

**CONNECTICUT STATE BOARD OF EDUCATION**

**Hartford**

**TO BE PROPOSED:**

**December 2, 2020**

**RESOLVED**, That the State Board of Education, pursuant to Section 10-65a (b) of the Connecticut General Statutes, receives the African American, Black, Latino, and Puerto Rican Course of Studies description, scope and sequence, and course objectives.

Approved by a vote of \_\_\_\_\_, this second day of December, Two Thousand Twenty.

Signed: \_\_\_\_\_

Dr. Miguel A. Cardona, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO:** State Board of Education

**FROM:** Dr. Miguel A. Cardona, Commissioner of Education

**DATE:** December 2, 2020

**SUBJECT:** African American, Black, Latino, and Puerto Rican Course of Studies

**Executive Summary**

**Introduction**

This Executive Summary provides the history/background of the *Connecticut Public Act 19-12: An Act Concerning the Inclusion of Black and Latino Studies in the Public School Curriculum* (P.A. 19-12), explains the African American, Black, Latino, and Puerto Rican Course of Studies curriculum development process, and highlights next steps.

**History/Background**

On June 21, 2019, the unprecedented P.A. 19-12 was signed into law by Governor Ned Lamont. This act amended Connecticut General Statutes (C.G.S.) Section 10-16b providing an exciting opportunity for all of Connecticut's high school students to know and understand the scope of African American, Black, Latino, and Puerto Rican contributions to United States history, society, economy, and culture.

P.A. 19-12 establishes that a one semester elective course must be offered by all local or regional boards of education in grades nine to twelve, inclusive, commencing July 1, 2022. The legislation states the State Education Resource Center (SERC) shall develop African American, Black, Latino, and Puerto Rican, and Latino Course of Studies course description, scope and sequence, and course objectives to submit to the State Board of Education (Board) by January 1, 2021, for review and approval.

The Connecticut State Department of Education (CSDE) partnered with SERC on the development of the integrated, statewide African American, Black, Latino, and Puerto Rican, Course of Studies curriculum.

## **Course of Studies Curriculum Development Process**

The African American, Black, Latino, and Puerto Rican Course of Studies curriculum process was guided by a 150 member Advisory Group. The Advisory Group included educators, administrators, higher education professors and scholars, national researchers and historians, representatives from education and community organizations, and students and families. The Advisory Group organized into nine committees with specific tasks and timelines (e.g., Research and Evaluation, Focus Groups, Infrastructure Supports, Course Syllabus, AA/Black Content, PR/Latino Content Development, Integration of Content and Assessment, Publication and Dissemination, Professional Learning Plan). The work of each committee was facilitated by a SERC Liaison to ensure seamless communication and workflow between committees. Additionally, an Expert Review Panel was convened consisting of ten of national and state level experts and researchers to review course deliverables as they were developed, and provide critical feedback and relevant resources. Other opportunities for stakeholder involvement have included providing feedback through surveys and focus groups (e.g., teachers, administrators, families, students).

African American, Black, Latino, and Puerto Rican Course of Studies curriculum documents created throughout this collaborative development process include: course description, program of studies, learning objectives and essential questions, scope and sequence, and units of study. The curriculum focuses on a two-pronged, inquiry-based approach including both content knowledge and student identity development. The following Board approved standards that were incorporated into the units of study:

- Connecticut Core Standards for English/Language Arts;
- Connecticut Elementary and Secondary Social Studies Frameworks: A Roadmap for Teaching History, Civics, Economics, and Geography; and
- Connecticut English Language Proficiency (CELP) Standards.

On June 22, 2020, African American, Black, Latino, and Puerto Rican Course of Studies curriculum process was shared with the Academic Standards and Assessment subcommittee of the Board (subcommittee). Updates were provided to the subcommittee pertaining to the work that occurred during the focus groups and committee meetings and the data being utilized to guide the curriculum writing process.

On September 14, 2020, a presentation was provided to the subcommittee by members of SERC and the CSDE. Board members asked clarifying questions and made suggestions in terms of course content, approach, assessment, and evaluation. Based on this feedback, documents and processes were reviewed and adjusted.

On November 12, 2020, the draft African American, Black, Latino, and Puerto Rican Course of Studies curriculum materials were provided to the subcommittee for review and consideration. During the November 16, 2020, subcommittee meeting Board members supported the work, provided feedback, and related the documents are fully supported and may go forward for full Board review and consideration of approval.

During November 2020, the CSDE and SERC provided four informational webinar sessions to provide schools and districts an opportunity to ask questions and to learn about the history of the

legislation, the curriculum development process, proposed implementation considerations, and recommended infrastructure supports.

### **Recommendation**

The CSDE presents the African American, Black, Latino, and Puerto Rican Course of Studies description, scope and sequence, and course objectives for review and consideration of approval.

### **Next Steps**

The CSDE will continue to carry-out the legislative obligations of P.A. 19-12 including:

- By January 15, 2021, the CSDE in consultation with SERC, shall submit a report to the Education Committee including: a narrative of the course development and review process, the course description, the scope and sequence, and the course objectives.
- For the 2022–2023 and 2023–2024 school years, the CSDE shall conduct an annual audit to ensure that the course is being offered by each local and regional board of education, and submit this information in a report to the Education Committee.

The CSDE shall post all African American, Black, Latino, and Puerto Rican Course of Studies curriculum materials on the dedicated CSDE Webpage and will continue to leverage communication and professional learning opportunities (i.e., learning course content knowledge, leading difficult conversations) to support families, schools, and districts with understanding and implementation of the African American, Black, Latino, and Puerto Rican Course of Studies.

Prepared by: Melissa K. Wlodarczyk Hickey, Ed.D.  
Reading/Literacy Director

Approved by: Irene E. Parisi  
Chief Academic Officer

## **African American, Black, Latino, and Puerto Rican Course of Studies**

### **COURSE DESCRIPTION**

The African American, Black, Latino, and Puerto Rican Course of Studies is a one credit, year-long elective in which students will consider the scope of African American, Black, Latino, and Puerto Rican contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience.

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts.

Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

[Synthesis for entry into Program of Studies]

#### **Course Code: TBD**

#### **Title: AFRICAN AMERICAN, BLACK, LATINO, AND PUERTO RICAN STUDIES**

#### **Recommended Prerequisites: US History and Modern World History**

#### **Humanities Elective Grades: TBD Credit: 1.0 CCP level Full Year**

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American, Black, Latino, and Puerto Rican people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Learning objectives and essential questions that will guide instruction and student inquiry include: (see separate document)

**African American, Black, Latino, and Puerto Rican Course of Studies**

**LEARNING OBJECTIVES AND ESSENTIAL QUESTIONS**

<b>Learning Objectives (LO)</b>	<b>Essential Questions (EQ)</b>
<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed.	<b>EQ1 RACIAL FORMATIONS</b> How and why was the concept of race constructed? What is its impact on African American, Black, Latino(a), and Puerto Rican people?
<b>LO2 INVESTIGATE</b> the evolution and development of African American, Black, Latino, and Puerto Rican identities, including intersections with Indigenous and other identities.	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American, Black, Latino(a), and Puerto Rican include? What are the stories of the African, Black, Latino, and Puerto Rican diasporas?
<b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ3 POWER</b> What do African American, Black, Latino(a), and Puerto Rican histories reveal about the United States, its foundation, and how power is structured today?
<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Latino, and Puerto Rican histories.	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Latino(a), and Puerto Rican people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?
<b>LO5 ARTICULATE</b> the integral role African American, Black, Latino, and Puerto Rican communities have played in shaping U.S. society, economy, and culture.	<b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Latino(a), and Puerto Rican people shaped American society, economy, and culture?
<b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American, Black, Latino, and Puerto Rican experiences, intellectual thought, and culture.	<b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Latino(a), and Puerto Rican history and culture teach us about radically reimagining new possibilities and more just futures?
<b>LO7 EXPLORE</b> local and regional African American, Black, Latino, and Puerto Rican communities and compare/contrast them with national histories.	<b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Black, Latino(a), and Puerto Rican histories of our region, and how do they relate to broader histories?
<b>LO8 EXAMINE</b> examples of African American, Black, Latino, and Puerto Rican action in addressing issues impacting their communities.  <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.  <b>LO10 USE</b> the inquiry cycle to take informed action.	<b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American, Black, Latino(a), and Puerto Rican people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?

## African American, Black, Latino, and Puerto Rican Course of Studies

### SCOPE AND SEQUENCE AT-A-GLANCE

#### Semester 1: Focus on African American/Black History

Timeframe	Unit	Content Standards	Course Learning Objectives	Essential Questions	Lessons	Days
Early-Mid September (2.5 weeks)	<b>Unit 1</b> Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (XX-XX)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ1 RACIAL FORMATIONS</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Course Introduction	2 days
					<b>1.1</b> African Origins	2 days
					<b>1.2</b> African Empires to the Demise of Songhai	2 days
					<b>1.3</b> The Moors	2 days
					<b>1.4</b> The Social Construction of Race and the Transatlantic Slave Trade	5 days

Mid-Late September (2 weeks)	<b>Unit 2</b> How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (XX-XX)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. CIV 9–12.14 Analyze historical, contemporary, and emerging	<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican and Latino(a), histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?	<b>2.1</b> Agency and Resistance in the Caribbean and Spanish America  <b>2.2</b> Understanding Slavery as an Institution in Connecticut: Laws and Census Data  <b>2.3</b> Slavery and Freedom in Their Own Words	2 days
						3 days
						4 days



		means of changing societies, promoting the common good, and protecting rights.				
October (3 weeks)	<b>Unit 3</b> Black Literacy, Organizations, and Liberation (1820-1865)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?	<b>3.1</b> The Age of Abolition: The Gradualist Period (1800 to 1830)  <b>3.2</b> The Militant Period (1830 to 1840)  <b>3.3</b> The Early & Late Political Periods (1840 to 1860)  <b>3.4</b> Civil War/The Great American Slave Rebellion (1861-65)	5 days   6 days  3 days  5 days

End of October-Mid November (3 weeks)	<b>Unit 4</b> Long, Long History for Equality (1865-1915)	<b>Dimension 2 Applying disciplinary concepts and tools</b> CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women). <b>Dimension 3 Evaluating sources and using evidence</b> INQ 9–12.8 Identify evidence that draws information directly and	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences,	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?	<b>4.1</b> African Americans and the Reconstruction Era  <b>4.2</b> The Struggle Against Jim Crow  <b>4.3</b> Blacks and the Age of Imperialism  <b>4.4</b> Migration/ Exoduster Movement  <b>4.5</b> The Education of Blacks and Emergence of HBCUs  <b>4.6</b> The New Negro	5 days  2 days  2 days  2 days  2 days

		substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	intellectual thought, and culture. <b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.			
December (2.5 weeks)	<b>Unit 5</b> Black Movement for Equality (1915-1965)	<b>Dimension 2 Applying disciplinary concepts and tools</b> CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America. CIV 9–12.2 Evaluate the effectiveness of	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. <b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped	<b>5.1</b> Great Migration <b>5.2</b> WWI and The Red Summer Riots <b>5.3</b> The Power of Black Art <b>5.4</b> A New Deal or a Raw Deal? <b>5.5</b> Organize and Agitate	2 days 2 days 2 days 2 days 2 days

