### **Daily Lessons Outline**

Day 1 Learning Target: I will be able to describe my community.

* The teacher shows an example of his/her community. Explain that students will do the same at the end of the lesson.
* Introduce vocabulary: African Americans, breed, community, economy, horsemen, horse racing, impact, industry, jockey, tradition, purse
* Use Google slide or create an anchor chart with these terms with visuals. See Google slide document in Appendix section at the end of the module.
* Introduce the module/unit: “During our unit, we will learn how communities in Kentucky were impacted (changed) because of African Americans in horse racing.”
* This lesson will include students working in pairs and using the technology of your choice. These skills must be taught prior to the lesson.
* Success criteria: Students draw a picture/write a sentence describing their community. You may see them draw their home, apartment, park, school, neighborhood, or wherever they live.

Day 2 Learning Target: I will be able to describe how others impact my community.

* Teacher reviews examples of the students’ community.
* Review vocabulary words for the week. Today, knowing these vocabulary definitions will be useful: *community, impact, economy, traditions*.
* Today’s lesson, we will describe how others impact our community. The teacher gives examples of how people impact the community. You could discuss: service providers, educators, farmers, Toyota or other companies.
* Have students use their picture from yesterday to describe how people in their community impact their community.
* Success criteria: Students can add to their drawing/write a sentence describing how a person/people impact their community. Students have the choice to write a sentence or draw a picture. You may see them draw their home, apartment, park, school, neighborhood, or wherever they live and how that particular person impacts the community.

Day 3 Learning Target: I will be able to describe how the horse industry impacts communities in Kentucky.

* Introduce the success criteria: I can describe how the horse industry impacted communities in Kentucky.
* Read a story about Kentucky Horse Racing or any story on horse racing so students have background knowledge on horse racing. See background for resources.
* Introduce vocabulary: jockey, community, traditions. These vocabulary words should be within the story to help explain these words.
* Students will describe how the horse industry impacts communities in Kentucky with a drawing, use Think-Pair-Share (Think individually, pair up and share your answer) to have partners answer the question verbally or in writing. This is a pair’s choice.
* Success Criteria: I can describe how the horse industry impacts communities in Kentucky. Examples: *Jockeys gained wealth, jobs for men on horse farms, students can learn about farming/taking care of a horse, etc.*

Day 4 Learning Target: I will be able to describe how African American men in the horse industry impacted communities in Kentucky.

* Success Criteria: I can describe how African American men in the horse industry changed Kentucky communities.
* Review yesterday’s lesson, ways the horse industry impacted communities in Kentucky.
* Let students know that those you shared were from one perspective, the racehorse owners, or those who were fortunate to attend the race. These men/women were white/caucasian Americans. Today we will discuss how African American men impacted the communities in Kentucky.
* Introduce various horsemen-Issac Murphy, Dudley Allen, Abe Hawkins, Oliver Lewis- See also: “African American Jockeys - Bing Video.” n.d. Accessed September 8, 2020.<https://www.bing.com/videos/search?q=african+american+jockeys&docid=608030990731051896&mid=EC81EBB3801E433EBB7DEC81EBB3801E433EBB7D&view=detail&FORM=VIRE>.
* Chronicle References for the horsemen on the Chronicle of African Americans in the Horse Industry https://africanamericanhorsestories.org/
* Horsemen's impact on their communities:
  + Issac Murphy-Lexington, KY-rode in the Kentucky Derby 11 times and 1st to win successive KY Derby Crowns 1890 and 1891.
  + “Isaac Burns Murphy | American Jockey.” n.d. Encyclopedia Britannica. Accessed September 8, 2020.<https://www.britannica.com/biography/Isaac-Burns-Murphy>.
  + Dudley Allen-Stable owner-Jacobin Stables
  + Abe Hawkins-Record breaker-Great Post Stakes, won Jersey Derby twice
  + Oliver Lewis-Won the 1st KY Derby in 1875 with Aristides by two lengths.
* Watch: Black Beauty - History of the Black Jockey, Kentucky Derby, Churchill Downs. 2018.<https://www.youtube.com/watch?v=2lxuENEgpKg>.
* Read person profiles on Chronicle website for these individuals: Oliver Lewis, Anthony Hamilton, Willie Sims, Jimmy Winkfield, Alonzo Clayton, James “Soup” Perkins, Issac Murphy
* Discuss how these men impacted their community being African American jockeys.
* Assessment: Have students draw a picture or write a sentence describing how one of the men impacted their community.

Day 5 Learning Target: I will be able to describe how African American women whose husbands were in the horse industry impacted communities in Kentucky.

* Success Criteria: I can describe how African American women in the horse industry changed Kentucky communities.
* Introduce “Woman Up” theme from the Chronicle website, and jockey wives (husband)-Margaret Allen (Dudley Allen), Lucy Brown (Edward Dudley Brown, Bettie Colson (Raleigh Colston, Jr.), Clara Perry (Abraham Perry) “Holding the Purse Strings”, “The Road Less Traveled” https://africanamericanhorsestories.org/stories
* Discuss how these women impacted their community as wives of African American jockeys.
* 20th-21st century jockey women-African American female jockey-Cheryl White-1st African American female-This video may be for teacher’s eyes only because it's about Cheryl, but there is not a lot of footage for students to see.
  + *Hidden Figures: Cheryl White* #BlackHERstoryMonth 13/29. 2020.<https://www.youtube.com/watch?v=vG0NI7qzwy4>.
  + “Long Shot” on the Chronicle website: https://africanamericanhorsestories.org/explore/stories/longshot
* Black Canadian female jockey-Teneca Wolfe
  + Video: *Female Jockey Makes Canadian History*. 2016.<https://www.youtube.com/watch?v=M14yTO0aDMI>.
* Assessment: Have students draw a picture or write a sentence describing how one of the women impacted their community.

Day 6 Learning Target: I will be able to describe how African Americans in the horse industry impacted communities in Kentucky.

* Review the first 4 days of the module-Community, the impact of the horse industry, the impact of African American jockeys, and their wives’ and women jockeys’ impact.
* Why have African American jockeys disappeared?
  + Video: *Honoring African -American Jockeys*. 2020.<https://www.youtube.com/watch?v=gd9M_2UvP3Y>
* Introduce the culminating activity: Students will describe how African Americans in the horse industry impacted Kentucky communities. Creating jobs for others in the horse industry was a major impact in the 1800s and continues today.
* Share Kevin Krigger’s story, he is the 2nd African American jockey to have ridden in the Kentucky Derby since 1921:
  + Video: *African American Jockey Aims for Derby History*. 2013.<https://www.youtube.com/watch?v=UC06jFH3rT4>.
* See also: Kevin Krigger person profile on the Chronicle website.
* Jeremy Reese is currently working in the horse industry. See his profile on the Chronicle website.
* Students will display their answers through some type of technology: PowerPoint/Google Slide, Padlet, Jamboard, create a video, FlipGrid, Kahoot, class picture book, etc. *Be creative! Do not hold your students back because of your fear of technology!*
* Students begin planning how they want to display their answer.
* Use a rubric with simple expectations for students to follow. This can be a whole group activity as well.

Days 7 & 8 Learning Target: I will be able to describe how African Americans in the horse industry impacted communities in Kentucky. (Continue if you need more time)

* Students will work on their visual presentation explaining how African Americans impacted Kentucky communities.
* Students can compare how their responses are alike and different.
* On the final day, present this activity to other classrooms or parents.
* Use the rubric provided to assess work or create your own.
* Use “Rally Coach”: students can use the rubric to assess each other’s work. One student coaches and praises the student using the rubric. Switch roles so the other student receives coaching and praise.