

306: Black History

Curriculum Guide

COURSE DESCRIPTION

306—Black History is EVERFI’s digital course exploring the lives, stories, and lessons of Black Americans throughout history. 306 brings history to life for learners through immersive and engaging learning content that goes beyond just the facts of history, bringing out the themes, narratives, and geographic concepts that provide important context and frameworks for learners to analyze historical events. Learners, teachers, and school systems benefit from 306 in several ways:

- 306 helps learners of all abilities to interact with the concepts, texts, themes, and events of Black history through scaffolded activities and content.
- 306 provides teachers with assessment tools for gauging and tracking learner learning and progress.
- 306 provides in-depth digital learning experiences.
- 306 cultivates the skills laid out in the Common Core State Standards, helping districts and teachers provide learners with the instruction they need to perform well on end-of-year tests and prepare for college and careers.

Upon completion of the 306: Black History course, learners will be able to:

- Identify key individuals from Black history and describe their contributions and significance.
- Describe the broad chronological periods of Black history beginning with the rich history of West Africa, to the slavery period in the United States, the Emancipation and Reconstruction period, the Jim Crow Era, the Civil Rights Movement, and a contemporary perspective beyond the Civil Rights Movement.
- Identify key concepts from primary source documents.
- Use research of historical records to connect Black history to a personal or regional topic.

COURSE OVERVIEW

TOPIC	DESCRIPTION
6 learning modules	Including an introduction video for most topic areas (approximately 45 minutes each, some with built-in reflection points to break into two sittings if desired)
Timeline	Content guided by a timeline covering African history prior to the transatlantic slave trade and Black American history from the colonial period through the present, with course topics mapped to other important events.

Capstone writing activity	Consisting of research project connected to course content. Cumulative course time is estimated to be between 5-6 hours of computer seat time, depending on each learner's learning level.
Attitudinal and behavioral surveys	To measure learners' existing civics-related attitudes and behaviors and any changes that occur in taking the course.
Flexible access	Allows modules to be taken in sequential order or to have the number and order of modules taken determined by the teacher or learner.

Each module includes:

- Best practices learning approach: Each learning module utilizes best practice strategies, including explicit direct instruction, higher-order application activities, and concept review sections.
- Animated Introductions: Learners watch a 1–3-minute animated sequence to introduce each learning module.
- Interactive Learning Content: Learners explore and apply the targeted concepts through digital maps, interactive text activities, slideshows, and other interactive learning activities.
- Built-in progress monitoring: Intermittent formative assessment interactions serve to support learner understanding as they progress through each module. This culminates in a summative assessment at the end of the module, which measures and tracks learner understanding of key concepts and themes.
- Supplemental in-class lesson guides: Teachers will have access to inquiry-based and critical thinking activities to encourage learners to apply the concepts they have learned in the modules to real-world decisions and issues.

Module Reflection Points

Modules 2–6 have built-in reflection points at the mid-point of the module. The reflection points are optional.

These can be used to:

- Break content into meaningful chunks to better fit class schedules or learner needs.
- Create opportunities for personal reflection on learning. Personal reflection could include the use of a 306: Black History reflection journal, which is also suggested for use in offline extension lessons.
- Create opportunities for classroom discussions.

Learners will be prompted to consider the following questions:

- What learning was new for you?
- What did you already know?
- What did you find most interesting?

Teachers can supplement or replace these questions with other options which may include:

- What would you like to learn more about?
- What questions do you have?
- What connections can you make? What other events or individuals does this information make you think of?

The 306 curriculum is developed in alignment with relevant curriculum frameworks at both the state and national level. 306 maps to state-level History and Social Studies standards, to Common Core State Standards for Literacy in History and Social Studies, and to the College, Career and Civic Life C3 Framework for Social Studies State Standards. This guide identifies which standards are addressed in each module of the course.

All standards are written out in full in the Appendix. Supplemental Lessons address additional standards noted in the Appendix.