		<p>citizens and institutions in solving social and political problems. ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>Dimension 4 Communicating concluding and taking informed action</b> INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><b>L04 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p><b>L05 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p> <p><b>L06 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture.</p> <p><b>L07 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.</p> <p><b>L08 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p><b>L09 IDENTIFY</b> resources and opportunities for active engagement,</p>	<p>American society, economy, and culture?</p> <p><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?</p> <p><b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?</p>	<p><b>5.6</b> World War II</p> <p><b>5.7</b> How The Women Organized and Agitated</p> <p><b>5.8</b> How the Youth Organized and Agitated</p>	<p>1 day</p> <p>2 days</p> <p>2 days</p>
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			learning, and civic responsibility.			
Mid-December to Mid-January (3 weeks)	<b>Unit 6</b> Protest, Politics, and Power (1965-Present)	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. <b>Dimension 4 Communicating concluding and taking informed action</b> INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics	<b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO7 EXPLORE</b> local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories. <b>LO8 EXAMINE</b> examples of African American/Black	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto	<b>6.1</b> Black Power: 1965-1975  <b>6.2</b> Black Politics  <b>6.3</b> Black Cultural Production  <b>6.4</b> Systemic Racism: 1965-Present  <b>6.5</b> Black Lives Matter Movement	3 days  3 days  3 days  3 days  3 days

		and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	and Puerto Rican/Latino action in addressing issues impacting their communities. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?		
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**Semester 2: Focus on Latino/ Puerto Rican History**

<b>Timeframe</b>	<b>Unit</b>	<b>Content Standards</b>	<b>Course Learning Objectives</b>	<b>Essential Questions</b>	<b>Lessons</b>	<b>Days</b>
End of January-Beginning of February (2 weeks)	<b>Unit 1</b> Early Beginnings: Who Are We?	<b>Dimension 2 Applying disciplinary concepts and tools</b> HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.	<b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?	<b>1.0</b> Introduction/ Review of Semester Themes  <b>1.1</b> Latinos on Race: Living Between the Black and White Binary?  <b>1.2</b> Latino Culture: The Multiple and Evolving Identities of Latinos	1 day  2 days  3 days  3 days

		<p>HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>			<p><b>1.3</b> Where Do We Come From? African and Indigenous Diaspora in Latin America and in the Caribbean</p> <p><b>1.4</b> Geography: Puerto Rican and Latin American Migration</p>	4 days
February (2.5 weeks)	<b>Unit 2</b> Blood and Beauty	<b>Dimension 2 Applying disciplinary concepts and tools</b>	<b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including	<b>EQ2 DIASPORAS</b> Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are	<b>2.1</b> The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in	5 days

		<p>WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced. GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>intersections with Indigenous and other identities. <b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p>	<p>the stories of the African, Black, Puerto Rican, and Latino(a) diasporas? <b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups? <b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? <b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?</p>	<p>Puerto Rican and Latino history</p> <p><b>2.2</b> Columbus and His Actions in the Caribbean</p> <p><b>2.3</b> Bartolomé de Las Casas</p> <p><b>2.4</b> Treatment of Indigenous by the Spanish</p> <p><b>2.5</b> Anti-Latino Massacre Timeline</p> <p><b>2.6</b> Scientific Experiments</p> <p><b>2.7</b> Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>3 days</p> <p>1 day</p> <p>3 days</p> <p>2 days</p> <p>3 days</p> <p>1 day</p>
End of February-March (5 weeks)	<b>Unit 3</b> Sweat	<b>Dimension 2 Applying disciplinary</b>	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black,	<b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Black, Puerto Rican, and Latino(a) people fought for	<b>3.1 Emergence of Latin American Nations</b>	



		<p><b>concepts and tools</b></p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).</p> <p>CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs</p>	<p>Puerto Rican, and Latino(a) histories.</p> <p><b>LO2 INVESTIGATE</b> the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p> <p><b>LO3 ANALYZE</b> how race, power, privilege influence group access to citizenship, civil rights, and economic power.</p> <p><b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p><b>LO8 EXAMINE</b> examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p><b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility.</p> <p><b>LO10 USE</b> the inquiry cycle to take informed action.</p>	<p>freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?</p> <p><b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?</p> <p><b>EQ7 SPACE AND PLACE</b> In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Black, Puerto Rican, and Latino histories of our region, and how do they relate to broader histories?</p>	<p><b>3-1.1</b> The Arrival of the Conquistadores and the Legacy of Colonialism</p> <p><b>3-1.2</b> Bringing the New Labor Force</p> <p><b>3-1.3</b> Evolution of Identities: Indigenous, Africans, and the Rest of People Who Wanted to be Part</p> <p><b>3-1.4</b> Race in Latin America: Caste or Social Hierarchy?</p> <p><b>3-2 Political Economy of Latin America</b></p> <p><b>3-2.1:</b> The Uneasy Neighbors: United States and Latin America Relations</p> <p><b>3-3 Puerto Rican Sweat: Legacy of US Colonialism</b></p>	<p>3 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p> <p>2 days</p>
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		and benefits for different groups.			<p><b>3-3.1</b> Royal Decree of Graces of 1815: Why Is This Important?</p> <p><b>3-3.2</b> U.S. Occupation of the Island</p> <p><b>3-3.3</b> All of these Acts: Jones Act, the Foraker Act: Was this Interest Convergence</p> <p><b>3-3.4</b> Great Puerto Rican Debate: Nation, Commonwealth, and Its Relationship to the Island's Social and Economic Policies</p> <p><b>3-3.5</b> Role of the U.S. as a Neighbor/ Colonizer: The Economic Impact of Section 936, PROMESA, Hurricane Maria, and the Earthquake</p>	<p>2 days</p> <p>3 days</p>
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April-Mid May (5 weeks)	<b>Unit 4</b> Resistance	<b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b> HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts. HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times. CIV 9-12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.	<b>LO4 EXAMINE</b> the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. <b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.	<b>EQ3 POWER</b> What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?	<b>4.1 Latin American Revolutions from Spain</b>  <b>4.1-1</b> Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity) <b>4.1-2</b> Revolt, Defiance, and Resistance From Spain  <b>4.2 20th Century Latin American Revolutions</b>  <b>4.2-1</b> Revolutions from Latin America <b>4.2-2</b> Puerto Rican Resistance and Defiance Throughout History <b>4.2-3</b> Resistance in Puerto Rican and Latin American History: Timeline	7 days  X days  X days 3 days  2 days  X days
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					<p>of the Movers and the Shakers</p> <p><b>4.3 Resistance in the U.S.</b></p> <p><b>4.3-1</b> Latino Resistance in the U.S.</p> <p><b>4.4 Latino Civil Rights Movement</b></p> <p><b>4.4-1</b> The History of Latino Civil Rights Movement</p> <p><b>4.4-2</b> When You Try to Change Me, I End Up Changing You?</p> <p><b>4.4-3</b> The Use of Arts for Transforming Societies and Mark the Latino Presence in the U.S.</p> <p><b>4.4-4</b> Protest and Resistance in Puerto Rican Art and Music</p>	<p>3 days</p> <p>2 days</p> <p>1 day</p> <p>2 days</p>
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Mid May- Early June (3 weeks)	<b>Unit 5</b> Where Are We Now?	<b>Dimension 2</b> <b>Applying disciplinary concepts and tools</b> HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within	<b>LO1 UNDERSTAND</b> the construct of race and why and how it was developed. <b>LO5 ARTICULATE</b> the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. <b>LO6 REIMAGINE</b> new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/Latino experiences, intellectual thought, and culture. <b>LO9 IDENTIFY</b> resources and opportunities for active engagement, learning, and civic responsibility. <b>LO10 USE</b> the inquiry cycle to take informed action.	<b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? <b>EQ6 RADICAL IMAGINATIONS</b> What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? <b>EQ8 AGENCY AND CIVIC ENGAGEMENT</b> In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?	<b>5.1</b> Puerto Rican Migration to Connecticut and Their Contributions  <b>5.2</b> Migration from other Latin American Countries to Connecticut and Their Contributions  <b>5.3</b> Accomplishments and Contributions of Latinos in the Military  <b>5.4</b> Accomplishments and Contributions of Latino Inventors  <b>5.5</b> Accomplishments and Contributions of Latino Community Organizations  <b>5.6</b> Latino Identity: Preparing for	2 days  1 day  2 days  1 day  1 day  2 days  2 days
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		and among urban, suburban, and rural regions.			Actual and Future Demographic Projections	2 days
					<b>5.7</b> Latino Challenges in the U.S.: Immigration Stories from the Border	1 day
					<b>5.8</b> Latino Challenges in the U.S.: Labor and Health	2 days
					<b>5.9</b> Latino Challenges in the U.S.: Education and Incarceration	
					<b>5.10</b> The Beauty of Being Latino	

Notes:

- Targeted Standards drawn from Connecticut Social Studies Framework.
- Timeframes are projected and will be informed by field study during initial year of implementation (2021-2022).
- Days are equivalent to one 45-minute period/class; adjustments will need to be made for high schools using block schedule/90-minute periods.

