

5 2 3 B Boron 10.811	57 2 8 18 18 9 2 La Lanthanum 138.90547	6 2 8 18 16 2 C Carbon 12.0107	19 2 8 8 1 K Potassium 39.0983
32 2 8 18 4 Ge Germanium 72.63	28 2 8 16 2 Ni Nickel 58.6934	92 2 8 18 32 9 2 U Uranium 238.02891	16 2 8 18 32 2 S Sulfur 32.065

Genius Generation Lab

“The Black Family: Representation, Identity & Diversity”

ASALH Teacher Workshop

Presenters: La Vonne I. Neal, Ph.D., Alicia L. Moore, Ph.D., Regina A. Lewis, Ph.D., Sarah Militz-Frielink, Ph.D., Karsonya Wise Whitehead, Ph.D., Kelly J. Cross, Ph.D., Greg Wiggan, Ph.D., Joseph E. Flynn, Jr., Ph.D., Erika Freitas, Ph.D., and Maria Colompos-Tohtsonie, MPPA

Genius Generation Lab Activities: September 5, 2020 & September 26, 2020

Teacher Learning Goals:

- Link dimensions of African American culture and “Culturally Responsive” teaching methods to social studies standards;
- Teach history online using the tenets of “Culturally Responsive Teaching” and ASALH Resources (*Black History Bulletin* Lesson Plans, Posters, Books, etc.)

Please Read the Following Documents:

Standards:

- [Profile of the Alabama Graduate](#) (Source of Profile – Alabama Grit & Social Studies College- and Career-Ready Standards)
- [Excerpts from:](#) (1) NCSS, 2013 – College, Career, and Civic life (C3) Framework for Social Studies State Standards; (2) 2016 Alabama Course of Study: Social Studies Curriculum Guide College- and Career-Ready Standards (3) The 2016 Alabama Course of Study: English Language Arts -English Language Literacy For College and Career Readiness

Lesson Plan Components:

- A Lesson Plan from the *Black History Bulletin*: “Walls Tumbling Down: Teaching Black Family History and Genealogy in Social History Context”
- Inquiry Design Model (IDM) Blueprint with NCSS, 2013 – College, Career, and Civic life (C3) Framework for Social Studies State Standards
- [National Genealogical Society \(NGS\) Ancestor Charts and a Family Group Sheet](#)
- [Detailed Guidelines for filling in Ancestor Charts](#)
- [Free Genealogy Resources](#)
- My Textual Lineage Organizer

Analysis:

- 1) Analyze the documents.
- 2) How have these documents supported or challenged your understanding of how to inspire scholars to actualize the “Profile of the Alabama Graduate?”
- 3) Prepare a tweet, no more than 280 characters, supporting one of the above documents, to inspire your scholars.

Connect with us: #ASALHTeach2020

Profile of the Alabama Graduate:

Every Child a Graduate. Every Graduate Prepared.

- The state's plan — [Plan 2020: Every Child a Graduate – Every Graduate Prepared for College, Work, and Adulthood in the 21st Century](#) — focuses a child's learning from kindergarten through high school graduation on the skills needed for success after they leave one of the state's schools in order to increase the number of high school graduates who enter a two-year, four-year, technical or trade school, or go straight into a career, without the need for remedial education or training.
- Plan 2020 focuses on four priority areas of Alabama's schools:
- **Learners:**
 - All students perform at or above proficiency and show continuous improvement.
 - All students succeed
 - Every student graduates from high school
 - Every student graduates from high school prepared.

Alabama's Standards Keep Alabama Strong

"Public schools should enable the American citizen to "understand his duties to his neighbors and country, and to discharge with competence the functions confided to him by either." -- Thomas Jefferson

Alabama's schools are leading the way in forming the next generation of Alabamians who will carry our state's strong value traditions alive forward by:

- **Promoting good citizenship:**
 - Alabama's College and Career Ready Standards encourage students to think critically and promote civil discussion about what they are learning.
 - The state-level decision made by task forces of Alabama educators was based on protecting Alabama's value traditions and promoting better acclimated citizens who can actively participate in our nation's democratic society.
- **Protecting local decision making in education:**
 - Alabama's College and Career Ready Standards set benchmarks to ensure every student is fully prepared for the next grade level and for life after graduation.
 - Local school systems select the textbooks used and teachers determine the reading material selection and teaching methods used in their classroom to meet the state's expectations.