- College and Career Readiness Anchor Standards for Reading: 1-10 3 Sensitivity: Public
- College and Career Readiness Anchor Standards for Writing: 1-10
- College, Career and Civic Life C3 Framework for Social Studies State Standards 9-12:
 - Determining Helpful Sources: 1
 - Civics: 2-6, 8, 10, 12-14 o Economics: 1
 - Geography: 2-8, 10-12
 - History: 1, 2, 4, 14
 - Gathering and Evaluating Sources: 1, 2

DETAILED COURSE OUTLINE

Module 1: West Africa and the Age of Global Transformations

Students will explore the kingdoms of West Africa prior to the year 1600 CE. This region of Africa was an important part of the global economy and cultural exchange during this period with trade networks that extended to Europe, southwest Asia, and the Arabian Peninsula. The structure of governments, sources of wealth, religion, and agricultural and commercial production will be examined. They will analyze the impact of famous rulers and cultural exchanges.

Learning Objectives

Learners will be able to...

- Identify the development and the key characteristics of the empire of Ghana.
- Analyze the development of the empire of Mali.
- Examine the development and key characteristics of the empire of Songhai.

LESSONS	LEARNING OBJECTIVE/S AND STANDARDS
1. The Empire of Ghana	Identify the development and the key characteristics of the empire of Ghana. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1,2,4,7,10 • NCSS.D2.Civ.9-12.8 • NCSS.D2.Geo.9-12.2,3,4,5,7,10,11 • NCSS.D2.His.9-12.1,2
2. The Mali Empire	Analyze the development of the empire of Mali. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1,2,4,7,10 • NCSS.D2.Civ.9-12.8 • NCSS.D2.Geo.9-12.2,3,4,5,7,10,11 • NCSS.D2.His.9-12.1,2
3. The Songhai Empire	Examine the development and key characteristics of the empire of Songhai. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1,2,4,7,10 • NCSS.D2.Civ.9-12.8 • NCSS.D2.Geo.9-12.2,3,4,5,7,10,11 • NCSS.D2.His.9-12.1,2

LESSONS	LEARNING OBJECTIVE/S AND STANDARDS
Supplemental Materials	<ul style="list-style-type: none"> • Lesson Plan – The City of Timbuktu o Examine the history of the city of Timbuktu, including its significance as a center of learning and trade in West Africa. • Timbuktu Presentation • Timeline Note-Taking Guide 4 Sensitivity: Public • Learner Timbuktu Note-Page

Module 2: Slavery in the United States

Slavery in America was the embodied contradiction to its promise for equality and universal freedom. In this module, learners find out about the history of this period, as well as the key figures and counterforces that were critical to the resistance of slavery.

Learning Objectives

Learners will be able to...

- Summarize key facts and concepts about the transatlantic slave trade.
- Identify the power structures that kept slavery in place in the Americas.
- Explain the challenges and accomplishments in the life of Phillis Wheatley.
- Identify the roles of Black Americans in the American Revolution.
- Examine the key figures, goals, and initiatives of the abolitionist movement.
- Analyze the forms of resistance and covert systems used to fight against the institution of slavery.

LESSONS	LEARNING OBJECTIVE/S AND STANDARDS
4. Transatlantic Slave Trade	<p>Summarize key facts and concepts about the transatlantic slave trade. Identify the power structures that kept slavery in place in the Americas.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.2, 3, 4, 7, 10 • NCSS.D2.Civ.9-12.2,3,5,6,10 • NCSS.D2.Eco.9-12.1 • NCSS.D2.Geo.9-12.2-8, 10-12 • NCSS.D2.His.9-12.1,2, 4,14

MODULE REFLECTION POINT

5. Phillis Wheatley	<p>Explain the challenges and accomplishments in the life of Phillis Wheatley.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4,10 • NCSS.D2.Civ.9-12.2, 5, 10, 14 • NCSS.D2.Eco.9-12.1 • NCSS.D2.His.9-12.1,2
6. Black Americans in the American Revolution	<p>Identify the roles of Black Americans in the American Revolution.</p> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4,10 • NCSS.D2.Civ.9-12.2, 5, 10, 14 • NCSS.D2.Eco.9-12.1 • NCSS.D2.His.9-12.1,2

LESSONS**LEARNING OBJECTIVE/S AND STANDARDS****7. Resistance to Slavery**

Examine the key figures, goals, and initiatives of the abolitionist movement.
 Analyze the forms of resistance and covert systems used to fight against the institution of slavery.

