



## **HerStory: The Untold Stories of African American Women in History**

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This curriculum unit is recommended for:  
American History/African American Studies/Women Studies/High School

**Keywords:** African American Women in history, music, art, literature, entrepreneurship, entertainment.

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

### **Synopsis:**

This unit will focus on the untold stories of African American women and their contributions to the American landscape. Why are these women not a part of mainstream history? Why do we as Americans only think to celebrate and recognize the contributions of African Americans to our nation only for twenty eight days out of the year? African American history is American history. This unit's purpose is to show the vast contributions African American women have contributed to history and the importance of these women in shaping history. We can no longer pretend that the history of this country is all about the accomplishments of white men. We do a disservice to our students of all races, but especially African American girls, by not teaching them about the exceptional contributions of African American women. This unit will hopefully give students an opportunity to learn about women in history that made their mark on America.

*I plan to teach this unit during the coming year to 20 students in African American Studies.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## Introduction:

Cochrane Collegiate Academy is a one-to-one technology school, where the students have a device and take it home every day. I will use many online resources as a part of my unit to teach the content and help students master the curriculum. Our textbook is also available online, as are other resources such as YouTube, online articles and useful websites. I use Canvas as my delivery platform for my students. This is where all assignments are posted and submitted throughout the semester.

The African American experience spans four hundred years, from the initial settlement of the American continent by Europeans and the establishment of the Trans-Atlantic slave trade, and down through the present day. Throughout their sufferings and ordeals, the people of African descent who were brought involuntarily to this country found the courage and creativity to "make themselves." They constructed their own unique rituals, traditions and symbols; a distinct spirituality, music, art, dance and folklore; a rich cultural heritage, kinship, and community; and a complex body of political and social ideas about the contradictory nature of American democracy and the position of black people within it. In effect, black Americans made their own history, although not always in the manner in which they chose because they were encumbered by the constraints of institutional racism and white privilege. This course in the African American experience is largely constructed around the voices and language used by black people themselves. The course is organized chronologically, with an emphasis on the ideas of black social thought, political protest, and efforts to initiate social change. About one half of the course covers the historical foundations and background to the modern black experience, from the struggle against slavery to the Harlem Renaissance. The second half of the course focuses on the past seventy years, from the Great Depression to the twenty-first century.

During our course, we talk about a wide spectrum of African American leaders, intellectuals, organizations, and institutions. Some have focused their energies primarily on finding ways for the black community to survive discrimination and oppression. Through the development of their unique cultural and social traditions and the establishment of African American organizations, black people have managed to sustain themselves in the face of almost constant adversity. Other African Americans have advocated strategies of collective political change, challenging the barriers of inequality in white America. And still, others have resorted to more radical means, from the slave rebellions of the nineteenth century to the ghetto uprisings of the late twentieth century, to improve the conditions of the black people. Despite these differences, what brings together nearly all representatives of the black experience are the common efforts to achieve the same goals: the elimination of racism, the realization of democratic rights and greater social fairness within a racially pluralistic society, and the achievement of cultural integrity of the black community.

Through the course activities, required readings and discussions, hopefully students will acquire a fuller understanding about the historical development and social construction of black America: what African Americans have thought about themselves and the larger society, how

they have evolved as a community with a distinct culture from slavery to the twenty-first century, and where they may be going as a people. <sup>1</sup>

## Rationale

I am creating this unit for my African American Studies course. This is an elective course for upper-class students only. I have 20 students in this course. We have not had this course offered at my school since the 2013-14 school year when I last taught it. We are also using project-based learning within our blended learning platform of instruction. Our school uses data from previous NC Finals and projected scores to determine a baseline for instruction. At the beginning of the semester, I give a pre-assessment that I create from Schoolnet. Based on the data from that test, I gauge what standards need more attention, and that allows me to see where my students are already. Our school uses the blended learning model for instruction. The teacher's role is to facilitate instruction using technology as the main tool for instruction.

History is taught to our young people as early as kindergarten when we tell them about discovering America. But, are we telling the whole story? As a young person growing up I can remember learning American history, but it rarely included information about how African Americans contributed to American history. Of course the obligatory mention of slavery then we had the Civil Rights Movement when Rosa Parks refused to give up her seat on a bus, Martin Luther King Jr. marched on Washington and things were better for black people. Why are African Americans left out of mainstream American history, when the truth is Black History is American History. As an African American Woman, I am frightened that young African American women do not know about the extraordinary role models in history that have untold stories. There is a wealth of information about these women and how they contributed to the fabric of our nation. We owe it to our young African American women especially, to share with them the stories of those strong women in history who made history and were unstoppable, despite the obstacles and challenges in their way.

This clip is from one of my favorite tv shows. It embodies the strength of African American women. Enjoy!