NCSS, 2013 – College, Career, and Civic life (C3) Framework for Social Studies State Standards

Excerpt: What binds purpose, preparation, and practice together in this document is the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, released in 2013 (NCSS, 2013). The C3 Framework is a set of interlocking and mutually reinforcing dimensions of practice that focus on the intersection of inquiry, ideas, and learners. As a collaborative effort that began in 2010, the C3 Framework was built on the following shared principles: (1) social studies prepares the nation’s young people for college, careers, and civic life; (2) inquiry is at the heart of social studies; (3) social studies involves interdisciplinary applications; (4) social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines; and (5) social studies emphasizes skills and practices for democratic decision-making.

The four dimensions of the Inquiry Arc in the C3 Framework center on the use of questions to spark curiosity, guide instruction, and deepen investigations, and ideas in real-world settings in order to become active and engaged citizens in the twenty-first century. As the statement on what meaningful and powerful social studies instruction ought to look like, the C3 Framework served for the 2016 committee as the milestone for the kinds of knowledge, skills, and dispositions social studies teacher preparation programs are required to cultivate. Each standard outlined in this document is framed by the ethos of the C3 Framework – to enhance the rigor of social studies education by building the critical thinking, problem solving, and participatory skills that enable students to become informed citizens.

2016 Alabama Course of Study: Career-Ready Standards Social Studies (K-12)

Excerpt: The Curriculum Guide to the Alabama Course of Study: Social Studies prepares students for study of grade-level content standards through the teaching of prerequisite and enabling skills necessary for learning each content standard. This allows students to work toward grade-level standards while working at individual ability levels. By identifying the prerequisites and enabling skills for each standard, teachers may plan instruction to address the achievement gap experienced by some students while still working with all students toward achievement of the same standards. Some uses of the guide include, but are not limited to, the following: (1) lesson planning, (2) Building-Based Student Support Team (BBSST) considerations, (3) Individual Educational Program (IEP) development, (4) collaborative teaching, (5) tutorials, (6) planning for instructional groupings, (7) parent information and conferences, (8) development of curriculum-based assessments, and (9) preparation for state assessments.

The 2016 Revised Alabama Course of Study: English Language Arts English Language Literacy for College and Career Readiness (Appendix C)

Excerpt: Student Reading is critical to building knowledge in *history or social studies* as well as in science and technical subjects. College and career-ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources.

The academic content standards in this course of study are based on and include the standards in the 2010 Common Core State Standards for English Language Arts & Literacy in *History/Social Studies*, Science, and Technical Subjects as well as supplemental content designed to strengthen the standards for Alabama’s students.

TEACHERS' WORKSHOP HOMEWORK

WALLS TUMBLING DOWN: TEACHING BLACK FAMILY HISTORY AND GENEALOGY IN SOCIAL HISTORY CONTEXT

By Katherine Scott Sturdevant

Overview: You will begin today, September 5, 2020, and present your finding on September 26, 2020. You have 4 weeks to gather information related to your family's historical genealogy. At this time (4th Teacher Workshop) you will be assigned a group and will share your research and discuss your strategies for collecting your family documents and oral narratives gathered from family interviews. Each of your personal stories documents are to be considered primary and secondary sources and true stories based upon historical records.

Instructions: *In order to explore the importance of genealogy, you are going to take on the role of your family's genealogist. Upon completion of this lesson, you, as the educator, will be able to: 1) gather and chart family information in the form of genealogical facts; 2) set up simple oral history experiences with relatives, develop questions for those interviews, and record; 3) make notes and collect copies or pictures of family history documents, photographs, and artifacts; 4) research the historical context of some of the family history they are gathering; and 5) treat any of these family sources as primary sources and interpret their validity compared to general historical context.*

LESSON PLAN HOMEWORK ACTIVITY INSTRUCTIONS

WALLS TUMBLING DOWN: TEACHING BLACK FAMILY HISTORY AND GENEALOGY IN SOCIAL HISTORY CONTEXT

By: Katherine Scott Sturdevant

CONCEPTUAL FRAMEWORK: This lesson plan provides opportunities for students to learn that anyone's family histories can teach us American History. The plan supports students in understanding the importance of researching family history, even when there are gaps, as method of understanding the contributions of African Americans as an integral part of American History. As well, it debunks the myth that the only history of African Americans in the United States is tied to enslavement.

