

Contact Information

As required by Title 14 §4143 (f) (1), each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming required by HB 198 and provide the name and contact information for that individual to the Department of Education no later than September 15 of each year.

HB 198 Lead: Susan Clough

Position: Social Studies Department Chair

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K-12 Instructional Approach

As required by Title 14 §4143 (a) (4), (a) (5), and (b) (1-8), the curricula required must be designed to do all of the following:

- a. rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- b. ensure the material is presented in an age appropriate manner.
- c. Be trauma-responsive and recognize the impact of racial and historical trauma on students.
- d. Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
- e. Incorporate contemporary events into discussions of Black History and the tools of resistance.
- f. Develop students' respect for cultural and racial diversity.
- g. Enable students to understand the ramifications of prejudice, racism, and stereotyping.
- h. Provide opportunities for students to discuss and uplift the Black experience.
- i. Provide students with a foundation for examining the history of discrimination in this State.
- j. Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

Explain how your district or charter school curricula meet the requirements above. Be specific.

Across all grade levels and curriculum, teachers at the Charter School of Wilmington are dedicated to teaching students about history, economics, and civics through the lens of the black experience, and they work to promote respect for cultural and racial diversity across all racial and ethnic groups. Teachers at the Charter School of Wilmington follow the HB 198 curricular standards, and work with students to develop critical thinking, reflective discussions, and perspective taking around racism, inequality, and discrimination.

Details about how each lesson falls into the curriculum requirements outlined above is included within the summaries in questions A-H below. These detailed lessons enclosed below include a strong reliance on primary resources, age appropriate lessons, trauma-informed teaching practices (a-c).

A broad description of the lessons taught across grade levels is included below. These lessons focus on helping students to explore the systematic racism in American history and how democratic societies can combat racial prejudice and social injustice (d), they help to build student understanding of the ramifications of prejudice (e), and they encourage students' to build respect for cultural and racial diversity (f). In integrated social studies and U.S. history, students have the opportunity to uplift the Black experience by discussing recent national and state elections for Black leaders, investigating cultural contributions of Black artists and intellectuals, and learning about

Black perspectives on contemporary issues including discussions regarding restorative justice (e, h, i, j).

For example, in 9th grade, ISS students learn about the following:

- Students learn about the role of slavery in the Constitutional Convention and explore the compromises around slavery that followed the 3/5ths compromise.
- Students investigate the Fugitive Slave Clause and the 20-year ban on Congress' ability to regulate the slave trade.
- Students discuss the 13th, 14th, and 15th Amendments in the context of expanding popular sovereignty and protection against the abuse of individual rights by state governments.
- Poll taxes and literacy tests are highlighted as examples of efforts to disenfranchise black voters.
- The socio-economic struggles of Black people are highlighted in the discussions of wealth and income inequality which include the correlation between race and lifetime earnings.
- Readings and discussions focus on racial integration, busing, and contemporary disparities in American Schools.
- Students learn about grassroots movements and their efforts to bring attention to cultural, political, and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and the Black Panther Party are discussed and read about, and include the following underlying issues:
 - Non-Violent direct action
 - Self-Defense
 - Non-Cooperation
 - Media/News
 - Self Empowerment
 - Legislation (Civil Rights Act of 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1986).
- Students discuss the Tulsa Race Riots of 1921, and watch a documentary about this topic.
- In contemporary history, students are introduced to national and Delaware figures including:
 - The election of Barack Obama in 2008 and 2012
 - The election of Lisa Blunt Rochester to Delaware's Representative in the House of Representatives
 - Confirmation of Ketanji Brown Jackson to the U.S. Supreme Court
- ISS teachers work to introduce current events and current issues involving racism and systemic injustice, and they help students to have respectful discussions that enable students to view current events from multiple perspectives.

