

Cultures of Innovation: Intersection of Social Studies and STEAM

in East Africa, Summer of 2023

Curriculum Units

These lesson plans will contribute to teaching various topics through an African centered approach crafted by the educators participating in the Fulbright Hays Group Projects Abroad in Kenya. Please use the resulting lesson plans as you see best in your classroom or learning environment.

**The content of these curriculum units were developed under a grant from the Fulbright-Hays [Group Projects Abroad \(GPA\)](#), [U.S. Department of Education](#) in partnership with the [Center for African Studies](#) at the University of Pittsburgh. However, this content does not necessarily represent the policy of the Department of Education, or the Center for African Studies and you should not assume endorsement by the Federal Government.*

Guard Rails: A Trauma Informed Pedagogical Approach to the Secondary Social Studies Classroom

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Curriculum Title

Guard Rails: A Trauma Informed Pedagogical Approach to the
Secondary Social Studies Classroom

Lesson Authors:

Regina Hutson

Grades Levels:

7-12

Focus:

I have written a sample lesson plan that covers material which may be difficult for some students. After teaching Secondary Social Studies for eleven years, I have found that it is not uncommon for students to struggle with certain topics because of their controversial nature. Some feelings may be tied to personal experiences, family background, or current implications of historical events. I would like to address the potential emotionally adverse reactions that learners may have while engaging with uncomfortable Social Studies content.

Subject/ Courses:

African American History/World History/Sociology

National & PA Standards/ Eligible Content:

PENNSYLVANIA STATE STANDARDS

8.1.12.A: Evaluate chronological thinking.

8.1.12.B: Synthesize and evaluate historical sources.

8.1.12.C: Evaluate historical interpretation of events.

8.1.12.D: Synthesize historical research.

8.4.12.A: Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450.

8.4.12.B: Evaluate historical documents, material artifacts and historic sites important to world history since 1450.

8.4.12.C: Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450.

8.4.12.D: Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to present in Africa, Americas, Asia, and Europe

NATIONAL COUNCIL ON SOCIAL STUDIES STANDARDS

ERA 6: The Emergence of the First Global Age, 1450-1770

STANDARD 1: How the transoceanic interlinking of all major regions of the world from 1450 to 1600 led to global transformations

o **Standard 1A:** The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries.

o **Standard 1B:** The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia and the Americas in the late 15th and early 16th centuries.

o **1C:** The student understands the consequences of the worldwide exchange of flora, fauna and pathogens.

STANDARD 4: Economic, political and cultural interrelations among peoples of Africa, Europe and the Americas, 1500-1750

o **Standard 4B:** The student understands the origins and consequences of the transatlantic African slave trade.

o **Standard 4C:** The student understands patterns of change in Africa in the era of the slave trade.

PA Core Standards

Reading in History and Social Studies CC.8.5.9-10: A, B, C, D,

Writing in History and Social Studies CC.8.6.9-10: A, B, C, H

Lesson Intentions:

Students will be able to examine and explain the various stages of the Trans-Atlantic slave trade from a macro perspective.

Students will be able to collaborate with classmates by discussing the thoughts and feelings that arise while addressing the Trans-Atlantic slave trade.

Lesson Outcomes:

Students will be able to write a summary of the form and function of the

Trans-Atlantic slave trade based on visual historical evidence

Warm-Up:

Students will respond to a written prompt at the onset of the lesson. Responses must be 8-10 sentences with proper punctuations and spelling.

Prompt: How can pictures and paintings serve as valuable documentation of the past? Allow students 5-8 minutes to write. Invite students to share out and read their responses aloud. Facilitate class discussion and allow those who want to share the opportunity to do so.

Main Activities:

Explain to the students that the class will view a series of pictures that outline the sequence of the Trans-Atlantic slave trade. It is imperative to take this time to address the students' thoughts and feelings regarding the pictures. Some of the pictures may make them uncomfortable and this is a safe space to express those feelings.

