

Bethel Board of Education Special Meeting

Tuesday, June 21, 2022 7:00 PM

Board of Education Conference Room E, 1 School Street, PO Box 253, Bethel, CT 06801

1. Call to Order

Speaker(s): Policy
9326

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. Strategic Plan Updates - Spring 2022 and Revisions

Speaker(s): Christine Carver

4. Consent Calendar

Speaker(s): Policy
9326

4.A. Approval of Minutes

4.A.1. May 15, 2022

5. Correspondence

Speaker(s): Policy
9326

6. Public Comment

(Please note: The Board welcomes Public Comment and asks that speakers please limit their comments to 2 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education personnel and students, nor against any person connected with the Bethel Public School System.)

Speaker(s): Policy
9326

7. Administrative/Board Member Update

Speaker(s): Policy
9326

7.A. Board Chairperson Update

7.B. Administrative Update

7.B.1. 2021-2022 BOE District Data Sheet

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. World History I and World History II Curricula

8.A.2. African American/Black & Puerto Rican/Latino Course and Curriculum

8.B. Policy

Speaker(s): Policy
9310, 9311, 9313

8.B.1. Second Reading/Approval

8.B.1.a. Policy 6162.52 - Student Privacy (PPRA)

8.B.1.b. Policy 6162.51 - Student Surveys

8.B.1.c. Policy 6141.51 - Enrollment in an Advanced Course or Program and Challenging Curriculum

8.C. Resource Management & Business Operations

8.C.1. Finance

8.C.1.a. Approval to extend Sodexo contract for one year as required by the CSDE

8.C.1.b. Budget Transfers

8.C.1.c. Year-End 2021-2022 Fiscal Close

9. Action Items

9.A. Review CABA membership value

10. Recommended Executive Session

10.A. CT General Statutes 1-200(8)(9) - Pending Claim, Pending Litigation

10.B. CT General Statutes 1-210(b)(9) Negotiations

10.B.1. Non-Union Staff Salary Adjustments

10.B.2. School Nurses' Association Contract

11. Adjourn

Minutes of the Bethel Board of Education Regular Meeting held on Thursday, May 19, 2022, in Board of Education Conference Room E, Bethel, CT.

Attendance: None

Administrative Attendance: C. Carver, K. Brooks, T. Yonsky, M. Rutledge, C. Sipala, D. Burns, C. Troetti, B. Watson

M. O'Brien, Chairman, called the meeting to order at 7:00 PM.

Board Members Attendance:

Mrs. Jennifer Ackerman:	<i>Absent</i>
Mr. Scott Clayton:	Present
Kara DiBartolo:	Present
Mr. Bill Foster:	<i>Absent</i>
Mrs. Jen Larsen:	Present
Mrs. Courtney Martin:	Present
Mr. Daniel Nostin:	Present
Ms. Melanie O'Brien:	Present
Mrs. Cathy Schaefer:	<i>Absent</i>

Mrs. Jennifer Ackerman: Present, arrived 7:10 PM

1. Call to Order

1.A. Roll Call for Quorum

1.B. Pledge of Allegiance

2. Board Recognition/A Salute to Excellence

Western Connecticut Superintendent Association Student Recognition Awards - Two students from Bethel Middle School and two from Bethel High School were recognized at a ceremony on Monday, May 16th. The Western Connecticut Superintendent's Awards are given to students who exhibit a commitment to community service, demonstrate academic prowess, and provide leadership in the school community. These students' outstanding work ethic in the classroom, generosity in the community, passion for the arts, and leadership within their schools, are among the reasons they have been chosen for this prestigious honor. The Board congratulated this year's recipients.

- Bethel High School - Rachel Jay & Shamus O'Grady
- Bethel Middle School - Jae Godfrey & Kaitlyn Kehegjian

2.A. CABA Student Leadership Awards

The CABA Student Leadership Awards are given to recognize student achievement and potential. These students were picked from among their peers for exhibiting leadership qualities as defined by the criteria developed by CABA. The Board recognizes the level of achievement of these students.

The Board congratulated the following students on receiving the CABE Student Leadership Award for 2022: Bethel High School, Kareena Ohri and Mateo Shaboo; Bethel Middle School, Hanna Patten and Celine Pereira.

2.B. Gifts, Grants, & Bequests

None.

3. BOARD REPORTS - PROGRESS TOWARDS DISTRICT INITIATIVES

3.A. District Baseline Data Report

Dr. Carver informed the Board at the recent Strategic Planning meeting, that the Central Office staff put together a series of data points to describe the complexity of issues the district is facing due to increased enrollment and coming out of the pandemic. The Strategic Planning Committee will use this work to revise, if appropriate, the district's Strategic Plan. Dr. Carver presented data to describe the complexity of work we have as a school system moving forward. The district continues to see increasing student enrollment and academic and social-emotional needs coming out of the pandemic. Current research indicates that it will take 3-5 years to close gaps due to the disruption in learning. Even though Bethel was in school more consistently than other districts, we were not able to provide instruction in the same manner, had a good number of students on distance learning during the 2020-2021 school year, and had high rates of chronic absenteeism.

Dr. Carver noted that even though this recovery work is incredibly complex, they are starting to see academics trending back to pre-COVID levels.

4. Consent Calendar

4.A. Approval of Minutes

4.A.1. April 21, 2022

Move to approve the minutes of April 21, 2022. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Abstain
Mrs. Jen Larsen:	Abstain
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

4.A.2. April 25, 2022 - Special Meeting

Move to approve the minutes of April 25, 2022 - Special Meeting. Passed with a motion by Ms.

Melanie O'Brien and a second by Mrs. Courtney Martin.

Mr. Scott Clayton:	Abstain
Mr. Daniel Nostin:	Abstain
Mrs. Jennifer Ackerman:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Ms. Melanie O'Brien:	Yea

5. Correspondence

None.

6. Public Comment

- George Go, 7 Green Pasture Road, spoke about a Bethel district report card online.

7. Administrative/Board Member Update

7.A. Board Chairperson Update

Ms. O'Brien spoke to the Board about the upcoming process for the Superintendent's Evaluation and the meeting dates.

7.B. Administrative Update

Dr. Carver updated the Board on the Reading Pilot. While the district has not received official notice from the state, she does anticipate Bethel being selected to participate in the reading pilot in the Science of Reading. She provided an overview of the pilot program.

The Strategic Planning Committee is meeting again on Monday, May 23rd, to finalize any recommendation to the full board at the regular meeting in June of 2023. Dr. Carver updated the Board on the Town's Project Astro Turf, Summer's BEST, and Feasibility Study HVAC for Bethel High School. The State Department of Education reissued its report on discipline across the State of Connecticut. The report places Bethel in Tier 1 or with low suspension rates and disproportionality in discipline data. Dr. Carver noted that the report still uses data prior to the pandemic. The State of Connecticut has updated its public data portal. The website, EdSight, has some additional reports and data. It is also useful for comparative town and state-level data.

Dr. Carver had previously shared, the Bethel Public Schools received two competitive security grants from the Department of Homeland Security. The first grant was the Public School Security Infrastructure Competitive Grant Program. This grant was awarded to Bethel Middle School and Berry School. The second grant was Security Infrastructure Equipment (non-Multi-Media). Initially, the tentative award was to Bethel Middle School and Berry School. When the

district received the final award, Bethel High School was included. This will significantly increase security at our non-renovated schools. This grant is a match program. The district will use the unexpended funds account to pay for the district portion as it is an outstanding opportunity.

7.B.1. 2021-2022 BOE District Data Sheet

Dr. Carver provided the Board with the monthly 2021-2022 BOE District Data Sheet.

8. Reports to the Board

8.A. Curriculum, Assessment, & Professional Practices

8.A.1. Applied Studies Curricula- Child Development I and Graphics II

Motion to approve the Graphics II curriculum. Passed with a motion by Mrs. Jennifer Ackerman and a second by Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

Motion to approve the Graphics II curriculum. Passed with a motion by Mrs. Jennifer Ackerman and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.A.2. Science Curricula- K-2, Biology, and Chemistry

Motion to approve the K-2 science curricula, Biology curriculum, and Chemistry curriculum. Passed with a motion by Mrs. Jennifer Ackerman and a second by Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

Ms. Melanie O'Brien:	Yea
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8.B. Policy

8.B.1. First Reading

8.B.1.a. Policy 6162.52 - Student Privacy (PPRA)

Move to accept Policy 6162.52 - Student Privacy (PPRA) for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.1.b. Policy 6162.51 - Student Surveys

Move to accept Policy 6162.51 - Student Surveys for first reading/recommendation for deletion. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Jen Larsen.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.1.c. Policy 6141.51 - Enrollment in an Advanced Course or Program and Challenging Curriculum

Move to accept Policy 6164.51 Enrollment in Advanced Courses or Programs and Challenging Curriculum for a first reading. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.2. Second Reading/Approval

8.B.2.a. Policy 2130 - Job Descriptions

Move to approve Policy 2130 - Job Descriptions. Passed with a motion by Mr. Scott Clayton and a second by Mrs. Courtney Martin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.2.b. Policy & Regulation 2131 - Superintendent of Schools

Move to approve Policy and Regulation 2131 - Superintendent of Schools. Passed with a motion by Mr. Scott Clayton and a second by Kara DiBartolo.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.2.c. Policy 2141 - Recruitment and Retention of the Superintendent of Schools

Move to approve Policy 2141 Recruitment and Retention of the Superintendent of Schools. Passed with a motion by Mrs. Courtney Martin and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.B.2.d. Policy 2142 - Evaluation of the Superintendent

Move approve Policy 2142 Evaluation of the Superintendent. Passed with a motion by Mr. Scott Clayton and a second by Ms. Melanie O'Brien.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea

Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.C. Resource Management & Business Operations

8.C.1. Personnel

8.C.1.a. Teachers Being Granted Tenure

Move to accept non-tenured list. Passed with a motion by Mr. Scott Clayton and a second by Ms. Melanie O'Brien.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.C.1.b. JOB DESCRIPTION 6.17 Accounting Supervisor

Move to approve the JOB DESCRIPTION 6.17 Accounting Supervisor with edits as noted. Passed with a motion by Mrs. Courtney Martin and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea
Ms. Melanie O'Brien:	Yea

8.C.2. Finance

8.C.2.a. Tuition Rates for Non-Residents 2022-2023

The Bethel Board of Education sets the tuition rates for non-resident students attending Bethel Public Schools for the 2022/2023 school year as stated in memo. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Scott Clayton.

Mrs. Jennifer Ackerman:	Yea
Mr. Scott Clayton:	Yea
Kara DiBartolo:	Yea
Mrs. Jen Larsen:	Yea
Mrs. Courtney Martin:	Yea
Mr. Daniel Nostin:	Yea

Ms. Melanie O'Brien:	Yea
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8.C.3. Facilities

8.C.3.a. ROCKWELL/JOHNSON SCHOOL RENOVATION PROJECTS INFORMATION/UPDATE

Dr. Carver, Mrs. Yonsky, and Mr. Germinaro met with the owner's rep. the only item left is the landscaping at Johnson/Rockwell.

9. Adjourn

Move to adjourn at 8:58 PM. Passed with a motion by Ms. Melanie O'Brien and a second by Mr. Daniel Nostin.

Mrs. Jennifer Ackerman:	Yea
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Mr. Scott Clayton:	Yea
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Kara DiBartolo:	Yea
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Mrs. Jen Larsen:	Yea
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Mrs. Courtney Martin:	Yea
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Mr. Daniel Nostin:	Yea
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Ms. Melanie O'Brien:	Yea
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Respectfully submitted,
Susan Pare
Board Recorder

The Office of Governor Ned Lamont

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[Press Releases](#) [Office-of-the-Governor/News/Press-Releases](#) Governor Lamont Signs Legislation Recognizing Juneteenth as a Legal State Holiday

Press Releases



STATE OF CONNECTICUT

GOVERNOR NED LAMONT

05/27/2022

Governor Lamont Signs Legislation Recognizing Juneteenth as a Legal State Holiday

(HARTFORD, CT) – Governor Ned Lamont today announced that he has signed into law [Public Act 22-128](https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2022&bill_num=128) (https://www.cga.ct.gov/asp/cgabillstatus/cgabillstatus.asp?selBillType=Public+Act&which_year=2022&bill_num=128), which establishes a new legal state holiday on June 19 known as Juneteenth Independence Day.

Juneteenth, also known as Freedom Day or Emancipation Day, is the oldest known celebration commemorating the end of slavery in the United States. While the Emancipation Proclamation became effective on January 1, 1863, the news took time to make its way around the country. As such, it was not until June 19, 1865, when the Union army brought word of the proclamation to enslaved people in Galveston, Texas, making them among the last to be freed.

“Juneteenth marks an important day in our nation that for far too long has gone underrecognized and has not been truly appreciated to the extent that it should be as a major part of United States history,” **Governor Lamont said**. “While some elected officials in other states are working to block efforts to teach the true history of our nation, it fills me with pride that here in Connecticut we are embracing that history and working to educate everyone about how our nation was built and the significance of what this day means. We firmly believe that ignoring the reality of slavery and the impact that it has had on the United States for many, many decades after it was outlawed is an injustice and does not benefit anyone, of any race or ethnicity. Honoring and celebrating Juneteenth is a reaffirmation that a democratic society is not great because it is the perfect way to govern people, but because people have the ability to fix imperfections of government and create a stronger, fairer, and more just future.”

Governor Lamont added, “I particularly want to recognize the Black members of the Connecticut General Assembly for working to advance this bill through the legislature. I watched the debate in the House on the day this bill passed, and it was undoubtedly one of the most emotional discussions I have seen in either chamber in a very long time. Listening to my Black colleagues speak their truths on the floor of the House – particularly Representative Toni Walker, whose testimony that day was especially poignant and filled me with emotion – was a master class in why Juneteenth should be a legally recognized state holiday. I am thankful to have had the opportunity to listen to that discussion, and it fills me with immense pride to sign this bill into law.”

The effective date of the legislation as approved by the General Assembly is October 1, 2022, meaning that the first time Juneteenth Independence Day is legally recognized as a state holiday in Connecticut will be on June 19, 2023.

By law, legal state holidays are bank and credit union holidays, during which time, bank and credit union transactions are generally suspended. The decision to close public schools on Juneteenth Independence Day will be made by each local school district. By law, each local and regional board of education that remains open on a legal state holiday must hold a suitable educational program in observance of the holiday.

The legislation was approved with the near-unanimous support of lawmakers in the General Assembly, by a vote of 148 to 1 in the House of Representatives and 35 to 1 in the Senate.

Twitter: [@GovNedLamont \(https://twitter.com/GovNedLamont\)](https://twitter.com/GovNedLamont)

Facebook: [Office of Governor Ned Lamont \(https://www.facebook.com/GovNedLamont\)](https://www.facebook.com/GovNedLamont)



Board of Education, Bethel <boe@bethel.k12.ct.us>

Town of Bethel: 2022 Legislative Session Recap

1 message

Romanowicz, Alexander <Alexander.Romanowicz@cga.ct.gov>
To: "Sen. Haskell, Will" <Will.Haskell@cga.ct.gov>

Wed, Jun 1, 2022 at 4:04 PM

Dear Members of the Board of Selectmen, Finance and Education,

On behalf of Senator Haskell, please find attached a letter recapping the 2022 Legislative Session.

If you have any questions or need any further information, please do not hesitate to reach out.

Thank you,

Alex

Alexander Romanowicz

Legislative Aide - State Senator Will Haskell

Connecticut General Assembly

Legislative Office Building, Room 2200

[300 Capitol Avenue](#)

[Hartford, CT 06106-1591](#)

Phone: (860) 240-0068

 **Town of Bethel - 2022 Legislative Session Recap.pdf**
179K

SENATOR WILL HASKELL

Legislative Office Building
Room 2203
Hartford, CT 06106-1591
Toll-free 1-800-842-1420
Capitol: 860-240-0068



State of Connecticut SENATE *Twenty-sixth District*

Chair
Transportation
Vice Chair
Government Administration & Elections
Member
Energy & Technology
Environment
Higher Education & Employment
Advancement
Judiciary
Public Health

May 31, 2022

Members of the Board of Selectmen, Finance and Education,

Earlier this month, the Connecticut General Assembly concluded the 2022 legislative session. Serving the Bethel community alongside you has been an honor and privilege, and I'm grateful for the state and local partnerships that we've forged together. With the session now behind us, I wanted to provide a recap of what happened in Hartford over the last few months, highlighting a few changes that may impact Bethel and its residents. As always, please don't hesitate to be in touch if I can be of assistance.

I'm proud to report that **Connecticut's state budget adjustment will provide \$600 million in tax cuts while keeping our Rainy Day Fund filled (\$3.3 billion) and paying down our pension debt (\$3.6 billion)**. In light of high gas prices, the budget extends the gas tax holiday through December 1st, saving Connecticut drivers \$150 million at the pump. Plus, the new child tax credit will put \$125 million into the pockets of more than 600,000 families who struggle to put food on the table. The Earned Income Tax Credit was also expanded, providing \$49 million in relief for working families. Finally, income tax cuts on pension income will save retirees \$43 million annually.

Aid for Bethel

In Fiscal Year 2023, Bethel will receive \$8,690,615 in municipal aid, an increase of \$9,323 from 2022. Additionally, Bethel Public Schools will receive \$7,888,281 through the Education Cost Sharing formula, an increase of \$7,552 from 2022. In light of rising special education costs, this budget also adds over \$15 million in funding for excess cost grants that will help districts afford to meet the needs of every student.

Child Tax Credit

As mentioned above, Connecticut families are now able to apply for a new state tax rebate of up to \$250 per child (maximum of three children). Any Connecticut resident who claimed at least one dependent child under the age of 18 on their 2021 federal income tax return may be eligible.

To receive the maximum rebate of \$250 per child, families must meet the following income guidelines:

- Single or married but filing separately must earn less than \$100,000 per year.

- Heads of household must earn less than \$160,000 per year.
- Married and filing jointly must earn less than \$200,000 per year.

Safe Streets and Roads for All (SS4A) Grant Program

As the Senate Chairman of the Transportation Committee, I wanted to share some information with you about new Safe Streets and Roads for All grants that were recently announced by the U.S. Department of Transportation. This grant opportunity, made possible by President Biden's Infrastructure Investment and Jobs Act, is available directly to municipalities, Metropolitan Planning Organizations or other special districts. As you know, Connecticut has experienced a recent spike in fatalities and accidents, taking a particularly deadly toll on pedestrians and cyclists. In the last decade, the number of pedestrians struck and killed by cars has more than doubled, and 2022 is on track to be one of our deadliest years yet.

Since this funding is going directly to municipal governments, the Department of Transportation is hosting a series of webinars detailing how towns like Bethel can apply for grants. If you'd like more information about these webinars, don't hesitate to reach out to my office.

School HVAC Upgrades

We know that students cannot learn in classrooms that are not comfortable and safe. That's why this budget includes more than \$100 million to upgrade HVAC systems inside public schools. The communities I represent have seen first-hand the dangers of delaying or ignoring these important investments, and this budget tasks the Department of Administrative Services with establishing a grant program that will help defray these costs for local school boards. More specifically, a local board may receive a reimbursement grant for 20-80% of its eligible expenses, depending upon the town's net equalized grand list. Projects may be eligible for reimbursement if they began on or after March 1, 2020, and were completed before July 1, 2022 or began on or after July 1, 2022.

Clean Air Act

Air pollution in Connecticut isn't just an environmental crisis – it's a public health crisis as well. As the Senate Chairman of the Transportation Committee, I worked closely with the Senate Chair of the Environment Committee this year to write the Connecticut Clean Air Act. Since transportation is the greatest contributor to carbon emissions, we focused our efforts on electrifying school buses, deepening subsidies for electric vehicles, accelerating the deployment of electric vehicle charging infrastructure and strengthening our emissions standards for medium- and heavy-duty trucks.

There are two important components of the bill that may impact your work in Bethel:

- Connecticut will make available \$20 million to assist school districts and school bus operators in electrifying their fleet and installing charging infrastructure. This state investment will ensure that communities like ours are competitive applicants for the \$5 billion in funding made available by President Biden's administration. While electric school buses provide long-term cost savings by avoiding maintenance and gas expenses, I've heard from school administrators that the more expensive upfront cost of these buses necessitates a longer contracting period. To provide districts and operators with the flexibility that they need to amortize this cost, this legislation permits districts to enter into 10-year contracts with bus operators, so long as the contract includes at least one electric bus.

- Connecticut has some of the oldest traffic signals in the country, leading to unnecessary idling, worsened congestion and too many fender benders. While the Connecticut Department of Transportation is hard at work modernizing state-owned signals, many of the most outdated signals are owned and operated by municipalities. The Connecticut Clean Air Act authorized \$75 million to assist towns in modernizing these municipally-owned traffic signals, making them responsive to the flow of vehicles and cutting traffic. The Department of Transportation will soon develop criteria for this matching program, but don't hesitate to be in touch if you have any questions.

Car Tax Cap

This year, we finally took a step toward correcting the inequity in how Connecticut assesses property taxes on motor vehicles. Cognizant of the importance of this revenue for communities like Bethel and the injustice of high car taxes in communities with high mill rates, property taxes on cars will be capped at 32.46 mills. This represents a modest .95 decrease for Bethel taxpayers, and the town will be reimbursed for this lost revenue.

2022 Summer Enrichment Program

We know that children have been especially hit hard by this pandemic, and every child deserves an opportunity to unwind and explore the outdoors this summer. That's why we allocated \$8 million to the 2022 Summer Enrichment Program. In 2021, I saw firsthand how this program helped more than 100,000 young people have a great summer experience at camps throughout the 26th district. Camps can apply for a grant (up to \$250,000) to enroll more students, provide a greater variety of activities, and subsidize costs for families who are struggling to get by.

If you have any questions or need any additional information, please do not hesitate to reach out. I wish you all a happy and healthy summer.

Best,



Will Haskell
State Senator, 26th District



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION



Series: 2022-2023
Circular Letter: C-1

TO: Superintendents of Schools

FROM: Charlene M. Russell-Tucker, Commissioner of Education 

DATE: June 15, 2022

SUBJECT: Summary of Education-Related Legislation Enacted in the 2022 Regular Session

The Connecticut General Assembly has adjourned its 2022 Regular Session. The State Department of Education (CSDE) is hereby providing you with a summary of the public acts passed during the regular session, and signed by the Governor, that appear to be of applicability and interest to school districts.

In reviewing this summary, please keep the following in mind:

1. This document does not describe every 2022 public act affecting the operation of a school district or provide every detail of the summarized acts. This is a summary of new legislation that was being tracked by the Department. Therefore, each superintendent or designated district leader should review the actual text of any act that may affect their district.
2. If you are viewing this document electronically, clicking the title of the act in the table of contents page will bring you to that section of the document; clicking the title appearing above each summary in the body of this report will allow you to view the full language of that act.
3. The summaries are organized by bill number.
4. Following the table of contents is a summary of each enacted bill. In some cases where only portions of a public act relate to education, only those sections of the act have been included in this summary.

If you have any questions, please contact Laura J. Stefon, Chief of Staff and Legislative Liaison, at 860-713-6493 or laura.stefon@ct.gov.

2021 Public Acts Affecting Education

Public Act Number Bill Number	Public Act Title	Page
SB 1 PA 22-80	<u>An Act Concerning Childhood Mental and Physical Health Services in Schools</u>	3-6
SB 2 PA 22-81	<u>An Act Expanding Preschool and Mental and Behavioral Services for Children</u>	7-8
SB 206 PA 22-42	<u>An Act Concerning the Department of Children and Families' Recommendations for Revisions to the Statutes Concerning Children</u>	9
SB 226 PA 22-38	<u>An Act Implementing the Recommendations of the Department of Education</u>	9
SB 228 PA 22-125	<u>An Act Concerning the Pipeline for Connecticut's Future Program and the Provision of Information About the Availability of Technical Education and Career Schools and Regional Agricultural Science and Technology Education Centers</u>	10
SB 350 PA 22-128	<u>An Act Establishing Juneteenth Independence Day as a Legal Holiday</u>	10
HB 5001 PA 22-47	<u>An Act Concerning Children's Mental Health</u>	11-17
HB 5243 PA 22-87	<u>An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children</u>	17-18
HB 5372 PA 22-144	<u>An Act Concerning Periodic Behavioral Health Assessments, Police Officer Recruitment, School Resource Officers, Reporting of Violations to the Police Officer Standards and Training Council, Investigations by the Inspector General, Minimum Standards and Practices for the Administration, Management and Operation of Law Enforcement Units and the Correction Advisory Committee</u>	19
HB 5466 PA 22-116	<u>An Act Concerning Assorted Revisions and Additions to the Education Statutes</u>	19-21

[SB 1, An Act Concerning Childhood Mental and Physical Health Services in Schools](#)
(Selected sections, use link for full Public Act)

§ 3 — SURVEY ON SCHOOL SOCIAL WORKERS, PSYCHOLOGISTS, COUNSELORS, AND NURSES

The section requires the State Department of Education (CSDE), by July 1, 2023, and within available appropriations, to develop and distribute a survey to local and regional school boards to determine how many school social workers, school psychologists, school counselors, and school nurses they employ. The survey must also include information on: (1) the number of each of these four types of professionals employed by the board of education; (2) the number of each professional assigned to each school, including whether any are assigned to more than one school; (3) the geographic area covered by any such professional who provides services to more than one local or regional board of education; and (4) an annual estimate of the number of students receiving direct services from each of the four types of professionals during the five-year period before the survey is completed. Annually beginning with the 2023-24 school year, the bill requires each school district to complete the CSDE survey and submit the completed survey to the education commissioner when and how the commissioner requires. Following the receipt of a completed school district survey, the bill requires the education commissioner to annually calculate the student-to-worker ratio for each of the four types of professionals listed above for each school and each district. Annually beginning by January 1, 2024, the commissioner must submit a report on the results of the survey and the student-to-worker ratios for each of the four types of professionals included in the survey to the Education and Children’s committees.¹

§§ 4 & 5 — NEW GRANT PROGRAM FOR SCHOOL SOCIAL WORKERS, PSYCHOLOGISTS, COUNSELORS, AND NURSES

The bill requires CSDE to administer a program, for FYs 23 to 25, to provide grants for school districts to hire and retain more school social workers, school psychologists, school counselors, and nurses. The bill requires grant applications to be filed with the education commissioner when and how the commissioner decides. As part of the application, an applicant must submit a (1) grant expenditure plan and (2) copy of the completed survey required by the bill. The plan must include, at a minimum: (1) the number of additional school social workers, school psychologists, school counselors, or school nurses to be hired; (2) the number of each of the four types of professionals being retained who were previously hired with the assistance of these grant funds; and (3) whether each of the four types of professionals will conduct student assessments or provide services to students based on assessment results, and the type of those services. In determining whether to award a grant to an applicant, the bill requires the commissioner to give priority to those school districts (1) with large student-to-worker ratios for any of the four types of professionals listed above or (2) that have a high volume of students using mental health services.²

§ 6 — HUMAN SERVICES PERMIT

The bill requires CSDE to study the feasibility of creating a temporary human services permit to allow individuals who have specialized training, experience, or expertise in social work, human services,

¹ § 6 of PA 22-116 adds licensed marriage and family therapists employed by local and regional boards of education to the survey

² §§ 7 & 8 of PA 22-116 add licensed marriage and family therapists employed by local and regional boards of education to the grant program

psychology, or sociology, but do not meet the certification requirements to be a school social worker, school psychologist, or other professional under teacher certification law, to work in a public school in order to respond to a school district's emergency need. The study must include: 1. an analysis of the need for individuals with human services credentials to provide services to students in school districts, 2. an assessment of the appropriate qualifications for individuals to be issued the permit in relation to the need of school districts for staff to provide services to students, 3. a comparison of the services that would be provided by an individual who is issued a human services permit to the services provided by individuals who are certified under state law, and 4. an analysis of whether the permit is necessary based on the initial results of the grant program provided in the bill. In conducting the study, CSDE must consult with institutions of higher education, support services associations, superintendents, principals, support services staff, community providers, and families. Under the bill, CSDE must submit the report with recommendations to the Education Committee by January 1, 2024.

§§ 7-9 — OPIOID ANTAGONISTS IN SCHOOLS

School Nurse and Qualified Employee Authorization (§ 7) - The bill authorizes a school nurse, or in the absence of a school nurse, a qualified school employee, to maintain opioid antagonists to administer emergency first aid to a student who is experiencing an opioid-related drug overdose, but who does not have prior written authorization from a parent or guardian or prior order from a qualified medical professional to receive this medication. The section also requires CSDE to develop guidelines for local and regional school boards on storing and administering opioid antagonists in schools. CSDE must do this by October 1, 2022, and in consultation with the Department of Consumer Protection (DCP) and the Department of Public Health (DPH). No school nurse or qualified school employee may administer an opioid antagonist under this section unless they have completed a training program developed by the CSDE, DPH, and DCP or under an agreement entered into pursuant to C.G.S. Section 21-286 as amended.

Opioid Antagonist Distribution Agreements (§ 8) – The bill authorizes prescribers or pharmacists certified to prescribe an opioid antagonist to enter into an agreement with local or regional school boards on the distribution and administration of opioid antagonists. Existing law already allows prescribers and pharmacists to make these agreements with law enforcement agencies, emergency medical service providers, government agencies, and community health organizations. As under existing law, the bill requires the agreement to address the school boards' opioid antagonist storage, handling, labeling, recalls, and record keeping. The prescriber or pharmacist must train the people who will distribute or administer opioid antagonists under the agreement. Additionally, people who will distribute or administer opioid antagonists must be trained first.

Information on Opioid Antagonist Acquisition (§ 9) – For the school year commencing July 1, 2022, the bill requires DPH, in collaboration with CSDE, to provide information to local and regional school boards on where boards can acquire opioid antagonists. The information must include the name and contact information of any opioid antagonist manufacturers that provide the medication at no cost to school districts.

§ 12 — SCHOOL-BASED HEALTH CENTER GRANT EXPANSION PROGRAM

The bill requires Department of Public Health (DPH) to administer a school-based health center (SBHC) grant expansion program in FY 23 to provide grants to certain SBHC operators to expand the centers and services they provide. Under the bill, applicants are eligible for a program grant if they operate a SBHC for any of the (1) 36 sites recommended for expanded mental health services in the School-Based Health

Center Expansion Working Group’s final report or (2) 124 schools recommended for expanded SBHC medical and mental health services in the final report. When awarding grants, the bill requires DPH to give priority to SBHC operators that will provide services after regular school hours. Operators must apply to DPH (1) in a time and manner the department prescribes and (2) in collaboration with the local or regional school board for the district where the SBHC is located.

§ 13 — LEARNER ENGAGEMENT AND ATTENDANCE PROGRAM (LEAP)

Requires CSDE to provide, within available appropriations, assistance, and support for FY 23 to the school districts participating in the Learner Engagement and Attendance Program (LEAP).

§ 14 — MINIMUM DUTY-FREE LUNCH PERIODS FOR TEACHERS

Under existing law, all professional certified employees (e.g., teachers, administrators, school social workers, and school counselors) of a school district who work directly with children must have a guaranteed, duty-free period for lunch. The bill requires that the period be uninterrupted, and the length of the period be the greater of 30 minutes or the amount of time prescribed in the appropriate collective bargaining agreement.

§ 15 — MINORITY TEACHER CANDIDATE SCHOLARSHIP PROGRAM

The bill requires CSDE to administer a new minority teacher candidate scholarship program. It defines minority as anyone whose race is defined as other than white, or whose ethnicity is defined as Hispanic or Latino by the federal Office of Management and Budget for use by the Census Bureau.

Under the bill, the program must provide an annual scholarship to minority students who (1) graduated from a public high school in a priority school district, as defined in C.G.S. Section 10-266p, and (2) are enrolled in a teacher preparation program at any four-year higher education institution. Maximum grants cannot exceed \$20,000 per year.

By law, a priority school district is a district that receives additional state grants based on a formula that considers high populations or concentrations of students (1) on temporary family assistance and (2) performing poorly on statewide mastery exams (CGS § 10-266p). There are currently 15 priority school districts.

Under the bill, CSDE must, in consultation with the Education Committee chairpersons, develop a policy for administering the scholarships by January 1, 2023. The policy must address (1) any additional eligibility criteria, (2) scholarship payment and distribution, and (3) notifying high school students in priority school districts of the scholarship program.

§§ 16-22 — MINORITY TEACHER RECRUITMENT

The bill renames the minority teacher recruitment (MTR) task force and requires it to conduct a study of existing recruitment and retention programs. Under the bill, the newly named “Task Force to Diversify the Educator Workforce” maintains the same membership and mission as outlined in existing law. Under the bill, the new task force study must (1) review prior legislation relating to minority teacher recruitment and retention, (2) evaluate the implementation of minority teacher recruitment and retention programs, and (3) analyze their effectiveness. The bill allows the task force to consult with

CSDE, Minority Teacher Recruitment Policy Oversight Council, and Education Committee co-chairpersons while conducting the study, which it must submit along with recommendations for legislation to the Education Committee by January 1, 2023.

§ 23 — TEACHER CERTIFICATION LAW REVIEW

The bill requires CSDE to review the state’s teacher certification statutes and regulations. The review must (1) identify obsolete provisions; (2) evaluate the existing requirements’ effectiveness; and (3) analyze whether any of the laws create a barrier to entry or undue hardship for (a) teacher candidate recruitment or retention, including state reciprocity (including Puerto Rico) or (b) addressing student academic needs. The bill allows CSDE to seek input from stakeholder groups while conducting its review. CSDE must report its findings and recommendations to the Education Committee by January 1, 2023.

§ 24 — CAREER AND TECHNICAL PATHWAYS INSTRUCTOR PERMIT

The bill authorizes the State Board of Education (SBE) to issue career and technical pathways instructor permits if requested by a local or regional board of education or regional educational service center (RESA). Under the bill, these permits allow individuals who meet specified criteria to teach part-time in a specialized field (e.g., manufacturing, allied health, computer technology, engineering, or the construction trades) for the 2022-2023 and 2023-2024 school years. The statute also requires supervision of the instructor and a program to assist the instructor developed by the board of education or regional educational service center in consultation with the CSDE.

§ 25 — REMOTE LEARNING

The bill permits local or regional boards of education to authorize remote learning for students in grades kindergarten to 12 beginning with the 2024-25 school year under the conditions stated in the statute. Under current law, boards have the option to provide remote learning only for grades 9 through 12 beginning in the 2022-23 school year, in accordance with standards developed by the CSDE. The board of education must prohibit, as a part of remote learning, the provision of dual instruction, i.e., the simultaneous instruction by a teacher to students in-person in the classroom and engaged in remote learning.

§ 31 — RAISING THE SPECIAL EDUCATION AGE LIMIT

The bill requires school districts to provide special education services to qualifying students until they reach age 22, rather than 21.

§§ 32 & 33 — ASIAN AMERICAN AND PACIFIC ISLANDER STUDIES

Beginning with the 2025-26 school year, the bill (1) requires all local and regional boards of education to include Asian American and Pacific Islander (AAPI) studies in their social studies curriculum and (2) adds AAPI studies to the state’s existing required program of instruction for public schools as part of the social studies curriculum. As with other required subject matter areas under existing law, the bill requires SBE to make AAPI curriculum materials available to help boards develop their instructional programs.

[SB 2 - An Act Expanding Preschool and Mental and Behavioral Services for Children](#)
(Selected sections, use link for full Public Act)

§ 1 — DEPARTMENT OF MENTAL HEALTH AND ADDICTION SERVICES (DMHAS) MOBILE CRISIS RESPONSE SERVICES

The bill requires, for FY 23 and each year after, DMHAS to make mobile crisis response services available to the public 24 hours a day, seven days a week.

§ 3 & 4 — MENTAL HEALTH PLAN FOR STUDENT ATHLETES

Under the bill, CSDE must establish a mental health plan for student athletes in collaboration with the intramural and interscholastic athletics governing authority. The plan must be made available to local and regional boards of education to raise awareness about available mental health resources for student athletes, and all boards of education must implement it beginning in the 2023-24 school year. CSDE must also post the plan on its website and provide technical assistance to boards of education implementing the plan.

§ 5 — PIPELINE FOR CONNECTICUT'S FUTURE PROGRAM

Current law allows local or regional boards of education to set up a “Pipeline for Connecticut’s Future” program with local business to create onsite student training opportunities for course credit. The bill instead requires CSDE, in collaboration with The Department of Labor (DOL), to administer this program.

Under the bill, CSDE must help boards of education enhance existing partnerships or make new ones with childcare providers, early childhood education programs, or mental health services as well as partnerships with additional fields, such as manufacturing, computer programming, or culinary arts, and one or more local businesses, to offer a pathways program which assists students in a number of ways with respect to employment.

§ 6 — UCONN STUDY – SOCIAL MEDIA AND TELEPHONE IMPACT

The bill requires UConn’s Neag School of Education to (1) study and evaluate the impact of social media and mobile telephone usage on a student’s mental health from kindergarten through grade 12, and (2) by January 1, 2024, report its findings and any recommendations to the Children and Public Health committees. Under the bill, the study must include how it impacts the student’s educational experience and the school’s climate.

§ 8 — FAMILY CARE COORDINATORS

The bill requires, beginning in the 2022-23 school year and for each subsequent school year, each local and regional board of education to hire or designate an existing employee to serve as the district’s family care coordinator. The family care coordinator must work with school social workers, school psychologists, and school counselors under the board’s jurisdiction and serve as the school system’s liaison with mental health service providers to (1) provide students with access to mental health resources in the community and (2) bring mental health services to students in school.

§ 9 — WITHHOLDING RECESS AS A FORM OF STUDENT DISCIPLINE

Each school year, starting with the 2022-23 school year, the bill requires each local and regional board of education to adopt a policy it deems appropriate concerning the circumstances when, as a form of discipline, a school employee may prevent or otherwise restrict a student from participating in the entire time devoted to physical exercise (i.e., recess) in the regular school day.

Under the bill, the policy must allow school employees to prevent or restrict recess when:

1. a student poses a danger to the health or safety of other students or school personnel; or
2. it is limited to the shorter recess period if there are two or more recess periods in the school day, so long as the student is allowed to participate in at least 20 minutes of physical activity during the school day.

The policy may allow recess prevention or restriction only once during a school week unless the student is a danger to the health or safety of other students or school personnel. Additionally, the policy must not (1) include provisions that are unreasonably restrictive or punitive, as determined by the board, or (2) allow recess prevention or restriction if a student does not complete their work on time or for the student's academic performance.

§§ 10 & 11 — CHILDREN'S MENTAL HEALTH DAY

The bill requires the governor to proclaim May 26 of each year to be "Get Outside and Play for Children's Mental Health Day" to raise awareness about children's mental health and the positive effect that being outdoors has on children's mental health and wellness. Under the bill, suitable exercises must be held in the State Capitol and in the public schools on that day or, if that day is not a school day, on the previous school day, or on any day the local or regional school board prescribes.

The bill also requires the CSDE, starting with the 2022-2023 school year, to provide annual notice to local and regional school boards about the designated day, including any suggestions or materials for suitable exercises that may be held to observe it.

§ 24 — TASK FORCE TO STUDY CHILDREN'S NEEDS

PA 21-46 (§ 30) established a 25-member task force to study the (1) comprehensive needs of children in the state and (2) extent to which the needs are being met by educators, community members, and local and state agencies. The task force submitted its findings to the Children's Committee in December 2021 and terminated on January 1, 2022.

The bill reconvenes the task force to continue to study children's needs and tasks them with the same responsibilities as before, and additionally requires the task force to provide recommendations to meet the demand for infant and toddler care in the state by (1) increasing access to and enrollment in childcare centers, group childcare homes, and family childcare homes; and (2) identifying resources to assist childcare facilities in meeting demand.

The bill additionally requires the task force to study the feasibility of adjusting school start times to improve students' mental and physical well-being.

SB 206, An Act Concerning the Department of Children and Families' Recommendations for Revisions to the Statutes Concerning Children

This bill expands the entities to whom the Department of Children and Families (DCF) must disclose certain records without the subject's consent. With certain exceptions, existing law generally requires the department to obtain consent from the subject of a record before disclosing information created or obtained in connection with its child protection activities, activities of a child while in DCF care or custody, or the department's abuse and neglect registry. The bill creates additional exceptions for disclosures to the following entities:

1. the Office of Early Childhood (OEC) to determine a person's suitability to (a) care for children in an OEC-licensed youth camp or (b) provide childcare services to a child and to receive a childcare subsidy (i.e., Care 4 Kids);
2. any DCF-licensed child placing agency to determine a person's suitability (a) for employment or (b) to adopt and provide foster care; and
3. the Department of Administrative Services to determine whether an applicant for state employment, who would have contact with children in the course of his or her employment, is on the child abuse or neglect registry.

The bill also limits the powers and duties of the education unit DCF was required to establish pursuant to PA 21-174. The act required DCF to create and implement a plan for an educational unit within the department to educate children who are incarcerated or in a juvenile justice facility. The bill instead requires DCF to establish an administrative unit to oversee these children's education, rather than directly provide it. It makes conforming changes by, among other things, eliminating the commissioner's power to employ and dismiss teachers, or contract with local or regional boards of education or educational service providers to provide educational services to these children. As under existing law, the DCF commissioner must administer, coordinate, and control the unit's operations, and may employ and dismiss staff as needed.

SB 226, An Act Implementing the Recommendations of the Department of Education

§§ 1-3 – extends the term of validity for three levels of public school teaching certification (i.e., initial, provisional, and professional).

§§ 4-5 - establishes new reporting requirements and deadlines for CSDE and the State Education Resource Center's (SERC's) collaborative effort to create a model curriculum for grades kindergarten to eight from January 1, 2023, to January 1, 2024.

§§ 6 & 7 – Allow the Commissioner of Education to temporarily waive provisions or modify requirements in state statutes in response to changes to federal statutes or regulations pertaining to child nutrition programs.

SB 228, An Act Concerning the Pipeline for Connecticut's Future Program and the Provision of Information About the Availability of Technical Education and Career Schools and Regional Agricultural Science and Technology Education Centers

This bill requires local and regional boards of education to require that their school counselors provide information to middle and high school students and their parents on the availability of (1) vocational, technical, technological, and postsecondary education and training at technical education and career schools and (2) agricultural science and technology education at regional agricultural science and technology education centers. It also requires school boards to publish this information on their websites. Under current law, school boards must simply inform these students and parents about the availability of this education and training.

The bill also requires the CSDE, by July 1, 2023, to develop best practices that school boards may use when setting up a Pipeline for Connecticut's Future program (i.e., a pathways program), which involves boards partnering with local businesses to offer students on-site training and course credit (see CGS § 10-21k). In doing so, CSDE must collaborate with stakeholders and school boards that have successfully implemented a pathways program. Additionally, CSDE must make these best practices available to school boards upon request.

Lastly, the bill requires the CSDE Commissioner to review existing state laws and regulations related to school boards setting up pathways programs and identify any obstacles or prohibitions that may limit a board's ability to build partnerships with local businesses towards creating a successful program. Under the bill, the review may include laws governing attendance, course credit for schoolwork performed outside the classroom or in an apprenticeship setting, and educator certification. By January 1, 2023, the Commissioner must submit recommendations for legislation to the joint standing committee of the General Assembly having cognizance over matters related to education and employee advancement.

SB 350, An Act Establishing Juneteenth Independence Day as a Legal Holiday

This bill establishes a new legal state holiday on June 19 known as Juneteenth Independence Day.

The State Personnel Act mandates that each full-time permanent state employee receives paid time off for legal holidays (CGS § 5-254). To the extent it is considered a change in working conditions, an additional paid day off may have to be negotiated with public employee collective bargaining units.

By law, state holidays are also bank and credit union holidays, during which time bank and credit union transactions are generally suspended (CGS § 36a-23).

The decision to close public schools on Juneteenth Independence Day is to be made by each local school district. By law, each local and regional board of education that remains open on a state holiday must hold a suitable educational program in observance of such holiday.

[HB 5001, An Act Concerning Children's Mental Health](#)
(Selected sections, use link for full Public Act)

§ 12 — STUDENT MENTAL HEALTH SPECIALIST EMPLOYMENT SURVEY

Beginning by July 1, 2023, the bill requires the CSDE Commissioner to develop and distribute an annual survey to each local and regional board of education, within available appropriations, about their employment of student mental health specialists. Under the bill, these specialists include school social workers, school psychologists, trauma specialists, behavior technicians, board-certified behavior analysts, school counselors, licensed professional counselors, and licensed marriage and family therapists.

The bill requires the survey to include at least the following:

1. the total number of student mental health specialists for each district as a whole and for each individual school in the district;
2. a disaggregation of the total number of school social workers, school psychologists, trauma specialists, behavior technicians, board-certified behavior analysts, school counselors, licensed professional counselors, and licensed marriage and family therapists in each district and in each school in the district, and whether such individuals are assigned to multiple schools;
3. the geographic area covered by any student mental health specialist who provides services to more than one board of education;
4. an estimate of the annual number of students who have received direct services from each individual student mental health specialist during the five years prior to the survey's completion; and
5. data, if any, about school-based behavioral health services provided for a school board contractually by a private provider, including (a) types of services; (b) schools, grade levels, and number of students receiving these services; and (c) total board expenditures for these services under the contract during the previous school year.

Beginning in the 2023-24 school year, each board of education must complete the survey and submit it to the Commissioner in the time and manner the Commissioner determines. After receiving a completed survey, the Commissioner must annually calculate the student-to-school school mental health specialist ratios for the board and each school under the board's jurisdiction.

The Commissioner must annually report the survey results and ratios to the Education and Children's Committees starting by January 1, 2024.

§ 13 — GRANT FOR STUDENT MENTAL HEALTH SPECIALIST HIRING

The bill requires CSDE to administer a program to provide grants in FYs 23-25 to local and regional boards of education for hiring student mental health specialists. It allows CSDE to accept the following

funding sources to support the program’s administration: private source or state agency funds and gifts; grants; and donations, including in-kind donations.

Under the bill, boards may file grant applications with the CSDE Commissioner beginning on January 1, 2023, in a form and manner she determines. Boards applying before July 1, 2023, must submit the minimum information required by the bill for the student mental health specialist employment survey. Those boards applying on or after July 1, 2023, must submit a copy of their completed student mental health specialist employment survey (see § 12 above).

Additionally, all boards must submit a plan for grant fund spending, regardless of their application date. This plan must include at least the following information:

1. the numbers of (a) additional specialists to be hired and (b) specialists being retained who were previously hired with the assistance of these grant funds;
2. whether these specialists will be conducting student assessments or providing student services based on the assessment’s results; and
3. the type of services that the specialists will provide.

§ 14 — GRANT FOR DELIVERY OF STUDENT MENTAL HEALTH SERVICES

The bill requires CSDE to administer a program to provide grants in FYs 23-25 to boards of education, youth camps, and other summer program operators for delivery of student mental health services. It allows CSDE to accept the following funding sources to support the program’s administration: private source or state agency funds and gifts; grants; and donations, including in-kind donations.

Beginning January 1, 2023, applicants may file grant applications with the CSDE Commissioner in the time and manner she determines. Boards of education applying before July 1, 2023, must submit the minimum information required by the bill for the student mental health specialist employment survey. Those applying on or after July 1, 2023, must submit a copy of their completed student mental health specialist employment survey (see § 12 above). Additionally, all applicants must submit a plan for grant fund spending, regardless of their application date.

The bill authorizes the Commissioner to determine (1) whether to award grants to applicants and (2) the amount of a recipient’s initial grant award based on its submitted plan. It establishes the following grant amounts for the commissioner to award for the duration of the grant program: (1) for FY 23, a commissioner-determined amount; (2) for FY 24, the same amount awarded in FY 23; and (3) for FY 25, 70% of the amount awarded in FY 24.

Under the bill, grant recipients must file expenditure reports with CSDE, as the Commissioner directs. The bill limits grant recipients’ expenditures to those consistent with the grant spending plan submitted as part of their application. It also prohibits them from using grant funds on operating expenses that existed before they received these funds. Additionally, the bill requires grant recipients to refund to the department (1) any unspent grant amount at the end of the fiscal year when it was awarded and (2) any grant amount that was not spent in accordance with the plan submitted in the grant application.

The bill requires each grant recipient to work with the department to develop metrics to annually track and calculate the grant program's utilization rate, which will measure the program's success. Grant recipients must submit these metrics and the utilization rate to CSDE each year.

§§ 16 & 21 — STUDENT TRUANCY AND BEHAVIORAL HEALTH INTERVENTIONS

Existing law requires each school district to adopt and implement policies or procedures related to truant students and specifies various requirements such policies or procedures must include.

The bill adds three new requirements. First, it requires school districts to provide notice to a truant child's parent or guardian about the availability of the 2-1-1 Infoline program and other pediatric mental and behavioral health screening services and tools.

The bill also requires that, beginning July 1, 2023, an appropriate student mental health specialist (as defined in § 12) evaluate each child who is a truant to determine if more behavioral health interventions are necessary for the child's well-being.

Finally, the bill requires each school district, by September 1, 2023, to adopt and implement (1) an CSDE-developed truancy intervention model that accounts for mental and behavioral health or (2) a truancy intervention plan that meets the CSDE truancy model requirements. This is the same deadline by which CSDE must develop the model (see below).

The bill requires CSDE to (1) develop a truancy intervention model that accounts for mental and behavioral health and (2) make the model available for school districts' implementation by September 1, 2023. Existing law requires the CSDE to have an intervention model available for school districts it identifies as having a disproportionately high level of truancy (CGS § 10-198a(b)(5)).

The bill requires CSDE to collaborate with DCF to issue guidance to boards of education by September 1, 2023, on (1) best practices for behavioral health interventions and (2) when to call the 2-1-1 Infoline program or use alternative interventions.

§§ 17 & 18 — REGIONAL STUDENT TRAUMA COORDINATORS

The bill requires, for FYs 23 and 24, each regional educational service center (RESC) to hire an individual to serve as the RESC's regional trauma coordinator (i.e., "coordinator"). The bill makes each coordinator responsible for, among other duties, developing and implementing a trauma-informed care training program as required under the bill and providing technical assistance in implementing the program with the boards of education that are the RESC's member boards. Each coordinator must have significant trauma-informed experience and have completed professional training focused on trauma.

Specifically, the bill requires the RESC coordinators to jointly develop and implement the training program with a training model enabling student mental health specialists to deliver trauma-informed care training for all teachers, administrators, and other school staff and coaches when they complete the program. In developing the training program, the regional trauma coordinators may collaborate with nonprofit organizations in the state that focus on child health and development and trauma-informed care for children.

The bill requires the coordinators to offer this training at no cost to student mental health specialists or the RESC member boards of education that employ the specialists. Any student mental health specialist who has participated in the trauma-informed care program must be the one providing this training to teachers, administrators, and other school staff and coaches under the bill.

The bill requires the regional trauma coordinators to design the training so that it can be included as part of a school district's required in-service training. It permits a board of education to enter into an agreement with the RESC trauma coordinator to provide the trauma-informed care training program as part of the school district's in-service training program.

The bill requires each coordinator to (1) develop a progress report and a final report on the training program's implementation, (2) submit the progress report to the Children and Education committees by January 1, 2024, and (3) submit the final report to the same committees by January 1, 2025.

Under the bill, the progress report must cover the training program's implementation in FY 23, including an analysis of its effectiveness and results. The final report must cover the program's implementation in FYs 23 and 24 and include (1) an analysis of the program's effectiveness and results and (2) recommendations on whether it should be extended and funded for FYs 25 and 26.

§ 19 — BEHAVIOR INTERVENTION MEETINGS

Beginning in the 2022-23 school year, the bill allows any classroom teacher to request a behavior intervention meeting with the school's crisis intervention team for any student whose behavior has caused (1) a serious disruption to other students' instruction or (2) self-harm or physical harm to the teacher, another student, or staff in the teacher's classroom. By law, the school's crisis intervention team responds to incidents where physical restraint or seclusion may be necessary to prevent immediate or imminent injury to a student or others. The school principal designates the team members, consisting of a teacher, administrator, and school paraprofessional or other school employee who has direct contact with students (CGS § 10-236b(o)(2)).

The crisis intervention team must hold the meeting, and its participants must identify resources and supports to address the social, emotional, and instructional needs of the student of concern.

§ 20 — STUDENT TRAUMA ASSESSMENT ADDED TO THE STRATEGIC SCHOOL PROFILE

Existing law requires each school district superintendent to annually submit to CSDE a strategic school profile that, among other things, provides information on measures of student needs. The bill requires boards to include, as part of this category, a needs assessment that identifies resources necessary to (1) address student trauma impacting students and staff in each school and (2) adequately respond to students with mental, emotional, or behavioral health needs.

The strategic school profile includes data on student performance, school resources, special education, and other items. The law requires each superintendent to submit data for the superintendent's entire district and each school individually for the strategic school profile.

§ 28 — MIDDLE AND HIGH SCHOOL STUDENT IDENTIFICATION CARDS

The bill requires each local and regional board of education, beginning in the 2023-24 school year, to include the 9-8-8 National Suicide Prevention Lifeline number on the student identification card distributed to students in grades 6-12. If the 9-8-8 number has not been operational for more than one year before the 2023-24 school year begins, then the bill postpones the requirement that the number be included on student ID cards until a future school year immediately after the number has been operational for 366 days.

§§ 34-36 — PEER-TO-PEER MENTAL HEALTH SUPPORT PROGRAM

The bill requires DCF, in collaboration with CSDE, to create a peer-to-peer mental health support program available to (1) local or regional boards of education, (2) local and district health departments, (3) youth service bureaus, (4) municipal social service agencies, and (5) other DCF-approved youth-serving organizations. The bill requires the departments to:

1. develop a peer-to-peer mental health support program, by January 1, 2023, that provides services to help students in grades 6 through 12 with problem solving, decision making, conflict resolution, and stress management; and
2. provide training, beginning January 1, 2023, on the program's implementation and student instruction, guidance, and supervision to designated staff members and employees of the organizations described above.

In developing the program, DCF must use best practices and may use any existing peer-to-peer counseling models.

Under the bill, beginning with the 2023-2024 school year, local and regional boards of education, as well as the entities described above, may begin administering the program to participating students in grades 6-12. The superintendent for each district administering the program must select at least one "designated staff member" to complete the DCF-CSDE training (i.e., a teacher, school administrator, guidance or school counselor, psychologist, social worker, nurse, physician, or school paraeducator (1) employed by a local or regional board of education or (2) working in a public middle or high school). The other entities administering the program must select at least one employee to do so as well.

§ 38 — CHILD AND ADOLESCENT PSYCHIATRIST GRANT PROGRAM

The bill requires DPH, by January 1, 2023, to establish and administer a grant program to incentivize employers of child and adolescent psychiatrists to recruit and hire new child and adolescent psychiatrists and retain those whom they employ. It requires the DPH commissioner to establish (1) eligibility requirements; (2) priority categories, including nonhospital employers; (3) funding limitations; and (4) the application process. The DPH commissioner, in consultation with Office of Health Strategies, must distribute grant funds equitably with regard to the type and location of employers.

Starting by January 1, 2024, the DPH commissioner must annually report to the Public Health Committee on (1) the number and demographics of the employers who applied for and received incentive grants under the program, (2) the recipients' use of grant funds, and (3) any other information the commissioner considers pertinent.

§ 39 — DMHAS ADVERTISING CAMPAIGN

The bill requires DMHAS, by January 1, 2023, and in collaboration with DCF, to design, plan, and implement a multiyear, statewide advertising campaign (1) promoting the availability of all mental health, behavioral health, and substance use disorder services in the state, including the difference between 9-1-1, 9-8-8, and 2-1-1, and (2) informing residents how to obtain these services. The campaign must at least include television, radio, and online advertising.

DMHAS, by this same date and in collaboration with DCF, must also establish and regularly update a website connected with this advertising campaign that includes a comprehensive listing of in-state providers of these services.

The bill requires the DMHAS commissioner to solicit cooperation and participation from these providers in this advertising campaign, including soliciting any available funds. It allows the commissioner to hire consultants with advertising expertise to assist in implementing these provisions.