Materials and Resources Needed:

- Lesson Plan from the *Black History Bulletin*: "Walls Tumbling Down: Teaching Black Family History and Genealogy in Social History Context"
- You will need a file folder to collect your family history documents.
- Please download and fill in your family tree. Here, you can find charts from the National Genealogical Society: <https://www.ngsgenealogy.org/free-resources/charts/>
- Note that the National Genealogy Society (NGS) page below has tips on the bottom of the page with the charts. Those tips are standardized practice of how to fill in your information.
- Here is a very detailed set of guidelines about filling in charts:
https://familyresearchlibrary.com/pubs/form_instructions.pdf
- *Paper vs. Electronic Charting*: Millions of people now use electronic resources such as Ancestry.com to chart their family histories. For this homework assignment, please use the paper charts available on the NGS website.
- For military records through Fold3, there is a military portal that veterans, active-duty military, and federal employees in defense can access for free with the right military identification numbers. See <https://www.militaryonesourceconnect.org/achievesolutions/en/militaryonesource/mwrDigitalLibrarySearch.do?contentId=27777>
- A website that has almost anything genealogy is <https://www.cyndislist.com/>.

Notes:

1. S. G. Grant, Kathy Swan, and John Lee, *Inquiry-Based Practice in Social Studies Education: Understanding the Inquiry Design Model* (New York: Routledge, 2017).



Instructions for Pedigree Charts and Family Record Sheets

A Pedigree Chart starts with an individual and runs backward through time, tracing a series of direct ancestors or lineages. Only one child is shown for each set of parents; that being the child linking to the next generation in the lineage. Everyone has a maternal and paternal lineage, or line; and the number of lines doubles with each generation. At ten generations, there are 512 possible lines of ancestors; at generation 20 there are 524,288 possible lineages to research.

The Pedigree Chart provided by Family Research has room for 3 generations of information and room for the names for a fourth generation, continuing to a new pedigree chart. Start by numbering the first Pedigree Chart **#1** in the upper right-hand corner; each person is already pre-numbered 1 – 15, left to right and top to bottom. Males are even numbered and on the top of each pairing; females are odd numbered and on the bottom.

- **Generation 1:** The Person #1 on Chart #1 will generally be yourself, or the beginning descendant of the study.
- **Generation 2:** Persons 2 and 3 will be the parents of person 1
- **Generation 3:** Persons 4 and 5 will be the paternal grandparents of #1; persons 6 and 7 are the maternal grandparents.
- **Generation 4:** Persons 8 - 15 contain room for the names of the fourth generation (the four sets of great-grandparents of Person #1). Each of these 8 individuals will become #1 on a new Pedigree Chart, and under the name of person 8 you should enter "Continued on Chart 2;" person 9 will become #1 on Chart 3; person 10 will appear on Chart 4, and so on. Don't forget to number each chart as you go along.

In the upper left-hand corner you will see: "Number 1 on this chart is the same person as number ____ on Chart Number ____." As explained above, person 8 becomes person 1 on Chart 2. So on Chart 2 this would read "Number 1 on this chart is the same person as number 8 on Chart Number 1;" Chart 3 would be "number 9 on Chart Number 1, etc. So if you had entries on every line of Chart 1, you would end up with a total of 9 Pedigree Charts to begin generation 5 (the original plus one each for persons 8 – 15), and they would be numbered charts 2 – 9.

When filling in the Pedigree Chart, the blanks for Born, Married, and Died are for the dates of those occurrences; under Place, write the name of where it happened. Please enter all dates in the format of DD MMM YYYY, i.e. 12 Aug 1842. The reason is a date written 8/12/1842 can be meaningless as in the United States this would read as August 12, 1842 (MM/DD/YYYY) but in most of the world it would be 8 December 1842 (DD/MM/YYYY).