## Unit Template for African American, Black, Latino, and Puerto Rican Course of Studies

Semester 1 - Focus on African American/Black History			
<b>Title of Unit</b>	Unit 1: Where we come from: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora	<b>Timeframe</b>	Early-Mid September (2.5 weeks)
<b>Developed By, Date</b>	Dr. Benjamin Foster, Jr. 7/20/20	<b>Reviewed By, Date</b>	P. Jarman-Smith 7/24/20, L. Lawrence 7/30/20, M. Calvi-Rivers 8/8/20, A. Roy 8/8/20, A. Sacco 8/9/20 T. Carroll 8/10/20, J. Jordan 8/12/20, L. Lawrence 8/20/20; PJS 9/14, 23/20; PJS 10/16/20; M. LeBrun-Griffin 10/16/20
Summary of Unit			
<p>Introduction of the basis of course, overview of scope and sequence of content, and orientation of students to expected dialogue and community for learning will be the opening for this unit.</p> <p>The content of this unit will focus on African Origins of humanity and contributions made by peoples of our greatest civilizations on the continent such as Kemet, Ghana, Songhai. The legacy of African Empires Kings and Queens will provide students information which will accurately paint a picture of the vast contributions to world civilizations.</p> <p>It is through the history of African Origins, the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of greatness in government, academic and technological innovation, the arts, from whom African American's and peoples from the Diaspora descended from. This exploration will allow students to evaluate, and analyze false narratives of inferiority, in-humanity of African's and Black people which are deeply ingrained in modern society world-wide. As students begin the semester on African American history, they will have opportunities to embark on an exploration of a people who were made captives and brought to distant shores- this long history of affirmation, resistance, reform and radicalism.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>· Examine the impact of various aspects of African culture on world civilizations in the past and present.</li> <li>· Analyze the factors that have contributed to racialized global conflict and change in the modern world; and</li> <li>· Develop a positive and accurate identity, including an awareness of and comfort with one's membership in multiple groups in society.</li> </ul> <p><b>Compelling Question: How does social organization, politics, religion, public works, and wealth (national and individual) contribute to notions of civilization? With slavery in mind, how might civilizations invite internal and external growth, conflict and demise?</b></p>			
Desired Results			

Relevant Content Standards	Related Supporting Standards
<p><b>From Connecticut Elementary and Secondary Social Studies Framework</b></p> <p><b>Dimension 2 - Applying disciplinary concepts and tools</b></p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p><b>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</b></p> <p>CCSS.ELA-LITERACY.WHST.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p><b>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</b></p> <p>CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account</p> <p><b>From Social Justice Standards from “Teaching Tolerance”</b> <i>Identity</i></p> <p>1. Students will develop positive social identities based on their membership in multiple groups in society.</p> <p><b>From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY from “Teaching Tolerance”</b> <i>Key Concept 1: Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies</i> <u>Summary Objective 1: Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious others</u> <b>1.C</b> In many African societies, people became enslaved when they were captured during war. The status of enslaved people changed as they learned the customs and integrated into their captors’ community. Slavery was not always intergenerational; the children of enslaved parents were not necessarily enslaved.</p> <p><i>Key Concept 2: Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.</i></p>



	<i>SUMMARY OBJECTIVE 2: Students will describe the nature and extent of colonial enslavement of Indigenous people.</i> <b>2.A,</b> Throughout the Americas, Europeans enslaved between 2.5 million and 5 million Indigenous people. In much of what is now North America, Indigenous people were bought and sold until the late 19th century.
<b>Learning Outcomes</b>	<b>Critical Consciousness*</b>
<b>Overarching Course Learning Objectives</b>	<b>Overarching Course Essential/Guiding Questions</b>
<p><b>LO1 UNDERSTAND</b> the construct of race, why, and how it was developed.</p> <p><b>LO2 INVESTIGATE</b> the evolution and development of African American, Black, Latino, and Puerto Rican identities, including intersections with Indigenous and other identities.</p> <p><b>LO3 ANALYZE</b> how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p>	<p><b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American, Latino, Puerto Rican, and Indigenous people?</p> <p><b>EQ3 POWER</b> What do African American, Latino, and Puerto Rican histories reveal about the United States, its foundation, and how power is structured today?</p> <p><b>EQ4 FREEDOM, JUSTICE, RESISTANCE</b> How have African American, Puerto Rican and Latino people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p>
<b>Theme/Content Specific Enduring Understandings</b>	<b>Theme/Content Specific Inquiry</b>
<p><b>For this Unit of Study, students will know and be able to...</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"><li>• Gain knowledge of the development of various African civilizations.</li><li>• Gain knowledge of Africa’s contradiction to the false narrative of African inferiority and racial stereotypes.</li><li>• Gain knowledge of West Africa’s wealth, geographical and ethnic diversity.</li><li>• Gain knowledge of the characteristics and achievements of the African people discussed.</li></ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>• Trace the development of early African civilizations to the establishment of the empires of Ghana, Mali, Songhai and Egypt</li></ul>	<p><b>For this Unit of Study, To support student self-discovery, identity development, and civic preparedness/actions, students will...</b></p> <ul style="list-style-type: none"><li>• Describe and analyze the role of Africa in the evolutionary development of humanity.</li><li>• Analyze the construct of Race and its evolution in world conflict.</li></ul>

<ul style="list-style-type: none"><li>Develop a historical frame-of-reference of Ancient Africa’s contributions to world culture.</li><li>Analyze the construct of race and its impact on world civilization.</li></ul>		
Learning Evidenced By		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned to Compelling Question)
<p><b>Pre-Assessment:</b> Students complete a course self-assessment of: interest in taking course, comfort level in talking about race, comfort level participating in challenging and difficult conversations, comfort level in learning about other cultures, what know and want to learn more about. (Will do post at end of semester.)</p> <p><b>Common Misconceptions:</b> Blacks, Africans, African-Americans and African descendants are primitive, sub-human, and racial inferiority to whites.</p>	Group discussions Self reflections Short journal entries Whiteboard “splash” Text rendering Metacognitive exit slips (can also be used throughout lesson) Entry/Exit slips Turn and talks Objective summaries (group, individual) Use of interactive polls (PollEv.com, Kahoot, Socrative etc). Critical reflections of various media (pictures, music, letters, journal entries, book excerpts, videos etc.)	<p>Students will create a visual and or written representation of unit themes with a focus on the theme of resistance and share with the class (can be a small group or class project).</p> <p><u>OR</u></p> <p>Demonstrate understanding the people of Ancient Africa and their strengths and contributions to society through medium of choice (e.g., Powerpoint presentation, artistic expression, and/or literary work using print or virtual resources) of African Empire.</p>
Learning Plan/Lesson Sequence		
<b>Lesson 1.0</b> Course Introduction		<b>Duration:</b> 2 days
<p><b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"><li>Safe Spaces for learning</li><li>Race and racism are words that have been socially constructed</li><li>Africa is the birthplace of all humanity and civilization.</li><li>Discovery of Lucy in Hader, Ethiopia affirms that mankind originated in Africa and therefore we are all Africans</li><li>Africa’s ancient civilization have documented many firsts in technology, literature, and structural developments (i.e. pyramids, books, numerical systems).</li><li>Anthropology- The study of human, cultures and their evolution</li><li>Archeology- the study of human history and pre-history through excavations, artifact analysis, and physical remains.</li></ul>		<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"><li><a href="#">Lesson: Preparing Students for Difficult Conversations   Facing History</a></li><li>Davidson, Basi “Africa in History”</li><li>Andrews, Evan “<a href="#">Famed “Lucy” fossils discovered in Ethiopia, 40 ears ago</a>”</li><li><a href="https://humanorigins.si.edu/">https://humanorigins.si.edu/</a></li><li>Shreeve, Jaime <a href="#">Oldest Skeleton of Human Ancestor Found</a></li><li>Hogenboom, Melissa <a href="#">The ‘Lucy’ fossil rewrote the story of humanity</a></li></ul>

	<ul style="list-style-type: none"><li>• Nast, Phill <a href="#">Africa's great civilizations</a></li><li>• PBS.org <a href="#">Map of Africa's great civilizations</a></li></ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Day 1 Initiation</b> Introductions of students and teacher(s) - who are we? Share what students know about Africa, and want to learn in the course/semester. Agree on discussion, dialogue norms, making the classroom a community for respectful, thoughtful interactions where all students learn and grow, take risks. Post the list of Norms.</p> <p><b>Unit Pre-Assessment</b> Students will complete pre-assessment on comfort level in talking about race, participating in challenging and difficult conversations comfort level in learning about other cultures, what they know about Africa, what to learn for the semester, will do post at end of semester. <i>(This may be a survey we can create and aggregate at state level.)</i></p> <p><b>Activity</b> Create a safe space for learning. Ask students what would make them feel safe and list. Prompt for Turn and Talk: What make you feel safe when engaging interracial discussions on difficult/challenging topics?</p> <p>Explore/View/Discuss: What Does Safe Space Mean to You? <a href="https://projects.seattletimes.com/2016/under-our-skin/#safe_space">https://projects.seattletimes.com/2016/under-our-skin/#safe_space</a> (5 minutes) Debrief reactions to video, ask students to look at the list of norms created earlier and revise if needed.</p> <p>Invite students to be historians this semester as they explore the curriculum and to be caring with one another.</p> <p><b>Closing</b> <a href="#">Photos of Africa</a> use a graphic organizer for students to think about one picture that they related to them and why.</p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Check in with family members on how this course environment is a safe space for having thoughtful and challenging conversations. Ask for family input on what students should also consider.</p>
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b></p> <p>Arts</p> <p>Science</p>	<p><b>Extensions/Experiential Opportunities</b></p> <p>Virtual class trip- <a href="#">Human Origins: Luc</a></p>
<p><b>Lesson 1.1</b> African Origins</p> <p><i>Historical context for teachers (This will be recorded and hyperlinked with transcript).</i></p> <p>The continent of Africa, in fact, is the birthplace of all humanity and civilization. Archaeologists and paleoanthropologists have uncovered evidence documenting that the ancestors of modern man (Homo Sapien Sapien) originated in Africa, specifically in the area known as ancient Kemet and Ethiopia situated along the world's longest river, the Nile. The Nile is the only river in the world that flows from south to north. The ancient Greeks named it Ethiopia, meaning land of "burnt-skinned" people. The ancient Romans referred to it as Egypt and Africa. Other names have been Nubia, Bilad es</p>	<p><b>Duration:</b> 2 days</p>

<p>Sudan, and Kush. The continent is approximately 12,000,000 square miles. It is the second largest continent. There are over 1200 languages spoken on the continent, excluding dialects.</p> <p>As mankind originated in Africa, we all are Africans. In 1974, the Paleoanthropologist Donald Johnson unearthed the Hominidae fossils nick named "Lucy" in Hader, Ethiopia. The location of this discovery is very important, given that the Nile is the only river in the world that flows from north to south. The location of this find is a cogent cultural variable in that Egypt is considered a key factor in the development and spread of civilization throughout the Mediterranean region, especially ancient Greece and Rome, the fountain of European-American or Western civilization. Again, Egypt is in Africa and the people were depicted as primarily an Africoid i.e., dark-skinned, thick lips, etc. Africa is where man first did computation, contemplated time and devised the 365 days calendar, first practiced Monotheism, built the world famous Pyramids more than 4,500years ago, developed the "Egyptian Book of the Dead"which is often referenced as the world's oldest religious book and African holy book, invented the used of papyrus as a writing surface, etc.</p> <p>Africa is where man migrated to other regions of the earth. All mankind is related. Lucy is the mother of us all. Race and racism are "man-u-factured." Civilization is the sum total of all humans' collective experiences.</p>	
<p><b>Big Ideas Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"> <li>• Africa is the birthplace of all humanity and civilization</li> <li>• Yoruba, Nigeria, Ga, Ghana, Wolof, Senegal</li> <li>• Patrilineal, Matrilineal Societies.</li> <li>• Discovery of Lucy in Hader, Ethiopia affirms that mankind originated in Africa and therefore we are all Africans</li> <li>• Africa's ancient civilization have documented many firsts in technology, literature and structural</li> <li>• Developments (i.e. pyramids, books, numerical systems)</li> <li>• Anthropology- The study of human, cultures and their evolution</li> <li>• Archeology- the study of human history and pre-history through excavations, artifact analysis and physical remains.</li> </ul>	<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"> <li>• DuBois, W.E.B. Suppression of the African Slave Trade, and "The World and Africa."</li> <li>• Davidson, Basil Africa in History</li> <li>• <a href="#">Famed "Lucy" fossils discovered in Ethiopia, 40 ears ago</a></li> <li>• Hogenboom, Melissa <a href="#">The 'Lucy' fossil rewrote the story of humanity</a></li> <li>• Hine, Darlene, et al African America: A Concise History, Combined Volume (5th ed.)</li> <li>• Virtual class trip- <a href="#">Human Origins: Lu</a></li> <li>• PBS.org <a href="#">Map of Africa's great civilizations</a></li> </ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Day 1 Initiation</b> Introduce key vocabulary from Famed Lucy Article: homonids, bipedal primates, potassium argon dating, radiometric dating.</p> <p><b>Activity</b> Students to read Famed "Lucy" Fossils Discovered in Ethiopia, 40 Years Ago <a href="https://www.history.com/news/famed-lucy-fossils-discovered-in-ethiopia-40-years-ago">https://www.history.com/news/famed-lucy-fossils-discovered-in-ethiopia-40-years-ago</a></p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Discuss your findings about African origins with a family member. What is their viewpoint? How is this the same/different than your families' cultural and/or religious beliefs?</p>