In the 10th grade World History course, students engage in the following topics related to the history, culture and perspectives of various groups of African Americans throughout history:

- Students learn about African Civilizations from 1500 B.C. to 700 A.D. through the use of primary source documents, readings, and diverse text sets.
 - Students engage in readings and discussions regarding African Cultures, Migration and Kingdoms
- Students learn about the Societies and Empires of Africa from 800 A.D. to 1500 A.D. including West African Civilizations of Ghana, Mali and the Songhai Empire. Work is heavily focused on the achievements of Black Africans to dispel the myths that Sub-Saharan Africa was "primitive" before the African and Black Diaspora.
- Students learn about the Eastern City-States and Southern Empires along the East African Coast including the Swahili city States and the connection to Indian Ocean Trading.
- Students also explore the Great Zimbabwe and Mutapa Empires and how these empires fueled trade on the Swahili Coast and Indian Ocean. Students analyze the influence of East Coast Trade cities and Islam in the development of Great Zimbabwe and the Mutapa Empires.
 - The Euro-centric myth that Great Zimbabwe Civilization was not created by "Black Africans" is dispelled through readings and discussions.
- Issues covered in 10th grade lay the foundational groundwork for issues of American enslavement that are covered in 11th grade U.S. History. Issues in 10th grade related to the slave trade include:
 - The Atlantic Slave Trade and the slave trade from the East Coast of Africa. An overview of the American slave trade is provided, including discussions on how and why slaves were brought to America. Discussions also include African and Arab Muslim slave traders as well as European and

Indian Ocean facilitators of trade.

- Students explore a case study in Imperialism and look at clips and readings from *The Heart of Darkness*.
- Students learn about South African Apartheid and Nelson Madela.
- White Supremacy and racism are discussed in the context of world history topics as mentioned above. The focus is placed on dispelling myths and racist preconceived notions of Africans, and this allows students to think about the detrimental impacts of prejudice, racism, and stereotyping. Students are encouraged to think about the Black experience and perspective, and to investigate restorative justice issues and concepts.

In 11th grade U.S. History and A.P. U.S. History, students discuss the Black experience and perspectives of American History in the following ways:

- Students discover the origins, motives and justifications for African Slavery in the U.S. beginning in 1619, and how it differed from other forms of slavery.
- Students learn about the economic, political, and social effects of the Columbian Exchange on African, European, and North American populations.
- Students read about the Middle Passage and Transatlantic Slave Trade including the transition from reliance on indentured servitude to enslaved African labor.
- The expansion of slavery includes lessons on how and why slavery expanded in North America during the Colonial Era including racial theories and resulting economic changes and political effects. Students also learn about the expansion of slavery in the Southern states after the invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade.
- The anti-abolition arguments in the south are discussed, and racial and religious justifications for colonization, displacement, attempted enslavement and subsequent eradication of native populations by Europeans is taught.
- Students learn about the central role that racism played in the Civil War including the links between slavery and westward expansion, including the Missouri Compromise, expansion of the cotton industry, the Mexican-American War, the Compromise of 1850, and the Kansas-Nebraska Act.
- Expansion of the abolition movement after 1830 is taught and discussed, including participation by religious leaders and women; cooperation between women's suffragists and abolitionists at the Seneca Falls Convention of 1840-1848.
- Other events of the 1850's that preceded the Civil War are explored, including the formation of the anti-slavery Free Soil and Republican Parties, publication of Uncle Tom's Cabin, the caning of Abolitionist Senator Charles Sumner, the dred Scot v Sandford ruling, the Lincoln Douglas debates, and John Brown's raid on Harpers Ferry.
- Students analyze the Emancipation Proclamation, Lincoln's political/military motives and moral stance on slavery, and Northern and Southern views on slavery.
- Students investigate Juneteenth and its recent recognition as a federal holiday.
- African American participation in the Civil War is taught including engagement in military service during the war and the Massachusetts 54th regiment.
- Students learn about how the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws including the 3/5ths Compromise, Fugitive Slave Clause, and the 20-year prohibition on Congress' ability to regulate the slave trade.
- Racial hierarchies in the south and the Southern Slave Codes are investigated and students learn about reconstruction and its successes and failures in helping transition formerly enslaved people to freedom. The 13th, 14th, and 15th Amendments, Black Codes, formation of the KKK, lynchings and limited federal enforcement of the Civil Rights Acts are discussed.
- Students learn about the contributions of Black Americans to life, history, literature, economics, politics and culture by learning about the formation of Black/Native communities in the North after the Great Migration, in the Harlem Renaissance, and in the formation of Black communities in Spanish Florida.
- The Civil Rights movement is taught including battles to end segregation, disenfranchisement, the Montgomery Bus Boycotts, Selma to Montgomery march, Greensboro sit-ins, Little Rock Nine, James Meredith's integration of UMiss; the study of non-violent protests led by Dr. Martin Luther King, Jr., and John Lewis.