The Family Record Sheet, also known as a Family Group Sheet, contains the details of each set of parents that you entered on the Pedigree Chart plus the other members of their family group. A blank is located at the top right to enter the Pedigree Chart number on which the family appears. In front of the Husband and Wife is a blank to enter the Person # from that Pedigree Chart. So with these two numbers, you can precisely identify to whom each chart is referring.

The birth, marriage, and death information (often referred to as BMD) is identical to that of the Pedigree Chart. But the Family Record Sheet contains more detailed information about each individual as well as the family. You should enter as much information as you have available. You can use abbreviations such as abt. (about), bef. (before), aft. (after), prob. (probably) and ca. (circa) to save space. If you are unsure about an entry, add a (?) next to it. If you don't know, leave the space blank. Place an asterisk (*) next to the child that appears on the Pedigree Chart (this will be your direct lineage ancestor).

Information is only as good as its source, so on the back of the Family Record Sheet is a source sheet for each person and BMD fact. Please remember that the reason for citing your sources is so anyone can easily locate the same evidence and duplicate the fact circumstance.

You may make additional copies of these forms only for your own use, or download them from <http://familyresearchlibrary.com/resources.htm>.

Copyright ©2005 Family Research Library
PO Box 140506 – Boise ID 83714-0506
(208) 853-7567 – (800) 842-7479
www.familyresearchlibrary.com

Inquiry Design Model (IDM) Blueprint with NCSS-College, Career & Civic Life (C3) Framework for Social Studies Standards

Inquiry Design Model (IDM) Blueprint™				
Compelling Questions	How does this lesson connect in culturally responsive ways in which students are able to affirm their identities while also learning to value the culture and family history of others? How does it support students in understanding that African American/Black History is American History?			
Standards and Practices	<p style="text-align: center;">College, Career, and Civic Life C3 Framework for Social Studies State Standards</p> <ul style="list-style-type: none"> • D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • 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. • 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. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. 			
Staging the Question	<p>Family history – which to the article author means the rich, contextual narrative of a family over time (the “flesh”) built upon the skeletal genealogy charts of names, dates, and places (the “bones”) – has become increasingly popular, with so many trends to prompt its rise. Those trends, of course, include the website dominance of Ancestry.com; the intriguing but ever-changing results of DNA testing; and the appeal of “finding family” stories through all media. African American family history is no exception to these trends; indeed, it has spawned some of them. So many of us who practice family history are fulfilling needs, goals, obsessions, and callings by researching, recording, analyzing, synthesizing, and legacy-making. Most important: sharing precious primary sources of family history – such as recording oral tradition or preserving documents, artifacts, and photographs – is a service to society and to the history of all of us, by capturing resources before they are lost. Therefore, teaching students to do family history well, with best methods, and conscientiously interpreted in the context of that family’s times, is a gift to the historical record as much as any research results from historians’ scholarly work with primary sources. This lesson plan supports students in understanding the importance of researching family history, even with gaps, as method of understanding the contributions of African Americans as an integral part of American History. As well, it debunks the myth that the only history of African Americans in the United States is tied to enslavement.</p>			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
What are family history and genealogy? How do they differ and yet support each other?	What are the most important contributions each person can make, to their own family history, to build a historical record?	How can family history and social history support American History and vice versa?	What is social history and how does it compare with the general American history in textbooks? Why does that difference make social history work well for doing family history?	