Give students the following instructions:

We will look at a series of photographs that show the sequence of the Trans-Atlantic slave trade. When you view each picture, write down what you see happening, who is there, and how it makes you feel. Do not talk or share ideas with your classmates until we discuss it as a group at the end.

Present the slideshow to the class one picture at a time. Allow time for students to write responses to each picture.

At the conclusion of the slideshow go back to the first picture and allow time for students to share out. Next, explain the historical relevance of each picture. Have students take notes.

Assessments:

Next, have each student write a summary of the sequence of the Trans-Atlantic slave trade.

Differentiation:

Chunking the material and discussing as the class reads along

Underlining unfamiliar terms and defining them as a class

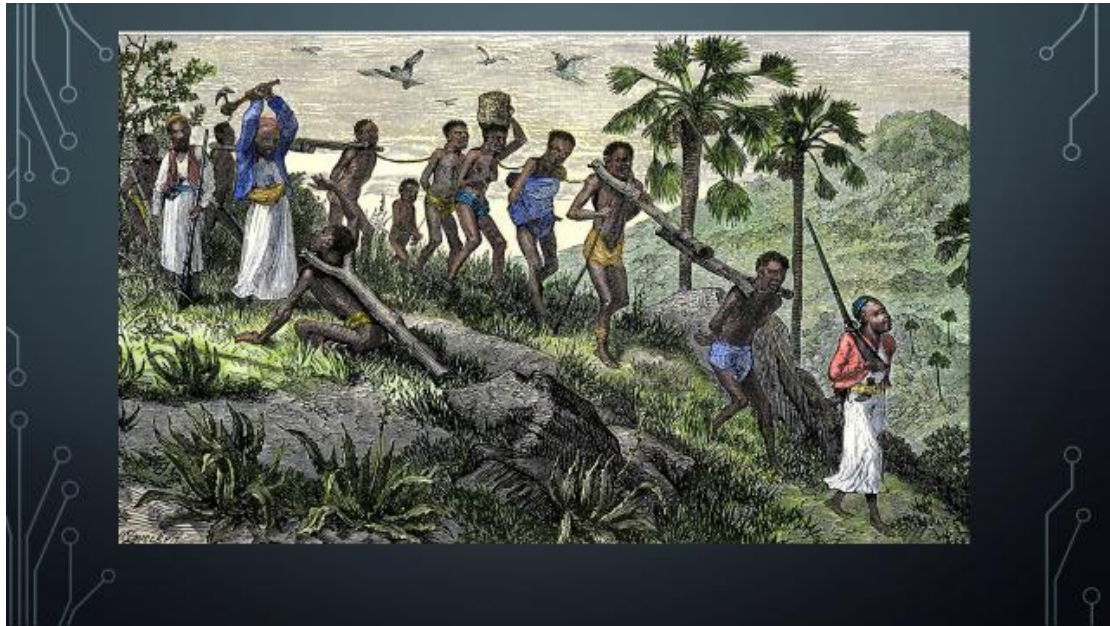
Other suggestions are embedded in the lessons