## [Video](#)

## Demographics

Cochrane Collegiate Academy is a 6-12 school with a traditional middle school 6-8 and a Blended Learning Magnet High School called iMeck Academy. Our current total enrollment is 940 students: 217 (23%) 6th grade, 188 (20%) 7th grade, 236 (25%) 8th grade, 100 (11%) 9th grade, 77 (8%) 10th grade, 55 (6%) 11th grade and 67 (7%) 12th grade. Our demographics are 52.3% Hispanic, 39.3% African American, 2.8% Asian, 2.8% White, and 2.7% other. We have 9.2% of students with disabilities, 1.1% AIG, 3% McKinney-Vento, and 22.9% English Language Learners. I currently teach 11-12 grade American History II, African American Studies and Latin American Studies. Our school is currently a Title 1 school as defined by the Federal Elementary and Secondary Education Act. This group of students has above an 85%

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<sup>1</sup> "STANDARD COURSE OF STUDY." Table of Contents. <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

passing rate in both Civics and Economics and American History I. They have shown growth in the past two years in both subject areas. They are coming to me with a lot of background knowledge and expertise.<sup>2</sup>

### **NC Learning Objectives**

During this unit, I plan to address the following learning objectives and standards:

AAS.H.1.1 Use primary and secondary sources to interpret various historical perspectives.

AAS.H.1.2 Analyze competing historical narratives and debates among historians.

AAS.H.1.3 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

AAS.H.1.4 Analyze how historical context shapes and continues to shape people's perspectives.

Common Core Literacy Standards Grade 11-12<sup>3</sup>

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

By the end of grade 12, read and comprehend history/social studies texts in grades 11-CCR text complexity band independently and proficiently.

### **Content Research:**

I want to focus on specific African American women in history. There are so many categories that I can focus my research on. I plan to include two or three individuals in each category from different time periods. Focusing on specific African American women in history will hopefully encourage my students to dig deeper and research other stories of phenomenal women.

Education:

Mary Jane Patterson was the first African American college graduate from Oberlin College in 1862. Her birth is noted in 1840 in Raleigh, North Carolina to slave parents. Her father, Henry Erving Patterson, was a childhood friend of the future president Andrew Johnson. In about 1852, either they escaped or were freed and left North Carolina and settled in Oberlin, Ohio in 1856. Henry Patterson worked as a skilled mason and the family boarded black students.<sup>4</sup>

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<sup>2</sup> "Cochrane Collegiate Academy Profile (2019-20): Charlotte, NC." Public School Review. <https://www.publicschoolreview.com/cochrane-collegiate-academy-profile>.

<sup>3</sup> "English Language Arts Standards " History/Social Studies " Grade 11-12." English Language Arts Standards " History/Social Studies " Grade 11-12 | Common Core State Standards Initiative. <http://www.corestandards.org/ELA-Literacy/RH/11-12/>.

<sup>4</sup> Smith, Jessie Carney, ed., *Notable Black American Women, Book 1*, Gale Research, 1992.

Oberlin College had admitted its first black student in 1835 and became the nation's first coeducational institution of higher education in 1837. In 1857 Mary Patterson entered a one-year preparatory course at Oberlin College. At that time most Oberlin women followed the two-year ladies' or literary course which led to a diploma; however after her preparatory year Patterson entered the four-year gentleman's course in classics that led to a traditional Bachelor of Arts degree. Patterson's studies included Latin, Greek, and mathematics. Mary Patterson taught briefly in Chillicothe, Ohio and later moved to Philadelphia, where she assisted in the female department of the Institute for Colored Youth. In 1869, Patterson moved to Washington, DC to teach at the newly established one-year Preparatory High School for Colored Youth, which later became the prestigious Dunbar High School. In 1871 Patterson became the principal and was the first African American appointed to a high school in Washington, DC. However, after one year she was demoted to assistant principal under Richard Green, the first African American graduate of Harvard University. When Green left after one year, she resumed the principal position. Among her achievements were the establishment of commencement at the high school level and the addition of a teacher-training program. In addition to teaching and school administration, Patterson was active in various civic projects. Patterson died at the age of 54, on September 24, 1894 at her home in Washington, DC. <sup>5</sup>

Mary McLeod Bethune was the youngest of seventeen children to Samuel and Patsy McLeod. She was born on July 10, 1875 near Maysville, South Carolina. After the Civil War her parents purchased land from their former owners where they grew cotton. By age 16 Mary could pick up to 250 pounds of cotton a day. Mary would go on to graduate from Scotia Seminary, a boarding school in North Carolina in 1894. She next attended Dwight Woody's Institute for Home and Foreign Missions in Chicago, Illinois. But, no church was willing to sponsor her as a missionary, and Bethune became an educator. The Bethunes moved to Palatka, Florida where Mary worked at the Presbyterian Church and sold insurance. In 1904 after her marriage ended, Bethune opened a boarding school, the Daytona Beach Literary and Industrial School for Training Negro Girls. Eventually Bethune's school became a college merging with the all-male Cookman Institute to form Bethune-Cookman College in 1929. It issued its first degrees in 1943.<sup>6</sup>

A champion of racial and gender equality, Bethune founded many organizations and led voter registration drives after women gained the vote in 1920, risking racist attacks. In 1924, she was elected president of the National Association of Colored Women's Clubs, and in 1935, she became the founding president of the National Council of Negro Women. Bethune also played a role in the transition of black voters from the Republican Party—"the party of Lincoln"—to the Democratic Party during the Great Depression. A friend of Eleanor Roosevelt, in 1936, Bethune became the highest ranking African American woman in government when President Franklin Roosevelt named her director of Negro Affairs of the National Youth Administration, where she remained until 1944. In 1940, she became vice president of the National Association for the Advancement of Colored Persons (NAACP), a position she held for the rest of her life. Bethune was a businesswoman who co-owned a Daytona, Florida resort and co-founded the Central Life Insurance Company of Tampa. Honored with many awards, Bethune's life was celebrated with a

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<sup>5</sup> Sterling, Dorothy, ed., *We Are Your Sisters: Black Women in the Nineteenth Century*, Norton, 1984.