§§ 60 & 61 — YOUTH SERVICE CORPS (YSC) PROGRAM AND GRANTS

The bill establishes a YSC grant program to provide grants to municipalities with priority school districts (PSD) to establish programs that provide paid, community-based service learning and academic and workforce development programs to eligible Connecticut youth and young adults (i.e., local YSC programs). By law, a priority school districts is a district that receives additional state grants based on a formula that considers high populations or concentrations of students (1) on temporary family assistance and (2) performing poorly on statewide mastery exams (CGS § 10-266p).

Under the bill, the Department of Economic and Community Development (DECD) administers the grant program, and its commissioner must develop the application process and selection criteria by October 1, 2022. Also, applications must be submitted in a form and manner the DECD commissioner prescribes. In addition to having a PSD, to be eligible for a YSC program grant, a municipality must operate, establish, or demonstrate plans to establish a local YSC program. The bill requires the local program to conform to parameters the bill sets.

By January 1, 2023, and annually thereafter, the DECD commissioner must award grants to municipalities selected to participate in the amount of \$10,000 per participating youth or young adult plus 15% of the amount for program administration expenses. Under the bill, the municipalities may use the grants to (1) administer the local YSC program and (2) award a subgrant of no more than \$10,000 to any program participant to support or subsidize participation in program activities.

Relatedly, the bill creates a “youth service corps grant program account” as a separate, nonlapsing account within the General Fund. The account must contain any moneys that the law requires to be deposited in it. The DECD commissioner must spend account funds on the YSC program.

§ 67 — SPECIAL EDUCATION DISABILITY TERMINOLOGY

Beginning July 1, 2022, the bill requires CSDE and local and regional boards of education to use the term “emotional disability” instead of “emotional disturbance” when administering and providing special education. It specifies that the change in terminology maintains the same meaning as found in federal

law. (Neither term appears in state education statutes, but “emotional disturbance” does appear in CSDE publications.)

[HB 5243, An Act Concerning the Identification and Prevention of and Response to Adult Sexual Misconduct Against Children](#)

§§ 1-3 — CONNECTICUT SCHOOL HEALTH SURVEY

The bill requires DPH, starting with the 2022-23 school year, to biennially administer the Connecticut School Health Survey to students in grades nine through 12, if the department receives funding from the federal Centers for Disease Control and Prevention (CDC) for it. Under the bill, the survey must be (1) based on the CDC’s Youth Risk Behavior Survey and (2) administered in the high schools the CDC randomly selects.

§ 4 — MANDATED REPORTERS

The law generally imposes a legal responsibility on a specified class of individuals and entities (e.g., doctors, social workers, and school employees) to report to the appropriate authorities any reasonable suspicion or belief that a child is being abused or neglected (“mandated reporters”).

The bill expands the list of mandated reporters to include paid youth camp staff members age 21 or older. Under existing law, paid youth camp directors and paid assistant directors are already mandated reporters.

By law, failure to report suspected child abuse or neglect is a class A misdemeanor if a mandated reporter fails to report within the prescribed time period. But it is a class E felony if the (1) violation is a subsequent violation; (2) violation is willful, intentional, or due to gross negligence; or (3) mandated reporter had actual knowledge that a child was abused or neglected, or a student was the victim of sexual assault.

§ 5 — BOARD OF EDUCATION POLICIES ON REPORTING CHILD ABUSE AND NEGLECT

By law, each board of education must adopt a written policy for the mandatory reporting of suspected child abuse or neglect by school employees. (School employee has the same meaning as under § 6 above.)

Under existing law, the policy must be distributed annually to all school employees employed by the board. The bill requires that this annual distribution be done electronically.

Starting with the 2022-23 school year, the bill requires each local and regional school board to distribute a copy of the guidelines on identifying and reporting child sexual abuse developed by the Governor’s task force on justice for abused children. It must be distributed electronically to all school employees, board members, and the parents and guardians of students enrolled in the schools under the board’s jurisdiction.

Starting with the 2023-24 school year, the bill requires each board of education to distribute electronically to all school employees, board members, and the parents and guardians of enrolled students, information on DCF’s sexual abuse and assault awareness and prevention program (see § 6).

On or after July 1, 2023, each school employee must complete (1) training regarding prevention and identification of and response to child sexual abuse and assault, (2) bystander training program, and (3) appropriate interaction with children training program (see § 6). Each school employee must repeat these trainings at least once every three years.

§ 6 — STATE-WIDE SEXUAL ABUSE AND ASSAULT AWARENESS AND PREVENTION PROGRAM

By law, DCF, in collaboration with CSDE and Connecticut Alliance to End Sexual Violence, or a similar entity, must identify or develop a statewide sexual abuse and assault awareness and prevention program for use by boards of education. The bill delays the deadline for DCF to develop the program until July 1, 2023, and correspondingly delays the deadline for school boards to implement the program until the 2023-24 school year.

Under current law, the program must include instructional modules for teachers that may include:

1. training on preventing, identifying, and responding to child sexual abuse and assault and
2. resources to further student, teacher, and parental awareness about child sexual abuse and assault and their prevention.

Under the bill, starting July 1, 2023, these instructional modules (1) must be for all school employees, not only teachers, and (2) may include a bystander training program and an appropriate interaction with children training program.

Under the bill, a “school employee” is:

1. a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional, or coach (a) employed by a board of education or a private elementary, middle, or high school or (b) working in a public or private elementary, middle, or high school; or
2. anyone who, in the performance of his or her duties, has regular contact with students and provides services to or on behalf of students enrolled in a public or private elementary, middle, or high school, under a contract with the board of education or private school’s supervisory agent.

§ 7 — DCF MATERIALS TO CERTAIN ORGANIZATIONS

Starting July 1, 2023, the bill requires DCF to make available, upon request of a youth-serving organization or religious organization, any materials relating to the training regarding the (1) preventing, identifying, and responding to child sexual abuse and assault; (2) bystander training program; and (3) appropriate interaction with children training program.

[HB 5372, An Act Concerning Periodic Behavioral Health Assessments, Police Officer Recruitment, School Resource Officers, Reporting of Violations to the Police Officer Standards and Training Council, Investigations by the Inspector General, Minimum Standards and Practices for the Administration, Management and Operation of Law Enforcement Units and the Correction Advisory Committee](#)

§ 3 — SCHOOL RESOURCE OFFICER STUDY

The bill requires, within 30 days after its passage, the Board of Regents for Higher Education (BOR) to select a public higher education institution to study the role and impact of school resource officers on students with disabilities.

Under the bill, the selected institution must do the following:

1. determine the number of school resource officers employed in the state and located in each school district;
2. detail the funding mechanisms each district uses to employ these officers;
3. develop metrics for assessing the officers' efficacy, particularly in the context of interacting with students with disabilities;
4. determine the chain of command structure when students with disabilities experience crises in school, including who responds and when;
5. determine the process for entering into memoranda of understanding between school districts, boards of education, and school resource officers, and the public's accessibility to this process; and
6. explore other issues the institution deems relevant.

The bill requires the selected institution to report its findings to the Judiciary Committee by December 1, 2022.

[HB 5466, An Act Concerning Assorted Revisions and Additions to the Education Statutes](#)
(Selected sections, use link for full Public Act)

§ 1 – RECOVERY SCHOOLS

Requires the Connecticut Prevention Network to develop a report concerning recovery schools, provided the network is available and willing to develop such report. The report will include (1) an examination of how other states have implemented and integrated recovery high schools into their public school system and (2) recommendations regarding the establishment and implementation of one or more recovery high schools in the state. The network may consult with the regional behavioral health action organizations while developing the report. A report is due not later than January 1, 2024, to the Department of Mental Health and Addiction Services, the Department of Education and the Education Committee of the General Assembly. For purposes of this section, "recovery high school" means a high school designed specifically for students in recovery from substance use disorder or co-occurring disorders.

§ 2 – CLASS RANK

Current law allows any minor student’s parent or legal guardian to obtain access to educational, medical, or similar records maintained in the student’s record, so long as the information is not privileged under state law. This bill adds access to the student’s class rank. By law and unchanged by the bill, parents or guardians must submit a written request for this student information to the board of education.

§ 3 – SPECIAL EDUCATION TASK FORCE

Extends the deadline for a report from the task force to study issues relating to the provision and funding of special education in the state from January 1, 2022, to January 1, 2024.

The study will include:

1. the provision of special education and related services, including whether local and regional boards of education are providing such services directly or partnering with regional educational service centers, contracting with a private provider of special education services, as defined in section 10-91g of the general statutes, or as part of a cooperative arrangement pursuant to section 10-158a of the general statutes;
2. the cost of providing special education and related services, the total aggregate amount per school district per year and the annual percentage increase or decrease per school district of such cost;
3. the effect that the cost of special education has on a board of education's minimum budget requirement;
4. the level of state reimbursement to boards of education for special education, including the total amount for reimbursement submitted by each school district per year and the total amount received by such school district per year, and the percentage increase or decrease per year of the difference of the total amount submitted and the total amount received for each school district; and
5. the criteria and manner by which school districts are identifying students who require special education and related services, including whether school districts are overidentifying or underidentifying such students and the causes and reasons for such overidentification and underidentification.

§ 4 – PROFESSIONAL DEVELOPMENT WORKING GROUP

Requires the executive director of the Connecticut Association of Boards of Education, or the executive director's designee, to convene a working group to examine and make recommendations concerning the consolidation or elimination of unnecessary, obsolete, or redundant professional development and in-service training requirements, provided the executive director is available and willing to convene such working group.

§ 9 – PLANNING AND PLACEMENT TEAM MEETINGS

Requires that prior to any planning and placement team meeting in which a student’s educational program is developed, reviewed, or revised, if the parent, guardian, pupil or surrogate parent has requested that the school paraprofessional assigned to the child attend the meeting, then the local or regional board of education must provide:

1. adequate notice of the meeting to the paraprofessional so that the paraprofessional may adequately prepare for the meeting; and
2. training, upon the request of the paraprofessional, on the role of the paraprofessional at the meeting.

This bill also allows the paraprofessional, after the completion of the meeting, to view the educational program in order to be able to provide special education or related services to the child in accordance with the educational program.

§ 10 – SCHOOL MENTAL HEALTH SPECIALISTS GRANT & FREE APPLICATION FOR FEDERAL STUDENT AID

This bill modifies the requirements of the program administered by the CSDE for providing grants to boards of education for the purpose of hiring additional school mental health specialists, originally passed through section 13 of House Bill 5001. This new bill now requires any school counselor hired under the grant program to provide one-on-one consultations with each student in grades eleven and twelve on the completion of the Free Application for Federal Student Aid (FAFSA). If a board can provide evidence to the Commissioner of Education that the student completion rate of the FAFSA for the school district has increased by at least five per cent, the board will receive an additional grant in the amount of ten per cent of the amount of the grant received under the program for the fiscal year in which the board provided evidence of the increased FAFSA completion rate.

Social Studies Curriculum Presentation

Modern World History I & II

Bethel High School
Jessica Galbraith

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, creating a triangular shape in the bottom right of the slide.

Social Studies Vertical Steering Committee Work

2015–2019

- What does it mean for graduates of our social studies program to be college and career ready?
- What are the characteristics (from the social studies perspective) that we want all of our students to demonstrate when they graduate *Bethel Public Schools*?
- What are the indicators of a successful K-12 social studies program that will allow students to graduate with the characteristics identified above?
- What should students know? What content/skills must they possess?

Social Studies Vertical Steering Committee Work

2015–2019

Our Goal

Determine K-12 content to be taught:

- State Frameworks & Position Statement
- Characteristics of a graduate
- Indicators of a successful social studies program
- Essential concepts
- Critical content
- UbD Process
- Districtwide Transfer Goals
 - Global Competencies
 - Content Specific

BETHEL HS

**SOCIAL STUDIES
DEPARTMENT**



Website Linked Above

Grade 9

- Modern World History I
(College Prep)
(Honors)

Grade 10

- Modern World History II
(College Prep)
(Honors)
 - AP European History (10-12)
 - AP Human Geography (10-12)

Grade 11

- US History 32
- American Studies
- AP US History

Electives

- AP Psychology
- Intro. to Psychology
- College History
- Black & Latino Studies
- Comparative Religions
- Facing History & Ourselves
- Civics
(Global Issues)
(Intro to Law)

BHS Social Studies Course Sequencing

Modern World History Sequencing

Modern World History I - Grade 9

Unit 1: Absolutism,
Enlightenment, Revolutions

Unit 2: Industrial Revolution

Unit 3: Imperialism, World War I

Unit 4: Interwar Years, origins of
World War II, Holocaust

Modern World History II - Grade 10

Unit 1: Legacy of World War II, forming of United Nations

Unit 2: Start of the Cold War

Unit 3: Proxy Wars & China

Unit 4: Emerging National Identities in Asia

Unit 5: Emerging National Identities in Africa & Latin
America

Unit 6: End of the Cold War

Unit 7: Interdependence & Globalization

Unit 8: Modern Global Issues & United Nations'
Sustainable Development Goals

Grade 9 - Unit 3 - Imperialism

TRANSFER GOALS

- *Students will be able to independently use their learning to*
 - Engage in respectful discourse with others when faced with different perspectives.

LEARNING OUTCOMES

- Students will learn how imperial policies/actions change the political, social and economic relationships and quality of life of the people involved.
- Students will explore how the legacy of imperialism has had a long-lasting impact on the world.

STANDARDS

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- Analyze the causes and justification of imperialism.

KNOWLEDGE

Students will know...

- Causes and justification of imperialism
- Methods and tools used by European nations during imperialism
- Process of colonization during the Age of Imperialism

SKILLS

Students will be skilled at (be able to)...

- Select appropriate and relevant evidence when crafting an argument (GC CT1)
- Analyze primary sources that present opposing viewpoints and evaluate arguments (GC CT2)
- Craft claims from their research, supported by multiple sources (GC CT1 & 2)
- Corroborate evidence through sustained research (GC CT1 & 2)
- Write a well-argued research paper related to the legacy of Imperialism.

Grade 10 - Unit 4 - Emerging National Identities in Asia

TRANSFER GOALS

- *Students will be able to independently use their learning to...*
 - Examine a claim for meaning and analyze the source's context, audience, purpose, and perspective.
 - Respectfully engage with others in constructive and critical dialogue, and take initiative needed to accomplish a shared goal (GC C1).

LEARNING OUTCOMES

- Students will understand the factors most responsible for progress and regression in achieving a peaceful resolution to conflicts created by partition.

STANDARDS

- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

ESSENTIAL QUESTIONS

- Which factors are most responsible for complicating the process of achieving a peaceful partition?
- How have conflicts been intensified by competition over resources, religious, and ethnic differences?

SKILLS

Students will be skilled at (be able to)...

- *analyzing a source's context, audience, and purpose*
- *synthesizing information from multiple sources*
- *analyzing the strength and weakness of evidence*
- *analyzing multiple perspectives*

Recent Curricular Changes

- Ensure there is an opportunity to let more students see themselves in the curriculum (mirrors)
- Provide a more complete understanding of the history of all people (windows)

Next Steps...

- Continue to revise and make meaningful changes
- Depth vs. “coverage”
- Seamless integration of global competency skills & historical thinking skills
- Diverse perspectives
- More student voice & choice
- Engaging assessments
- More opportunities for students to engage in performance tasks that call for informed action

Bethel Public Schools **Course Proposal**



1. **Title of Course:**
Black and Latino Studies 42
2. **Department(s):**
Social Studies
3. **Submitted by:**
Jessica Galbraith
4. **Length of Course (full year, semester):**
Full Year
5. **Grade Level(s), if applicable:**
Grades 10-12
6. **Prerequisites, if any:**
None
7. **Short Course Description, suitable for Program of Studies:**
This course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino 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 the 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.

8. Statement of Need for this Course: *Give the rationale for the proposal, including its relationship to past, current, and future development in the school system.*

Students will consider the scope of African American/Black and Puerto Rican/Latino contributions to U.S. history, society, economy, and culture. In addition, this course will contribute to the critical consciousness and civic-mindedness competencies of a twenty-first century graduate, and ultimately facilitate students' interest in possibly pursuing further ethnic, anthropology, or human rights studies in the future. This course also complements our world and US history courses required of all students.

9. Course Objectives: *The purpose of the new or modified course should be stated here. What is it that the course seeks to help students achieve? What are the student outcomes expected at the end of a given time? What additional outcomes are being sought which cannot be defined in behavioral terms? What are relevant long-term course targets such as student participation rates and evaluation criteria?*

- Students will explore the accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino 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.

10. Scope and Substance of the Course:

Semester 1 – African Am./Black

- Unit 1: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)
- Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)
- Unit 3: Black Literacy, Organizations, and Liberation (1820-1865)
- Unit 4: Long, Long History for Equality (1865-1915)
- Unit 5: Black Movement for Equity (1915-1965)
- Unit 6: Protest, Politics, and Power (1965-Present)

Semester 2 – Puerto Rican/Latino

- Unit 1: Early Beginnings: Who are we?

- Unit 2: Blood and Beauty
- Unit 3: Sweat
- Unit 4: Resistance and Defiance
- Unit 5: Where are we now?

11. Class Size: *State minimum and maximum class size and pupil/teacher ratio.*

In the pilot year, 2021-2022, we had 29 students request the course and ran two sections of 14-15 each. For the 2022-2023 school year, we currently have 25 requests and plan to run one section.

12. Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff? If yes, show the number of positions involved the first year, compared to the past, and project the figure for each of the three successive years?

If interest rises, we would not be able to staff more than 2 sections of the course without changing programming or adding new staff.

Resources & Development Needs:

1. Will a writing team be necessary to prepare a curriculum guide? If so, submit a proposal for curriculum work along with this course proposal.

The state provided a full curriculum for the course, however, Mr. Collison and I completed curriculum hours last year to familiarize ourselves with the course/curriculum and to prepare for alignment to our department transfer goals and instructional priorities. This summer additional curriculum time is planned to continue that process and also create assessments, make revisions based on this year's experience, and prioritize the learning goals based on this year's experience.

2. What research has been conducted in the area addressed by this course? Summarize that research and indicate the relationships of the research to this proposed course. Indicate any trends or practices in other schools.

- Online curriculum survey (by the committee to create the course and curriculum) of Connecticut high school educators found 217/350 respondents were teachers representing a variety of districts and school sizes. A total of 62% of the respondents indicated readiness to teach the course and requested that comprehensive curriculum and professional learning be provided.
- Online survey was also conducted by this committee, with the same questions asked as in-person or virtual focus groups were held. Approximately 1/3 of survey responses were from students expressing their desire for the course to provide: a deeper study of inequalities and understanding of racism as a social construct, a better understanding of varied backgrounds and cultures of intra-racial communities, teaching of "real" history beyond stereotypes, state and local contexts, an emphasis

on difference as a strength and not a weakness, and learning activities related to pop culture.

- This course utilizes Connecticut’s Social Studies Framework themes and the inquiry-based approach already familiar to social studies teachers in order to deliver a content rich and personalized learning experience.
- The 11 units of study have been aligned with the CT Social Studies Frameworks, CT Common Core Standards for English Language Arts, CT English Language Proficiency Standards, and Universal Design for Learning principles. An expanded, yet familiar, Understanding By Design template was used with special features such as home links, extensions/experiential opportunities, and options for interdisciplinary connections, as well as synchronous and asynchronous learning options.

3. Textbook (if applicable):

N/A

4. Other Resources Recommended:

The creators of the course and curriculum recommend that each school have two sets of a recommended bundle of books for teacher and student use. The state will be providing one set of these books to each school and Dr. Brooks’ office has already purchased the other set. The cost of this “book bundle” would cost approximately \$1500. Additional open source resources will be utilized as needed.

5. Names of Staff Who May Teach the Course:

Christopher Collison

6. Training of Staff Required:

Mr. Collison participated in a monthly professional learning series with a cadre of other teachers also piloting the course this year. He and I have also participated in several other PL sessions this year geared at discussing the outcomes and challenges that have come from this initial year of teaching the course.

African American/Black and Puerto Rican/Latino Studies

State Required (CT P.A. 19-12) Elective Course Offering
Bethel High School

Course Overview

- The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/Latino 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.

- **Overview of CT P.A. 19-12**
- **Reviewing structure of course and curriculum**
- **Implementation**

“Sec. 2. (NEW) (Effective July 1, 2019) (a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act.”

Course Overview

- The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino 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.

Course Overview

- 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.

Course Outline

Semester 1 – African Am./Black

Unit 1: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)

Unit 3: Black Literacy, Organizations, and Liberation (1820-1865)

Unit 4: Long, Long History for Equality (1865-1915)

Unit 5: Black Movement for Equity (1915-1965)

Unit 6: Protest, Politics, and Power (1965-Present)

Semester 2 – Puerto Rican/Latino

Unit 1: Early Beginnings: Who are we?

Unit 2: Blood and Beauty

Unit 3: Sweat

Unit 4: Resistance and Defiance

Unit 5: Where are we now?

What the course IS and IS NOT (From CT SDE)

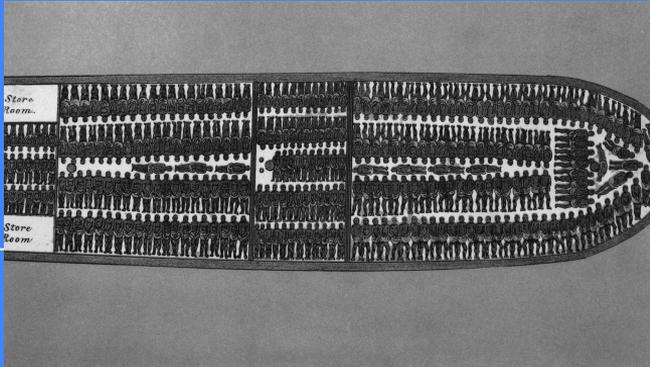
- IS a full-year, history course with 11 units of study
- IS Inquiry-based and student-centered design
- IS an opportunity to let more students see themselves in the curriculum (mirrors)
- IS a more complete understanding of American History (windows)

- IS NOT a course in Critical Race Theory
- IS NOT separate history
- IS NOT simply a collection of teaching materials
- IS NOT a panacea

An Example from the Course (*Identity Development*):

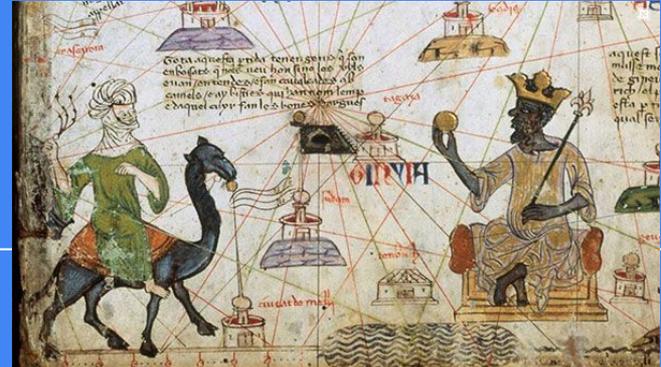
Traditional US History courses identify slavery as an **institution** that begins in Colonial America.

The first we are introduced to African American history is through the lens of enslavement and the horrors of the Middle Passage.



This course begins by telling the story of African Kingdoms and their **accomplishments** before the period of enslavement and the Middle Passage.

Highlights the history, accomplishments, and identity behind the **people** trapped in the institution of slavery.



Components of the Curriculum

- Learning Objectives
- Essential Questions
- Scope and Sequence
- Units include
 - Knowledge and Skills
 - Evidence of Learning Assessments
 - Big Ideas/Topics (Enduring Understandings)
 - Resources
 - Recommended Learning Activities

BHS Social Studies Website Link

Black & Latino Studies Curriculum Document



From the **Course Overview**: Students will examine how historical movements, legislation, and *wars* ***affected the citizenship rights of these groups***

Lessons link to **Essential Questions** that are revisited throughout the course.



Essential Question 8: Agency and Civic Engagement

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?***

Lesson	Days	Topic of Study	Evidence of Learning
4.1 Latin American Revolutions from Spain			
4.1-1	1	Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité	In this lesson, students understand how the Haitian Revolution served as the framework for other revolutions in Latin America. Students engage in a close analysis of artwork depicting the Haitian Revolution to develop a deeper awareness of the historical context and gain insight on the perspective of the artist.
4.1-2	5	Revolt, Defiance, and Resistance From Spain	In this lesson, students work collaboratively to research a Latin American revolution and create a Crash Course video to teach classmates about the researched revolution.
4.2 20th Century Latin American Revolutions			
4.2-1	4	Revolutions from Latin America	In this lesson, students analyze the suffering and pain that fueled revolutions in Latin America. Students do a case study using Guatemala as an example. Students share their answers with each other on the following question: How does Guatemalan revolution demonstrate resistance and defiance?
4.2-2	4	Puerto Rican Resistance and Defiance Throughout History	In this lesson, students engage with different historical events of Puerto Rican resistance and defiance (Grito de Lares, Gag Law, Utuado Uprising, etc.) Using Google Jamboard or any other application, students compare and contrast different Puerto Rican resistance groups and events that happened. Students use the Four Corner protocol to understand the role of the FBI during resistance events. Students end by documenting their new learnings and share with their classmates.

BHS Example with Student Work

Raising Awareness Passion Project

- EQ5 SOCIETY, ECONOMY, AND CULTURE: How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?
- EQ6 RADICAL IMAGINATIONS: What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?

BHS Example with Student Work

Raising Awareness Passion Project

Midterm Project & Success Criteria

Student Work Sample #1 - Creating Equity in Schools

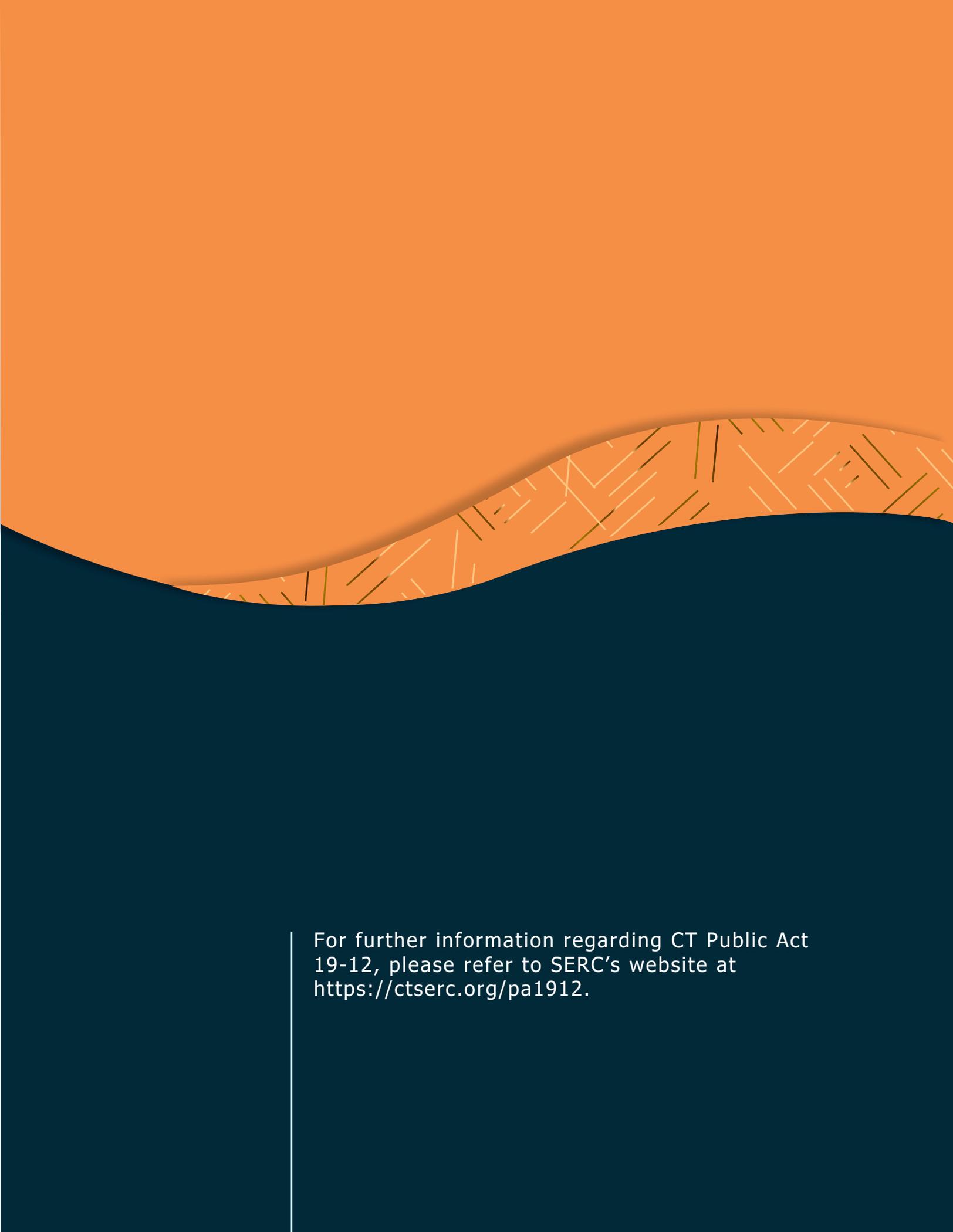
Student Work Sample #2 - Pay it No Mind Song Lyrics

Student Work Sample #3 - Rap Lyrics

Questions?

CONNECTICUT PUBLIC ACT NO. 19-12

An Act Concerning
the **Inclusion** of
Black and **Latino**
Studies in the Public
School Curriculum



For further information regarding CT Public Act 19-12, please refer to SERC's website at <https://ctserc.org/pa1912>.

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ACKNOWLEDGMENTS

SERC would like to credit and thank the Office of the Governor, the Connecticut General Assembly, and the Education Committee, especially the following legislators for their leadership:

Senator Douglas McCrory of the 2nd District, Education Committee Co-Chair
Representative Bobby Sanchez of the 25th District, Education Committee Co-Chair
Representative Bobby Gibson of the 15th District

SERC would also like to acknowledge the Connecticut State Board of Education and our collaborating partners at the Connecticut State Department of Education for their support:

Dr. Miguel A. Cardona, Former Commissioner of Education, Current U.S. Secretary of Education
Charlene M. Russell-Tucker, Acting Commissioner of Education
Desi D. Nesmith, Deputy Commissioner of Education for Academics and Innovation
Irene E. Parisi, Chief Academic Officer
Dr. Gladys Labas, Director of Equity and Language, Project Manager
Dr. Melissa K. Wlodarczyk Hickey, Director of Reading and Literacy
Stephen Armstrong, Social Studies Consultant, K-12

SERC recognizes the SERC Board of Directors and all members of the SERC Staff for their commitment and continued advocacy, including the following members who lead this endeavor:

Ingrid M. Canady, Executive Director
Nitza M. Diaz, Consultant
Wanda Guzman, Project Specialist
Paquita Jarman-Smith, Consultant
Michelle LeBrun-Griffin, Consultant

Without the voice and agency of students, families, educators, advocates, and historians, this curriculum would not be possible.

SERC would like to distinguish the concerted effort of the Advisory Group and Expert Review Panel (see Appendix for full membership lists) who volunteered their time, expertise, and knowledge to ensure the historical accuracy, comprehensive alignment, and transformative nature of this course of studies.

“What we need is not a history of selected races or nations, but the history of the world void of national bias, race hate, and religious prejudice.” — Carter G. Woodson

As Connecticut embarks on its first model statewide African American/Black and Puerto Rican/Latino Course of Studies, we acknowledge the commitment, passion, dedication, and unwavering hard work that went into making this a possibility. Thank you to the students, legislators, historians, community members, teachers, and social justice activists who shared in bringing CT PA 19-12 to fruition as well as contributed to the development of the curriculum.

This course represents American history that is inclusive, rather than absent of Black and Latino history. Certainly our forefathers, including the great Carter G. Woodson and Pedro Albizu Campos, are joyfully exclaiming about this opportunity to lead future generations through this integral learning experience for all students.

In this one-year, integrated course, the history of Africa and the Diasporas are explored with intentional linkages to the accomplishments, struggles, and beauty of Black and Latino people in the U.S., Americas (North and South), the Caribbean, and around the world. Through the lens of these very unique histories, students, with the guided support of their educators, will have opportunities to make connections to their own cultural and racial backgrounds and strengthen their understanding of what positive identity can look and sound like, the importance of inclusivity of diverse perspectives, and value for social justice to inform actions in their own community.

As a new chapter of historical learning is set forward, Connecticut high school students of all races, ethnicities, and identities will be welcomed by educators ready to discover, explore, and experience how these histories have contributed to the U.S. and global citizenry. The units within this course will assist teachers to tell the stories that have often been omitted and personify the realities of determination, struggle, liberation, joy, and hope. Using the tools and resources in this curriculum, knowledgeable, talented, innovative, and dedicated teachers will guide students in this new area of learning. We look to them to inspire within each student a desire to reimagine the present and future, based on lessons learned from the past—and provide opportunities for students to grow and develop their own ideas to ensure we continue to strive for justice, equity, and unity of all people.

¡Las puertas históricas del futuro están abiertas, entremos juntos!

In high regard for where this course can lead us,



Ingrid M. Canady
Executive Director, SERC

INTRODUCTION

In June 2019, CT PA 19-12 was passed to develop an African American/Black and Puerto Rican/Latino Course of Studies at the high school level. Legislation identified the State Education Resource Center (SERC) as the coordinating entity to develop the curriculum as the first, integrated and model statewide curriculum of its kind. In collaboration with partners from the CT State Department of Education (CSDE), work swiftly began with the design of a comprehensive work plan and website, and the convening of a 150-member Advisory Group (see Appendix for full listing) representative of educators, students and advocates, historians, scholars, and community members by November 2019.

The Advisory Group organized into nine committees to complete various tasks as outlined below, and met as a full group intermittently through November 2020 to provide feedback and monitor progress.

1. Research and Evaluation Committee – This committee conducted an online curriculum survey of Connecticut high school educators and found 217/350 respondents were teachers representing a variety of districts and school sizes. A total of 62% of the respondents indicated readiness to teach the course and requested that comprehensive curriculum and professional learning be provided. Curriculum artifacts were warehoused from 17 districts and eight states with an African American or a Latino Studies course currently in place, and used to inform curriculum development.
2. Focus Group Committee – An online survey was also conducted by this committee, with the same questions asked as in-person or virtual focus groups were held. Approximately 1/3 of survey responses were from students expressing their desire for the course to provide: a deeper study of inequalities and understanding of racism as a social construct, a better understanding of varied backgrounds and cultures of intra-racial communities, teaching of “real” history beyond stereotypes, state and local contexts, an emphasis on difference as a strength and not a weakness, and learning activities related to pop culture. A total of 12 focus groups were held, five exclusively for high school students illuminating the following priorities: teacher knowledge of history, safe and brave class climate, culturally relevant and responsive pedagogy practiced to center student voice and interests, focus on supporting students’ racial identity development, importance of the portrayal of positive accomplishments and multiple perspectives, consideration of operational challenges for various school settings, and the need for comprehensive professional learning.
3. Course Syllabus Committee – The important work of this committee was to outline the overarching learning objectives and essential questions to serve as a framework for the course. As an integrated curriculum, legislators aided in the decision for a semester-by-semester focus with spiraling concepts across semesters to assist teachers in engaging students’ in-depth knowledge building and self-discovery.
4. Infrastructure Support Committee – This committee focused on guidance for successful implementation of this elective, full-year course and supported the development of information provided to districts and agencies in the Fall/Winter of 2020. Focus areas included:
 - the importance of strategic planning to create K-12 pathways for learning aligned with a portrait of vision for a graduate and family/community partnerships;
 - considering readiness for 2021-2022 or 2022-2023 implementation and planning for a number of sections, and staffing needed accordingly;
 - as a History course, being taught by a certified high school social studies teacher; however, collaborative teaching arrangements with World Language, English, and Arts teachers is strongly encouraged;
 - class composition to ensure diversity of perspectives and seeking opportunities for inter-district collaborations when this is not feasible;
 - recognition of joint responsibility of the entire school, district, and community for success of the course.

- 5 & 6. African American/Black and Puerto Rican/Latino Content Development Committees – These committees were the heart of curriculum development efforts and involved educators and scholars responsible for not only the robust content development, but also the plethora of resources and learning activities provided to support teachers with the accuracy and integrity of delivery across schools and districts statewide.

The 11 units of study have been aligned with the CT Social Studies Frameworks, CT Common Core Standards for English Language Arts, CT English Language Proficiency Standards, and Universal Design for Learning principles. An expanded, yet familiar, Understanding By Design template was used with special features such as home links, extensions/experiential opportunities, and options for interdisciplinary connections, as well as synchronous and asynchronous learning options.

7. Professional Learning Committee – Given a model statewide curriculum, professional development is a key attribute to the success of the course. This committee outlined a comprehensive professional learning plan for initial implementers (approximately 50 schools) during the 2021-2022 school year and for remaining schools in 2022-2023. The plan includes a week-long summer institute and two-day quarterly trainings, as well as virtual coaching and networking opportunities for educators and administrators.
8. Publications and Dissemination Committee – In order to support the ongoing development and evolution of the curriculum, it was necessary for this committee to not only determine how the curriculum document would be shared, but how updated materials and resources would be readily accessible. It is anticipated that the CSDE will have an electronic platform for warehousing the curriculum that will include a lesson repository and a process for review and feedback.
9. Integration and Assessment Committee – This committee was responsible for the review of the curriculum in its entirety for alignment of standards, content, and assessments as well as coherence across units and semesters. The work of this committee led to refinement of lessons to ensure they are implementation-ready.

In August 2020, an Expert Review Panel (see Appendix for full listing) of national and state-level experts and researchers was convened to review course deliverables as they were being developed, and provide critical feedback and relevant resources. Panel members endorsed:

- the volume of rich content for the single course and a desire to be explicit and accurate with new learning,
- the importance of continuity and congruence of content across semesters, including cross-cultural influences,
- value for focus on inventors and innovators, including women, who brought optimism despite struggles,
- appreciation for materials, investigative learning activities, and teacher resources to maximize relevance and engagement,
- strength of oral history assignments in examining intersectionality of identity and understanding its fluidity, and
- the need for teacher prep to ensure diversity of thought, bi-directional learning (student:teacher, home:school), and unity in community.

The State Board of Education approved the curriculum in December 2020, and the SERC and CSDE Team worked steadily to make final revisions through June 2021.

Anticipated next steps in preparation for statewide implementation in 2022-2023 include: a field study to garner additional feedback from teachers and students, opportunities to engage families and communities in new learning, and the development of a Speakers Bureau to bring African American/Black and Puerto Rican/Latino lived experiences to the classroom.

COURSE OVERVIEW

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/Latino 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 and Puerto Rican/Latino 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 PROGRAM OF STUDIES

SCED Course Code: 04901

Title: African American/Black and Puerto Rican/Latino Studies

Recommended Prerequisites: US History and Modern World History

Humanities Elective Grades: 11-12

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 and Puerto Rican/Latino 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.

COURSE FRAMEWORK

LEARNING OBJECTIVES (LO)	ESSENTIAL QUESTIONS (EQ)
<p>LO1 UNDERSTAND the construct of race and why and how it was developed.</p>	<p>EQ1 RACIAL FORMATIONS How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people?</p>
<p>LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p>	<p>EQ2 DIASPORAS 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?</p>
<p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p>	<p>EQ3 POWER What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?</p>
<p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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?</p>
<p>LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.</p>	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?</p>
<p>LO6 REIMAGINE 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>EQ6 RADICAL IMAGINATIONS 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>LO7 EXPLORE local and regional African American/Black and Puerto Rican/Latino communities and compare/contrast them with national histories.</p>	<p>EQ7 SPACE AND PLACE 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>LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p>LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.</p> <p>LO10 USE the inquiry cycle to take informed action.</p>	<p>EQ8 AGENCY AND CIVIC ENGAGEMENT 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>

SCOPE AND SEQUENCE

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/ 12 days)	Unit 1 Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)	Dimension 2 Applying disciplinary concepts and tools HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context 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 context. HIST 9–12.6 Analyze the ways 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. GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on	LO1 UNDERSTAND the construct of race and why and how it was developed. LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.	EQ1 RACIAL FORMATIONS How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? EQ3 POWER What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? EQ4 FREEDOM, JUSTICE, RESISTANCE How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history	1.0 Course Introduction	2 days
					1.1 African Origins	2 days
					1.2 African Empires to the Demise of Songhai	2 days
					1.3 The Moors	1 day
					1.4 The Social Construction of Race and the Transatlantic Slave Trade	5 days

		global trade, politics, and human migration.		and today, and in what ways have their struggles been in solidarity with various other groups? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?		
Mid-Late September (1.5 weeks/ 8 days)	Unit 2 How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619 to 1819)	Dimension 2 Applying disciplinary concepts and tools HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader 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 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	LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power. LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican and Latino(a), histories. LO5 ARTICULATE the integral role African	EQ2 DIASPORAS 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? EQ4 FREEDOM, JUSTICE, RESISTANCE How have African American, Black, Puerto Rican, and Latino(a) people fought for freedom and justice	2.1 Slavery and Freedom in Their Own Words 2.2 Agency and Resistance: Fort Mose and Haiti 2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data	2 days 2 days 4 days

		<p>migration patterns and the distribution of human population. CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. LO6 REIMAGINE 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>throughout history and today, and in what ways have their struggles been in solidarity with various other groups? EQ7 SPACE AND PLACE 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>October (3 weeks/ 15 days)</p>	<p>Unit 3 Black Literacy, Organizations, and Liberation (1820-1865)</p>	<p>Dimension 2 Applying disciplinary concepts and tools HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past</p>	<p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. LO6 REIMAGINE 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. LO8 EXAMINE examples</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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?</p>	<p>3.1 The Age of Abolition: The Gradualist Period (1800 to 1830) 3.2 The Militant Period (1830 to 1840) 3.3 The Early & Late Political Periods (1840 to 1860)</p>	<p>5 days 3 days 3 days 4 days</p>

			of African American, Puerto Rican and Latino action in addressing issues impacting their communities.	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS 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>	3.4 The Road to Freedom (1861-65)	
Late October-Mid November (3 weeks/ 14 days)	Unit 4 Long, Long History for Equality (1865-1915)	<p>Dimension 2 Applying disciplinary concepts and tools</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>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>Dimension 3 Evaluating sources and using evidence</p>	<p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p>LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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</p>	<p>4.1 The African American Experience During the Reconstruction Era (1865-1877)</p> <p>4.2 The African American Experience in the Years Following Reconstruction (1877-1898)</p>	<p>2 days</p> <p>3 days</p>

		<p>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>impacting their communities.</p>	<p>various other groups? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? EQ8 AGENCY AND CIVIC ENGAGEMENT 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>4.3 The Struggle Against Jim Crow 4.4 The Education and Entrepreneurship of Blacks</p>	<p>3 days 6 days</p>
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<p>Mid November-Mid December (3 weeks/ 16 days)</p>	<p>Unit 5 Black Movement for Equality (1915-1965)</p>	<p>Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women). HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past. 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 citizens and institutions in solving social and political problems. Dimension 4 Communicating concluding and taking informed action 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>L04 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. LO6 REIMAGINE 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. LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture? EQ6 RADICAL IMAGINATIONS 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>5.1 Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope 5.2 The Power of Black Art: The Empowerment of Black People Through the Arts 5.3 Remnants of the Jim Crow South 5.4 Resistance and Revolution Through Organized Efforts 5.5 World War II - Tuskegee Airmen 5.6 How the Women Organized and Agitated 5.8 How the Youth</p>	<p>4 days 3 days 2 days 2 days 1 day 2 days 2 days</p>
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				EQ8 AGENCY AND CIVIC ENGAGEMENT How can young people take informed action to address pressing issues in their own communities?	Organized and Agitated	
Mid-December to Mid-January (3 weeks 15 days)	Unit 6 Protest, Politics, and Power (1965-Present)	Dimension 2 Applying disciplinary concepts and tools 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. Dimension 4 Communicating concluding and taking informed action INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics 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. CIV 9–12.5 Analyze how societies institute change in ways that	LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power. LO6 REIMAGINE 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. LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.	EQ3 POWER What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? EQ4 FREEDOM, JUSTICE, RESISTANCE 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?	6.1 Black Power (1965-1975) 6.2 Black Politics 6.3 Black Cultural Production 6.4 Systemic Racism: 1965-Present 6.5 Black Lives Matter Movement	5 days 1 day 3 days 3 days 3 days

		<p>both promote and hinder the common good and that protect and violate citizens' rights.</p>	<p>LO10 USE the inquiry cycle to take informed action.</p>	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? EQ8 AGENCY AND CIVIC ENGAGEMENT 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</p>		
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				can young people take informed action to address pressing issues in their own communities?		
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Semester 2: Focus on Puerto Rican/Latino History

Timeframe	Unit	Content Standards	Course Learning Objectives	Essential Questions	Lessons	Days
Late January-Mid February (2.5 weeks/ 13 days)	Unit 1 Early Beginnings: Who Are We?	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	LO1 UNDERSTAND the construct of race and why and how it was developed. LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.	EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture?	1.0 Introduction/ Review of Semester Themes	2 days
					1.1 Latinos on Race while living <i>in between</i> the Black and White Binary	2 days
					1.2 Latino Culture: The Multiple and Evolving Identities of Latinos	3 days
					1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America	3 days
					1.4 Geography: Puerto Rican and Latin American Migration	3 days

		<p>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>African American, Black, Puerto Rican, and Latino(a) histories.</p>	<p>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? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? EQ7 SPACE AND PLACE 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>2.3 Bartolomé de Las Casas 1 day</p> <p>2.4 Treatment of Indigenous by the Spaniards 1 day</p> <p>2.5 Anti-Latino Massacre Timeline 2 days</p> <p>2.6 Scientific Experiments: Puerto Rico and Guatemala 5 days</p> <p>2.7 Language Suppression in Puerto Rico, Latin America, and the U.S. 2 days</p>	
<p>Late March-Late April (4 weeks/22 days)</p>	<p>Unit 3 Sweat</p>	<p>Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape</p>	<p>LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities. LO3 ANALYZE how race, power, privilege influence</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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?</p>	<p>3.1 Emergence of Latin American Nations</p> <p>3.1-1 The arrival of the “Conquistadores” (transition to identity) and the</p>	<p>3 days</p>

		<p>people’s perspectives (e.g., immigration, labor, the role of women). CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	<p>group access to citizenship, civil rights, and economic power. LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities. LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility. LO10 USE the inquiry cycle to take informed action. LO11 INVESTIGATE which elements of the Latino culture have influenced your daily life.</p>	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican, and Latino(a) people shaped American society, economy, and culture? EQ6 RADICAL IMAGINATIONS What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures? EQ7 SPACE AND PLACE 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>Legacy of Colonialism (1400s) 3.1-2 Bringing the New Labor Force 3.1-3 Race in Latin America: Caste or Social Hierarchy? 3.1-3 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution 3.2 Political Economy of Latin America 3-2.1: The Uneasy Neighbors: U.S. and Latin America Relations 3.3 Puerto Rican Sweat: Legacy of U.S. Colonialism 3.3-1 Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important?</p>	<p>2 days 2 days 2 days 2 days 2 days 1 day</p>
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					<p>3.3-2 U.S. Occupation of the Island 2 days</p> <p>3.3-3 All of these Acts: Jones Act, the Foraker Act: Who Benefits? 2 days</p> <p>3.3-4 The Paradox of Puerto Rico: Nation? Estado Libre Asociado(Associated Free State)? Colony? And Its Relationship to the Island’s Social and Economic Policies 2 days</p> <p>3.3-5 Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake 4 days</p>	
May-Early June (4.5 weeks/ 23 days)	Unit 4 Resistance and Defiance	Dimension 2 Applying disciplinary concepts and tools HIST 9-12.5 Analyze how historical contexts shaped and	LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories. LO5 ARTICULATE the integral role African American Black, Puerto	EQ3 POWER What do African American, Black, Puerto Rican, and Latino(a) histories reveal about the United States, its foundation, and how power is structured today? EQ6 RADICAL IMAGINATIONS What do African American, Black, Puerto	4.1 Latin American Revolutions from Spain 4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité,	1 day

					<p>4.4-1 The History of Latino Civil Rights Movement</p> <p>4.4-2 The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S.</p> <p>4.4-3 Protest and Resistance in Puerto Rican and other Latinos in the Arts and in Music</p>	<p>2 days</p> <p>1 day</p> <p>1 Day</p>
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<p>June (3 weeks/14 days)</p>	<p>Unit 5 Where Are We Now?</p>	<p>Dimension 2 Applying disciplinary concepts and tools 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</p>	<p>LO5 ARTICULATE the integral role African American Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture. LO6 REIMAGINE 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. LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility. LO10 USE the inquiry cycle to take informed action.</p>	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture? EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican and Latino history, and culture teach us about radically reimagining new possibilities and more just futures? EQ8 AGENCY AND CIVIC ENGAGEMENT 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>5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States 5.2 Migration from other Latin American Countries to Connecticut and the United States 5.3 Accomplishments and Contributions of Latinos/Latinas in the Military 5.4 Accomplishments and Contributions of Latino/Latina Inventors, Musicians and Athletes/Sports 5.5 Accomplishments and Contributions of Latino Community Organizers, Politicians, Justices, etc. 5.6 Latino Challenges in the U.S.: Immigration Stories from the Border</p>	<p>2 days 1 day 2 days 1 day 1 day 2 days</p>
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		and among urban, suburban, and rural regions.			5.7 Latino Challenges in the U.S.: Labor and Health 5.8 Latino Challenges in the U.S.: Education and Incarceration 5.9 The Beauty of Being Latino and the Future	1 day 2 days 2 days
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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 1

FOCUS ON AFRICAN AMERICAN / BLACK HISTORY

Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

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

Semester 1 - Focus on African American/Black History			
Title of Unit	Unit 1: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)	Timeframe	Early-Mid September (2.5 weeks/12 days)
Developed By	Dr. Benjamin Foster, Jr. and Paquita Jarman-Smith	Revision Date	June 18, 2021
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 that will accurately paint a picture of the vast contributions to world civilizations.</p> <p>It is through the history of African Origins and the exploration of African Civilizations and religions that we engage students in knowledge construction about the majestic breadth of great people in government, academic and technological innovation, and the arts, from whom African Americans and peoples from the Diaspora descended. This exploration will allow students to evaluate and analyze false narratives of inferiority and inhumanity of Africans and Black people which are deeply ingrained in modern society worldwide. 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—and their long history of affirmation, resistance, reform, and radicalism.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine the impact of various aspects of African culture on world civilizations; • Analyze the factors that have contributed to racialized global conflict and change in the modern world; and • Develop a positive and accurate identity, including an awareness of and comfort with one’s membership in multiple groups in society. <p>Compelling Questions: What impact did the people of Ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time?</p> <p>Introduction of course projects: Throughout the lessons in the course, students will have opportunities to build their own portfolio of artifacts to demonstrate new learning. Responses, poems, video reflections, visual displays, infographics, and other forms of expression created by students should reflect the course objectives and essential questions.</p>			

With EQ6 in mind, students will participate in developing a class project entitled Radical Imagination Through the Arts, in which students create a representation of learning depicting their own ideas about reimagining new possibilities and justice, based on African American/Black and Puerto Rican/Latino history.

- Teachers and students will co-create criteria for the project starting in Semester 1.
- Engage in reflection and collaborative planning with other departments of the school: history, teachers, art, media, music, English Language Arts and others in the school or community.
- Students add artifacts to their portfolios throughout the school year which may include a social justice action, idea or plan; artistic representation; or other inspired by the student’s creative process.
- Class will organize and curate the project pieces for the project.
- Culminate the year with a showcase Semester 2 for the school community.

Optional Be the Change Project (see Semester 1 Unit 5 and 6 and 2 Unit 5): This project requires consistent dedicated class time. See link for resources and materials for implementing [Be the Change... | Learning for Justice](#)

Desired Results

Relevant Content Standards	Related Supporting Standards
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 - Applying disciplinary concepts and tools</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.</p> <p>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 context.</p> <p>HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.</p>	<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.1_Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CCSS.ELA-Literacy.RH.11-12.2_Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.8_Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</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>

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.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

From Social Justice Standards from “Learning For Justice”

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

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 others

1.C 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.

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.A 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.

Learning Outcomes	Critical Consciousness
Overarching Course Learning Objectives	Overarching Course Essential Questions
LO1 UNDERSTAND the construct of race, why, and how it was developed.	EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people?
LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including	EQ3 POWER What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how power is structured today?

<p>intersections with Indigenous and other identities.</p> <p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p>
<p>Theme/Content Specific Enduring Understandings</p>	<p>Theme/Content Specific Inquiry</p>
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Compare and contrast the development of various African civilizations. • Evaluate Africa’s contradiction to the false narrative of African inferiority and racial stereotypes. • Analyze West Africa’s wealth, geographical and ethnic diversity. • Evaluate the characteristics and achievements of the African peoples discussed in this unit. • Analyze the construct of race and its impact on world civilization. <p>Skills:</p> <ul style="list-style-type: none"> • Contribute to and maintenance of a safe classroom space • Develop a historical frame-of-reference of Ancient Africa’s contributions to world culture. • Evaluate available primary sources to compare and contrast beliefs and historical background of early African civilizations. 	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...)</p> <ul style="list-style-type: none"> • In what ways did Africa contribute to the evolutionary development of humanity? • How has the concept of race been constructed over time and what role has the concept of race had in world conflict?

Evidence of Learning		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned to Compelling Question)
<p>Pre-Assessment: Students complete a course self-assessment to gauge: interest in taking the course, comfort level in talking about race, comfort level participating in challenging and difficult conversations, comfort level in learning about other cultures, what they know and want to learn more about. (Will do post assessment at end of semester.)</p> <p>Common Misconceptions: Blacks, Africans, African Americans and African descendants are primitive, sub-human, and racially inferior to whites.</p>	<ul style="list-style-type: none"> • Class Discussions • Short Essay Responses/Reflections • Exit Tickets • Journal Entries • Presentations 	<p>This unit concludes with an End-of Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of Ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept</p>

		<p>map or matrix, etc.).</p> <p>Introduction of Course Projects: Radical Imagination Through the Arts and Be the Change Project</p>
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Learning Plan/Lesson Sequence

<p>Lesson 1.0 Course Introduction (Who are We?)</p>	<p>Duration: 2 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Safe Spaces for learning • Race and racism are words that have been socially constructed • Anti-racism • Social Justice • Identity • Diaspora (Who is African American and who is Black? Who is Puerto Rican and who is Latino? Who is Afro-Latino?) <p>Vocabulary: Culture, Identity, Ethnicity, Social Justice, safe space</p>	<p>Materials/Resources/Speakers</p> <p>Schomburg Center for Research in Black Culture</p> <p>New York Public Library: Digital Schomburg</p> <p>Lesson: Preparing Students for Difficult Conversations Facing History</p> <p>Davidson, Basi "Africa in History" Social Identity Profile</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Course Pre-Assessment Students will complete pre-assessment on comfort level in talking about race and participating in challenging and difficult conversations, comfort level in learning about other cultures, what they know about Africa and Puerto Rico, what to learn for the semester, will do post assessment at the end of each semester.</p>	<p>Home Links/Reflections to Affirm Identity</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>

Day 1 Course Intro

Initiation: Introductions of students and teacher(s). Discuss who we are? Provide Social Identity Wheels for students to complete and in pairs/triads and share questions 1 and 3 as an icebreaker (10 minutes). Resource: [Personal Identity Wheel – Inclusive Teaching](#) (Teacher will download both identity wheels on page 2 of handout.)

Activity: Creating a safe space for learning. Ask students what makes them feel safe and list. Prompt for Turn and Talk: What makes you feel safe when engaging interracial discussions on difficult/challenging topics? Post list of responses.

Explore/View/Discuss What Does Safe Space Mean to You?

https://projects.seattletimes.com/2016/under-our-skin/#safe_space (5 minutes)

- Debrief the video and 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.
- Provide an overview of the course - Semester 1 and 2 and the goals and essential questions. Ask students to complete the personal identity wheel for homework and bring to the next class.
- Hand out a journal for each student to use for personal reflection throughout the school year.