PowerPoint Slides

Slide 1



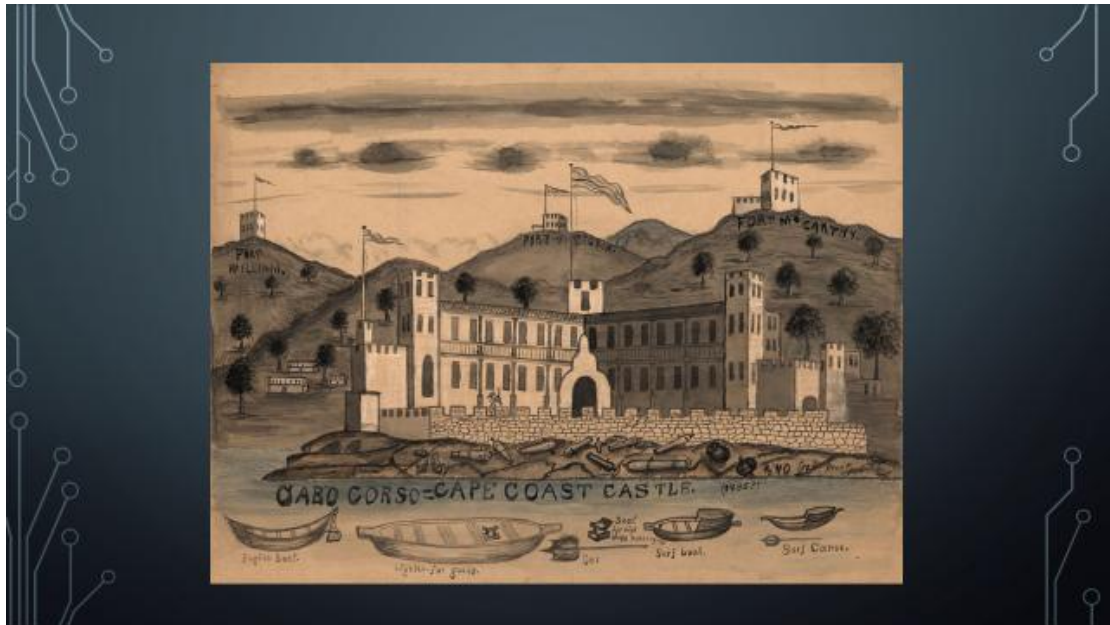
Slide 2



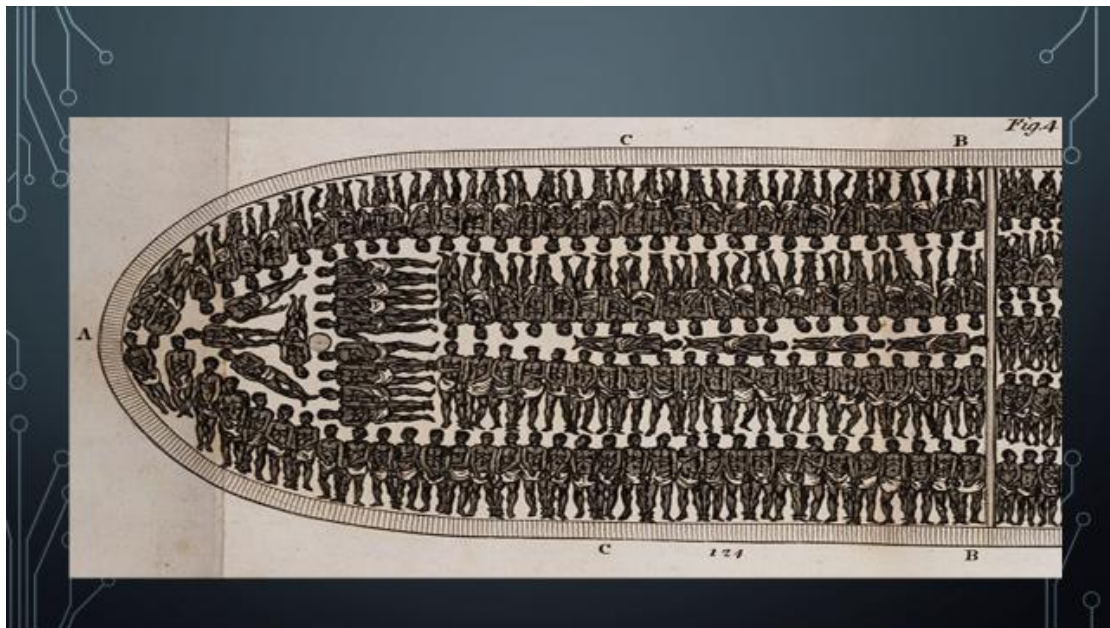