<sup>6</sup> Flemming, Sheila Y. "Excerpts from: Bethune-Cookman College 1904-1994: The Answered Prayer to a Dream." Bethune-Cookman College. Accessed August 11, 2006.

memorial statue in Washington DC in 1974, and a postage stamp in 1985. Her final residence is a National Historic Site.<sup>7</sup>

## Arts

The first African American to publish a book, Phillis Wheatly (ca. 1753-1784) became a symbol of black achievement and her writings offered testimony against white racial prejudice and the institution of slavery. She was brought to the colonie by slave traders when she was about seven or eight years old from West Africa. She was brought to Boston and purchased by a wealthy merchant-tailor John Wheatly and his wife Susanna. Although Phillis spoke no english, the Wheatly's recognized her unusual ability and precocity. She learned very fast and lived more like the Wheatly's daughter than a slave. Within two years she spoke english fluently and by twelve she published her first poem in a Rhode Island newspaper. Phillis, probably named after the boat that carried her out of Africa, earned the respect and admiration of many colonial leaders including John Hancock. She traveled to England in 1773, where London received her well. Her english contact encouraged her work and supported her publication *Poems on Various Subjects, Religion and Moral* (1773).<sup>8</sup> In 1776 she published a poem dedicated to George Washington, who she would later visit in Cambridge, Massachusetts.<sup>9</sup>

Unfortunate would strike Phillis and her family in 1774 and her life would spiral downward. Her unhappy marriage to John Peters, a free black, produced three children, two of whom soon died. Abandoned by her husband, Phillis took to working in a boarding house, but in December, 1784, both she and her remaining child died.<sup>10</sup>

Gwendolyn Brooks was born in Topeka, Kansas on June 7, 1917 to Keziah and David Brooks. The family moved to Chicago later that year where her two siblings were born. Brooks was an avid reader and her family encouraged her by providing books and taking her to meet Harlem Renaissance and Kansas author Langston Hughes. Brooks published her first poem in a children's magazine at the age of thirteen. Her works reflected her experiences growing up with racism in Chicago. Her first success was *A Street in Bronzeville*, a book of poetry published in 1945, which addressed important political and social issues. Her second book of poetry, *Annie Allen*, published in 1950, studied black urban life in post-war Chicago. Brooks was the first African American poet to receive a Pulitzer Prize.<sup>11</sup>

Brooks taught at various universities including Columbia and Elhurst. In 1968 Brooks was

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<sup>7</sup> Sitkoff, Harvard. "Mary McLeod Bethune." *Encyclopedia of the Great Depression*. Ed. Robert S. McElvaine. New York: Macmillan Reference USA, 2004. *U.S. History in Context*. Accessed March 25, 2015.

<sup>8</sup> Vincent Carretta, *Phillis Wheatley: Biography of a Genius in Bondage* (University of Georgia Press, 2011.)

<sup>9</sup> Benjamin Griffith Brawley, Note on Wheatley, in *Early Negro American Writers: Selections with Biographical and Critical Introductions*, edited by Brawley (Chapel Hill: University of North Carolina Press, 1935), pp. 31-55.

<sup>10</sup> Sidney Kaplan, "Phillis Wheatley," in *The Black Presence in the Era of the American Revolution, 1770-1800* (Greenwich, Conn.: New York Graphic Society, 1973), pp. 150-170.

<sup>11</sup> Kent, George E. *A Life of Gwendolyn Brooks*. Lexington: University Press of Kentucky, 1990.

named Poet Laureate of Illinois and in 1985 the Library of Congress Consultant in Poetry, the first African American woman to hold that honor. Brooks was awarded over 75 honorary doctorate degrees during her lifetime and won numerous literary awards. Brooks died on December 3, 2000 at the age of 83.<sup>12</sup>

Alice Dunnigan was born April 27, 1906 in Russellville, KY to sharecroppers Willie and Lena Allison. Many thought her fate was sealed when she married a local tobacco farmer at the age of 19. But she wanted more out of life and ended the marriage in 1930 to teach public school. While she was enrolled in Journalism class at Tennessee Agricultural and Technical College (now Tennessee State University). In 1936 she became a freelance reporter for the Chicago branch of the American Negro Press (ANP). She became a reporter for the Chicago Defender in 1946 while attending Howard University. By 1948 she was covering the Truman re-election campaign. She would have to fund her travels herself, because the ANP would not cover it.<sup>13</sup>