- CCSS.ELA-Literacy.RH.9-10/11-12.2, 3, 4, 7, 10 5 Sensitivity: Public
- NCSS.D2.Civ.9-12.3,5,8,10, 14
- NCSS.D2.Geo.9-12.2, 4, 7
- NCSS.D2.His.9-12.1,2, 4

Supplemental Materials

Lesson Plan – Resistance to Slavery

- Identify two individuals who were instrumental in the fight against slavery.
- Analyze the similarities and differences between these individuals.
- Explain, in writing, the contributions these individuals make to the movement toward freedom and equality and how their similarities and differences shaped their experiences.
- Note-Taking Template
- Venn Diagram

Module 3: Emancipation and Reconstruction

Great moments are defined by great figures. The end of slavery, hard-won and ultimately inevitable, did not end inequality. As learners find out in this module, it was leaders like Frederick Douglass and Hiram Revels who helped to pave the way for more opportunities for Black Americans in the fabric of social and political culture.

Learning Objectives

Learners will be able to...

- Describe key events and accomplishments in the life of Frederick Douglass.
- Identify key figures and the role of Black Americans in the Civil War.
- Examine the impact of the 13th, 14th, and 15th Amendments.
- Describe key events and accomplishments in the life of Hiram Revels.
- Examine the purpose, challenges, and major accomplishments of Reconstruction.
- Summarize the impact of Plessy v. Ferguson.

LESSON**LEARNING OBJECTIVE/S AND STANDARDS****8. Frederick Douglass**

Describe key events and accomplishments in the life of Frederick Douglass.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- D2.Civ.9-12.2,5,10,12,14
- D2.His.9-12.2, 4

9. Black Americans in the Civil War

Identify key figures and the role of Black Americans in the Civil War.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4,10
- D2.Civ.9-12.2, 5,10,12,14
- D2.Eco.9-12.1
- D2.His.9-12.1, 2

LESSON	LEARNING OBJECTIVE/S AND STANDARDS
10. The 13th, 14th, and 15th Amendments	Examine the impact of the 13th, 14th, and 15th Amendments. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 4,10 • D2.Civ.9-12.2, 3, 5,10,12, 13, 14 • D2.His.9-12.1, 2
MODULE REFLECTION POINT	
11. Hiram Revels	Describe key events and accomplishments in the life of Hiram Revels. Examine the purpose, challenges, and major accomplishments of Reconstruction. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10 • D2.Civ.9-12.2, 3, 4, 5, 8,10,12, 13, 14 • D2.His.9-12.1, 2, 4
12. Plessy v Ferguson	Summarize the impact of Plessy v. Ferguson. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 4, 10 • D2.Civ.9-12.5,10,14 • D2.Eco.9-12.1 • D2.His.9-12.1, 2, 4
Supplemental Materials	Lesson Plan – Analyze Frederick Douglass’ Speech “Men of Color, To Arms!” <ul style="list-style-type: none"> • Identify the setting for Frederick Douglass’ “Men of Color, To Arms!” speech. • Identify at least three reasons Douglass gave for Black men to enlist to fight in the Civil War. • Evaluate the effectiveness of at least three of Douglass’ arguments. Create a transcript of their own speech to an audience today, addressing a present-day issue they care about. • “Men of Color, to Arms!” Speech Transcript • Note-Taking Template • Speech Template

Module 4: The Jim Crow Era

Despite many barriers, by the early to mid-twentieth century, Black Americans were finding new ways to flourish and demonstrate original and lasting contributions to American culture. In this module, learners will find out about the sites of resilience and creativity that served to strengthen and unify this country in moments of division.

Learning Objectives

Learners will be able to...