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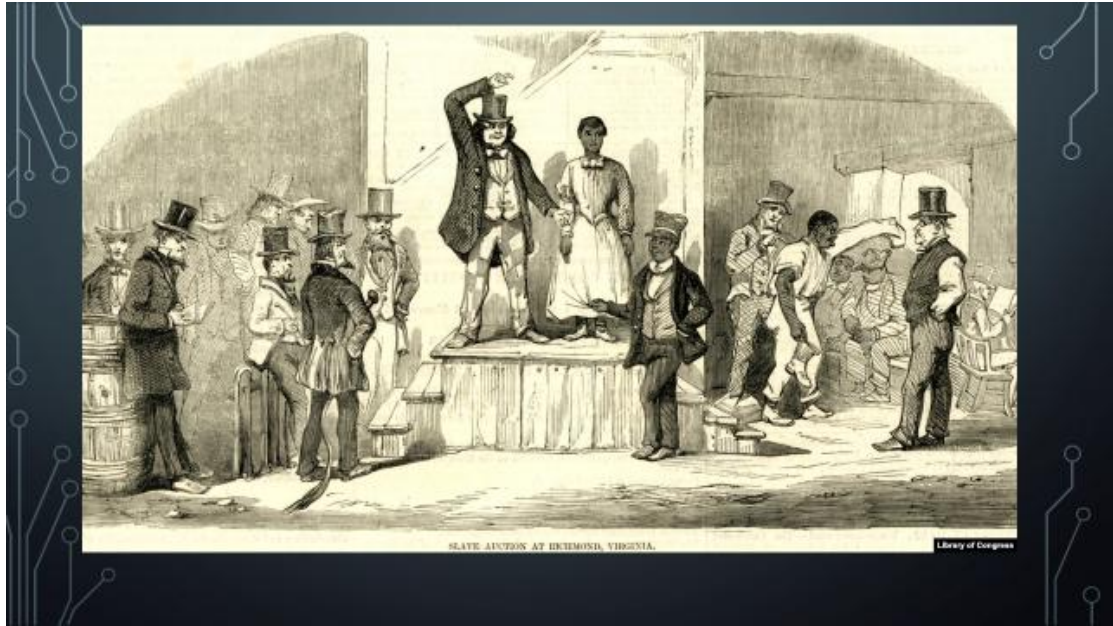
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Slide 5