During her career she was constantly discriminated against. In 1953 she was banned from covering a speech given by President Eisenhower in an all white auditorium. When Sen. Robert Taft of Ohio died in 1953, she was forced to sit with the servants to cover his funeral. In 1960 she left the ANP to work for the Kennedy-Johnson presidential campaign. She was on Johnson's staff, continuing to serve when he became president after Kennedy's assassination in 1963. Between 1966 and 1967, she was an information specialist for the department of labor. Dunnigan also served as an associate editor with the President's Commission on Youth Opportunity in 1967. She retired from government service in 1970. Alice Allison Dunnigan was the first African American female correspondent at the White House and the first African American female member of the Senate and House of Representatives press galleries.<sup>14</sup>

## Politics

Constance Butler Motley was born in New Haven, Connecticut in 1921 to parents who were natives of the Caribbean Island of Nevis. She attended integrated New Haven public schools before attending college at the historically black Fisk University in Nashville, Tennessee and then transferred to New York University. She was the first African American woman to attend Columbia University School of Law and received a law degree in 1946. Later that year she went to work at the NAACP Legal Defense Fund where she remained for twenty years. There she worked with and befriended Reverend Dr. Martin Luther King Jr. and other leading figures of the Civil Rights Movement. In 1954 she wrote the first legal brief in the groundbreaking *Brown vs. Board of Education* case. In 1957, Motley won an equally significant case in Little Rock Arkansas after protestors spat on nine black teenagers and physically prevented them from attending central High School an all-white school. In 1962, Motley represented dozens of young people, later known as the Freedom Riders, who integrated public transportation by defying violent protests to ride buses deep into the South. She won all ten cases she argued before the Supreme Court, the first African American woman to argue before the highest court in the land.

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<sup>12</sup> Melhem, D. H. *Gwendolyn Brooks: Poetry and the Heroic Voice*. Lexington: University Press of Kentucky, 1987.

<sup>13</sup> Booker, C., 2015. *Alone Atop The Hill*. University of Georgia Press.

<sup>14</sup> Morrow, M., 2009. *Alice Allison Dunnigan Was A National Pioneer Journalist For African Americans, Women*. [online] The Logan Journal. Available at: <<http://www.theloganjournal.com/Stories.aspx?Article=guests6>> [Accessed 28 October 2020].

She also represented successfully plaintiffs who became the first African Americans to attend numerous southern colleges such as James Meridith who integrated the University of Mississippi.<sup>15</sup>

In 1964, Motley entered the political arena and became the first African American woman elected to the New York State Senate and a year later, the first African American woman elected as Manhattan borough council president. President Lyndon Johnson appointed her as a federal judge in 1966, and became the first African American woman to hold this position. In 1982, Judge Motley was elevated to Chief Judge of the United States District Court for the Southern District of New York, the largest federal trial court in the United States; and Judge Motley assumed senior status in 1986, and continued serving with distinction for the next two decades. Judge Motley died in September 2005.<sup>16</sup>

## Music

Often known as the “Godmother of Rock n Roll”, Sister Rosetta Tharpe was born in Cotton Plant, Arkansas in 1915. By the age of six she had mastered the guitar and attended church conventions with her mother Katie Bell Nubin. They soon relocated to Chicago where her mother preached on street corners. In 1934, Tharpe married a traveling preacher who joined the mother-daughter act. In 1938, mother and daughter relocated to NYC where Tharpe quickly landed a spot at the Cotton Club.<sup>17</sup>

Tharpe began performing and recording both gospel and secular songs. She recorded the first of four songs in 1938 during a session that included her first hit “Rock Me” along with “Than’t All.” She was 28 at the time, just launching her career as gospel’s first real hitmaker and first crossover artist. Four years later in 1942, Billboard Magazine praised her as the “rock n roll spiritual singer.” Although not of the best quality, these early recordings are considered some of the first rock n roll records. Elvis Presley, Jerry Lee Lewis, and Johnny Cash were all inspired by Tharpe. Little Richard and Chuck Berry are both quoted as saying they “owe their careers” to Tharpe.

Tharpe continued to tour and make new music throughout the fifties and into the sixties when her music began to fade due to the rise of male and white rock singers and musicians who appealed to more mainstream culture. Sister Rosetta Tharpe died from a stroke in Philadelphia in 1973.<sup>18</sup>

Nina Simone was born Eunice Waymon in Tryon, NC in 1933. Her mother was a devout Methodist preacher and her father an entrepreneur. As a young girl Simone would sing with her mother’s choir. The local piano teacher heard her and convinced her mother that she needed lessons. She would teach Simone for the next four years and organized the Eunice Waymon Fund to raise money for Simone to continue her training after she left for high school. To thank

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<sup>15</sup> Motley, Constance Baker. *Equal Justice Under Law: An Autobiography*. New York, NY: Farrar, Straus, and Giroux, 1998.

<sup>16</sup> Smith College, Sophia Smith Collection. “Finding Aid to the Constance Baker Motley Papers, 1948-1988: MS 110,” 2015

<sup>17</sup> Liptrott, Josephine. “BIOGRAPHY: Sister Rosetta Tharpe – The Godmother of Rock 'n' Roll.” The Heroine Collective, November 3, 2015. <http://www.theheroinecollective.com/sister-rosetta-tharpe-the-godmother-of-rock-n-roll/>.