- The socio-economic struggles of Black Americans is investigated through the sharecropping, tenant farming, labor contracts and other forms of economic, political, and social oppression in post-war South.

K-12 Black History Content Implementations

As required by Title 14 §4143 (a) (1), each district and charter school serving 1 or more of the grades K through 12 shall provide instruction on Black history. According to Title 14 §4143 (a) (3), the Black history curricula developed or identified by the school district or charter must, at a minimum, include all of the following:

- The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.
- The significance of enslavement in the development of the American economy.
- The relationship between white supremacy, racism, and American slavery.
- The central role racism played in the Civil War.
- How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
- The contributions of Black people to American life, history, literature, economy, politics, and culture.
- The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
- Black figures in national history and in Delaware history.

Implementation Summary Table

The table below is designed to detail the grade-levels at which each of the minimum content requirements under subsection (a)(3) were implemented. Place an **X** in each grade level box to indicate the grade-level(s) at which that minimum content requirement was implemented.

Minimum Content Requirements	Grade-Level Implementations												
	K	1	2	3	4	5	6	7	8	9	10	11	12
a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.											X		
b. The significance of enslavement in the development of the American economy.												X	
c. The relationship between white supremacy, racism, and American slavery.										X	X	X	
d. The central role racism played in the Civil War.												X	
e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.										X	X	X	
f. The contributions of Black people to American life, history, literature, economy, politics, and culture.												X	
g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.										X		X	
h. Black figures in national history and in Delaware history.										X		X	

Minimum Content Requirement

Explain how your district or charter school implemented each of the minimum content requirements at the grade levels you identified in the Implementation Summary Table. Your description must include the content area in which the requirements were implemented (e.g. ELA, Mathematics, Science, Social Studies, Visual and Performing Arts) and the specific lessons and resources adopted or developed to support instruction in the content identified in the checklist above.

- a. **The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.**

Grade-level	Content Area(s)	Lessons/Resources
10	World History	<p>The following resources and lessons/activities are used in World History (10th Grade) to learn about Black people prior to the African and Black Diaspora.</p> <ul style="list-style-type: none"> - Medieval African Kingdoms–Ghana, Mali, Songhai, Great Zimbabwe, and the East African City States - Geography Activity: Medieval African Kingdoms and development of trade inside and beyond Africa - West African Kingdoms–Geography and Culture Activity: The Gold Road - <i>Sundiata: An Epic of Old Mali</i>–excerpt - Video: West African Kingdoms–"Desert Empires" and viewing guide - Mansa Musa–Wealthiest Man of All Time–Source Analysis - Examination of Sundiata Keita’s Manden Charter primary source with analysis questions - Medieval African Kingdoms "Travelogue" Project - Ibn Battuta "Traveler’s Tale" excerpt of his description of the West African Kingdoms - Biography of Askia Muhammad–Biography excerpt - Swahili Coast Trading Simulation <p>African Civilizations: 1500 B.C. - A.D. 700 Primary Source Documents (used throughout this unit) Link: https://guides.lib.berkeley.edu/ps/africa/region Geography Activity: The Five Major Regions of Africa</p> <ul style="list-style-type: none"> ● Map Activity <p>African Cultures, Migration & Kingdoms</p> <ul style="list-style-type: none"> ● Diverse Societies in Africa: How African Peoples Developed Complex Societies <ul style="list-style-type: none"> ○ Primary Source - Nok Sculpture (focus on art achievements) ● Causes & Effects: Bantu Migration into Southern Africa <ul style="list-style-type: none"> ○ Migration Case Study: Bantu-Speaking Peoples ● The Kingdom of Aksum: How Aksum Became an Int'l Trading Power <ul style="list-style-type: none"> ○ Primary Source - "A History of the Sudan" <p>Societies & Empires of Africa: A.D. 800 - 1500 Societies & Empires of West Africa West African Civilizations - Ghana, Mali & the Songhai Empires - heavy focus on</p>