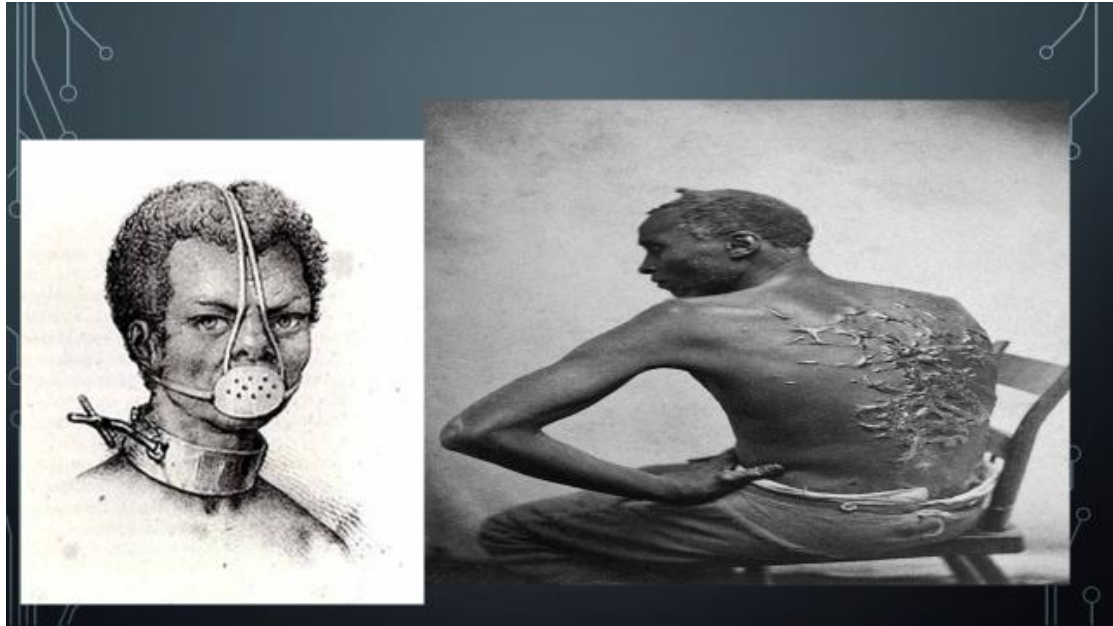
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Slide 7