Formative Performance Task		Formative Performance Task	Formative Performance Task
<p>Teach vocabulary relevant to genealogy. Share the importance of social history.</p> <p>Prompt students to use a variety of ancestor charts, oral narratives, “field notes”, and other means to gather information.</p> <p>Provide students with resources such as links to the Census Bureau, the National Genealogy Society, Cyndislist.com, etc.</p>		<p>Provide Research resources for educators and students that teach past the textbooks. Provide opportunities to learn about powerful movements, social justice and the systemic impact of racism rather than those texts that leave students with the misunderstanding of the value and contributions of Blacks in U.S. History.</p>	<p>Outline the main arguments being made by historical scholars such as Carter G. Woodson regarding the importance of teaching ALL students, specifically, African American students to learn about their history. As well, engage in discussions about the lived experiences of authors who write about racism, culture, and justice.</p>
Featured Sources		Featured Sources	Featured Sources
<p>Source A: https://familyresearchlibrary.com/pubs/form_instructions.pdf</p> <p>Source B: https://www.ngsgenealogy.org/free-resources/charts/</p> <p>Source C: https://www.ngsgenealogy.org/wp-content/uploads/Free-Charts-Templates/NGS-Basic-Pedigree-Ancestor-Chart_NGS_Final.pdf</p> <p>Source D: https://www.ngsgenealogy.org/wp-content/uploads/Free-Charts-Templates/Family_Group_Sheet_NGS_Final.pdf</p> <p>Source E: https://www.cyndislist.com/</p>		<p>Source A: 45 Books to Teach Children About Black History - The Culture</p> <p>Source B: 20+ Black History Books to Read with Your Kids - Red Tricycle</p> <p>Source C: Social Justice Books: A Teaching for Change Project</p> <p>Source D: 20 must-read books to learn more about Black history, racism and social justice</p>	<p>Source A: Carter G. Woodson, <i>The Mis-Education of the Negro</i></p> <p>Source B: DuBois, W. E. B., <i>The Souls of Black Folks</i></p> <p>Source C: Baldwin, James. <i>The Fire Next Time</i>. Reissue edition. New York: Vintage, 1992..</p> <p>Source D: Ogunleye, Tolagbe. “African American Folklore: Its Role in Reconstructing African American History.” <i>Journal of Black Studies</i> 27.4 (1997): 435–455. Print.</p> <p>Source E: Dewart Bell, Janet <i>Lighting the Fires of Freedom: African American Women in the Civil Rights Movement</i></p> <p>Source F: Partillo Beals, Melba: <i>Warriors Don't Cry: The Searing Memoir of the Battle to Integrate Little Rock's Central High</i></p> <p>Source G: Teacher Resource: Teaching for Black Lives, Edited by Dyan Watson, Jesse Hagopian, Wayne Au</p>
Summative Performance Task	Argument	<p>Social history is the study of “ordinary people’s everyday lives.” It is history from the bottom up instead of the top down. Social historians tend to identify something’s importance by how many people it affected. The social historian sees historical events as they affected groups collectively, not just how they affected exceptional people individually, and they study “the common people” and the frameworks within which they lived. It is a perspective much more inclusive of ethnic minorities, women, and age groups than is traditional political history. Moreover, the history of significant African American contributors (scientists, politicians, inventors, etc.) deserve a place in the annals of American History.</p>	
	Extension	<p>Investigate how other marginalized groups (women, children, immigrants, impoverished) have had their histories omitted from textbooks and the importance of their stories in American History.</p>	
Taking Informed Action		<p>Teaching students that social history is one of the most appropriate contexts for any of our ancestors’ stories is incredibly important. The more one studies the history of the times and its cultures, while also learning how to access sources particular to the family, the more one will be able to conceive of solutions to mysteries or the possibility that someone in a certain time and place had more (or fewer) options than we realized. Fictionalizing family history accounts can be valid, creative, and inspirational. Researching for the accurate social history context in which to place a family provides students with opportunities to find their roots, and thus, their wings. The importance of these stories are embodied in two quotes by Carter G. Woodson: (1) <i>Those who have no record of what their forebears have accomplished lose the inspiration which comes from the teaching of biography and history</i>; and (2) <i>If a race has no history, if it has no worthwhile tradition, it becomes a negligible factor in the thought of the world, and it stands in danger of being exterminated</i>. These two quotes set forth a call to action for educators to explore family histories.</p>	

TEACHING TOLERANCE



A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

My Textual Lineage

TEXT/AUTHOR
WHEN AND WHERE I READ THIS TEXT...
WHAT THIS TEXT MEANT TO ME WHEN I FIRST READ IT...
WHAT I STILL CARRY WITH ME FROM THIS TEXT TODAY...
HOW THIS TEXT INFLUENCED ME...
HOW THIS TEXT INFLUENCED MY IDENTITY...
THIS TEXT LED ME TO READ ...

© 2012 Teaching Tolerance