		<p>achievements of "Black Africans" to dispel myth that sub-Saharan Africa was illiterate and primitive before the African & Black Diaspora</p> <ul style="list-style-type: none"> ● Chart - W. African Comparison Chart <ul style="list-style-type: none"> ○ Primary Source: Ibn Battuta Visits Mali ○ Road to Timbuktu Documentary & Questions (heavy focus on African American Historian, Henry Louis Gates, and the injustice and inequity regarding the teaching of Black History; also, focus on literature from this area as seen in the library at Timbuktu) https://youtu.be/an5DAPzFS6g ● Kingdoms of Yoruba & Benin <ul style="list-style-type: none"> ○ Primary Source: Benin Bronze Sculpture - Making of Bronzes (example of contributions in Yoruba & Benin art) ● The Hausa City-States (forms of government and social organization) <p>Eastern City-States and Southern Empires</p> <ul style="list-style-type: none"> ● East African Coast - Swahili City-States and Connection to Indian Ocean Trade <ul style="list-style-type: none"> ○ Primary Source: Ibn Battuta Visits Kilwa ● The Great Zimbabwe & the Mutapa Empires <ul style="list-style-type: none"> ○ How these empires fueled trade on the Swahili Coast & Indian Ocean ○ Analysis of the influence of east coast trade cities and Islam in the development of Great Zimbabwe and the Mutapa Empire ○ Documentary and Questions for the Great Zimbabwe https://youtu.be/CdKD4-fVnyE Dispelling the Euro-centric myth that the Great Zimbabwe Civilization was not created by "Black Africans"
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b. The significance of enslavement in the development of the American economy.

Grade-level	Content Area(s)	Lessons/Resources
9	Integrated Social Studies	Students discuss the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade.
10	World History	<p>Although "enslavement in the development of the American economy" is not specifically discussed in 10th grade World History, the Atlantic Slave Trade is. This serves as foundational knowledge for work that is done in the 11th grade - especially in the AP US History course. Here are some issues covered in 10th grade relating to the slave trade:</p> <ul style="list-style-type: none"> ● The Atlantic Slave Trade as well as slave trade from the East Coast of Africa <ul style="list-style-type: none"> ○ A brief guide to the Transatlantic Slave Trade reading/questions ○ Discussions on African & Arab Muslim slave traders as well as European and Indian Ocean facilitators of this trade. ○ How & why African slaves were used in the Americas

11	U.S. History	<ul style="list-style-type: none"> ○ Source Analysis activity tracing the development of the Atlantic Slave Trade ○ Notes–slides 80-90 provide an overview of the development of slavery in the Americas <p>The following resources and lessons are used to teach students about the significance of enslavement in the development of the American Economy:</p> <ul style="list-style-type: none"> - Origins, motives, and justifications for African Slavery in the US beginning in 1619, and how it differed from other forms of slavery. <ul style="list-style-type: none"> - TEDed Video - The economic, political, and social effects of the Columbian Exchange on African, European, and North American populations. - The Middle Passage and Transatlantic Slave Trade. <ul style="list-style-type: none"> - Transition from reliance on indentured servitude to enslaved African labor. - How and why slavery expanded in North America during the Colonial Era, including racial theories, and resulting economic changes and political effects - Expansion of slavery in the Southern states after invention of the cotton gin in 1793, including the shift from the international slave trade to the internal slave trade.
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c. **The relationship between white supremacy, racism, and American slavery.**