<p>Discuss the perspective and perhaps motives of the writer through their choice of title, images, words and phrases. Discuss the implications of the discovery on a social-political level. Provide graphic organizers for note-taking.</p> <p>In small groups, students will begin planning a presentation of how humanity began. They will watch a video <a href="#">Mitochondrial Eve and Homo Sapiens in Africa's Great Rift Valley</a> and discuss where were other earlier human fossil remains found?</p> <p>Using the Smithsonian National Museum of Natural History website <a href="https://humanorigins.si.edu/">https://humanorigins.si.edu/</a> as an additional resource, groups can choose a more focused topic as part of research for presentations.</p> <p><b>Closing</b> Groups should be advised they will have 15 minutes at the opening of next class to prepare 5 minutes presentations.</p> <p><b>Day 2 Assessment</b> Provide students with 15 minutes at the beginning of class to finalize presentations. In small groups, students will have 5 minutes to present their claim of how humanity began using evidence (maps, multiple sources) as to where humanity began.</p>	
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b></p> <p>Arts Science</p>	<p><b>Extensions/Experiential Opportunities</b></p> <p>Article: <a href="#">The Gold Trade in Ancient &amp; Medieval West Africa</a>-</p>
<p><b>Lesson 1.2</b> African Empires to the Demise of Songhai</p> <p><i>Historical context for teachers (This will be recorded and hyperlinked with transcript).</i></p> <p>Ancient Ghana - The kingdom of Ghana was established by the Soninke people. Ghana's history lists forty-four kings before the Christian Era. It was known as the "Land of Gold". Ghana's kings were known in Europe and Southwest Asia as the richest of monarchs. Their wealth was based on trade, which was enhanced by the Asian camel, which was introduced to Africa in the 1st century CE. Utilizing the camels, pepper, herbs, slaves, and gold were sources of the Empire's trade and wealth. The slaves were usually war captives, and the gold came from mines in Southwestern Ghana. In addition to its gold, Ghana had been mining iron and iron manufactures for over a thousand years. During the domination of the Mediterranean region by the Roman Empire, Roman merchants and the Berbers of Northwest Africa were its chief trade partners. As Roman power declined and Al-Islam spread, Arabs replaced the Romans. Some Soninke people converted to Al-Islam. Muslims dominated the ruling class and its bureaucracy leading to the introduction of Arabic writing. Its principal city Kumbi Saleh a city of 20,000 residents was known for its stone houses, tombs and mosques. Warfare between Ghana's army and the Almoravids was fueled by economic interest and religious fervor. Kumbi Saleh destroyed by the Sosso people in 1187. Ancient Ghana was known for its gold wealth and often described as being located on the "gold coast". Foreign invasion and internecine warfare and climatic changes cause the decline of ancient Ghana.</p>	<p><b>Duration:</b> 2 days</p>

The Empire of Mali 1230-1468 - Sundiata Keita, the Mandinka king's military conquests led to formation of the Malian Empire. Under Sundiata's and Mana Uli's leadership the former tributary of Ghana reorganized and expanded the former empire. When Mansa Musa assumed leadership in 1312, he inherited a foundation to build one of the greatest empires of the era and recognized around the world. Mali means "where the emperor lives." Mali stretches 1,500 miles from the Atlantic coast to the region east of the Niger River. The city of Timbuktu was Mali's business and academic seat of learning, the University of Sankore attracted students from the Islamic world and beyond. It was home to many mosques, traders, and several book dealers. Mali reached its apex's under Mansa Musa reign from 1312-1353. A devout Muslim Mansa Musa the pilgrimage from Timbuktu to Mecca, Arabia. His entourage was comprised of sixty thousand and many elephants and camels. Along the way to Mecca, he gave gold to all who greeted him. When he reached Cairo, Egypt the world's price of gold had been devalued. One of the wealthiest men the world, his trip made him famous and pert the interest in his wealthy kingdom as source of gold. Mali's at its zenith had an eight million population. Mali enslaved war captives and traded slaves. After Mansa Musa' death, Mali declined the Songhai people captured Timbuktu in 1468.

Songhai Empire 1464-1591 - Sunni Ali, the Songhai leader founded the greatest African Empire of the 15<sup>th</sup> and 16<sup>th</sup> centuries. Under his leadership the empires' territories grew immensely. It dominated the salt and gold trade previously controlled by Mali. When Sunni Ali died Askia Muhammad Toure reigned from 1492 to 1528. He extended the empire northward into the Sahara and eastward to include the trading cities of Hausaland. Under the leadership of Askia Muhammad Toure's leadership, Songhai's military became the most formidable in West Africa and a major deterrent to the European slave trade. A devout Muslim, he encouraged the growth of Al-Islam within the empire. Islamic culture gained converts in the empire's urban areas where trade centers were located. The people in the rural areas spoke a polyglot of languages and were most of the population. They continued to practice indigenous religions without interference. Songhai's greatness was also connected to its revival of learning in West Africa. Using the Malian blueprint and the learning centers in Gao, Timbuktu, and Jenne, the prestigious University of Sankore noted for its high scholarship standards and faculty promoted the acquisition of education in a geographical area larger than the European continent. One of its most distinguished scholars and presidents was Ahmad Babo who wrote forty books and authored a comprehensive dictionary. Aaskia Toure 's reign ended when the blind, aging, and senile ruler was dethroned by family members.

Songhai reached its zenith, during the rule of Askia Daud between 1549 and 1582. However, the political dynamics in West Africa was changing due to the Portuguese establishing trading centers in 1480, along the Guinea coast seeking gold and slaves. Their activities and threatening the empire and diverted its attention from the lucrative trans-Saharan trade which threaten their traditional Arab partners in North Africa. Consequently in 1591 the king of Morocco sent a mercenary military force armed with muskets and cannon to capture the capital Gao and regain access to West African gold. The Songhai army armed with only bow and lance were no match for firearms. With its army destroyed, the Songhai empire soon disintegrated allowing European to enter the interior without hindrance to enslave Africans without African middlemen.

<p>The fall of the Songhai empire was key to the increase in the TransAtlantic Slave trade and its impact on African Americans.</p>	
<p><b>Big Ideas Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"> <li>• Various African civilizations developed differently overtime.</li> <li>• The history of Africa’s civilizations contradict the false narrative of African inferiority and racial stereotypes.</li> <li>• Ancient West Africa was filled with wealth, geographical and ethnic diversity.</li> </ul>	<p><b>Materials/Resources Books</b></p> <ul style="list-style-type: none"> <li>• Book: Hine, Darlene, et al African American History</li> <li>• article: <a href="#">The Mali Empire: The Rise of the Richest Civilization in West Africa</a></li> <li>• Article: What’s the Real Size of Africa <a href="https://www.cnn.com/2016/08/18/africa/real-size-of-africa/index.html">https://www.cnn.com/2016/08/18/africa/real-size-of-africa/index.html</a></li> <li>• Video: <a href="#">The Malian Empire and the richest man in history</a></li> <li>• DuBois, W.E.B. “The World and Africa Color and Democracy.” <a href="https://www.amazon.com/World-Africa-Color-Democracy-Oxford/dp/0199386749">https://www.amazon.com/World-Africa-Color-Democracy-Oxford/dp/0199386749</a></li> <li>• July, Robert A History of the African People <a href="https://www.thriftbooks.com/w/a-history-of-the-african-people_robert-w-july/347774/item/4684207/?mkwid=%7cdc&amp;pcriid=448918240737&amp;pkw=&amp;pmt=&amp;slid=&amp;plc=&amp;pqrid=104755242616&amp;ptaid=pla-927269736418&amp;qclid=CjwKCAjwiaX8BRBZEiwAQOxGxwyFqQldjwrWdDePa6o1izFXG5cwQm4WVc6JYdGblRE7fLUIU_ANIBoCvWkQAvD_BwE#idq=4684207&amp;edition=3519353">https://www.thriftbooks.com/w/a-history-of-the-african-people_robert-w-july/347774/item/4684207/?mkwid=%7cdc&amp;pcriid=448918240737&amp;pkw=&amp;pmt=&amp;slid=&amp;plc=&amp;pqrid=104755242616&amp;ptaid=pla-927269736418&amp;qclid=CjwKCAjwiaX8BRBZEiwAQOxGxwyFqQldjwrWdDePa6o1izFXG5cwQm4WVc6JYdGblRE7fLUIU_ANIBoCvWkQAvD_BwE#idq=4684207&amp;edition=3519353</a></li> </ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Day 1 Initiation Prompt:</b> What if I told you one of the wealthiest men to walk the earth was from and lived in Africa? Allow for several students to share their reactions. Chart student responses, use visuals like KWL Chart or note-taking frame to organize ideas for students who are ELL and smart board for virtual visit to the Smithsonian National Museum of African Art Caravans of Gold Exhibit.</p> <p>Explore/View/Discuss Caravans of Gold Scholarly Perspectives <a href="https://africa.si.edu/exhibitions/current-exhibitions/caravans-of-gold-fragments-in-time-art-culture-and-exchange-across-medieval-saharan-africa/">https://africa.si.edu/exhibitions/current-exhibitions/caravans-of-gold-fragments-in-time-art-culture-and-exchange-across-medieval-saharan-africa/</a></p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Identify artifacts in your home that represent your culture and/or intersectionality of identity.</p>