<sup>18</sup> Jason Ankeny, “Sister Rosetta Tharpe: Biography & History,” AllMusic, 2020, <https://www.allmusic.com/artist/sister-rosetta-tharpe-mn0000013511/biography>.



those who supported the fund, Simone performed her debut recital at the TRyon Library in 1943 at the age of eleven. Simone’s parents were forced to give up their seats for white audience members at the event. Even at age 11 she was a fierce defender of what she thought was right. Simone refused to play until her parents were returned to their rightful seats in the front row. <sup>19</sup>

Simone would go on to attend boarding school in Asheville, NC. After graduation she moved to NYC in 1950 to attend a summer program at Julliard with plans to apply for a scholarship at Curtis Institute of Music in Philadelphia, but unfortunately she did not get the scholarship or admittance, allegedly because of her race. She worked odd jobs before returning to music as an accompanist and private teacher. Eventually she began planning and singing at a bar in Atlantic City. There she changed her name, and her career began to take shape. After living in France and traveling around Europe, Simone returned to America having built a career and reputation for expressing her views on civil rights and racial injustice. She sang about the experiences of African Americans in original songs and covers such as “Mississippi Goddamn,” “I Wish I Knew How it Would Feel to be Free,” and “Four Women.” Simone had personal friendships with activists such as Dr. Martin Luther King and Malcolm X. The turbulence of the 1960’s motivated her to express her ideas and emotions through live performances and recordings. She spoke and sang about topics like standards of beauty for black women, oppression, and anger motivated by hundreds of years of slavery and systemic racism. Simone traveled the world and performed for over four decades often following events such as the Selma to Montgomery walk and Dr. Kings’s assassination. Simone passed away in April of 2003 in France.<sup>20</sup>

List of other African American Women students can research to complete the choice board. This is not an exhaustive list. Students can choose others not on the list.

<u>Arts</u>	<u>Education</u>	<u>Politics</u>	<u>Music</u>	<u>Technology</u>	<u>Sports</u>
Zora Neale Hurston	Ida B. Wells	Angela Davis	Ella Fitzgerald	Bessie Coleman	Wilma Rudolph
Alice Walker	Sojourner Truth	Shirley Chisolm	Barbara Conrad	Rebecca Crumpler	Florence Griffith Joyner
Toni Morrison	Ella Baker	Maxine Waters	Marian Anderson	Mary Eliza Mahoney	Althea Gibson
Meta Warric Fuller	Septima Clark	Kamala Harris	Aretha Franklin	Mae Jamison	Misty Copeland

<sup>19</sup> Light, Alan. “NINA SIMONE.” The Official Home of Nina Simone The High Priestess of Soul, 2010. <https://www.ninasimone.com/biography/>.

<sup>20</sup> Hampton, Sylvia, and David Nathan. *Nina Simone: Breakdown & Let It All Out*. London: Sanctuary, 2004.

Elizabeth Catlett	Fannie Lou Hamer	Carol Moseley Braun	Bessie Smith	Katherine Johnson	Mamie Johnson
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## Teaching Strategies:

Warm ups: These introductory activities will include things like short videos from EdPuzzle, annotation of documents and articles, review test questions, and anticipation guides. EdPuzzle is the perfect way to use videos to introduce or reinforce information/topics. Videos are watched at home or in class. I upload my own videos and create questions that are asked during the video. Students are forced to pay attention to the subject area and answer the questions. I can also manage their viewing activity. The EdPuzzle video on African American Women in the Revolutionary War gives a historical account on the contributions of African American women in the quest for American independence. Students will also watch videos on the other first in history that will highlight the even more contributions African American women made in American history.

Annotation is a literacy strategy that is used often with articles, both on paper and electronic. Students mark up the document using our annotation key. Students know how to mark up the document in order to help them gain a better understanding of the information. It enables students to dig deep into the text and ask questions, learn vocabulary, and identify the main idea/issue. Students gain a better understanding of the topic by asking questions and making connections to the reading. Students will annotate several pieces of text, such as New York Times articles “[Angela Davis Still Believes America Can Change](#),”<sup>21</sup> “[Why Andrea Jenkins is Somber, but Optimistic](#).”<sup>22</sup> and “[Stacy Abrams draws credit and praise as Biden inches ahead in Georgia](#).”<sup>23</sup>

Review test questions is an important way to re-loop material that students may not have totally grasped on the last test/quiz, or a way to clear up any misconceptions or questions raised during class. Anticipation guides allow students to think about a new topic and what they may already know about a subject. These guides let me know what misconceptions students may have about a topic. I can then guide them in the correct direction. Students will view several videos over the course of this unit.

<sup>21</sup> George, N., 2020. *Angela Davis Still Believes America Can Change*. [online] Nytimes.com. Available at: <<https://www.nytimes.com/interactive/2020/10/19/t-magazine/angela-davis.html>> [Accessed 1 November 2020].