Slide 8



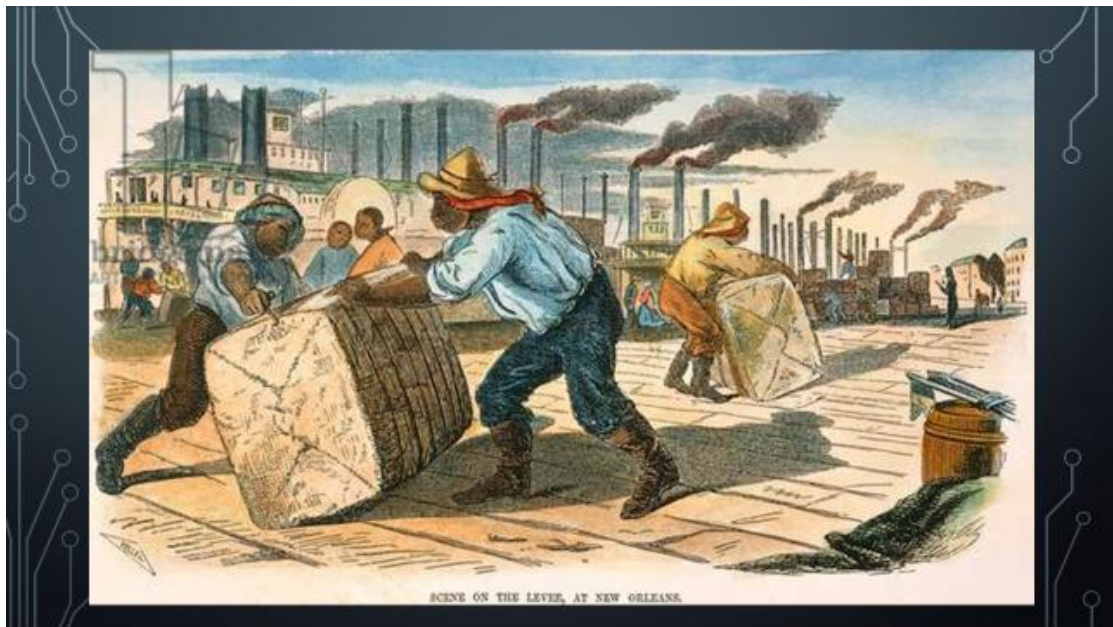
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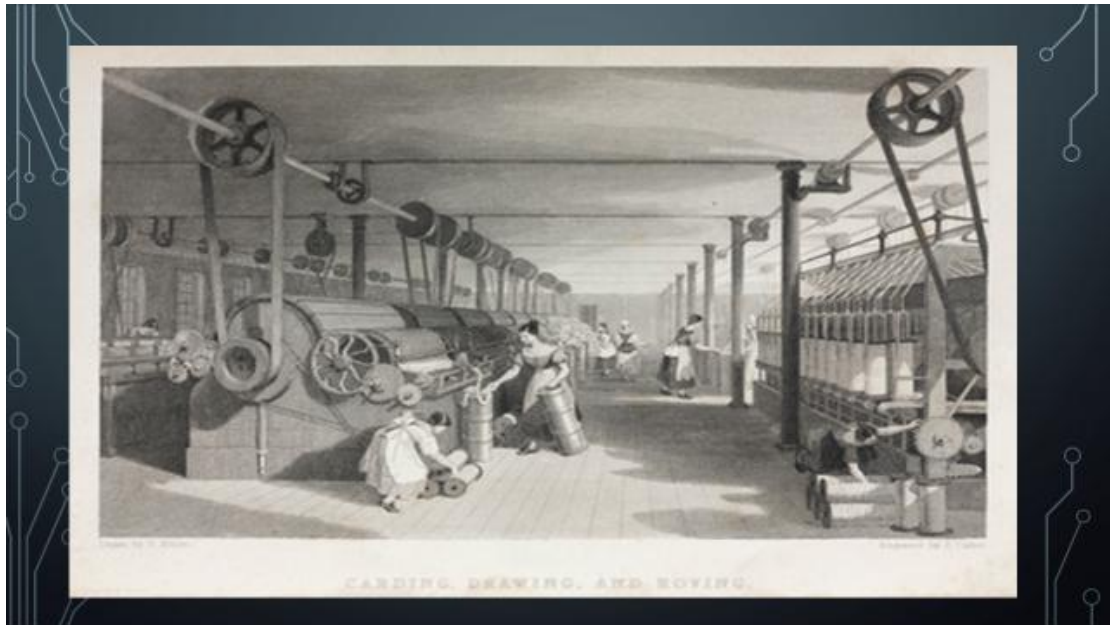
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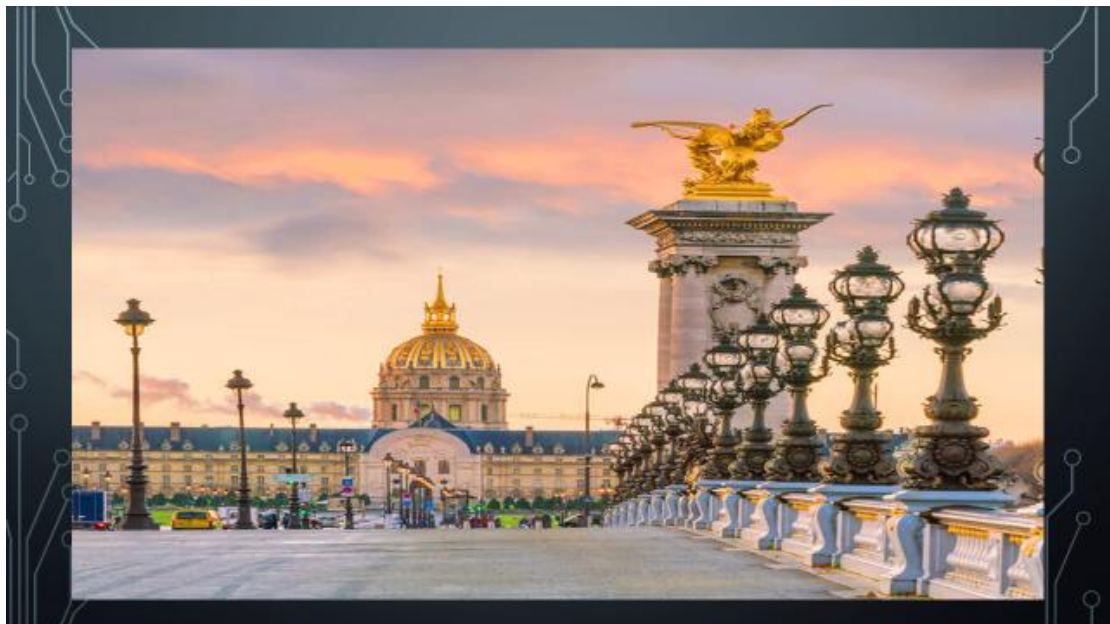
Slide 11