<p>Word-Splash Activity of African Empires sorting by African Region use Caravans of Gold Teachers’ Guide for map in (lesson 1) <a href="https://africa.si.edu/wp-content/uploads/Caravans_TeachersGuide.pdf">https://africa.si.edu/wp-content/uploads/Caravans_TeachersGuide.pdf</a></p> <p><b>Activity</b> <u>Great African Empires through the Arts</u> Read and examine the characteristics of African Empires</p> <p>Split class into small groups (no more than 3 or 4) for short readings and share out using suggested passages/excerpts below. Use Final Word Protocol and provide note taking graphic organizer. Conclude with one person from each group sharing a summary of the civilization studied. Ipads or computers would be effective tools to organize articles, photographs, and artifacts ahead of time for each group.</p> <p>What’s the Real Size of Africa Rise of Mali, The Richest Civilization in West Africa Mansa Musa’s Journey (Teacher’s Guide pages 16-17) Great Zimbabwe (Teacher’s Guide Lesson 3 Activity 4) Kingdom of Songhai <a href="https://thinkafrica.net/kingdom-of-songhai/">https://thinkafrica.net/kingdom-of-songhai/</a> Idia First Queen Mother of Benin <a href="https://www.metmuseum.org/toah/hd/pwmn_3/hd_pwmn_3.htm">https://www.metmuseum.org/toah/hd/pwmn_3/hd_pwmn_3.htm</a></p> <p><b>Closing</b> Provide overview of culminating/end of unit project on ancient empires, including Ancient Egypt, where students will be asked to create a Powerpoint or poster of civilization of their choice. Organizational tools will be provided by teacher throughout remaining lessons to contribute to development of research for project.</p> <p><b>Day 2 Initiation</b> Introduce characteristics of Ancient Egypt by viewing video <a href="https://www.youtube.com/watch?v=hO1tzmi1V5g">https://www.youtube.com/watch?v=hO1tzmi1V5g</a></p> <p><b>Activity</b> Lead students in a virtual scavenger hunt of Ancient Egypt. Use virtual art exhibits or on-line resources to look for the following: two or more women who were Pharaohs, likeness of Nefertiti in sculpture form at a notable museum, at least 10 items about Egypt that intersect with identity, age, gender, social status, religion etc., and notable inventions or discoveries, including engineering.</p> <p><b>Closing</b> Have students Turn and Talk for 3 minutes and discuss and compare ancient Egypt to one of the civilizations learned about in Day 1.</p> <p><b>Assessment</b> Exit Slip - What examples of wealth were described in the civilizations from your research? Describe the role of women in governing Empires. List characteristics of leadership in an individual you found similar to yourself.</p>	
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b> English for reading of various passages</p>	<p><b>Extensions/Experiential Opportunities</b> Explore/Watch/Discuss Video: <a href="#">What were Africans doing in 1492?</a></p>



<p><b>Lesson 1.3</b> The Moors</p> <p><i>Historical context for teachers (This will be recorded and hyperlinked with transcript).</i></p> <p>The Moors are an excellent refutation of the false narrative of African racial inferiority. These adherents of Al-Islam were the battering-ramp that conquered Spain, Southern Europe, and parts of France. They ruled the inhabitants of the Iberian peninsula for 700 hundred years, 711 to 1492. The Moors (so named by the Romans) were primarily Africans from the north and west, the Almoravids of the Sahara region who were both African and biracial, and Arabs. Many of the military leaders and rulers were referred to in European literature as Black-a-Moors. General Tarik conquered Spain in 711, the trait of Gibraltar is named for him. It means Tarik’s mountain. The Moors filled the vacuum in Europe during the period known as the” Dark Age,” after Rome had transferred its seat of power to Constantinople in fear of the so-called ”barbarian tribes.” Like so much of Africans’ contributions to world civilization, the Moorish gifts and enrichments have not been generally recognized. For instance, the Moors brought medical knowledge, public baths, sewage systems, architectural design, poetry using the illadic meter, and collaborated with Jewish residents to establish Universities and other centers of learning. However, the most stupendous aide and/or help was the introduction of Algebra and the Hindi numeral system at time when Europe used the Roman numeral system. Spain’s music, foods and culture, in general bears the mark of Moorish influence. The old axiom that nature ”knows no color line is true.” Many of the men of distinction in southern Europe were describe as having ”swarthy complexions.”</p> <p>The Moorish presence in Europe, especially Spain and Portugal, given their long tenure in these nations, their strident advocacy of Africans being sub-humans, during the Transatlantic slave trade must be viewed in stark economic terms. It must be noted that of the approximately twelve million Africans, who made the Middle Passage the vast majority went to the Spanish and Portuguese conquered territories in the Caribbean, Central and South America. With the Spanish reconquest of Andalusia or Land of the Vandals, the last Moorish Prince was expelled from Portugal in 1492.</p>	<p><b>Duration:</b> 2 days</p>
<p><b>Big Ideas Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"><li>• Understand the characteristics and achievements of the people discussed.</li><li>• Understand the different forms of conquest.</li></ul>	<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"><li>• Poole, Stanley Lane The Moors in Spain</li><li>• Video: Understanding Who The Moors Were: A History</li><li>• <a href="https://www.youtube.com/watch?v=Cn961fp19EQ">https://www.youtube.com/watch?v=Cn961fp19EQ</a></li><li>• Article: Who were the Moors</li><li>• <a href="https://www.nationalgeographic.com/history/reference/people/who-were-moors/">https://www.nationalgeographic.com/history/reference/people/who-were-moors/</a></li><li>• Article: The Moors Black History or Black Mythology</li></ul>

	<a href="https://africanholocaust.net/moors-black-history-or-black-mythology/">yhttps://africanholocaust.net/moors-black-history-or-black-mythology/</a>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Day 1 Initiation</b> Group students in groups of 4. Pass out pictures of the Moorish Chief without the title, have students Turn and Talk about what the picture “says” about him and his identity. Reimagine the label for this artifact. Wrap up with discussion of how images represent our identity both positively and negatively. Ask students if they remember the photo of African images that they related to and if their viewpoint has changed when looking at images of African, African people and why. Philadelphia Museum of Art painting “<a href="#">The Moorish Chief</a>”</p> <p>What do you know, what to know about the Moors? Al-Islam? Chart responses, revisit at end of class.</p> <p><b>Activity</b></p> <p><i>Guest Speaker (Interdistrict?)</i> or Video: Understanding Who The Moors Were: A History <a href="https://www.youtube.com/watch?v=Cn961fp19EQ">https://www.youtube.com/watch?v=Cn961fp19EQ</a></p> <p>Explore/Read/Discuss: <a href="#">The Moors: Black History or Black Mythology</a> Why are the Moors important to the study of African American History?</p> <p><b>Closing</b> Socratic Seminar - Has religion been historically used to bring groups of people together or create division among people? What are remnants of your position across the globe today?</p> <p><b>Assessment</b> Exit Slip - How were the identities of the Moors in Africa relevant to African American’s and Black people today?</p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Image board. Using print and digital resources. Make a collage around a portrait of yourself. In the collage use images, words, symbols and phrases that showcase your self-pride and cultural heritage family story. Student work can be displayed around the room for a gallery walk. It can be done virtually using google documents and distance learning platforms using (5-10) presentation slides as needed. Encourage the students to leave one virtual/written comment of positive affirmation on three different peers’ portraits.</p>
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b></p> <p>Arts</p> <p>Science</p>	<p><b>Extensions/Experiential Opportunities</b></p> <p>Explore music and culture <a href="#">Spanish-Arabic Music of Al-Andalus</a></p>
<p><b>Lesson 1.4</b> The Social Construction of Race and the Transatlantic Slave Trade</p>	<p><b>Duration:</b> 5 days</p>

<p><b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"><li>• Turtle Island, Indigenous Peoples</li><li>• Goree Island-Role in Transatlantic Slave Trade</li><li>• Esteban de Dorante</li><li>• Forced Migration and Racial Trauma</li><li>• Middle Passage</li><li>• Resistance</li><li>• Maps of transatlantic slave trade, Africa, Caribbean, North/South America</li><li>• Social Constructs</li><li>• Race, Racial Identity</li><li>• Power, Structural and Systemic Racism</li></ul>	<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"><li>• <a href="#">Turtle Island</a> Resources</li><li>• There is no Scientific Basis for Race-It’s a Made-up Label</li><li>• <a href="https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/">https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/</a></li><li>• Nathaniel W. Smith, zinnedproject <a href="#">Reconstructing Race</a></li><li>• Teacher Resource: PBS Race Power of Illusion Discussion Guide <a href="https://www-tc.pbs.org/race/images/race-guide-lores.pdf">https://www-tc.pbs.org/race/images/race-guide-lores.pdf</a></li><li>• 11 Ways Race Isn’t Real, Jenée Desmond-Harris, Video: The myth of Race, Debunked in 3 minutes <a href="https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census">https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census</a></li><li>• The Smithsonian’s article <a href="#">Digital Archive of Slave Voyages</a></li><li>• The Smithsonian’s article <a href="#">Digital Archive of Slave Voyages</a> (embedded extended inquiry links)</li><li>• <a href="https://slavevoyages.org/">https://slavevoyages.org/</a></li><li>• <a href="#">Patterns in the intercolonial slave trade across the Americas before the nineteenth century</a></li><li>• Primary Sources:</li><li>• <a href="#">The Transatlantic Slave Trade   DPLA</a></li><li>• <a href="#">Race and Belonging in Colonial America: The Story of Anthony Johnson</a></li><li>• Kevin Gaines, “African” <i>Keywords for American Cultural Studies</i>, pp. 16-20</li></ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Day 1 Initiation</b> Students will review class norms and expectations for participation to ensure that perspectives are thoughtful, respectful, and in the spirit of learning as strive to better understand and engage in difficult conversations</p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Discuss with youth in your family how you honor your ancestors’ wisdom and achievement.</p>

about race. Class will be asked to Turn and Talk about why learning about race and racism is important for future classes about slavery.

Prompt for Turn and Talk: Where did the concept of race come from?  
Fist to 5 - What is your comfort level in talking about race? (1 very uncomfortable to 5 very comfortable). Have students note where they are individually and collectively, and identify what “norms” they need for themselves and as a class.

**Activity** Students will discuss the social construct of race and why understanding race is important for building our understanding of the history of slavery in America and globally. Groups will then complete What is Race? KWL Chart. Students will share the main points of discussion with the whole class.

Explore/Read/Discuss National Geographic Article: There is no Scientific Basis for Race – It’s a Made up Label. After completing Learning portion of KWL, share out in groups key understandings.

Then, students will analyze physical markers of race using a historical timeline of Race in America using photographs from primary sources. (Ensure that all students’ identities are represented in timeline.) Discuss how and why race was constructed in America and what race had to do with slavery and the study of American History. Wrap-up with PBS document 10 Things Everyone Should Know About Race.

**Closing** Review with class project template/rubric (*this will need to be developed*) for end of unit presentation.

**Assessment** Quick Write - How does race impact your life? Early American culture?

**Day 2 Initiation** Ask students to predict whom they would be most like if they were able to compare their DNA samples.

**Activity** Explore/View/Discuss PBS Documentary Race the Power of Illusion: Episode 1 The Difference Between Us (must be purchased). Teachers should be flexible and stop for reflection and discussion throughout the video.

**Closing** Anthropologist Alan Goodman says that “to understand why the idea of race is a biological myth requires a major paradigm shift.” Do you agree? Did the film present anything that shifted your thinking in a major way? If so, what? Is it difficult to make this shift? Why? (Ask students to document in journal.)