Closing: Provide time for students to reflect in journals on what they look forward to learning this semester.

Day 2 Group Discussion

Continue discussion about who we are and the intersections of identity: gender, race, ability, language, age, etc.

<p>Set up a Padlet and have students take out their personal identity wheel and post one aspect of their identity that makes them proud and an emoji or avatar they will use for the year. Have students look at the posts, notice any patterns and commonalities.</p> <p>Closing: Invite students to be historians this semester as they engage in critical inquiry as a community of learners. Share the syllabus with the students and describe the opportunities they will have to engage in learning about the histories of African Americans/Blacks and Puerto Rican/Latinos. Introduce course projects they will engage in over the course of the year.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Developmental Psychology Social Sciences</p>	<p>Extensions/Experiential Opportunities</p> <p>Virtual class trip</p>
<p>Lesson 1.1 African Origins</p> <p><i>(Historical context/background knowledge for teachers https://bit.ly/2Ud0fxy. This may be pre-recorded and archived in lesson repository or a speaker may be invited to class. Teachers should be creative in differentiated delivery from multiple sources and perspectives.)</i></p>	<p>Duration: 2 days</p>
<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Africa is the birthplace of all humanity and civilization • Yoruba, Nigeria, Ga, Ghana, Wolof, Senegal • Patrilineal, Matrilineal Societies. • Discovery of Lucy in Hader, Ethiopia affirms that mankind originated in Africa and therefore we are all Africans • Africa’s ancient civilization have documented many firsts in technology, literature and structural • Developments (i.e. pyramids, books, numerical systems) • Anthropology- The study of human, cultures and their evolution • Archeology- the study of human history and prehistory through excavations, artifact analysis and physical remains. 	<p>Materials/Resources/Speaker https://humanorigins.si.edu/</p> <p>Shreeve, Jaime Oldest Skeleton of Human Ancestor Found</p> <p>Hogenboom, Melissa The ‘Lucy’ fossil rewrote the story of humanity</p> <p>Africa's Great Civilizations DVD & Blu-ray</p> <p>DuBois, W.E.B. Suppression of the African Slave Trade, and “The World and Africa.” https://amzn.to/3btGPtn</p> <p>Davidson, Basil. Africa in History https://amzn.to/2ZNnLAV</p>

	<p>Hine, Darlene, et al. African America: A Concise History, Combined Volume (5th ed) https://bit.ly/3azzNnr</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Ask students to describe Africa in 3 words, make a wordle online, have students look at the themes and connect to the Unit of study. Introduce key vocabulary from Famed Lucy Article: hominids, bipedal primates, potassium argon dating, radiometric dating.</p> <p>Activity: Students to read Famed "Lucy" Fossils Discovered in Ethiopia, 40 Years Ago Lucy's Story Institute of Human Origins</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 using evidence of primary and secondary sources. They will watch a video: Mitochondrial Eve and Homo Sapiens in Africa's Great Rift Valley and discuss where other earlier human fossil remains were found.</p> <p>Using the Smithsonian National Museum of Natural History website https://humanorigins.si.edu/ as an additional resource, groups can choose a more focused topic as part of research for presentations.</p> <p>Closing: Groups should be advised they will have 15 minutes at the opening of next class to prepare 5 minute claim/counterclaim presentations.</p> <p>Day 2</p>	<p>Home Links/Reflections to Affirm Identity</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>Evidence of Learning: 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/counterclaim of how humanity began using evidence (e.g., maps, primary and secondary sources).</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Arts Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Article Review: The Gold Trade in Ancient & Medieval West Africa-</p>
<p>Lesson 1.2 African Empires to the Demise of Songhai</p> <p><i>(Historical context/background knowledge for teachers https://bit.ly/2Ud0fxy. This may be pre-recorded and archived in lesson repository or a speaker may be invited to class. Teachers should be creative in differentiated delivery from multiple sources and perspectives.)</i></p>	<p>Duration: 2 days</p>
<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Various African civilizations developed differently over time. • The history of Africa’s civilizations contradict the false narrative of African inferiority and racial stereotypes. • Ancient West Africa was filled with wealth and geographical and ethnic diversity. 	<p>Materials/Resources Books</p> <p>Hine, Darlene, et al. African American History</p> <p>The Mali Empire: The Rise of the Richest Civilization in West Africa</p> <p>What’s the Real Size of Africa? https://www.cnn.com/2016/08/18/africa/real-size-of-africa/index.html</p> <p>The Malian Empire and the richest man in history</p> <p>DuBois, W.E.B. “The World and Africa” and “Color and Democracy.” https://www.amazon.com/World-Africa-Color-Democracy-Oxford/dp/0199386749</p> <p>July, Robert. A History of the African People https://bit.ly/2J0Vd1Q</p> <p>The Journal of Negro History Vol 1, No 1</p>

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Prompt - 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, especially for students who are EL. Use a Smart Board for a virtual visit to the Smithsonian National Museum of African Art Caravans of Gold Exhibit.

Explore/Watch/Discuss Caravans of Gold Scholarly Perspectives
<https://s.si.edu/3nwm70t>

Explore maps Teachers' Guide for map in Lesson 1, pages 12-16 [A Teacher's Guide](#)

Activity [Great African Empires through the Arts](#) Read and examine the characteristics of African Empires

Split class into small groups (no more than 3 or 4) for short readings using Jigsaw Protocol and share out using suggested passages/excerpts below. Conclude with one person from each group sharing a summary of the civilization studied. I pads or computers would be effective tools to organize articles, photographs, and artifacts ahead of time for each group. Students will gather information on the wealth, geography, and ethnic diversity.

- What's the Real Size of Africa? <https://bit.ly/3qDo90A>
- Rise of Mali, The Richest Civilization in West Africa <https://bit.ly/3aCOXs8>
- Mansa Musa's Journey (Teacher's Guide <https://s.si.edu/3schURB> pages 16-17)
- Kingdom of Songhai <https://thinkafrica.net/kingdom-of-songhai/>
- Idia, First Queen Mother of Benin https://www.metmuseum.org/toah/hd/pwmn_3/hd_pwmn_3.htm

Evidence of Learning: Students will hand in their graphic organizers.

Home Links/Reflections to Affirm Identity

Identify artifacts in your home that represent your culture and/or intersectionality of identity.

Closing: This unit concludes with an End-of Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of Ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept map or matrix, etc.). Provide overview of task. *(Hyperlink for rubric to be added.)* Organizational tools will be provided by the teacher throughout remaining lessons to contribute to development of research for the project.

Day 2

Initiation: Introduce characteristics of Ancient Egypt by viewing video <https://www.youtube.com/watch?v=hO1tzmi1V5g>

Activity: Lead students in a virtual scavenger hunt of Ancient Egypt. Use virtual art exhibits or online 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>Closing/Evidence of Learning: Have students Turn and Talk for 3 minutes and discuss and compare ancient Egypt to one of the civilizations learned about in Day 1. How did the development of early African civilizations impact the establishment of the empires of Ghana, Mali, Songhai, and Egypt? On exit ticket, list examples of wealth described in the civilizations from research, and characteristics of leadership in individuals' studies you found similar to yourself, including the role of women in governing empires.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Art</p>	<p>Extensions/Experiential Opportunities</p> <p>Explore/Watch/Discuss Video: What were Africans doing in 1492?</p>

<p>Lesson 1.3 The Moors</p> <p><i>(Historical context/background information for teachers. This may be pre-recorded and archived in a repository or a speaker may be invited to class. Teachers should be creative in differentiated delivery.) https://bit.ly/2Ud0fxy</i></p>	<p>Duration: 1 day</p>
<p>Big Ideas Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Understand the characteristics and achievements of the people discussed. • Understand the different forms of conquest. 	<p>Materials/Resources/Speakers</p> <p>Poole, Stanley Lane. The Moors in Spain</p> <p>Who Were the Moors? https://www.nationalgeographic.com/history/reference/people/who-were-moors/</p>

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: 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. Philadelphia Museum of Art painting “The Moorish Chief”</p> <p>What do you know about the Moors? Al-Islam? Chart responses, revisit at end of class.</p> <p>Activity: <i>Guest Speaker (Interdistrict?)</i> or Explore/Read/Discuss Articles National Geographic: Who were the Moors? https://theafricanhistory.com/633</p> <ul style="list-style-type: none"> Why are the Moors important to the study of African American History? What impact did the Moors have on the development of humanity and civilization? <p>Closing/Evidence of Learning: Explain/depict how the identities of The Moors in Africa are relevant to African Americans and Black people today.</p>	<p>Home Links/Reflections to Affirm Identity</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>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Arts Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Explore music and culture Spanish-Arabic Music of Al-Andalus</p>
<p>Lesson 1.4 The Social Construction of Race and the Transatlantic Slave Trade</p>	<p>Duration: 5 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> Turtle Island, Indigenous Peoples Goree Island-Role in Transatlantic Slave Trade Maps of Transatlantic Slave Trade, Africa, Caribbean, North/South America 	<p>Materials/Resources/Speakers</p> <p>Turtle Island Resources</p> <p>There is No Scientific Basis for Race—It’s a Made-up Label</p>

- Forced Migration in the Caribbean and Americas
- Social Constructs
- Race, Racial Identity, Anti-Racism, Implicit Bias

<https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/>

Nathaniel W. Smith, zinnedproject [Reconstructing Race](#)

Teacher Resource: PBS Race Power of Illusion Discussion Guide
<https://www-tc.pbs.org/race/images/race-guide-lores.pdf>

11 Ways Race Isn't Real, Jenée Desmond-Harris, Video: The myth of Race, Debunked in 3 minutes
<https://www.vox.com/2014/10/10/6943461/race-social-construct-origins-census>

The Smithsonian's article [Digital Archive of Slave Voyages](#)
 (embedded extended inquiry links)

<https://slavevoyages.org/>

[Patterns in the intercolonial slave trade across the Americas before the nineteenth century](#)

[The Transatlantic Slave Trade | DPLA](#)

[Race and Belonging in Colonial America: The Story of Anthony Johnson](#)

Kevin Gaines, "African" *Keywords for American Cultural Studies*, pp. 16-20

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Students will review class norms and expectations for participation to ensure that perspectives are thoughtful, respectful, and in the spirit of learning as they strive to better understand and engage in difficult conversations about race. Class will be asked to Turn and Talk about why learning about race and racism is important for future classes about slavery.

Home Links/Reflections to Affirm Identity

Discuss with youth in your family how you honor your ancestors' wisdom and achievement.

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.

Explore/Read/Discuss National Geographic Article: [There's No Scientific Basis for Race—It's a Made-Up Label](#), share out in groups key understandings.

Closing/Evidence of Learning: Quick Write/Drawing - How does race impact your life? Early American culture?

Day 2

Initiation: Ask students to predict their genetic makeup if they were able to conduct a DNA test. Noting, some family members may have already done this and students may have this information verified already.

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 a 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 do they have with the construction of race and to the typical histories that are taught in the United States?

Activity: 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 the podcast [The Map Of Native American Tribes You've Never Seen Before](#) to answer questions raised.

Closing: Full group discussion of what was learned- questions raised regarding Turtle Island and Indigenous/Native Americans.

Day 4

Initiation: Review of norms and safe space for sensitive discussions. Introduce key vocabulary: Forced Migration, Spanish Florida, emancipation, monolithic, atrocity, propaganda.

Activity: Discuss Forced Migration Map found in Caribbean Excavation Article. Provide students a note-taking graphic organizer and in small groups read and discuss [Caribbean excavation offers intimate look at the lives of enslaved Africans](#).

Activity: Explore/Read/Discuss The Smithsonian's article [Digital Archive of Slave Voyages](#) (embedded extended inquiry links in materials). Students will need Cornell Note-taking organizer (scaffold as needed) and computer. In small groups, engage students in unpacking what they know and have discovered about survival and resistance of African in this article.

Closing/Evidence of Learning: Students individually write a short response to answer questions pertaining to the impact of Africans on the Caribbean islands.

Day 5

Performance Task Presentations: This unit concludes with an End-of Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact the people of Ancient Africa have on the development of humanity and civilization. Remind students of Compelling Questions they are striving to answer: *What impact did the people of Ancient Africa have on humanity and civilization? How was race socially constructed over time?*

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Engineering - Explore African Archeology
Art - Explore African Art and Artifacts, Symbols and their meaning

Extensions/Experiential Opportunities

Tour a local/national museum on Ancient Africa

Graphic Arts and Design - Incorporate African textures, patterns in clothing, web design Geography - Analyze maps, artifact of Transatlantic Slave Route	
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Unit 2

FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

How African Americans Persisted: Slavery
and Freedom Stories of Resistance and Agency
(1619 to 1819)

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

Semester 1 – Focus on African American/Black History			
Title of Unit	Unit 2: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency (1619-1819)	Timeframe	Mid-Late September (1.5 weeks/8 days)
Developed By	Dennis Culliton and Paquita Jarman-Smith	Revision Date	June 18, 2021
Summary of Unit			
<p>Soon after the settlement of New England, slavery, first Indigenous and then African, became a way to support the export driven economy of the region. This unit will focus on slavery in Connecticut, the U.S., sources of that history, and how we can use analytical lenses to interpret the evidence and tell the story of local slavery and the individuals held in captivity. Themes of resistance and agency will be explored.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> • Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice. • Explore the ways in which slavery was embedded in culture and legislation. • Investigate how multiple racial and cultural perspectives influence the interpretation of slavery. <p>Compelling Question: How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	

From Connecticut Elementary and Secondary Social Studies Framework

Dimension 2 Applying disciplinary concepts and tools

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader 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 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 means of changing societies, promoting the common good, and protecting rights.

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

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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

CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

From Social Justice Standards from “Learning for Justice”

Identity

4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY

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 Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America.

Key Concept 3. Protections for slavery were embedded in the founding documents; enslavers dominated the federal government, Supreme Court and Senate from 1787 through 1860.

SUMMARY OBJECTIVE 5- Students will describe the roles that slavery, Native nations and African Americans played in the Revolutionary War.

5.B Free and enslaved people used the language of the Revolution to argue for their own rights. African American and Indigenous participation in the war was largely in pursuit of freedom rather than loyalty to a particular side.

Learning Outcomes	Critical Consciousness
Overarching Learning Objectives	Overarching Essential Questions
<p>LO2 INVESTIGATE the evolution and development of African American and Latino identities, including intersections with Indigenous and other identities.</p> <p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.</p> <p>LO5 ARTICULATE the integral role African American, Puerto Rican and Latino communities have played in shaping U.S. society, economy, and culture.</p> <p>LO6 REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American, Puerto Rican, Latino, and Indigenous experiences, intellectual thought, and culture.</p>	<p>EQ2 DIASPORAS Who and what are the diverse people, places, and time periods that African American and Latino include? What are the stories of the African, Puerto Rican and Latino diasporas?</p> <p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ7 SPACE AND PLACE In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Puerto Rican and Latino histories of our region, and how do they relate to broader histories?</p>
Theme/Content-Specific Enduring Understandings	Theme/Content-Specific Inquiry
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Evaluate the scope of African American slavery in Connecticut and in the U.S. • Analyze the laws and statutes that established, upheld, and abolished slavery • Analyze how the institution of slavery was fundamental to the beliefs of American Society about race • Evaluate ways that Black people demonstrated agency, resistance, and innovation over time <p>Skills:</p> <ul style="list-style-type: none"> • Cite specific evidence and laws to illustrate the beginnings of slavery in Connecticut, the Caribbean and the Americas, its growth during the pre-revolutionary period, and the gradual abolition of slavery during the post-revolutionary period • Analyze and use primary sources, such as CT-based “slave narratives,” census data, probate records, property records, and other manuscripts to 	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> • How did the institution of slavery develop in the Americas (and specifically in Connecticut) and what was its impact on American society? • How did some African Americans demonstrate their agency and resistance to slavery during this time period?

retell the life of enslaved individuals in CT and their collective impact in the USA	
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Evidence of Learning

Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Question)
<p>Pre-Assessment: Create a poll to survey students’ understanding of local and global slavery that existed, the prevalence of slavery in CT, the Caribbean, and the importance of slavery to the U.S. and local economies.</p>	<ul style="list-style-type: none"> Class Discussions Short Essay Responses Exit Tickets Journal Entries 	<p>Students will use research provided and/or their own research to write a narrative of a fictional interview of an Africa/African descendant explaining how he/she asserted their agency and resistance to individually and/or collectively spark revolutionary change, preserve their own humanity, and resist slavery. They may create a fictional character to interview or choose a historically prominent Black, African American (free and enslaved) of the time.</p> <p>Some examples of interviewees include: Venture Smith, James Mars, Gad Asher, Moses the Slave King, and Phillis Wheatley.</p>

Learning Plan/Lesson Sequence

Lesson 2.1 Slavery and Freedom in Their Own Words	Duration: 2 Days
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<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> 5 Themes of Slavery© (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency and Resistance) Freedom 	<p>Materials/Resources/Speakers</p> <p>Witness Stones Project Witness Stones Project - Restore History, Educate, and Honor Humanity</p> <p>Nancy Toney A Day in the Life of Nancy Toney - The Loomis Chaffee School</p> <p>Nancy Toney's Lifetime in Slavery</p> <p>DiBoneventura, Allegra. For Adam's Sake: A Family Saga in Colonial New England</p>
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Five Black Lives: The Autobiographies of Venture Smith, James Mars, William Grimes, The Rev. G.W. Offley, and James L. Smith. Arna Bontemps, ed. 1971

[Life of James Mars, a slave born and sold in Connecticut](#)

<https://bit.ly/2NIHJdh>

[African Americans in Slavery, Photographs: 1847-1863 \(nationalhumanitiescenter.org\)](#)

Note: Use the autobiographies of Venture Smith and James Mars, which can also be found online for free.

[Venture Smith, from Slavery to Freedom | Connecticut History | a CTHumanities Project](#)

A Note of the Voyage of Venture Smith
<https://www.slavevoyages.org/voyage/essays#interpretation/a-note-on-the-voyage-of-venture-smith/3/en/>

[History of American Slavery: Olaudah Equiano and life aboard a slave ship.](#)

Incidents in the Life of the Rev. J. Asher, 1850. Google e-books
https://www.google.com/books/edition/_/E30FAAAAQAAJ?hl=en

Manuscripts on the Life of Moses, son of Montros and Phillis [Biography of King Moses the First-](#)

Poems by Phillis Wheatley [Phillis Wheatley](#)

https://resources.billofrightsinstitute.org/virtues/bacons-rebellion-respect/#lesson_overview

To Be A Slave, Julius Lester or other

[Gradual Emancipation Reflected the Struggle of Some to Envision Black Freedom](#)

[About - Slavery in Connecticut](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

In days 1 and 2, students will determine which perspectives shaped the known and unknown narrative of slavery in CT using autobiographies and biographies written by those formerly enslaved to validate or counter statements made by Eurocentric chroniclers or historians of Northern or Connecticut Slavery such as:

- “The slaves were generally kindly treated and were docile...” (Steiner, Bernard C, “History of Slavery in Connecticut,” 1893)
- “There were about a dozen slaves in North Guilford, CT, but slavery was very lenient.” (Quote by Lyman Beecher, father of Harriet Beecher Stowe, in his autobiography, 1864)

Day 1 and 2 Themes of Slavery

Initiation: Remind students of norms for learning difficult topics and discuss check-ins for student’s to talk with the teacher should they need support.

Activity: In small groups, using the Five Themes of Slavery© [Jigsaw Activity \(1\).docx.pdf](#) and [Moses, King of the Slaves.docx.pdf](#) students will evaluate primary documents provided through the project sheet and create a biographical sketch/fact sheet of Moses’ life in the Colonial and Early American period in Connecticut.

1. Dehumanization
2. Treatment of Enslaved
3. Paternalism
4. Economics
5. Agency and Resistance

Using these same five themes, students can evaluate the stories of:

- Venture Smith
- James Mars, and
- Gad Asher (written by grandson Rev. Jeremiah Asher pgs. 15 to 21) to better understand their lives as free and enslaved.

Students can also choose to research how slavery is depicted in film and/or media over time.

Evidence of Learning: Students will share evaluations and understandings of individuals who they researched using the Five Themes.

Closing: Discuss, what is the importance of using the Five Themes of Slavery© as a way of understanding those who were locally enslaved?

Home Links/Reflections to Affirm Identity

Discuss with a family member what you learned about African Americans and your ideas for learning about other experiences of people who were free or enslaved during this time. How has your thinking changed?

How does your analysis of the lives of the enslaved, especially looking at both the dehumanization as well as the agency and resistance, reflect the issues that our country is dealing with today?

Options for Content Continuity Across History Courses and Interdisciplinary Integration

ELA: [Phillis Wheatley](#) Discuss Phillis Wheatley poems, including choice of words and phrases. What impression does this account give you about race, identity, and women’s experiences during enslavement?

History: [The Slave Ship](#) Discuss John Riland’s account, including his choice of words and phrases. What impression does his account give you about his future thoughts, actions, and feelings?

Extensions/Experiential Opportunities

[Nancy Toney](#) Discuss Nancy Toney’s account of life from a woman’s perspective, including choice of words and phrases. What impression does this account give you about race, identity, and women’s experiences during enslavement?

<p>Lesson 2.2 Agency and Resistance: Fort Mose and Haiti</p>	<p>Duration: 2 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Free Black Settlements • Self Determination • Identity/Intersectionality • Laws of Different States (e.g., Fort Mose, Florida/Francisco Menendez experience) • Value of Counter-Story/Counter-Narrative • Five Themes of Slavery© (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency and Resistance) • Haitian Revolution 	<p>Materials/Resources/Speakers</p> <p>https://www.slavevoyages.org/</p> <p>Transatlantic Slave Trade Essays</p> <p>https://www.slavevoyages.org/voyage/essays#interpretation/a-brief-overview-of-the-transatlantic-slave-trade/introduction/0/en</p> <p>Florida Frontiers TV - Episode 9 - Fort Mose</p> <p>Caribbean excavation offers intimate look at the lives of enslaved Africans</p> <p>Fort Mose Historical Society – Fort Mose Historical Society – St. Augustine, Florida</p> <p>Fort Mose – Historical Archaeology</p> <p>Fort Mose Historical Society – Fort Mose Historical Society – St. Augustine, Florida</p> <p>Ft Mose Lesson Resources: https://cptv.pbslearningmedia.org/resource/secdead17-ss-fortmose/secrets-of-spanish-florida-a-secrets-of-the-dead-special-francisco-menendez-and-fort-mose/</p> <p>Video on Francisco Menendez: https://bit.ly/2OTcT1X</p> <p>Fort Mose Map: https://bit.ly/2ZNOQE5</p> <p>Slavery, Hollywood, and Public Discourse</p>

	<p>Black Jacobins Reader https://libcom.org/files/charles-forsdick-the-black-jacobins-reader-1.pdf</p> <p>Haitian Revolution https://bit.ly/3bvzqtA</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Fort Mose - Resistance and Agency</p> <p>Initiation: Students apply their knowledge of resistance and agency as they explore/view/discuss video of Francisco Menendez https://bit.ly/2OTcT1X (4.17 minutes). Key points from video:</p> <ul style="list-style-type: none"> • Who was Francisco Menendez? • When he first escaped to La Florida, how and why did Menendez connect with the Yamasee people? • What made Fort Mose (pronounced "Moh-say") unique for its time? Use evidence from the video to support your answer. <p>Activity: Read/explore The Fort Mose Story – Fort Mose Historical Society</p> <p>In pairs, students explore the Fort Mose website and maps. They will participate in a Chalk Talk protocol in which the pairs of students respond in writing on large pieces of chart paper to questions like the ones below:</p> <ul style="list-style-type: none"> • What impact does Fort Mose have on the history of the United States? • What assumptions can you make about Francisco Menendez’s character? • Why do you think the history of Fort Mose and Francisco Menendez have been absent from most school history textbooks? What is the counter-narrative of this history? <p>After all students have contributed to the posters, conduct a whole-class share-out.</p> <p>Closing/Evidence of Learning: Students will complete an exit ticket to answer: What did you learn? What themes did you see on the Chalk Talk charts (did your classmates think alike/different)?</p> <p>Day 2 Haitian Revolution and Independence</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Independent research depicting the “places” where Africans were taken in the Americas and what these artifacts say about the culture and identity of these people.</p> <p>Explore other individuals who showed agency and resistance in your local town/city history. What can you learn from their story?</p>

<p>Activity: Students will discover the impact on resistance and agency of slavery in the U.S. through reading/discussion regarding Haitian History Part 1 https://www.teachingforchange.org/wp-content/uploads/2012/07/Haiti-History_1.pdf</p> <ul style="list-style-type: none"> • After reading the article, students will organize into small groups to explore the Haitian Revolution using primary and secondary resources in order to participate in group discussion regarding <ul style="list-style-type: none"> ◦ How did the Haitian Revolution create a global desire for change and justice? <p>Activity: Provide students small group time to create a historical account of the Haitian Revolution and the role Toussaint Louverture and people of Haiti played in their independence using the following guiding questions: Why was the revolution that took place in Haiti successful? What was the role of Haiti in perpetuating, resisting and abolishing slavery? Note: Students can continue this activity as a group assignment using the following guiding questions</p> <ul style="list-style-type: none"> • Toussaint Louverture and his role in global empowerment of Blacks • Read accounts from several sources of the impact of the Haitian Revolution. • Students will analyze maps of Haiti and Caribbean for global perspective for guiding question https://bit.ly/33FsTsu <p>Closing: Have students identify examples of agency used by Francisco Menendez, Toussaint Louverture, and other people who experienced forced migration, as part of the beginning movement for freedom, justice, and change. Keep an anchor chart in room for reference in subsequent lesson(s).</p> <p>Evidence of Learning: Students will provide a short essay response to the following question: Using the Five Themes of Slavery©, What was the impact of Fort Mose and the Haitian revolution in the Americas, especially among blacks?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Analyze Haitian Independence and abolition of slavery Case Study 1: St. Domingue - Vincent Oge & Toussaint l'Ouverture: The Abolition of Slavery Project</p>	<p>Extensions/Experiential Opportunities</p> <p>Create a visual representation on Haiti's role in ending slavery from your research https://www.teachingforchange.org/wp-content/uploads/2012/07/cchaiti.pdf</p> <p>Learn about the life of Toussaint L'Ouverture (1743-1803)</p>
<p>Lesson 2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data</p>	<p>Duration: 4 days</p>

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Laws affected the rights of property owners and those held in captivity
- Connecticut established laws regulating slavery
- Census data reflects the changes in Connecticut laws about slavery over time

Vocabulary: Chattel, Slavery, Census, reparations, complicity

Materials/Resources/Speakers

Nero Hawley, [A Connecticut Slave in George Washington's Army](#)

Anne Farrow, Joel Lang & Jenifer Frank.
Complicity: How the North Promoted, Prolonged, and Profited from Slavery
<https://www.penguinrandomhouse.com/books/48242/complicity-by-anne-farrow-joel-lang-and-jenifer-frank/>

<https://www.courant.com/courant-250/moments-in-history/hc-250-complicity-story-gallery-20140603-storygallery.html>

[Timeline of Connecticut Slavery](#)

[Slavery in Connecticut](#)

[CT Slavery Statutes](#)

[Slavery and Abolition | Connecticut History | a CTHumanities Project](#)

[Gradual Emancipation Reflected the Struggle of Some to Envision Black Freedom](#)

[Abolition Without Deliverance: The Law of Connecticut Slavery 1784-1848](#)

CT Colonial Census 1756, 1774 [Colonial Censuses - Colonial Records & Topics](#)

U.S. Census for CT 1790-1840 [1790-1890 Federal Population Censuses - Part 1](#)

[Reproduction of Eli Whitney's Cotton Gin Model | Smithsonian Institution \(si.edu\)](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Connecticut Experiences

Initiation: Provide an interactive overview of slavery as an institution in Connecticut. Listen to podcast: [On Juneteenth, Remembering Connecticut's Complicity In Slavery](#) and ask students to share their reactions.

Activity: Read about Nero Hawley and the fight for American Freedom [Nero Hawley - Society of the Hawley Family](#); [A Connecticut Slave in George Washington's Army](#).

Compare Nero Hawley's experiences with slavery and how he personified examples of agency previously utilized by others; demonstrating even though experiences may differ, agency is similar.

Closing/Evidence of Learning: Students will complete an exit ticket summarizing three new facts they learned about Nero Hawley as they related to Themes of Slavery and/or migration.

Day 2 Connecticut Laws

Activity: In small groups by year, explore laws provided. List salient features of each part of law reviewed. Primary documents can be found here:

- [CT Slavery Statutes](#)
- [Slavery in Connecticut, Slavery and Abolition | Connecticut History | a CTHumanities Project](#)
- Gradual Emancipation: <https://bit.ly/3aD9M6C>

Day 3 and 4 Connecticut Census

Activity: In small groups, review the sample Census Enumerations (primary sources): [Colonial Censuses - Colonial Records & Topics - LibGuides at Connecticut State Library, Division of](#), Census Summary 1774 <https://bit.ly/2OZxmCn>, Census Summary 1780-1820 [Slave, Free Black, and White Population, 1780-1830](#)

- Discuss what other laws based on race in the U.S. affected demographics.
- Create a narrative explaining how changes in laws affected changes in the population of the enslaved.
- Discuss how the census data do or do not reflect the changes in Connecticut laws over time

Home Links/Reflections to Affirm Identity

Discuss with a family member what you learned about African Americans and your ideas for learning about other experiences of people who were free or enslaved during this time. How has your thinking changed?

Use the census to trace your family tree or create a timeline of your family's journey.

<p>Closing/Evidence of Learning: Drawing from their research and evidence, students visually depict their explanation of the changes in societal structures during this era and the impact on life in Connecticut communities and share with full group.</p> <p>End-of-Unit Performance Assessment/Evidence of Learning: Students write a narrative of a fictional interview of an African/African descendant (living in the time period explored) explaining how he/she asserted their agency and resistance to individually and/or collectively spark revolutionary change, preserve their own humanity, and resist slavery.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>ELA Civics Geography</p>	<p>Extensions/Experiential Opportunities</p> <p>What can we learn from the Census and why is it important today? What questions were asked in the past and today to develop data about race and ethnicity? Why is it an important category in the Census?</p> <p>https://2020census.gov/en/census-data.html</p>

Semester 1

Unit 3

FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

Black Literacy, Organizations, and Liberation
(1820-1865)

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

Semester 1 – Focus on African American/Black History			
Title of Unit	Unit 3: Black Literacy, Organizations, and Liberation (1820-1865)	Timeframe	October (3 weeks/15 days)
Developed By	Dan Broyld and Paquita Jarman-Smith	Revision Date	June 18, 2021
Summary of Unit			
<p>The journey to abolish slavery in the United States was a battle that progressed gradually over time. The unit explores: the individuals, groups, and schools of thought that contributed to the movement. The subsections of the unit will move through the topics of Black survival and resistance to enslavement and emancipation using the Gradualist, Militant, Early and Late Political Periods, and the Civil War. Students will also examine “Free” Black communities, Slave Narratives, Negro Spirituals, folklores, newspapers, pamphlets, and speeches that Blacks and abolitionists employed to precipitate change. Themes of resistance and agency will be examined.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence; and • Explore various perspectives of enslavement from free and enslaved Africans. <p>Compelling Questions: When is resistance and/or revolution justified/glorified/condemned? How effective were the actions of abolitionists and the slave rebellions of this period? Are individual contributions or collective efforts more effective in actualizing social change?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2—Applying disciplinary concepts and tools</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>		<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening and Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	

<p>National Curriculum Standards for Social Studies</p> <p>3.2C.3 Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]</p> <p>4.4A.3 Compare the positions of African American and white abolitionists on the issue of the African American's place in society. [Compare and contrast differing sets of ideas]</p>	<p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</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>CELP.9-12.4.L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY</p> <p>Key Concept 5. Enslaved people resisted the efforts of their enslavers to reduce them to commodities in both revolutionary and everyday ways.</p> <p><i>SUMMARY OBJECTIVE 11 Students will recognize that enslaved people resisted slavery in ways that ranged from violence to smaller, everyday means of asserting their humanity and opposing their enslavers.</i></p> <p>11.F Everyday acts of resistance were common. These included working slowly, breaking tools, feigning illness, feigning ignorance to avoid work and running away for short periods.</p>
<p>Learning Outcomes</p>	<p>Critical Consciousness</p>
<p>Overarching Learning Objectives</p>	<p>Overarching Essential Questions</p>
<p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Puerto Rican, and Latino histories</p> <p>LO6 REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American, Puerto Rican, Latino, and Indigenous experiences, intellectual thought, and culture.</p> <p>LO8 EXAMINE examples of African American, Puerto Rican and Latino action in addressing issues impacting their communities.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE How have Africans, African Americans and African descendants 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have Africans, African Americans and African descendants shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS How does the history and culture of</p>

Africans, African Americans and African descendants teach us about radically reimagining new possibilities and more just futures?

		Africans, African Americans and African descendants teach us about radically reimagining new possibilities and more just futures?
Theme/Content Specific Enduring Understandings		Theme/Content Specific Inquiry
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Evaluate the role that religious and political movements of the 18th century had on the development of abolitionist thinking. Analyze ways that Blacks fought to preserve their humanity and to develop a culture and institutions that reflected their own values and beliefs. Analyze forms of slave resistance. <p>Skills:</p> <ul style="list-style-type: none"> Analyze primary sources representative of the social, political, economic and cultural perspectives of Blacks and African Americans, at the time. 		<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> How have African American and African descendants fought for freedom and justice throughout history? In what ways have Africans, African Americans and African descendants shaped American society, economy, and culture?
Evidence of Learning		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)
<p>Pre-Assessment: Post question using KWL: In what ways have Africans, African Americans, and African descendants persisted past adversity to preserve their own humanity and contribute to the development of American Culture and Innovation?</p> <p>Common Misconceptions:</p> <ul style="list-style-type: none"> Blacks did not resist enslavement and racial injustice. Blacks did not read and were uneducated. Slavery did not have a strong presence in the Northern states. 	<ul style="list-style-type: none"> Class Discussions Short Essay Responses Exit Tickets Journal Entries Student representations: Presentation (e.g., TikTok video) 	<p>This unit concludes with students individually answering the compelling questions. Students define resistance and reference at least three resources explored in the Unit to support their claims. Students can represent learning in an alternative medium of choice.</p>

Learning Plan/Lesson Sequence

Lesson 3.1 The Age of Abolition: The Gradualist Period (1800-1830)

Duration: 5 days

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Ways slaves resisted
- Denmark Vesey-Slave Revolt
- Role of Black Churches in Slave Resistance
- The Haitian Revolution inspired the abolition movement in the U.S.
- Role of Abolitionists
- Black Communities in CT
- Black Press

Vocabulary: Slave Resistance, Abolition, Gradualist Period, Negro Spirituals

Materials/Resources/Speakers

Slave Resistance and Revolts

<https://bit.ly/3qz7Fq8>

Aptheker, H. (1937). American Negro Slave Revolts. *Science & Society*, 1(4), 512-538. Retrieved February 21, 2021, from [American Negro Slave Revolts](#)

[Slave Narratives: Chronological List of Autobiographies](#)

[THE POLITICS OF RACE IN A FREE AND A SLAVE SOCIETY: FREE BLACK ISSUES IN THE LEGISLATURES OF ANTEBELLUM OHIO AND TENNESSEE](#) By

To Be a Slave, Julius Lester

<https://www.penguinrandomhouse.com/books/319889/to-be-a-slave-by-julius-lester-illustrated-by-tom-feelings/>

<https://www.edutopia.org/engaging-students-history-slave-narratives>

Freedom's Journal archive [Freedom's Journal, the First US African-American Owned Newspaper](#)

[Black Press History](#)

[The Black Church](#)

[A Timeline of Black Christianity Before the Civil War](#)

The African American's Many Rivers to Cross: The Age of Slavery (1800-1860) PBS Episode 2

<https://shop.pbs.org/WC3372.html>

[Slavery in America | Full Episode The Age of Slavery | The African Americans: Many Rivers to Cross](#)

[Slave Songbook: Origin of the Negro Spiritual](#)
<https://library.si.edu/digital-library/book/slavesongsofunit00alle>

Lincoln, Mamiya, The Black Church in the African American Experience
<https://amzn.to/3aF2zDf>

CT Black Governors [Connecticut's Black Governors](#)

[Emerging from the Shadows, 1775-1819: The Black Governors](#)

PBS The Black Church: This is Our Story, This is Our Song

[Engaging Students with History: The Power of Slave Narratives](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities:

Information for Teachers [Slave Resistance](#), [Freedom's Story](#), [TeacherServe®](#), [National Humanities Center](#)

- The most widespread expression of resistance toward slavery was the day-to-day “Silent Sabotage” and “Hidden Transcript” of resistance (e.g., slowing work, feigning illness, breaking tools, or sabotaging production).
- Another form of resistance included crimes committed by slaves (e.g., theft: produce, livestock, tobacco, liquor, and money from their masters).
- Most threatening to the stability of the slave system was running away as considered “Self-Stolen Property.”
- Even more threatening and violent, but extremely rare were mass slave revolts.

Day 1 Resistance

Initiation: Introduce students to unit themes and lessons. The subsections of the unit will move through the topics of Black survival and resistance to enslavement and emancipation using the Gradualist, Militant, Early and Late Political Periods, and the Civil War. Students will also examine the Black Church, “Free” Black communities, Slave Narratives, Negro Spirituals, folklores, newspapers, pamphlets and speeches that Blacks and abolitionists employed to precipitate change. As with all history, themes related to resistance, agency and the fight against slavery continues over time and will be reflected throughout semesters and units.

Activity: Interactive lecture/discussion regarding the major forms of slave resistance. [Slave Resistance | Gilder Lehrman Institute of American History](#)

Explore/Read/Discuss Students engage in a Final Word protocol using an article such as: <https://bit.ly/3qz7Fq8>, [3 Major Ways Enslaved People Showed Resistance to a Life in Bondage \(thoughtco.com\)](#).

Closing/Evidence of Learning: Students use an exit ticket to answer questions regarding their new learning regarding the four major forms of slave resistance. Do they feel resistance is justified or not justified?

Day 2 Denmark Vesey-Slave Revolt (Example of Revolution)

Initiation: Review concept of Revolution and students’ prior knowledge.

Home Links/Reflections to Affirm Identity

Reflect on a Negro Spiritual or individual of the time. How will this experience influence your thinking about race and identity?

Ask students to watch segments of Denmark Vesey’s Rebellion (1.5 hr.) as an at-home assignment in preparation of Denmark Vesey Role Play practice on day 3 [Watch Denmark Vesey's Rebellion \(19 Full Movie Free Online Streaming\)](#)

NPR 3-minute audio: Denmark Vesey And The History Of Charleston's 'Mother Emanuel' Church [Denmark Vesey And The History Of Charleston's 'Mother Emanuel' Church](#)

Activity: Have students read about Denmark Vesey 1822 <https://bit.ly/2ZCszJg> (provide note-taking handout [Teachinghistory.org](https://teachinghistory.org)). Engage in class discussion regarding:

- How would Walker's words and actions be considered a threat to Southern slave owners?
- How did Walker challenge Jefferson's views?
- What was the overall attitude that Walker had while writing this essay? How could you tell?

Closing/Evidence of Learning: Students use an exit ticket to reflect on the impact of Denmark Vesey's actions on slavery resistance and revolution.

Day 3 Role of Black Churches in Slave Resistance

Initiation: Watch The Ringshout and Birth of African American Religion <https://bit.ly/3qH074N>

Activity: Read and discuss [The Story of the Shout - elegantislandliving.net](http://elegantislandliving.net) and listen to Negro Spirituals Oh Glory [Oh, Glory \(Negro Spiritual\)](#) and others (student choice)

- Provide lyrics of the songs, What are the connections to the daily lives and culture of enslaved people of the time? Today? What messages are conveyed?
- In small groups, have students explore Explore Black Historical Churches throughout CT and the role they played in the abolishment of slavery. Students can be grouped by city or region to research primary resources.

Additional Activity: Provide a brief overview of the emergence of Black Churches in Connecticut. (This could be an opportunity to invite a Guest Speaker, Church Pastor/Historian, Higher Ed, or Community to participate virtually or in person.)

Day 4 The Role of Abolitionists in Slave Resistance

Initiation: Opening discussion - Who were the abolitionists? (Revisit Unit 2) How is the Haitian Revolution considered a landmark in the history of abolition?

Activity: Introduce the topic of Abolitionism. [Why the UN Remembers Slave Trade and Abolition on This Day | Time](#)

Have class jigsaw a variety of articles about abolitionists. Have each group responsible for reading and sharing their learning from one article or excerpt from the article. Here are a few examples:

- Analysis of excerpts of David Walker's *Appeal* (1829) [Africans in America/Part 4/David Walker's Appeal](#)
- [Black Women Abolitionists and the Fight for Freedom in the 19th Century](#)
- [White women in the fight for freedom and justice.](#)
- <https://hsp.org/sites/default/files/philadelphiafemaleanti-slaverysociety.pdf>

- Anti-slavery Society [American Anti-Slavery Society - Ohio History Central](#)

Closing/Evidence of Learning: Quick write/pictorial reflecting the impacts of abolitionists on slavery resistance and revolution.

Day 5 The Role of Free Black Communities and the Black Press in Slave Resistance

Initiation: Engage students in a close read of Free Black Communities in Connecticut from pages 1-4 [1 MODULE III: The Emergence of Free Black Communities in Connecticut, 1800-1830](#). Students take notes and highlight a phrase or sentence they found interesting. (Review and note-taking could be homework after Day 4.)

Activity: In small groups, have students read and discuss sample articles of resistance from Historical Black Newspapers of the time using the following primary sources:

- [Freedom's Journal \(1827-1829\)](#)
- [The Colored American](#)
- Have students present the role of the Black Press and evidence using an excerpt(s) from the chosen artifact.

Closing/Evidence of Learning: Students use exit ticket to reflect on the impact of free Black Communities, Black Churches, and individuals on slavery resistance and revolution.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Music/Choir – Explore meaning and purpose of spirituals such as Wade in the Water, Steal Away</p> <p>US History - Connecticut's Black Governors, Emerging from the Shadows, 1775-1819: The Black Governors</p>	<p>Extensions/Experiential Opportunities</p> <p>Write a student opinion for an African American Newspaper on a topic in the lesson using the perspective of an Abolitionist.</p> <p>Organize book clubs/lit circles and provide graphic organizer with list of reading options/excerpts of black historical writings such as:</p> <p>Slave Narratives: Chronological List of Autobiographies (Listings from 1700s-1900s)</p> <p>Julius Lester, To Be A Slave</p> <p>Harriet Jacobs, Incidents in the Life of a Slave Girl</p> <p>Margarita Engle, Poet Slave of Cuba: A Biography of Juan Francisco Manzano</p> <p>Solomon Northup, Twelve Years a Slave</p> <p>Yuval Taylor, Growing Up in Slavery: Stories of Young Slaves as Told by Themselves</p> <p>Or other options based on varied reading levels and interest of students from Slavery, Resistance, and Reparations</p>
<p>Lesson 3.2 The Militant Period (1830-1840)</p>	<p>Duration: 3 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Nat Turner ● Underground Railroad ● Harriet Tubman ● La Amistad (1839-1841) 	<p>Materials/Resources/Speakers</p> <p>Born in Struggle, 1819-1860: The formation of Black community</p> <p>Gendered Resistance: Women, Slavery, and the Legacy of Margaret Garner on JSTOR</p>

Vocabulary: Militant, sectionalism, defining race riot

Stamped from the Beginning, The Definitive History of Racist Ideas in America, Ibram X. Kendi <https://www.ibramxkendi.com/stamped-from-the-beginning>

Walker's Appeal [Walker's Appeal](#)

Beneath the Underdog, Race, Religion and the Trail of Tears, by Patrick Mingos

https://www-jstor-org.ccsu.idm.oclc.org/stable/1185862?read-now%3D1%23page_scan_tab_contents=&seq=1#metadata_info_tab_contents

Documenting the South: "North American Slave Narratives" [collects](#)

Beloved, Jonathan Demme

The Amistad [The Amistad](#)

https://www-jstor-org.ccsu.idm.oclc.org/stable/27772015?seq=4#metadata_info_tab_contents

<https://www.learner.org/series/social-studies-in-action-a-teaching-practices-library-k-12/the-amistad-case/>

[The Amistad Comes to Life](#)

[The Amistad](#)

[John Quincy Adams and the Amistad case, 1841 | Gilder Lehrman Institute of American History](#)

Teaching the Amistad
https://www.educationworld.com/a_curr/curr044.shtml

[Freedom's Unfinished Revolution: An Inquiry into the Civil War and Reconstruction \(American Social History Project\)](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

In this lesson, students analyze how African descendants organized and fought for freedom from slavery using historical accounts of race riots from 1830-1840.

Day 1 Nat Turner Slave Rebellion: Justified or Unjustified?

Charts from previous lessons are hung around the room. Students look at each chart. They write an admit slip sharing new learnings.

Initiation: Students watch a 10 minute video and take notes to assist them in constructing a response to answer: Justified or Unjustified? https://www.youtube.com/watch?v=4Oad2tY-RPc&feature=emb_logo

Activity: Case study in pairs or small groups, where students discuss their initial thoughts on Nat Turner Slave Rebellion: Justified or Unjustified? then, explore primary sources. Students are encouraged to justify claim using strong evidence from sources below:

- [Nat Turner's Rebellion, 1831 | Gilder Lehrman Institute of American History](#)
- <https://www.ncpedia.org/anchor/hysteria-wilmington>
- <https://www.ncpedia.org/anchor/nat-turners-rebellion>

Closure/Evidence of Learning: Students share their claims and evidence using poetry, writing, sketch, or other medium.

Day 2 Amistad Rebellion

Initiation: Model analyzing primary source documents using a letter from the time period from the Gilder Lehrman Collection "[John Quincy Adams to Roger S. Baldwin, November 11, 1840](#)" Guiding questions as teacher using Think-A-Loud to provide responses and cite specific evidence:

- Who has written the letter? How do you know?
- Who was the intended audience? How do you know?
- What is the purpose of this source? How do you know?
- What impact do you think it has on what we know about the time period? How do you know?

Set the stage for activity by providing a brief synopsis of the Amistad voyage (e.g., [The Amistad Case | National Archives](#)). Describe the significance in Connecticut, the New Haven port and the Amistad trials.

Home Links/Reflections to Affirm Identity

Reflect on how the past is connected to the present, what are some events that happened during this time period that are similar to present-day events (i.e., civil rights leaders and movement, Afro-centric feminists, Black Lives Matter movement, etc.).

Read [Jackson v. Bulloch and the End of Slavery in Connecticut | Connecticut History | a CTHumanities Project](#)

Encourage students to add to this through exploring letters, newspaper articles, and other primary source documents (e.g., [The Amistad Case | National Archives](#)). This may be done for homework after Day 1.

Activity: Using Tik Tok (YouTube or another social media platform), state your (independent or in small groups) claim as either the defendants or the prosecution in a mock trial of the Amistad case. Encourage students to be creative as they role play and cite strong evidence from the primary source documents to support their claims. Use the Gilder Lehrman Collection to locate primary source documents to use to support and develop the claim.

Closing/Evidence of Learning: Students create and share presentations (e.g., TikTok video) stating their claims and evidence regarding their argument representing the captain of the American ship, two Spanish officers, or the Spanish Government.

Day 3 Underground Railroad and Harriet Tubman

Initiation: Teacher gives quick reminder of Harriet Tubman (can read from the Harriet Tubman: Topics in Chronicling America Summary found at [Research Guides: Harriet Tubman: Topics in Chronicling America: Introduction](#)). Then, students use Analyzing Images Protocol [Teaching Strategy: Analyzing Images | Facing History](#) to analyze sketches of Harriet Tubman using newspaper primary source found at [The San Francisco call. \[volume\] \(San Francisco \[Calif.\] 1895-1913, September 29, 1907, Page 14, Image 14.](#)

Activity: Students examine the motives for and consequences of traveling the Underground Railroad and the influence of geography and politics. Mapping the Underground Railroad found at [Harriet Tubman and the Underground Railroad | NEH-Edsitement](#).

Closing/Evidence of Learning: Students detail one route of Underground Railroad via map or storyboard.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>The Black Seminole Revolt - and enslaved Blacks How Native American Slaveholders Complicate the Trail of Tears Narrative John Horse: Black Seminole Indian Leader Against Slavery Personal Sacrifice (Margaret Garner, <i>Beloved</i>) (<i>sensitive content, could be trigger for some students</i>)</p>	<p>Extensions/Experiential Opportunities</p> <p>Watch and discuss Amistad movie http://teachwithmovies.org/amistad/#unique-identifier</p> <p>Analyze historical slave documents, Library of Congress https://www.loc.gov/item/mesn001</p> <p>Explore the CT Freedom Trail</p>
<p>Lesson 3.3 The Early and Late Political Periods (1840-1860)</p>	<p>Duration: 3 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Leadership Agent for Change: Frederick Douglass • American and Foreign Anti-Slavery Society American and Foreign Anti-Slavery Society • Compromise of 1850 & the Fugitive Slave Act of 1850 • Bleeding Kansas (1854-1861) • Dred Scott Decision (1857) • John Brown’s Raid on Harpers Ferry (1859) 	<p>Materials/Resources</p> <p>Harriet Tubman and the Underground Railroad NEH-Edsitement</p> <p>American and Foreign Anti-Slavery Society minute book, 1848-1859</p> <p>Amistad http://amistadresearchcenter.tulane.edu/archon/?p=collections/findingaid&id=151&q=&rootcontentid=75595#id75595</p> <p>Bleeding Kansas https://www.kansasmemory.org/category/1287</p>

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities:

Day 1 Frederick Douglass

Initiation: Teacher shares some facts about Frederick Douglass including (to tie-in with previous lessons) that he is a famous leader/abolitionist and spoke at Anti-Slavery Society meetings. [Frederick Douglass - Narrative, Quotes & Facts - HISTORY](#)

Activity: Students work in small groups to analyze the letter from Frederick Douglass to Harriet Tubman [Letter from Frederick Douglass to Harriet Tubman](#) (differentiated reading/language translation available). Then, students read [Africans in America/Part 4/Frederick Douglass speech](#) or watch "What to the Slave is the Fourth of July?" https://www.youtube.com/watch?time_continue=2&v=NBe

Closing/Evidence of Learning: Students create a PSA to evidence How Douglass' Fourth of July speech is relevant. What would you do or say today about the Fourth of July?

Day 2 Fugitive Slave Act of 1850

Initiation: Explain Fishbowl Protocol

Activity: Based on student interest, choose one of the activities below (text has vocabulary feature that explains key terminology):

- [Activity 1: Analyzing the Fugitive Slave Act](#)
- [Activity 2: Comparing and Contrasting Two Points of View in Newspaper Reports](#)
- [Activity 3: Anthony Burns—Slave-Catchers Come to Boston for the Last Time](#)

Closing/Evidence of Learning: After reading, students will engage in a Fishbowl protocol to explore questions posed in the activity.

Day 3 Fighting for Freedom

Initiation: Watch [Sound Smart: Dred Scott Case | History](#) Ask students what they know about Dred Scott and others who continued the fight of ending slavery.

Activity: In small groups, have students present a summary of the readings below.

- Bleeding Kansas (1854-1861) [Bleeding Kansas \(U.S. National Park Service\) \(nps.gov\)](#)
- Dred Scott Decision (1857) [Dred Scott Case - Decision, Definition & Impact - HISTORY](#)

Home Links/Reflections to Affirm Identity

Share reflections regarding "What to the Slave is the Fourth of July?"

- John Brown's Raid on Harpers Ferry (1859) [John Brown's Raid \(U.S. National Park Service \(nps.gov\)\)](#) John Brown born in CT [The Fight Over Slavery Reaches Torrington | Connecticut History | a CTHumanities Project](#)

Closing/Evidence of Learning: Students compose a written response to explain the acts of resistance in this time period and reflect upon the compelling question.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Arts - Create art mural of past and present individuals who advocate for freedom and justice for Blacks</p> <p>U.S. History – Political Parties: Liberty, Free Soil, Know Nothing, or Republican How the 19th-Century Know Nothing Party Reshaped American Politics</p>	<p>Extensions/Experiential Opportunities</p> <p>Research female historical figure of this period and organize speaking engagement</p>
<p>Lesson 3.4 The Road to Freedom (1861-65)</p>	<p>Duration: 4 days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Impact of the Emancipation Proclamation ● Role of Black Connecticut soldiers in the Civil War ● Impact of the Civil War on Blacks in the North and in the South ● Reasons for Union victory in the Civil War 	<p>Materials/Resources/Speakers</p> <p>https://connecticuthistory.org/the-29th-regiment-connecticut-volunteers-fought-more-than-one-war/</p> <p>Guest speakers, CT Historical Society Hill, Isaac. A Sketch of the 29th Regiment of Connecticut Colored Troops Giving a Full Account of Its Formation, of All the Battles Through Which It Passed, and Its Final Disbandment. 1881. Link.</p> <p>Newton, A. H. Out of the Briars: An Autobiography and Sketch of the Twenty-Ninth Regiment Connecticut Volunteers. Philadelphia, PA: A.M.E. Link.</p> <p>Robert Smalls Robert Smalls</p> <hr/> <p>Emancipation Proclamation: The Emancipation Proclamation: The Civil War in Four Minutes</p> <p>Gradual Emancipation Reflected the Struggle of Some to Envision Black Freedom Connecticut History a CTHumanities Project</p> <p>Glory (film)</p>

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities:

Days 1 and 2 Black Soldiers in the Civil War

Initiation: Introduce lesson with context of the Civil War. Invite a guest speaker from CT Historical Society or CT 29th to provide a re-enactment or monologue of CT Black Soldier.

Activity: Students analyze recruitment poster [recruitment-broadside.gif \(576x859\) \(archives.gov\)](https://www.archives.gov/education/activities/black-soldiers) and answer questions found in this lesson about [Black Soldiers in the U.S. Military During the Civil War | National Archives](https://www.archives.gov/education/activities/black-soldiers). If time allows, students can explore:

- CT 29th Regiment "Broadside - Twenty-Ninth Regiment, Connecticut Volunteer Infantry (Colored)." <https://bit.ly/3piB86S>
- War Department, Adjutant General's Office. "War Department General Order 143: Creation of the U.S. Colored Troops (1863)," 1863. National Archives. [Link](#).

Closing/Evidence of Learning: Students create an infographic or other representation of contributions of Black soldiers in the Civil War.

Days 3 and 4 Realities of Emancipation Proclamation

Initiation: Watch [The Emancipation Proclamation: The Civil War in Four Minutes](#)

Activity: Complete activities 1-3 to deconstruct the Emancipation Proclamation using primary resources from [The Emancipation Proclamation: Freedom's First Steps | NEH-Edsitement](#) to document the multifaceted significance of the Emancipation Proclamation within the context of the Civil War era.

Closing/Evidence of Learning: Review of key concepts of unit in preparation for response to compelling questions for homework.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

ELA - Read Freedom's Unfinished Revolution

History - Role-play Reconstructing the South <https://www.zinnedproject.org/materials/reconstructing-south-role-play>

Art - Create a representation of a historical figure using collage materials for class end-of-year Radical Imagination Art Project

Home Links/Reflections to Affirm Identity

Visit in person a site on the CT, USA Underground Railroad [List of Sites for the Underground Railroad Travel Itinerary](#)

Reflect on the importance of Blacks in the development of African American culture and political activism during this period and parallels to activism today.

Extensions/Experiential Opportunities

Writing prompt – You found a time capsule from... describe what was in it and why, using evidence

Explore Reconstruction - [When the Impossible Suddenly Became Possible: A Reconstruction](#)

[Mixer](#) by Adam Sanchez and Nqobile Mthethwa. A role-play that explores the connections between different social movements during Reconstruction (account required for downloading lesson).