<sup>22</sup> Massara, K., 2020. *Why Andrea Jenkins Is Somber, But Optimistic*. [online] Nytimes.com. Available at: <<https://www.nytimes.com/2020/06/16/us/andrea-jenkins-councilwoman-transgender-minneapolis.html>> [Accessed 1 November 2020].

<sup>23</sup> Hakim, D., 2020. *Stacey Abrams Draws Credit And Praise As Biden Inches Ahead In Georgia*. [online] Nytimes.com. Available at: <<https://www.nytimes.com/2020/11/07/us/politics/stacey-abrams-draws-credit-and-praise-as-biden-inches-ahead-in-georgia.html>> [Accessed 1 November 2020].

Graphic organizers: I use them to help students organize information on topics and concepts. Graphic organizers are the best way to put information together in a cohesive way. Students need to be able to have information in a way that allows them to make connections and analyze information. Students will complete a graphic organizer comparing several different African American women in sports.

Notes: Students take online collaborative notes in class via google docs. Students will complete guided notes on the history of African American women in history and how they are omitted from the history books. This assignment will be an introduction to the unit.

Group projects: Through collaboration, students are able to design and present information in a new and inventive way. Some of the methods used are storyjumper.com, YouTube, Blend space, Emaze, PowToon, iMovie, Sutori, and Adobe Spark.

Jigsaw: Students are in groups of 4-6 and the assignment is broken into small pieces. Each student is responsible for his or her part/task. It is essential that students become the expert on their task in order to share out with their other group members so that they complete the assignment. Students will look at an article from Built In "[The Deck is Stacked Against Black Women in Tech](#)."<sup>24</sup> Each group will have an expert that will research and learn their step in the process. They will get together with the other experts on their topic to discuss and come up with a desired description that they will go back to their group to share out. Each person is responsible for their subject matter and must be able to teach the others in their group.

Lifted Line Response: Students select a particular quotation/line from a reading and answer the following questions: What is interesting about this quotation? What ideas does it make you think about? What questions does this raise for you?

Dual-Entry: Students can use a dual-entry journal to help them study concepts or vocabulary, express opinions, justify an opinion using text, and understand or respond to the text they are reading. The dual-entry journal is a two-column journal. In the left column, students write a piece of information from the text, such as a quotation or a concept, which students want to expand upon, understand better, or question. In the right column, students relate to or analyze the information that is written in the left column. For example, the student could title the left column "Quotes" and the right column "Reflections." In this instance, the student would copy quotes from the text in the left column and reflect upon what they mean in the right column.

What the text says/What historians say/your reactions. Students will evaluate the excerpt from "[New Study Examines History of Black Women Fighting To Be Respected as Athletes](#)."<sup>25</sup>

What does the text say?	What historians say?/Your reactions

<sup>24</sup> Xu, T., 2020. *The Deck Is Stacked Against Black Women In Tech*. [online] Built In. Available at: <<https://builtin.com/women-tech/black-women-in-tech>> [Accessed 1 November 2020].

<sup>25</sup> Jones, M., 2020. *New Study Examines History Of Black Women Fighting To Be Respected As Athletes*. [online] The Undefeated. Available at: <<https://theundefeated.com/features/morgan-state-university-study-examines-history-of-black-women-fighting-to-be-respected-as-athletes/>> [Accessed 3 November 2020].


Technology Integration: As a blended learning magnet school, all students have their own personal device that they take home every day. I use programs such as Mastery connect for data collection and mastering objectives. I use google classroom and Canvas as a way to deliver the content to the students. They are also able to collaborate with each other and share information through class discussions and group activities. Other online platforms that are used include Newsela, and Khan Academy. Both have a variety of resources for students.

Primary Source Documents: Analyzing documents such as poems, speeches, photos, newspaper articles, and videos will be an important part of this unit. Students also have access to Project DBQ through the NC EdCloud platform in the student PowerSchool portal.

Student Lessons:

This unit will also include a choice board that will allow students to pick and choose from several assignments with differing levels of rigor. Each assignment has a specific rubric for grading as well. This is a part of our personalized learning platform that we are using at our school. I have found it extremely useful for the students. It allows them to learn the material at their own pace and level of comfort with assignments.

### **African American Women in History Choice Board**

Learning Objectives: Apply the four interconnected dimensions of historical thinking to the African American Studies Essential Standards to cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.
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Introduction activity: Everyone must complete this activity first before moving on to your choices. Video: African American Women in the Revolutionary War: <https://edpuzzle.com/media/5f8666ee640a15409b2ec408>

Write a paragraph summary of what you learned from the video.

Directions: Choose **two** activities from each **column**, there are **two** (2) that you must complete. You will have a total of 8 assignments when done. Submit all work via Canvas by the posted due dates. Use the assignment tracker to stay on track with your work.

