currently, and are likely in the future?
 - How do ideas spread between societies in today's interconnected world? How does this result in change in those societies?
 - What are the other consequences of global connections? What are the benefits and problems associated with global interdependence?
 - How might people in different parts of the world have different perspectives on these benefits and problems?
 - How should people and societies balance global connectedness with local needs?
 - What is needed for life to thrive on an ever changing and increasingly interdependent planet?
- This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages.

10. Civic Ideals and Practices

- An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies.

- Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.
- In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

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