



Why does the School District of Philadelphia have an African-American History Graduation Requirement?

Component	Description
<p>Title of Lesson</p> <p>Content/Subject Area</p>	<p>Why does the School District of Philadelphia have a African-American history graduation requirement?</p> <p>African American History</p>
<p>Context</p>	<p>Philadelphia was the first major city to mandate an African-American history graduation requirement. While many districts around the country require African-American history be infused in U.S. history courses, Philadelphia is the only major district that requires a full year of study. The fight for African-American studies in the district is a story that can provide insight for students on the value of having this course as well as the challenges of implementation.</p> <p>This lesson would fit well at the beginning of an African-American history course because it gives context and perspective to the requirement (something that students often do not discuss when taking other required courses). Also, if the teacher intends to use various primary and secondary sources throughout the year, this lesson can introduce the practice to students and gives teachers a sense of where students are at with their historical thinking skills.</p> <p>This lesson builds on Philadelphia’s World Heritage Status by providing another example of how it’s citizens push for building more tolerance and equity.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ● Why does the School District of Philadelphia have a African-American history graduation requirement? ● Can a high school graduation requirement contribute to building a more tolerant and equitable society?
<p>Duration</p>	<p>4-5 Class Periods</p>
<p>Objective</p>	<p>SWBAT contextualize and read evidence closely IOT gather important details needed to answer the historical question.</p> <p>SWBAT corroborate and synthesize primary and secondary sources IOT develop a logical argument for the historical question.</p> <p>SWBAT reflect on their past experiences with African-American</p>

	<p>history in school IOT predict similarities and differences with their previous experiences.</p>
<p>Standards</p>	<p><u>Common Core History & Social Studies Standards</u></p> <ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. ● CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ● CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. <p><u>PA Academic Standards</u></p> <ul style="list-style-type: none"> ● 8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. ● 8.1.9.C. Demonstrate use of appropriate primary and secondary sources. ● 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events. ● 8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S. Ethnicity and race Working conditions, Immigration, Military conflict, Economic stability.
<p>Anticipatory Set</p>	<p>PART ONE</p> <p>I. Students spend 5 minutes writing about their previous experiences learning African-American history? What did they learn? How did they learn it? What are questions that you have?</p> <p>A. NOTE: A potential extension activity for homework is for students to interview family members and friends about their experiences learning African-American</p>

	<p>history in school.</p> <p>II. Spend a few minutes discussing what students wrote. Have a scribe write down notes/a list on the board from what students share. Close this part of the conversation by asking students what they notice about what they shared. What are the similarities/differences in their experiences?. What do they wonder or still want to know about African-American history and why?</p> <p>PART TWO</p> <p>III. Many students will have shared their experiences related African-American History Month. If students do not, then ask students to speak about their experience. Build on this to lead a reflection on the purpose and impact of history and heritage months.</p> <p>A. Give students a list of official history and heritage in the United States. Review as a class or in small groups.</p> <p>B. Ask them what they notice and what they wonder.</p> <p>C. Talk about the difference between history and heritage. Merriam-Webster definitions are:</p> <ol style="list-style-type: none"> 1. Heritage: the traditions, achievements, beliefs, etc., that are part of the history of a group or nation 2. History: an account of the past <p>D. Why do we have history and heritage months?</p> <p>PART THREE</p> <p>IV. Transition to presenting students with the historical question: Acknowledge that it is clear that many of us already have experience with African-American history in schools, especially because of African-American History Month. So why does the School District of Philadelphia have an African-American history graduation requirement?</p> <p>A. Give some background information:</p> <ol style="list-style-type: none"> 1. Began as a requirement in 2005 2. The first major city in the country to require it and one of the only districts to require it.
<p>Instruction</p>	<p>I. Explain to students that a historical question requires strong evidence to answer and that they will be reading and analyzing various documents that provide first-hand and second-hand accounts.</p> <p>II. Give students graphic organizers. Ask them to write their hypothesis to the historical question in the first box.</p> <p>III. Give students a copy of the timeline</p> <p>A. Model the use of the timeline to identify national and local events that may help us understand the mandate.</p>

	<p>B. Give students a chance to practice on their own.</p> <p>IV. Give students Document A: excerpt's related to Carter G. Woodson.</p> <ul style="list-style-type: none"> A. Model the use of source information given at the top of each document set. Who is the author? When was it written/created and why? B. Read excerpts together. Model close reading. C. Students collaborate to answer guiding questions. D. Review as a class. Especially the last question about why this might be important to the historical question.
<p>Instruction</p>	<ul style="list-style-type: none"> I. Introduce Document B <ul style="list-style-type: none"> A. Students collaborate to read and answer the guiding questions B. Answer clarifying questions as a class and/or review one or two questions. II. Introduce Document C: play the 5 min excerpt from the documentary "More than a Month" <ul style="list-style-type: none"> A. NOTE: To find the clip search "Philadelphia's Innovative Black History Requirement". The clip is from PBS. Link here: http://www.pbs.org/independentlens/videos/philadelphia-s-innovative-black-history-requirement/ B. Consider playing it twice. Second time students focus on answering guiding questions. C. Students collaborate to discuss questions and their reactions to the video. III. Introduce Documents D-G: quotes from 5 articles reporting on the requirement <ul style="list-style-type: none"> A. Hang the quotes around the room so that students can engage in a Gallery Walk. B. Give students a certain amount of time to go around, discuss with classmates to write at least 3 arguments for each side of the graphic organizer.
<p>Independent Practice</p>	<ul style="list-style-type: none"> I. Students spend time using evidence to answer the historical question in the graphic organizer: <ul style="list-style-type: none"> A. Using evidence from all of the sources answer the historical question. Why does the School District of Philadelphia have an African American history graduation requirement? <ul style="list-style-type: none"> 1. NOTE: Teacher may want to provide more scaffolds (sentence starters) or may want to use this as a diagnostic assessment of student use of historical evidence. B. Students compare and contrast their original hypothesis to their answer. II. Give students time to share answers.

Closure	<p>I. Read and discuss excerpts of The New Republic article as a class:</p> <ul style="list-style-type: none"> A. What did the students she interviewed want? What were some of the positive reviews? What are the challenges for some teachers? B. Do you think that the article is representative of most Philly high schools? <p>II. Potential closing activities:</p> <ul style="list-style-type: none"> A. Students write letters to themselves that they will get at the end of the year. Ask them to write of what they hope to get out of their African-American history course experience, what they want to know and the kind of student they want to be this year.
Assessment	<ul style="list-style-type: none"> • The graphic organizer including the written responses to the historical question will be the formative assessment which can also be used as a diagnostic tool for the evidence based writing. • Class discussions will give the teacher a sense of how students are understanding sources.
Key Terms	<ul style="list-style-type: none"> • Heritage • Corroboration • Contextualizing • Historical question
Resources and Materials	<ul style="list-style-type: none"> <input type="checkbox"/> List of national history/heritage months <input type="checkbox"/> Graphic organizer <input type="checkbox"/> Timeline <input type="checkbox"/> Documents packet <input type="checkbox"/> Excerpts for gallery walk <input type="checkbox"/> Excerpt from The New Republic article: Lessons from Philadelphia’s mandatory African-American history course