Click on the links to each page for detailed directions. (When presented to students it will just be the link available to a page)

<u>Chronological Thinking</u>	<u>Historical Comprehension</u>	<u>Historical Analysis and Interpretation</u>	<u>Historical Research</u>
Create a timeline of events:	Create a song or poem	Cause and effect	Create a museum
Create a popplet on Black women in music	Article analysis.	Video analysis.	Create maps of America, choose 10 states to focus on Black women in history from each of those states.
Write a travel blog chronicling your journey across Black America in the 1950s-1960s. Your focus is on Black women in the Civil Rights Movement.	Create a travel brochure called "The Great Migration". Focus on the role of Black women during this time period.	Create a newspaper.	Black women voice: Those who made noise in history.

### Chronological Thinking

Choice #1 Timeline of Events	Create a timeline that outlines major contributions in America from the introduction of Black women during war time. You can begin with the American Revolution, The Civil War, Spanish American War, War of 1812, WWI, WWI, Koren War, Vietnam War, Persian Gulf War, and The war in Afghanistan.. You must have at least 10 events. Be sure to explain the event and add your source of information and a picture/document. Use this link to create your timeline: <a href="https://www.visme.co/">https://www.visme.co/</a> Example: <a href="https://my.visme.co/projects/01089dz9-timeline-example">https://my.visme.co/projects/01089dz9-timeline-example</a> How-to video: <a href="https://www.youtube.com/watch?v=OQV5-GemEqY">https://www.youtube.com/watch?v=OQV5-GemEqY</a>
Choice #2 Graphic Organizer	Create a popplet on Black women in music. You should include information on how they influenced popular culture and helped create a movement. Use this link to create your popplet: <a href="http://www.poppet.com">http://www.poppet.com</a> Example: <a href="http://poppet.com/app/#/159352">http://poppet.com/app/#/159352</a> How-to video: <a href="https://www.youtube.com/watch?v=P6WUyZtts1M">https://www.youtube.com/watch?v=P6WUyZtts1M</a>
Choice #3	Write a travel blog chronicling your journeys as a Black woman across

Travel Log	America during the 1950s-1960s Civil Rights Movement. Your blog must contain at least 10 entries that detail your experiences along the way. You may create your journal in a google doc, a video, or any other form you choose. Be sure to add appropriate dates, locations, and times. Also, include information about the environment, people you meet along the way and what your end goal is on this journey. You must have some visuals included.
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## Historical Comprehension

Choice #1 Create a song or poem	Write a song or poem about misconceptions about Black women in America. Create a video to go with your creation. You must have your script approved prior to making your video for your song or spoken word poem. Example: <a href="https://youtu.be/Orjg9ulR-xo">https://youtu.be/Orjg9ulR-xo</a> (Manifest Destiny Educational Rap) Adobe Spark: <a href="https://spark.adobe.com">https://spark.adobe.com</a>
Choice #2 Article analysis	Read and annotate the article on “ <a href="#">17 Shows That Changed the Game For Black Women on TV</a> ” taking key notes as you read, and complete one of the writing tasks. <ul style="list-style-type: none"> <li>● Create a short story that changes the outcome of the article.</li> <li>● Write the article from another perspective such as an African American man, a white woman, or a white man.</li> </ul>
Choice #3 Travel Brochure	Create a travel brochure called “The Great Migration”. In your creation, you should have several visuals along with specific destinations that a Black woman would have visited as she moved her family from the south to the north or midwest. Be creative with your information and as descriptive as possible. You must include information about the land, environment, people, and life in specific cities. Use <u>Lucidpress</u> in your google drive under Create-dropdown to lucidpress add-on. It should be a tri-fold front and back product. <a href="https://www.youtube.com/watch?v=pPYcPITFbwU">https://www.youtube.com/watch?v=pPYcPITFbwU</a>

## Historical Analysis and Interpretation

Choice #1 Cause and Effect	Make a cause-and-effect chart related to Black women as entrepreneurs.. You should have at least 5 causes and corresponding effects. Template: <a href="https://docs.google.com/drawings/d/1i5SdHzE_gH9hdljpMKVdRC3UPxknA5jj1ZXWVJWMDjc/edit?usp=sharing">https://docs.google.com/drawings/d/1i5SdHzE_gH9hdljpMKVdRC3UPxknA5jj1ZXWVJWMDjc/edit?usp=sharing</a>
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<p>Choice #2 Video Analysis</p>	<p>Watch all of the videos and complete the assignment: Write a one-page analysis of the videos. What information stood out to you the most? How do you feel about how the media portrays Black women? How does it compare to what you see on TV about Black women in America? Can you make a connection? Be specific and use evidence from other sources to support your claims.</p> <p><a href="#">Mammy, Jezebel and Sapphire: Stereotyping Black women in media</a></p> <p><a href="#">The Strong Black Woman Trope, Explained</a></p> <p><a href="#">The Negative Effects Of The 'Strong Black Woman' Stereotype</a></p>
<p>Choice #3 Newspaper</p>	<p>You are to create a newspaper about Black women in history. You will need to research the following topics in order to complete your newspaper successfully. Follow the specific directions below in order to complete your newspaper.</p> <ol style="list-style-type: none"> <li>1. Choose 4 from the topics listed below and write a news article for each based on your knowledge and additional research on the topic. <ol style="list-style-type: none"> <li>a. Black women in Education</li> <li>b. Black women in Politics</li> <li>c. Black women and representation in cosmetics/hair care products</li> <li>d. Black woman as the head of business</li> <li>e. Black women in Music</li> <li>f. Black women in technology/inventors</li> <li>g. Black women in literature/art</li> </ol> </li> <li>2. Write a letter to the Editor on one of the following topics: <ol style="list-style-type: none"> <li>a. How can the narrative about Black women be changed?</li> <li>b. How has Youtube introduced a new generation to the beauty of Black women?</li> <li>c. Has the media-fueled the flames of racism?</li> <li>d. Should American media outlets be held to a code of conduct when reporting about Black women?</li> </ol> </li> </ol> <p>Remember, you are writing from the perspective of a student in white America.</p> <p>You can use <a href="http://www.flipsnack.com">www.flipsnack.com</a> or adobe spark to make your newspaper, or any other template you may want to use.</p>