Explore Connecticut Civil War Regiment
<https://connecticuthistory.org/connecticuts-black-civil-war-regiment/>

Visit Connecticut Freedom Trail “29th Colored Regiment Monument.”

Research and read a letter from a Black Soldier. What perspectives did you learn about?

Unit 4

FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

Long, Long History for Equality (1865-1915)

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

Semester 1 – Focus on African American/Black History			
Title of Unit	Unit 4: Long, Long History for Equality (1865-1915)	Timeframe	Late October-Mid November (3 weeks/14 days)
Developed By	Dr. Stacey Close and Paquita Jarman-Smith	Revision Date	June 18, 2021
Summary of Unit			
<p>This unit focuses on the period of Reconstruction (1865-77), Black Settlement, Towns, and Settlers in the West (1865-1915), and the struggle against the Jim Crow System.</p> <p>This unit will also go into detail on the political contributions of African American politicians to the passage of the Reconstruction era: acts and laws that brought the right to citizenship, the right to vote, and public education. In addition, this course will focus on the African past as it relates to the development of the African American culture in the western hemisphere.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence. Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks. <p>Compelling Question: How was the Reconstruction a success or failure?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</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>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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, and Speaking)</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	

Dimension 3 Evaluating sources and using evidence

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

National Curriculum Standards for Social Studies

5.3A.3 Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]

V.B.2.4.b explain the importance to the individual and society of such political rights as right to vote and to seek public office

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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

CELP.9-12.4. L.6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

From Social Justice Standards from “Learning for Justice” *Diversity*

10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY

Key concept 9: Enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.

SUMMARY OBJECTIVE 18 Students will examine the ways that people who were enslaved tried to claim their freedom after the Civil War

18.C Freed African Americans sought to exercise their freedom in several ways, including relocating (leaving the plantations where they had been enslaved); pursuing education (in the numerous schools established after the war); living as families; and participating in politics.

18.D Black voters became influential in Southern elections during Congressional Reconstruction. Between 1865 and 1877, Black men served in the U.S. Senate, the U.S. House of Representatives and in state Capitols. More than 600 Black men also served in state legislatures.

Learning Outcomes		Critical Consciousness	
Overarching Learning Objectives		Overarching Essential Questions	
<p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Puerto Rican, and Latino histories.</p> <p>LO8 EXAMINE examples of African American, Puerto Rican and Latino action in addressing issues impacting their communities.</p>		<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ8 AGENCY AND CIVIC ENGAGEMENT In what ways have African American, Puerto Rican and Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities?</p>	
Theme/Content-Specific Enduring Understandings		Theme/Content Specific Inquiry	
<p>For this Unit of Study, students will understand and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Analyze how African Americans fought and struggled for justice during Reconstruction and Jim Crow Evaluate the ties of the African American Church to African American Education <p>Skills:</p> <ul style="list-style-type: none"> Analyze a variety of primary sources to evaluate the lives of Blacks/African Americans during this time period; utilize primary sources to analyze racial attitudes during this era 		<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> Why did Blacks lack confidence in traditional American political systems during this time period? What methods did African Americans use to overcome White Supremacy during this time period? How do the methods used compare to methods utilized during future periods of activism in the twentieth and twenty-first centuries? 	
Evidence of Learning			
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)	
<p>Pre-Assessment: Poll students: How did Reconstruction impact Africans, African Americans, and Blacks?</p>	<ul style="list-style-type: none"> Class Discussions Posters Short Essay Responses 	<p>This unit concludes with an End-of-Unit Performance Task in which students return to the compelling and pre-assessment questions (e.g., Was the Reconstruction a success or</p>	

	<ul style="list-style-type: none"> • Exit Tickets • Journal Entries 	<p>failure?). These questions guide students as they participate in a Socratic Seminar. After the Socratic Seminar, students individually write a response answering the compelling question and integrating information from the unit. Measure the Socratic Seminar elements and the individual writing using rubrics.</p>
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Learning Plan/Lesson Sequence

Lesson 4.1 The African American Experience During the Reconstruction Era (1865-1877)	Duration: 2 days
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<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Impacts of the Reconstruction on the Black Family • Reconstruction Amendments • Black Codes <p>Vocabulary: Reconstruction, Amendments, sharecropping</p>	<p>Materials/Resources/Speakers</p> <p>The Era of Reconstruction: 1861-1900</p> <p>A Teacher's Guide to THE RECONSTRUCTION ERA AND THE FRAGILITY OF DEMOCRACY</p> <p>Reconstruction and Its Aftermath - The African American Odyssey: A Quest for Full Citizenship Exhibitions</p> <p>From Slavery to Freedom, John Hope Franklin</p> <p>https://bit.ly/3mC5C1K</p> <p>Carter G. Woodson, Journal of Negro History</p> <p>Ida B. Wells-Barnett</p> <p>Historical Foundations of Race National Museum of African American History and Culture (si.edu)</p> <p>The Great Remedy: Picturing the Emancipation Proclamation Connecticut History a CTHumanities Project</p>
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	<p>https://cptv.pbslearningmedia.org/resource/bf10.socst.us.indust.kansas/pap-singleton-to-kansas/</p> <p>The Land That Gives Birth to Freedom: A sheet of lyrics for a song entitled, "The Land that Gives Birth to Freedom," about leaving Tennessee for Kansas, 1877.</p> <p>Lillian Harris Dean</p> <p>https://www.nytimes.com/2019/11/27/obituaries/lillian-harris-dean-overlooked.html</p> <p>The Age of Imperialism</p> <p>The Color of Law</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Exploring the Black Family</p> <p>Initiation: Introduce big ideas and key vocabulary. Revisit norms for "Safe Space" as discussion includes themes of race and racism, racial trauma, lynching, etc. Provide description of end of unit project and grading rubric (<i>need to insert hyperlink for rubric</i>).</p> <p>Activity: After viewing America's Reconstruction: People and Politics After the Civil War, students will reflect on the status of the Black family during Reconstruction. After students share ideas, watch video: The Civil War in Color: African Americans After the War History.</p> <p>Closing/Evidence of Learning: Students write/depict response to: What kind of systems did African Americans develop and how did they use them for autonomy, justice, and self-identity?</p> <p>Day 2 Amendments</p> <p>Initiation: Review Amendments to the Constitution.</p> <p>Activity: Students specifically analyze the Reconstruction Amendments and the impact of these Amendments on Africans, African Americans, Blacks, and Whites in the United States at this time.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Talk with a family member about what you are learning about Reconstruction and the generational impact on African Americans.</p>

<p>Students will be grouped and assigned an amendment to read and complete a synthesis of each amendment using the suggested "In Your own Words" graphic organizer. The Reconstruction Amendments - National Constitution Center</p> <p>Closing/Evidence of Learning: Each group will share with the class what they learned.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Protest, Rebellion, and Riots: Defining the Terms; How are protests, rebellion, and riots defined by African Americans and whites from 1865-1915?</p> <p>Compare and contrast sharecropping, the Black farmer, schooling with southern and agricultural life in the 20th century.</p>	<p>Extensions/Experiential Opportunities</p> <p>Explore The Truth Behind The Wilmington Massacre Of 1898, Sharecropping Lesson: ALEX Alabama Learning Exchange (state.al.us), and/or What was Convict-Leasing? - WorldAtlas</p> <p>Give students independent assignments to continue their learning. They will share findings with the class on Day 4. Choices below:</p> <ul style="list-style-type: none"> • Students will take on the role of an African American legislator in the Reconstruction Era. Create a chart to list what his priorities will be in terms of enacting new laws, what roadblocks will be faced, and how to get the African American community involved in the political process. <p>Or,</p> <ul style="list-style-type: none"> • Research political cartoons of the Freedmen's Bureau and examine for points of view and bias using PowerPoint or another medium to summarize findings.
<p>Lesson 4.2 The African American Experience in the Years Following Reconstruction (1877-1898)</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • African Americans in United States Government • Afro-Caribbean Immigration 	<p>Materials/Resources/Speakers</p> <p>Black Americans in Congress Washington Experience US House of Representatives</p>

- Black Migration to Kansas
- Great Exodus 1879
- Plessy vs. Ferguson
- Spanish-American War

Vocabulary: constitutional rights, segregation, presidential accountability
Movement, Exodus, Migration

Buffalo Soldiers

<https://www.history.com/topics/wesward-expansion/buffalo-soldiers>

[Buffalo Soldiers | National Museum of African American History and Culture \(si.edu\)](#)

Nicodemus, Kansas: All-Black Town

<https://www.nps.gov/articles/nicodemus.htm>

African American soldiers in Philippines, 1898

<https://www.nps.gov/prsf/learn/historyculture/the-philippine-insurrectiothe-philippine-war-a-conflict-of-consciencen-a-war-of-controversy.htm>

Reconstruction and Its Benefits in Western Migration:

<http://www.inmotionaame.org/print.cfm;jsessionid=f830919841595756819746?migration=6&hpc=1>

[Ancestors from the West Indies: A Historical and Genealogical Overview of Afro-Caribbean Immigration, 1900-1930s](#)

<https://www.loc.gov/item/12002899/>

Daniel Murphy pamphlet collection

<https://www.loc.gov/resource/lcrbmrp.t1722/?sp=4&r=-0.329,0.596,1.602,0.513,0>

[Slavery Without the Chain From PBS's Reconstruction: The 2nd Civil War](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 African Americans in Congress (1870-1887)

Initiation: Teacher will prepare and share an overview of Black Americans in Congress “The First African Americans in the United States Government”
<https://www.youtube.com/watch?v=dJe6vIq8xzU>

Activity: In small groups or pairs, students jigsaw research about Black Americans in Congress and the Freedman’s Bureau <https://history.house.gov/Education/Lesson-Plans/Lesson-Plans-BAIC/> (use Lesson 1).

- Robert Smalls <https://to.pbs.org/33yMACb>
- Hiram Rhodes REVELS, [Hiram Rhodes | US House of Representatives](#)
- Blanche Kelso Bruce [BRUCE, Blanche Kelso | US House of Representatives](#)
- Meet the African American Members of the 41st-45th Congresses (1870-1887) [People Search | US House of Representatives: History, Art & Archives](#)
- The Freedman’s Bureau [African American Records: Freedmen's Bureau](#)
- [Freedmen's Bureau Field Office Records](#)
- [The Negroes’ Temporary Farewell | US House of Representatives: History, Art & Archives](#)

Closing/Evidence of Learning: Groups will report a synthesis of research. Class will discuss parallels and differences in today’s political arena for African Americans and Blacks.

Day 2 Patterns of Migration and Immigration

Initiation: Present an interactive overview of the movement westward of African Americans - a continued search for the “Promised Land” using The Geography of Hope <https://www.youtube.com/watch?v=RcFXr6bBV3o> to describe the lived experiences of Blacks and what happened to inspire hope for them.

Activity: In small groups, students engage in a poster session protocol to share knowledge of Exodusters, Black Cowboys, and Buffalo Soldiers. (Protocol found on page 27 of [curriculumtools classroomprotocols 053017.pdf eleducation.org](https://curriculumtools.org/classroomprotocols/053017.pdf)). Each group will be given resources/text to research Exodusters, Black Cowboys, Buffalo Soldiers or Caribbean Migration. Groups create a poster with key points that each person in the group will use to teach their mixed group during gallery walk. Suggested resources include:

Exodusters:

Home Links/Reflections to Affirm Identity

Discuss your family’s movement over time to places and the “back story”

- African American Migration to the Great Plains [Exodusters: African American Migration to the Great Plains | DPLA](#)
- National Parks Exodusters <https://bit.ly/3ffvY8b>
- Benjamin "Pap" Singleton: <https://bit.ly/3y4fUf>

Black Cowboys:

- Mary Fields <https://www.blackcowboys.com/maryfields.htm>
- Nat Love <https://www.smithsonianmag.com/history/lesser-known-history-african-american-cowboys-180962144>
- The Making of All-Black Towns in the West: Nicodemus, Kansas and Boley, Oklahoma, etc. [All-black towns across America: Life was hard but full of promise](#)

Buffalo Soldiers:

- <https://www.history.com/topics/westward-expansion/buffalo-soldiers>
- [Buffalo Soldiers | National Museum of African American History and Culture \(si.edu\)](#)

Afro-Caribbean Immigration:

- <http://www.inmotionaame.org/print.cfm;jsessionid=f8303350951616568044456?migration=10&bhcp=1>
- [Ancestors from the West Indies: A Historical and Genealogical Overview of Afro-Caribbean Immigration, 1900-1930s](#)

Closing/Evidence of Learning: Students rotate poster-to-poster asking questions and recording answers on graphic organizer. Organizers are handed in as evidence of learning.

Day 3 Impact of Spanish-American War (1898) on African American Communities

Initiation: Introduce topic using an interactive presentation.

Activity: In small groups, students use suggested resources to analyze and synthesize the attitudes of African American communities toward the Spanish-American War and the acquisition of the Philippines by reviewing primary and secondary documents of the time.

- Open letter to McKinley <https://tile.loc.gov/storage-services/service/rbc/rbaapc/05800/05800.pdf>
- Black Immune Regiments <https://armyhistory.org/the-black-immune-regiments-in-the-spanish-american-war/>

<ul style="list-style-type: none"> The Philippine War - A Conflict of Conscience for African Americans - Presidio of San Francisco (US National Park Service) <p>Closing/Evidence of Learning: Students individually write/depict response to prompt: What was the impact of the Spanish-American War on African American communities?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>World History Arts/Graphic Design</p>	<p>Extensions/Experiential Opportunities</p> <p>Read the Census for Connecticut for 1910 http://www.census-online.com/links/CT/1910.html to see the southern African American presence in places such as Deep River, Wethersfield, New Haven, and Waterbury. Why?</p> <p>Sharecropping and Changes in the Southern Economy American Experience Students explore in what ways (physical, social, and economic) did the sharecropping system both solve and create problems?</p> <p>Homer Plessy was described as 7/8 Caucasian. What did that mean in 1896?</p>
<p>Lesson 4.3 The Struggle Against Jim Crow</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> Jim Crow/Segregation: White Nationalism and Supremacy Multiple roles of Black Americans in Black empowerment and agency, beyond servitude (e.g., W.E.B. DuBois vs. Booker T. Washington) Racial violence, and trauma White Supremacy Resistance and activism against Jim Crow <p>Vocabulary: Racial Trauma, Jim Crow, Activism, Lynching, Resistance, Racial Apartheid, Freedom Dreaming</p>	<p>Materials/Resources/Speakers</p> <p>Jim Crow and Segregation Classroom Materials at the Library of Congress Library of Congress (loc.gov)</p> <p>Jim Crow Museum virtual tour</p> <p>https://www.whitehousehistory.org/william-monroe-trotter-challenges-president-wilson</p> <p>https://www.thirteen.org/wnet/jimcrow/education_lesson7.html</p>

[The Strange Career of Jim Crow: C. Vann Woodward, William S. McFeely: 9780195146905](#)

[W.E.B Du Bois Critiques Booker T. Washington](#)

[Booker T. Washington, Atlanta Exposition Address \(1895\)](#)

[Reconstruction and its Benefits: W.E.B. Du Bois: Free Download, Borrow, and Streaming](#)

The [Connecticut Historical Society](#) has a number of visuals of artifacts from the Jim Crow Era. In addition, minstrel shows were commonly viewed at leading theatres throughout Connecticut.

[Booker T. Washington on Opportunities for Black Americans - The Atlantic](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Jim Crow Laws

Initiation: Revisit Safe Space. Advise students of the sensitive nature of the materials and lesson. Use [PROTOCOL Back-to-Back and Face-to-Face](#)

Teacher will ask students to react to laws with a partner. Students respond then rotate to another partner after each question (10 minutes).

- All Blacks shall be required to own real property in order to qualify to vote. (New York)
- Black children shall be prohibited from attending Pittsburgh schools.
- No person or corporation shall require any white female nurse to nurse in wards or rooms in hospitals, either public or private, in which Negro men are placed. (Alabama)
- It shall be unlawful for a Negro and white person to play together or in company with each other at any game of pool or billiards. (Alabama)
- No colored barber shall serve as a barber [to] white women or girls. (Georgia)
- The officer in charge shall not bury, or allow to be buried, any colored persons upon ground set apart or used for the burial of white persons. (Georgia)

Home Links/Reflections to Affirm Identity

Reflect on Jim Crow and the residue left today... what actions would you take?

What discoveries are you making about the role of Black women in this period?

After students react to these laws, the teacher will explain that laws such as these existed in the United States and became known as “Jim Crow” laws.

Activity: Analyze photos of Jim Crow era using Analyzing Images Protocol [Teaching Strategy: Analyzing Images | Facing History](#). Example of photos can be found: [Jim Crow and Segregation | Classroom Materials at the Library of Congress](#) | [Library of Congress \(loc.gov\)](#) the origins and persistence of the Jim Crow System to 1909

Closing/Evidence of Learning: Students individually write/depict response to prompt: How did Jim Crow influence the life of Blacks?

Day 2 Jim Crow and Racial Trauma

Initiation: Explore the Jim Crow Timeline in groups, stopping at May 31, 1909-June 1, 1909. Share out and discuss actions of the past and today’s society.

<https://www.ferris.edu/HTMLS/news/jimcrow/timeline/jimcrow.htm>

- [Ida B. Wells-Barnett](#) Consider contributions of Black women in Resistance.

Activity: Ask students to design/create a “Freedom Dream” [What is Freedom Dreaming?](#) (message, visual, picture, song) about what changes are needed now to end racial violence and trauma. What will it look and sound like when we get to the Dream or MLK’s mountaintop? Dreams can be created with Apps, paper, or medium of choice.

- Form groups of helping trios to give feedback on “Freedom Dreams” from multiple perspectives. [Helping Trios](#)

Closing: Using Inside-Outside Circle, students will share reactions/reflections. Prompts: To what extent is the political and social “goodwill” still present to address lingering and current matters of race and equity? What rights should all Americans enjoy? What rights do only some Americans possess?

Day 3 W.E.B. Du Bois and Booker T. Washington (Students will participate in a lesson adapted from [Alabama History Education Initiative](#))

Initiation: Discuss What did the leading Black scholars of the day (W.E.B. Du Bois and Booker T. Washington) believe? What were W.E.B Du Bois’ critiques of Booker T. Washington?

Activity: Access the Booker T. Washington and W.E.B. DuBois: Two Paths to Ending Jim Crow” PowerPoint from [W E B DuBois Booker T Washington and Jim Crow Lesson October 2010.pdf](#)

<p>alabama.gov). During the PowerPoint, students will use a Compare/Contrast Matrix to draw their own conclusions about the viewpoints of Washington and Du Bois.</p> <p>Closing: Students individually write/depict response to prompt: As the leading Black scholar of the day, did W.E.B. Du Bois believe Reconstruction was a success or failure?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>ELA - Students can develop an Exoduster Character that can be developed into a graphic mini novel or comic book story.</p> <p>US History - Excerpts from THE SOULS OF BLACK FOLK: ESSAYS AND SKETCHES by W. E. B. Du Bois. - Alabama Textual Materials Collection - Alabama Department of Archives and History</p>	<p>Extensions/Experiential Opportunities</p> <p>Visit local historical societies (in-person/virtual)</p> <p>The Strange Career of Jim Crow: C. Vann Woodward, William S. McFeely: 9780195146905</p> <p>Read "Booker T. and W.E.B." by Dudley Randall - Famous poems, famous poets. - All Poetry. "How does the poem illustrate the differences between Washington and DuBois?" Have them add to their Compare/Contrast Matrix</p> <p>Read/explore in groups: Resistance, activism, the life of William Monroe Trotter https://bit.ly/3vLs4us and Ida B. Wells-Barnett</p>
<p>Lesson 4.4 The Education and Entrepreneurship of Blacks</p>	<p>Duration: 6 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Growth and development of both Historically Black Colleges and Public Education as a conduit for greater freedom • Black Wall Street • Business Entrepreneurs <p>Vocabulary: Entrepreneur, HBCU, Education of Blacks</p>	<p>Materials/Resources/Speakers</p> <p>Black Entrepreneurs of the Eighteenth and Nineteenth Centuries</p> <p>The Education of Blacks in the South https://muse.jhu.edu/book/43951: The Road to Freedom? (HBCUs, Rosenwald Schools, and Philanthropy)</p> <p>First Class: The Legacy of Dunbar, America's First Black Public High School Hardcover – August 1, 2013 by Alison Stewart https://bit.ly/2Jbu5qG</p> <p>A New Negro for a New Century,</p>

<https://archive.org/details/newnegrofornewce00wash/page/14/mode/2up?ref=ol&view=theater>

Article: The History of HBCUs in America
<http://www.americanradioworks.org/segments/hbcu-history>

<https://hbculifestyle.com/first-hbcu-in-the-united-states>

Documentary: Tell Them We Are Rising
<https://www.pbs.org/independentlens/videos/tell-them-we-are-rising>

New Haven Negro College https://www-jstor-org.ccsu.idm.oclc.org/stable/1559806?seq=2#metadata_info_tab_contents

[Lincoln or Cheyney: Which Was the First HBCU?](#)

Black Wall Street: [From Bricks and Mortar to Community Building](#)

[Remember the Tulsa Race Riot | Learning for Justice](#)

Atlanta Mutual Life Insurance: [Atlanta Life Insurance Company | New Georgia Encyclopedia](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Schooling for Blacks

Initiation: Discuss how various groups created institutions for the education of Blacks. [Connecticut Abolitionists \(U.S. National Park Service\)](#)

Activity: In small groups, students research Connecticut early education opportunities for Blacks and share a summary of evidence with the full class. Recommend using virtual platforms: Padlet, Flipgrid, etc. Options:

- New Haven Negro College
- Prudence Crandall’s school
- Churches
- Mary Smith Kelsey Peake, Hampton <https://edu.lva.virginia.gov/changemakers/items/show/3>
- Rosenwald Schools, and Philanthropy

Questions for students to explore:

- Was education equal during this time?
- How were African Americans held back/advanced in educational achievement?
- How did resource budgets for segregated schools in the South compare to schools in Connecticut in 1900?

Closing/Evidence of Learning: Students share their summaries of evidence with the class.

Day 2 Black Wall Street and Business Entrepreneurs

Initiation: Watch and discuss parallels in the past and present <https://www.youtube.com/watch?app=desktop&v=635PsaixFsM>

Activity: Students will divide into groups and research Wall Street and Black Entrepreneurs and share a summary of evidence with the full class. Recommend using virtual platforms such as Padlet, Flipgrid, etc. Sources:

- Use primary sources to research the background of Black Wall Street: [From Bricks and Mortar to Community Building](#)
- Atlanta Mutual Life Insurance Company
- Lillian Harris Dean http://self.gutenberg.org/articles/eng/Lillian_Harris_Dean
- [Madam Walker, the First Black American Woman to Be a Self-Made Millionaire | The African Americans: Many Rivers to Cross | PBS](#)

Home Links/Reflections to Affirm Identity

Choose an HBCU to learn the history and significance to Black progress and achievement.

Visit a museum exhibit on the Black family during Reconstruction.

- [Black Entrepreneurs during the Jim Crow Era -- The Henry Ford Blog - Blog - The Henry Ford](#)
- [Black Business Owners in the Jim Crow Era \(thoughtco.com\)](#)

Questions for students to explore:

- How did African American entrepreneurs shape the economic system for Blacks, and the U.S. as a whole?
- What contributed to their success or demise?

Closing/Evidence of Learning: Students share summaries.

Day 3 New Negro Movement

Initiation: Have students read/analyze poem "[If We Must Die](#)": [Claude McKay Limns the "New Negro"](#) and explore how African Americans are depicted - Old vs. New Negro? (This should follow pre-reading for homework after Day 2 [African American literature - The rise of the New Negro.](#))

Discussion questions:

- What explains the "racelessness" of "If We Must Die"?
- Compare "If We Must Die" to these lines from Alfred Lord Tennyson's 1842 poem "Ulysses":
*We are not now that strength which in old days
 Moved earth and heaven: that which we are, we are;
 One equal temper of heroic hearts,
 Made weak by time and fate, but strong in will
 To strive, to seek, and not to yield.*
 What do these lines have in common with McKay's poem? Why might McKay have taken Victorian poetry as a model for "If We Must Die"?

Activity: In small groups, students use and explore [The New Negro and the Black Image: From Booker T. Washington to Alain Locke, Freedom's Story, TeacherServe®](#)

Each group uses their prior knowledge along with their new knowledge from resource to create a poster or other visual with key points that each person in the group will use to teach jigsaw groups for gallery walk. Students keep track of new learning using graphic organizer.

Closing/Evidence of Learning: Posters created by groups and individual notes.

Day 4 Contributions of Black Scientists, Inventors, and Innovators

Initiation: Brainstorm how Black Scientists, Inventors, and Innovators have contributed to the global society?

Activity: In small groups, explore Black Scientists during the time. Resource: [Famous Black Inventors - Inventions & Scientists](https://www.thoughtco.com/colors-of-innovation-1991281); <https://www.thoughtco.com/colors-of-innovation-1991281>

Teacher will provide a photograph of the following inventors/scientists for students to create a fact sheet and share out:

- Thomas Jennings
- Henry Blair
- Madame CJ Walker
- Elijah McCoy
- Lewis Lattimore
- Granville Woods
- Garrett Morgan

Closing/Evidence of Learning: Students will use exit ticket to answer: How did Black scientists, inventors, and innovators contribute to “community” and impact society?

Day 5 and 6 Socratic Seminar

Performance Task: This unit concludes with an End-of-Unit Performance Task in which students return to the compelling and pre-assessment questions (e.g., How did Reconstruction impact the families of Africans, African Americans, and Blacks? Was the Reconstruction a success or failure?). These questions guide students as they prepare (Day 5) and participate (Day 6) in a Socratic Seminar <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

ELA - [The Souls of Black Folk, by W.E.B. Du Bois](#)

The Arts - Student created Art/Music experience from this period - can be for Radical Imagination Project

Extensions/Experiential Opportunities

Create a collection/directory of local CT Black/Caribbean Business during the early 1900s to display in school.

Unit 5

FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

Black Movement for Equality (1915-1965)

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

Semester 1 – Focus on African American/Black History			
Title of Unit	Unit 5: Black Movement for Equality (1915-1965)	Timeframe	Mid November-Mid December (3 weeks/16 days)
Developed By	Meghan Geary, Dr. Stacey Close, and Paquita Jarman-Smith	Revision Date	June 18, 2021
Summary of Unit			
<p>This unit will focus on Black Americans’ movements for equality, both geographical and societal. It will begin with the ideology of Nadir, which triggered the Great Migration of approximately a half million African Americans from Southern to Northern states between 1916 and 1918, and will then explore the fight for equal rights and the enormous contributions of Black people in America during the early 20th century. The unit should help students understand how the events of the period helped shape present-day systems.</p> <p>Topics include: the impact of Jim Crow laws on Black communities and their resistance; The Harlem Renaissance and African American arts; Black Wall Street and the Tulsa Massacre; African American participation in WWI and WWII; the “Red Summer” of 1919; how FDR’s New Deal Fair Housing Act exacerbated segregation and led to current wealth/wage/opportunity gaps; the establishment of important organizations including the National Association for the Advancement of Colored People (NAACP), The Universal Negro Improvement Association (UNIA), the National Urban League, The Southern Christian Leadership Conference (SCLC), The National Council of Negro Women, The Nation of Islam (NOI), The Congress of Racial Equity (CORE), The Student Nonviolent Coordinating Committee (SNCC); landmark Supreme Court decisions such as Brown v. BOE; major Civil Rights legislation such as CRA of 1957 and 1964, and the VRA of 1965; Black women’s role in the ongoing revolution; and the contributions of W.E.B. Du Bois, August Wilson, Mary Townsend Seymour, John Lewis, Dr. Mary McLeod Bethune, Constance Baker Motley, Mamie Till and others as detailed in the lessons.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Identify tactics, mission, and accomplishments of major groups involved in the movement for equality. • Investigate the causes, consequences, and historical context of key events in this time period. • Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. • Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. • Analyze the role of women of color in the women’s rights movement. <p>Compelling Question: How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?</p>			

Desired Results

Relevant Content Standards	Related Supporting Standards
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</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>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.</p> <p>CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.</p> <p>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>National Curriculum Standards for Social Studies</p> <p>9.4A.2 Evaluate the Warren Court’s reasoning in Brown v. Board of Education and its significance in advancing civil rights. [Analyze cause-and-effect relationships]</p> <p>9.4A.3 Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past]</p>	<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</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>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</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>CELP.9-12.2. A.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>From Social Justice Standards from “Learning for Justice”</p> <p><i>Identity</i></p> <p>5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p><i>Justice</i></p> <p>13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</p> <p><i>Action</i></p> <p>16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p>

From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY

Key concept 9: Enslaved and freed people worked to maintain cultural traditions while building new ones that sustain communities and impact the larger world.

SUMMARY OBJECTIVE 19 Students will examine the ways that the federal government's policies affected the lives of formerly enslaved people.

19.C By passing the 14th and 15th Amendments during Congressional (Radical) Reconstruction, the federal government made a commitment to protect the legal and political rights of African Americans. Federal troops enforced the civil and political rights of African Americans in the South during Congressional Reconstruction.

SUMMARY OBJECTIVE 22 Students will examine the ways that the legacies of slavery, white supremacy and settler colonialism continue to affect life in what is now the United States.

22.B Segregation and inequality persist in the United States. This is most evident in employment, housing and education but can also be seen in health care, workplaces, sports settings and churches.

Learning Outcomes	Critical Consciousness
Overarching Learning Objectives	Overarching Essential Questions
<p>L04 EXAMINE the scope and legacy of resistance that has been integral to African American, Puerto Rican and Latino histories.</p> <p>L05 ARTICULATE the integral role African American, Puerto Rican and Latino communities have played in shaping U.S. society, economy, and culture.</p> <p>L06 REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American, Puerto Rican, Latino, and Indigenous experiences, intellectual thought, and culture.</p> <p>L08 EXAMINE examples of African American, Puerto Rican and Latino action in addressing issues impacting their communities.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican and Latino history and culture teach us about radically reimagining new possibilities and more just futures?</p>

		EQ8 AGENCY AND CIVIC ENGAGEMENT How can young people take informed action to address pressing issues in their own communities?
Theme/Content Specific Enduring Understandings		Theme/Content Specific Inquiry
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Gain understanding of the role African Americans played in shaping the U.S. society, economy, and culture. Gain understanding of how African Americans advocated for freedom and justice. Gain understanding of how Blacks and African Americans used the arts to perpetuate a theme of hope, persistence and resilience. Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice. Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements. Analyze the role of women of color in the women’s rights movement. <p>Skills:</p> <ul style="list-style-type: none"> Investigate a variety of primary resources (including both the Black and the White press) to analyze social and political changes for Black Americans in this period and reactions to these changes. Evaluate the roles of music and literature in the study of history. 		<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> What are human rights? How and why did segregation in housing develop in Connecticut and does this segregation in housing still exist today? How has Black popular culture impacted American culture and attitudes from the Harlem Renaissance to the present? What has Black popular culture revealed about Black attitudes and beliefs in the 20th and 21st centuries? How have socially unjust practices toward Blacks, African Americans, and African descendants been established in the law, upheld, and gradually abolished?
Evidence of Learning		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)
<p>Pre-Assessment: Imagine you are a student during the time period. Describe your school day in a one-page journal entry.</p> <p>Common Misconceptions:</p>	<ul style="list-style-type: none"> Group discussions Critical Self-reflections Entry/Exit slips Turn-and-talks Critical analysis of various historical documents, media (pictures, music, letters, journal entries, book excerpts, videos etc.) Word splash 	<p>Students gather news articles, images, or online papers on period and then develop a claim and cite evidence to support argument using multiple sources in response to the following question: How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?</p>

<ul style="list-style-type: none"> • Black Americans are a monolith (there were varying viewpoints on how to achieve equal rights) • Nonviolent protest ensured a nonviolent response. (In reality, there was violence against peaceful protestors.) 		<p>Explain how the perspectives of people in the present shape interpretations.</p> <p>Course Projects: Radical Imagination Through the Arts and Be the Change Project</p>
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Learning Plan/Lesson Sequence

Lesson 5.1 Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope	Duration: 4 Days
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<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Failed promises of the Reconstruction era created dissonance among Blacks and Whites • During the Nadir, in the North as well as the South, Whites forced African Americans from skilled occupations like carpentry and unskilled jobs like mail carrier • Connecticut and the Great Migration to Hartford • Nadir (low point) - the ideology of race relations and underlying social processes • Riot vs. massacre: How the narrative is told matters in terms of how the event is received. • “Red Summer 1919” • Status of Black soldiers after WWI • Black WWI veterans fought abroad as Americans and returned home to be viewed as a “threat” to the status <p>Vocabulary: Great Migration, Juxtaposition, Riot, Tulsa massacre, Black Wall Street, Red Summer, Langston Hughes</p>	<p>Materials/Resources/Speakers</p> <p>https://bit.ly/3vwmX0H (general resources for teachers)</p> <p>Correct(ed): How to Teach the Nadir of Race Relations</p> <p>Tulsa Objects in the NMAAHC Collection</p> <p>Tuttle Jr., William M. Race Riot: Chicago in the Red Summer of 1919. New York: Atheneum, 1970.</p> <p>Racial Change in the Hartford Region, 1900-2010 University of Connecticut Libraries, Map And Geographic Information Center (MAGIC), 2012.</p> <p>Red Summer: When Racist Mobs Ruled American Experience</p> <p>“Harlem” by Langston Hughes https://www.poetryfoundation.org/poems/46548/harlem</p> <p>The African American’s experience in WWI Make Way for Democracy! - National WWI Museum and Memorial</p> <p>A French Directive</p>
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[The Chicago Defender](#)

[Targeting Black Veterans](#)

<https://www.tulsa-history.org/exhibit/1921-tulsa-race-massacre>

[The Tulsa Race Massacre](#)

[August Wilson "Fences" : Free Download, Borrow, and Streaming](#)

[Amanda Gorman's inaugural poem 'The Hill We Climb' full text](#)

Washburn, Patrick S. A Question of Sedition: The Federal Government's Investigation of the Black Press During World War II. New York: Oxford University Press, 1986.

Doreski, C.K. "Chicago, Race, and the Rhetoric of the 1919 Riot." Prospects 1993 18: 283-309.

Kornweibel, Theodore Jr. "The Most Dangerous of All Negro Journals": Federal Efforts to Suppress the Chicago Defender During World War I. American Journalism 1994 11 (2): 154-168.

[Rare 1920s Footage: All-Black Towns Living the American Dream | National Geographic](#)

[On The Line: How Schooling, Housing, and Civil Rights Shaped Hartford and its Suburbs](#)

[The March Continues: Five Essential Practices for Teaching the Civil Rights Movement \(learning for justice.org\)](#)

De Facto School Segregation - Hartford. Sheff v. O'Neill [Lawsuit Attacks the Segregation of Urban Schools From White Suburbs \(Published 1992\)](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 The Nadir

Initiation: Assess background knowledge of “The Nadir of Race Relations” (connect to previous units on Reconstruction, Jim Crow South, the Great Migration) and create a “whiteboard splash”; teacher can correct, clarify, elaborate before segueing into specific lesson on how many African Americans settled in and around Hartford, CT.

- Watch the quick video clip The Nadir of Race Relations: [The Nadir of Race Relations](#)
- Have students explore “Jacob Lawrence: The Migration Series.” [The Migration Series](#) Panels #54, 57-60. Invite students to post reactions at the start of class on Padlet.

Activity: Using jigsaw approach, split groups into context-based periods. Read [Somewhere in the Nadir of African American History, 1890-1920](#). Groups will report the key points of period to class.

Closing: Wrap up with group discussion with questions found in the discussion section: What was at stake for White and Black southerners at each point? How did White southerners wrest political power for themselves? How did Black southerners try to prevent their own oppression?

Day 2 Migration to CT

Initiation: Create a post for students to share their families’ migration journey. Where are the places your family has lived up until now? Students can check in with family to build on what they know of the places lived.

Activity: Read [Hartford's Great Migration through Charles S. Johnson's Eyes](#) (This could be provided as homework after Day 1.) In small groups, students will evaluate primary sources, CT History websites and reading/research to understand why Hartford (and CT) were desirable for African Americans and what challenges they faced, as well as explore local artists, businesses, photographs, musicians from that period of time in CT.

Closing/Evidence of Learning: Each group will compile a slideshow of artifacts/stories which portray the lived experiences of new arrivals to Hartford.

Day 3

Home Links/Reflections to Affirm Identity

Visit “Jacob Lawrence: The Migration Series” online. Choose a panel and discuss with family members.

<https://lawrencemigration.phillipscollection.org/the-migration-series>

What is the history of their family’s migration? i.e., Did parents move from another state to pursue education, job opportunities, etc. Why did they settle there? Has the family been in the same city/state for generations? Why?

Read [Kareem Abdul-Jabbar reflects on George Floyd protests](#) and share learning and draw conclusions/parallels

Initiation: Listen to Billie Holiday's "Strange Fruit" <https://bit.ly/3d94Q9B>. Help students connect with how Blacks, African Americans and the culture of that time contributed to the protests against racial violence and discrimination.

Split the class. Students consider language of protest. Refer to the distinction of "riot" in the Tulsa Massacre of 1921 where insurance companies were absolved from having to pay Greenwood residents who lost homes and businesses. Discuss the negative connotation of the word "riot." How has that negatively impacted progress? Why do our "labels" matter? Discuss the similarities/differences to "riot" based on current events to this time in U.S. history.

Activity: Read [Red Summer: When Racist Mobs Ruled | American Experience](#) and firsthand accounts found in [Race Riot: Chicago in the Red Summer of 1919 \(Blacks in the New World\)](#)

Using the "Four As" Text Protocol, students highlight and write notes to answer the four questions:

- What *assumptions* does the author of the text hold?
- What do you *agree* with in the text?
- What do you want to *argue* with in the text?
- As a result of reading this text, what do you *aspire* to do?

Closing: How should we acknowledge the atrocities of our past when we tell our history? (in preparation for Semester 2 Unit 2: Lesson 2.6 Scientific Experiments for additional examples of racial trauma and injustice.)

Day 4

Initiation: Close Read of [Red Summer of 1919: How Black WWI Vets Fought Back Against Racist Mobs](#) spotlighting what Black soldiers did upon their return from WWI. (Pre-reading may be given as homework after Day 3.)

Activity: In small groups, students read and react to words and pictures on pages 20-26 in [TARGETING BLACK VETERANS](#). Students individually find a sentence that stood out to them and as a group they answer the "Four As" Text Protocol (see Day 3).

Evidence of Learning: Students choose one of the following prompts for written/recorded response:

- In what ways was the Great Migration a form of protest?
- What are some of the pushes and pulls for Blacks and African Americans to relocate their jobs and families to Hartford?

<ul style="list-style-type: none"> How is the juxtaposition of hope manifested in the past and present history of Blacks and African Americans in the long battle for equality and ultimately continued existence? <p>Closing: Use safe space norms for a closing circle, and open discussion for students to share feelings, emotions, and parallels between this lesson and the Summer of 2020 or other racial protests.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Read/perform the play “Fences” by August Wilson. Students can reflect throughout the play how the main characters respond to the challenges of the time period. As a culminating activity they can discuss in small groups - How has the theme of hope manifested in the past and present history of Blacks and African Americans in the long battle for equality and ultimately continued existence?</p> <p>Students can compare and contrast poems of Langston Hughes, Claude McKay, and Amanda Gorman to demonstrate incremental change or race relations over time.</p>	<p>Extensions/Experiential Opportunities</p> <p>The language of the unheard Hartford http://bit.ly/37J7zFA</p> <p>Teaching the Tulsa Massacre https://www.zinnedproject.org/news/teaching-the-tulsa-massacre-99-years-later/</p> <p>Discuss the following:</p> <ul style="list-style-type: none"> disparity in sentencing (see Ida Wells’ writing from the St. Louis riots in 1917) then and now anti-lynching bill(s) NAACP response to <i>Birth of a Nation</i> Birth of a Nation, the NAACP, and Civil Rights
<p>Lesson 5.2 The Power of Black Art: The Empowerment of Black People Through the Arts</p>	<p>Duration: 3 Days</p>

<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Harlem Renaissance (early civil rights movement) • The New Negro • Empowerment of art- keeping hope alive • Recognition of Black culture through the Arts (film, literature, art, music, and the media) • Jazz as popular music known as the Jazz Age <p>Vocabulary: Harlem Renaissance, Jazz Age, Jazz, Dizzy Gillespie, Charlie Parker, Duke Ellington, Bebop, Prohibition, speakeasy</p>	<p>Materials/Resources/Speakers</p> <p>Dizzy Gillespie’s 1960 portrait of Duke Ellington https://www.youtube.com/watch?v=wHfP7IKMK8</p> <p>Dizzy Gillespie’s Quintet https://youtu.be/2uLpjp7xkyI</p> <p>Charlie Parker’s Jam session https://youtu.be/2uLpjp7xkyI</p> <p>“Mother to Son” by Langston Hughes - read aloud by Viola Davis https://youtu.be/5L-kKxePGqA</p> <p>https://www.history.com/news/harlem-renaissance-photos</p> <p>A New Negro for a New Century, Booker T. Washington (Print and Audio) https://archive.org/stream/newnegrofornewce00wash/ref=ol</p> <p>The New Negro and the Black Image: From Booker T. Washington to Alain Locke, Freedom's Story, TeacherServe®></p> <p>Arturo Schomburg's Latino Identity Is Often Forgotten</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Read “Mother to Son” by Langston Hughes. Reflect on Hughes’ contributions to the Harlem Renaissance. Ask how art like this has revitalized the notion of community. What is the message about hope in this piece? How does poetry contribute to our understanding of self and others? How can we use our voices to effectively invoke change in our world?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Ongoing reflections, a diary or journal, about why the art that a student chooses or gravitates toward is appealing or reflects their inner selves.</p> <p>Reflect and identify a favorite painting, story, musical selection, etc., of the time. What resonated with you and why?</p>

Use the QFT (Question Formulation Technique) to begin inquiry and develop strong questioning techniques. <https://sites.lsa.umich.edu/inclusive-teaching/question-formulation-technique/>

Activity: In small groups, students will begin developing questions on images from the time period. Students will ask themselves, How does the art I love connect or trace back in some way to the art of the Harlem Renaissance?

- Explore photos <https://www.history.com/news/harlem-renaissance-photos>
- Explore a map of the night life during the Harlem Renaissance <https://www.6sqft.com/1932-map-illustrates-a-vibrant-nightlife-during-the-harlem-renaissance/>
- Listen and view performances of jazz musicians such as Dizzy Gillespie, Charlie Parker, and Marian Anderson.

Closing: As a class, discuss notices and wonderings.

Day 2

Initiation: Listen to songs that steered the Harlem Renaissance, ask questions about song title, and identify what they notice and wonder about lyrics. <https://www.purdue.edu/convocations/harlem-100-artists-that-steered-the-harlem-renaissance>

Activity: Based on student interest, choose a video from The Harlem Renaissance’s Cultural Explosion, in Photographs <https://www.youtube.com/watch?v=0ivWbxiVFTs>. Then, read [Arturo A. Schomburg: His Life and Legacy](#).

Closing/Evidence of Learning: Students can choose to write a new verse to one of the songs, write a diary entry as if they were the singer telling about the song, or draw a picture about the song.

Day 3

Initiation: Begin class with “Don’t Mean a Thing (If It Ain’t Got That Swing)”, Louis Armstrong, Duke Ellington <https://binged.it/3AhemlO>. Students will discuss and share impressions of this piece.

Activity: Students will analyze the artistic culture of African Americans during the Harlem Renaissance. Students can do a quick search and self-select a person to explore (examples listed below). Students should capture contributions/legacy of the individual in a creative way.

- CT’s Bessye Proffitt

- Arturo Schomburg
- Pauline Elizabeth Hopkins
- Billie Holiday
- Duke Ellington

Closing/Evidence of Learning: Students will share contributions and use exit ticket to respond to prompt: How did the Harlem Renaissance impact society?

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Music - Students can research a Jazz Musician and their contribution to “pop” music
 ART/ELA The beginnings of a “collection” for a “gallery walk” or other form of presentation would be ideal to blend with ELA and Fine Arts classes

Community Fine Arts Visit - Artist Collective, The Amistad Center for Art & Culture for virtual learning session

Investigate local art community - Bessye Proffitt, Dollie McLean, Artists Collective and Lasting Legacy of Harlem Renaissance in Hartford and other cities

Extensions/Experiential Opportunities

Bringing in a speaker or artist, or even a teacher from the Fine Arts to present, discuss, etc.

Explore history of the New Negro: An appeal to the King, Bowen, J. W. E.
<https://www.loc.gov/item/12002889/>

[The New Negro and the Black Image: From Booker T. Washington to Alain Locke, Freedom's Story, TeacherServe®](#)

Discussion: How are African Americans depicted – Old vs. New Negro? Who were influential Afro-Latinos of the time? What were their contributions?

Souls of Black Folk_by Du Bois

<https://www.gutenberg.org/files/408/408-h/408-h.htm>

James Weldon Johnson’s Autobiography of an Ex-Colored Man
<https://library.um.edu.mo/ebooks/b28045877.pdf>

<p>Lesson 5.3 Remnants of the Jim Crow South</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> modern-day “de facto” segregation is a result of policies from the early 20th century Redlining prevented Blacks from buying property <p>Vocabulary: de facto segregation, New Deal, FHA-Federal Housing Authority, redlining</p>	<p>Materials/Resources/Speakers</p> <p>2 comments on “How Red Lines Built White Wealth: A Lesson on Housing Segregation in the 20th Century”</p> <p>https://prrac.org/newsletters/novdec2012.pdf</p> <p>https://www.zinnedproject.org/if-we-knew-our-history/forgotten-history-government-segregated-united-states/</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Redlining</p> <p>Initiation: Post question for students to respond to: How does real estate build wealth?</p> <p>Activity: Follow lesson plan 2 comments on “How Red Lines Built White Wealth: A Lesson on Housing Segregation in the 20th Century”</p> <p>Closing/Evidence of Learning: Focusing on FHA policies beginning in 1934, students write/depict response to How did New Deal policies further disenfranchise Black Americans?</p> <p>Day 2 Segregation by Design</p> <p>Initiation: Explore how modern-day “de facto” segregation is a result of policies from the early 20th century by watching documentary Segregated by Design (18 minutes). (This could be a “Flip the Classroom” activity to prepare students with background knowledge for class discussion after Day 1.)</p> <p>Activity: Students will work in groups to present evidence of segregation on the local level and recommend a response.</p> <p>Provide time for students to work on Be the Change... Project</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students can explore, What can I do to improve the racial equity of my school/town?</p>

<p>Closing: Students use an exit slip to respond to prompt: How did red lines build wealth and for whom?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Connection to ELA - Watch <i>A Raisin in the Sun</i> film, 1961, with Sidney Poitier (play by Lorraine Hansberry) - uses Hughes' poem, another great connection that could be themed through multiple lessons/units: "What happens to a dream deferred?"</p>	<p>Extensions/Experiential Opportunities</p> <p>Students can research the statistics of their town and school to see how segregated it is, what led to the racial/economic makeup of the town, what local agencies are doing to improve balance (or not at all), how schools are funded (tax bases, etc.)</p> <p>Nikole Hannah-Jones investigative reporting on school de/segregation</p> <p>School Segregation, the Continuing Tragedy of Ferguson</p> <p>Watch and discuss with a peer film: Imitation of Life, Douglas Sirk</p>
<p>Lesson 5.4 Resistance and Revolution Through Organized Efforts</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Organizing to redress racism • Systemic Racism • Resistance • Reform • Equity • What is Radical? • Landmark court rulings changed the trajectory of American race relations forever <p>Vocabulary: The Universal Negro Improvement Association (UNIA), the National Urban League, The Southern Christian Leadership Conference (SCLC), The National Council of Negro Women, The Nation of Islam (NOI), The Congress of Racial Equity (CORE), The Student Nonviolent Coordinating Committee (SNCC), Brown v. BOE, Civil Rights Act 1957, Montgomery Bus Boycott, March on Washington for Jobs and Freedom, Civil Rights Act 1964, and Voting Rights Act 1965</p>	<p>Materials/Resources/Speakers</p> <p>Martin Luther King Jr.'s famous I have a dream speech https://youtu.be/vP4iY1TtS3s</p> <p>http://www.greaterhartfordnaacp.org/</p> <p>CT Women's Hall of Fame https://www.cwhf.org/inductees/mary-townsend-seymour</p>

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Civil Rights Organizations</p> <p>Initiation: ABC Brainstorm names of Civil Rights Activists known, noting how they identify racially.</p> <p>Activity: In small groups, students investigate influential Black organizations using primary sources from 1909 to 1950 (see list below). Students use a graphic organizer for note taking Analyzing Primary Sources (choose 1) to prepare summary in response to the following: What actions of the organizations were radical or reform, and why? What were they in response to? What did they lead to?</p> <ol style="list-style-type: none"> 1. The Universal Negro Improvement Association (UNIA) 2. The National Urban League 3. The Southern Christian Leadership Conference (SCLC) 4. The National Council of Negro Women 5. The Nation of Islam (NOI) 6. The Congress of Racial Equity (CORE) 7. The Student Nonviolent Coordinating Committee (SNCC) 8. National Association for the Advancement of Colored People (NAACP) <p>Closing: Round robin share-out of organizations and contributions.</p> <p>Day 2 Brown v. Board of Education</p> <p>Initiation: View and discuss Landmark Cases: Brown v Board Doll Test (C-SPAN)</p> <p>Activity: Use/modify this lesson plan to learn how organizations like NAACP led to revolutionary SCOTUS decisions such as Brown v. BOE Lesson plan: Brown v. Board of Education and the story of Prince Edward County Schools Lesson Plan</p> <p>Closing: Students will use an exit ticket to identify what they think is significant about the Brown decision</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Student reflection, What am I doing to improve the racial equity of my school/town?</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>US History - Black organizations and acts of resistance paved the way for collective resistance, revolution, landmark legislation, and court decisions such as:</p> <ul style="list-style-type: none"> • Civil Rights Act 1957 	<p>Extensions/Experiential Opportunities</p> <p>NAACP response to <i>Birth of a Nation</i> https://edsitement.neh.gov/lesson-</p>

<ul style="list-style-type: none"> • Montgomery Bus Boycott • March on Washington for Jobs and Freedom • Civil Rights Act 1964 	<p>plans/birth-nation-naacp-and-balancing-rights</p> <p>Meet virtually with civil rights/CHRO attorneys about trends in issues today</p>
<p>Lesson 5.5 World War II - Tuskegee Airmen</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • The fight against fascism abroad and the tremendous contributions of Black servicemen once again ignited the push for justice and equality “at home.” • Tuskegee Airmen • Lemuel Custis was also Hartford’s first Black police officer • Civil Rights Movement benefitting from fight against fascism <p>Vocabulary: patriotism, heroism, fascism, equality</p>	<p>Materials/Resources/Speakers</p> <p>https://www.ctexplored.org/tuskegee-airman-i-wanted-to-fly/</p> <p>Connie Nappier (1922 - 2016) - Obituary A HUMBLE MAN WHO `LOVED HIS COUNTRY'</p> <p>Lemuel Custis - Obituary</p> <p>https://www.nbcconnecticut.com/news/local/hartford-police-honor-notable-black-officers-during-black-history-month/2223347/</p> <p>Tuskegee Airmen Memorial Bridge Hartford</p> <p>https://www.legacy.com/obituaries/hartfordcourant/obituary.aspx?n=lemuel-rodney-custis&pid=3237382</p> <p>https://cafriseabove.org/artifact/tuskegee-airmen-memorial-bridge-hartford/</p> <p>https://library.ccsu.edu/cpaead/vhp/VHP200632.xml</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Connecticut’s own Tuskegee Airmen</p> <p>Initiation: Pre-assess knowledge of African American experience in WWII, Tuskegee Airmen.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students ask family members about their families’ involvement in World War II and what they know about African American people’s involvement</p>

<p>Activity: Split class into two groups for article analysis. Provide note-taking frame for students to use for Pair-Square activity after reading.</p> <ol style="list-style-type: none"> 1. https://www.nbcconnecticut.com/on-air/as-seen-on/new-haven-honors-last-living-tuskegee-airman-in-connecticut-hartford/1936359 https://www.ctexplored.org/tuskegee-airman-i-wanted-to-fly 2. https://patch.com/connecticut/northhaven/spirit-45-remembering-tuskegee-airmen <p>Then students watch NBC CT New Haven Honors Last Living Tuskegee Airman in Connecticut and add new knowledge to their notes.</p> <p>Closing: Students use exit ticket to reflect on the irony of African American men fighting for freedom in comparison to lived experience in the U.S. What can be learned from their experiences?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Technology/Media - Create a podcast about significant individuals in CT History: Hartford’s Lemuel Custis, Edward T. Hall, Connie Nappier, Constance Baker Motley</p>	<p>Extensions/Experiential Opportunities</p> <p>https://www.zinnedproject.org/news/tdih/sammy-young-jr-murdered/</p>
<p>Lesson 5.6 How The Women Organized and Agitated</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Racial discrimination was compounded by gender discrimination, negatively affecting women’s opportunities and rights • Focus on Women’s Movement during Civil Rights Era <ul style="list-style-type: none"> ○ Dr. Mary McLeod Bethune, National Council of Negro Women ○ Role of Black women in the suffrage movement (lack of Black women/working women’s causes on the agenda at Seneca Falls...) ○ Mary Church Terrell, Fannie Lou Hamer, Ella Baker ○ Constance Baker Motley: Brown v. BOE and the integration of the University of Mississippi ○ Mamie Till and media helped advance the CRM 	<p>Materials/Resources/Speakers</p> <p>Mary McLeod Bethune - Mary McLeod Bethune Council House</p> <p>Mamie Till: Emmett Till's mother</p> <p>https://www.nps.gov/places/washington-dc-mary-church-terrell-house.htm?utm_source=place&utm_medium=website&utm_campaign=experience_more</p> <p>People's Historians Online: Black Feminist Organizing: 1950s to the 21st Century</p> <p>Nevertheless They Persisted: Black Women & The Fire Within Them (Lesson Plan)</p>

	<p>People's Historians Online: Black Feminist Organizing: 1950s to the 21st Century</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Legacies of Black Women</p> <p>Initiation: Have students Brainstorm and research a prominent Black or African American Woman to spotlight in the lesson and share reasoning.</p> <p>Activity: Nevertheless They Persisted: Black Women & The Fire Within Them (Lesson Plan)</p> <p>Day 2 Legacies of Black Women, Cont.</p> <p>Activity: Students create a poster and oral story (using QR Code) about a Black female historical figure from CT to share contributions, and notable accomplishments. Encourage students to choose from a range of professions, including sciences, arts, culinary, and sports.</p> <p>Closing: Discuss similarities in Women’s contributions from past and present.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Ask a friend: How did the 2020 presidential election demonstrate that Black lives matter?</p> <p>Choose a female historical figure to read/learn about.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Prepare artifacts for school/community display during Black History Month and/or Women’s History Month.</p>	<p>Extensions/Experiential Opportunities</p> <p>Teaching Intersectionality in Activism Beyond Suffrage: “A Unifying Principle” Understanding Intersectionality in Women’s Activism</p>

<p>Lesson 5.7 How The Youth Organized and Agitated</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Civil disobedience vs. civil rights • Sit-ins and college organizing such as Freedom Riders and Student Non-Violent Coordinating Committee (SNCC) • Connection to modern day youth-led movements 	<p>Materials/Resources/Speakers</p> <p>https://www.aclu.org/other/tinker-v-des-moines-landmark-supreme-court-ruling-behalf-student-expression</p>

	<p>See the "image set" hyperlink on the left margin to download and use in class https://www.nga.gov/education/teachers/lessons-activities/uncovering-america/harlem-renaissance.html</p> <p>"Reflections on a Dream Deferred" by John Lewis https://www.tolerance.org/magazine/spring-2008/reflections-on-a-dream-deferred?fbclid=IwAR2zmNhpkAenQvsiYsjp5dS6j5NFXHFwVw7IfM1v_0315CUNbuTbRkeYaU</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Student Activism</p> <p>Initiation: Students respond to live poll/Jamboard "move your seat/feet if...") about their thoughts on:</p> <ul style="list-style-type: none"> • Do adults listen to young people? • Should adults listen to young people? • Do young people possess power? • Can young people change society? <p>View African American History: Lunch Counter Closed History Detectives and have students respond discuss their perspective of students taking action.</p> <p>Activity: Teaching SNCC: The Organization at the Heart of the Civil Rights Revolution (Lesson Plan)</p> <p>Closing/Evidence of Learning: Students use 2+1 strategy to share what they connected with most from this lesson (i.e., 2 things I learned, one question I still have).</p> <p>Day 2 Student Activism and Protest</p> <p>Activity: Students investigate examples of student-led protests during the Civil Rights Movement for conditions for success. (Students self-select 2-3 options to review.)</p> <ol style="list-style-type: none"> 1. Civil Rights Movement: See the History in Photographs 2. 7 Times in History When Students Turned to Activism (Published 2018) 3. 11-year-old Naomi Wadler's March For Our Lives speech for black women gun violence victims 	<p>Home Links/Reflections to Affirm Identity</p> <p>Dr. King finding his "calling" when in Hartford (Simsbury) as a Morehouse student, working in tobacco fields, summer 1944, '47 Dr. Martin Luther King, Jr. in Simsbury</p> <p>How can young people get in "good trouble"? Research John Lewis and what he meant by this. Find examples of civil disobedience in their hometown</p> <p>Can ask parents/guardians about their "protest history" or their experiences with activism</p> <p>Research other ways youth have led change (Parkland, CT, BLM response to George Floyd, etc.)</p>

<p>4. Tinker v. Des Moines Tinker v. Des Moines - Landmark Supreme Court Ruling on Behalf of Student Expression</p> <p>5. Teen-led BLM marches Teens Are on Front Lines of Black Lives Matters Protests</p> <p>6. Student Activism From Civil Rights to Black Lives Matter: How Student Activism Spreads to High-School Campuses</p> <p>Closing: Discuss as class what were commonalities and conditions for success of student activism.</p> <p>Performance Task: Students complete using medium of choice (e.g., artistic expression, literary work, print or virtual) to answer the compelling question, How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>ELA - transcendentalism and civil disobedience</p>	<p>Extensions/Experiential Opportunities</p> <p>Read/listen and discuss this article: “Students say race belongs in the classroom, and not just history class.” https://www.wbur.org/edify/2020/06/29/lessons-learned-student-voice?fbclid=IwAR0E1ihyAVy6eQOoEPu84AQCKeKiBV9vjs0ncY2Kvicyyzur1D73dcWY5e8</p>

Semester 1

Unit 6

FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

Protest, Politics, and Power (1965- Present)

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

Semester 1 – Focus on Black/African American History			
Title of Unit	Unit 6: Protest, Politics, and Power (1965-Present)	Timeframe	Mid-December to Mid-January (3 weeks/15 days)
Developed By	David Canton and Paquita Jarman-Smith	Revision Date	June 18, 2021
Summary of Unit			
<p>This unit examines African American history from the political, economic, and cultural impact of Black Power to Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality, and created independent social programs. Since 1965, African Americans have made major progress, such as an increase of college graduates and decrease in poverty rate; however, institutional racism continues to undermine the progress of African Americans and African and Black Caribbean immigrants as well as an expanding Black middle class.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Examine how the Black community is shaped by a variety of identities, communities, and perspectives. • Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American, Black experiences, intellectual thought, and culture. <p>Compelling Questions: What are the greatest issues facing Blacks and African Americans in the U.S. today? What does radically reimagining new possibilities and more just futures look and sound like now?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>		<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p>	

Dimension 4 Communicating concluding and taking informed action

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics 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

CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights.