**Day 3 Initiation** Using the map of Turtle Island, ask students how it got its name? Ask if they know how Turtle Island is represented in history? And, what connections they have with the construction of race and to the typical histories that are taught in the United States?

<p><b>Activity</b> Using Tribal Nations Maps on computers in small groups, students will formulate questions they have about origins of the Americas from the perspective of Indigenous/Native Americans. Then they will listen to podcast <a href="#">The Map Of Native American Tribes You've Never Seen Before</a> to answer questions raised.</p> <p><b>Closing</b> Full group discussion of what learned and assignment of pre-reading for next days lesson.</p> <p><b>Day 4 Initiation</b> Introduce lesson on Slave voyages with a review of norms and safe space for sensitive discussions. Define and use vocabulary: Racial Trauma and Forced Migration into opening remarks.</p> <p><b>Activity</b> Explore/Read/Discuss The Smithsonian’s article <a href="#">Digital Archive of Slave Voyages</a> (embedded extended inquiry links in materials). Students will need Cornell Note-taking organizer (scaffold as needed) and computer.</p> <p>As a class, analyze the voyages of African’s to the America’s using a variety of maps. Watch the movement of 14,00 Interactive Slave voyages <a href="#">Slave Voyages</a>. Ask students about African’s and how they came to America. Have them identify their status (free/enslaved) using drawings or concept mapping. Provide students time to explore their chart using on-line resources.</p> <p>In small groups, engage students in unpacking what they know and have learned about who African’s at that time were beyond free and enslaved. Use a brainstorm map and have students list the possible identities of African people who migrated/were forced to migrate to the Americas: age, gender, vocations, family, religion, education, wealth, etc. Provide resource tools for student’s independent research on the people of the African Diaspora. Students should use research to inform culminating project.</p> <p>In small groups, students will choose an individual or topic and compile documentation from various lessons to report findings to the class in format of choice (presentation, descriptive Powerpoint, visual depiction such as poster or concept map or matrix, etc.)</p> <ol style="list-style-type: none"><li>1. Turtle Island, Indigeneous peoples</li><li>2. Goree Island</li><li>3. Juan Garrido</li><li>4. Esteban de Dorante</li><li>5. Anthony Johnson, Virgina</li><li>6. Origins of Race in global society</li><li>7. Phliss Wheatley</li><li>8. European &amp; British Slavery in the Carribean, South America</li><li>9. The Key to Increasing the Transatlantic Slave Trade</li><li>10. Student Choice approved by teacher</li></ol>	
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<p><b>Closing</b> Remind students of compelling question they are striving to answer: How does social organization, politics, religion, public works, wealth (national and individual) contribute to notions of civilization? With slavery in mind, how might they invite internal and external growth, conflict, and demise?</p> <p><b>Day 5 Summative Assessment</b> Small group presentations and peer feedback. <i>(Rubric to be developed representative of unit themes and expectations for project presentations, participation, and submission.)</i></p>	
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b></p> <p>English</p> <p>Arts</p>	<p><b>Extensions/Experiential Opportunities</b></p> <p>Choose an individual in this time period and continue your learning through research.</p>

## Unit Template for African American, Black, Latino, and Puerto Rican Course of Studies

Semester 2 – Focus on Puerto Rican/Latino History			
<b>Title of Unit</b>	Unit 1: Early Beginnings: Who are we?	<b>Timeframe</b>	Early-Mid September (2 weeks)
<b>Developed By, Date</b>	Stephen Armstrong, Nitza M. Diaz, Carlos Torre	<b>Reviewed By, Date</b>	M. LeBrun-Griffin 10/16/20
Summary of Unit			
<p><i>NOTE: At the beginning of this semester, there should be a general overview of the major themes of the first semester of the course and how the first semester of the course will connect to the upcoming semester. Students should also be asked about what they found to be most valuable in the first semester. Students should also be informed that during the first semester their instructor took a largely chronological approach to the subject matter, while this semester the approach will be more of a thematic one. Review of expectations for dialogue, safe spaces, and community of learners should occur. Students should be reminded that there will be many "difficult discussions" throughout the semester, and that it is important that student voices be heard. Before beginning with the actual subject matter of semester two, students should take part in a project in which they attempt to find what they can about their own personal and family identity. Memories, interviews with family members, family letters, photographs etc. can all be used to inform and complete an <u>I Am From Poem</u>. Sensitivity and assistance for students who may not have access to this information given family situation should be provided up front.</i></p> <p>Even before the United States became a republic, Latinos have contributed to the culture and history and life of the United States. Yet Latinos have been perceived as the "other." Despite histories of migration, labor recruitment, wars, invasion and occupations, millions of Latinos have persevered and demonstrated the beauty of their contributions. This unit will examine the early beginning and origins of what we know as Latin America.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> <li>• Explore why Latinos and Puerto Ricans identified the way they are?</li> <li>• Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican.</li> <li>• Latinos understanding of Race: "Are we all one Race?"</li> <li>• Understanding of how Latinos "show up in the color line that created a Black and White binary?"</li> <li>• Debunking the Racial Myth: Where do we come from: African Diaspora, Natives and the "Spaniards"</li> <li>• Latino culture: what is it? Is there one?</li> <li>• Latino identity: Label, Latino/a Hispanic, Latinx, Afro-Latinos, Indigenous civilization introduction</li> <li>• Where do we come from: Puerto Rican Migration?</li> <li>• Strengths and contributions of African diaspora in Latin America and Caribbean( lesson using visual images)</li> </ul> <p><b>Compelling Questions: How have Latinos and Puerto Ricans evolved their identities throughout time on both individual and collective levels? With identity in mind, how has the Black and White binary caused Latinos to otherize each other?</b></p>			
Desired Results			
<b>Relevant Content Standards</b>		<b>Related Supporting Standards</b>	

## From Connecticut Elementary and Secondary Social Studies Framework

### Dimension 2 Applying disciplinary concepts and tools

HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.

HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

## From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)

**CCSS.ELA-LITERACY.RL.9-10.6** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature Listening, Speaking from CT English Language Proficiency.

## From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)

**CELP.9-12.1. RI.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

## From Social Justice Standards from "Teaching Tolerance" Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.

## From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY from "Teaching Tolerance"

**Key Concept 1: *Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies***

Summary Objective 1: Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious.

**1.B** While people have enslaved others in many ways in different times and places, unfree labor is not always slavery. For example, chattel slavery is an intergenerational system of slavery where individuals are held as property and traded as commodities. Indentured servants are not enslaved. They sell their labor for a certain number of years to pay a debt.

**Key Concept 2: *Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.***

**SUMMARY OBJECTIVE 2: *Students will describe the nature and extent of colonial enslavement of Indigenous people.***

**2.B** All European colonies enslaved Indigenous people for profit, justifying the practice because of perceived racial and cultural inferiority. Many



		enslaved Indigenous people were forced to labor far from home, as evidenced by the mass export of women and children to Europe and the Caribbean, often called the "Reverse Middle Passage."
<b>Learning Outcomes</b>		<b>Critical Consciousness*</b>
<b>Overarching Course Learning Objectives</b>		<b>Overarching Course Essential/Guiding Questions</b>
<p><b>LO1 Understand</b> the construct of race, why, and how it was developed</p> <p><b>LO2 Investigate</b> the evolution and development of African American, Black, Latino, and Puerto Rican identities, including intersections with Indigenous and other identities</p>		<p><b>EQ1 RACIAL FORMATION</b> How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people?</p> <p><b>EQ5 SOCIETY, ECONOMY, AND CULTURE</b> How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p>
<b>Theme/Content Specific Enduring Understandings</b>		<b>Theme/Content Specific Inquiry</b>
<p><b>For this Unit of Study, students will know and be able to...</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Students will understand and be able to define race, ethnicity, and nationality as it relates to culture</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Students will analyze how the concept of "race" has been constructed for and impacted Puerto Ricans and Latinos.</li> <li>Students will analyze how geographic factors influence and have influenced settlement and migration.</li> <li>Students will evaluate the strengths and contributions of Indigenous and African populations.</li> <li>Students will analyze the history and contributions of one individual or group that from the past that advocated for political and/or social change.</li> </ul>		<p><b>For this Unit of Study, to support student self-discovery, identity development, and civic preparedness/actions, students will...</b></p> <ul style="list-style-type: none"> <li>Students will develop and reinforce research skills necessary for projects related to pre-Columbian civilizations.</li> <li>Students will develop project based/civic engagement skills necessary for projects in the local community.</li> <li>Students will develop and reinforce skills necessary for "hard conversations" on historical and contemporary social topics.</li> </ul>
<b>Learning Evidenced By</b>		
<b>Pre-Assessment/Common Misconceptions</b>	<b>Formative Assessments/Checks for Understanding</b>	<b>Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)</b>

<ul style="list-style-type: none"> <li>• Race for Latino's is Black/White binary</li> <li>• Racial development - What does society say about Puerto Ricans and Latinos in the past and the United States today?</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/oral assessments of historical understanding</li> <li>• Evaluation of student understanding/participation in discussions of race/Latino identity</li> </ul>	<ul style="list-style-type: none"> <li>• Students will analyze and propose a plan of action for a specific issue that is important in the student's local community.</li> <li>• Students will evaluate the history and contributions of an individual from a Latin American country (student choice).</li> </ul>
<b>Learning Plan/Lesson Sequence</b>		
<b>Lesson 1.0</b> Introduction/Review of Semester Themes		<b>Duration:</b> 1 Day
<b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b> <ul style="list-style-type: none"> <li>• Course Introduction and Expectations</li> <li>• Review of Semester 1</li> </ul>		<b>Materials/Resources/Speakers</b>
<b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b>  <b>Initiation</b> Review with students course purpose, expectations, and prepare for transition to thematic approach to teaching and learning building on knowledge and experiences from Semester 1.  <b>Pre-assessment</b> Have students complete a Gallery Walk using these headings: <ul style="list-style-type: none"> <li>• Who were the first people in the Caribbean and Americas?</li> <li>• Where did Latino's come from? (Places)</li> <li>• Why do Latinos and Puerto Ricans identify the way they are?</li> </ul> <b>Activity</b> Create a personal Cultural Card and share out in "Gratitude Circle"  <b>Closing</b> Affirm students identity, thank for sharing, and show excitement for the semester and continued learning.		<b>Home Links/Reflections to Affirm Identity</b> Completion of <u>I Am From</u> poem ( <i>hyperlink to template</i> )
<b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b> English		<b>Extensions/Experiential Opportunities</b> Students can be provided with a list of books, novels, non-fiction memoirs, etc. based on identity or interests expressed. Resources for this can be found ( <i>hyperlink to book sources like We Diverse Books, etc.</i> )
<b>Lesson 1.1</b> Latinos on Race while living <i>in between</i> the Black and White Binary?		<b>Duration:</b> 2 Days