- Identify key events and accomplishments in the life of Booker T. Washington.
- Identify key events and accomplishments in the life of George Washington Carver.
- Explain the impact of Historically Black Colleges and Universities.
- Identify key events and accomplishments in the life of W.E.B. Du Bois.
- Examine Black American participation in World War I.
- Analyze the causes and impacts of The Great Migration.
- Examine the key players in and contributions of the Harlem Renaissance.
- Describe Black American participation in World War II.

LESSON**LEARNING OBJECTIVE/S AND STANDARDS****13. The Tuskegee Institute**

Identify key events and accomplishments in the life of Booker T. Washington.
 Identify key events and accomplishments in the life of George Washington Carver.
 Explain the impact of Historically Black Colleges and Universities.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4, 5, 6, 7, 8, 10
- D2.Civ.9-12.5,10,14
- D2.Eco.9-12.1
- D2.His.9-12.1, 2, 4

14. W.E.B. Du Bois

Identify key events and accomplishments in the life of W.E.B. Du Bois.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 10
- D2.Civ.9-12.5,10,12, 14
- D2.His.9-12.2, 4

15. Black American Participation in World War I

Examine Black American participation in World War I.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3,10
- D2.Civ.9-12.2, 5,10,12,14
- D2.Eco.9-12.1
- D2.His.9-12.1, 2

MODULE REFLECTION POINT**16. The Harlem Renaissance**

Analyze the causes and impacts of The Great Migration.
 Examine the key players in and contributions of the Harlem Renaissance.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 7, 10
- D2.Civ.9-12.5,10,13,14
- D2.Eco.9-12.1
- D2.Geo.9-12.2, 4, 7, 8
- D2.His.9-12.1, 2, 4

17. Black American Participation in World War II

Describe Black American participation in World War II.

- CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3,10
- D2.Civ.9-12.2, 5,10,12,13,14
- D2.Eco.9-12.1
- D2.His.9-12.1, 2

Supplemental Materials

- Lesson Plan – W.E.B. DuBois and Booker T. Washington
 - Read and discuss excerpts from “The Talented Tenth” by W.E.B. Du Bois and “The Atlanta Compromise” By Booker T. Washington.
 - Articulate how the strategies for attaining social and economic progress for Black Americans differed between W.E.B. Du Bois and Booker T. Washington.
- Excerpt from “The Talented Tenth” • Excerpt from “The Atlanta Compromise”
- Discussion Questions

Module 5: The Civil Rights Movement

Through great sacrifice and persistent effort, the Civil Rights Movement expanded freedom, equality, and opportunity. In this module, learners will find out about the key events and individuals who grabbed the moment and built a movement.

Learning Objectives

Learners will be able to...

- Describe the early steps toward integration in the 1940s.
- Determine the key players in and impact of Brown v Board of Education.
- Explain the key players in and impact of the Montgomery Bus Boycott.
- Examine the philosophy of nonviolence in the Civil Rights Movement.
- Explain the key players in and impact of the Freedom Rides.
- Identify the key players in and impact of the March on Washington.

LESSON	LEARNING OBJECTIVE/S AND STANDARDS
18. Early Steps Toward Integration	Describe the early steps toward integration in the 1940s. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3,10 • D2.Civ.9-12.10,12,13,14 • D2.His.9-12.1, 2
19. Brown v Board of Education	Determine the key players in and impact of Brown v Board of Education. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10 • D2.Civ.9-12.2, 3, 4, 5, 8,10,12,13,14 • D2.His.9-12.1, 2, 4
20. The Montgomery Bus Boycott	Explain the key players in and impact of the Montgomery Bus Boycott. Examine the philosophy of nonviolence in the Civil Rights Movement. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 7, 10 • D2.Civ.9-12.2, 3, 5, 8,10,12,13,14 • D2.Eco.9-12.1 • D2.Geo.9-12.2 • D2.His.9-12.1, 2, 4
MODULE REFLECTION POINT	
21. The Freedom Rides	Examine the philosophy of nonviolence in the Civil Rights Movement. Explain the key players in and impact of the Freedom Rides. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.2, 3, 7, 10 • D2.Civ.9-12.2, 3, 5, 8,10,12,13,14 • D2.Geo.9-12.2 • D2.His.9-12.1, 2, 4
22. March on Washington for Jobs and Freedom	Identify the key players in and impact of the March on Washington. <ul style="list-style-type: none"> • CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 4, 5, 6, 7, 8, 9, 10 • D2.Civ.9-12.2, 3, 5, 8,10,12,13,14 9 Sensitivity: Public • D2.His.9-12.1, 2, 4
Supplemental Materials	Lesson Plan – March on Washington for Jobs and Freedom o Articulate the demands for the March on Washington. <ul style="list-style-type: none"> • Determine which demands/goals of the March have been met. • Reflect on how the achievement or failure to meet these demands affects or relates to the experiences of Black Americans today. • “The Demands of the March” Transcript and Reflection Worksheet