National Curriculum Standards for Social Studies

9.4A.7 Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the Civil Rights Movement. [Marshal evidence of antecedent circumstances]

9.2C.1 Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights. [Formulate a position or course of action on an issue].

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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
CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**From Social Justice Standards from “Learning for Justice”
*Justice***

14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

Action

17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.

Learning Outcomes	Critical Consciousness
Overarching Learning Objectives	Overarching Essential Questions
<p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>LO6 REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American, Puerto Rican, Latino, and Indigenous experiences, intellectual thought, and culture.</p> <p>LO8 EXAMINE examples of African American, Puerto Rican and Latino action in addressing issues impacting their communities.</p> <p>LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.</p>	<p>EQ3 POWER What do African American, Puerto Rican and Latino histories reveal about the United States, its foundation, and how power is structured today?</p> <p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican and Latino history and culture teach us about radically reimagining new possibilities and more just futures?</p> <p>EQ8 AGENCY AND CIVIC ENGAGEMENT In what ways have African American, Puerto Rican and 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>
Theme/Content Specific Enduring Understandings	Theme/Content Specific Inquiry
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Evaluate ways that African Americans have navigated and used power in the past and what these approaches teach us about radically reimagining new possibilities and more just futures. Analyze and interpret the scope and legacy of resistance that has been integral to African American people’s resilience. <p>Skills:</p> <ul style="list-style-type: none"> Through the use of primary and secondary sources, compare and contrast the contributions of various individuals and groups to the Civil Rights Movement, the Black Power Movement, and Black Lives Matter; 	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> What have been the most strategies utilized by Black leaders to effect change in the modern era? How has Black artistic and cultural life impacted American society in the late 20th and 21st centuries?

<p>include specific analysis of Connecticut-specific resources when analyzing the civil rights movement in the state.</p> <ul style="list-style-type: none"> Use popular culture (television, music, films) to analyze the values and beliefs of Black Americans during this time period.) 	
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Evidence of Learning

Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)
<p>Pre-Assessment: Poll students’ knowledge of political and cultural accomplishments during this time.</p> <p>Common Misconceptions:</p> <ul style="list-style-type: none"> Black Americans are a monolith (there were varying viewpoints on how to achieve equal rights) Black Power was anti-white, only focused on self-defense and was detrimental to the United States. 	<ul style="list-style-type: none"> Group discussions, comparisons Self reflections Creative Expression Turn-and-talks Critical reflections of various media (pictures, music, articles, book excerpts, videos, etc.) 	<p>Showcase how African American/Black history and culture teach us about radically reimagining new possibilities and more just futures for school-wide viewing.</p> <p>Course Projects: Radical Imagination Through the Arts and Be the Change Project</p>

Learning Plan/Lesson Sequence

Lesson 6.1 Black Power (1965-1975)	Duration: 5 days
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> Radical, reform Revolutionary Africa, Apartheid, the Civil Rights Movement in the U.S. Survival Programs, Health Care, Breakfast Programs Black & Brown Power Organizations <ul style="list-style-type: none"> Black Panthers Young Lords Rainbow Coalition Civil Rights Activists <p>Vocabulary: Radical, Reform, Revolution</p>	<p>Materials/Resources/Speakers</p> <p>Ready for the revolution - Schomburg Center for Research in Black Culture, The New York Public Library — Google Arts & Culture</p> <p>Stanley Nelson Jr., “The Black Panthers: Vanguard of the Revolution,” PBS</p> <p>Eyes on the Prize - 09 - Power! (1966-1968) on Vimeo</p> <p>'What We Want, What We Believe': Teaching with the Black Panthers' Ten Point Program (Available in Spanish)</p>

Hy Thurman, [Revolutionary Hillbilly](#)

Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America, Peniel E. Joseph
<https://amzn.to/3aDk8Uj>

One Crazy Summer, Rita Williams-Garcia

Autobiography of Malcolm X [The Autobiography of Malcolm X: As Told to Alex Haley](#)

By Any Means Necessary - Full speech
<https://binged.it/3eB7XcE>

Autobiography of Martin Luther King
<https://www.amazon.com/Autobiography-Martin-Luther-King...>

[Malcolm X | Free Reading Passages and Literacy Resources](#) (bilingual resource)

King Anti-Vietnam War Speech audio:
http://okra.stanford.edu/media/audio/1967_04_04_beyond_vietnam.mp3

Jeffrey Ogbar, Black Power: Radical Politics and African American Identity
<https://www.amazon.com/Black-Power-Reconfiguring-Political-Paperback/dp/0801882753>

Robyn Spencer, CT [Women in the Black Panther Party](#)

The Revolution Has Come: Black Power and Gender
[The Rise of the Black Panther Party in Connecticut Lesson Plan "The Black Scientific Renaissance of the 1970s-90s"](#)

[What We Don't Learn About the Black Panther Party — but Should](#) Contains six assignments that

provide information that counteracts the Black Panther Party stereotype. Assignments include student tools and resources: graphic organizers for note-taking; analyzing historical documents and artifacts; roleplay activities.

[The Rise of the Black Panther Party in Connecticut](#)

[Ready for the revolution - Schomburg Center for Research in Black Culture, The New York Public Library — Google Arts & Culture](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Black Power Movement

Initiation: As students enter, play protest music of the time using artists Marvin Gaye, What’s Going On <https://binged.it/33eLV90>, and Sam Cooke, [Sam Cooke - A Change Is Gonna Come \(Official Lyric Video\)](#). Discuss themes of both songs and provide connections to concepts in this unit of study. Define key vocabulary associated with Radical, Reform, Revolution and link to unit summary with examples students may have heard in the songs.

Activity: Show video Newly Discovered 1964 MLK Speech on Civil Rights, Segregation, and Apartheid South Africa <https://www.youtube.com/watch?v=jXemUtMzgEc> (11 minutes) and follow with a discussion and reflection on Padlet of students’ key ideas in relation to Unit 1-5 as context for the Black Power Movement in the ‘60s in both the U.S. and Africa.

Closing: Students explore how present day artists such as India Arie are using music to convey rationale for reform <https://www.youtube.com/watch?v=GCKFFitNxy4>.

Day 2 Malcolm X

Initiation: Students read and react to the articles on Malcolm X <https://bit.ly/3egms5d> and <https://bit.ly/3ujqShj>. Provide chart paper and Post-its for students to post their learnings about his life. Chart headings can include:

- What you admire and why
- What you are critical of and why.
- Were Malcolm X’s viewpoints radical examples? Reform, examples?
- Facilitate a short discussion about what Malcolm X stood for and how his life is valued in history.

Home Links/Reflections to Affirm Identity

Students ask caregivers (e.g., parents, grandparents, aunts, uncles, mentors, guardians, etc.) about their experiences with social justice movements over time (in or outside the U.S.). Why were they or weren’t they involved and what did they observe? How are stories being documented and captured before they are lost with the Baby Boomer generation? Ask for family photos and documents that chronicle these experiences.

Differentiated article/Spanish translation <https://www.commonlit.org/en/texts/malcolm-x>

Activity: Students will share arguments and evidence from the speech “By Any Means Necessary” <https://bit.ly/3fcsBi8>. (This should be read/viewed for homework after Day 1.) Students will unpack how Malcolm X’s references to “Power” were defined. (Template link for arguments <https://bit.ly/3b3hFCb>.) Provide time for students to explore FBI records on Malcolm X and compare/contrast the themes in both documents. <https://bit.ly/3nM7dEp>

Closing: Discuss: What were the high points of Malcolm X’s life and work? What role did he play in the Black Power Movement?

Day 3 Black Panthers and Young Lords

Initiation: Listen to [Gil Scott Heron - The Revolution Will Not Be Televised](#). Students can also read the lyrics prior to an open discussion of the lyrics and meaning past and present.

Activity: [‘What We Want, What We Believe’: Teaching with the Black Panthers’ Ten Point Program](#) (Contains lesson materials)

- Analyze/compare Young Lords’ 13-point system <https://bit.ly/3nNo0Xw> to Black Panthers
- Brainstorm list of today’s pressing social issues using Ten Points

Closing: Students share out and discuss 1 finding regarding the Black Panthers with the class.

Day 4: Taking a look at people behind the Black Panther movement

Activity: Students will research Black Panther Party bios in small groups (one renowned person per group) and make 4-5 bulleted slide for posting on class Google Drive.

- Walter “Rap” Bailey
- Ericka Huggins
- Huey P. Newton
- Bobby Seale
- Angela Davis
- Fred Hampton
- Bobby Rush
- Elaine Brown, Bob Brown
- Gloria Richardson

Closing/Evidence of Learning: Presentations and discussion of individual and collective contributions.

<p>Day 5 FBI COINTELPRO</p> <p>Initiation: Ask students to Turn and Talk about the FBI’s role in Black Freedom Movement</p> <p>Activity: Students explore COINTELPRO: Teaching the FBI’s War on the Black Freedom Movement (Contains lesson materials) and analyze declassified memos and other primary documents using COINTELPRO note-taking handout</p> <p>Closing/Evidence of Learning: As class, create short video timeline of Black Power Movement in Connecticut and its impact.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>ELA: Read an autobiography of individual during this time Film: Watch and review a film about Malcolm X Explore March on Washington, MLK</p>	<p>Extensions/Experiential Opportunities</p> <p>Independent Lens Unlikely Allies First Rainbow Coalition Season 21 Episode 7</p> <p>Film I Am Not Your Negro</p> <p>Choose an autobiography to read: Malcolm X, Martin Luther King, John Lewis, Angela Davis</p>
<p>Lesson 6.2 Black Politics</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Black Politicians and activism, 1967-Present: Radical, Reform, Revolutionary • National Black policy development, Congressional Black Caucus 1974 • Women in politics -Shirley Chisholm • Bayard Rustin, “From Protest to Politics” • CT local and state political agendas for equity and social change (mayors, state legislators) 	<p>Materials/Resources/Speakers</p> <p>Eyes on the Prize, “Back to the Movement”</p> <p>(1965) Bayard Rustin, “From Protest to Politics: The Future of the Civil Rights Movement”</p> <p>Shirley Chisholm “Unbought and Unbossed” (online purchase)</p> <p>Legacy of Obama https://www.theguardian.com/us-news/video/2017/jan/18/barack-obama-legacy-economy-jobs-healthcare-video</p> <p>We Were Eight Years in Power: An American Tragedy by Ta-Nehisi Coates (Ebay, other online)</p>

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Black Elected Officials</p> <p>Initiation: ABC Brainstorm of local, national Black politicians (pre-assessment).</p> <p>Activity: Students will independently explore/create a Political Hall of Fame infographic/timeline for class display, including national and local Black elected officials 1967-Present using the following list.</p> <ul style="list-style-type: none"> ● CT NAACP ● Shirley Chisholm ● New Haven and Hartford Black Mayors ● Toni Harp, Carrie Perry, John Daniels ● Congresspersons, Jahanna Hayes/Garry Franks, CT; Maxine Waters, CA ● Ella Cromwell ● Thirman Milner ● John Barber, Black Caucus ● President Obama, Michelle Obama ● Congresswomen of 2018, including Jahanna Hayes ● Kamala Harris and results of Georgia election (Stacey Abrams) <p>Closing: Gallery Walk of Political Hall of Fame, spotlighting political viewpoints and gender in politics representing freedom and justice.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Reflect on gender roles and politics.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Art - Create a mural of CT Black politicians</p> <ul style="list-style-type: none"> ● John Lewis, "Good Trouble" ● Dr. King 1965-1968 Radical King ● Black Muslims, Hartford, New Haven ● Rebellions: 63, 65-70, 67 Hartford <p>Civics - Courts as gatekeepers and change agents in social society</p> <p>Create a Docudrama of CT Black Politicians for YouTube</p>	<p>Extensions/Experiential Opportunities</p> <p>Speaker: Local Black politician</p> <p>Learn more about Urban Renewal Marches on Washington</p> <p>Black Feminism</p>
<p>Lesson 6.3 Black Cultural Production</p>	<p>Duration: 3 Days</p>

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Impact of cultural expression through the Black Arts Movement (music, poetry, theater, literature and film)
- Black Aesthetic and its influence on the media and world culture
- Black Studies/Black Pride
- Hip-Hop Cultural influences

Vocabulary: Black Cultural Production

Materials/Resources/Speakers

[Black Cultural Production after Civil Rights on JSTOR](#)

Keith Mays, Kwanzaa: Black Power and the Making of African American Holidays
<https://amzn.to/2QU0mwG>

[NYPL – On Black Aesthetics: The Black Arts Movement](#)

Jeffrey Ogbar, Hip-Hop Revolution
<https://www.complex.com/pop-culture/best-black-sitcoms/thats-so-raven>

Sampling: The Foundation of Hip-Hop
<https://cptv.pbslearningmedia.org/resource/e6l1-soundbreaking/e6l1-soundbreaking/>

Spoken Word, The Last Poets
<https://www.npr.org/2019/05/23/726312667/spoken-word-pioneers-the-last-poets>

Hip-Hop: A Culture of Vision and Voice
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/hip-hop/hip-hop-a-culture-of-vision-and-voice>

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Black Cultural Production

Initiation: Listen to [The Last Poets - When The Revolution Comes](#). Provide lyrics for students to analyze for context of the time.

Activity: Students will experience how different sources of information like music, film, and stories tell us about the past and present culture and how people and groups made a difference. Set up class in 3 "stations." Provide butcher block paper for the groups to record responses during rotations.

1. **70's famous song/musical Genre Search:** Create a list for students to research top hits such as Herbie Hancock, female jazz musician, Gospel song, Reggae, top R&B Hits, Top Funk, Go-go, etc. Students list top picks on chart paper that capture essence of era.
2. **CT Artists:** Independent research on film or jazz in Connecticut. The group will choose 1 artist of interest to summarize on chart paper.
 - o Gigi Gryce, Jazz Musician
 - o Horace Silver, Jazz
 - o Arthur Prysock
 - o Marietta Canty, actress
3. **Black Aesthetic/Black Arts Movement:** In pairs, students will explore 1 topic and write summary paragraph to post on chart paper.
 - o Last Poets [The Last Poets: The hip-hop forefathers who gave black America its voice](#)
 - o Kwanzaa [Official Kwanzaa Website](#)
 - o Juneteenth [JUNETEENTH WORLD WIDE CELEBRATION](#)
 - o R&B Motown [Welcome to Motown Records - the New Definition of Soul.](#)
 - o Black is Beautiful [Black is Beautiful: The Emergence of Black Culture and Identity in the 60s and 70s](#)

Students "share" recorded responses and discuss learning.

Closing: At the close of the stations, students will complete the following independently: If you could participate in a concert, event, celebration, or movement of this time period, what would you share with your friends and why?

Day 2 Hip Hop

Initiation: Start a discussion board of Hip-Hop song titles, including male and female artists.

Home Links/Reflections to Affirm Identity

Interview parents/family members regarding their experiences with music during this time period. What was culture like for persons who identified as Black, Hispanic, and/or White?

Activity: Listen to Tupac [Changes - Clean](https://bit.ly/2PRUiEs) and explore Culture of Vision and Voice <https://bit.ly/2PRUiEs> to create own Rap/rhyme to share with the class, illustrating present-day need for change.

Closing: Vote on top Rap song of all time using online voting tools.

Day 3 Film and Television

Initiation: Have students collaboratively select segment of Spike Lee film to watch and discuss theme/messages. (Review of sample segments can be given for homework after Day 2 and students can cast vote online before class.)

Activity: In small groups, students rotate through 2 stations and explore a topic. Teacher will prepare discussion question(s) ahead of time on Jamboard for Chalk Talk.

1. **Explore Black Media** and impact on society. Describe the impact of each organization on media.
 - Black Twitter & Social Media
 - The Root
 - BET
 - Black Journalists
2. **Black Immigration** and new Black identities. How have they changed Black identity?
 - Issa Rae
 - Tiffany Haddish
 - Idris Alba
 - Other
3. **Black Film/TV.** How did they impact popular culture? (Teacher will provide list of shows or movie clips from YouTube.)
 - Spike Lee/African American Films
 - Black Television/60s-80s sitcoms (Julia, Cosby Show, Good Times)
 - Fashion, Art, Music of School Daze

Closing: Students will use quick write to identify an artist, musician, show, or film they are connected with most, and indicate why. Note what role Blacks played in shaping culture of that time compared to now and influence on personal identity development.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Create a short sitcom or poetry slam event</p> <p>Music - Create audio history of Jazz, R & B, Hip-Hop</p> <p>ELA - Compare/contrast I Too, Sing America, Langston Hughes/Changes, Tupac https://drive.google.com/drive/folders/1oQA0OwvK8d3pa0TGqHXbo8SD_Ax_L09</p>	<p>Extensions/Experiential Opportunities</p> <p>Develop digital catalog of Black Cultural Production</p> <p>Have students read essays from Sonia Sanchez, Amari Baraka, Nikki Giovanni</p>
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<p>Lesson 6.4 Systemic Racism 1965-Present</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Revisit Systemic Racism • Housing Segregation/Fair Housing Act 1968 • Education, 1989, Sheff v O'Neill • Health Care (Health Disparities/COVID-19) • Voter Suppression, Shelby v. Holder 2013 <p>Vocabulary: Racism, Prejudice, Stereotype, Radical, Reform, Revolution, Revolutionary</p>	<p>Materials/Resources/Speakers</p> <p>A Matter of Place, A Documentary Film About Housing Discrimination</p> <p>Fraud, Suppression and Corruption Lesson Materials Connecticut's Official State Website</p> <p>Milestone agreement in Sheff vs. O'Neill school desegregation case adds 1,000 magnet school seats to ease racial isolation of Hartford students</p> <p>https://www.brennancenter.org/our-work/court-cases/shelby-county-v-holder</p> <p>Race: The Power of An Illusion: The House We Live In Resources https://www.racepowerofanillusion.org/episodes/three</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Housing Disparities</p> <p>Initiation: Check in with students regarding norms and expectations for difficult conversations. Watch Institutional racism in the US explained through a Michael Jackson song then discuss types described in video.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Reflect/Identify Social Actions for your community Watch & Reflect: H.E.R. I Can't Breathe https://youtu.be/E-1Bf_XWaPE</p>

Activity: Explore example of systemic racism in housing segregation [A Blueprint for Public Housing](#). Students use Turn and Talk to discuss what role wealth and race play in housing disparities

Closing: Brainstorm examples experienced/observed in CT and how to advocate for change from a student perspective.

Day 2 Educational Disparities

Initiation: Watch This Is Equity <https://bit.ly/3xQhMeb> and read [Sheff v. O'Neill Settlements Target Educational Segregation In Hartford](#). Teacher will post chart paper on two sides of room (or use Jamboard) to collect students' thoughts on what educational equity should look like for all students and what changes are needed in school community.

Activity: Students create a vision board of their life goals - education, profession, and other aspirations incorporating a historical figure they learned about who fought for justice. Provide paper, poster board, markers, popular youth magazines, glue etc. *(hyperlink for rubric to be added)*

Closing/Evidence of Learning: Showcase and discuss the ways that people can learn from the past to inspire hope for the present and future generations.

Day 3 Medical Disparities and Covid-19

Initiation: Discuss examples of racial inequities/racism experienced in 2020-2021 (e.g., pandemic, election, police brutality).

Activity: Students research racial disparities in health care <https://bit.ly/2QOwLVz> and create visual display as a class with disaggregated data, photographs, maps, etc. illuminating issues needing to be addressed.

Closing: Discuss collective response to address local/national issues of systemic racism in health care and identify what that would look and sound like.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Design - Research magazines for cultural expression in fashion, music - create a garment

History - Explore/Research [Voting Rights Act \(1965\)](#) [Voter Suppression Lesson Plan](#)

Music - Create your own musical song, composition, poem

Culinary Arts - Research, design a cultural dish

Extensions/Experiential Opportunities

Create PSA/podcast on one topic in this lesson.

Discuss Institutional Racism using [The Racial Dot Map](#) of people neighborhoods in your school district.

<p>Health/Biology - Create a poster on health-related racial disparities and how to address them</p>	<p>Discuss Frank Porter Graham Infographic “What Racism Looks Like” and review vocabulary on infographic and ask students to reflect on the impact of racism in the lives of Ryan and Jamal. https://unc.live/3xOlq0S</p> <p>Plan a class trip to an African American History Museum or exhibit at local museum.</p>
<p>Lesson 6.5 Black Lives Matter Movement</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Police Brutality ● Founders of Black Lives Matter, Trayvon Martin to George Floyd and local ● Reparations ● Kaepernick- Taking the Knee ● 2020 Protests Ahmaud Arbery, Breonna Taylor, and George Floyd (Local movements/protests) <p>Vocabulary: Protest, Black Media, Reparations, Radical, Reform, Revolutionary</p>	<p>Materials/Resources/Speakers</p> <p>Black Lives Matter (organization) https://blacklivesmatter.com</p> <p>Donovan Ramsey “The Truth About Black Twitter” The Atlantic April 10, 2015 https://www.pewresearch.org/fact-tank/2018/01/24/key-facts-about-black-immigrants-in-the-u-s/</p> <p>Black Lives Matter at School https://blacklivesmatteratschool.com/teaching-materials</p> <p>Black Lives Matter in #PHLed: Lesson Resources https://docs.google.com/document/d/1UHTJqY8xdDOZM5QY39aRgQURRu-9jZhXQxUe_T2yYG0/edit</p> <p>Google Drive High School Resources: https://drive.google.com/drive/folders/1R4s6TVN1zt3uVHrCLeGR6BKr2AXPIMnx</p> <p>https://blacklivesmatteratschool.com/teaching-materials</p> <p>Evanston, Illinois, becomes first US city to pay reparations to Black residents</p> <p>Institutionalized Racism: A Syllabus, JSTOR Daily</p>

<https://daily.jstor.org/institutionalized-racism-a-syllabus/?fbclid=IwAR1gZ1Q4LEu9mzvKqggMws2uUoitTVo9JKQTYkM1zUHT0B2AXmZYQo5OErE>

Olympic Revolt of '68
<https://journals.openedition.org/ejas/14335>

Brophy, Reparations: Pros and Cons

Home Links/Reflections to Affirm Identity

Take [Black Panthers and Black Lives Matter Quiz | The Black Panthers | Independent Lens](#)

Students research and Compare BLM to Olympic Revolt of '60s

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 [Black Lives Matter: From Hashtag to Movement](#)

Initiation: View [BLM'S #WHATMATTERS2020](#) and discuss meaning of Black Lives Matter. Ask students what expression means and what they know about it. Do they think of it as a current example of radical, reform, or revolution, and why?

Activity: Show the six-minute video [#BlackTwitter After #Ferguson](#), which highlights three activists—DeRay McKesson, Johnetta Elzie and Zellie Imani—involved in the Black Lives Matter movement and addresses the ways in which social media helped facilitate their activism. Class discussion.

Students read and analyze/annotate [How Black Lives Matter Moved from a Hashtag to a Real Political Force](#) for class discussion. (This could be done for homework after Lesson 6.4 Day 3.)

Evidence of Learning: Students consider everything they learned during the lesson and then reflect on their own thinking about the Black Lives Matter movement. Students select one or more of the following prompts for quick write.

- What have you learned about racial equity that you didn't know before?
- What have you learned about the Black Lives Matter that you didn't know before?
- What do you agree or disagree with?
- Does the Black Lives Matter Movement inspire you to think about getting involved in activism on issues that are important to you? How so?
- Reflect on what you can do for social justice and why.

Closing: Revisit "Freedom Dreaming" from Unit 4/Jim Crow and create a representation (e.g., poster, poem, graphic, sculpture, TikTok, drawing/painting, photo board, etc.) with the 2020 protests for Ahmaud Arbery, Breonna Taylor, George Floyd, Daunte Wright and other local movements in mind. Students reflect:

- Is reform of inequitable systems enough?
- How will they dismantle, but more importantly rebuild outside of Eurocentric model?
- What does equity, justice, and love look like in our society (e.g., school, law enforcement, housing, physical and mental health care, etc.)?

Day 2 What matters to you and how do you show it?

Initiation: View [Believe in something, even if it means sacrificing everything](#) Students engage in Turn and Talk: Do you think the protest is effective in terms of raising awareness about issues of racial injustice? Describe it in 3 words.

Activity: Continue work on Course Projects: Radical Imagination Through the Arts and Be the Change Project

Day 3 Reparations

Initiation: View [Chicago suburb to become first city to give Black residents reparations](#). Discuss and define reparations, and share Evanston, IL final vote results. Ask students to reflect on the impact of the decision on Black families.

Activity: In small groups, students read and discuss [Reparations bill for descendants of slaves moves to House](#). Students find additional supporting documents which include other racial/ethnic groups who received reparations and record pros and cons to inform decision for/against.

Closing: Small groups present argument for/against and evidence to support (*hyperlink for rubric to be added*).

End of Semester Closing: Students complete post-assessment (see Unit 1; post-post assessment end of Semester 2) and share reflections on new learnings, understandings about African American/Black contributions to America and continue to organize representations for Radical Imagination Art Project and Be the Change Project which will culminate in Semester 2.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Science - Incorporating BLM in a Science Classroom [Science Resources for Black Lives Matter Week of Action](#)

ELA - Writing Prompts: Police Brutality, Racist Violence [#GetFreeWrites: Writing Prompts for Police Brutality/Racist Violence](#)

Photography - Representative Display of Protests

Extensions/Experiential Opportunities

[Believe in Something: Nike, Kaepernick and Social Change](#)

Art - Social Justice Theme-based T-Shirt Design Contest

Semester 2

Unit 1

FOCUS ON PUERTO RICAN/ LATINO HISTORY

Early Beginnings: Who Are We?

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 1: Early Beginnings: Who Are We?	Timeframe	Late January-Mid February (2.5 weeks/13 days)
Developed By	Carlos Torre, Stephen Armstrong, Nitza M. Diaz	Revision Date	June 18, 2021
Summary of Unit			
<p><i>NOTE: At the beginning of Semester 2, there should be a general review of the major themes of Semester 1. Students should also be informed that during Semester 1 their instructor took a largely chronological approach to the subject matter, while Semester 2 will be more thematic and will spiral back to prior learning. 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 all student voices be heard. Before beginning with the actual subject matter of Semester 2, students will 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 their 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 U.S. 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"> • Explore Puerto Rican and Latino identity and culture. • Examine the individual and collective identities of Puerto Ricans and Latinos and demonstrate understanding of how this influences the perception and realities of Puerto Rican and Latino people. • Explore Latinos' understanding of race. • Understand how Latinos show up in Black-White binary. • Examine Puerto Rican Migration. • Learn about the strengths and contributions of African diaspora in Latin America and in the Caribbean. <p>Compelling Questions: How has Puerto Rican and Latino identity evolved over time? Is there a single "Latino identity"? Is there a Latino race?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</p>		<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p>	

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.

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

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 “Learning For Justice” 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

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."	
Learning Outcomes	Critical Consciousness	
Overarching Course Learning Objectives	Overarching Course Essential Questions	
LO1 UNDERSTAND the construct of race, and why and how it was developed LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities	EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people? EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?	
Theme/Content Specific Enduring Understandings	Theme/Content Specific Inquiry	
For this Unit of Study, students will know and be able to... Knowledge: <ul style="list-style-type: none"> Define race, ethnicity, and nationality as they relate to culture. Analyze the complexities of defining "Latino identity." Evaluate the contributions of Indigenous and African populations. Analyze how the concept of "race" has been constructed for and has impacted Puerto Ricans and Latinos. Evaluate the strengths and contributions of Indigenous and African populations. Skills: <ul style="list-style-type: none"> Analyze ways that geographic factors influence and have influenced settlement and migration. Analyze Latino poetry and music to assist in the definition of "Latino identity." 	For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore... <ul style="list-style-type: none"> How has race impacted the development of identity in Puerto Rico and other Latino countries? How has popular culture impacted the perception of Puerto Ricans and Latinos in American society? 	
Evidence of Learning		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)
<ul style="list-style-type: none"> Race for Latinos is Black/White binary Latinos are (NOT) a race 	<ul style="list-style-type: none"> Quizzes/oral assessments of historical understanding Writing/drawing images or a quote 	I am From Poem creation " I Am From " Activity Guide: Example (Please provide students with examples of other Latino writers)

<ul style="list-style-type: none"> Racial development - What does society say about Puerto Ricans and Latinos in the past and the United States today? 	<ul style="list-style-type: none"> Culture Card handout Discussion/Reflection Post Exit slips 	TikTok about Latino/a Identity
Learning Plan/Lesson Sequence		
Lesson 1.0 Introduction/Review of Semester Theme		Duration: 2 Days
Big Ideas/Topics to be Addressed, including Key Concepts and Terms <ul style="list-style-type: none"> Review of Semester 1 themes Review of course expectations 		Materials/Resources/Speakers Anjelah Johnson and Her Husband Argue Latino Culture Rankings Netflix Is A Joke Sample Copy of the 2020 Census Questionnaire Actor John Leguizamo's's Latino Identity Harvest of Empire: The Untold Story of Latinos in America Harvest of Empire: A Teacher's Guide for Middle and High School Classrooms
Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities Day 1 Initiation: Review with students course purpose and expectations, and prepare for transition to thematic approach to teaching and learning, building on knowledge and experiences from Semester 1. Remind regarding ongoing course projects: Radical Imaginations Through the Arts and Be the Change Project Pre-Assessment: Have students complete a Gallery Walk using these headings: <ul style="list-style-type: none"> Who were the first people in the Caribbean and Americas? Where did Latinos come from (places)? Why do Puerto Ricans and Latinos identify the way they do? Activity: Show students a video of a short comedy club about Latino culture Short Comedy Club (Anjelah Johnson) . Discuss the definition of culture. Remind/stress the point that Latino culture is extremely diverse and there isn't one Latino culture, but many throughout Latin America.		Home Links/Reflections to Affirm Identity Completion of I Am From poem Students and their family watch Latinos: How you See Me? and discuss: How do "we as a family" view other Latino families?

<p>DAY 2</p> <p>Activity: Watch the film <i>Latinos Beyond Reel</i> or John Leguizamo’s <i>Play on Latinx History</i> (Parental consent needed) and facilitate discussion using the following question: How does the media portray Latinos most often? Do you think Latinos are invisible in the U.S.? If yes, why?</p> <p>Evidence of Learning: Review the definition of corner, culture, and color with students. Provide students with culture card handout. Have them complete the entire card with the directions from the sheet.</p> <p>Closing: Affirm students’ identity, thank them for sharing, and show excitement for the semester and continued learning. Have students complete “I Am From Poem” for homework.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English</p>	<p>Extensions/Experiential Opportunities</p> <p>Students watch <i>Latin History for Morons</i> by John Leguizamo (Netflix) and discuss the facts of Latino history they learned.</p>
<p>Lesson 1.1 Latinos on Race while living <i>in between</i> the Black and White Binary</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Is Latino a Race? • The concept of Race in Latin America today • What does it mean to be Latino? 	<p>Materials/Resources/Speakers</p> <p>Race: <i>The Power of An Illusion</i> (PBS documentary)</p> <p>Caste: <i>The Origins of Our Discontent</i></p> <p>Inventing Latinos: <i>A New Story of American Racism</i>. Author: Laura Gomez. The New Press: New York</p> <p>Opinion A Conversation With Latinos on Race</p> <p>U.S. House of Representative quotes on Identity: Alexandria Ocasio-Cortez: Just Because I have Black Ancestry Doesn’t Mean I’m Black</p> <p>Alexandria Ocasio-Cortez faces backlash for comments comparing Latinos’ descent to Blacks</p>

Is Latino Becoming a Race: Race, Migration, Latinos and the Cultural Transformation of Race by Wendy Ross

Between Blackness and Latinidad. Author Raquel Z. Rivera

Latina(os): (Re) Racialization of US Society and Politics. Author: Suzane Oboler, 2007

Neither White nor Black: The Representation of Racial Identity Among Puerto Ricans on the Island and in the U.S. Mainland. Author: Jorge Duany. In book titled: Neither Enemies nor Friends: Latinos, Blacks and Afro-Latinos

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Begin by asking students about their preconceived notions on the definition of race. Have them come up with 4 different examples of race. Provide students with the Ibram Kendi’s definition of race: “Race is a power construct of collected or merged differences that lives socially.” Continue the mini-lesson with history of the concept of race for pre-Columbian civilization and for Europeans (race concept created in Europe to help justify slavery). Ask students if they believe Latinos are a “race.”

Activity: Show portion of [Race: The Power of an Illusion Part 1](#) (Clip 49:24-55:30). Discuss as a class using [Race: The Power of an Illusion Background Readings | PBS](#) as guide. Students stand in one of four corners of the room to indicate their position about each prompt (strongly agree, agree, disagree, strongly disagree) and discuss in small groups why they chose that.

Day 2

Activity: Explore/View/Discuss [Conversation with Latinos on Race](#). Debrief with students on their thoughts and feelings on what is race?

Watch [The myth of race, debunked in 3 minutes](#) and debrief with students on their thoughts and feelings on what is race?

Home Links/Reflections to Affirm Identity

Discuss with family members the impact of race in their lives.

<p>Closing: Read aloud Isabel Wilkerson’s excerpt from Caste on race and have students answer final 2 questions on handout as exit ticket.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Health</p>	<p>Extensions/Experiential Opportunities</p> <p>How has the concept of “race” impacted the history and everyday lives of individuals of Puerto Rican or Latin American descent today?</p>
<p>Lesson 1.2 Latino Culture: The Multiple and Evolving Identities of Latinos</p> <p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Multiple identities (i.e., Hispanic v Latino/a vs. Spanish) • Evolution of multiple identities • Language • Identity, race, and census <p>The following topics can be addressed if time permits and students are ready to share:</p> <ul style="list-style-type: none"> • Latino passing: what does this mean? • Language and its relationship to the Latino identity 	<p>Duration: 3 Days</p> <p>Materials/Resources/Speakers</p> <p>Latino Identity Declines Across Generations</p> <p>Between Two Worlds: How Young Latinos Come of Age in America</p> <p>Portrait Of: The Founder and CEO of KIND</p> <p>Origin of Everything Why Do We Say "Latino"? Season 3 Episode 14</p> <p>My identity is a superpower -- not an obstacle</p> <p>Latino and Hispanic identities aren't the same. They're also not racial groups.</p> <p>Latinx Used by Just 3% of U.S. Hispanics. About One-in-Four Have Heard of It.</p> <p>Passing vs. Non-Passing: Latina/o/x Experiences and Understanding of Being Presumed White</p> <p>What I've learned as a White-Presenting Latina and a Call to Non-Black Latinx to Engage in the Fight for Racial Equity</p> <p>The Spectrum Activity, Questions of Identity – Inclusive Teaching</p>

[Why Do Labels Matter? | How You See Me](#)

[Latino How you See Me](#)

[Latinos Who Never Learn Spanish May Struggle With Identity : Code Switch](#)

[The Hispanic Color Divide](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Begin lesson by showing pictures of actresses and ask students to privately identify them on a piece of paper as Latina, Hispanic, and/or Spanish. Review correct answers at the end and then engage students in discussion of what it means to be Hispanic, Latina, and Spanish. [Handout](#)

Activity: Lead discussion on Hispanic vs. Latino/a vs. Spanish vs. Latinx. Students examine the differences between terms used to identify someone of Latin American descent engaging in one or more of the following:

- View video and read an article from Vox:, [Latino and Hispanic identities aren't the same. They're also not racial groups.](#)
- Complete 2020 census questions 8 and 9 and discuss (questions are included in the handout.)
- Ask students how many use the term Latinx when describing themselves or other students' using [class poll](#) on Google Forms.
- Work on the handout looking at pro/anti "Latinx" articles with questions. End with a class poll (post) on Google forms again...see if anything changed (see handout).

Day 2

Activity: TikTok or PSA project [Handout](#) explaining the following:

- Differences between Latino v Hispanic v Spanish vs. Latinx
- Make a claim: should someone use the term Latinx? Why or why not?

Day 3

Home Links/Reflections to Affirm Identity

Have students show the video: [A Conversation With Latinos on Race | Op-Docs](#) 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 us?

<p>Activity: Engage students in the Spectrum Activity and discuss: What aspect of identity affects Puerto Ricans and Latinos the most? The Spectrum Activity, Questions of Identity – Inclusive Teaching</p> <p>Closing/Evidence of Learning: Students share out their TikTok or PSA and discuss what they did and didn't know about each other.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Political Science Humanities English Film</p>	<p>Extensions/Experiential Opportunities</p> <p>Virtual field trip to Latino museum</p> <p>Small group projects: impact of Puerto Rican and Latino culture on one aspect of life in the U.S.</p> <p>Analysis of ways that Latinos are depicted in media</p>
<p>Lesson 1.3: Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • African and Indigenous Diaspora • African and Indigenous diaspora contributions (music, food, literary genres, etc.) • Strengths and contributions of African and Indigenous diaspora in Latin America and Caribbean <p>Vocabulary: Diaspora, Intersectionality</p>	<p>Materials/Resources/Speakers</p> <p>Miranda-Rodriguez, E. (2016): La Borinquena. Tainos and their contributions</p> <p>Black in Latin America (film)</p> <p>Lost History: Rediscovering the Taíno People</p> <p>Puerto Rico's Bomba, A Dance of The African Diaspora KQED Arts</p> <p>The Puerto Rican Heritage Poster Series Centro de Estudios Puertorriqueños</p> <p>Exploration of the African Diaspora in the Americas</p> <p>AFRO PUERTO RICO: The African Diaspora in Puerto Rico</p> <p>Culture Cool Girls Guide ESSENCE</p>

	<p>1491: New Revelations of the Americas before Columbus. Author: Charles C. Mann</p> <p>Reading #1: The Taíno people of Boriken</p> <p>Internet History Sourcebooks</p> <p>What Became of the Taíno? Travel</p> <p>OAS: The Decade for People of African Descent</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Students are asked to reflect on learning from Semester 1 and other history classes about the people of the African Diaspora (e.g., the forced migration to the Caribbean) and on the Indigenous populations. Using the Tainos as an example, ask students to name contributions of the Tainos and the Africans that were brought to Latin America. Have a mini-lesson explaining to students what diaspora means as it relates to the African and Indigenous contributions to Latin America and Puerto Rico.</p> <p>Day 2</p> <p>Activity: Have students think about the diaspora and the positive influences of culture, class, and language on experiences, and contributions and impact in Puerto Rico and Latin America. Have them write a discussion post using any of the following:</p> <ul style="list-style-type: none"> • Ask students to watch excerpt of Black In Latin America, Haiti & Dominican Republic: The Roots of Division of Haiti and Dominican Republic from Black in Latin America • Have students read poems about the African and Indigenous Diaspora. Examples are found in this article (<i>Note, there may be poems using words that may sound offensive. Review before showing the students</i>): These Powerful Poems About Afro Latinidad Will Fill You With Pride 02.07.18. Indigineous diaspora examples: Two Poems by Elicura Chihuailaf Latin American Literature Today, Two Poems by Graciela Huinao Latin American Literature Today, Three Poems by Leonel Lienlaf Latin American Literature Today and Celebrating Indigenous Voices: New Poetry and Literature Recordings in the PALABRA Archive 4 Corners of the World: International Collections and Studies at the Library of Congress • Have students listen and watch examples of music and dance influences such as Peru afro dance of Chincha, Capoeira (Afro-Brazillian martial art), Best Capoeira Brazil, Colombia, Louis Towers y Colombiafrica - El Liso, Oye mi canto - Reggaeton Niños, Dominican Republic, Juan Luis Guerra - 	<p>Home Links/Reflections to Affirm Identity</p> <p>Students discuss their understanding of Diaspora with their family members.</p> <p>Students and their families examine the following website Institute for Cultural Diplomacy: The African Diaspora in Latin America and discuss their new learning.</p>

[La Llave de Mi Corazon \(Live\)](https://youtu.be/t-1zAqpo3IE), Mexico, <https://youtu.be/t-1zAqpo3IE> or any other country from <http://www.musicadelpueblo.org/>

- Have students look at different paintings or images showing African contributions to Puerto Rico and Latin America. Images and paintings can be found in the following website: [Latin American Studies](#)

Day 3

Activity: Inquiry chart. Teacher explains that students are going to be working in groups of 2 or 3. Provide students with images related to the contributions of Tainos to Puerto Rican Culture. Glue images onto chart paper (one image per chart). Place the charts around the room and have students rotate as a small group. Ask students to write on the chart paper or use a sticky note, what they think the image is conveying. Then have students watch [How Taíno Culture Affects Us Today](#) or [Did the Natives of Puerto Rico really go extinct?](#) Discuss images and video, giving students time to share and respond to what they posted.

Alternate Activity: View [Puerto Rico's Bomba, A Dance of The African Diaspora | KQED Arts](#) (6:34), [AFRO PUERTO RICO: The African Diaspora in Puerto Rico](#), and Plena video https://www.youtube.com/watch?v=DR-zbsoS6_0. Have students reflect and discuss: What did you find interesting? What was the purpose of Bomba dancing? What was the purpose of Plena? How did the contributions of the Africans and Tainos provide important aspects to the Puerto Rican identity?

Evidence of Learning: Have students create a discussion post about how the contributions from the African and Indigenous shaped Latino identity.

Closing: Students popcorn share their new learning, including reason for importance to own identity.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

English
Music
Political Science
Human Geography

Extensions/Experiential Opportunities

[Afro-Mexicans: Dancing Their Way Back To Their Roots](#)
[Embracing Afro Latin America](#)

Lesson 1.4 Geography: Puerto Rican and Latin American Migration

Duration 3 Days

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Geographical and economic factors that have impacted development in Puerto Rico (e.g., population, topography, location, etc.)
- Puerto Rican Identity: what does it mean
- History of Puerto Rican Migration
- Immigration

Materials/Resources/Speakers

Map from Center for Puerto Rican Studies
[Puerto Rican Heritage Poster Series | Centro de Estudios Puertorriqueños](#)

<ul style="list-style-type: none"> • How Puerto Rican Migration experience differs from other Latin American countries 	<p>Indigenous Inca, Taíno, Maya & Nahua Legacies Featured in Gallery Talks</p> <p>Eat, Share, Food, Puerto Rico: Taino Civilization (film)</p>
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<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Review push and pull factors of migration and immigration. Mini-lesson should focus on 1802-present to help students understand patterns over time.</p> <p>Project/display a blank political map of Central America, South America and the Caribbean. Have students attempt to identify countries. Familiarize them with the map of Latin America reviewing the countries being covered in Semester 2. Students then complete their own blank map to use as reference.</p> <p>Day 2</p> <p>Activity: The Puerto Rican Heritage Poster Series Centro de Estudios Puertorriqueños. Creatively organize students into small groups of four. Students examine poster using the Getting the Gist protocol https://www.nbss.ie/sites/default/files/publications/get_the_gist_comprehension_strategy_0.pdf. Students think about the conditions and factors that contributed to the migration (e.g., socio-economic, political, family movement). They select 15 important words from the poster. Then, they use these words to write summary statements. Each group writes their summary statement on chart paper/Jamboard and draws an image/graphic/picture that summarizes what they learned. Student posters are displayed for class review.</p> <p>Closing: Engage students in discussion of the Puerto Rican migration with the forced migration of the Africans (from Semester 1).</p> <p>Day 3</p> <p>Evidence of Learning: Students individually compare and contrast the conditions (socio-economic, political, family movement) that created Puerto Rican migration (and immigration) with the Exodusters and Great Migration in African American Unit 3 and 4 from Semester 1</p> <p>Closing: Discuss with students how family identity influenced the people who migrated to the U.S.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family history of how family came to America and identify how many generations ago.</p>
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Options for Content Continuity Across History Courses and Interdisciplinary Integration

English (read poems by Nicolas Guillen and Luis Pales Matos)
Political Science
Human Geography
Art (look at different paintings showing African contributions to Puerto Rico and Latin America)
English
Sociology

Extensions/Experiential Opportunities

Have students read Poems by Puerto Rican Poets such as Pedro Pietri, Miguel Algarin, En Mi Viejo from <https://www.simonandschuster.com/books/Burnt-Sugar-Cana-Quemada/Lori-Marie-Carlson/9780743276627> or

Have students listen and watch examples of music and dance influences such as Bomba (African), Geechee Ring Shout, Salsa (New York), Capoeira (Afro-Brazilian martial art), Plena (Puerto Rico), Danza (Puerto Rico), Tango (Argentina)

Semester 2

Unit 2

FOCUS ON PUERTO RICAN/ LATINO HISTORY

Blood and Beauty

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 2: Blood and Beauty	Timeframe	Mid-February-Mid March (3.5 weeks/ 18 days)
Developed By	Adrian Solis, Gladys Labas, Agnes Quinones, Vanessa Sosa, and Nitza Diaz	Revision Date	June 18, 2021
Summary of Unit			
<p>This unit dives deeply into the ancient civilizations of Latinos, which extend back thousands of years prior to the Columbian exploration. After reviewing the achievements and accomplishments of the Native Americans found in Central America, South America, and the Caribbean in the previous unit, this unit begins with the first European encounter with the Indigenous people and Columbus in 1492. It explores the mistreatment of the Indigenous by Europeans, and then the second part of the unit focuses on the treatment of Latinos throughout American History.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind. • Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression. • Become more aware of the contributions of Latino people to American history in spite of oppression. <p>Compelling Question: How has the persisting narrative of the voyages of Columbus held long and short-term consequences for the formation and evolution of the identity of Puerto Ricans and Latinos?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 - Applying disciplinary concepts and tools</p> <p>WHIST 9–12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced.</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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</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>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p>	

USHistory 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

CELP.9–12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

**From Social Justice Standards from “Learning For Justice”
*Identity***

2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

**From Teaching Hard History A 6–12 FRAMEWORK FOR
TEACHING AMERICAN SLAVERY**

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.

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

2.C European pursuit of enslaved Indigenous labor caused widespread warfare. Often, colonists financed or otherwise coerced their Indigenous allies to engage in wars with other Indigenous peoples for the purpose of acquiring people to enslave. Some Native nations initiated conflicts and captured profit from selling captives to Europeans.

SUMMATIVE OBJECTIVE 3: Students will describe the slave trade from Africa to the Americas.

3.A. Western Hemispheric destinations of captive Africans included South America, the Caribbean and North America

3.C Europeans argued that dark skin color (which they hyperbolically described as “Black”), lack of Christianity and different styles of dress were evidence that Africans were less civilized. These were rationales for enslavement. Many believed that it was generally acceptable to enslave non-Christians.

Learning Outcomes

Critical Consciousness

Overarching Learning Objectives

Overarching Essential Questions

<p>LO2 Investigate the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities</p> <p>LO4 Examine the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino histories</p>		<p>EQ2 DIASPORAS Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino(a) include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?</p> <p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ7 SPACE AND PLACE In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Puerto Rican and Latino histories of our region, and how do they relate to broader histories?</p>	
Theme/Content Specific Enduring Understandings		Theme/Content Specific Inquiry	
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Examine the achievements and contributions of the Tainos, Aztecs, Incas, and Mayans to the evolution of Latino identity. Evaluate the impact of Columbus and the Spanish on the Indigenous populations in the Americas. Analyze the types of language suppression and scientific experimentation used by the American government against Puerto Ricans and why these approaches were used. <p>Skills</p> <ul style="list-style-type: none"> Locate the Tainos, Aztec, and Incan empires in a map. Carefully analyze primary sources to deepen understanding of growth of Indigenous societies and impact of European exploration. 		<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> How do we know what we know about the Indigenous populations? Are there any limitations to what we know? Why do these limitations exist? What were the major accomplishments of the Taino, Aztec, Inca and Mayan civilizations? Why would Columbus and other Europeans think that members of these societies needed to be “civilized”? How has the American government treated Latinos throughout its history? What are the major reasons for this treatment? 	
Evidence of Learning			
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)	

<p>Pre-Assessment: Teachers will facilitate review of prior knowledge using multiple True/False statements via Kahoot or Human Line-Up.</p> <p>Common Misconceptions:</p> <ul style="list-style-type: none"> • Columbus and the Spanish/Portuguese helped Native Americans to become "civilized" • Columbus is seen as a hero by most Americans • There are only a few times in American history where Latinos have been mistreated • Latinos are treated as equals to Whites 	<ul style="list-style-type: none"> • Debate • Letter to elected official or Op-Ed assignment • Discussion Questions • Article Questions • Primary Source Analytical Graphic Organizer • Timeline creation • Reflection written piece 	<p>Remembrance Posters - Students will use Google Doc, Google Drawing, or hand drawing to create a remembrance poster for a Latino victim of violence. The artifacts are intended to create discourse of impact and to ensure stories regarding the challenges of the current Latino generation in the U.S. are being told in order to interrupt perpetuation of future acts of violence.</p> <p>Indigineous Museum Creation Project or News Broadcast</p>
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Learning Plan/Lesson Sequence

<p>Lesson 2.1 The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history</p>	<p>Duration: 5 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Who are the Tainos, Incas, Aztecs, and Mayan? • Indigenous [Tainos, Incas, Mayan Kalina, Triple Alliance (Aztec), Olmecs, Mayas] presence in Puerto Rican and other Latino/a cultures • Contributions of Indigenous societies • Empires of the Tainos, Aztec, Incan and Mayan people 	<p>Materials/Resources/Speakers</p> <p>The Tainos</p> <p>Indigenous Myths Activity (SLIDES) Indigenous Myths Activity (ANSWER KEY)</p> <p>Article from the book Caribbean Connection entitled, The Taino people of Boriken <i>(hyperlink to be added)</i></p> <p>The Last Taino Documentary</p> <p>Lost History: Rediscovering the Taíno People survivors of a 'paper genocide'</p> <p>Learning Unit 2: Tainos</p> <p>The Individualist Legacy in Latin America.</p>

Moscoso, Francisco, 1949-: Caciques, aldeas y población taína de Boriquén (Puerto Rico), 1492-1582 / 1. ed. San Juan, P.R.: Academia Puertorriqueña de la Historia, 2008

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Introduce the purpose and the objectives of the unit with a pre-assessment. Have students brainstorm names of Indigenous tribes, and what they know about Indigenous and African populations. Ask the class, do these tribes still exist? Why or why not? Discuss.

Activity: Students break down the origin of Indigenous American myths using the [Indigenous Myths Slides and Activity](#) that introduces the basic idea of Native Americans, known stereotypes, and lies people have been taught throughout history. Students match the 1491 excerpt to the myth it disproves to provide the counterstory.

Closing: Students share the most shocking fact they learned about Indigenous populations.

Day 2

Initiation: Students discuss any Indigenous tribe that they are familiar with, focusing on Latin America. As a class, create a list of the major tribes: Tainos, Arawaks, Kalina, Caribs, Triple Alliance (Aztecs), Olmecs, Mayas, Incas.

Activity: Explore/View/Discuss [Lost History: Rediscovering the Taíno People](#) (8:33) Students watch/listen and write individual notes to answer: Who are the Taíno People? What are two interesting facts you learned?

Closing: Students Pair-Share-Square interesting facts.

Day 3-5

Home Links/Reflections to Affirm Identity

Survey the class and see if there are students who have a family member from a country in Latin America and/or the Caribbean. Ask the student(s) to share their known facts about indigeneity in their culture with the class.

Consider having students create a video/written reflection on their interview with a family member about indigeneity in their culture.

<p>Initiation: Focus on the lives of the Taino tribe by viewing The Last Taíno [full documentary] through Edpuzzle Edpuzzle: The Last Taino Documentary and answer the guiding questions. (This can be given for homework after Day 2.)</p> <p>Activity: Students explore other major Indigineous groups of Latin America by creating an on-line museum Indigenous American Museum Project or a news broadcast Indigenous America News Broadcast for a particular Indigenous group.</p> <p>Activity: Students review each other's online museum or news broadcast using Evaluation of Museum and News Broadcast Activity to provide feedback and facilitate class discussion about Indigenous populations.</p> <p>Closing: Exit Slip - How would you rewrite history based on what you know now?</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Students read and write a monologue or a poem about what they think “Four Hundred Years of Solitude” is about (Chapter 2 of the book “War Against ALL Puerto Ricans”)</p> <p>Rewriting History—for the Better- Students think about how the information learned relates to Native Americans in the U.S.</p>	<p>Extensions/Experiential Opportunities</p> <p>Speaker to talk about the Tainos, Incas, Mayas, and/or Aztecs</p>
<p>Lesson 2.2 Columbus and His Actions in the Caribbean</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Real history and impact of Columbus • Treatment of Indigenous People 	<p>Materials/Resources/Speakers</p> <p>A People's History of the United States by Howard Zinn</p> <p>Abolish Columbus Day Campaign</p> <p>The People v Columbus Teaching Activity</p> <p>You’ve Been Lied To: The Real Columbus</p> <p>Abolish Columbus Day Resources & Tools</p> <p>Removal of Columbus Statues</p> <p>Lesson 5 - Christopher Columbus Revised</p>

[1492 -- Christopher Columbus](#)

[Columbus in American History](#)

[How Columbus Sailed Into U.S. History, Thanks To Italians](#)

[Lesson Plan: Columbus Day or Indigenous People's Day?](#)

[More cities celebrating 'Indigenous Peoples Day' amid effort to abolish Columbus Day](#)

[Why Columbus Day Courts Controversy](#)

[Indigenous Peoples' Day, meet the survivors of a 'paper genocide'](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Give students the opportunity to discuss what they learned about Christopher Columbus and his legacy in previous history classes and what they think about current-day debate of removal of Columbus statues.