<p><b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"> <li>• The Pre-Columbian civilization had no concept of race</li> <li>• Migration and European slavery began the concept of race in Europe</li> <li>• Development of racial hierarchy/mixing of races creating racial categories, conflicts</li> <li>• How racial attitudes in Latin America impact the view of Latino Americans toward race in the U.S.</li> <li>• Is Latino a Race?</li> <li>• The concept of Race in Latin America today</li> </ul>	<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"> <li>• Race: The Power of An Illusion (PBS documentary)</li> <li>• Inventing Latinos: A New Story of American Racism. Author: Laura Gomez. The New Press: New York</li> <li>• A conversation with Latinos on Race. New York Times. <a href="https://www.nytimes.com/video/opinion/100000004237305/a-conversation-with-latinos-on-race.html">https://www.nytimes.com/video/opinion/100000004237305/a-conversation-with-latinos-on-race.html</a></li> <li>• U.S. House of Representative quotes on Identity: Alejandra Ocasio</li> <li>• Is Latino Becoming a Race: Race, Migration, Latinos and the Cultural Transformation of Race by Wendy Ross</li> </ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Initiation</b> Mini lesson on history of the concept of race for Pre-Columbian civilization and for Europeans (race concept created in Europe to help justify slavery). After providing with a history of the race concept, have students think about race as it relates to Latinos (given the historical understanding that Latinos are NOT a race).</p> <p><b>Activity</b> Explore View/Discuss video <a href="#">Conversation with Latinos on Race</a>. Debrief with students on their thoughts and feelings on what is race?</p> <ul style="list-style-type: none"> <li>• Begin by asking students their preconceived notions of what race is</li> <li>• Have them come up with 4 different examples of race</li> <li>• Give students Ibram Kendi's definition of race, "Race is a power construct of collected or merged differences that lives socially." and discuss</li> <li>• Then select one or more of the following options to continue dialogue: <ul style="list-style-type: none"> <li>- Revist portion of <a href="#">Race: The Power of an Illusion</a> Episode 1 (Clip 49:24-55:30) <a href="https://mem.intervarsity.org/resources/race-power-illusion-documentary">https://mem.intervarsity.org/resources/race-power-illusion-documentary</a> and discuss as a class</li> <li>- Watch 3 min video on myths about race, debunked <a href="https://www.youtube.com/watch?v=VnfKqffCZ7U&amp;feature=emb_logo">https://www.youtube.com/watch?v=VnfKqffCZ7U&amp;feature=emb_logo</a> and discuss</li> </ul> </li> </ul> <p><b>Closing/Assessment</b> Read <a href="#">Isabel Wilkerson's excerpt from Caste on race</a> and have students answer final 2 questions on handout as Exit Slip.</p>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Discuss with family members the impact of race in their life.</p>

<b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b> English Health	<b>Extensions/Experiential Opportunities</b> How has the concept of “race” impacted the history and everyday lives today of individuals of Latin American or Puerto Rican descent?

<b>Lesson 1.2</b> Latino Culture: The Multiple and Evolving Identities of Latinos	<b>Duration:</b> 3 Days
<b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b> <ul style="list-style-type: none"> <li>• Multiple identities (i.e., Hispanic v Latino/a v Spanish)</li> <li>• Evolution of multiple identities</li> <li>• Language</li> <li>• Identity, race, and census</li> </ul> <p>The following topics can be addressed if time permits:</p> <ul style="list-style-type: none"> <li>• Latino passing-what does this mean?</li> <li>• Language and its relationship to the Latino identity</li> </ul>	<b>Materials/Resources/Speakers</b> <ul style="list-style-type: none"> <li>• Article with an example of a changing identity based on skin color for Latinos ( history of race questions on the census)</li> <li>• NPR podcast of KIND CEO bar</li> <li>• <a href="https://www.npr.org/2019/02/15/686824650/portrait-of-the-founder-and-ceo-of-kind">https://www.npr.org/2019/02/15/686824650/portrait-of-the-founder-and-ceo-of-kind</a></li> </ul>
<b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b> <p><b>Initiation</b> Begin lesson by showing pictures of actresses and ask students to privately identify them as Latina, Hispanic, and/or Spanish on a piece of paper. Review correct answers at the end and then engage students in discussion of what it means to be Hispanic, Latina, and Spanish handout.</p> <p><b>Activity</b> Students examine the differences between terms used to identify someone of Latin American descent engaging in one or more of the following activities:</p> <ul style="list-style-type: none"> <li>• View video and read article from Vox (<i>insert hyperlink</i>)</li> <li>• Complete 2020 census questions 8 and 9 and discuss</li> <li>• Ask students how many use the term Latinx when describing themselves or other students' class poll on Google Forms.</li> </ul>	<b>Home Links/Reflections to Affirm Identity</b> Have students show the “A conversation with Latinos on Race” video from the New York times to their families and ask how do we identify as a family? How are we received by other people? Are there any similarities or differences in how we identify and how other people see our family members?

<ul style="list-style-type: none"> <li>• Work on handout looking at pro/anti Latinx articles with questions. End with a class poll on Google forms again...see if anything changed.</li> <li>• Tik Tok or PSA project handout explaining the following:             <ul style="list-style-type: none"> <li>◦ Differences between Latino v Hispanic v Spanish vs. Latinx</li> <li>◦ Make a claim, should someone use the term LatinX? Why or why not?</li> </ul> </li> </ul> <p><b>Closing</b> Using a current scenario (such as COVID pandemic) engage students in Spectrum Activity (<i>need to insert directions for activity</i>) and discuss: What aspect of identity affects Latinos and Puerto Ricans the most?</p> <p><b>Assessment</b> Projects presented to the class in format of choice.</p>	
<p><b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b></p> <ul style="list-style-type: none"> <li>• Zoom or in-person discussions with influential figures that have impacted Latino culture</li> </ul>	<p><b>Extensions/Experiential Opportunities</b></p> <ul style="list-style-type: none"> <li>• Virtual field trip to Latino museum</li> <li>• Small group projects: impact of Latino and Puerto Rican culture on one aspect of life in the United States</li> <li>• Analysis of ways that Latinos are depicted in media</li> </ul>
<p><b>Lesson 1.3:</b> Where do we come from? African and Indigenous Diaspora in Latin America and in the Caribbean</p>	<p><b>Duration</b> 3 Days</p>
<p><b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b></p> <ul style="list-style-type: none"> <li>• African and Indigenous Diaspora</li> <li>• African diaspora contributions</li> <li>• Strengths and contributions of African and Indigenous diaspora in Latin America and Caribbean</li> </ul>	<p><b>Materials/Resources/Speakers</b></p> <ul style="list-style-type: none"> <li>• Tainos and their contributions</li> <li>• <a href="#">Lost History: Rediscovering the Taíno People (Short Documentary)</a></li> <li>• <a href="#">The Puerto Rican Heritage Poster Series   Centro de Estudios Puertorriqueños</a></li> <li>• <a href="#">Exploration of the African Diaspora in the Americas</a></li> <li>• <a href="#">Culture   Cool Girls Guide   ESSENCE</a></li> </ul>
<p><b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b></p> <p><b>Initiation</b> Ask students to think about the history that they have learned about Indigenous and African populations. Using the Tainos as an example, ask students to name contributions of the Tainos and the Africans that were brought to Latin America.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• As class, view and discuss video and an article of the Taino and African diaspora contributions.</li> </ul>	<p><b>Home Links/Reflections to Affirm Identity</b></p> <p>Discuss with family their familiarity with Diaspora.</p>

<ul style="list-style-type: none"> <li>• In small groups, have students research Indigenous and African Diaspora using Tulane Website and different primary sources and aggregate findings with the whole class.</li> <li>• Independently, students will analyze population numbers and demographics and report on conclusions.</li> </ul>	
<b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b> English	<b>Extensions/Experiential Opportunities</b> <ul style="list-style-type: none"> <li>• <a href="#">Afro-Mexicans: Dancing Their Way Back To Their Roots</a></li> <li>• <a href="#">Embracing Afro Latin America</a></li> </ul>
<b>Lesson 1.4</b> Geography: Puerto Rican and Latin American Migration	<b>Duration</b> 4 Days
<b>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</b> <ul style="list-style-type: none"> <li>• Basic facts of Puerto Rico (e.g. population, topography, location, etc.)</li> <li>• Puerto Rican Identity: what does it mean</li> <li>• History of Puerto Rican Migration</li> <li>• Impact of geographic and economic factors</li> <li>• How Puerto Rican Migration experience differs from other Latin American countries</li> </ul>	<b>Materials/Resources/Speakers</b> <ul style="list-style-type: none"> <li>• Map from Center for Puerto Rican Studies  <a href="https://centropr.hunter.cuny.edu/education/heritage-poster-series">https://centropr.hunter.cuny.edu/education/heritage-poster-series</a></li> <li>• <a href="https://www.loc.gov/item/prn-18-107/indigenous-inca-taino-maya-nahua-legacies-featured-in-gallery-talks-at-the-library-of-congress/2018-08-28/">https://www.loc.gov/item/prn-18-107/indigenous-inca-taino-maya-nahua-legacies-featured-in-gallery-talks-at-the-library-of-congress/2018-08-28/</a></li> <li>• Eat, Share, Food, Puerto Rico: Taino Civilization Film</li> </ul>
<b>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</b>  <b>Initiation</b> Introduce push and pull factors of migration.  <b>Activity</b> Students can work in groups 2-3 or independently to create a map with a timeline of Puerto Rican or Latin American (students can select a country from Latin America for this activity) migration based on individual or group choice. The map should include information and characteristics of people who migrated, including push and pull factors.  <b>Closing</b> Discuss with students how identity influenced the people who migrated.  <b>Assessment</b> Students present their map and timeline.	<b>Home Links/Reflections to Affirm Identity</b> Discuss with family history of how family came to America and identify how many generations ago.

<i>(Need to flesh out lessons for other big ideas/topics addressed in this unit. and determine summative assessment/project regarding how geographic factors impacted both the migrations and lives of individuals of Puerto Rican and Latino descent?)</i>	
<b>Options for Content Continuity Across History Courses and Interdisciplinary Integration</b> English Sociology	<b>Extensions/Experiential Opportunities</b> Research Puerto Rican and/or Latino/a leaders in community

## **African American, Black, Latino, and Puerto Rican Course of Studies (CT PA 19-12)**

### **\*DRAFT\* Proposed Professional Learning Plan (as of 10-20-20)**

Given scope and nature of this course, it is necessary to provide administrators and educators with not only curriculum and materials, but comprehensive professional learning opportunities to support capacity building, fidelity of implementation, and refinement of model, statewide curriculum over time. This will require a multi-faceted and multi-year approach grounded in research-based professional learning standards for adults.

Given that the current legislation is primarily focused on the development of curriculum, it will be vital to ascertain fiscal and political support, at the state and district levels, for professional learning to support two-pronged approach (content knowledge and racial consciousness). This would include pursuit of various funding sources, the endorsement of offerings by the CSDE, and teacher recognition for completion as vital components. It is proposed that SERC continue as the coordinating entity for this work, in collaboration with the CSDE, to secure balance of perspectives and guarantee continuity of implementation and delivery of course as intended.