Module 6: Beyond the Civil Rights Movement

The Civil Rights Movement opened the door for Black Americans to fully participate in society. In this module, learners will find out about the growth of opportunities that followed the Civil Rights movement and the contributions of Black Americans in STEM (Science Technology Engineering, and Math), the arts, sports, politics, and government.

Learning Objectives

Learners will be able to...

- Describe the significance of the contributions of Dr. Mae Jemison in the field of science.
- Analyze the impact of Dr. Mark Dean in the world of computer science.
- Examine the cultural impacts of Maya Angelou in literature and poetry.
- Examine the impact of Alvin Ailey in the world of dance.
- Identify the accomplishments of NFL (National Football League) player Walter Payton on and off the field.
- Identify the achievements of Olympic athlete Jackie Joyner-Kersey.
- Describe key events and accomplishments in the life of Shirley Chisholm.
- Examine the contributions of Barack Obama during his time at the White House and the significance of his humanitarian foundation.

LESSON	LEARNING OBJECTIVE/S AND STANDARDS
23. Black American Contributions in STEM	Describe the significance of the contributions of Dr. Mae Jemison in the field of science. Analyze the impact of Dr. Mark Dean in the world of computer science. <ul style="list-style-type: none">• CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10• D2.Civ.9-12.5,14• D2.His.9-12.1, 2
24. Black American Contributions in the Arts	Examine the cultural impacts of Maya Angelou in literature and poetry. Examine the impact of Alvin Ailey in the world of dance. <ul style="list-style-type: none">• CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10• D2.Civ.9-12.5,14• D2.His.9-12.1, 2
MODULE REFLECTION POINT	
25. Black American Contributions in Sports	Identify the accomplishments of NFL (National Football League) player Walter Payton on and off the field. Identify the achievements of Olympic athlete Jackie Joyner-Kersey. <ul style="list-style-type: none">• CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10• D2.Civ.9-12.5,14• D2.His.9-12.1, 2
26. Black American Contributions in Politics and Government	Describe key events and accomplishments in the life of Shirley Chisholm. Examine the contributions of Barack Obama during his time at the White House and the significance of his humanitarian foundation. <ul style="list-style-type: none">• CCSS.ELA-Literacy.RH.9-10/11-12.1, 2, 3, 10• D2.Civ.9-12.5,14• D2.His.9-12.1, 2

LESSON	LEARNING OBJECTIVE/S AND STANDARDS
Supplemental Materials	<ul style="list-style-type: none"> • Lesson Plan – Contributions of Black American Musicians <ul style="list-style-type: none"> • Compare the accomplishments and influences of two or more Black American musicians. • Develop an argument that defines one individual as the greatest Black American musician of all time. (optional) • Profiles of Black American Musicians

Module 7: Capstone Research Project – Black History Connections

Understanding history helps learners build empathy and develop a sense of self. This is developed through learners’ understanding of where they fit within a larger context and understanding of the experiences and cultural contributions of those who are similar to and different from them. These connections increase learner engagement and help deepen an overall understanding and retention of historic times, places, events, and individuals. Learners will complete the research process and create a product that presents their findings. This process will foster a connection to their city, state, community, self, or family through the lens of Black History.