Grade-level	Content Area(s)	Lessons/Resources
9	Integrated Social Studies	Discussion of the development of racial attitudes towards Africans as a result of slavery; distinctions between chattel slavery in the US and other forms of enslavement elsewhere in the world.
10	World History	<p>"White supremacy & racism" are discussed in world history topics mentioned above (West African & Great Zimbabwe units - see above). Focus is placed on dispelling myths and racist preconceived notions of Africans.</p> <ul style="list-style-type: none"> ● This focus specifically allows us to help students understand the detrimental effects of prejudice, racism and stereotyping as well as providing opportunities for students to discuss and uplift the Black experience. In addition, these discussions and lessons allow us to investigate how restorative justice helps us all to move forward.
11	U.S. History	<ul style="list-style-type: none"> ● Students learn about Racial and religious justifications for colonization, displacement, attempted enslavement, and subsequent eradication of native populations by Europeans; how similar attitudes were applied to justify African slavery. ● Students learn about the development of Anti-Abolition arguments

		in the South.
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d. The central role racism played in the Civil War.

Grade-level	Content Area(s)	Lessons/Resources
11	U.S. History	<p>The central role that racism played in the Civil War is taught through these lessons and resources:</p> <ul style="list-style-type: none"> - The links between slavery and westward expansion, including the Missouri Compromise, expansion of the cotton industry, Mexican-American War, Compromise of 1850, and Kansas-Nebraska Act. - Expansion of the abolition movement after 1830, including participation by religious leaders and women; cooperation between women's suffragists and abolitionists at the Seneca Falls Convention of 1848. <ul style="list-style-type: none"> - Study of Frederick Douglass & William Lloyd Garrison's views on the Constitution & Reading Questions. - Document Based Question on Sectionalism between 1840-1848 - Events of the 1850s that preceded the Civil War, including the formation of the anti-slavery Free-Soil and Republican Parties, publication of Uncle Tom's Cabin, the caning of abolitionist Senator Charles Sumner, the Dred Scot v. Sanford ruling, the Lincoln Douglas debates, and John Brown's raid on Harpers Ferry. <ul style="list-style-type: none"> - Presentations on Antebellum Period - Development of "Positive Good" Theory of Slavery - Background and Primary Source analysis of the Emancipation Proclamation; Lincoln's political/military motives and moral stance on slavery - Northern & Southern views of emancipation; Juneteenth and it's recent recognition as a federal holiday - African Americans in military service during the Civil War, including the Massachusetts 54th regiment. - African American migrations to northeastern cities and western frontier after the Civil War. - Many Rivers to Cross: The Black Atlantic (1500-1800), explores the journey of the first Africans to land in the Americas and their struggles with the Trans Atlantic Slave Trade. - Class discussion of the first black republic in the world, Haiti, and their relationship with the neighboring country the Dominican Republic. The island was split in half, and colonized by two different European countries. The outcomes are extraordinary as Haiti struggles politically and economically. While the Dominican Republic has ended up stable and refuses to allow integration with Haitians. - Divided Island: How Haiti and the DR Became Two Worlds

e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.

Grade-level	Content Area(s)	Lessons/Resources
		Lessons on how the tragedy of enslavement was perpetuated through

