

# Lesson: **Black History: At What Cost?**

## Author/Teacher: **Antoinette Thorne**

### Grade Level: **9th grade ELA**

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**Note: This is a multi-lesson unit.**

#### **Essential Question:**

In reference to Black History, what was lost and what has been gained? Is it worth it?

#### **Project and Purpose:**

To have an academic group discussion regarding race while utilizing multiple sources of information to develop a claim.

#### **Standards and Objectives:**

##### **Common Core State Standards:**

- [CCSS.ELA-Literacy.SL.9-10.2](#)  
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.W.9-10.4](#)  
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **At the end of this lesson students will be able to:** Analyze images and videos, and develop thought by building upon one another's contributions on a complex idea.

#### **Materials:**

- Smart Board
- Power Point [www.drive.google.com/drive/folders/0B02MvSeukQM-NFhLNjY2bDY1b0E](http://www.drive.google.com/drive/folders/0B02MvSeukQM-NFhLNjY2bDY1b0E)
- YouTube video "One Word/Privilege" [www.youtube.com/watch?v=QpQfAx9x\\_LE](http://www.youtube.com/watch?v=QpQfAx9x_LE)
- Article "Black History Month," by Yaw Boateng: Professor of Education, Eastern Washington University, from: "Ghana Review." Vol. 1 No. 6, Friday 27 January 1995  
[www.giles-lea.giles.k12.tn.us/bms/blq1.htm](http://www.giles-lea.giles.k12.tn.us/bms/blq1.htm)
- Images: newspaper image of a lynching, segregation image, protest image, natural hair image, Hidden Figures image
- Git on Board video: Man distancing self from past [www.youtube.com/watch?v=iQmdwrkE2TI](http://www.youtube.com/watch?v=iQmdwrkE2TI)
- Git on Board video: Celebrity Slave ship (optional depending upon the conversation)  
[www.video.search.yahoo.com/yhs/search?fr=yhs-mozilla-002&hsimp=yhs-002&hspart=mozilla&p=Git+on+Board#id=2&vid=f7d8324d2de68d23cb1b1e0088d49602&action=click](http://www.video.search.yahoo.com/yhs/search?fr=yhs-mozilla-002&hsimp=yhs-002&hspart=mozilla&p=Git+on+Board#id=2&vid=f7d8324d2de68d23cb1b1e0088d49602&action=click)
- Loose-leaf and pen/pencil
- Accountable talk sentence stems (provided at end of lesson)
- Note taking strategy sheets (Cornell Notes) (provided at end of lesson)

## Concept Prerequisites:

- Satire
- Perspective
- Heritage
- Identity
- Conforming
- Claim

## Procedure:

1. **R.A.P. (review and preview):** Privilege = \_\_\_\_\_ . Students will reflect and develop a one- word association to the word privilege.
2. **Introduction:** Students will copy the project and purpose (aim of lesson). Teacher describes expectations for this class (discussion, note taking, and development of student's own claim in the end with evidence pointing back to images and at least one video).
3. **R.A.P. (review and preview).** Students instructed to be specific and choose what they believe to be the perfect word to accompany the word privilege.
4. Show YouTube video "One Word privilege." Students will take notes on trends. Short discussion regarding how different age groups view privilege.
  - Age 5–10: not certain of the word privilege.
  - Teens: affiliate in a prospective of self (eg. allowance)
  - 20s–30s: divided upon being born into or earned
  - Late 30s–50s: society stance white privilege.
  - Multiple ways of seeing the same thing changed according to experiences, race, age ranges.
5. Students will read article "Black History Month" and use Cornell Notes page to collect their thoughts and ideas.
6. Students Turn and Talk to discuss their notes:
  - What is the central idea of the article?
  - How does it compare to what has been viewed already?
7. Show newspaper image of lynching. Point out the background for the students to notice that it was done outside. Infer that this is normal within the timeframe for their society, clothes reference differences in class, large group joined in hatred, happy from their faces. Discussion and note taking.
8. Show "White Only" image. Students are responsible for pointing out details within the sign. Make sure they notice the bolded letters, the hand itself is white, the clothing on the sign. What can be inferred? Discussion and note taking.
9. Show Git on Board video: Man distancing self from past. Students point out the difference in the man's attire, the way in which he is speaking, the clothes that are being worn and what he is throwing out at an older age. Students Students are responsible examine how the younger version of him feels. Infer why. Why do we believe the older man is doing this? Does it need to be done? Turn and Talk with partner about the video (note taking).



## Worksheet: Accountable Language Stems

### Agreement

- "I agree with \_\_\_\_\_ because \_\_\_\_\_."
- "I like what \_\_\_\_\_ said because \_\_\_\_\_."
- "I agree with \_\_\_\_\_; but on the other hand, \_\_\_\_\_."

### Disagreement

- "I disagree with \_\_\_\_\_ because \_\_\_\_\_."
- "I'm not sure I agree with what \_\_\_\_\_ said because \_\_\_\_\_."
- "I can see that \_\_\_\_\_; however, I disagree with (or can't see) \_\_\_\_\_."

### Clarifications

- "Could you please repeat that for me?"
- Paraphrase what you heard and ask, "Could you explain a bit more, please?"
- "I'm not sure I understood you when you said \_\_\_\_\_. Could you say more about that?" • "What's your evidence?"
- "How does that support our work/mission at \_\_\_\_\_?"

### Confirmation

- "I think \_\_\_\_\_."
- "I believe \_\_\_\_\_." Confusion
- "I don't understand \_\_\_\_\_."
- "I am confused about \_\_\_\_\_."

### Extension

- "I was thinking about what \_\_\_\_\_ said, and I was wondering what if \_\_\_\_\_."
- "This makes me think \_\_\_\_\_."
- "I want to know more about \_\_\_\_\_."
- "Now I am wondering \_\_\_\_\_."
- "Can you tell me more about \_\_\_\_\_?"

### Review

- "I want to go back to what \_\_\_\_\_ said."

## **Accountable Talk Accountability to the Learning Community**

- Careful listening to each other
- Using and building on each other’s ideas
- Paraphrasing and seeking clarification
- Respectful disagreement
- Using sentence stems Accountability to Accurate Knowledge
- Being as specific and accurate as possible
- Resisting the urge to say just “anything that comes to mind.”
- Getting the facts straight
- Challenging questions that demand evidence for claims Accountability to Rigorous Thinking
- Building arguments
- Linking claims and evidence in logical ways
- Working to make statements clear
- Checking the quality of claims and arguments

### **Notes:**

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# Cornell Notes



Topic/Objective: \_\_\_\_\_  
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Name: \_\_\_\_\_  
Date: \_\_\_\_\_  
Class/Period: \_\_\_\_\_  
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**Questions:**

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**Notes:**

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**Summary:**

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