## Historical Research

Choice #1	<p>Plans to launch a “Black Women in America Museum” are in the works. You are a member of the committee tasked with creating the exhibits for the museum. Your goal is to create an exhibit for visitors giving them an overview of the important people, events, and accomplishments of the 21st century. The ultimate goal is for visitors (historians and otherwise) to understand how the media impacts the world’s perception of Black women and their role in the world.</p> <p>Use Adobe Spark to create your museum and use a voice-over to record your exhibits information.</p> <p>Adobe spark: <a href="https://spark.adobe.com">https://spark.adobe.com</a></p> <p>How-to video: <a href="https://www.youtube.com/watch?v=H6gWqMaHYwY&amp;disable_polymer=true">https://www.youtube.com/watch?v=H6gWqMaHYwY&amp;disable_polymer=true</a></p>
Choice #2 Map Creation	<p>Create maps of America, choose 10 states to focus on Black women in history from each of those states. You should have pictures, documents, and video links in your maps.</p> <p>Ex. Beyonce=Texas</p>
Choice #3	<p>Black women voice: Those who made noise in history.</p> <p>Create a presentation highlighting Black women in American history who made noise. Focus on at least 5 women who were change agents and created a voice for Black women in America. Create an infographic for each person highlighting their achievements and how they helped change America.</p> <p><a href="https://visme.co/blog/how-to-make-an-infographic/">https://visme.co/blog/how-to-make-an-infographic/</a></p>

## Appendix 1: Implementing Teaching Standards

AAS.H.1.1 Use primary and secondary sources to interpret various historical perspectives.

AAS.H.1.2 Analyze competing historical narratives and debates among historians.

AAS.H.1.3 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

AAS.H.1.4 Analyze how historical context shapes and continue to shape people’s perspectives.

AAS.H.2 Understand the significance of historical personalities, groups, institutions, and events in shaping African life over time.

AAS.E.1 Understand the ways in which Africans addressed opportunities, challenges, and strategies concerning economic well being over time.



## Common Core Literacy Standards Grade 11-12

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (13)

### **Student Resources:**

Articles:

#### [Angela Davis Still Believes America Can Change.](#)

This article speaks on how Angela Davis went from being a scholar to the FBI's 10 most wanted list. George chronicles her life and how she became the face of Black liberation and resistance in the late 1960s and her constant voice of the Black movement.

#### [Why Andrea Jenkins is Somber, but Optimistic](#)

Andrea Jenkins, the firsts openly transgender black woman elected to office in the United States, discusses race, equality, and politics in this article.

#### [Stacy Abrams draws credit and praise as Biden inches ahead in Georgia.](#)

Although Stacy Abrams did not win her gubernatorial bid for the governor of Georgia two years ago, she is being credited for registering over 800,000 new voters in Georgia for the 2020 election. Many are crediting her with helping Biden turn Georgia blue in the 2020 presidential election.

#### [17 Shows That Changed the Game For Black Women on TV](#)

Glamor magazine highlights 17 shows that feature black women as the main cast, and how these shows change how people see black women on television.

#### [The Deck is Stacked Against Black Women in Tech](#)

This article focuses on the obstacles Black women face in the tech world. It also discusses the biases in hiring practices and the challenges Black women face even when they do finally get a foot in the door.

#### [New Study Examines History of Black Women Fighting To Be Respected as Athletes.](#)

This article examines how even in the 21st century, Black women are still facing stereotypes in sports. The article looks at the history of Black women in track and field, basketball, golf, tennis, and swimming and how their cultural attributes are seen as a hindrance.

Dual Entry Journal:[Click here](#) for example

Videos:

#### [Mammy, Jezebel and Sapphire: Stereotyping Black women in media](#)

This video explains the three stereotypes portrayed by Black women in movies and tv shows and how the media tries to pigeonhole Black actresses into these same types of roles.

### [The Strong Black Woman Trope, Explained](#)

This video discussed the strong Black woman montra that people see in the media and how this came to be. Because of this idea, your average everyday woman has also accepted this notion as truth and just a part of life.

### [The Negative Effects Of The 'Strong Black Woman' Stereotype](#)

This video discusses how Black women are suffering in silence trying to live up to the Superwoman syndrome. The video also discussed the physical and psychological effects of this label on Black women in society.

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