## Teaching Race and Culture Social Studies Lesson Ideas

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When teaching I often integrate various forms of **popular culture** and primary sources into my lessons. That is music, film, speeches, cartoons, literature, comic books, advertising, social media etc. I will offer several examples (Elementary, Middle Grades and Secondary) of how teachers can integrate popular culture into units and discussions about race aligned with Kentucky social studies standards.

## Fifth Grade Sample Lesson Ideas



As a part of a larger geography and American history unit the topic of slavery, race and culture can be woven through out the unit.



#### KY 5<sup>th</sup> Grade Social Studies Standard Click here to access Kentucky Social Studies Standards

#### **Concepts and Practices**

#### Using Evidence

5.I.UĔ.1

Use evidence to develop claims in response to compelling and supporting questions.

5.1. UE.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.

5.1.ÚE.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.

#### **Communicating Conclusions**

5.1.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

#### KY Social Studies Standard (Continued)

History Disciplinary Strand

H: Cause and Effect

5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.

Geography Disciplinary Strand G: Human Interactions and Interconnections 5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

5.G.HI.2 Analyze how and why cultural characteristics Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American 93 The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards. Concept and Practice Standard Disciplinary Clarifications diffuse and blend with migration and settlement. culture today, including, but not limited to, holidays, music, food and dances.

#### **Objectives**

 Content objectives
 Students will learn the purpose and meaning of African American spirituals by analyzing song lyrics.

Value objectives

Students will gain an understanding of the value, function and purpose of African American spirituals to enslaved people in the US.

Process objectives Students will listen to several examples of African American spirituals and also examine the lyrics.

#### **Resources for Spirituals**

- The Spirituals Database
- Document Analysis Worksheet
- More Document Analysis Worksheets
- Library of Congress- African American Spirituals
- Documentary: Slave Songbook : Origin of the negro Spiritual
- Oh Freedom! The Golden Gospel Singers (Lyrics in Description)

#### Assessments

1. Students will use the Written Document Analysis Worksheet to analyze African American spirituals.

2. Students will create their own spirituals using concepts gleaned from studying African American spirituals.

3. Free writing/reflection for Fishbowl Discussion:

A. Understanding the purpose of spirituals for enslaved people in the past, what are cultural forms and artistic expressions that help people over oppression and racism in modern times?

B. What role can art and music (For example hip-hop) play in challenging injustice in our times?

# Eighth Grade Sample Lesson Ideas







KY 8<sup>th</sup> Grade Social Studies Standards

#### <u>Click here to access Kentucky Social Studies</u> <u>Standards</u>

Civics Disciplinary Strand
 C: Roles and Responsibilities of a Citizen

8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.

8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens. Citizenship has evolved throughout our nation's history.

#### Objectives

 Content objectives
 Students will learn the role protest played in bringing about change during the Civil Rights movement.

Value objectives

Students will gain an understanding of the value, function and purpose of protest and how it applies their world today.

**Process** objective

Students will analyze footage of people protesting, songs and speeches in order to gain a better understanding of the role of protest.

### **Protest Primary Sources**

- Selma : The Real Selma Footage
- <u>"Boycotts, Movements and Marches" article in Politics and Society</u>
- Civil Rights Movement (stock footage / archival footage)
- We Shall Overcome: The Power Of Protest Songs

#### Assessments

1. Students will use the Written Document Analysis Worksheet to analyze the primary source documents.

2. Research paper on the role of protests during the Civil Rights movement and compare and contrast them to protests in our time.

# High School Sample Lesson Ideas



As a part of a larger unit on the 1960's or the Civil Rights Movement the topic of John Lewis the Civil **Rights** leader can be woven through out the unit.



#### **KY Social Studies High School Standards**

Click here to access Kentucky Social Studies Standards

HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

#### **Objectives**

 Content objectives
 Identify key civic three key social justice themes covered in class in John Lewis' speech.

Value objectives

Students will analyze footage of John Lewis speeches in order to gain a better understanding of his role in the Civil Rights movement.

Process objective Students will use the handout to analyze the speech of John Lewis.

#### **Resources on John Lewis**

- Rep John Lewis' Speech at March on Washington
- Transcript of John Lewis' Speech at March on Washington
- March (Trilogy Box Set) by Congressman John Lewis, Andrew Aydin, and Nate Powell

#### Assessments

1. Students will use the written document analysis worksheet to analyze John Lewis' speech.

2. Research paper on the role John Lewis played during the Civil Rights movement and discuss how his role had evolved in recent times.

# Resources for education in an increasingly diverse society.

- Educating in a democratic society where every voice counts.
  - The <u>Democracy and Me website</u>, a Cincinnati Public Radio project has many resources for teachers.

## **Other Resources**

- Singleton, Glen. <u>Courageous Conversations About Race: A Field</u> <u>Guide for Achieving Equity in School (</u>2014).
- Childs, David J. <u>Lessons and articles on teaching race and culture</u> in "Democracy and Me" project.
- Childs, David J. <u>"Who is Mary McLeod Bethune? Teaching a More Multicultural American History."</u> (2018).
- Childs, David J. "Part Two (Women's Rights)- Intersectionality, Race and Gender: Understanding how Race and Socioeconomics affect Women's Life Experiences." (2019).

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