

Black History Month Historical Marker Contest 2021

Lesson Plan Template - Created by Dr. Janice Underwood, Chief Diversity Officer for the Commonwealth of Virginia

Each instructor is expected to individualize these options as is appropriate for their students. This is only meant to be a guide. Select the SOL standard/objectives from which you will focus your SMART goals/objectives at the [Department of Education's website](#). All of these activities can be conducted virtually or in the classroom, to accommodate for varied instructional approaches employed due to COVID-19.

ENGAGEMENT	Estimated Time: 10-20 min
Teacher and Student Activity	Probing/Discussion Questions
<p>Introduce the idea of the importance of Black History Month. Provide historical facts about the evolution of Black History Week into Black History Month to include information about the Father of Black History.</p> <p>Introduce the Virginia Historical Highway Marker program. Show examples of Virginia Historical Markers, to include markers which commemorate individuals, events, or themes that relate to Black history</p> <p>Discuss the adoption of Black History Month in the Commonwealth of Virginia.</p>	<p>Can you identify (presently or historically) famous African American (or Black Americans) from Virginia or from around the United States?</p> <p>How have you celebrated Black History Month in the past? What are other ways we could celebrate Black History Month?</p> <p>What barriers prevented the state of Virginia from adopting Black History Month? What other historical struggles did Virginia face in the recognition of other notable African American leaders?</p> <p>Why is it important to celebrate Black History Month? Should we celebrate the accomplishments of African Americans all year long in our schools and communities?</p>

EXPLORATION	Estimated Time: 10 min per day
Teacher and Student Activity	Probing Questions
<p>The instructor may highlight different African American Historical Markers throughout the month of February. The students will discuss why the contributions made by highlighted individuals were important and determine why (if applicable) the individual did or didn't get</p>	<p>Have you ever heard of this person/event/theme before?</p> <p>What do you already know about this? Why is this person/event/theme notable?</p>

EXPLORATION	Estimated Time: 10 min per day
Teacher and Student Activity	Probing Questions
<p>credit for their achievements during while still alive. Additionally, they will discuss markers which commemorate events, or themes that relate to Black history</p> <p>In collaboration with the school librarian, students will be encouraged to use library resources to investigate the accomplishments of two to five notable African Americans who lived or once lived in Virginia.</p> <p>Other possible activities – Show a clip of Hidden Figures and discuss the contributions of those featured in the book/film. Perhaps invite someone from the book to connect with your class virtually.</p>	<p>Are there other African American Virginians whose contributions have been hidden?</p> <p>Why do you think contributions by African American Americans and/or events which are of great significance to Black history have been historically hidden? What can we do about this?</p>

EXPLANATION	Estimated Time: 45-60 min
Teacher and Student Activity	Probing Questions
<p>Provide direct instruction on the tools civil discourse and the decision making model for problem solving.</p> <p>The students will discuss their discoveries of notable African Americans who lived in Virginia and important events related to Black history in the Commonwealth. They will make a reasoned argument for which they ought to submit for consideration of a Historical Marker designation.</p>	<p>What are the tools for having a discussion?</p> <p>What can be done when we disagree with each other?</p> <p>What are important ground rules for having a discussion?</p>

EVALUATION	Estimated Time: Time will vary
Teacher and Student Activity	Probing Questions
<p>The students will submit their summary of their chosen nomination to the instructor. Younger students can use the paper marker form to draw their nomination or add details to describe their nomination. Older learners can</p>	<p>Which marker will you select from your list?</p> <p>Are there other people we are missing?</p>

EVALUATION	Estimated Time: Time will vary
Teacher and Student Activity	Probing Questions
<p>summarize in paragraph form and/or create a Powerpoint presentation slide for their discussion.</p> <p>Using the electronic submission form or a paper form, each student or class will submit a name/event/theme to be considered for consideration by the Department of Historic Resources and the Office of the Governor as a Historical Marker.</p>	<p>Can we agree as a class to all submit the same individual or event for consideration as a Historical Marker? Why or why not?</p> <p>Who are some local heroes your classmates may not be familiar with?</p>

Assessment: Each student will have the opportunity to submit electronically or by paper copy her personal recommendation for a historical marker. To allow for increased participation and equity in assessment, appropriate accommodations will be made for students of varying age and ability levels. Markers submitted must comply with the following conditions:

- A marker may focus a group, individual, event, or theme that relates to Black history.
- A marker topic must have attained its significance at least 50 years ago.
- A marker may not focus on an individual who is still living.
- A marker topic must be of regional, statewide, or national significance (rather than local).

Facilitating Complex Conversations: Given the intensity of society’s civil discourse and the many potentially triggering events that have occurred in the last year alone, it is important that educators intentionally contextualize complex conversations. The content below is from the Virginia Department of Education’s Virginia is for Learners website. We hope it will help you as you facilitate these courageous conversations.

“As educators, we have a duty and responsibility to provide opportunities for students to engage in civil discussions while respecting differing opinions and considering multiple perspectives. They must be able to explore various sources to pose questions and understand their concerns they have during this unprecedented event. We must provide the opportunity for our students to ask questions and our educators must have the resources to support those questions to be asked in a safe space. Students and educators must be given support to provide opportunities for inquiry, critical thinking, open dialogue and application of critical thinking through the use of and evaluation of sources for accuracy, credibility, bias, and propaganda.

As educational leaders, it is imperative that we recognize the vital need to prioritize education for all students at every level that includes civic learning and engagement, civil discourse, critical and creative thinking, communication, and collaboration in all disciplines.

Educators must strive to identify themes and concepts for students to appreciate policies, institutions, worldviews, and circumstances that have shaped particular moments in time. Contextualization allows teachers to connect a historical event or period for their students.”

Therefore, teachers should facilitate opportunities for students to:

1. Utilize various information sources to contextualize the issue, event, moment with multiple perspectives;
2. Ask questions that promote the tenets of respectful civil discourse, critical and creative thinking, communication, and collaboration;
3. Formulate and evaluate an opinion, perspective, or argument using a decision-making process;
4. Articulate and communicate claims with evidence; and
5. Develop a product that demonstrates their understanding of the connections and civic awareness and engagement.

For more content and resources on this topic, please visit the [Virginia is for Learners website](#).

Other Resources

Link to the Virginia Department of Education Standards of Learning Documents:

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml

Gibson, J. T. (2009). Discussion approach to instruction. In C. M. Reigeluth, & A. Carr-Chellman (Eds.). *Instructional design theories and models: Building a common knowledge base*. New York, NY: Taylor and Francis.

Virginia Tourism’s 2021 Black History Events List: <https://www.virginia.org/blackhistoryevents/>