Activity: Use Zinn's "A People's History of the United States" segment (*hyperlink to be added*) to give Columbus' first thoughts as he walked into Hispaniola. Provide students with the People v Columbus activity handout for research and to structure class debate. Students should draw from a variety of primary and secondary sources to support stance. (*hyperlink to be added with teacher tips and guidance*).

Day 2

Initiation: View/Discuss Trevor Noah video on Columbus Day [What's with Columbus Day? | The Daily Social Distancing Show](#).

Home Links/Reflections to Affirm Identity

Ask parent/guardian what they know about Columbus' history.

Have students share with their parents their campaign to abolish or keep Columbus Day.

Students ask parents their thoughts on this new learning in regards to the real "Christopher Columbus."

<p>Activity: In small groups, students read article found in Columbus Day and Statute Activity and use Final Word Protocol https://schoolreforminitiative.org/doc/final_word.pdf to discuss what they think about abolishing Columbus Day and replacing it with Indigenous Peoples’ Day. Students contribute to creation of written statement/mini presentation for the Board of Education using evidence to support recommendations regarding the future of Columbus Day in district.</p> <p>Closing: Students use an exit ticket to identify what more they believe they need to learn regarding the impact that Columbus’ actions had in Puerto Rico and in Latin America.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Humanities Political Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Take action on local or state level to consider October 12 as Indigenous Peoples Day and Italian American Heritage Day</p>
<p>Lesson 2.3 Bartolomé de Las Casas</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Characterization of the Indigenous People by Bartolome de Las Casas • Characterization of Columbus by Bartolome de Las Casas • Counterstory: examining a different perspective on discovery 	<p>Materials/Resources/Speakers</p> <p>Bartolomé de las Casas and 500 Years of Racial Injustice</p> <p>A Brief Account of the Destruction of the Indies by Bartolome de las Casas</p> <p>Extract from Columbus writings Internet History Sourcebooks Project</p> <p>Open your Hearts: A Dominican Friar speaks out, Adapted from the writing of Bartolome de Las Casas</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Share with parent/guardian examples of new learning/counterstory</p>

<p>Initiation: Provide background Information on Bartolomé de las Casas and engage students in close read of excerpt from A Brief Account of the Destruction of the Indies and excerpt from sample of Columbus’ journal entries Internet History Sourcebooks Project as examples of counterstory.</p> <p>Activity: In small groups, students analyze segments of A Brief Account of the Destruction of the Indies about Bartolomé de Las Casas. Students engage in “critical inquiry discussion” regarding their new learning using Reciprocal Teaching Protocol http://www.adlit.org/strategies/19765/. Teachers check for students’ understanding of the impact that Bartolomé de Las Casas had on exposing the atrocities of Columbus’ treatment of Indigenous People that resulted in their conversion to Christianity.</p> <p>Evidence of Learning: Students write an op-ed or letter to an elected official to request a proclamation recognizing Indigenous people on Columbus Day.</p> <p>Closing: Teachers check for students’ understanding of the impact that Bartolomé de Las Casas had on exposing the atrocities of Columbus’ treatment of Indigenous People that resulted in their conversion to Christianity.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English History Arts Science</p>	<p>Extensions/Experiential Opportunities</p> <p>The Danger of a Single Story Chimamanda Ngozi Adichie: The danger of a single story TED Talk</p>

<p>Lesson 2.4 Treatment of Indigenous by the Spaniards</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Impact of the treatment of Indigenous population had for Latin America and the Caribbean • Impact created/cause/transformed into a “new society” <p>Vocabulary: Assimilation</p>	<p>Materials/Resources/Speakers</p> <p>Library of Congress Explorations and Encounters Primary Sources</p> <p>Eitan Ginzberg, The Destruction of the Indigenous Peoples of Hispano America. A Genocidal Encounter. Eastbourne, Sussex Academic Press 2018 Request PDF</p> <p>Indigenous People and Boarding Schools: A Comparative Study (Note: Focus on Latin America and the Caribbean. Can choose some of the excerpts in this document as well)</p> <p>Columbus and the Taíno - Exploring the Early Americas Exhibitions</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Review definition of assimilation as the “aftermath” for how Indigenous populations were treated by the Spaniards. Provide mini-lesson using primary sources related to the treatment of the Indigenous by the Spanish/Spaniards.</p> <p>Activity: Students choose one of the following activities:</p> <ol style="list-style-type: none"> 1. Research and review primary sources, Explorations and Encounters - Exploring the Early Americas and Aftermath of the Encounter - Exploring the Early Americas to understand the factors for colonizing and the treatment of Indigenous populations. Write an analysis (Note: Teacher can provide an analytical graphic organizer, Free Graphic Organizers for Studying and Analyzing, to support student’s analysis) that assesses the author’s point of view, places the argument in a cultural context, validates the veracity and validity of the claim, and answers the following questions: Were the Indigenous populations forced or did they choose to assimilate? What were the benefits and/or consequences of assimilation for the Indigenous culture? Remember to provide at least two evidences of how Indigenous people resisted or assimilated to support claim. 	<p>Home Links/Reflections to Affirm Identity</p> <p>Share clip/excerpt from the reading with parent/guardian and gather responses/reactions.</p>

<p>2. Critically analyze excerpts from Spanish Treatment of the Indigenous Societies from <i>The Destruction of the Indigenous Peoples of Hispano America</i>. Analyze ONE excerpt per category defined in the attached handout and use Google Slides to document. <i>(hyperlink to handout to be added)</i></p> <p>Closing: Have students discuss how the “aftermath of the encounter, that forced assimilation” between Indigenous and Spaniards created, caused, or transformed a “new society.”</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration Humanities Anthropology English</p>	<p>Extensions/Experiential Opportunities</p> <p>Partner with a community member or organization to craft real cases about the topic students are studying. Invite the community partner to share their decisions, consequences and implications of their choices after students have analyzed the case.</p>
<p>Lesson 2.5 Anti-Latino Massacre Timeline</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Violence manifested toward the Indigenous populations after the arrival of Columbus in 1492 • How does violence manifestation 500 years ago compare to current transgressions against Latinos today? • Demonstrate an understanding of the interconnected violence among the Indigenous, Africans, and Spaniards to understand how it manifested with scientific experiments <p><i>Note: The sensitivity of this topic may require adjustments with regards to how it is introduced, explored, and analyzed. Consultation is suggested to ensure not to invoke or perpetuate a traumatic learning experience.</i></p>	<p>Materials/Resources/Speakers</p> <p>Anti-Latino Violence Article</p> <p>The Long History of Police Violence Against Latinos Time</p> <p>The 'Forgotten' History Of Anti-Latino Violence In The U.S.</p> <p>Police killings of Latinos lack attention, say activists</p> <p>‘We’re suffering the same abuses’: Latinos hear their stories echoed in police brutality protests</p> <p>Activists: Police killings of Latinos go unnoticed, underscoring racial history</p> <p>Why aren't more people talking about Latinos killed by police?</p>

[2 responses to "Say Their Names: Latino Lives Lost to Police Brutality \(OPINION\)"](#)

[How George Floyd protests affect police shootings of Latinos](#)

[Police Kill A Latino Man In California, Admit He Didn't Have Gun](#)

[Borderland Crimes: The Porvenir Massacre](#)

[Mexican Lynchings in Texas](#)

[The dark history of "gasoline baths" at the border](#)

[Colombia Is Rising Up](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Mini lesson on violence and its manifestation historically since the arrival of Columbus. Provide context on how anti-Latino violence has permeated through the years. Teach on the ways beliefs, values, and stereotypes that people may have enforced anti-Latino sentiments in the U.S.

Activity: Provide students the anti-Latino violence article from the LA Times, [El Paso massacre was just the latest in long line of anti-Latino violence in the U.S.](#), regarding the pattern of continued treatment of Latinos in the U.S. Teacher guides the class in creating an [Anti-Latino Violence Timeline](#) with eight (8) events ranging from 1849-2019 to demonstrate.

Day 2

Activity: Students discuss how violence has maintained the oppression of Latino people. Ideas that may be discussed: BLM, George Floyd, Andres Guardado protests, "All Lives Matter," Latino violence. Begin by giving a brief history of police video: [Police: Last Week Tonight with John Oliver \(HBO\)](#) (6:10-11:10).

Use either Google Doc, Google Drawing, or hand draw Remembrance Poster for a victim of violence. [Remembrance Poster Instructions](#) The artifacts are intended to create discourse of impact and to ensure stories regarding the challenges of the current Latino generation in the U.S. are being told in order to

Home Links/Reflections to Affirm Identity

Share posters with parents/guardians and gather responses/reactions using questions as prompts.

<p>interrupt perpetuation of future acts of violence. Students should create poster with the following questions in mind:</p> <ul style="list-style-type: none"> • What message are you (student) trying to convey? • What are the challenges of memory and commemoration that are introduced in the poster you (student) created? • What do you (student) think is most important for others to know about the person you are highlighting? • What does the person’s life and death demonstrate about the long-term experience of Latinos in the U.S.? <p>Closing: Ask students to think of ways they can share this new knowledge with other students and family members. Have students also think about ways in which they can help eliminate bias, negative beliefs, and stereotypes about Latinos.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English History Art</p>	<p>Extensions/Experiential Opportunities</p> <p>Compare and Contrast. Review Hispanic Pew research/data based on area of interest, including a comparison of how other ethnic groups have suffered violence in the US. Hispanics/Latinos - Research and data from the Pew Research Center</p>
<p>Lesson 2.6: Scientific Experiments: Puerto Rico and Guatemala</p>	<p>Duration: 5 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Violence and experimentation on the identity of Latinos and Puerto Ricans • Racial trauma • Consequences and impact of the atrocities • Transformation of a society as a result of anti-Latino violence • Puerto Rico and U.S. relations regarding experimentation as a way to impact the culture • Eugenics/U.S. beliefs about Latino and Puerto Ricans <p>Vocabulary: Racial Trauma</p> <p><i>Note: The sensitivity of this topic may require adjustments to this activity with regards to how it is introduced, explored and analyzed. Consultation is suggested to ensure not to invoke or perpetuate a traumatic learning experience.</i></p>	<p>Materials/Resources/Speakers</p> <p>Puerto Rico Pill Trials Article</p> <p>8 Atrocities Committed Against Puerto Rico by the U.S. - Article</p> <p>The Guatemala Experiments Article</p> <p>YouTube- Guatemala Experiment Video</p> <p>La Operación: La operación/ The Operation</p> <p>Dr. Cornelius Rhoads: “I’ve killed eight of my patients”: Dr. Cornelius Rhoads in Puerto Rico</p>

The Puerto Rico Pill Trials [The Puerto Rico Pill Trials | American Experience](#)

Puerto Rican women were used for U.S. Experiments [Puerto Rican Women used for U.S. Medical Trials](#)

Birth Control Pill History: How Puerto Rican women were used to test the Birth Control Pill, May 9, 2017

Article on Radiation experiments

Guatemalan women experimentation
(hyperlink for video to be added)

[The Bitter Pill: Harvard and the Dark History of Birth Control | Magazine](#)

Home Links/Reflections to Affirm Identity

Select video watched during class or in the resource link and have students share with their parents/guardians and discuss their learning.

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1-2

Initiation: Mini-lesson about some of the experiments that were perpetrated on Puerto Rico by the U.S. using [8 Atrocities Committed Against Puerto Rico by the U.S](#) and [The Guatemala Experiments](#) as resources.

Activity: Students watch video [Guatemalan Experiments Activity](#) and answer questions included in Edpuzzle. (Note: this type of activity is an effective scaffold for English Learners)

Day 2

Activity: In small groups, students create a chart of examples of scientific experiments (what, who, why, when, where, and how), including contributions to the field of medicine and society-at-large in the U.S. Students use the following handout as a guide: [American Atrocities towards Puerto Rico](#)

Closing: Engage students in class discussion regarding, How should we acknowledge the atrocities of our past when we tell our history? Spiral back to Semester 1 Unit 5 Lesson 5.1 Day 3 regarding Tulsa Massacre and Red Summer.

<p>Day 3-4</p> <p>Activity: Students will view La Operación/The Operation and discuss ethical dilemma, including why unknown and benefits that may have resulted for society in general.</p> <p>Closing: Engage students in class discussion regarding, How should we acknowledge the atrocities of our past when we tell our history? Spiral back to Semester 1 Unit 5 Lesson 5.1 Day 3 regarding Tulsa Massacre and Red Summer.</p> <p>Day 5</p> <p>Activity: Students read a sample of poetry about resiliency of Puerto Ricans and Latinos and create a Twitter response using the following hashtags: #Latinosareresilient or #PuertoRicansrise or #Latinosrise.</p> <p>Poetry Examples:</p> <ul style="list-style-type: none"> • Poor to Rico- Caridad de La Luz, Poor To Rico in Washington DC • Puerto Rican Obituary- Pedro Pietri, Puerto Rican Obituary by Pedro Pietri 1968 Pedro Pietri Puerto Rican Obituary • Ode to the Diasporican- Mariposa, Poem: Ode to the Diasporican • Preciosa- Rafael Hernandez, Preciosa - Performed by Marc Anthony • Lamento Borincano- Rafael Hernandez, Musical Mix: Lamento Borincano - PJ Sin Suela Kristal Fonrodona • Here- Sandra Maria Estevez, Sandra Maria Esteves: Here <p>Closing/Evidence of Learning: Compare the parables of the Canary in the Mine and the Phoenix of the Ashes. Discuss what good came out of these tragedies. Students write or depict how the sacrifices of Latino people resulted in benefits to the Nation.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Students can write an op-ed or letter to a U.S. Senator from Connecticut opposing the unknown participation of Latinos and Puerto Rican people in these experiments.</p>	<p>Extensions/Experiential Opportunities</p> <p>Think about if “anything good came out of all these experiences, what did resiliency, empowerment, resistance, and defiance have to do with it?</p> <p>Students can research if the U.S. experimented with people from other Latin American countries.</p>
<p>Lesson 2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.</p>	<p>Duration: 2 Days</p>

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Language policies as the means to ensure power and privilege
- Use of language suppression as a resistance tool by Puerto Ricans and other Latinos
- The intersection of Language and Identity
- Language suppression as a form of colonialism

Materials/Resources/Speakers

[Puerto Rico, School Language Policies : Encyclopedia of Bilingual Education](#)

[Spanish to English in U.S.](#)

[Speaking Spanish becoming dangerous in America](#)

ALoud: Voices from the Nuyorican Poets Café by Martin Espada and Tato Laviera

[Peyo Merce Enseña Inglés story](#)

[The Never Ending Story of Language Policy in Puerto Rico](#)

[The Singularity Strange Story of the English Language in Puerto Rico](#)

[The Colonialism of the English Only Movement](#)

Understanding Perceptions of Language Threat: The Case of Puerto Rico, Caribbean Studies. Volume 44 No. 1-2, January-December 2016, pp. 167-186

Language and Empire: Elizabeth Kneipple's Colonial History of Puerto Rico. Author: Solsiree Del Moral. Centro Journal, Vol 31(1), Spring 2019

[President Roosevelt speech on December 11, 1906: Message Regarding the State of Puerto Rico](#)

[Bilingual Education Traces Its U.S. Roots to the Colonial Era](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Begin by asking students if everyone in the U.S. should be obligated to speak English. Record their thoughts and beliefs on “English only.” Ensure that all perspectives are heard, reminding students of agreements for safe and brave learning space. (This should include reading of one article regarding Spanish language suppression in the U.S. after Lesson 2.6 Day 3.)

Activity: Choose and read a poem of resistance from *ALoud: Voices from the Nuyorican Poets Café* by Martin Espada and Tato Laviera. To complement article, read and write/depict response to one of the following prompts:

- How did the use of English support the notion of colonialism and assimilation for Puerto Ricans?
- What were the effects or consequences of language suppression for different Puerto Ricans and Latinos?
- In what ways did language suppression facilitate resistance by the Puerto Rican community to overcome?

Day 2

Activity: Students select one of the following:

1. Using the following quote by President Theodore Roosevelt to immigrants from the mainland: “There is no room in this country for hyphenated Americanism. ... Any man who comes here ... must adopt the institutions of the United States, and, therefore,...must adopt the language which is now the native tongue of our people, no matter what the several strains in our blood may be. It would not be merely a misfortune, but a crime to perpetuate differences of language in this country.” Write/depict synthesis about the dangers of language suppression.
2. Use the [Language Suppression in USA](#) summary and Final Word Protocol to discuss in small groups how language was suppressed in the U.S., incorporating own experiences or personal stories in response to the following questions:
 - What would you do differently if you had to deal with language suppression?
 - How do you advocate in ways that do not perpetuate language suppression?

Closing: Have students discuss if language suppression is happening in their high school, city/town, or state.

Home Links/Reflections to Affirm Identity

Family interview regarding beliefs and values on language of suppression.

Family members’ interviews on their experiences with language suppression.

Options for Content Continuity Across History Courses and Interdisciplinary Integration	Extensions/Experiential Opportunities
<p>Students read anthologies from Puerto Rico about Language suppression (e.g., Terrazo by Abelardo Diaz Alfaro available in English and Spanish.)</p> <p>Video of one of the stories in Spanish and English subtitles: Peyo Mercé enseña inglés mov or Santa Clo va a la Cuchilla</p> <p>"Fifth of May-o" (from the "English Only" collection) Poem</p>	<p>Advocacy Project in which students advocate for a language policy or consideration of language in current policy to support empowerment of Puerto Ricans and Latinos.</p>

Semester 2

Unit 3

FOCUS ON PUERTO RICAN/ LATINO HISTORY

Sweat

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 3: Sweat	Timeframe	Late March-Late April (4 weeks/22 days)
Developed By	Daniel Bonet Ojeda, Heriberto Cajigas, Nitza Diaz	Revision Date	June 18, 2021
Summary of Unit			
<p>In this unit, we walk through the sands of time to remember the blood, beauty, and sweat that contributed to the further development of the Puerto Rican and Latino social and economic structures. These cultures have demonstrated endurance and resilience during countless trials. Even through difficult times, they have nurtured their roots with their ancestors' culture. Perseverance, optimism, and fortitude are the hallmarks of Latinos' striving for equity. The permanent emotional connection with their culture and identity keep them reimagining their independence, economic growth, and prosperity.</p> <p>In this unit, we will examine how the complex relationship between politics and economic policies helps us explain the current level and range of economic development in the region. Students will:</p> <ul style="list-style-type: none"> • Explore how colonialism impacted the development of Latin America societies during a period of social, economic "transformation." • Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico. • Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth. • Examine specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation. • Evaluate how severe economic policies impact the economic growth of Puerto Rico and Latin America currently. <p>Compelling Question: How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</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>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p> <p>CELP.9-12.4.L.6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and</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 and benefits for different groups.</p>	<p>listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>From Social Justice Standards from “Learning for Justice” <i>Identity</i></p> <p>4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people</p>
<p>Learning Outcomes</p>	<p>Critical Consciousness</p>
<p>Overarching Learning Objectives</p>	<p>Overarching Essential Questions</p>
<p>LO2 INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.</p> <p>LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.</p> <p>LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.</p> <p>LO8 EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.</p> <p>LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.</p> <p>LO10 USE the inquiry cycle to take informed action.</p> <p>LO11 INVESTIGATE which elements of the Latino culture have influenced your daily life.</p>	<p>EQ4 FREEDOM, JUSTICE, RESISTANCE 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>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican, and Latino history and culture teach us about radically reimagining new possibilities and more just futures?</p> <p>EQ7 SPACE AND PLACE In what ways have geographies shaped history, as well as been shaped by it? What are the African American, Puerto Rican and Latino histories of our region, and how do they relate to broader histories?</p>
<p>Theme/Content Specific Enduring Understandings</p>	<p>Theme/Content Specific Inquiry</p>
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Examine the scope and legacy of colonization and resistance that has been integral to Puerto Rican and Latino populations. Evaluate the diverse experiences of the enslaved natives and Africans enslaved in Latin America. Analyze and describe the history of how U.S. relations and policies impacted both positively and negatively the social and economic development of Puerto Rico and Latin America. 	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> What were the effects of the arrivals of “Conquistadores” on the Indigenous populations in Latin America and in Puerto Rico? What were the motivating factors for colonization? How did the slave trade affect Latin America? What were the implications of the integration of both the Indigenous peoples and Africans into colonial society?

Skills: <ul style="list-style-type: none"> Analyze primary sources representative of social, cultural, and political and economics of Latinos and Puerto Ricans during a specific time period Communicate more effectively in oral, written and artistic form. Identify and contextualize historical sources written from the perspective of “missing voice.” 	<ul style="list-style-type: none"> All nations have different identities and the U.S. was formed with and by people of different origins and beliefs. Do those differences make the U.S. stronger? What aspects of African and Indigenous cultures remain today in Latin America? Was United States citizenship earned or given to Puerto Ricans?
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Evidence of Learning

Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Question)
Pre-Assessment: KWL about what students know about the topics that will be studied in the unit	<ul style="list-style-type: none"> Exit Tickets and 3 2 1 Venn Diagram Compare and Contrast “slavery” Debate on Encomienda system Socio-political-economic timeline 	Status of Puerto Rico Project Graphic Memoir Project

Learning Plan/Lesson Sequence

3.1 Emergence of Latin American “People”

Lesson 3.1-1 The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)	Duration: 3 Days
Big Ideas/Topics to be Addressed, including Key Concepts and Terms <ul style="list-style-type: none"> Consequences and impact of the arrival of colonizers Encomienda System Inequality vs. Inequity Women’s roles Vocabulary: Conquistadores, Encomienda System, Inequality, Inequity, Single Story	Materials/Resources/Speakers <p> Spanish colonization Period 1: 1491-1607 AP US History Khan Academy Puerto Rico: Five Centuries of History by Francisco A. Scarano Chronology of Puerto Rico in the Spanish-American War - The World of 1898: The Spanish-American War (Hispanic Division) Hispanic Exploration Classroom Materials at the Library of Congress </p>

	<p>Yeager, T. (1995). Encomienda or Slavery? The Spanish Crown's Choice of Labor Organization in Sixteenth-Century Spanish America. <i>The Journal of Economic History</i>, 55(4), 842-859.</p> <p>The encomienda system from Khan Academy</p> <p>Puerto Rico, Colonialism and Neocolonialism</p> <p>On Indigenous Peoples' Day, meet the survivors of a 'paper genocide'</p> <p>The Individualist Legacy in Latin America.</p> <p>Gender and Race in Colonial Latin America. Women in World History: Case Studies</p> <p>Hanger, Kimberly S. "The Most Vile Atrocities': Accusations of Slander Against María Cofignie, Parda Libre (Louisiana, 1795)," in Richard Boyer and Geoffrey Spurling, eds., <i>Colonial Lives: Documents in Latin American History, 1550-1850</i>, (Oxford University Press, 2000), 269-278.</p> <p>Historia de Puerto Rico: Trayectoria de un pueblo. Author: Blanca Silvestrini</p> <p>History of Puerto Rico. Author: Fernando Pico</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Teacher introduces the purpose and the objectives of the unit with a pre-assessment. Students list all of the countries and the capitals that they know of Latin America and then write a sentence or bullets about what they know of each of the countries.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students watch a video with their families and discuss things that they did not know about Indigenous populations in Puerto Rico.</p>

Teacher writes the word "Colonization" on the board and have students brainstorm ideas about what they know about colonization. Teacher conducts mini-lesson about the arrival of the colonizers.

Introduce the concept of multiple perspectives as it relates to the unit (e.g., how hard people of Latin America countries worked while continuing to be taken advantage of and oppressed. Stories of individual and collective perseverance eventually led to a new evolution of identity and resiliency.) Remind students that the history that they are going to learn about is not about one perspective, rather from multiple ways of knowing and sharing history.

Activity: Teacher provides context of how Spaniard arrival changed the labor system (e.g., [The Birth of Spanish America](#)). Then, students choose one of the four women from the reading to research answering the following:

- The most surprising part of this introductory reading. Explain.
- Name of person chosen
- Source
- 5 NEW facts

Day 2

Activity: Teacher starts by providing a mini-lecture "on the organization of labor for the purpose of God, Gold, and Glory" and introduces the first form of economic system called the Encomienda System. Students read, annotate, and discuss questions in pairs or as a class [The Encomienda ACTIVITY The Encomienda ANSWER SHEET](#).

Day 3

Initiation: Watch and discuss [Chimamanda Ngozi Adichie: The danger of a single story](#).

Activity: In small groups, students research the varying viewpoints and perspectives on the Encomienda System of the enslaved Africans, enslaved Indigenous, and Spaniards/Colonizers. Students then prepare for debate from the perspectives that they researched answering the following questions:

- How was the Encomienda System similar to or different from slavery?
- How did/didn't the Encomienda System create/contribute to racial hierarchies?
- How do/don't we think about "the other"? Who gets to tell the history of Puerto Ricans and Latinos?

Closing: Students discuss understanding of how issues of inequality and desire for freedom influence culture and/or new cultural patterns in different countries of Puerto Rico and Latin America.

[New research links ancient indigenous DNA to living Puerto Ricans](#)

Compose a song with their families using African roots and/or Indigenous roots.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Economics English (Please see resources for titles) Music</p>	<p>Extensions/Experiential Opportunities</p> <p>Before and After the Conquest:</p> <ul style="list-style-type: none"> • Indigenous Music • “Mestizo” Music • African-derived Music
<p>Lesson 3.1-2 Bringing the New Labor Force</p>	<p>Duration: 2 Days</p>

Big Ideas/Topics to be addressed, including Key Concepts and Terms

- Impact of the system of labor that existed among Indigenous, enslaved Africans, and “free people.”
- Slave trade in Latin America and the Caribbean for Africans and the Indigenous populations (e.g., Tainos)
- Which group of people supplanted the decrease in the Taino population?

Vocabulary: Plantation society, supplant, Spanish Colonial period

Materials/Resources/Speakers

[Map of Slave of trade from Africa to the Americas](#)

Trans-Atlantic Slave Trade
www.slavevoyages.org

[The Atlantic slave trade: What too few textbooks told you - Anthony Hazard](#)

[Juan Garrido](#)

[What it means to be Black in Brazil](#)

[The Spanish Colonial Period in relation to the Taino Population](#). Center for Puerto Rican Studies

[SLAVERY IN PUERTO RICO](#)

[The Iberian Roots of American Racist Thought](#)

[Latin American & Caribbean Digital Primary Resources - Seminar on the Acquisition of Latin American Library Materials](#)

Slavery, Freedom and Abolition in Latin America and the Atlantic World, Chapter on Slavery and Iberian Colonization, pages 9-18

López, C. A. (1975). Historia de Puerto Rico (1650-1700). Sevilla: Escuela de Estudios Hispano-Americanos, Consejo Superior de Investigaciones Científicas.

Méndez, F. R. & Navarrete, J. (1780) Plano de Pto. Rico en la isla de este nombre situado en 18º37' de latitud. N. y en 59º42' de long. O. de Cádiz. [?] [Map] Retrieved from the Library of

Congress, [Plano de Pto. Rico en la ysla de este nombre situado en 18º37' de latid. N. y en 59º42' de longd. O. de Cádiz.](#)

Puerto Rico: Five Centuries of History. Francisco A. Scarano (2005)

Dorsey, Joseph. (2004). "Identity, Rebellion, and Social Justice among Chinese Contract Workers in Nineteenth-Century Cuba." *Latin American Perspectives*, 31(3), pp. 18-47

[Historical Context: American Slavery in Comparative Perspective](#)

The Freedom Womb Project: [The Free Womb Project](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Have students watch [The Atlantic slave trade: What too few textbooks told you by Anthony Hazard](#) after Lesson 3.1-1 Day 3. Discuss as a class using Padlet to activate prior knowledge/new learning. Have students highlight facts they didn't know or found interesting/shocking.

Activity: Students watch [What were the differences between slave systems across the Americas? Choices Program](#) and read the article from Gilderlehman Center that compares and contrasts U.S. and Latin American Slavery [Historical Context: American Slavery in Comparative Perspective](#). Spend a few minutes discussing the video and the article with the students. Ask students to create a Venn diagram comparing/contrasting Slavery in North American and Central/South America with at least four different points in each section using [Google Drawing activity](#).

Day 2

Activity: Students are divided into groups and each group receives a primary source photograph and/or painting to analyze. The photographs and/or paintings are images of "enslaved peoples" (African and Indigenous) experiences from 1600-1800 [Slavery Images](#). Students use [Photo Analysis Worksheet](#) from the National Archives and Records Administration to analyze the images and discuss and infer about the daily life of enslaved people and their families in Latin America. Ensure that students are paying attention to social issues related to race, class, and gender.

Closing: Have students reflect on the following question: How did gender roles impact the labor force in Puerto Rico and Latin America?

Home Links/Reflections to Affirm Identity

Students read, discuss, and reflect with their families any new learning about Education during slavery in Puerto Rico. [Celestina Cordero: A Black Puerto Rican Educator During the Era of Slavery | Centro de Estudios Puertorriqueños](#)

Families who are Spanish speaking can use the following article: [Celestina Cordero: una maestra negra puertorriqueña en la época de la esclavitud](#)

Options for Content Continuity Across History Courses and Interdisciplinary Integration

English
Humanities
Economics

Extensions/Experiential Opportunities

Students can visit a virtual museum and analyze paintings that depict the history of enslaved Africans and Indigenous people

Create a presentation, write a short essay (2-3 pages), video, etc. The purpose of this activity is for students to compare two different “Free Womb” laws in the following countries and territory:

- Argentina
- Chile
- Colombia
- Cuba
- Paraguay
- Peru
- Puerto Rico
- Venezuela

<p>Lesson 3.1-3 Race in Latin America: Caste or Social Hierarchy?</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Caste? Social Hierarchy? or Racial Hierarchy • Gradation of Browns - colorism within Brown people • Analyze the process by which "race" comes into being over the course of the 16th and 17th centuries in Spanish America • Culture shapes how humans see the world • Race in Latin America in a "Post Racial Society"? <p>Vocabulary: Caste System, Culture, Race</p>	<p>Materials/Resources/Speakers</p> <p>Las Castas – Spanish Racial Classifications</p> <p>The Construction and Function of Race: Creating the Mestizo</p> <p>The Spanish Colonial Casta System</p> <p>Spanish Caste System</p> <p>Las Castas – Spanish Racial Classifications</p> <p>Labor, Slavery, and Caste in Spanish America [APUSH Unit 1 Topic 5] 1.5</p> <p>Welcome · Slavery Images</p> <p>Looking at Middle Ground: Racial Mixing as a Panacea. Author Miriam Jimenez Roman</p> <p>The History of the Idea of Race... and Why It Matters by Audrey Smedley</p> <p>Photographs Exploring What It Means to Be Black in Puerto Rico</p> <p>Pigmentocracies: Ethnicity, Race, and Color in Latin America. (2014). By Edward Telles.</p> <p>Race Migrations: Latinos and the Cultural Transformation of Race 1st Edition (2012) by Wendy Roth</p> <p>Culture as Knowledge: Do We see Reality or Reality Filtered through Culture? In Rice, Patricia C.,; McCurdy, David W., Strategies in</p>

Teaching Anthropology 3rd Edition 2004, pp. 160-166.

Unsettling Colonialism: Gender and Race in the Nineteenth-Century Global Hispanic World. SUNY Series in Latin American and Iberian Thought and Culture. Albany: State University of New York Press, 2019

Black in Latin America (PBS Series)

Films:

- Pelo Malo (Venezuela, 2013)
- Dolares de Arena (Dominican Republic, 2014)
- De Cierta Manera
- La Playa D.C.
- Nana (Dominican Republic/US 2015, Only available in Spanish; no subtitles. Consider for an English Learner who may prefer to watch in Spanish)
- Ode to Pablo
- Our Land:Being Garifuna in Honduras

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Begin by recapping Labor, Slavery, and Caste in Spanish America [APUSH Unit 1 Topic 5] 1.5 and have students write five facts from the video.</p> <p>Activity: Introduce the Racial Caste system of Latin America by viewing and discussing When Worlds Collide sistema de castas PBS.</p> <p>Day 2</p> <p>Activity: Students read Spanish Caste System and compare how Latinos “fit into the American Racial Caste system” using the America's Enduring Caste System Worksheet with excerpts from NY Times article on caste system to conduct analysis (some students may also want to consider Black Pride). Students share their first-hand experiences or experiences of their family members regarding the intersection of race and class identities.</p> <p>Closing: Students use exit ticket to reflect on whether or not they believe Latin America can claim it is a post-racial society.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students explore cultural variation with their families. They can do the census activity (see resources for instructions) or have their families take the Cultural IQ Test understandingrace.org resources</p> <p>Have students and their families view these photographs and discuss their thoughts about them. Photographs Exploring What It Means to Be Black in Puerto Rico</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Art English Economics Anthropology Humanities</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read about the Utuado: When Things Fall Apart by Chinua Achebe and compare and contrast cultural change</p> <p>Listen to Songs and Dances of Honduras Smithsonian Folkways Recordings</p> <p>Consider whether political cartoons are a form of art that can bring about social change. Have students share examples of political cartoons and identify what real people, if any, are depicted and how they are portrayed. Also, what symbols are included and what they represent. Discuss:</p> <ul style="list-style-type: none"> • What is the central message of the cartoon?

- What events or issues inspired the cartoon?
- What is socio-political impact of cartoon?

Lesson 3.1-4 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution

Duration: 2 Days

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Historical chronology of ethnic groups that arrived in Latin America and in the Caribbean
- Identities created, re-created, or a new one?
- Social Structure of the evolved identities
- Ethnic Identity
- Social Identity
- Gender roles
- Indigenismo, Mestizaje, and “Blackness”
- Afro-Latinos
- Afro-Puerto Ricans
- Garifunas-Afro Latinos

Vocabulary: Ethnic Identity, Social Identity, Indigenismo, Mestizaje,

Materials/Resources/Speakers

Open Veins of Latin America: Five Centuries of the Pillage of a Continent. Author: Eduardo Galeano

[If Cities Could Dance | Puerto Rico's Bomba, A Dance of The African Diaspora | Season 3 | Episode 3](#)

“Changing Societies” from the book titled: Forgotten Continent: A History of the New Latin America. Author: Michael Reid

[A History Of Afro-Puerto Ricans](#)

[Calle 13 - Latinoamérica \(NEW English Subtitles\)](#)

[Afro-Latino: A deeply rooted identity among U.S. Hispanics](#)

[Afro-Latinos Get PhotoShopped Into Latin American Beauty Standards](#)

[The fascinating history and evolution of Afro-Puerto Ricans](#)

[The fascinating history and evolution of Afro-Puerto Ricans](#)

[Garifuna: A US-Honduran Story](#)

[ON OUR LAND: BEING GARIFUNA IN HONDURAS](#)

NPR Podcast "Garifuna: A U.S.-Honduran Story" (18 minutes):

[Garifuna: A US-Honduran Story](#)

[When Worlds Collide | sistema de castas | PBS](#)

And yo grandma, where she at? [Embracing Black Puerto-Rican Heritage](#)

[Social structure of Colonial Latin America](#)

Book review of *Living in Silverado: Secret Jews in the Silver Mining Towns of Colonial Mexico*. Albuquerque: University of New Mexico Press, 2019. Author of Book: David Glitz. Review by Rafaela Acevedo-Field.

Alejandro Portes and Kelly Hoffman. "Latin American Class Structures: Their Composition and Change during the Neoliberal Era." *Latin American Research Review* 38, no. 1 (February 2003): 41-82.

Scott, Joan W. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91, no. 5 (December 1986): 1053-75.

Puerto Rico: Five Centuries of History by Francisco A. Scarano (2005)

Childs, Matt. "The Degrees of African Identity" in a book titled: *Slaves, Subjects and Subversives*:

	<p>Blacks in Colonial Latin America. Albuquerque: University of New Mexico, pp. 209-245.</p> <p>Ay, Ay, Ay de la Grifa Negra</p> <p>Race, Front, and Center: Perspectives of Race among Puerto Ricans (2017), Edited by Carlos Vargas-Ramos</p> <p>PALABRA Indigenous Voices - The PALABRA Archive at the Library of Congress - Research Guides at Library of Congress</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Teacher starts with a mini-lesson on the evolution of multiple identities. Ensure that students understand the meaning of Ethnic Identity and Social Identity.</p> <p>Activity: Students choose from the following to write reflection:</p> <ul style="list-style-type: none"> • Calle 13's Latinoamerica music video • Poem: And yo grandma, where is she at? Embracing Black Puerto-Rican Heritage • Poem: Ay, Ay, Ay de la Grifa Negra • Poem: Latino-Americanos: The Children of an Oscuro Pasado <p>Reflection Questions:</p> <ul style="list-style-type: none"> • What do you think the poem means? • What intrigues you about the poem, video, or song? • Were you surprised by anything? • Did the song/video/poem remind you of any personal experiences? • What does the poem/song/video say about identity? <p>Closing/Evidence of Learning: Students write their own Identity Poem Project. Teacher reviews directions with students and shares a personal example of a poem with the class.</p> <p>Day 2</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students work on a self-awareness identity project by talking to their family members and friends about different aspects of identity. Students can use the Child of the Americas Poem and have their family members write their own poem.</p>

<p>Initiation: Discuss with students their beliefs about beauty standards based on race. Watch Afro-Latinos Get PhotoShopped Into Latin American Beauty Standards and have students post about how they relate to “normalized beauty standards.”</p> <p>Review some of the student reflections and then have them watch/listen to “Afro-Latina” performed by Elizabeth Acevedo at Afro-Latina Learning for Justice. Discuss: What do you think Elizabeth Acevedo is attempting to do (e.g., educate, create a mood)? What connections are there to history learned so far? What personal connections do they make?</p> <p>Activity: Dive specifically into a group of Afro-Latinos from Honduras called the Garifuna. Students choose between watching a short documentary or podcast to gather information and complete analysis: Garifuna Activity</p> <p>Closing: Discuss with students the assumptions and biases that might exist around Afro-Latinos, Afro-Puerto Ricans and “beauty standards,” and how these assumptions affect racial, ethnic and socio-economic identity of Puerto Ricans and Latinos.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Humanities English Anthropology Economics</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read Poem: Child of the Americas by Aurora Levins Morales - Stephanie Youssef's Poetry Page by Aurora Morales-Levins and identify connections between the poem and the social-historical context in which it was written. Students can create their own Child of the Americas Poem and present it orally in class or in a recorded video</p>
<p>3-2 Political Economy of Latin America</p>	
<p>Lesson 3.2-1: The Uneasy Neighbors: U.S. and Latin America relations</p>	<p>Duration: 2 Days</p>

<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • U.S. views of Latin America • U.S. "Interventions" • Latin America views on the U.S. • U.S. policy in the region (e.g., Monroe Doctrine, Good Neighbor policy) • Economic development of Latin America <p>Vocabulary: policy, intervention</p>	<p>Materials/Resources/Speakers</p> <p>Biden's Plans for Latin America: End 'Bully Dictating Policy'</p> <p>Social Structure of Latin America</p> <p>Economic Commission for Latin America and the Caribbean</p> <p>Chapter 3 in Dosal, Paul. Doing Business with the Dictators: A Political History of United Fruit in Guatemala, 1899-1944. Wilmington, DE: Scholarly Resources, Inc., 1993.</p> <p>Eric Paul Roorda, "Genocide Next Door: The Good Neighbor Policy, the Trujillo Regime, and the Haitian Massacre of 1937" (pages 301-319)</p> <p>Two Latin Issues Confront Nixon: Brazil and Peru Offer Tests for G.O.P. Policy (1969)</p> <p>Latin America: FTAs Generate Long Term Benefits</p> <p>Jose Marti, "Nuestra America" (Bilingual)</p> <p>A Century of U.S. Intervention Created the Immigration Crisis</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Teacher provides a mini-lesson to engage students in review and discussion regarding U.S. and Latin American relations, policies, and "interventions" that have helped and hindered Latin American economic development. Teacher reviews a summary of the economy of Latin America using the Google</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students ask their family members: Does the U.S. have "Bully Dictating Policies" towards Latin America?"</p>

[Slides activity](#) and provides directions for analysis and interpretation of data from 1850-2000. (The first two slides can be reviewed together and students can choose to complete the rest with guided practice or independently.) Students discuss the economy of Latin America and where it falls in the world.

Activity: Students demonstrate understanding of U.S. relations with Latin America and apply learning (*hyperlink with rubric to be added*) by selecting one of the following activities to work on individually or in small groups:

1. Mapping the Economy - Students choose a Latin American Country and create a timeline of the economic path of the place they chose as it relates to U.S. intervention in Latin America.
2. Latin America in the News - This activity is designed to help the student think about the connection between current events and Latin American history. Students identify a story from Latin America from a "credible" news source. (Students who prefer to read in Spanish can find stories from Spanish-speaking news sources.) Students create a presentation (5 minutes) describing the news story, its importance/significance, and how it demonstrates U.S. and Latin America relations.
3. Analyzing policy - Students analyze U.S. policies and impact on Latin America ([article on US intervention](#)).

Day 2

Initiation: Have students share finished products via gallery walk. As a class, the teacher can support students in identifying the patterns and trends that students examined and discovered.

Activity: Have students view and discuss Harvest of the Empire (*viewing guide to be added*).

Closing: Have students create a tweet, Instagram post, etc. about their learning regarding U.S. and Latin American relations.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Political Science
 Geography
 English
 Economics

Extensions/Experiential Opportunities

Students watch U.S.-created films about Latin America. Examples:

- Missing (1982)
- El Norte

3-3 Puerto Rican Sweat: The Legacy of U.S. Colonialism

Lesson 3-3.1 Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important?

Duration: 1 Day

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

Materials/Resources/Speakers

- Definition of the Real Cedula de Gracia (Royal Decree of Graces)

[Royal Decree of Graces of 1815](#)

<ul style="list-style-type: none"> Impact that Cedula de Gracia had of the Economy of Puerto Rico 	<p>The history of Puerto Rico, from the Spanish discovery to the American occupation (focus between pages 160-163)</p> <p>Archivo General de Puerto Rico. Real Cedula de Gracia</p> <p>Real Cedula de 8 Septiembre 1777</p> <p>A little journey to Puerto Rico (for intermediate and upper grades)</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Ask students to share words that come to mind when they hear the phrase: “The Legacy of U.S. Colonialism.” Ask them to also share what they think it means. This lesson serves as transition of economic influences to autonomy granted to Puerto Rico from Spain.</p> <p>Introduce students to Decree and the importance of how it provided Cuba and Puerto Rico with autonomy for Puerto Rico’s path to independence from Spain. Have a classroom discussion of the history and the purpose of Real Cedula de Gracia and how it provided Puerto Rico and Cuba with autonomy. Introduce concept of Interest Convergence/mutual benefit as the Decree contained regulations to increase the White population of the islands.</p> <p>Activity: Have students choose a primary source about the Royal Decree written in Spanish and use Google translate, as needed. Have them read the translated primary source and compare and contrast it to a primary source written in English. Ask students to post their reactions to the content of both sources reflecting on the following questions: How did this change the economic climate in Puerto Rico? What did autonomy look like for families?</p> <p>Closing: Remind students that there seems to be very limited information on this Decree in English and close with asking them, How does this limited information help or hinder a true understanding of what this Decree meant for Puerto Rico’s independence?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students share with their families what they learned regarding the economy and autonomy of Puerto Rico before 1898.</p>

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Humanities English</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read archived articles from that time frame regarding the Autonomy of Puerto Rico before 1898 and compare it to the 2020 Colonial status.</p>
<p>Lesson 3-3.2 U.S. Occupation of the Island</p> <p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Interest of United States in Puerto Rico • Beginning of the U.S. colony era • U.S. governing style in Puerto Rico (Military rule of Puerto Rico) 	<p>Duration: 2 Days</p> <p>Materials/Resources/Speakers</p> <p>Radical Contexts: Puerto Rican Politics in the 1960s and 1970s and the Center for Puerto Rican Studies," Centro Journal XXI, 2 (Fall 2009): 221-255. R</p> <p>The Spanish-American War - Explained in 11 minutes</p> <p>Puerto Rico: Five Centuries of History by Francisco A. Scarano</p> <p>Autonomy of War of a National Identity Autonomy and War In Search of a National Identity: Nineteenth and Early-Twentieth-Century Puerto Rico Articles and Essays Puerto Rico at the Dawn of the Modern Age: Nineteenth- and Early-Twentieth-Century Perspectives Digital Collections</p> <p>July 25, 1898: U.S. Invades Puerto Rico</p> <p>PBS resources: Spanish-American War</p> <p>Article: U.S. forces invade Puerto Rico - HISTORY</p> <p>The Colonial Status https://youtu.be/1jTMzIkWsKs</p>

[Puerto Rico: The Invisible and Recurring Social Struggles in the Oldest Colony in the World](#)

[Puerto Rico's Complicated History with the United States](#)

[Colonial Lessons: The Politics of Education in Puerto Rico, 1898–1930 | The American Historian](#)

The U.S. Navy's Toxic Playground: Vieques, Puerto Rico <https://youtu.be/uluOaP697NA>

[The All-Too-Real Consequences of Military War Games](#)

[Residents of Vieques, Puerto Rico, Are Struggling to Deal With a Public-Health Crisis](#)

[Environmental Conflict and Cultural Solidarity: The Case of Vieques](#)

[Research Guides: A Latinx Resource Guide: Civil Rights Cases and Events in the United States: 1999: Vieques Island Protests](#)

[H.R.1645 - Vieques Recovery and Development Act of 2011, 112th Congress \(2011-2012\)](#)

[Biblioteca Digital Puertorriquena: Puerto Rican Digital Library](#)

[Military Government in Puerto Rico - The World of 1898: The Spanish-American War \(Hispanic Division\)](#)

[Chronology - The World of 1898: The Spanish-American War \(Hispanic Division\)](#)

Maps and modules from the Center on Puerto Rican studies in New York

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Start by reading quote that pertains to the U.S. occupation of Puerto Rico during the Spanish-American War and ask students to discuss what they think the quote means.

*Cuba y Puerto Rico son de un pajarito las dos alas reciben flores o balas sobre un mismo corazón.
(Translation: Cuba and Puerto Rico are the two wings of a bird -- they receive flowers and bullets in the same heart.) - Lola Rodríguez de Tío*

(<https://ciudadseva.com/texto/cuba-y-puerto-rico-son-de-un-pajarito-las-dos-alas/> This verse was written more than a century ago, at the height of pro-independence fervor sweeping the sister islands of Cuba and Puerto Rico.)

Students may not know much about the U.S. occupation, but this is an opportunity to get some background knowledge from the students. Have students discuss, Why did the U.S. invade/occupy/acquire Puerto Rico? Then, provide students with a mini-lesson on the history of the U.S. occupation of the island that gives them an overview of the reasons U.S. occupied Puerto Rico, including a timeline of U.S. colonization in Puerto Rico and ways in which the U.S. “governed” Puerto Rico using its military, noting that Puerto Rico was under military rule at the time of U.S. occupancy.

Activity: Students read excerpts from [U.S. Acquires Puerto Rico](#) that explains the circumstances behind taking over Puerto Rico. Have half of the class read the excerpts with the odd numbers and the other half read the even numbers. Then, have students use the following: [U.S. takes over Puerto Rico: Activity](#)

Home Links/Reflections to Affirm Identity

Students watch a documentary with their families and reflect on the U.S. occupation of the island of Puerto Rico.

Virtual visit to Museum of Art in Puerto Rico that highlights artifacts and paintings during U.S. occupation. Link: [Museo de Arte de Puerto Rico.](#)

<p>worksheet to summarize and share their findings with a classmate who read the opposite excerpts.</p> <p>Closing: Teachers assign different points of view for students to prepare for debate as to whether the U.S. occupied, invaded, and/or acquired the island.</p> <p>Day 2</p> <p>Activity: Students debate if U.S. influence on Puerto Rico was negative, positive, or a combination of both.</p> <p>Closing: As result of debate, students complete Exit Slip identifying their perspective as to whether the U.S. occupied, invaded, and/or acquired Puerto Rico. (Teacher will report out aggregate results at the beginning of the next lesson.)</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Political Science English Sociology Geography</p>	<p>Extensions/Experiential Opportunities</p> <p>Bill Analysis Research Guides: A Latinx Resource Guide: Civil Rights Cases and Events in the United States: 1999: Vieques Island Protests</p>

<p>Lesson 3.3-3 All of these Acts: Jones Act, the Foraker Act: Who benefits?</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Citizenship • Foraker Act • Jones Act • 936 Section of the IRS • Immigration guidelines for Puerto Ricans’ Supreme Court 1902 Insular case • Example: Puerto Rican Farm Worker <p>Vocabulary: disenfranchised</p>	<p>Materials/Resources/Speakers</p> <p>Puerto Rico: Five Centuries of History by Francisco A. Scarano (2005)</p> <p>Society and the Economy in Early Nineteenth Century Puerto Rico</p> <p>From Foraker to María</p> <p>The root of Puerto Rico’s crisis: Colonialism</p> <p>Research Guides: A Latinx Resource Guide: Civil Rights Cases and Events in the United States: 1917: Jones-Shafroth Act</p> <p>Rojas, B. (2017). Notes on the Return to the Island. New York: Grand Concourse Press.</p> <p>U.S. Citizenship in Puerto Rico: One Hundred Years After the Jones Act</p> <p>Why Puerto Ricans Did Not Receive U.S. Citizenship So They Could Fight in WWI Centro de Estudios Puertorriqueños</p> <p>Operation Bootstrap / Operación Manos a la obra 1983</p> <p>Puerto Rico & Joseph B. Foraker Act</p> <p>The Foraker Act</p> <p>One Hundred Years After the Jones Act</p> <p>LEY FORAKER FINAL 1 (Spanish language video. Use subtitles in English for translation)</p>

	<p>Sonia Sotomayor Law Library of Congress</p> <p>Hon. Sotomayor speech on the status of Puerto Rico (<i>hyperlink to be added</i>)</p> <p>Political Wine in a Judicial Bottle: Justice Sotomayor’s Surprising Concurrence</p> <p>Puerto Rico in Crisis Timeline Centro de Estudios Puertorriqueños</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Provide a mini-lesson about the different acts and offer students the opportunity to critically analyze how the acts hinder and/or benefit the Puerto Rican community and culture.</p> <p>Activity: Students complete jigsaw activity in four small groups (Foraker, Jones, 936 Section, Insular Cases) examining each Act for impact on economy and citizenship.</p> <p>Day 2</p> <p>Activity: Students independently write an argumentative essay (with appropriate scaffolds) using single or multiple Acts to claim whether U.S. citizenship was earned or given to Puerto Ricans. Students need to be able to evidence the counterclaim of people’s desire for independence vs. citizenship applying notions of disenfranchisement and interest convergence. (<i>need to insert rubric for argumentative essay</i>)</p> <p>Closing: Ask students to share their new learning regarding the citizenship “rights” given to Puerto Ricans. Students reflect on the following: why were Puerto Ricans given “only certain citizenship rights” and not all of them (e.g., religion)?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Provide students with “the quad” journal handout and use it to interview their family members about what they know regarding Puerto Rico.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Political Science Humanities English</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read an ethnography about working conditions and economic conditions of the</p>

	island after the "arrival" of the U.S. (<i>reference to be added</i>)
Lesson 3.3-4 The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies	Duration: 2 Days
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Understanding of Puerto Rico as a nation • U.S. impact on Puerto Rico's identity as a nation • Understanding of the Commonwealth (Associated Free State) of Puerto Rico • Continued influence of legacy of Colonialism • Understanding the conundrum of citizenship for Puerto Ricans on the island • Supreme Court definition of Puerto Rico legal status • History of the referendum in Puerto Rico • Citizenship in Puerto Rico differs from citizenship in the U.S. 	<p>Materials/Resources/Speakers</p> <p>Puerto Rico, Colonialism, and Neocolonialism. Author: Gibrán Cruz-Martínez</p> <p>Puerto Rico: Five Centuries of History by Francisco A. Scarano (2005)</p> <p>Citizenship Symposium Centro de Estudios Puertorriqueños</p> <p>Constructing a Colonial People: Puerto Rico and the United States: 1898-1932. Boulder, CO: Westview Press</p> <p>Yes, Puerto Ricans are American citizens</p> <p>Mark Joseph Stern, "The Supreme Court Deals a Blow to Puerto Rican Sovereignty" <i>Slate</i>, June 9, 2016.</p> <p>15-108 Puerto Rico v. Sanchez Valle (06/09/2016)</p> <p>Puerto Rico v. Sanchez Valle</p> <p>Bernardo Vega</p> <p>Puerto Rican National Anthem: La Borinquena (<i>need to insert hyperlink</i>)</p>

[The Last Colony\(video\): The Last Colony - FULL FILM - EMMY Winner Juan Agustin Marquez](#)

[Puerto Rico's Case Before the UN](#)

[The International Place of Puerto Rico](#)

[Special Committee on Decolonization Approves Text Calling upon United States Government to Expedite Self-Determination Process for Puerto Rico | Meetings Coverage and Press Releases](#)

[As Puerto Rico nears first-ever gold medal, a complicated Olympic history reemerges](#)

[How Monica Puig's Gold Medal Complicates The Argument for Puerto Rico's Statehood](#)

[23% of Puerto Ricans Vote in Referendum, 97% of Them for Statehood \(Published 2017\)](#)

[Puerto Rico ¿elegirá independencia? en plebiscito de 11 de junio](#)

[Statehood for Puerto Rico? Lessons from the last time the U.S. added a star to its flag](#)

[Puerto Rico in Crisis Timeline | Centro de Estudios Puertorriqueños](#)

<https://www.aaihs.org/racialization-works-differently-here-in-puerto-rico-do-not-bring-your-u-s-centric-ideas-about-race-here/>

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Have students make a list about what they know regarding the status of Puerto Rico currently.</p> <p>Activity: Students research headlines from newspaper archives regarding youth in Puerto Rico in the 1900s. Have students create a presentation with the following prompts:</p> <ul style="list-style-type: none"> • How is the media shaping perceptions about young people from that era? • What parts of the story are being emphasized or under-emphasized • Would you change how the media reports on youth? <p>Day 2</p> <p>Activity: Create small groups of students and have them discuss/debate one or both of the following prompts using evidence from above:</p> <ul style="list-style-type: none"> • Is Puerto Rico a commonwealth or a Colony of the United States? • Are Puerto Ricans considered “second class” citizens by the United States? What does race have to do with it? <p>Closing: Students complete Exit Slip, Do you think most people who live in the continental United States are aware that Puerto Ricans are U.S. citizens and that the island of Puerto Rico is part of the U.S.? If you answered ‘no’ or aren’t sure, why do you think that is?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family members the “unique” status of Puerto Rico in its connection with the United States. Discuss:</p> <ul style="list-style-type: none"> • Political status of Puerto Rico on the island. • Citizenship rights of Puerto Ricans who live in the island versus the ones who live in the contiguous U.S.
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Geography Political Science English</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read poetry from Tato Laviera</p> <p>Students read and analyze ethnography titled: A Puerto Rican in New York or Judith Ortiz Cofer: A Line in the Sun</p>

Lesson 3.3-5 The Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake

Duration: 4 Days

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Operation Bootstrap impact to the economy
- The PROMESA and the Junta
- The PROMESA and its relationship to Puerto Rico’s Colonial status
- Economics of Hurricane Maria

Materials/Resources/Speakers

[PBS NewsHour | Hurricane Maria still taking a toll on Puerto Rican elderly | Season 2018](#)

[Sotomayor Helps Puerto Rico Argue Its Bankruptcy Case](#)

[Leaked text messages a 'tipping point' for Puerto Ricans | Season 2019](#)

[Puerto Rican Voices S4E10: Rebuild Puerto Rico Centro de Estudios Puertorriqueños\(Center for PRican Studies\)](#)

[The Puerto Rican Protests: A Lesson in Democracy](#)

Vita Ayala, *Puerto Rico Strong: A Comics Anthology Supporting Puerto Rico Disaster*. Diamond, 2018.

