

**African American History Course
Curriculum Development
Running Meeting Agenda & Notes**

May 5	June 14	July 26

Next Meeting

July 26

Additional (non VDOE) Resources to vet

<https://goopenva.org/hubs/woodsoncollaborative>

Crash course on African American History

June 14 Agenda

Attendance: Mike Barak, Terrell Fleming, Jessica Minnix, Greg Ownby, Tracie Omohundro, Amanda Wilson

Review of Standards and Suggested Resources by Group

The committee began a review and vetting of resources provided by the VDOE

- 1619 Project
 - The year 1619 will be used within the course as a historical date but we will not be using and resources published by the NYT 1619 Project.
 - A team of teachers have vetted resources and within these sources they may reference the NYT 1619 project, but we will not using ontent directly sourced from it.
 - We also acknowledge that some of the resources that have been vetted and approved for the PCPS course may include a reference to *The 1619 Project* as an additional resource. Again, PCPS will not use information directly sourced from the NYT 1619 Project.
- Discussed Backstory Podcast for the topic, Arrival of the First Africans to British North America, as an instructional resource, but not necessarily as a primary source for students.
- Rejected several resources of historical bias as a secondary source/ one-sided bias
 - Book excerpt: Chapter 1: The Rebirth of Caste from *The New Jim Crow* by Dr. Michelle Alexander (pgs 1 -2)
 - The Color Line Teaching Activity. By Bill Bigelow -
 - Episode 3: The Birth of American Music (Blackface: The Birth of an American Stereotype - p. 21)
- Rejected all recommended resources from Howard Zinn

- Rated additional resources as strong or average
- Resources for teacher background, but not high quality or relevant for students
 - Tobacco in Colonial Virginia," by Emily Salmon and John Salmon (Encyclopedia of Virginia)
 - "Tobacco: Colonial Cultivation Methods" Historic Jamestown
 - Laws of Virginia, SEPTEMBER, 1672 --- 24th CHARLES II. 296
 - "Supporting Caste: The Origins of Racism in Colonial Virginia," by Patrick Anderson, Grand Valley Journal of History, 2 (December 2012: 1-15)
- Once all resources are identified, a resource map will be shared.

Controversial topics

- Identify resources for teaching controversial topics. See if ELA / Tracey Ingle has a resource used for novels (TKAM, Huck Finn, etc)
- Student perspective
 - Communicate to families/students that there will be graphic and challenging content.

Format for the course

- Chronological 1st, Thematic within those eras.

Field Trips

- VMFA - Visit September 2nd (Reserved) & Mrs. Girlies (SoulFood Restaurant)
- Visit to Moton Museum & Longwood University visit and tour
- Museum of History & Culture- pending per Fleming contact next month
- Historical tour of Richmond (Jackson Ward, Maggie Walker, Hollywood Cemetery, Shockoe Bottom)
- Petersburg & VSU/VUU
- Tour of Bell Mead- link to visit PLC/Old HS

Genealogy

- Possible extension activity in the future?
- Option for capstone
- Pause of 2021-2022 school year but will look further into options to connect students with the content

Local Component

- Bell Case, Pupil Placement Board
- BellMead (Sr. Maureen)
- [Digital Resources about Integration](#)

Resources suggested at 5/11 SB meeting

- From Slavery to Freedom (purchased)
- Stono (purchased)

May 5 Agenda/Minutes

Attendance: Mike Barak (v), Terrell Fleming, Jessica Minnix, Tracie Omohundro, Amanda Wilson

Start with a blank slate for resources

- Removed all resources from curriculum map and will re-insert as they are reviewed and vetted.
- No intention of using resources from the 1619 Project- we feel it is not appropriate for this course

Goals of this course - Discussion

- Expand content from the VDOE modules (connect locally and regionally)
 - Modules are included and we are planning on using them (pending review)
 - Add in field based experiences
- Opportunities for deeper exploration
 - Connect locally- we are rich in this region (Prince George, New Kent) (L Tillman- guest speaker- massive resistance)
 - Book African American History Museum- just book it :)
 - New Owner of Bellmeade (Mike Payne went to HS)
 - Can connect with AA churches (institutions)
 - Dr. Venable
 - John Rotherth (Powhatan Historical Society)
- Inquiry - develop historical thinking skills using primary/secondary sources
- Explore final products
 - Capstone- possibly a book study

Competencies and outcomes - Discussion

- African origins and developments of black experiences in NA
- Analyze and understand the institution of slavery in the US from colonial times and Reconstruction
 - Shape beliefs about race and supremacy of one race over another
 - Reword: Power dynamic and how one group came to be dominant
 - How it established (influenced) America's economy and politics
- Evaluate how AA have shaped, contributed, and have been shaped by the institutions, policies, and laws established by federal, state and local governments
- Evaluate and interpret the various paths of civic responsibility that led to quests for equality, justice, and freedom for individuals and communities facing barriers and oppression based on race, class and gender

Resources for Consideration

VDOE Course Map

- TBD - Vetted by PCPS curriculum team (Omohundro and Fleming will review)
- <http://www.powhatanhistoricalsociety.org/documents/History%20of%20the%20Powhatan%20County%20Historical%20Society.pdf>

Pacing:

- Fleming reach out to CCPS for pacing

Compelling Questions

- Need to set norms (What do I need to participate in an open and honest conversation about race, and this content?)
 - Talking about Race and Racism - Changed to "Should we talk about race and racism? Why is this important? How do we talk about it?"

Next meeting:

- Divide and conquer- can add sources we think may be beneficial for lower level students (differentiation)
- Content/ Resources/ and Learning Objectives- should this be okay in our local curriculum
- Guest speakers/Field experiences suggestions for assigned pages
- June- local content
- July- field experiences/guest speakers/capstone
- Homework - review standards for specific pages of the guidance document; be prepared to discuss
 - Jessica & Greg- 10-15
 - Tracie & Omohundro- 16-20
 - Terrell & Amanda- 21-27
 - Whole Group Analysis- pg. 9
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