Components of Professional Learning Plan for approximately 206 high schools across the state:

<b>Intended Audience</b>	<b>Topics to be Addressed</b>	<b>Timeframe</b>	<b>Type of PD to be Offered</b>	<b>Potential PD Providers</b>
District and School Level Administrators, Curriculum Coordinators, and School Counselors (minimum team of 4)	Overview of Course and District Guidelines <ul style="list-style-type: none"><li>- need to consider timelines (Oct-Dec) for course approvals and Program of Studies if want to offer in 2021-2022 school year</li><li>- to ensure consistency of messaging and communications, particularly regarding significance as elective course</li></ul>	Nov 2020	Multiple Information Sessions	SDE and SERC with Advisory Group representatives
	Marketing (e.g., sessions at RESC Curriculum Councils and Social Studies Conferences) <ul style="list-style-type: none"><li>- to build awareness and support teacher recruitment/ hiring, if needed</li><li>- interface with CSDE doc. regarding Diversifying Workforce</li></ul>	Dec-Feb 2021	Various	SDE and SERC with Advisory Group representatives
	Administrator Launch: Gearing Up Culture and Climate, including Family Engagement and Student Recruitment	Mar-May 2021	Multiple sessions with consideration to size of HS and DRG	SDE and SERC with Advisory Group representatives



	<ul style="list-style-type: none"> <li>- interface with CSDE doc. regarding Full and Equitable Family Engagement and Dual Capacity Framework</li> <li>- consider “Home-Links” to support continued learning and conversations at home (see model used for Second Steps Curriculum and NGSS and Health Curriculums)</li> <li>- demonstrate value of course for all students in all communities</li> </ul>			
	Feedback/Networking Session 1	Sept-Nov 2021	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Feedback/Networking Session 2	Dec-Feb 2022	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Feedback/Networking Session 3	Mar-May 2022	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Feedback/Networking Session 4	Sept-Nov 2022	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives

	Feedback/Networking Session 5	Dec-Feb 2023	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Feedback/Networking Session 6	Mar-May 2023	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
Principals, Department Heads, and Initial Implementing Teachers (minimum team of 3; plus New/Aspiring Teachers in June 2022-Aug 2023) *responsibility for turn-keying information with department	Teacher Orientation: Overview of Course, Field Study, and Multi-faceted Professional Learning (i.e., Live/Virtual Sessions, On-Line PLC/Schoology, Curriculum Resource Repository, Experiential Tours, Speakers Bureau, Coaching, Regional Networking, Inter-district Partnerships, etc.)* <ul style="list-style-type: none"> <li>- what can be built into preservice?</li> <li>- multiple organizations will need to collaborate in order for comprehensive nature of plan to come to life (RFP?)</li> <li>- supplemental offerings (not CSDE sponsored) should enhance vs. supplant educators' professional learning experience</li> </ul>	Mar-May 2021	For Cadres of Initial Implementers	SDE and SERC with Advisory Group representatives
	5-Day Summer Institute – Content and Delivery <ul style="list-style-type: none"> <li>- pedagogy (see CT SS Framework regarding Inquiry Arc and PEG Courageous Conversations), development of Critical Consciousness through project-based experiences (see Schooling for Critical Consciousness by</li> </ul>	June-Aug 2021	Summer Institute for Cadres of Initial Implementers	SDE and SERC with Advisory Group representatives in collaboration with various organizations

	<p>Scott Seider and Daren Graves and Universal Design for Learning by CAST)</p> <ul style="list-style-type: none"> <li>- maybe something that is offered for all SS Teachers in the future, particularly those teaching US History, to expand reach of exposure and create interest for further study?</li> </ul>			
	Coaching/Networking Session 1 - Content and Delivery	Sept-Nov 2021	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Coaching/Networking Session 2 - Content and Delivery	Dec-Feb 2022	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Coaching/Networking Session 3 - Content and Delivery	Mar-May 2022	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	5-Day Summer Institute – Content and Delivery (with input and presentations by current practitioners)	June-Aug 2022	Summer Institute for New Implementers	SDE and SERC with Advisory Group representatives in collaboration with various organizations
	Coaching/Networking Session 4 - Content and Delivery	Sept-Nov 2022	Multiple sessions with consideration to size of HS and DRG or held	SDE and SERC with Advisory Group representatives

			regionally in collaboration with RESCs/IHEs	
	Coaching/Networking Session 5 - Content and Delivery	Dec-Feb 2023	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	Coaching/Networking Session 6 - Content and Delivery	Mar-May 2023	Multiple sessions with consideration to size of HS and DRG or held regionally in collaboration with RESCs/IHEs	SDE and SERC with Advisory Group representatives
	3-Day Summer Institute – Evolution of Course	June-Aug 2023	Summer Institute with Select Teacher Team	SDE and SERC with Advisory Group representatives

\*each needs to be budgeted (done), built out, and calendared



# **African American, Black Latino, and Puerto Rican Course of Studies** (CT PA 19-12)

**Presentation for the SBOE Standards  
and Assessment Committee  
November 16, 2020**

# Agenda

- 9:30 Introductions/Review of Legislative Requirements
- 9:35 Review of Opportunities for Involvement and Input
- 9:45 Dialogue Regarding Draft Curriculum Materials
- 10:15 Share Recommended Infrastructure Supports
- 10:25 Share Proposed Implementation Considerations
- 10:30 Questions and Answers
- 10:50 Prepare for SBOE Meeting 12/2



# History of Legislation

- CT Public Act 19-12 passed June 2019 (vision for K-12)
- SERC written into legislation to coordinate (see Sec. 3)
- First, integrated, model, statewide curriculum (169 districts)
- Elective, full-year course at HS level (206+ high schools)
- Semester by semester focus with spiraling concepts
- Approximately 10 comprehensive, units of study
- Two-pronged, inquiry based approach
- Schools may offer in 2021-2022; Must offer in 2022-2023



# Legislative Requirements (Sec. 3)

- By January 1, 2021, the SBOE shall review and approve the course developed by SERC, if the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the statewide subject matter content standards.
- By January 15, 2021, the SBOE in consultation with SERC, shall submit a description of the course, which includes the scope and sequence and course objectives, and a report on the development and review of such course to the Education Committee.
- For the 2022-2023 and 2023-2024 school years the CSDE shall conduct an annual audit to ensure that the course is being offered by each local and regional board of education, and submit reports to the Education Committee.





# Opportunities for Involvement and Input

- **150** Member Advisory Group and **9** Committees with multiple opportunities for cyclical and critical feedback (<https://ctserc.net/ctbtn>)
- HS Curriculum Survey = **217/350** respondents were **teachers** from a variety of districts and school sizes; **62%** of total respondents indicated readiness to teach and requested comprehensive curriculum development and professional learning be provided; course artifacts were warehoused from **17** districts with African American or Latino Studies course currently in place
- Focus Group Survey = **31/96** respondents were **students** expressing the following desires for course of studies:
  - deeper study of inequalities and understanding of racism as social construct,
  - better understanding of varied backgrounds and cultures of intra-racial communities,
  - teaching of “real” history...beyond stereotypes...including state and local contexts,
  - emphasis on difference as strength not weakness, and
  - relating learning activities to pop culture.



# Continued...

**5 out of 12** Focus Groups held in-person or virtually were specifically for **students** making up **22%** (36/162) of total participants identifying the following cross-cutting themes (<https://ctserc.net/nbc30>):

- continuity challenges,
- history of racism and importance of multiple perspectives,
- teacher knowledge of history,
- safe and brave class climate, and
- culturally relevant and responsive pedagogy practiced to center student voice and interests.

Focus Group responses from remaining participants (**educators, parents, and community members**) illuminated the following priorities:

- supporting students' racial identity development,
- importance of portrayal of positive accomplishments and multiple perspectives,
- consideration of operational challenges for various school settings, and
- need for comprehensive professional learning.



# Continued...

Overarching feedback from **10** member Expert Review Panel of **historians, scholars, and administrators**:

- Huge undertaking, maximum respect, volume of rich content that will need to consider for single course, if desire to be explicit with counter narrative.
- If not taught in tandem, will need to pay attention to continuity and congruence of content across units and semesters, including cross-cultural influences.
- Focus on inventors and innovators, including women, who brought on optimism of communities despite struggles is needed.
- Materials, investigative learning activities, and teacher resources suggested to maximize relevance and engagement.
- Appreciate oral history assignments that could be strengthened with examination of intersectionality and its understanding of its fluidity.
- Teacher prep will be essential to ensure diversity of thought, bi-directional learning (student:teacher, home:school), and unity in community.



# Review of Draft Curriculum Materials

- Course Description/Program of Studies Excerpt <https://ctserc.net/draftdesc>)
- Learning Objectives and Essential Questions (<https://ctserc.net/draftlo>)
- Scope and Sequence
- Draft Units of Study (review of sample from each semester)
  - Aligned with CT Social Studies Frameworks, ELA, and CELP standards
  - Expanded UBD process used by most districts for curriculum writing
  - Developed by experts and educators of Content Development Committees
  - Reviewed by Advisory Group, Expert Review Panel, and SBOE Committee
  - Drafted/not yet available for public dissemination or use (by July 2021 per legislation)



# Recommended Infrastructure Supports

- Establishing Buy-In
  - Part of School Improvement Planning
  - Access for All/Pathways for Learning
  - Aligned with Portrait of a Graduate
  - Family and Community Partnerships
- Scheduling
  - Full-Year Course
  - Recommend as Junior or Senior Elective
  - Consider Number of Sections Needed
- Staffing
  - Social Studies Teacher
  - “Best Fit”
  - Shared Responsibility
- Budget and Materials
  - Reference List Forthcoming
- Common Experience
  - Assuring Accuracy and Integrity of Content
  - Contributing to Evolution of Curriculum
  - Synchronous and Asynchronous Options
- Class Composition
  - “Safe Space”
  - Considering Diversity of Perspectives
  - Opportunity for Inter-district Collaborations
- Climate and Culture
  - Staff Readiness (not a stand alone course)
  - Role of School Counselors



# Proposed Implementation Considerations

- Information Sessions for Course Approvals (Nov 2020)
- Orientations for School Communities (English and Spanish)
- Comprehensive Professional Learning Plan (refer to draft)
- Book Bundles for Each School (with central purchasing)
- Speakers Bureau (for PD and schools)
- Home Links (built into unit templates)
- Lesson Repository (as part of new CSDE platform)
- Inter-district Collaborations (to support inter-racial discourse)
- 2021-2022 Field Study (with Initial Implementers)



# Questions?



# Next Steps for SERC

<b>Mid-Nov</b>	Completion of Documentary/PSA for District Use
<b>Nov-Dec</b>	Review by Integration and Assessment Committee Continue Preparation for Full Document Submission
<b>Dec. 2</b>	Presentation to SBOE for approval
<b>Dec. 18</b>	Final Revision of Full Document Submitted to CSDE
<b>Dec. 30</b>	Final Report of Process Submitted to CSDE
<b>Jan on</b>	TBD





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