Edgardo Miranda-Rodríguez, et al., *Ricanstruction: Reminiscing and Rebuilding Puerto Rico*. Somos Arte, 2018.

[Quantifying inequities in U.S. federal response to hurricane disaster in Texas and Florida compared with Puerto Rico](#)

[Puerto Ricans' Struggle Against U.S.-Imposed Austerity Heats Up](#)

[Young Boricuas Have Been Camped Out For a Month Protesting PROMESA. Meet the Faces Behind the Movement.](#)

[Puerto Rico's Joyful and Committed Days of Protest](#)

[Puerto Rico Protesters Got Creative: Dancing, Singing, Diving... \(Published 2019\)](#)

[Why Bad Bunny Wants Puerto Rican Youth to Take the Streets](#)

[#RickyRenuncia: The Powerful Symbols in Puerto Rico's Historic Uprising](#)

[Protests Erupt in San Juan as Obama Forms Unelected Control Board to Run Puerto Rico](#)

[The Puerto Rico Fiscal Board Meeting Video You Very Likely Haven't Seen Yet](#)

[The Battle for Paradise: Naomi Klein Reports from Puerto Rico](#)

[Donald Trump Throws Paper Towels in Puerto Rico](#)

What is Monsanto doing in Puerto Rico? [What is Monsanto doing in Puerto Rico? | AJ+](#)

[After the Hurricane: We Don't Rebuild, We Transform](#)

[Puerto Rican Exodus: One Year Since Hurricane Maria](#)

[Progresso about the Economy of Puerto Rico](#)

[Puerto Rico in Crisis Timeline | Centro de Estudios Puertorriqueños](#)

La Santa Mirada: [MI+SANTA+MIRADA HD](#)

[Supreme Court Deals Blow To Puerto Rican Government -- And Gives Hope To Puerto Rico](#)

[Will Congress Thwart Puerto Rico's Best Chance for Relief?](#)

[Supreme Court Rules Against Puerto Rico Debt Recovery Act](#)

[Puerto Rico in Crisis Timeline | Centro de Estudios Puertorriqueños](#)

[The Supreme Court Denies the Self-Determination of U.S. Territories](#)

La generación del estancai en Puerto Rico (documental sobre la precariedad laboral) by Juan C. Dávila (may be subtitled in English)

Lourdes, D., U.S. Tax Imperialism in Puerto Rico. (2015). American University Law Review, 65(1)

Repeating Islands of Debt: Historicizing the Transcolonial Relationality of Puerto Rico's Economic Crisis, Radical History Review 128 (2017)

[Wealth Extraction, Governmental Servitude, and Social Disintegration in Colonial Puerto Rico](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Revisit perpetuation of SWEAT and economic influences on Puerto Rican community and culture. Start with a review of a timeline of how the economic crisis evolved.

Day 2

Activity: Teacher provides summary of Operation Bootstrap, Debt Crisis, and Hurricane Maria and engages students in development of socio-political-economic timeline demonstrating lived experience of Puerto Rican people through these times.

Day 3

Activity: Students conduct document analysis using Honorable Sonia Sotomayor writing on the status of Puerto Rico. Students develop point of view of how the island status was affected by recent challenges faced (Puerto Rican debt, bankruptcy status, PROMESA, Hurricane Maria, etc.) responding to the following prompts:

- How does PROMESA help Puerto Rico’s Debt?
- How does PROMESA hinder Puerto Rico’s autonomy?
- Who benefits from PROMESA? If there is a benefit, how does it happen?

Closing: Students write journal reflection of information known/unknown and why considering different socio-political-economical influences.

Day 4

Initiation: Ask students to discuss with one another what happened during Hurricane Maria, exploring known/mainstream and unknown stories.

Activity: Students choose one of the following:

1. Imagine a beneficial relationship between Puerto Rico and the U.S. Have students create a news clip answering the following question: What is the role of the federal government after a disaster?
2. Analyze lyrics of two songs (example of songs are listed in materials) about PROMESA, #RickyRenuncia protests, or any other challenge that the island has faced recently to

Home Links/Reflections to Affirm Identity

Students and their families watch [The Island Next Door: Puerto Rico and Connecticut After Hurricane Maria | The Island Next Door: Puerto Rico & CT After Hurricane Maria](#) and reflect on what they learned regarding Puerto Rico and Connecticut after Hurricane Maria.

understand impact of time and write about influence on Governor’s decision to resign. (Note, majority of songs are in Spanish, making a good choice for Spanish-speaking students or requiring use of Google translate.)

Closing: Have students discuss what surprised them about the relationship between the U.S. and Puerto Rico and share it in a tweet/Instagram post.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

English
Political Science
Music

Extensions/Experiential Opportunities

Students read and examine stories of Puerto Ricans who migrated to New York because of the economic crisis. Use the video clips and lessons from PBS on Latino Americans to explore.

Students explore advantages and disadvantages of Puerto Rico staying a commonwealth of U.S., becoming an independent nation, or becoming a state.

Semester 2

Unit 4

FOCUS ON PUERTO RICAN / LATINO HISTORY

Resistance and Defiance

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 4: Resistance and Defiance	Timeframe	May-Early June (4.5 weeks/ 23 days)
Developed By	Adrian Solis, Vanessa Sosa, Agnes Quinones, Gladys Labas, Nitza Diaz	Revision Date	June 18, 2021
Summary of Unit			
<p>Coming from a place of frustration, discord, and suppression, Latinos, time and time again, have resisted the power and control of a group of people, governments, or institutions. Their resistance has always been part of their existence; however, this unit will focus on major times of resistance. Finally, we will look at other forms of resistance focusing on the arts and on the development/existence of underground economies within specific Latin American countries.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • Explore the Latinos’ fight for independence against Spain. • Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century. • Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world. • Examine how the arts serve as a form of resistance, strength and community building. <p>Compelling Question: With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos’ battle for equity?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9–12.5 Analyze how historical contexts shaped and continue to shape historical contexts.</p> <p>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.</p>		<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</p>	

<p>CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.</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>CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>From Social Justice Standards from “Learning For Justice” Diversity</p> <p>9. Students will respond to diversity by building empathy, respect, understanding and connection.</p>
<p>Learning Outcomes</p>	<p>Critical Consciousness</p>
<p>Overarching Learning Objectives</p>	<p>Overarching Essential</p>
<p>LO4 Articulate the transition from the Native slave to the Black/African workforce in slavery.</p> <p>LO5 Examine the similarities and differences between the castes system in Puerto Rico to the racial separation laws in the U.S.</p>	<p>EQ3 POWER What do African American, Puerto Rican, and Latino histories reveal about the United States, its foundation, and how power is structured today?</p> <p>EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican, and Latino history and culture teach us about radically reimagining new possibilities and more just futures?</p> <p>EQ8 AGENCY AND CIVIC ENGAGEMENT In what ways have African American, Puerto Rican, and Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities?</p>
<p>Theme/Content Specific Enduring Understandings</p>	<p>Theme/Content Specific Inquiry</p>
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Analyze the causes and effects of the Latin American revolutions for independence from Spain in the 19th century. Compare and contrast twentieth century Latin American revolutions. Analyze groups and methods of resistance in the struggle for Puerto Rican independence Examine how Latinos have used art and music to resist and protest. <p>Skills:</p>	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> Who benefitted from the Haitian Revolution and the Latin American Revolutions the most? What were the causes and effects of the Latin American revolutions for independence from Spain in the 19th century? Why did Latin American revolutions exist in the 20th century? What are groups and methods of resistance in the U.S., specifically in the struggle for Puerto Rican independence?

<ul style="list-style-type: none"> Examine diverse primary sources related to the Haitian and other Latin American revolutions. Analyze different Latino protest and resistance songs and music. 	<ul style="list-style-type: none"> How can popular culture be utilized to support revolutionary movements?
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Evidence of Learning

Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Question)
<p>Pre-Assessment: Students popcorn out what they know about Latin American Revolutions.</p> <p>Common Misconceptions:</p> <ul style="list-style-type: none"> The American Revolution is the only relevant fight for independence Latino revolutions have nothing to do with the history of Latinos in the United States Inequality of wealth and injustice isn't talked about in Latin America All revolutions are the same and wrong Puerto Rico independence is something that is not found in history 	<ul style="list-style-type: none"> Anchor Chart Discussion Questions Entrance and Exit Slips Biography Posters- Women Roles Primary Source Analysis Graphic Organizer Article/Boxing Questions Caudillo Graphic Organizer West Hartford Bank Heist activity Organizer Latino Protest music reflection Jigsaw Protocol 	<p>Crash Course Project on Latin American Independence</p> <p>Art Piece representing present day equity issue</p>

Learning Plan/Lesson Sequence

4.1 Latin American Revolutions from Spain	
Lesson 4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)	Duration: 1 Day

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Haitian Revolution
- Haitian Revolution and its impact on other Latin American countries

Vocabulary: General Toussaint L’Ouverture, Jacob Lawrence

Note: This lesson serves as a precursor for students to understand how this revolution served as the framework for other revolutions in Latin America.

Materials/Resources/Speakers

[Haitian Revolutions: Crash Course World History #30](#)

1803 of 1804 Haitian Constitution [Toussaint Louverture document set](#)

Jacob Lawrence’s collection: [Online Gallery | Mitchell Gallery Jacob Lawrence's "Toussaint L'Ouverture" Series: The Haitian Revolution](#)

In Haiti, The art of resilience
<https://www.smithsonianmag.com/travel/in-haiti-the-art-of-resilience-53519464/>

[Haitian Revolution Lesson Plan – Learning, Online](#)

[It's Complicated](#) Teaching the Haitian Revolutions reveals complexities that we should not avoid. Students should understand that history is complicated, and all simple answers are incomplete.

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Introduce unit with preview of topics: Latin American Revolutions, 20th century revolutions, Puerto Rican resistance, Latino resistance in the U.S., Latino Civil Rights movement, and protest and resistance through art and music. Starting with Haitian Revolution.

Students brainstorm what they know about the country of Haiti. Teacher refers back to the map from Semester 2 Unit 1 Lesson 1.3 and identifies the country of Haiti and introduces unit.

Activity: Students watch [Haitian Revolutions](#) using the [Crash Course on Haitian Revolution video EdPuzzle](#). Students take notes and pay close attention to elements used in video (i.e., humor, facts, quotes, etc.) as this will be helpful for future assignments.

After the video, have a class discussion spotlighting the following key ideas:

- Only country where slave freedom was taken by force.
- Only successful slave revolt in modern times.
- First country in Latin America to gain independence (1791-1804).
- Second to U.S. in the Americas as a whole.
- Influences other LA political revolutions of 18th century.

Alternate Activity: Students explore Jacob Lawrence’s collection [Online Gallery | Mitchell Gallery](#) [Jacob Lawrence's "Toussaint L'Ouverture" Series: The Haitian Revolution](#) utilizing the [Teaching Strategy: Analyzing Images | Facing History](#) protocol.

Evidence of Learning: Have students reimagine the scene in the Haitian Revolution that the image is attempting to portray. Using factual knowledge learned in the duration of this course, write an illustrative description on the moment in time. How are the Haitians remembered through his image? What is the theme of their resistance? How did this revolution threaten the American slave trade?

Closing: Have students discuss ways in which they can bring this new knowledge home to their families. Students can capture their new learning using an Anchor chart entitled: Resistance and Defiance. Students can build the chart throughout the unit. The chart should only contain the most relevant/important information. Thoughts can be expressed in pictures/images, words, etc.

Home Links/Reflections to Affirm Identity

Take a virtual trip to see Jacob Lawrence’s “Toussaint L’Ouverture” Series: The Haitian Revolution [Online Gallery](#) | [Mitchell Gallery](#)

Discuss what are some rich examples of images of resistance/illustrations of rich culture? Describe the emotions these images invoke when you view them.

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Political Science Anthropology</p>	<p>Extensions/Experiential Opportunities</p> <p>Review various aspects of the Haitian Constitution and note similarities/differences from U.S. Constitution.</p>
<p>Lesson 4.1-2 Revolt, Defiance, and Resistance From Spain</p> <p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Reasons for revolting • Women’s roles during the independence • Caudillos • Dictatorships • Oligarchies • Freebooters (filibusteros) <p>Vocabulary: Dictator, Oligarchy, Caudillos</p>	<p>Duration: 5 days</p> <p>Materials/Resources/Speakers</p> <p>Crash Course: Latin American Revolutions #31</p> <p>Causes of the Latin American Independence Movement</p> <p>Tracing The History of Democratic Failures in Latin America</p> <p>LATIN AMERICA: Women in History - More than Just Heroines</p> <p>Caudillos in Spanish America 1800–1850 - Oxford Scholarship</p> <p>History of Latin America: Caudillos 19th-20th Century</p> <p>Latin American Independence movements 1450 - Present World History Khan Academy</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students watch movie about Latin American social movements with their families and discuss. Examples:</p> <ul style="list-style-type: none"> • Filiberto • Human Rights in Quisqueya

Initiation: Organize students into small groups to discuss the following: Why did Latin American countries revolt from Spain? Have students capture their ideas in a note catcher or in a Padlet they can refer back to throughout the unit. Have students watch [Latin American Revolutions: Crash Course World History #31](#) and answer the following questions using the [Latin American Revolutions worksheet](#):

- What are the three institutions that exercised control over the populations?
- Who was Sor Juana Inés de la Cruz and what was her impact on Latin America?
- What was the impact of transculturation on Latin America?
- How did Brazil gain independence and do this in a way that there was limited bloodshed? Why did they have slavery until 1888?
- What were Spain's liberalizing movements? Venezuela's? Who was Simón de Bolívar and what was his impact?
- Why does John Green consider Latin America the leader of 19th century world history?

Closing: Students add the new learning to the Anchor Chart.

Day 2

Activity: In their small groups, students pick a revolution in Latin America and research deeper and include involvement of allies (countries) with other Latin American countries. To assist, students will use a boxing strategy from [Classroom Protocols from EL Education](#) to capture their notes/learning. In the outside frame, students write prior knowledge and what they want to learn by this investigation. In the second box, they write about their new learning. In the middle they write a summary of new learning/draw an image that synthesizes the group's understanding of the topic.

Day 2

Activity: Students read [the article on causes of LA revolutions](#) and outline key reasons using [Google Doc Outline \(written\)](#) or [Google Drawing Outline \(visual\)](#)

Day 3

Activity: Students begin by highlighting key facts from the Latin America Crash Course video from Day 1 related to the role of women. Then, students read the article on women's impact on LA revolutions. [LATIN AMERICA: Women in History - More than Just Heroines](#) and choose one heroine to complete [Biography Poster](#) to demonstrate the role of women in the fight for independence.

Closing/Evidence of Learning: Students share their poster through gallery walk.

Day 4

- The Price of Sugar
- El coraje del Pueblo/Courage of the People

<p>Initiation: Teacher provides introductory mini-lesson on the Caudillos (Caudillos PPT). Students take notes and reflect on the key ideas. (Scaffolded note-taking frames/Cornell Notes can be provided as needed.)</p> <p>Activity: In small groups, student explore the effects of independence for the Caudillos. Groups research facts about one of the following and document in Caudillo Jamboard Template:</p> <ul style="list-style-type: none"> ● Juan Santa Maria: Costa Rica 1831-1865 ● Juan Manuel de Rosas: Argentina 1829-1852 ● Jose Antonio Paez: Venezuela 1830-1850 ● Antonio Lopez de Santa Anna: México 1821-1855 ● Rafael Carrera: Guatemala 1837-1865 <p>Closing: Discuss with students how Latin American revolutions for independence compared with the U.S.</p> <p>Day 5</p> <p>Performance Task: Students pair up, select countries to research, and create their own Crash Course video (max 5 min). The video should include the involvement of allies (countries) with other Latin American countries Crash Course Project.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Art Music</p>	<p>Extensions/Experiential Opportunities</p> <p>Students read, annotate and provide a critique of: Valenzuela-Fuentes, K. (2019). Militant ethnography and autonomous politics in Latin America. <i>Qualitative Research</i>, 19(6), 718–734.</p>
<p>4.2 20th Century Latin American Revolutions</p>	
<p>Lesson: 4.2-1 Revolutions From Latin America</p>	<p>Duration: 4 Days</p>

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- Suffering and pain that fueled revolutions
- Social Revolutions
- Influence of colonialism
- Racial and ethnic differences during 20th century revolution

Materials/Resources/Speakers

Knight, A. (1990). Social Revolution: A Latin American Perspective. *Bulletin of Latin American Research* 9, no. 2: 175-202.

Guevara, C. (2005). *The Motorcycle Diaries*.

Shattered Hope: The Guatemalan Revolution and The United States, 1944-1954 by Piero Gleijeses

20th Century Latin American Revolution by Marc Becker

Kuecker, G.D. (2004). Latin American Resistance Movements in the Time of the Posts. *History Compass*, 2(1). 1-23.

[A Super Quick History of Guatemala](#)

[Brief Political History of Guatemala](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation Students complete an Entrance Ticket in response to a Che Guevara quote such as:

- "Let the world change you and you can change the world"
- "Be realistic, demand the impossible"
- "Silence is argument carried out by other means"

Teacher provides mini-lesson about Latin American Revolutions by using examples from different Latin American Countries for background.

Day 2

Activity: [Latin American Revolution Activity](#) Students watch various clips from The Motorcycle Diaries and identify root causes for many revolutions in Latin America during the 20th century using table to document analysis.

Day 3

Activity: Students research and write/depict the lives of several women who participated in the different nationalist movements answering: What role did the women play within their country's revolution? What was important about their role? How did their participation help fuel these revolutions?

Day 4

Activity: Teacher assigns students the [Guatemala Case Study \(PPT\)](#) and [Guatemala Case Study Activity sheet](#). Teacher walks students through the events and details of the Guatemala Revolution as students work through guiding questions. Teacher then shows students the primary source interview video that makes a direct connection to the teacher's life. Throughout presentation and video, students use the activity sheet to engage in inquiry and discussion.

Closing: Students use exit ticket to convey how the case study of the Guatemalan Revolution demonstrates resistance and defiance.

Home Links/Reflections to Affirm Identity

Visit Guatemala via [G Adventures - Virtual Tour of Antigua, Guatemala](#)

Have students watch The Motorcycle Diaries movie with their families and together have them analyze and reflect on the pain and suffering that fueled many of these revolutions.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

Extensions/Experiential Opportunities

<p>World History Geography English</p>	<p>Using a variety of sources, visual and print media, develop a presentation that describes how the theme of resilience has been illustrated in the past and present history of Guatemalans’ battle for equality and ultimately existence.</p>
<p>Lesson 4.2-2 Puerto Rican Resistance and Defiance Throughout History</p>	<p>Duration: 4 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Las Carpetas ● Independence from Spain: Grito de Lares- the outcry known as “El grito de Lares” for the independence of Puerto Ricans from their Colonist occupants ● Las Carpetas ● Independence from the United States: <ul style="list-style-type: none"> ○ Law 53 of 1948, better known as the Gag Law (Spanish: Ley de La Mordaza) A law used to suppress the independence movement in Puerto Rico ○ Ponce Massacre 	<p>Materials/Resources/Speakers</p> <p>Las Carpetas info site</p> <p>Last Carpetas site #2</p> <p>Ley de La Mordaza (gag law) that made the Puerto Rican Flag Illegal</p> <p>https://www.loc.gov/collections/puerto-rico-books-and-pamphlets/articles-and-essays/nineteenth-century-puerto-rico/rebellion-of-1868</p> <p>Grito de Lares Everything you Wanted to Know - Puerto Rico Flag</p> <p>Ponce Massacre March 21, 1937: Ponce Massacre</p> <p>Ponce Massacre summary- (trigger warning) The Ponce Massacre</p> <p>Ponce Massacre in the media-</p> <p>War Against All Puerto Ricans: Inside the U.S. Crackdown on Pedro Albizu Campos & Nationalist Party</p> <p>Ley de La Mordaza (gag law) that made the Puerto Rican Flag Illegal</p>

	<p>Invasión del Partido Nacionalista y el arresto de Pedro Albizu Campos (Arrest of Pedro Albizu Campos in Spanish only)</p> <p>Big Brother in Puerto Rico: How the FBI Knew Everything About You</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Begin with a mini-lesson about “La Carpeta” framing around the themes of resistance and defiance.</p> <p>Activity: After learning about “La Carpeta”, students discuss:</p> <ul style="list-style-type: none"> • Why was it done? • Was it ethical? • Were there any other solutions or things that could have been done? • Was the U.S. feeling “threatened”? <p>Day 2</p> <p>Initiation: Provide a mini-lesson on La Ley De La Mordaza using Puerto Rican Flag History / Law 53 / Gag Law / La Ley De La Mordaza or The Gag Law-Ley De La Mordaza Presentation.</p> <p>Closing: Students use Exit Slip to respond to how the Puerto Ricans have demonstrated resistance through fight and flight tactics when their people, homes, identity, and culture were threatened.</p> <p>Day 3</p> <p>Activity: Students receive the PR’s Resistance Groups Activity. Teacher reviews background and directions, and breaks students up into the three groups for research on the specific organizations: Young Lords, FALN, and Los Macheteros. Students work on completing Google Jamboard for their group. Then they share their findings with the class.</p> <p>Closing/Evidence of Learning: Students complete and submit table demonstrating understanding and examples of these three pro-independence groups.</p> <p>Day 4</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>With the Puerto Rican Flag in mind, interview a family member and ask them about the history of the flag of their family’s origin. Everything you Wanted to Know - Puerto Rico Flag</p> <p>Students read How “Que Bonita Bandera” Became a Revolutionary Puerto Rican Anthem with their families</p> <p>Students ask their family members how they would feel if it became illegal to display their country’s flag as Puerto Rico did in 1948 with Law 53.</p>

Activity: Students watch a video on the [El Grito de Lares](#) and [Ponce Massacre, and](#) students take notes and compare and contrast using [graphic organizer](#).

Closing: Students use reflection strategy (4 things that squared with me, 3 things I learned (triangle), and 2 things still circling in my head) to reflect on what they learned about Puerto Rican resistance and defiance.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

English
U.S. History
Political Science

Extensions/Experiential Opportunities

Students research and investigate different national Puerto Rican Movements. In pairs, students pick one group and do quick research regarding main arguments/tactics for independence. Students engage in another boxing strategy to capture their notes on the learning. In the outside frame, students write prior knowledge and what they want to learn by this investigation. In the second box, they write about their new learning. In the middle they write a summary of new learning or draw an image that synthesizes the group's understanding of the topic and post summaries of their new learning.

Groups:

- Boricua Popular Army
- Cadets of the Republic
- Fuerzas Armadas de Liberación Nacional Puertorriqueña
- Hostosian National Independence Movement
- Independence Association of Puerto Rico
- Liberal Party of Puerto Rico
- Puerto Rican Independence Party
- Puerto Rican Nationalist Party
- Revolutionary Committee of Puerto Rico Socialist Front
- Union Party of Puerto Rico

Students read [Big Brother in Puerto Rico: How the FBI Knew Everything About You \(latinorebels.com\)](#) Then, students engage in a Four Corners Protocol in which the teacher reads a statement, students think about their answer, and students respond by moving to a corner of the room that best corresponds to their choice and discuss. Each corner is marked by a chart (strongly agree, agree, disagree, strongly disagree). Teachers may use statements such as:

- It is ethical for corporations and the government to observe us and monitor our information.
- The FBI should be able to collect information without a warrant issued by a judge.
- If you haven't done anything wrong, you have nothing to worry about the FBI collecting information on you.
- The FBI must collect public and private information on people.
- It was fine that Las Carpetas were used to arrest people and impact reputations, careers, and families.
- Public Law 53 (Gag Law, Ley de la Mordaza) was wrong because it was a felony to say a word, sing a song, own a Puerto Rican flag, or whistle a tune about independence.
- It is not an intrusion when the government collects information on individuals.
- There would be negative consequences if the FBI did not collect information on people.
- The FBI must collect information as long as the information that is gathered is not causing harm to the individual.

Lesson 4.2-3 Resistance in Latin American and Puerto Rican History: Timeline of the Movers and the Shakers

Duration: 1 Day

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

Materials/Resources/Speakers

- Resistance heroes and sheroes (some examples)
 - Pedro Albizu Campos
 - Hernan Badilla
 - Ramon Emeterio Betances
 - Miguel Hidalgo
 - Jose Marti
 - Vidal Santiago Diaz
 - Arturo Schomburg
 - Lolita Lebron
 - Blanca Canales
 - Marianna Bracetti
 - Dominga de La Cruz Becerril
 - Isabel Rosado
- U.S. relationship with resistance heroes

[Pedro Albizu Campos leads the Puerto Rican independence movement](#)

[BIOGRAPHY – PEDRO ALBIZU Book: CAMPOS](#)
Chapter 12: The Nationalist from War Against all Puerto Ricans. Author: Nelson A Denis

[Pedro Albizu Campos - Lessons in Independence |](#)

[Who is Albizu Campos \(Trailer\)](#)

[José Martí | Cuban patriot](#)

[José Martí - Poemas de José Martí](#)

[Biografía de Jose Marti](#)

[Nuestra América](#) and [Nuestra América \(English Version\)](#)

[Juan Santamaria History\(Costa Rica\)](#)

[Lolita Lebron - Person of the Year 2010 - TIME](#)

[The Defense of Lolita Lebron: An Interview With Conrad Lynn](#)

[Lolita Lebron | afca](#)

[Remembering Puerto Rican Activist Lolita Lebron](#)

[What We Can Learn From The 1954 Capitol Attack By Puerto Rican Nationalists](#)

	Women of Color, in Solidarity
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Using background information on Pedro Albizu Campos, invite students to investigate other figures from Latin America (some figures listed above). Have students generate questions that they would like to answer about these heroes and heroines.</p> <p>Activity: After students generate questions about one of the figures above, have each student choose one person, and find information and a biography by doing research. Have students use a graphic organizer to organize their learning. Students write a monologue about the person they chose and read the monologue to the class or record ahead of time and share. Students share monologues/recordings.</p> <p>Alternate Activity: Pedro Albizu Campos- War Against All Puerto Ricans: Inside the U.S. Crackdown on Pedro Albizu Campos & Nationalist Party - YouTube (26:11). Ask students to answer and discuss the following questions with each other: Who was Pedro Albizu Campos? Why is he so important not only for Puerto Ricans, but for All of the United States? In the video when Nelson Denis said, "What happens in Puerto Rico never happened at all?", what does he mean?</p> <p>Closing: Students discuss and reflect what surprised and inspired them about "these Movers and Shakers."</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Watch The Chicana Experience in the Chicano Movement with family member or friend and discuss "movers and shakers" in your family and community.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Spanish Humanities Sociology Anthropology</p>	<p>Extensions/Experiential Opportunities</p> <p>Exploring coexistence through resistance and revolution. The Dominican Republic and Haiti are two halves on a whole island.</p> <p>Read Haitian and Dominican Freedom Struggles in the Nineteenth Century</p> <p>Students research how the themes of resistance and revolution have manifested in both Haiti and the Dominican Republic. Have the two cultures worked with and against one another to achieve freedom? Explain why or why not.</p>

4.3 Resistance in the U.S.	
Lesson 4.3-1 Latino Resistance in the U.S.	Duration: 4 days

Big Ideas/Topics to be Addressed, including Key Concepts and Terms

- The Young Lords
- Macheteros
- Chicano Movement
- Los Macheteros
- Wells Fargo Heist Example

Materials/Resources/Speakers

[Collection on the Young Lords | DePaul ArchivesSpace](#)

[Johanna Fernández presents "The Young Lords: A Radical History"](#)

[13 Point Program and Platform of the Young Lords Party](#)

[The Young Lords: Exploring the Legacy of the Radical Puerto Rican Activist Group 50 Years Later](#)

[Garbage Fires for Freedom: When Puerto Rican Activists Took Over New York's Streets \(Published 2019\)](#)

The Young Lords: A Reader. 2010. Edited by Darrell Enck-Wanzer

[Macheteros reference site](#)

[FALN reference site](#)

[What united Black Panthers, Puerto Ricans, white Southerners? New doc details 'First Rainbow Coalition'](#)

The War Against all Puerto Ricans by Nelson Denis

Los Macheteros: The Wells Fargo Robbery and the Violent Struggle for Puerto Rican Independence by Ronald Fernandez

[West Hartford Heist article](#)

[New film revisits man behind infamous Wells Fargo robbery in West Hartford in 1983 by Puerto Rican nationalists](#)

[Financing a Free Puerto Rico: The Great Wells Fargo Heist of 1983](#)

[Documentary about Puerto Rican revolutionary Filiberto Ojeda Rios showing at Hartford Library](#)

The COINTELPRO Papers by Ward Churchill and Jim Vander Wall

Puerto Rico: Grito y Mordaza (1971) by Felix Ojeda Reyes Luis Nieves Falcon, Pablo Garcia Rodriguez

[The Black Panthers and Young Lords and the Civil Rights Movement](#)

[The Young Lords: Exploring the Legacy of the Radical Puerto Rican Activist Group 50 Years Later](#)

[What We Don't Learn About the the Black Panther Party – but Should | Zinn Education Project](#)

[The Young Lords: The Revolution is Black & Brown](#)

[How the Black Panther Party Influenced the Chicano Movement — Self Help Graphics & Art](#)

[Chicano and black radical activism of the 1960s: a comparison between the Brown Berets and the Black Panther Party in California](#)

[Black and Brown Power · Civil Rights Digital History Project](#) [Black and Chicano Movement](#)

[The Chicano Movement and its Similarities to the Black Panther Party » A Day In the Life](#)

[Representation by Other Means: Mexican American and Puerto Rican Social Movement Organizations](#)

[Was the Young Lords' activism an accurate representation of their position as radicals?](#)
(Class syllabus from Pomona College)

[Brief History of the Young Lords-Timeline Included](#)

[FBI Records: The Vault — Puerto Rican Groups](#)

[The FBI v. The Young Lords](#)

[The Young Lords - Primary Sources: The 1960s](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Students reflect on the following statements and discuss what they think they mean:

- “We draw our strength from the very despair in which we have been forced to live. We shall endure.” - Cesar Chavez
- “Even in the U.S., Latino groups have been oppressed and screamed for change.” - Young Lords

Activity: Mini-lesson on Young Lords, Chicano Movement, and a small review on the Black Panthers from Semester 1 Unit 6, Lesson 6.1 titled “Black Power.” Students can research and discuss the similarities and differences between the Black Panthers and the Young Lords using the following references:

- [The Young Lords: The Revolution is Black & Brown](#)
- [The Young Lords and the Black Panther Party - Digital Chicago](#)
- [The Black Panthers and Young Lords and the Civil Rights Movement](#)
- [What We Don't Learn About the Black Panther Party – but Should | Zinn Education Project](#)
- [The Black Panther Party and how it helped shape the Young Lords' revolution](#)
- [How the Black Panther Party Influenced the Chicano Movement — Self Help Graphics & Art](#)
- [The Chicano Movement and its Similarities to the Black Panther Party » A Day In the Life](#)

Closing: Students use exit ticket to describe parallels between the Young Lords’ and the Black Panthers’ organizational influence and impact.

Day 2

Initiation: Teacher begins class by showing a preview of news clip about the heist: [Puerto Rican nationalist gets 5 years for '83 Wells Fargo heist](#).

Activity: Students review two website sources that give background information on the bank robbery. Then, students pair up and create a movie pitch for the robbery.

Closing: Watch Unsolved Mysteries segment on robbery:
[Watch Unsolved Mysteries: Original Robert Stack Episodes | Prime Video](#) (min 26:33-32:50)

Day 3 and 4

Activity: In small groups, students choose a group or a person to research from [FBI Records: The Vault — Puerto Rican Groups](#) or the FBI Government website. Students research primary sources and create a presentation about what they learned about the contributions of group or person to society at the time.

Home Links/Reflections to Affirm Identity

Take a virtual trip to see the [Icons of National Identity - Instituto de Cultura Puertorriqueña](#) with a family member/friend

With identity in mind, how have Puerto Rican and Latino/a artists revolutionized other cultures and galvanized social justice movements?

- Are there some aspects of the national identity pieces that you can connect or relate to in your own heritages?
- Are there some aspects of the national identity of Puerto Ricans that differ from your identities that you have found appreciation for?

<p>Closing: Students share major learnings and teacher assists to identify patterns across groups/people.</p> <p>Day 5</p> <p>Initiation: Students prepare questions they'd like to have answered from a member of Puerto Rican Resistance Group, if they could.</p> <p>Activity: Students watch a film, lecture, community conversation, or interview (e.g., Interview with David Rivera Sr., National Field Marshal of Young Lords, February 2021) from the perspective of a member of a Puerto Rican Resistance group (e.g., Young Lords, FALN, Macheteros, etc.) or coordinate an in-person or virtual interview with class.</p> <p>Closing: Students reflect on lived experience shared and how contributed to own independence and/or identity.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Art Political Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Read the article "Garbage Fires for freedom..." and respond to the following question: How has the theme of resilience been illustrated in the past and present history of Latinos' battle for equality and ultimately existence?</p>
<p>4.4 Latino Civil Rights Movement</p>	
<p>Lesson 4.4-1 The History of the Latino Civil Rights Movement in the United States</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Timeline of the History of the Latino Civil Rights Movement ● Political and Social Conflicts ● Contributions of Latinos during the African-American Civil Rights Movement ● Civil Rights Movements Warriors: <ul style="list-style-type: none"> ○ Cesar Chavez ○ Dolores Huerta ○ Herman Badillo ○ Rita Moreno ○ Alexandria Ocasio-Cortez ○ Roberto Clemente ○ Julia Alvarez ○ Sonia Sotomayor ○ Sylvia Mendez ○ Luis Gutierrez 	<p>Materials/Resources/Speakers</p> <p>DACA Isn't Just About Social Justice: Legalizing Dreamers Makes Economic Sense Too (OPINION)</p> <p>How Latino Americans Have Shaped the U.S. and Fought for Acceptance</p> <p>PBS's Latino Americans</p> <p>Latino and Black Americans are allies in the fight for racial justice</p>

- Nydia Velazquez

Vocabulary: Political Conflict, Social Conflict

Contemporary Movements: The Civil Rights Movements of the 1950s and 1960s.
<https://www.tolerance.org/search?query=Contemporary%20Movements>

[Before Brown vs. Board of Education, there was Mendez vs. Westminster](#)

Play: Zoot Suit by Luis Valdez

[The Walkouts of 1968 and the Los Angeles Media](#)

[East L.A. Blowouts: Walking Out for Justice in the Classrooms](#)

[Research Guides: A Latinx Resource Guide: Civil Rights Cases and Events in the United States: 1968: East Los Angeles Walkouts](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1

Initiation: Students name a Latino person who was part of the Civil Rights Movements in the U.S. Teachers provide mini lecture on the History of Latino Civil Rights in the U.S., focusing on the contributions Latinos made (consider the case of Mendez vs. Westminster or the LA Walkout as examples).

Activity: Students analyze the [Latino Civil Rights Timeline](#) and organize into groups by the following years:

- 1900-1919
- 1920-1939
- 1940-1959
- 1960-1979
- 1980-2006

Groups choose 8 of the most impactful events and/or people from the time period to report out on. Using the Internet, students locate primary sources such as eyewitness accounts, letters, diaries, artifacts, photos, and magazine and/or newspaper articles of that period. Students should include date, summary of event, primary source, and theme each event relates to (e.g., voting rights, labor rights, education, etc.).

Home Links/Reflections to Affirm Identity

With a family member or friend, students watch "Taking Back the Schools" and HBO film "Walkout" for more information on this campaign and reflect on how the African American Civil Rights movement helped or fueled the Mexican American students.

Alternate Activity: Students “play a card game” as detailed in [Exploring the History of Latino Civil Rights | Learning for Justice](#). In this game, students use the [Latino Civil Rights Timeline, 1903 to 2006 | Learning for Justice](#) to create illustrations for one event from each decade represented. Teacher gathers the student drawings, and distributes to different groups in non-chronological sequence. Referencing the timeline, students match the illustrations with the events depicted and organize in chronological sequence. Students popcorn-out the story portrayed by the illustrations, illuminating ways the events build on one another.

Closing: Students use exit ticket to remark on most impactful event in their opinion and explain why.

Day 2

Initiation: Mini lecture and discussion of Zoot Suits Riots using video [How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots](#) as resource.

Activity: Students read two documents and complete response to [What Caused the Zoot Suit Riots?](#) or follow lesson from [Zoot Suit Riots | Stanford History Education Group](#).

Alternate Initiation/Activity (based on student interest): Students reflect back to Semester 1, Unit 5, Lesson 5.4. In this lesson, students examined Brown v Board of Education. In home groups of six, students jigsaw read [Before Brown vs. Board of Education, there was Mendez vs. Westminster](#). Each student silently reads a paragraph, annotating, and summarizing information. Then, all students reading paragraph one get together to share highlights, discuss questions they have, and discuss what they will share when they return to their “home” groups. Each student will get 1-2 minutes to share key points of what paragraph read. Then, as a group students write/depict a summary of Mendez vs. Westminster case.

Closing: Students Round Robin one thing they did not know about the Latino Civil Rights movement in the U.S. before this lesson.

Options for Content Continuity Across History Courses and Interdisciplinary Integration

English
Political Science

Extensions/Experiential Opportunities

[Latino and Black Americans are allies in the fight for racial justice](#) Students read the article and reflect and react to the following prompt: How have Black and Latino Americans worked collectively to achieve the common goal of civil rights?

Students create an artistic piece (song, spoken word, poem, drawing, painting) about Latino Civil Rights leaders listed above.

<p>Lesson 4.4-2 The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S.</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Past and present of Arts as a form of protest in the Latino community • Latinos use different types of art to hold leaders responsible for their actions • History of how different types of art came to be the medium by which Latinos protest peacefully • Latino artists who use their art as a form of protest in the U.S. and in Latin America 	<p>Materials/Resources/Speakers</p> <p>From Nueva Cancion to Tropicalia: 5 Music Genres Born Out of Latin American Political Resistance</p> <p>How music took down Puerto Rico's governor</p> <p>Resistance through art, politics, and culture</p> <p>Art as Resistance: Chicano Artists in the Time of Trump</p> <p>Representations of Resistance in Latin American Art - Ariane Dalla Déa, 2012</p> <p>Art as Joy, Art as Resistance: Interview with Artist Patrick Gabaldon</p> <p>These Latinx artists used protest posters as a vibrant form of resistance</p> <p>Comment Art is fuelling the protest movements in Latin America</p> <p>Centro Teaching Guide Memories on the Wall: Education and Enrichment through Community Murals Developed by Raquel M. Ortiz Rodr</p> <p>Resistencia: Poems of Protest and Revolution (2021) Author: Tina Escaja</p> <p>Poem: Rebellion is the Circle of A Lover's Hands (Pellin and Nina) Written for the Anniversary of the Ponce Massacre Author: Martin Espada</p>

	<p>Poem: Two Mexicanos Lynched in Santa Cruz, California, May 3, 1877. Author: Martin Espada</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Students review artistic representation of Rise Up Connecticut Mural Project in Hartford.</p> <p>Activity: Students explore LatinXAmerican Exhibitions DePaul Art Museum DePaul University, Chicago in pairs or as a class giving their opinion and ideas on all the pieces of art in the exhibit. The Teacher shares the artists' perspectives using segments of the video explaining exhibit. Students write about their favorite piece of art using Latino Protest Art Worksheet explaining how it relates to the theme of resistance and defiance.</p> <p>Closing: Provide students with an image by a Latino/a artist that represents protest art. Engage class in discussion regarding:</p> <ul style="list-style-type: none"> • What message is the artist trying to convey to what audience? • What symbols were used? • What effect did image have on the community? • How can a country's history, government, cultural beliefs, values affect the expression and influence of protest art? <p>Performance Task: Students produce their own piece of art with the purpose of bringing about political or social change. Students can draw from their beliefs, personal experiences, current events, or other sources to inspire their creations. Use the art created by the students to create a gallery for students to view and react to the work of their peers at a later date.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Explore Los Murales/Murals Los Muros Hablan-The Walls Speak with family member or friend.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Art Music English</p>	<p>Extensions/Experiential Opportunities</p> <p>Describe how murals were depicted as a form of resistance and what are some of the major themes associated with street murals?</p> <p>Choose one exhibit from El Museo de Arte de Puerto Rico Puerto Rico Plural - Museo de Arte de Puerto Rico and reimagine the museum label; link the art piece to a</p>

	<p>historical event and describe how the artist has depicted it in the piece. For example: You might describe how the theme of resistance is depicted in "The Garden of Intolerance..."</p> <p>https://artsandculture.google.com/asset/_/mQGr0QbZBDz3pg</p>
<p>Lesson 4.4-3 Protest and Resistance in Puerto Rican and other Latinos Arts and Music</p>	<p>Duration 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Songs as a form of protest and resistance in Puerto Rico and in the U.S. • Art as resistance to the current colonial status in Puerto Rico • Arts as affirmation of Puerto Rican identity in Puerto Rico and in the U.S. • How have Latinos used music to resist and protest? <p>Vocabulary: Reggaetón Syndrome</p>	<p>Materials/Resources/Speakers</p> <p>A Fearless Song!: Guatemalan women protest violence against women through music</p> <p>"Our Silence Buys the Battles": The Role of Protest Music in the U.S.-Central American Peace and Solidarity Movement</p> <p>Cancion Protesta: Protest Songs of Latin America Album</p> <p>The soundtrack of Puerto Rico's protests</p> <p>Puerto Rican Superheroes You Need To Know Centro de Estudios Puertorriqueños (Students can research and think about if these Puerto Rican Superheroes were created as a form of protest and resistance)</p> <p>Latin America and the Protest Song Movement article</p> <p>From Nueva Canción to Tropicália: 5 Music Genres Born Out of Latin American Political Resistance</p> <p>Video de ollas y calderos en PR</p> <p>Why Puerto Rican Bomba Music is Resistance</p>

	<p>Puerto Rico Protesters Got Creative: Dancing, Singing, Diving... (Published 2019)</p> <p>'Sharpening the Knives': Musicians Join the Protests in Puerto Rico (Published 2019)</p> <p>20 Protest Songs Written About the Latinx Struggle - hiplatina.com</p> <p>Making Music To Promote Human Rights In Guatemala: Interview With Members Of The Band, CANCHES</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Have students talk about the music they are currently listening to, the type of music that inspires them, names of bands and singers they gravitate to, and why.</p> <p>Provide students with an understanding of what and why music is used as a form of resistance using a song from The soundtrack of Puerto Rico's protests The World from PRX and a modern song from a Puerto Rican artist, such as Afilando Los Cuchillos. Ask students what lyrics resonate with them the most, how the songs promote them to think and feel, and what messages the artist is trying to convey.</p> <p>Activity: Follow teaching guide for Plena is Work, Plena is Song Documentary Centro de Estudios Puertorriqueños</p> <p>Alternate Activity: Students explore the website on Latino protest music Pa'lante: 11 Songs of Protest & Resistance by Latino Artists and pick one to complete analysis using Song Analysis worksheet.</p> <p>Closing: Students share with a partner their reflection about the song chosen from the playlist.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students share with family song chosen from playlist and song analysis worksheet and ask family member what song they would choose and why.</p> <p>Have students show Why Puerto Rican Bomba Music Is Resistance about Latinos using music to protest peacefully in the U.S. Students then ask their families to react and offer opinion.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Art Music Graphic Design Political Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Explore the artistry, the Origins and Evolution of Bachata Dance</p> <ul style="list-style-type: none"> • With identity in mind, discuss how have Dominican and Latino artists

English

revolutionized culture through dance and music?

- Are there some aspects of the Dominican Republic national identity pieces that you can connect or relate to in your own heritage?

Are there some aspects of the national identity of the Dominican Republic that differ from your identities that you have found appreciation for?

Unit 5

FOCUS ON PUERTO RICAN/ LATINO HISTORY

Where are we now?

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 5: Where Are We Now?	Timeframe	June (3 weeks/14 days)
Developed By	Carlos Torre, Steve Armstrong, Nitza Diaz	Revision Date	June 18, 2021
Summary of Unit			
<p>Between the years of 1820 and 2020, more than 80 million people migrated to the U.S. The history of immigration and migration is bigger than just the narrative that teaches about European immigration. Puerto Ricans and Latinos have migrated to the U.S. since the 1800s, and some Latino groups were already here before Europeans. This unit offers students an opportunity to learn and explore the contributions of Puerto Ricans and Latinos to the U.S. and the state of Connecticut.</p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut. Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture. Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Puerto Rican and Latino people. <p>Compelling Question: What impact have Puerto Ricans and Latinos had on Connecticut, and what additional impact might they have in the future?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	
<p>From Connecticut Elementary and Secondary Social Studies Framework</p> <p>Dimension 2 Applying disciplinary concepts and tools</p> <p>HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</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>GEO 9-12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>		<p>From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)</p> <p>CCSS.ELA-LITERACY.RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole</p> <p>From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)</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>CELP.9-12.2. W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>From Social Justice Standards from “Learning For Justice” Action</p> <p>17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.</p>
Learning Outcomes	Critical Consciousness
Overarching Learning Objectives	Overarching Essential/Guiding Questions
<p>LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino communities have played in shaping U.S. society, economy, and culture.</p> <p>LO6 REIMAGINE 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>LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.</p> <p>LO10 USE the inquiry cycle to take informed action.</p>	<p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p> <p>EQ6 RADICAL IMAGINATIONS What do African American, Puerto Rican and Latino history, and culture teach us about radically reimagining new possibilities and more just futures?</p> <p>EQ8 AGENCY AND CIVIC ENGAGEMENT How can young people take informed action to address pressing issues in their own communities?</p>
Theme/Content Specific Enduring Understandings	Theme/Content Specific Inquiry
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Analyze Puerto Rican and Latino immigration to Connecticut. Evaluate the impact of Puerto Ricans and Latinos in Connecticut and the successes and challenges that these groups face. Identify elements of Latino culture that influenced and are part of your daily life. Evaluate Latino influence in the arts, politics and socioeconomic realities in the U.S. today. Examine the intersection of gender and race/ethnicity in the workplace today <p>Skills:</p> <ul style="list-style-type: none"> Examine Latino identity by surveying classmates and families. 	<p>For this Unit of Study, to support self-discovery, identity development, and civic preparedness/actions, students will explore...</p> <ul style="list-style-type: none"> What were the compelling reasons that brought Puerto Ricans and other Latinos to Connecticut? What Latino or Puerto Rican individuals or groups have had the most economic, political, social, or cultural impact on the state of Connecticut? What are the major problems facing Puerto Ricans and Latinos in Connecticut today; what additional problems may exist for Puerto Ricans and Latinos in the future?

<ul style="list-style-type: none"> Evaluate historical documents during research projects on immigration. 	
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Evidence of Learning

Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)
<p>Pre-Assessment: What students know about contributions and impact of Puerto Rican and Latino/a people.</p> <p>Common Misconceptions:</p> <ul style="list-style-type: none"> The contributions and impact of Latinos and Puerto Ricans in Connecticut and in the United States are minimal. Puerto Rican and Latino contributions have nothing to do with the history of Connecticut. Puerto Ricans and Latinos have migrated and immigrated to CT and the USA “recently.” 	<ul style="list-style-type: none"> Exit Slips Demographic data analysis Magazine Cover Creation Content Analysis of a Latino and/or Puerto Rican show. Can use video clips from the documentaries located in the resources sections (e.g., In the Heights, Latinos Beyond Reel) 	<p>Latino Experience Interview</p> <p>Course Projects: Radical Imaginations Through the Arts and Be the Change Project</p>

Learning Plan/Lesson Sequence

Lesson 5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States	Duration: 2 Days
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> Timeline of Puerto Rican migration to the U.S. and to Connecticut Analysis of how Puerto Ricans impact the U.S. economy Puerto Rican migration to the U.S. and Connecticut (choice/group decision-making) Economic Reasons for migration (apple orchards, tobacco) Puerto Rican Political Action Committee 	<p>Materials/Resources/Speakers</p> <p>What's Old is New Again!</p> <p>Puerto Rican Passages 1995</p> <p>Puerto Ricans in Connecticut State, 2019 Centro de Estudios Puertorriqueños</p> <p>Connecticut - US Census Bureau QuickFacts</p>

[Population Maps | by state\(Center for Puerto Rican Studies\) Centro de Estudios Puertorriqueños](#)

Aqui Me Quedo Ruth Glasser-CT Council on Humanities Curriculum

[Windsor Tobacco: Made in the Shade: Some of the reasons why many Puerto Ricans settled in CT](#)

[Maria Colón Sánchez \(1926-1989\)- CT's First Latina State Representative](#)

[2020 Census Demographic Analysis](#)

Hispanic Pew Research Center [Hispanic Trends](#)

[Latinos in the 2016 Election: Connecticut](#)

[U.S. Hispanic population reached new high in 2019, but growth slowed](#)

[How Hispanics Contribute to the U.S. Economy](#)

[Where the U.S. Hispanic population grew most, least from 2010 to 2019](#)

[Puerto Rican Migrant Farmworkers: Enduring Experiences in Continental U.S. Agriculture](#)

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Introduce key topics of unit to spark students’ interest: migrations from Puerto Rico and Latin American countries to CT, Borinqueneers and Latinos in the military, accomplishments and contributions of Latinos (inventors, musicians, educators, athletes, scientists, etc.), beauty of being Latino: A Celebration. Then, review Anchor Charts started in Semester 2 Unit 1 and add comments, thoughts, and statements about new learning.</p> <p>Performance Task: Students work in pairs to prepare for interview of someone with Latino background using Latino Experience Interview worksheet to be conducted by end of unit.</p> <p>Day 2</p> <p>Initiation: Ask students to write down their associations when they hear the word “Puerto Rican” and invite them to share their thoughts and perspectives (the perspectives could be facts and myths).</p> <p>Activity: Provide students with data and census information with demographics and contributions of Puerto Ricans in the U.S. and also highlight “myths” that have been created and normalized in everyday life. Discuss with students the misconceptions that they might have regarding Puerto Ricans (Examples: How Hispanics Contribute to the U.S. Economy or Puerto Ricans in Connecticut State, 2019 Centro de Estudios Puertorriqueños.)</p> <p>Closing: As a class, analyze the chart and Puerto Ricans in Connecticut data sheet Puerto Ricans in Connecticut State, 2019. After students analyze the infographic, ask them to reflect on things that surprised them about the contributions of Puerto Ricans to Connecticut.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Read this quote from Rosie Perez: “You know, you may not be born in Puerto Rico, but Puerto Rican is definitely born in you.” With your own identity in mind, in what ways are you deeply connected to the country of your ethnicity, even if you were not born there?</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Sociology English Anthropology</p>	<p>Extensions/Experiential Opportunities</p> <p>Watch with friend A Conversation with John Leguizamo National Museum of American History. Discuss when John talked about wanting to “see Latinos portrayed the way I knew them,” what did he mean? What is the significance for you to see yourself or people like you portrayed on TV, in your community, in your classroom and in history?</p>

Lesson 5.2 Migration From Other Latin American Countries to Connecticut and the U.S.	Duration: 1 Day
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • The immigration of individuals from other Latin American countries to Connecticut • Economic, political, social reasons • Similarities, differences of reasons for immigration <p>Vocabulary: Migration, Immigration</p>	<p>Materials/Resources/Speakers</p> <p>U.S. Hispanic population reached new high in 2019, but growth slowed</p> <p>Latinos in New England: An Introduction. Edited by Andres Torres</p> <p>Connecticut – U.S. Census Bureau QuickFacts</p> <p>Latinos in New England: An Introduction. Excerpt of the Introduction</p> <p>Latino Voices in New England (Book Review)</p> <p>The Roles of Leaders, Community and Religious Organizations, Consular Relationships, and Student Groups in the Emerging Leadership of Mexican Immigrants in New England</p> <p>7 Black and Latino Coalition Formation in New England</p> <p>Chapter 10: Descriptive Representation, Political Alienation, and Political Trust: The Case of Latinos in Connecticut (from Latinos in New England Book, edited by Andres Torres)</p> <p>Connecticut 2020: The Decade of the Latino Boom (article is from 2009)</p>

[Latinos in Hartford, Connecticut](#)

[The Mauricio Gastón Institute for Latino Community Development and Public Policy - University of Massachusetts Boston](#)

[Where the U.S. Hispanic population grew most, least from 2010 to 2019](#)

Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities

Day 1 Initiation Ask students to “brainstorm” what they know about the various Latino groups that immigrated to the U.S. and Connecticut or invite a guest speaker, not born in the U.S., who serves as a local Puerto Rican leader to share lived experiences with class.

Activity: Students receive a worksheet on the [Numbers: Latinos in Connecticut](#). Students begin by identifying reasons why Latinos might move to Connecticut: e.g., jobs (factories, tobacco, service jobs, etc.), family, military, schooling, etc. Then, students review the website [The 10 Connecticut Cities With The Largest Latino Population For 2021](#). If time permits, go back to the Puerto Ricans in Connecticut data sheet [Puerto Ricans in Connecticut State, 2019](#) to review before going to the next part of the activity.

After class discussion, students divide into groups of 3 and analyze the policy blueprint [Hispanic Federation: Latino in Connecticut: A Call to Action](#) and create a policy proposal to help address an issue of importance to the Latino community within their school or city/town.

Alternate Activity: Using U.S. Census data, newspaper clips, archival data from CT Humanities or local historical societies, libraries, University libraries, Center for Puerto Rican Studies and/or The Mauricio Gaston Institute for Latino Community, students compare and contrast Latino immigration rates and other demographic data that illustrate the growth of Latinos in the U.S. and in Connecticut. Students create graphs that highlight the following:

- Region of birth of the Foreign-Born Population by different dates (1850-1930, 1960-1970, 1970-1980, etc.)
- Region and country or area of birth.
- Region and country of the Foreign Born population, with geographic detail for 2000 and later.
- Race and Hispanic origin by population and by nativity.
- Race and Hispanic origin of Foreign Born population. Have students do the same data points but only for the state of Connecticut.

Home Links/Reflections to Affirm Identity

Students watch movie or listen to [Carnaval Del Barrio - In The Heights Motion Picture Soundtrack \(Official Audio\)](#) and discuss how Latino culture contributed to New York’s diverse culture. How does movie represent what it means to be Latino/a?