Learning Objectives

Learners will be able to...

- Engage in critical thinking and research skills.
- Develop an understanding of historical events and their significance.
- Analyze primary and secondary sources to gather information.
- Enhance their communication skills through presenting findings in a final project.

ACTIVITY TOPIC	ACTIVITY DESCRIPTION
Project Process	Topic Selection Research Organization Primary and Secondary Source Use Project Outline Research Paper or Project Creation Presentation <ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.9-10/11-12.1-10 • D1.9-12.1 • D2.His.9-12. 9, 11 • D3.9-12.1, 2
Offline Supporting Materials	<ul style="list-style-type: none"> • Learner Project Overview • Learner Project Guide • Research Paper Template • Teacher Lesson Plan • Teacher Project Overview • Project Rubric

SUPPORT FOR CHALLENGING CONTENT & CONVERSATIONS

Learners taking this course will have a variety of reactions to the content. While the content was carefully chosen and shared from a perspective of the strong spirit and influence of Black Americans across a long historical timeline, it's possible that some learners may feel overwhelmed or triggered by some of the images or descriptions of historical events. The following statements are shared at the beginning of each module and can be reiterated with learners.

- **Sensitive Content:** Topics covered in this course can be challenging to think about and may feel especially sensitive and personal to some. Your well-being is important. If you are concerned about completing this course for any reason, please talk to your instructor.
- **Language Use:** Following the recommendation of the National Association of Black Journalists, this course capitalizes colors that are used as racial descriptors, including Black and White. We also use the term “enslaved” instead of “slave.” Using the adjective enslaved recognizes that being enslaved was a condition that people endured, but slavery did not define who they were as a person.
- **Unique Experiences:** It’s important to remember that every Black American has a unique lived experience, which varies widely. This course cannot speak for the experience of all Black Americans. The events included in this course were selected to highlight the exceptional spirit of Black American communities in their fight for equity and their contributions to the building of a stronger country. It does not include all of the significant events in the Black American experience. We hope you'll be inspired to explore more Black history after this course.

These statements are intended to help learners understand language use and see the course content as a selection of historical events that shine a light on examples of resilience and contributions by Black Americans over a wide span of time. These examples are not exhaustive, and learners who identify as Black should not be viewed as having been impacted by this history in the same way or having lived the same experiences. Everyone’s lived experience is unique.

Learners are encouraged to connect with their teacher if they are having difficulty with the sensitive nature of any of the content. Teachers should consider how to support learners, such as different pacing or privacy (private area of the classroom, another class space, at home, etc.) for course completion, opportunities for connections with peers, an outlet like journaling, or accessing historical content through alternate means (approved books or textbooks).

Here are some suggestions for supporting conversations around course content within your classroom:

- Reflect on how comfortable you feel engaging in conversations with learners around topics in 306: Black History. Consider what strengths you have to support learners through challenging conversations and what vulnerabilities you want to be aware of.
- Create a safe community in your classroom in which learners feel they can express themselves and expect a respectful response.
- Create and enforce group norms. Allow learners to create and enforce these norms. • Be fully present and listen carefully.
- Encourage students to be active listeners.
- When answering difficult questions, ground your answers in course content, especially if learners make a comment based on a misconception.
- If you’re unsure of how to answer a question, you can:
 - o Ask the learner to say more, and really listen to understand the core of the question.
 - o Let the learner know you’re not sure, but you’d like to find a time to talk more about this – and set up a time to do so.
- If needed, take a breath or short break before responding.
- Repeat learner questions or comments as needed to ensure that all learners heard the same thing. This helps to avoid miscommunication.
- Check in with learners who may seem emotional or uncomfortable. You might come up with a nonverbal communication system that allows learners to let you know how they are doing.

- Invite all learners to share their thoughts, feelings, and experiences as it relates to the course content, but don't push or put learners on the spot. Provide alternate ways for learners to express themselves, such as anonymously through a comments box, journaling, or private conversations.