9	Integrated Social Studies	<p>segregation and federal, state, and local laws is taught through the following resources and lessons:</p> <ul style="list-style-type: none"> - Discussion of the role of slavery in the Constitutional Convention, and compromises around slavery that followed: 3/5ths compromise, Fugitive Slave Clause, 20-year ban on Congress' ability to regulate the slave trade. <ul style="list-style-type: none"> - Crash Course video on the US Constitution & Viewing Guide - Discussion of 13th, 14th, 15th Amendments in the context of expanding popular sovereignty and protection against the abuse of individual rights by state governments. - Discussion of poll taxes and literacy tests in the effort to disenfranchise the black vote. <p>24th Amendment</p>
11	U.S. History	<ul style="list-style-type: none"> - Slavery and the Constitution, including viewpoints of the founding fathers, the Connecticut and 3/5ths Compromises, Fugitive Slave clause, and 20-year prohibition on Congress' ability to regulate the slave trade. <ul style="list-style-type: none"> - Video from James Madison's Montpelier on Slavery at the Constitutional Convention. - Contradictions between language of Declaration of Independence, Constitution & Bill of Rights and the reality of enslavement. - Development of rigid racial social hierarchy in the South and its effects. - Discussion of the effects of the fact that all three branches of the federal government were dominated by slave owners for the first 80 years of the nation's existence. <ul style="list-style-type: none"> - Andrew Jackson's support for slavery - Slave codes enacted by Southern states; prohibitions on migration of freed African Americans into free states; limitations faced by free African Americans in the Northern & Southern states. - Primary Source Analysis of attitudes of political leaders Thaddeus Stephens and Andrew Johnson on emancipation and the status of Black Americans. <ul style="list-style-type: none"> - Reading & Questions - Reconstruction and its successes/failures in helping transition formerly enslaved people to freedom, including the Freedmen's Bureau, the clash between Radical Republicans in Congress and President Johnson, and federal vs. state powers to protect individual rights. - The achievements, failures, and legacy of Reconstruction, including the 13, 14th and 15th Amendments, Black Codes, the formation of the KKK, lynchings, and limited federal action to enforce Civil Rights Acts and other laws designed to protect the freedmen/freedwomen. - Promise vs. Reality of Freedom & Questions

f. The contributions of Black people to American life, history, literature, economy, politics, and culture.

Grade-level	Content Area(s)	Lessons/Resources
11	U.S. History	<p>The cultural, economic, and political contributions of Black Americans are taught through the following lessons and resources:</p> <ul style="list-style-type: none"> - Formation of Black/Native communities in Spanish Florida; the Seminole Wars - Great Migration of Black Americans to Northeastern cities - The Harlem Renaissance and its effects on American culture <ul style="list-style-type: none"> - Development of blues, jazz, and ragtime music by black musicians - Alain Locke & The New Negro Reading & Questions - Political Realignment and shifts in Democratic and Republican party bases in the 1920s and 1930s. - Post WWII Civil Rights movement; battles to end segregation and disenfranchisement, including desegregation of the armed forces, Thurgood Marshall and the Brown v. Board ruling, Montgomery Bus Boycotts, Selma to Montgomery march, Greensboro Sit-ins, Little Rock Nine, James Meredith's integration of UMiss; study of nonviolent protests including those led by Dr. MLK Jr. and John Lewis, CORE, SCLC, and SNCC - Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam

g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.

Grade-level	Content Area(s)	Lessons/Resources
9	Integrated Social Studies	<p>The socio-economic struggle of Black Americans is taught through the following lessons and resources:</p> <ul style="list-style-type: none"> - Discussion of wealth and income inequality; correlation between race and lifetime earnings. - Reading and discussion on racial integration, busing, and contemporary disparities in American schools. Brown v. Board, 60 Years Later. - Grassroots movements and their efforts to bring attention to cultural, political and economic issues. Different methods chosen by different leaders such as Martin Luther King, Malcolm X, Rosa Parks, and Black Panther Party <ul style="list-style-type: none"> - Non-violent direct action - Self-defense - Non-Cooperation - Media/News - Self empowerment - Legislation (the Civil Rights Act 1964, The Voting Rights Act of 1965, The Civil Rights Act of 1968) - Eyes on the Prize (Fighting Back 1957- 1962) <p>Tulsa Burning: The 1921 Race Massacre (Documentary)</p>
11	U.S. History	

The socio-economic struggle of Black Americans is taught through the following lessons and resources:

- Primary Source Analysis: [Olaudah Equiano](#)
- Differences between the experiences of [urban and rural enslaved people](#)
- Resistance to slavery by the [enslaved and by abolitionists](#), including study of Frederick Douglas and his views on the Constitution
- [Slave resistance and rebellions](#) led by Gabriel Prosser, Denmark Vesey, and Nat Turner.
- Formation of African American churches and communities; formation of Underground Railroad.
- Primary Source Analysis: [Sojourner Truth](#)
- [Sharecropping, tenant farming, labor contracts](#), and other forms of economic, political, and social oppression in post-war South.
 - Primary Source analysis of activism by newly emancipated persons to rectify conditions of former servitude. [Reading & Questions](#)
- [The Compromise of 1877](#) and return to power of former Confederates in Southern states, and ensuing violations of the rights of African Americans.
- Development of the “New South” after the Civil War
- Origins of segregation and [Plessy v. Ferguson](#); origins and effects of Jim Crow laws
 - [Responses to segregation](#)
- Origins and background on the African American Civil Rights movement, including study of the Progressive Movement, Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP.
 - Washington & Du Bois [Reading & Questions](#)
 - Is Another Progressive Era Coming? [Reading & Questions](#)
- Failures of the [Progressive Era](#) to deal with continued racism and disenfranchisement of Black Americans
- Black Wall Street and the [Tulsa Race Massacre in 1921](#); 1920s [resurgence of the KKK](#)
- Failures of New Deal legislation to provide assistance to African Americans, including origins of discriminatory housing policies like redlining
- African American military service in World Wars I and II, Korea, and Vietnam.
 - [Segregation of the Armed Forces during WWI & WWII](#)
- [Exclusion of African Americans from GI Bill](#) and other contributors to postwar prosperity
- [Post WWII Civil Rights movement](#); battles to end segregation and disenfranchisement, including desegregation of the armed forces; Montgomery Bus Boycotts, [Brown v. Board of Education](#), [Selma to Montgomery march](#), Greensboro Sit-ins
 - [Civil Rights Webquest](#)
 - Integration Primary Source [Reading & Questions](#)
- Federal Civil Rights legislation of the 1960s & Resistance
 - [White backlash against racial integration](#) and political

		<ul style="list-style-type: none"> - realignment - Stokely Carmichael Primary Source Reading & Questions - National Race Riots and the Kerner Commission - Discussion of the ongoing fight for civil liberties for African Americans and other groups, including contemporary police brutality, mass incarceration, and other forms of disenfranchisement and racial discrimination, including “The New Jim Crow” and the BLM movement - Voting Rights in the 21st century & Questions
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h. Black figures in national history and in Delaware history.

Grade-level	Content Area(s)	Lessons/Resources
9	Integrated Social Studies	<ul style="list-style-type: none"> - Elections of Barack Obama in 2008 and 2012 - Election of Lisa Blunt Rochester, Delaware’s Representative in the House of Representatives - Confirmation of Ketanji Brown Jackson to the US Supreme Court
11	U.S. History	<ul style="list-style-type: none"> - Harriett Tubman & the Underground Railroad - Election of Hiram Revels and Joseph Rainey in 1870 as first Black members of Congress - Origins and background on the African American Civil Rights movement, including study of Ida B. Wells, W. E. B. Du Bois, Booker T. Washington, the Niagara Movement and the NAACP. <ul style="list-style-type: none"> - Washington & Du Bois Reading & Questions - Alain Locke & “The New Negro” Reading & Questions - Harlem Renaissance: Jazz Musicians Duke Ellington and Louis Armstrong; Poet Langston Hughes - WWII: Tuskegee Airmen; Double V Campaign - Thurgood Marshall and the Brown v. Board ruling, Little Rock Nine, James Meredith's integration of UMiss; study of nonviolent protests including those led by Dr. MLK Jr. and John Lewis, CORE, SCLC, and SNCC - Study of disagreements among activists for African American rights/equality and leaders within the movement, including Malcom X; formation of Black Panther Party; Creation of the Nation of Islam

Professional Learning

As required by Title 14 §4143 (e), school districts and charter schools shall provide in-service training related to this section within the year.

List the date and description of the in-service training sessions provided to meet this requirement.

Date	Description of Professional Learning
10/11/24 and	All Charter School of Wilmington teachers completed two sessions of Diversity, Equity, Inclusion,

11/1/24

and Accessibility training to help teachers better understand how to thoughtfully and sensitively teach topics involving racial and ethnic identity formation. Workshops investigated forms of implicit and explicit bias, and explored the ramifications of bias on a individual and systematic levels.