**Month Two: Activities 8-11**

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| Activity Number  Time Requirement | EIGHT  SEVERAL WEEKS  Co-Curricular  Extra-Curricular |
| Title | The Art of the Race |
| Curriculum Areas  Standards | Visual Arts, Technology  VA: Cr2.1.III Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.  VA: Cr2.2.III Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.  VA: Cr2.3.III Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.  Technology: 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.  3.6 Students demonstrate the ability to make decisions based on ethical values.  4.3 Students individually demonstrate consistent, responsive, and caring behavior.  4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.  4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and world view. |
| Resource(s) | International Museum of the Horse. “The Chronicle of African Americans in the Horse Industry.” Accessed August 27, 2020.<https://africanamericanhorsestories.org/>.  “The Hidden Black History of the Kentucky Derby.” The Undefeated, ESPN Internet Ventures, 2020, theundefeated.com/videos/the-hidden-black-history-of-the-kentucky-derby/.  "Paper Mache Horse." You Tube, Uploaded by Ultimate Paper Mache. 19 Mar. 2010, <https://www.youtube.com/watch?v=iwfA-IoB9pc>  Ball, Edward. “Retracing Slavery’s Trail of Tears.” *Smithsonian Magazine*, Smithsonian Institution, Nov. 2015, [www.smithsonianmag.com/history/slavery-trail-of-tears-180956968/](http://www.smithsonianmag.com/history/slavery-trail-of-tears-180956968/).  Talbott, Tim. “A Witness to a Kentucky Slave Coffle.” Random Thoughts On History, Tim Talbott, Dec. 2013, randomthoughtsonhistory.blogspot.com/2013/12/a-witness-to-kentucky-slave-coffle.htm.  Boone, Charles. “Trail of Tears: Applying Common Core.” Teachers Pay Teachers, TpT, 2016, [www.teacherspayteachers.com/Product/Trail-of-Tears-Applying-Common-Core-136507](http://www.teacherspayteachers.com/Product/Trail-of-Tears-Applying-Common-Core-1365071). |
| Instructions | Creative studies group will be established.  Option: Students will do portrait work of individual jockeys and trainers in the horse racing industry.  Option: Students will do a “Trail of Trials/Tribulations” modeled after pictures depicting slaves leaving the Virginias to uncertain futures in the South.  Option: Students will create and collaborate through online technology sites such as ZOOM, BlackboardCollaborate and/or Adobe Connect with other students in neighboring and/or distant counties to devise a way to express the history of endurance and devotion of African American pioneers in the horse racing industry.  Option: Murals collaborations and memorial models will be the culminating activity for this component of the unit.  Option: FMD (Functionally Mentally Disabled) students will work with NHS (National Honor Society) and NBC (National BETA CLub) clubs to create artwork with African American Jockeys of the Kentucky Derby. A functional art project could be placemats that are be laminated and mailed to various nursing homes nearby counties.  Option: Teacher will collaborate with Kentucky Council of the Arts to create grant monies for canvases to be used, once again, as tablecloths at the Kentucky Derby. The 11 Jockeys will be depicted in painted canvas cloths. 15 of the African American Jockeys' winning horses will be painted and depicted, riderless, to enhance the need to get young African Americans acquainted with their past heritage. These works of art will be displayed on tables as centerpieces with biographies of horse/trainer and jockey, if information is available.    Option: If collaboration and/or funding is not possible through the KY Arts Council, teacher(s) and students will collaborate on material donations or a Go Fund Me Page for materials to create individual and/or group art works. |

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| Activity Number  Time Requirement | NINE  1 DAY |
| Title | How Jim Crow Stole the Soul of Kentucky Derby Racing |
| Curriculum Areas  Standards | US History 1877 to Present  Using Evidence  • HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of  perspectives relevant to compelling and/or supporting questions in U.S. history.  • HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of  perspectives relevant to compelling and/or supporting questions in U.S. history.  • HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims  relevant to compelling and/or supporting questions in U.S. history. |
| Resource(s) | International Museum of the Horse. “The Chronicle of African Americans in the Horse Industry.” Accessed August 27, 2020.<https://africanamericanhorsestories.org/>.  “How African-Americans Disappeared From The Kentucky Derby.” The Conversation, 4 May 2017, theconversation.com/how-african-americans-disappeared-from-the-kentucky-derby-76908.  Loewen, James W. “Correct(Ed): How To Teach The Nadir Of Race Relations.” Edjustice, National Education Association, 2020, neaedjustice.org/social-justice-issues/racial-justice/corrected-teach-nadir-race-relations.  “Plessy v. Ferguson 1896: Primary Documents in American History.” Web Guides, The Library of Congress, 27 June 2018, [www.loc.gov/rr/program/bib/ourdocs/plessy.html](http://www.loc.gov/rr/program/bib/ourdocs/plessy.html).  Palumbo, Mike. “The Jim Crow Experience.” 20th Century History Song Book, Mike Palumbo, 2020, 20thcenturyhistorysongbook.com/song-book/race-relations/the-jim-crow-experience/.  "Jim Crow Blues - Ledbelly." You Tube, Uploaded by Nathn Schneider, 09 June 2010, <https://www.youtube.com/watch?v=Fq0lXTTS_1E&list=RDFq0lXTTS_1E&start_radio=1&t=93>.  “Blues As Protest.” Library: Library of Congress, 2020, [www.loc.gov/item/ihas.200197401](http://www.loc.gov/item/ihas.200197401). |
| Instructions | Teachers will reach out to local artists to assist students with creating a protest poem or song about the vanishing African American Jockeys of the racing industry, specifically in Kentucky and the Derby. |