Citations:

- Ferlazzo, L. "Engaging With Learners in Conversations About Race." (2022) Education Week. o <https://www.edweek.org/teaching-learning/opinion-engaging-with-learners-inconversations-about-race/2020/06>
- "10 Principles for Talking About Race in School," (2020). National Education Association. o <https://www.nea.org/professional-excellence/learner-engagement/tools-tips/10-principles-talking-about-race-school>
- "9 Tips for Planning Difficult Conversations in the Classroom," (2020) Waterford.org. o <https://www.waterford.org/education/difficult-classroom-conversation-tips/>

APPENDIX - STANDARDS

College and Career Readiness Anchor Standards for Reading:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (M1, M2, M3, M4, M5, M6; Supplemental Lessons M1, M2, M3, M4, M5, M6)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (M1, M2, M3, M4, M5, M6; Supplemental Lessons M1, M2, M3, M4, M5, M6)
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (M2, M3, M4, M5, M6; Supplemental Lessons M3, M4, M5)
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (M1, M3, M4, M5; Supplemental Lessons M3, M4, M5, M6)
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (M3, M4, M5; Supplemental Lesson M5)
6. Assess how point of view or purpose shapes the content and style of a text. (M3, M4, M5; Supplemental Lessons M3, M5)
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (M1, M2, M3, M4, M5; Supplemental Lesson M1)
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (M2, M3, M4, M5; Supplemental Lessons M3, M4, M5)
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Supplemental Lessons M1, M4)
10. Read and comprehend complex literary and informational texts independently and proficiently. (M1, M2, M3, M4, M5, M6; Supplemental Lessons M1, M2, M3, M4, M5, M6)

College and Career Readiness Anchor Standards for Writing:

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. (M7; Supplemental Lessons M2, M4, M5)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (M7; Supplemental Lessons M1, M2, M3, M4, M5, M6)
3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. (M7; Supplemental Lessons M1, M3, M4, M6)
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (M7; Supplemental Lessons M1, M2, M3, M6)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (M7)
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (M7; Supplemental Lesson M4)
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (M7; Supplemental Lessons M1, M6)
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (M7; Supplemental Lessons M1, M4, M5)
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (M7; Supplemental Lessons M1, M2, M3; Supplemental Lesson M4)
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (M7; Supplemental Lessons M2, M3, M4, M5, M6)

College, Career and Civic Life C3 Framework for Social Studies State Standards:

Determining Helpful Sources

- D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. (M7)

Civics

- D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. (M2, M3, M5)
- D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. (M2, M3, M5)
- D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. (M3, M5, M6)
- D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. (M2, M3, M5)
- D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. (M2)
- D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. (M1, M2, M3, M5)
- D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. (M2, M3, M5)
- D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. (M2, M3, M5)

- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. (M3, M5)
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (M2, M3, M5, M6).

Economics

- D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (M2)

Geography

- D2.Geo.2.9-12. 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. (M1, M2)
- D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. (M1, M2)
- D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. (M1, M2)
- D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. (M1, M2; Supplemental Lesson M1)
- D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. (M2; Supplemental Lesson M1)
- D2.Geo.7.9-12. 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. (M1, M2)
- D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. (M2)
- D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. (M1, M2)
- D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. (M1, M2)
- D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. (M2)

History

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (M1, M2, M3, M5, M6; Supplemental Lessons M1, M3, M4, M5)
- D2.His.2.9-12. Analyze change and continuity in historical eras. (M1, M2, M3, M5, M6; Supplemental Lessons M1, M3, M4, M5, M6)
- D2.His.3.9-12. 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. (Supplemental Lessons M2, M3, M4, M5, M6)
- D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. (M2, M3, M5; Supplemental Lessons M2, M3, M4)
- D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. (Supplemental Lessons M3, M6)

- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. (M2; Supplemental Lesson M1)
- D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. (Supplemental Lesson M1)

Gathering and Evaluating Sources

- D3.1.9-12. 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. (M7)
- D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source. (M7)

Communicating and Critiquing Conclusions

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). (Supplemental Lesson M4)
- D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. (Supplemental Lesson M4)