<p>Closing: Have students share one sentence about what surprised them regarding the immigration of other Latinos groups to Connecticut.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>World History English</p>	<p>Extensions/Experiential Opportunities</p> <p>Read "A Railroad Comes to Town: Santa Cruz, California, 1876" (Community Dreams). Think about the following question: What were the long- and short-term contributions of Latinos to the Santa Cruz railroad? Based on the challenges to complete this railroad, choose one challenge and envision a new direction for the project.</p>
<p>Lesson 5.3 Accomplishments and Contributions of Puerto Ricans and Latinos/Latinas in the Military</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Brief History of Latinos in the Military • Borinqueneers • Latinas in the Military 	<p>Materials/Resources/Speakers</p> <p>The Borinqueneers – Documentary Film on the 65th Infantry Regiment</p> <p>https://centropr.hunter.cuny.edu/search/centro_search/Borinqueneers</p> <p>Webinar: The Puerto Rican Experience in the US Military Centro de Estudios Puertorriqueños</p> <p>The Puerto Rican Exercises</p> <p>The Glory Days (January – July 1951)</p> <p>The Courts-Martial of the Enlisted Men</p> <p>The 65th Infantry Regiment in Korea: Where did All the Medals Go?</p>

	<p>Latinos in the military: High-ranking officer positions out of reach</p> <p>The Puerto Rican Experience in the US Military: A Century of Unheralded Service</p> <p>Puerto Rican Voices: Season 3 Episode 7 (Borinqueneers) on Vimeo</p> <p>U.S. Latino & Latina WW II Oral History Project http://lib.utexas.edu/ww2latinos/</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1 Initiation: Students discuss what they know about the history of Latinos in the military.</p> <p>Activity: Students watch the Borinqueneers documentary and use Borinqueneers Viewing Guide to prepare for discussion noting the accomplishments of the Borinqueneers. If time permits, invite a guest speaker who was in the Borinqueneers to share his experience in the military.</p> <p>Day 2</p> <p>Activity: Students select one of the following scaffolded activities based on interest.</p> <ol style="list-style-type: none"> 1. Independently examine the courageous stories of four Latino U.S. military members Military Latino Stories. 2. Use Flipboard to find news articles about Latinos in the military and create a flip/magazine. Articles chosen should reflect impact of Latinos/Latinas in the military. Students should embellish magazine with pictures, original title, and a few lines about themselves as producers/editors. 3. In pairs, students read different sections (e.g., Origins, 1899, WWI, WWII, Korean War, Vietnam War) from The Puerto Rican Experience in the U.S. Military: A Century of Unheralded Service Centro de Estudios Puertorriqueños (cuny.edu). Students discuss what surprised them and what they learned. <p>Closing: Students share major learnings using 3-2-1 strategy (three things learned, two things were surprised by, and one thing want to learn more about).</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Have students share U.S. Latino and Latina WWII Oral History Project with their families and discuss new learning.</p>

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>U.S. Government Political Science English</p>	<p>Extensions/Experiential Opportunities</p> <p>Read The Spirit of Latina/o Giving from the Shadows of War and discuss with a friend: What are some examples in your local community or state of Latino Philanthropy? Why the title: "The Shadows of War"?</p>
<p>Lesson 5.4 Accomplishments and Contributions of Latino/Latina Inventors, Musicians, and Athletes/Sports</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Latino/Latina Inventors • Latino/Latina student inventors (invention convention) • Music contributions in the U.S. • Arts contribution in the U.S. 	<p>Materials/Resources/Speakers</p> <p>Hispanic Heritage Month Teacher Resources</p> <p>Highlighting Hispanic Inventors and Innovators Lemelson Center for the Study of Invention and Innovation</p> <p>Hispanic Biographies</p> <p>St. John, J. (1996) Hispanic Scientists (and Latinos).</p> <p>Hispanic Heritage and Inventions USPTO (United States Patent Office)</p> <p>Hispanic American Biographies, AZ</p> <p>10 Hispanic Scientists You Should Know HowStuffWorks</p> <p>Jose Altuve, Venezuelan Baseball Player https://youtu.be/1IoHLC_K6iw</p> <p>Al Horford, Dominican Republic Basketball Al Horford 2017 NBA Playoffs Highlights</p> <p>Carlos Carrera, Puerto Rico Baseball https://youtu.be/D4mdeMGUyTs</p>

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Show images of inventions created by Latinos/Latinas. Some examples can be: Color TV, Rocket Belt, Yo-Yo, Duolingo App, reCAPTCHA system, etc.</p> <p>Activity: Students choose a Latino/Latina inventor, musician, or athlete and write a monologue, produce a video, write a poem or spoken word, or develop an art/music piece that highlights the accomplishments and challenges of this person (Latino/a Accomplishment worksheet includes some examples; students can choose others based on interest).</p> <p>Closing: Gallery Walk of the projects created by the students.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family member or friend how your identity and culture have influenced the sports, arts, and music you are drawn to.</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Science Math English</p>	<p>Extensions/Experiential Opportunities</p> <p>Watch one of the videos on the influence of Latin Americans in sports. How have they <i>changed the game</i> in their sport?</p> <ul style="list-style-type: none"> • Jose Altuve Ultimate 2017 Highlights • Al Horford 2017 NBA Playoffs Highlights <p>Puerto Rico Baseball Carlos Correa Ultimate 2017 Highlights</p>
<p>Lesson 5.5 Accomplishments and Contributions of Latino/Latina Community Organizers, Politicians, Justices, etc.</p>	<p>Duration: 1 day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • National Community Organizer • State Community Organizer • History of Community Organizers • National and Local Community Organizations • Political, economic, cultural successes 	<p>Materials/Resources/Speakers</p> <p>LATINO PUBLIC BROADCASTING: Latinos in 60 Seconds</p> <p>Maria Colón Sánchez (1926-1989)- CT's First Latina State Representative</p>

	Community Organizers Movie: Latinos in New York
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Students share out a name of Latino/Latina community leaders/elected officials they may have heard about or know who has contributed to the U.S.</p> <p>Activity: Using the Hartford Case Study from the book Identity and Power: Puerto Rican Politics and the Challenge of Ethnicity by Jose E. Cruz (or any other case study listed in materials section), students analyze for attributes and methods used for local political or grassroots organizing.</p> <p>Alternate Activity: Students research and choose the work of a “lesser known” community organizer, politician, advocate, or judge to spotlight their life and their work. Students can research organizers using newspapers, archival data from the Center for Puerto Rican Studies, or any library in the state of Connecticut, including University libraries.</p> <p>Closing: Discuss how the Black and Latino Coalitions came together for the first election of an African American mayor in New England, Thirman Milner, using resources and meeting interests of both groups.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Read “Latinos make up only 1% of all local and federal elected officials, and that’s a big problem.” AOC, Julian Castro: Underrepresented Hispanics aim to change politics</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Political Science History</p>	<p>Extensions/Experiential Opportunities</p> <p>Students watch the following video and write a critique: Harvest of Empire: The Untold Story of Latinos in America</p>

<p>Lesson 5.6 Latino/Latina Challenges in the U.S.: Immigration Stories from the Border</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Intersection of Race, Ethnicity, Immigration, and Deportation • DACA and DREAMERS • Detention Centers: Who benefits? • Names given to U.S. Border Detention Centers • Stories of the Undocumented: What is it like? • From Undocumented to Documented (racial disparities in the time frame of becoming a U.S. permanent resident) • Did your ancestors come “legally”? • Journey to cross the border (immigration timeline within Latin America Path to travel) <p>Vocabulary: DACA, DREAMERS, Detention Centers, Undocumented, Deportation</p>	<p>Materials/Resources/Speakers</p> <p>Discover More: Immigration Myths and Realities Made in LA</p> <p>The Hamilton Mixtape: Immigrants (We Get The Job Done)</p> <p>Undocumented Immigrants Share Their Stories</p> <p>What 'Dreamers' Gained From DACA</p> <p>Deportations</p> <p>Riding 'The Death Train' to America's border</p> <p>Illegal border crossings by immigrants are constant in Roma, TX https://www.youtube.com/watch?v=81Y1GQFm3lo</p> <p>One Quarter of Hispanic Children in the United States Have an Unauthorized Immigrant Parent</p> <p>Immigration Nation (Netflix Series)</p> <p>Rodriguez, S., (2020). “I Was Born at the Border, Like the ‘Wrong’ Side of It”: Undocumented Latinx Youth Experiences of Racialization in the U.S. South. <i>Anthropology and Education</i> 51(4).</p> <p>The Real Solution. Author: Kevin Morales. In Book: “Student Voice: 100 Argument Essays by Teens on Issues that Matter to Them.” Norton & Co.: New York.</p>

[LA Youth » Immigrant dreams](#)

[Working Paper 19-3: The Economic Benefits of Latino Immigration: How the Migrant Hispanic Population's Demographic Characteristics](#)

[Children Are at the Forefront of U.S. Racial and Ethnic Change](#)

Census: [United States](#)

[Most Undocumented Immigrants are NOT Mexican](#)

Media Analysis of the U.S. Border Crisis
<https://storymaps.arcgis.com/stories/2c03f5adfe2f47b2bcf73b61228500b1>

Immigration and Ethnic and Racial Inequality in the United States
https://dash.harvard.edu/bitstream/handle/1/3203265/Waters_ImmigrationEthnic.pdf

[What to Call U.S. Border Detention Centers?](#)

[Did My Family Really Come Legally?](#)

<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Start with a Human Line-Up or Barometer Activity (Taking Barometer Online) and ask students whether they strongly agree, are neutral, or strongly disagree with the following statements (Teaching Strategy: Barometer: Taking a Stand on Controversial Issues Facing History) and discuss:</p> <ol style="list-style-type: none"> 1. Immigrants have helped make the United States a better, stronger nation. 2. New immigrants continue to make the United States a better nation. 3. Undocumented immigrants living in the United States should be allowed to live, work and raise families here. 4. Undocumented immigrants should only be deported if they commit serious crimes. They don't deserve a second chance. 5. Immigrants who enter or stay in the United States without the appropriate legal documents are breaking the rules. They are not following the legal process or "not waiting in line," the way the law requires. 6. Children who were brought to the U.S. without legal documents by their parents should receive permanent residency and/or U.S. citizenship. <p>Activity: Students watch What 'Dreamers' Gained From DACA. While they are watching, have them write down their reactions/point of view, questions/wonders they have, and present innovative solutions to "immigration" challenges to discuss as class.</p> <p>Day 2</p> <p>Activity: In small groups, students examine 1-2 myths from 10 Myths About Immigration. Students then present their myths to the class, and provide evidence for their agreement or disagreement.</p> <p>Closing: Students use exit ticket to reflect on immigration: Is it worth it? Who benefits? Why different experiences for different groups?</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students and their families share new information learned about immigration and personal stories.</p> <p>Students ask their families to also reflect on the prompt:</p> <ul style="list-style-type: none"> • Is the immigration journey worth it? • Are all these dangers worth the risk? • Did "our ancestors" come here legally?
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Art Music English</p>	<p>Extensions/Experiential Opportunities</p> <p>DACA Position Paper. Writing a Position Paper</p> <p>Article: DACA Explained: What is it?</p>

<p>Lesson 5.7 Latino/Latina Challenges in the U.S.: Labor and Health</p>	<p>Duration: 1 Day</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • How does it feel to be a Latino/Latina looking for work? • What are the common occupations held by Latinos/Latinas in the United States? • Who makes more money, Latino men or Latina women? Discuss the role of gender and race in the workforce. • Discuss factors that lead to the Hispanic unemployment rate in the United States. • Why and how did COVID-19 affect the Latino unemployment rate? • COVID-19 affects the Latino community at a higher rate than Whites. Why? • Discuss how low-wage workers are prone to higher COVID rates. 	<p>Materials/Resources/Speakers</p> <p>10 Must-Read Hispanic News Sites Covering the U.S. and Latin America Beyond Bylines</p> <p>Short Videos on COVID-19 Effects on Latinos: Latinos Are Essential All Around Us Nov 18 20 episode</p> <p>Latinos Are Essential All Around Us episode nov 16 20</p> <p>Latinos are Essential-COVID 19 Testing</p> <p>Hispanics in the American Workforce U.S. Equal Employment Opportunity Commission</p> <p>Poll: 1 In 3 Latinos Report Discrimination Based On Ethnicity</p> <p>Closing Latino Labor Market Gap Requires Targeted Policies To End Discrimination</p> <p>Hispanic Workplace Discrimination And Microaggressions</p> <p>The Changing U.S. Workforce: The Growing Hispanic Demographic and the Workplace</p> <p>COVID-19 and the Teen Response: Three Essays from our Spring 2020 Contest. In the book "Student Voice: 100 Argument Essays by Teens on Issues that Matter to Them." New York: Norton & Co.</p> <p>Latino Unemployment Rate Remains High at 14.5% http://publications.unidosus.org/bitstream/ha</p>

[ndle/123456789/2065/unidosus_latinojobsreport_7220.pdf?sequence=1&isAllowed=y](https://www.unidosus.com/latinojobsreport-7220.pdf?sequence=1&isAllowed=y)

[Voces of a Pandemic](#)

CT Latinos suffer high COVID-19 infection rates as their jobs force public interaction [CT Latinos suffer high COVID-19 infection rates as their jobs force public interaction](#)

<https://periodismoinvestigativo.com/2020/06/puerto-ricans-in-the-us-live-in-counties-with-the-highest-possibility-of-covid-19-infection-and-death/>

NBC News, Latinos Hit by Coronavirus Job Losses, with a Staggering 18.9% [Latinos hardest hit by coronavirus job losses, with a staggering 18.9% unemployed](#)

Pew Research, "About Half of Lower Income Americans Report Household Job or Wage Loss Due to COVID-19," April 21, 2020, <https://www.pewsocialtrends.org/2020/04/21/about-half-of-lower-income-americans-report-household-job-or-wage-loss-due-to-covid-19/>

A majority of workers are fearful of coronavirus infections at work, especially Black, Hispanic, and low- and middle-income workers, July 21, 2020, <https://www.epi.org/publication/covid-risks-and-hazard-pay/>

Inequities exposed: How COVID-19 widened racial inequities in education, health, and the workforce (Accessed July 21, 2020), <https://www.epi.org/publication/covid-19-inequities-wilson-testimony/>

	<p>Coronavirus Economic Downturn Has Hit Latinos Especially Hard</p> <p>An Examination of Factors Associated with Healthcare Discrimination in Latina Immigrants: The Role of Healthcare Relationships and Language</p> <p>Differing interpretations of health care encounters: A qualitative study of non-Latinx health care providers' perceptions of Latinx patient behaviors</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Provide national and state data regarding Latinos/Latinas in the workforce and health trends. Students review the data and discuss the implications for Latinos/Latinas in comparison to other racial groups.</p> <p>Activity: Students select an interview from Voces of a Pandemic documenting the effects of pandemic on larger Latino/a community. Students note the experiences and perspectives similar and different from their own experiences regarding COVID-19.</p> <p>Closing: Students Round Robin one major learning they want all classmates to be aware of.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students watch the following webinar and discuss the impact of “the other pandemic.” Webinar: Systemic Racism, Disparities and Health: The Impact of COVID-19 on Latino Health</p>
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>Economics Science Math Health and Wellness Public Health</p>	<p>Extensions/Experiential Opportunities</p> <p>Watch the video The Most Influential Latina Activist Speaks Out American Latino and Dolores Huerta is the fearless labor activist who coined the positive protest slogan 'si se puede'</p> <p>Explore intersectionality of race and gender inequities. Explain how women fought for the</p>

	recognition of their art in Puerto Rico and Latin American countries.
Lesson 5.8 Latino/Latina Challenges in the U.S.: Education and Incarceration	Duration: 2 Days
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Importance of education • What does the data tell us? • Policies that hinder or enhance educational access • Policies that increase incarceration rates • Ramifications for African American/Black and Puerto Rican/Latinos • Breaking away from historical stereotypes and perceptions (e.g., NASA recruiting from University of Puerto Rico School of Engineering for the best candidates) 	<p>Materials/Resources/Speakers</p> <p>Unequal: Racism in American Prisons</p> <p>Latinos Are Essential Still Standing Education during CoVID-19</p> <p>What the data says and (doesn't say) about crime in the USA</p> <p>FBI-Annual Data Collection</p> <p>10 Must-Read Hispanic News Sites Covering the U.S. and Latin America Beyond Bylines Connecticut profile (Prison Policy Initiative)</p> <p>Hispanic Network Magazine A Hispanic News Source -</p> <p>https://hispanicexecutive.com/</p> <p>Highest to Lowest - Prison Population Total</p> <p>Colonial Lessons: The Politics of Education in Puerto Rico, 1898–1930 The American Historian</p> <p>Top 10 Spanish-Language Newspapers</p> <p>Rios, V. (2011). Policing the Lives of Black and Latino Boys. New York: New York University Press.</p>

	<p>Rios, V. (2011). <i>Street Life, Poverty, Gangs and a Ph.D.</i> New York: New York University Press.</p> <p>Rios, V. (2017). <i>Human Targets: Schools, Police, and the Criminalization of Latino Youth</i></p> <p>Lebron, M. (2019). <i>Policing Life and Death: Race, Violence, and Resistance in Puerto Rico.</i> University of California Press.</p> <p>Davenport, B. (2016). <i>Grit and Hope: A Year with Five Latino Students and the Program That Helped Them Aim for College.</i> University of California Press.</p> <p>Nunez, E. (2014). <i>Hanging out and Hanging On: From the Projects to the Campus.</i> Rowman & Littlefield.</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Provide national and state data regarding education and incarceration rates disaggregated by race and gender. (Education levels of recent Latino immigrants in the U.S. reach new highs. Today's newly arrived immigrants are the best-educated ever, Real America With Jorge Ramos - Jorgeramos.com)</p> <p>Activity: Students consider education and community policies that have contributed to stereotypes and oppression for African American/Black and Puerto Rican/Latino youth and reflect on Horace Mann quote, "Education is the great equalizer."</p> <p>Day 2</p> <p>Activity: Students analyze how the media cover African American/Black and Puerto Rican/Latino youth/people who have been incarcerated. Students compare mainstream and Black/Hispanic/Latino-</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students have a discussion with their families using the following prompt: What can be done locally and nationally to make sure Latino voices are represented in important conversations about key legislation?</p>

<p>specific news articles or media news clips for stories, paying special attention to the contrast of the Black/Latino perspective. Examples:</p> <ul style="list-style-type: none"> • 'LatiNation' speaks to the importance of Latinos in U.S. society • On Covering Hispanic News and Community: 10 Influential Journalists to Know Right Now Beyond Bylines • Chicano/Latino Newspapers - Newspapers - Research Guides at University of Southern California https://www.wnycstudios.org/podcasts/la-brega, Previous Top 45 Latino Podcasts To Follow in 2021 <p>Closing: Students identify major learnings to share with school community (e.g., Student Council, Board of Education, Town Council, State Board of Education, CT Black and Hispanic Caucus, etc.).</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <p>English Humanities Political Science</p>	<p>Extensions/Experiential Opportunities</p> <p>Students have a class discussion on the effects of discrimination for Latinos. Consider: Many Hispanics worried about their place in U.S., faced discrimination before COVID-19</p>
<p>Lesson 5.9 The Beauty of Being Latino and the Future</p>	<p>Duration: 2 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Where is Connecticut going? • Sense of Family, Community, and Pride among Puerto Ricans and Latinos • Resourcefulness and Innovation • Constantly evolving and creating: new images and identity 	<p>Materials/Resources/Speakers</p> <p>Child Population by Race in the U.S.</p> <p>Hispanics have accounted for more than half of total U.S. population growth since 2010 Where the U.S. Hispanic population grew most, least from 2010 to 2019</p> <p>More Hispanic students than ever go to college, but cost is high</p> <p>Latino college students are falling behind whites and blacks, new research shows</p> <p>After the election, fewer Latino and Black adults feel angry and more are hopeful about the state of the U.S.</p>

	<p>What does it mean to be Latino in America today?</p> <p>Myth of the Melting Pot: America's Racial and Ethnic Divides</p> <p>Facts Disprove Stereotype of Large Mexican Families</p> <p>UnidosUS Organization</p> <p>LULAC.org Organization</p> <p>Center for Latino Progress: ABOUT US</p> <p>The San Juan Center</p> <p>Junta for Progressive Action</p>
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Day 1</p> <p>Initiation: Ask students what they know about the historical premise of “The Melting Pot.” Students reflect on what they learned in the course and how to move away from this concept to better fit current ideas and growing diversity in the U.S. and re-conceptualize to be more strengths-based, collective, community-oriented, and representative of “La Familia” (show Secretary of Education Miguel Cardona’s acceptance speech when nominated).</p> <p>Activity: Students engage in Four Corner activity (educator, doctor, lawyer, legislator) to discuss what they learned throughout the course to make recommendations for the future.</p> <ul style="list-style-type: none"> • What does the future look like for Puerto Rican and Latino people in terms of identity, culture, and consciousness? • How will the U.S. look like in the future, moving away from assimilation, acculturation, and normed culture? <p>Closing: Students complete Post-Post Assessment.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Students discuss with their parent/s or guardian/s what they re-imagined regarding African American, Black, Puerto Rican and Latino culture to be in 2050.</p>

<p>Day 2</p> <p>End of Semester/Course Project: Students finalize their Radical Imaginations Through the Arts and Be The Change Projects, spotlighting their experience with the course and its impact on identity development. Projects should showcase contributions of African American/Black and Puerto Rican/Latino people individually and collectively, and how they have shaped students' life personally and why. Projects should be exhibited in a way that can be shared with the full school community.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <ul style="list-style-type: none"> • English • Sociology • Humanities 	<p>Extensions/Experiential Opportunities</p> <p>Read One Nation, Indivisible: Is It History?</p>

Appendix

**ADVISORY GROUP
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Consultant, Iowa State Department of Education

Book Bundle Recommendations (for each class/department and school/community library)

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***Resources in Spanish forthcoming.**

UNITS-AT-A-GLANCE

Semester 1: Unit 1 At-A-Glance: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora

In this unit, students will:

- Examine the impact of various aspects of African culture world civilizations in the past and present.
- Analyze the factors that have contributed to racialized global conflict and change in the modern world; and
- Develop a positive and accurate identity, including an awareness of and comfort with ones' membership in multiple groups in society.

Compelling Questions: What impact did the people of Ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time?

Pre-Assessment: Students complete a course self-assessment to gauge interest, comfort level, and current knowledge.

Lesson	Days	Topic of Study	Evidence of Learning
1.0	2	Course Introduction: Who are We?	In this lesson, students create a safe space for learning and examine who they are as individuals. Students begin their Identity Development Journals. Students complete an exit ticket sharing supports they will need as a learner in this course. (Journal Entry: What factors shape my identity? What parts of identity do I choose for myself? What parts of my identity are developed for me?)
1.1	2	African Origins	In this lesson, students discuss the implications of the "Lucy" fossils discovered in Ethiopia. In small groups, students plan their claim/counterclaim of how humanity began using evidence from primary and secondary sources (e.g., maps, articles) and present claim and counterclaims to class.
1.2	2	African Empires to the Demise of Songhai	In this lesson, students explore various African Empires. Students use an exit ticket to answer questions pertaining to the wealth of a civilization, the role of women in governing empire, and leadership styles. Students complete an exit ticket reflecting on their learning.
1.3	1	The Moors	In this lesson, students examine why the Moors are important to the study of African American history. Students use an exit ticket to answer how the identities of the Moors in Africa are relevant to African Americans and Black people today.
1.4	5	The Social Construction of Race and Transatlantic Slave Trade	In this lesson, students discuss the social construct of race and the understanding of race in context of the history of slavery in America and globally. Students complete a reflection of the impact of race on their lives and Early American culture. In small groups, students report on an individual or topic in format of choice. (Journal Entry: What have I learned that has impacted my thinking on race?)

This unit concludes with an End-of Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of Ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept map or matrix, etc.).

**Semester 2: Unit 2 At-A-Glance: How African Americans Persisted:
Slavery and Freedom Stories of Resistance and Agency**

In this unit, students will:

- Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice.
- Explore the ways in which slavery was embedded in legislation.
- Investigate how multiple racial and cultural perspectives influence the interpretation of slavery.

Compelling Question: How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?

Pre-Assessment: Before beginning this unit, students complete a poll to survey understanding of local and global slavery that existed, the prevalence of slavery in Connecticut and the Caribbean, and the importance of slavery to the U.S. and local economies.

Lesson	Days	Topic of Study	Evidence of Learning
2.1	2	Slavery and Freedom in Their Own Words	In this lesson, students are introduced to the Five Themes of Slavery© (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency, and Resistance). Using these same five themes, students can evaluate the stories of: <ul style="list-style-type: none"> • Moses • Venture Smith • James Mars, and • Gad Asher
2.2	2	Agency and Resistance: Fort Mose and Haiti	In this lesson, students explore acts of agency depicted in Fort Mose and the Haitian Revolution and Independence. They will identify examples of agency used by Francisco Menendez, Toussaint L’Ouverture, and other people who experienced forced migration, as part of the beginning movement for freedom, justice, and change. They will analyze maps for global perspective. How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this? Students apply the themes of agency and resistance to Fort Mose and Haiti. Students provide a short essay response to explain the impact of Fort Mose and the Haitian revolution in the Americas, especially among blacks? (Journal Entry: How has the information I learned in this lesson impacted me?)
2.3	4	Understanding Slavery as an Institution in Connecticut: Laws and Census Data	In this lesson, students explore slavery in Connecticut through the examination of: personal narrative of Nero Hawley, Connecticut laws, and Connecticut data. Students complete an exit ticket summarizing three new facts learned about Nero Hawley as they related to Themes of Slavery and/or migration. As a compilation of new knowledge, at the end of this unit students write an explanation of the changes in societal structures during this era and the impact on life in Connecticut communities. (Journal Entry: Write about the place you grew up. How has that experience shaped your life?)
This unit concludes with an End-of-Unit Performance Task in which students write a fictional interview of an Africa/African descendant (living in the time period explored) explaining how he/she asserted their agency and resistance to spark revolutionary change, preserve their own humanity, and resist slavery.			

Semester 1: Unit 3 At-A-Glance: Black Literacy, Organizations, and Liberation

In this unit, students will:

- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence;
- Explore various perspectives of enslavement from free and enslaved Africans; and
- Analyze the impact of the cotton economy on the development of the domestic slave trade.

Compelling Question: When is resistance and/or revolution justified/glorified/condemned? How effective were the actions of abolitionists and the slave rebellions of this period? Are individual contributions or collective efforts more effective in actualizing social change?

Pre-Assessment: In what ways have Africans, African Americans, and African descendants persisted past adversity to preserve their own humanity and contribute to the development of American Culture and Innovation? (KWL)

Lesson	Days	Topic of Study	Evidence of Learning
3.1	5	The Age of Abolition: The Gradualist Period (1800–1830)	In this lesson, students collaboratively analyze and evaluate major forms of slave resistance using primary and secondary sources. Utilizing exit tickets, students summarize the impacts of cotton, Denmark Vesey, Black Churches, Abolitionists, and Free Blacks on slavery resistance and revolution.
3.2	3	The Militant Period (1830–1840)	In this lesson, students analyze how African descendants organized and fought for freedom from slavery studying historical accounts of race riots from 1830-1840 (e.g., Nat Turner Slave Rebellion, Amistad Rebellion, Underground Railroad). Students create and share a presentation (e.g., TikTok video) stating their claims and evidence regarding their argument representing the captain of the American ship, two Spanish officers, or the Spanish Government. (Journal Entry: What motivates you?)
3.3	3	The Early and Late Political Periods (1840–1860)	In this lesson, students explore accounts of resistance occurring from 1840-1850 (e.g., Frederick Douglass, Fugitive Slave Act of 1850, Bleeding Kansas, Dred Scott Decision, John Brown). Students compose a written response to explain the acts of resistance during this time and reflect upon the compelling question.
3.4	4	The Road to Freedom (1861–65)	In this lesson, students consider the role of Black soldiers in the Civil War and impact of the Emancipation Proclamation. Students complete exit tickets to share their learning. (Journal Entry: What challenges have you overcome? How did you overcome them?)
<p>This unit concludes with an End-of-Unit Performance Task in which students individually answer the compelling question: In the face of overwhelming injustice, is resistance and/or revolution justified? Students define resistance and reference at least three resources explored in the Unit to support their claims. Students can represent learning in an alternative medium of choice (video, podcast, etc.).</p>			

Semester 1: Unit 4 At-A-Glance: Long, Long History for Equality

In this unit, students will:

- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence.
- Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks.

Compelling Question: How was Reconstruction a success or failure?

Pre-Assessment Poll or KWL: How did Reconstruction impact Africans, African Americans, and Blacks?

Lesson	Days	Topic of Study	Evidence of Learning
4.1	2	The African American Experience During the Reconstruction Era (1865–1877)	In this lesson, students consider how history may have been different if alternate plans for the Reconstruction of the South had been put in place. Then, students analyze the impact of Reconstruction on the Black Family and Explore the Amendments. Students complete exit tickets as evidence of learning. (Journal Entry: Who is American? How might America’s character be different today if Lincoln had lived to implement his Reconstruction plan?)
4.2	3	The African American Experience in the Years Following Reconstruction (1877–1898)	In this lesson, students collaboratively research Black Americans in Congress and the westward movement of African Americans. Students participate in a poster session and document their questions/answers. Students write a short response to answer the impact of the Spanish-American War on African American communities.
4.3	3	Struggle Against Jim Crow	In this lesson, students analyze photos and text to develop an understanding of Jim Crow laws and the racial trauma experienced. They will design/create a “Freedom Dream” about what changes are needed now to end racial violence and trauma. Students will compare/contrast the beliefs of two Black scholars of the day (e.g., W.E.B. Du Bois and Booker T. Washington) and reflect on W.E.B. Du Bois’ belief of the Reconstruction. (Journal Entry: As a result of your reflection on Jim Crow, what is the residue left today and what actions will you take?)
4.4	4	The Education and Entrepreneurship of Blacks	In this lesson, students discuss the growth and development of Black Wall Street, Black entrepreneurships, and historically Black Colleges and Universities (HBCUs) as a conduit to greater freedom. The last two days of this lesson are devoted to the Socratic Seminar End-of-Unit Performance Task.
<p>This unit concludes with an End-of-Unit Performance Task in which students return to the compelling and pre-assessment questions (e.g., How was the Reconstruction a success or failure?). These questions guide students as they participate in a Socratic Seminar. After the Socratic Seminar, students individually write a response answering the compelling questions and integrating information from the unit. Students may also represent learning using a medium of choice (drawing sketch, infographic, poem, etc.)</p>			

Semester 1: Unit 5 At-A-Glance: Black Movement for Equality

In this unit, students will:

- Identify tactics, mission, and accomplishments of major groups involved in the movement for equality
- Investigate the causes, consequences, and historical context of key events in this time period
- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people’s struggle for freedom, equality, and social justice;
- Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements;
- Analyze the role of women of color in the women’s rights movement.

Compelling Question: How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

Pre-Assessment: Student Identity: Imagine you are a student during the time period. Describe your school day in a one-page journal entry.

Lesson	Days	Topic of Study	Evidence of Learning
5.1	4	Great Migration, “Nadir of Race Relations” and the Juxtaposition of Hope	<ul style="list-style-type: none"> • In this lesson, students analyze text in an exploration of the Nadir of African American History, including the aftereffects of the Reconstruction era and the Great Migration to explore the question “is the dream still being deferred?” Students examine black soldiers, veterans, riot vs. massacre, and Red Summer 1919. Students compare Summer of 1919 to Summer of 2020 and reflect daily through the use of exit tickets. Students will provide a response to: How is the juxtaposition of hope manifested in the past and present history of Blacks and African Americans in the long battle for equality and ultimately continued existence? <p>(Journal Entry: What are your dreams? Have you ever had a dream deferred? Explain.)</p>
5.2	3	The Power of Black Art- <i>The Empowerment of Black People Through the Arts</i>	<p>In this lesson, students examine the societal impacts of Black and African American writers, artists, and scientists of the time. They reflect on their learning using exit tickets and class discussions.</p> <p>(Journal Entry: What kinds of art do you love? How does the art you love connect back to the Harlem Renaissance?)</p>
5.3	2	Remnants of the Jim Crow South	<p>In this lesson, students are introduced to the 20th-century housing policies that bankrolled white capital accumulation while halting Black social mobility through text, videos, and a role-play activity. Students complete exit slips to reflect on their learning.</p>
5.4	2	Resistance and Revolution Through Organized Efforts	<p>In this lesson, students investigate influential Black organizations developed 1909-1950 and their impact on decisions such as Brown v BOE. Students will use an exit ticket to identify what they think is significant about the Brown decision.</p>
5.5	1	WWII - Tuskegee Airmen	<p>In this lesson, students analyze information and oral and written histories to gain insight into the Black/African American experience during WWII. Students use an exit ticket to reflect on the irony of African American men fighting for freedom in comparison to lived experience in the U.S.</p>

Lesson	Days	Topic of Study	Evidence of Learning
5.6	2	How The Women Organized and Agitated	In this lesson, students focus on the Women’s movement during the Civil Rights Era and explore how racial discrimination was compounded by gender discrimination and how this negatively affected women’s opportunities and rights. Students create a poster and oral story about a Black female historical figure from CT to share contributions and notable accomplishments from a range of professions, including sciences, arts, culinary, and sports. (Journal Entry: Write about a time you encountered racism.)
5.7	2	How The Youth Organized and Agitated	In this lesson, students examine the role and contributions of youth through a series of role-plays that explore the history and evolution of the Student Nonviolent Coordinating Committee.
Using a medium of choice (e.g., artistic expression, literary work, print or virtual), students create a presentation to answer the compelling question: How successful have Black Americans’ movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?			

Semester 1: Unit 6 At-A-Glance: Protest, Politics, and Power, 1965–Present

In this unit, students will examine African American history from the political, economic, and cultural impact of Black Power to Black Lives Matter. During this era, African Americans used the vote to demand reform, created organizations such as the Black Panther Party to address police brutality, and created independent social programs. Since 1965, African Americans have made major progress, such as an increase of college graduates and decreasing the poverty rate; however, institutional racism continues to undermine the progress of African Americans and African and Black Caribbean immigrants as well as an expanding Black middle class.

In this unit, students will:

- Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture.

Compelling Questions: What are the greatest human rights issues facing America today and in the future? What does radically reimagining new possibilities and more just futures look and sound like now?

Pre-Assessment: Poll students’ knowledge of political and cultural accomplishments during this time.

Lesson	Days	Topic of Study	Evidence of Learning
6.1	5	Black Power (1965–1975)	In this lesson, students transform the traditional understanding of the "Civil Rights Movement" as a domestic movement for political rights to an understanding of it as a struggle for human rights that is connected to broader struggles including political freedom, human dignity, and economic stability for marginalized and oppressed people around the world. Students explore Malcolm X, Martin Luther King, Jr., the Black Panthers, and the FBI’s war on the Black Freedom Movement. Students create their own 10 Point Program and “Freedom Dream” representation in response to summer 2020 protests.
6.2	2	Black Politics	In this lesson, students analyze the expansion, organization, and rising influence of African Americans in the United States Senate and House of Representatives. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are an African American Member of Congress or candidate for either the House or Senate. (Journal Entry: What are your personal interests? What are your dreams beyond high school?)
6.3	3	Black Cultural Production	In this lesson, students explore the idea that music is a reflection of the values and beliefs of the time period in which it was created. Specifically, students analyze maps, photos, and lyrics to understand the historical roots of hip-hop and the social/political messages found in hip-hop. Students analyze the role of blacks in movies and television and answer question, What role did Blacks play in shaping American culture during this time?

Lesson	Days	Topic of Study	Evidence of Learning
6.4	3	Systemic Racism 1965-Present	In this lesson, students discuss the meaning of institutional racism and dig deep into the effects of wealth and race on housing. Students learn about the Voting Rights Act of 1965 and think about this Act as being one of the most important pieces of civil rights legislation in U.S. history. Students participate in conversations and write a "Collective" response to address a local/national issue related to Systemic Racism as evidence of learning. (Journal Entry: What assumptions do people make about you?)
6.5	3	Black Lives Matter Movement	In this lesson, students gain an understanding of the history of the Black Lives Matter Movement, the Kaepernick protest and how Blacks and other groups came together to fight for justice. They will learn about reparations and present arguments for/against a Reparations Bill. They will work on the end of semester Radical Imagination through the Arts Project and/or Be the Change project.
Students look through the social justice lens and showcase how African American/Black history and culture teach us about radically reimagining new possibilities and more just futures for school-wide viewing. Course projects options: Radical Imagination Through the Arts and Be the Change service learning project.			

Semester 2: Unit One-At-A-Glance: Early Beginnings

In this unit, students will:

- Explore Latinos’ and Puerto Ricans’ identity;
- 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;
- Explore Latinos’ understanding of race;
- Understand how Latinos “show up in the color line that created a Black and White bin”;
- Examine Puerto Rican Migration; and
- Learn about the strengths and contributions of the African diaspora in Latin America and in the Caribbean

Compelling Questions: How has Latino and Puerto Rican identity evolved over time? Is there a single “Latino identity”? Is there a Latino “race”?

Pre-Assessment: Students engage in a gallery walk to gauge information on definition of culture, Latino/Puerto Rican identity, and migration of Latinos/Puerto Ricans.

Lesson	Days	Topic of Study	Evidence of Learning
1.0	2	Semester Introduction/Review of Semester 1	1. In this lesson, students re-examine their safe space for learning and continue their investigation into who they are racially, ethnically and culturally. Students also explore the collective and individual identities of Latinos and Puerto Ricans and create an “I Am From Poem.”
1.1	2	Latinos on Race while living <i>in between</i> the Black and White Binary	In this lesson, students reexamine the concept of race and culture through the lens of Latinos. Students complete a series of activities about Latinos’ understanding of their own racial identity. Students utilize the Four Corners activity to examine common misperceptions regarding race for Latinos.
1.2	3	Latino Culture: The Multiple and Evolving Identities of Latinos	In this lesson, students study identity and the differences between the terms Hispanic, Latino/a, Spanish, and LatinX. They create a TikTok or PSA on the differences.
1.3	3	Where do we come from? African and Indigenous Diaspora in Puerto Rico and in Latin America	In this lesson, students examine the contributions of the African and Indigenous contributions to Puerto Rican and Latino diaspora. Students create a discussion post about how the contributions from the African and Indigenous shaped Latino identity.
1.4	3	Geography: Puerto Rican and Latin American Migration	In this lesson, students learn about the geography, immigration and migrations of Puerto Ricans and other Latinos from the 1800s-present. Students create image/graphic/picture that summarizes what they learned. They discuss with one another how family identity influenced the people who migrated to the USA.

This unit concludes with an End-of Unit Performance Task in which students create an “I am From” poem about their background, family, home, life, and traditions.

Semester 2: Unit 2 At-A-Glance: Blood and Resilience

In this unit, students will:

- Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind.
- Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression.
- Become more aware of contributions of Latino people to American history in spite of oppression.

Compelling Questions: How has the persisting narrative of the voyages of Columbus held long and short-term consequences for the formation and evolution of the identity of Puerto Ricans and Latinos?

Pre-Assessment: Teachers will facilitate review of prior knowledge using multiple True/False statements via Kahoot or Human Line-Up (Note: these are examples. Teacher can use any other APP.)

Lesson	Days	Topic of Study	Evidence of Learning
2.1	5	The Taínos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history	In this lesson, students study the Indigenous [Taínos, Incas, Mayan Kalina, Triple Alliance (Aztec), Olmecs, Mayas] presence in Puerto Rican and other Latino/a cultures and contributions of Indigenous societies. Students create an online museum or news broadcast focusing on a specific Indigenous group from Latin America.
2.2	2	Columbus and His Actions in the Caribbean	In this lesson, students engage in a debate and/or role-play regarding the actions of Columbus in Puerto Rico and Latin America. Students complete an exit ticket to answer what more they need to learn about the impact that Columbus' actions had in Puerto Rico and in Latin America.
2.3	1	Bartolomé de Las Casas	In this lesson, students gain an understanding of the impact that Bartolomé de Las Casas had on exposing the atrocities of Columbus' treatment of Indigenous People while at the same he was promoting that the Spaniards had enslaved people from the African Continent do the work. Students prepare an editorial (op-ed) regarding treatment of the Indigenous population.
2.4	1	Treatment of Indigenous by the Spaniards	In this lesson, the students conduct research to learn and investigate the factors for colonizing and the treatment of Indigenous populations, discussing if assimilation or acculturation more accurately describes the treatment of Indigenous people historically and over time.

Lesson	Days	Topic of Study	Evidence of Learning
2.5	2	Anti-Latino Massacre Timeline	In this lesson, students review and discuss how violence manifested toward the Indigenous populations after the arrival of Columbus in 1492 and compare it to the current anti-Latino violence happening currently in the United States. Students explore various forms of anti-Latino treatment focusing on Police brutality. Students write a journal entry (note journal entry can be done in different formats).
2.6	3	Scientific Experiments: Puerto Rico and Guatemala	In this lesson, students read articles and watch documentaries about the experiments done by the USA to Puerto Ricans and Guatemalans. Students create a Remembrance poster for a victim of violence. Students discuss and write about the following: How should we acknowledge the atrocities of our past when we tell our history?
2.7	2	Language Suppression in Puerto Rico, Latin America, and the US	In this lesson, students read an article to understand how policies created to suppress the language spoken by Puerto Ricans and other Latinos ensured the continuation of power and privilege of the colonizers. Students respond to questions in an op-ed format regarding the intersection of language and identity and language suppression in the United States.
<p>This unit concludes with an End-of Unit Performance Task in which students create a remembrance poster (or bio, poem, or drawing, etc.). This could be about a person (Latino killed in massacre or by research) or about a concept (death of language/cultural aspect). The purpose of these posters is to create discourse of impact and to ensure stories regarding the challenges of the current Puerto Rican and Latino generations in the U.S. are being told in order to interrupt perpetuation of future acts of violence.</p>			

Semester 2: Unit 3-At-A-Glance: Sweat

In this unit, students will:

- Explore how colonialism impacted the development of Latin America societies during a period of social, economic “transformation.”
- Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico.
- Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth.
- Examine specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation.
- Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently.

Compelling Question: How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?

Pre-Assessment: KWL about students’ current understanding of colonialism, United States’ relations with Puerto Rico, and Latin America help or hinder social and economic growth.

Lesson	Days	Topic of Study	Evidence of Learning
3.1: The Emergence of Latin American People			
3.1-1	3	The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)	In this lesson, students examine the history of colonization from Spain and from the United States impacted the social and economic development of Puerto Rico and Latin America, while also demonstrating the perseverance, optimism and fortitude of Puerto Ricans and other Latinos. Students end with a discussion and create a post (different formats can be used) on their understanding of how issues with inequality and desire for freedom influence culture and/or new cultural patterns in different countries of Latin America and in Puerto Rico.
3.1-2	2	Bringing the New Labor Force	In this lesson, students research the system of labor that existed among Indigenous, enslaved Africans, and “free people” and the impact on Latin America and the Caribbean. Students complete a Venn diagram comparing/contrasting Slavery in North American and Central/South America and analyze primary source photographs and paintings. (Journal Entry: Why do you think obviously incorrect race and/or gender stereotypes, like that all girls like pink, remain in society?)
3.1-3	2	Race in Latin America: Caste or Social Hierarchy?	In this lesson, students gain an understanding of the racial or social caste of Latin America as a way to enforce slavery and a racial hierarchy among different groups in Latin America. Students compare and contrast the Spanish caste system with the American racial caste system, answering how Latinos fit in this racial caste system of the United States.
3.1-4	2	Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution	In this lesson, students examine and demonstrate an understanding on the evolution of multiple social and ethnic identities that evolved in Puerto Rican and in Latin America. Students also explore the history of Afro-Latinos in Puerto Rico and in Latin America.
3.2: Political Economy of Latin America			

Lesson	Days	Topic of Study	Evidence of Learning
3.2-1	2	The Uneasy Neighbors: United States and Latin America relations	In this lesson, students examine and analyze U.S. and Latin American relations, policies and interventions that have helped or hindered economic development.
3.3: Puerto Rican Sweat: The Legacy of U.S. Colonialism			
3.3-1	1	Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important?	In this lesson, students learn the impact that Cedula de Gracia had in the economic development and growth of Puerto Rico. Students reflect on the following questions: How did this change the economic climate in Puerto Rico? What did autonomy look like for families?
3.3-2	2	U.S. Occupation of the Island	In this lesson, students learn about the history of U.S. colonization of Puerto Ricans and determine if the U.S. influence on Puerto Rico has been negative, positive, or a combination of both. Students debate as to whether the U.S. occupied, invaded, and/or acquired the island.
3.3-3	2	All of these Acts: Jones Act, the Foraker Act: Who benefits?	In this lesson, students learn whether the acts only benefited the United States or not. Students research and complete an argumentative essay or create graphic memoir claiming whether U.S. citizenship was earned or given to Puerto Ricans.
3.3-4	2	The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies	In this lesson, students research the past, present, and future of Puerto Rico in relation to it being a territory. Students reflect and communicate their thoughts on Puerto Rico as a state or as an independent nation and on Puerto Ricans being considered "second class" citizens.
3.3-5	4	The Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake	In this lesson, students revisit the perpetuation of SWEAT and economic influences on Puerto Rican community and culture. Students create and discuss a social-political-economic timeline of how the economic crisis evolved that demonstrates the lived experiences of Puerto Ricans (Operation Bootstrap, PROMESA, Hurricane Maria, etc.). Students then engage in a close read of Sonia Sotomayor's Supreme Court decision regarding bankruptcy status.
This unit concludes with an End-of Unit Performance Task with the Status of Puerto Rico Project.			

Semester 2: Unit 4 At-A-Glance: Resistance and Defiance

In this unit, students will:

- Explore the Latinos’ fight for independence against Spain
- Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century
- Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world
- Examine the arts as a form of resistance, strength, and community

Compelling question: With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos’ battle for equity?

Pre-Assessment: Students popcorn-out what they already know about Latin American revolutions.

Lesson	Days	Topic of Study	Evidence of Learning
4.1 Latin American Revolutions from Spain			
4.1-1	1	Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité	In this lesson, students understand how the Haitian Revolution served as the framework for other revolutions in Latin America. Students engage in a close analysis of artwork depicting the Haitian Revolution to develop a deeper awareness of the historical context and gain insight on the perspective of the artist.
4.1-2	5	Revolt, Defiance, and Resistance From Spain	In this lesson, students work collaboratively to research a Latin American revolution and create a Crash Course video to teach classmates about the researched revolution.
4.2 20th Century Latin American Revolutions			
4.2-1	4	Revolutions from Latin America	In this lesson, students analyze the suffering and pain that fueled revolutions in Latin America. Students do a case study using Guatemala as an example. Students share their answers with each other on the following question: How does Guatemalan revolution demonstrate resistance and defiance?
4.2-2	4	Puerto Rican Resistance and Defiance Throughout History	In this lesson, students engage with different historical events of Puerto Rican resistance and defiance (Grito de Lares, Gag Law, Utuado Uprising, etc.) Using Google Jamboard or any other application, students compare and contrast different Puerto Rican resistance groups and events that happened. Students use the Four Corner protocol to understand the role of the FBI during resistance events. Students end by documenting their new learnings and share with their classmates.

Lesson	Days	Topic of Study	Evidence of Learning
4.2-3	1	Resistance in Latin American and Puerto Rican History: Timeline of the Movers and the Shakers	In this lesson, students individually research a Puerto Rican or Latina/o who is considered a resistance hero. Students create a monologue about the individual and share the monologue with the class.
4.3 Resistance in the U.S			
4.3-1	4	Latino Resistance in the U.S.	In this lesson, students examine the role of the Young Lords, Chicano Movement and other Latino resistance in the United States. Students reflect back to compare and contrast activity from Semester One, Lesson 6.1 (Compare and contrast Black Panther 10-point program and the Young Lords 13 point program).
4.4 Latino Civil Rights Movement			
4.4-1	2	The History of the Latino Civil Rights Movement in the United States	In this lesson, students learn about the history of the Latino Civil rights movement in the United States by creating a timeline of events from 1900s-current. Students complete a graphic organizer using the Zoot Suit Riots as one of the events that propel Latino Civil Rights in the USA.
4.4-2	1	The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S.	In this lesson, students learn about the power of art as a source of history and protest, and as a way to learn about people’s history and culture. Students analyze protest art created by Puerto Rican and Latino artists.
4.4-3	1	Protest and resistance in Puerto Rican and other Latinos in the arts and music	In this lesson, students learn how Puerto Ricans and Latinos throughout history have used music as a form of resistance. Students analyze different resistance songs created by Puerto Ricans and Latino artists.
<p>This unit concludes with an End-of Unit Performance Task in which students collectively select countries to research, and create their own Crash Course video (max 5 min). The video should include the involvement of allies (countries) with other Latin American countries. Options also for an Art Piece representing present-day equity issue.</p>			

Semester 2: Unit 5 At-A-Glance: Where are we now?

In this unit, students will:

- Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut.
- Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture.
- Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Latinos and Puerto Ricans.

Compelling question: What impact have Puerto Ricans and Latinos had on Connecticut, and what impact might they (and you) have on the future?

Pre-Assessment: Students re-engage with the charts created in Semester Two, Lesson 1.0 and add to the charts using Gallery Walk protocol.

Lesson	Days	Topic of Study	Evidence of Learning
5.1	2	Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States	<p>In this lesson, students add to the charts they created previously. Students analyze census information and the economic contributions of Hispanics to the United States Economy.</p> <p>As a class, students analyze demographic data about Puerto Ricans in Connecticut and share and journal their learning regarding the contributions of Puerto Ricans to CT.</p>
5.2	1	Immigration from other Latin American Countries to Connecticut and the United States	In this lesson, students learn about the reason different Latinos emigrated to Connecticut and the USA.
5.3	2	Accomplishments and Contributions of Puerto Ricans and Latinos/Latinas in the Military	In this lesson, students work collaboratively to research the Puerto Rican and Latino experience using the Borinqueneers as an example. Students create magazine covers to capture their new learning.
5.4	1	Accomplishments and Contributions of Latino/Latina Inventors, Musicians, and Athletes/Sports	In this lesson, students individually research a Latino inventor, artist, or athlete. Students produce a video, poem, or artwork to highlight their individual's accomplishments and challenges.
5.5	1	Accomplishments and Contributions of Latino/Latina Community Organizers, Politicians, Justices, etc.	<p>In this lesson, students analyze the expansion, organization, and rising influence of national and local Community Organizers, Politicians and Justices. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are a Latino member of Congress or candidate for either the House of Senate.</p> <p>Journal Entry: What accomplishments and contributions would you like to make now and throughout your life?</p>

Lesson	Days	Topic of Study	Evidence of Learning
5.6	2	Latino/Latina Challenges in the U.S.: Immigration Stories from the Border	In this lesson, students delve into their own perceptions of immigrants while learning about the personal stories of “dreamers” and uncover any misperceptions/myths. Students “jigsaw an article” about the myths regarding immigration and present them in groups. Then using an Exit Ticket, students reflect on the challenges/benefits of immigration.
5.7	1	Latino/Latina Challenges in the U.S.: Labor and Health	In this lesson, students explore the challenges and opportunities experienced by Latinos regarding occupations and health. Students analyze data and discuss the implications for Latinos/Latinas in comparison to other racial groups.
5.8	2	Latino/Latina Challenges in the U.S.: Education and Incarceration	In this lesson, students examine data regarding education and incarceration rates disaggregated by race and gender and analyze how the media reflect on Puerto Rican/Latino youth/people who have been incarcerated. Students create recommendations to present to a potential external audience.
5.9	2	The Beauty of Being Latino and the Future	In this lesson, students analyze the future for Puerto Ricans and Latinos in terms of identity, culture, and consciousness. Students present their Latino Project.

This unit concludes with an End-of Unit Performance Task: Latino Experience Interview Project. Students finalize their Radical Imaginations Through the Arts and Be The Change Projects spotlighting their experience with the course and impact on their identity development. Projects should showcase contributions of African American/Black and Puerto Rican/Latino people individually and collectively, and how they have shaped students’ life personally and why. Projects should be exhibited in a way that can be shared with the full school community.



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BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing to the Board: RMBO June 14, 2022, BOE June 21, 2022

Presenter: Teri Yonsky, Director of Fiscal Services
cc. Dr. Christine Carver, Dr. Kristen Brooks

Topic: Recommendation of FSMC for 22-23 for 2nd of 4 one-year optional renewals

Importance of this topic to the Board: Important

Key Points of the Briefing:

* It is important to the Bethel Board of Education that an excellent Food Service Management Company administer the food service operations for the district in accordance with all of the regulations of the National School Lunch Program under the direction of the USDA and the CSDE.

* The CSDE reviews all renewal documents between districts and FSMCs and has approved moving forward with this renewal.

Recommendation: of the Review and Evaluation Committee:

- 1) Sodexo can charge an increase of up to 5.9% (the CPI) for this coming school year, but they are charging an increase of 4.1% to cover rising costs but understand the challenges of the upcoming school year.
- 2) Sodexo has been a good partner and will work creatively with the district for full-in-person school meal service.
- 3) The management fee will not exceed \$37,285 and the administrative fee cannot exceed \$74,379 for the contract year.

Action is Requested of the Board of Education

Motion to authorize Theresa D. Yonsky, Director of Fiscal Services, to finalize all paperwork with the CSDE and sign a CSDE approved extension of contract with FSMC Sodexo for the year 2022-2023.

BETHEL BOE BUDGET 2021-2022
BUDGET TRANSFERS SUMMARY BY PERIOD

Object Codes		Approved Budget	July-Sept Adjustments	Oct-Jan Adjustments	Feb-Mar Adjustments	Apr-June Adjustments	Adjustments	Total Transfers	Final Budget
Salaries	1000	32,888,544	-	-	-	-	-	-	32,888,544
Employee Benefits	2000	9,288,230	-	-	-	-	-	-	9,288,230
Professional Services	3000	1,046,213	-	(2,380)	(5,797)	-	-	(8,177)	1,038,036
Purchased Property Services	4000	245,200	-	7,820	(891)	-	-	6,929	252,129
Other Purchased Services	5000	4,299,104	-	(1,350)	(5,601)	-	-	(6,951)	4,292,153
Supplies	6000	891,390	(1,200)	(216)	14,614	(2,000)	-	11,198	902,588
Property	7000	310,362	1,200	(3,874)	(1,780)	-	-	(4,454)	305,908
Miscellaneous	8000	81,045	-	-	(545)	2,000	-	1,455	82,500
Total Budget		49,050,088	-	-	-	-	-	-	49,050,088
Total Transfers From			(1,200)	(7,820)	(14,614)	(2,000)		(19,582)	
Total Transfers To			1,200	7,820	14,614	2,000		19,582	
% of Total Budget								0.04%	

BETHEL BOE BUDGET 2021-2022
BUDGET TRANSFERS BY PERIOD

Account Number	Description	Increased	Decreased	Notes
1 100.16.2310.101.8100	DUES & FEES - SW - BOE SERVICES	2,000	0	Superintendent's Request
100.16.2210.101.6110	INSTRUCTIONAL SUPPLIES - SW - CURR.	0	(2,000)	For increased CABA dues & fees
Total for Request		2,000	(2,000)	

BETHEL BOARD OF EDUCATION

Briefing Summary

Date of Briefing : RMBO June 14, 2022, BOE June 21, 2022

Presenters: Theresa D. Yonsky, Director of Fiscal Services

Topic: End of Fiscal year 2021-2022

Importance of this topic to the Board: High

Key Points of the Briefing:

* We are nearing the end of the fiscal year. Final payrolls are scheduled to be processed on June 22nd and then we will know what funds remain with which to close accounts and if possible, make a positive impact on our district during the final week of June. We ask for your authorization to focus year end spending on areas that support our strategic plan or have been discussed by the BOE this fiscal year.

* 1) Unexpended Funds Account – Knowing that we are facing rising Special Education costs, not addressed through ESSER, we will plan to deposit any unspent funds to this account which is for opportunities and contingencies in the future. We do not anticipate that there will be much at all remaining this year to deposit here.

* 2) Technology – One of the four Board of Education goals is to have technology as a catalyst for teaching and learning. There is a long-term chrome-book replacement plan for our 1:1 strategic plan initiative for Grade K through Grade 12. If we are able to purchase the next planned replacements, we would like to go forward.

* 3) Special Education – The SPED department is still closing their books especially for outplacement tuition and transportation and necessary student evaluations and outside services; this will all be reconciled. Budget transfers will be needed to cover Special Education overruns in certain areas which will be finalized and brought to the BOE in August 2022 as usual.

* 4) Facilities – With a reduced 460 budget there are a few critical maintenance items that we had this year and may need to transfer funds to cover these expenses.

Action Requested of the Board of Education: The Board of Education moves to direct the administration to first make accounting adjustments as needed to properly close the books and records and that remaining funds be directed towards the above goals and issues.