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| Activity Number  Time Requirement | TEN  10 Days |
| Title | If I Can’t Persuade You, Then Show Me Your Argument |
| Curriculum Areas  Standards | Communication (Writing), US History 1877-Present  C:C.10.1.c Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  C.10.1.d Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.  C.10.1.e Establish and maintain a task appropriate writing style.  C.10.1.f Provide a concluding statement or section that follows from and supports the argument presented.  C.10.1.g Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  C.10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.  US History 1877-Present  Using Evidence  • HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.  • HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.  • HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history. |
| Resource(s) | McKenzie, Sheena. “The Forgotten Godfathers of Black American Sport.” CNN, 22 Feb. 2013, w[ww.cnn.com/2013/02/22/sport/black-jockeys-horse-racing-sports-stars/index.htm](http://www.cnn.com/2013/02/22/sport/black-jockeys-horse-racing-sports-stars/index.html). |
| Writing/Communicating  Resource(s) | “7t Sample Persuasion Letters.” Sample Letter Word, Microsoft, Inc., 2020, [www.sampleletterword.com/7-sample-persuasion-letters.html](http://www.sampleletterword.com/7-sample-persuasion-letters.html).  Tucker, Catlin. “Common Core: Teaching Argument and Informational Paragraph Writing.” Catlin Tucker, 7 Aug. 2013, catlintucker.com/2013/08/common-core-teaching-argument-informational-paragraph-writing/.  Rush, Bobby L. “H.Res.231 — 109th Congress (2005-2006).” Congress.gov, Library of Congress, 21 Apr. 2005, [www.congress.gov/bill/109th-congress/house-resolution/231/text](http://www.congress.gov/bill/109th-congress/house-resolution/231/text). |
| Instructions | Students will write persuasive or argumentative letters, papers, or editorials about the Jim Crow Law elimination of African American horsemen at the Kentucky Derby.  Example or suggestion of a claim to argue: Celebrities need to not only come to the Kentucky Derby, but all patrons of equine sports should contribute some way in which young African Americans can once again take their place among the nobility of the “Sport of Kings,” and hold their place among the elite. |
| Appendix Material(s) | Argument Paragraph Template   |  | | --- | | Claim: States your position in relation to the topic. | | Data/Evidence:  Support your claim with a fact, statistic, quote, percentage, etc. & cite where that information came from. | | Warrant: Explain why or how the evidence/data supports your claim. Typically 2-3 sentences in length. | | Counterargument:  State a logical counterclaim. Use language to show this is a conflicting viewpoint (i.e. although, even though, despite, however, in contrast, etc.) | | Rebuttal: Present data and analysis to discredit or prove the counterclaim is weak. Typically 2-3 sentences in length. | | Conclusion statement | |

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| Activity Number  Time Requirement | ELEVEN  2 DAYS |
| Title | The Black Book |
| Curriculum Areas  Standards | Reading Informational  RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.  RI.10.6 Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.  RI.10.7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.  RI.10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.  RI.10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts. |
| Resource(s) | Morrison, Toni. “It's Like Growing Up Black One More Time.” *The New York Times*, 11 Aug. 1974, [www.nytimes.com/1974/08/11/archives/rediscovering-black-history-it-is-like-growing-up-black-one-more.html](http://www.nytimes.com/1974/08/11/archives/rediscovering-black-history-it-is-like-growing-up-black-one-more.html).  Morrison Essay Analysis:  Khatana, Nidhi. 2013. “Toni Morrison’s Beloved: Rediscovering History,” 4. <http://iasir.net/AIJRHASSpapers/AIJRHASS13-147.pdf>  Order The Black Book:  Harris, M. A., Morris Levitt, Roger Furman and Ernest Smith. *The Black Book.* Random House New York, 1974.  <https://www.amazon.com/Black-Book-35th-Anniversary/dp/1400068487> |
| Instructions | Students will read Morrison’s argument and analyze, through a written assessment, her arguments in terms of the persuasive / argumentative technique with:   * Claim * Counterclaim * Rebuttal |