Slide 12



Slide 13



Slide 14



Slide 15



Slide 16



Photo Sources:

Slide 2: Shad, Muhammad. *Captives being escorted by slave traders in East Africa in 1859*. 23 July 2020. *FairObserver.Com*, <https://www.fairobserver.com/region/europe/muhammad-aslam-shad-transatlantic-slave-trade-slavery-world-history-europeans-slavery-americas-68184/>. Accessed 15 Sept. 2021.

Slide 3: “The Slave Hunt” depicts soldiers from Sokoto raiding a village to capture slaves. [*Harper’s Weekly* (Sept. 12, 1857), p. 581]

Slide 4: Cape Coast Castle, and Forts William, Victoria, and McCarthy, Gold Coast, mid-19th century. [Drawings of Western Africa, University of Virginia Library, Special Collections, MSS 14357, no 7]

Slide 5: *Africa and the Trans-Atlantic Slave Trade: Ships*. (n.d.). worldhistory1yonseil. Retrieved September 15, 2021, from <https://worldhistory1yonseil.wordpress.com/>.

Slide 6: *Library of Congress*, <https://www.loc.gov/resource/cph.3a17645/>

Slide 7: Dash, M. (2014). *Prince Klaas lashed to the wheel*. MikeDashHistory.com. Retrieved September 15, 2021, from <https://mikedashhistory.com/2014/06/16/a-little-bit-of-background-the-crucifixion-of-prince-klaas/>.

Slide 8: The Hill Collection of Pacific Voyages, Mandeville Special Collections Library, University of California, San Diego

"Gordon, a Runaway Mississippi Slave, or 'The Scourged Back,'" 1863, attributed to McPherson & Oliver. Credit International Center of Photography

Slide 9: https://en.wikipedia.org/wiki/History_of_African-American_agriculture

Slide 10: Walker, W. (n.d.). *A Cotton Plantation on the Mississippi*. CarterMuseum.org. Retrieved September 15, 2021, from <https://www.cartermuseum.org/collection/cotton-plantation-mississippi-1970199>.

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<https://www.alamy.com/stock-photo-slaves-trundling-cotton-nslaves-trundling-cotton-bales-on-the-levee-95408383.html>

Slide 12: Luan, D. (n.d.). *A mid-18th century quintessential textile factory located in the north of England*. alamy.com. Retrieved September 15, 2021, from <https://www.alamy.com/a-mid-18th-century-quintessential-textile-factory-located-in-the-north-of-england-the-mills-brought-great-wealth-to-the-country-during-the-reign-of-queen-victoria-and-many-businessmen-made-a-lot-of-money-however-life-was-hard-for-workers-with-a-working-day-lasting-for-twelve-hours-or-more-and-they-had-to-move-quickly-to-keep-up-with-the-machinery-with-a-possibility-of-being-sacked-for-falling-behind-even-worse-children-as-young-as-six-carried-out-dangerous-tasks-such-as-clearing-blockages-on-spinning-frames-in-mills-image424851948.html?imageid=B17F727F-59F8-4621-9724-F25AC4944CF8&p=196516&pn=1&searchId=c95c374a202b8f2096050ca8a019c47f&searchtype=0>.

Slide 13: Luan, D. (n.d.). *A mid-18th century quintessential textile factory located in the north of England*. alamy.com. Retrieved September 15, 2021, from <https://www.alamy.com/a-mid-18th-century-quintessential-textile-factory-located-in-the-north-of-england-the-mills-brought-great-wealth-to-the-country-during-the-reign-of-queen-victoria-and-many-businessmen-made-a-lot-of-money-however-life-was-hard-for-workers-with-a-working-day-lasting-for-twelve-hours-or-more-and-they-had-to-move-quickly-to-keep-up-with-the-machinery-with-a-possibility-of-being-sacked-for-falling-behind-even-worse-children-as-young-as-six-carried-out-dangerous-tasks-such-as-clearing-blockages-on-spinning-frames-in-mills-image424851948.html?imageid=B17F727F-59F8-4621-9724-F25AC4944CF8&p=196516&pn=1&searchId=c95c374a202b8f2096050ca8a019c47f&searchtype=0>.

Slide 14:

<https://stock.adobe.com/images/fountain-in-the-place-de-la-concorde-paris-fran>

[ce-europe/196707826](https://www.britannica.com/topic/Buckingham-Palace)

Slide 15: *Buckingham Palace*. (n.d.). Britannica.com. Retrieved September 15, 2021, from <https://www.britannica.com/topic/Buckingham-Palace>.

Slide 16: <https://x.com/Gertsroyals/status/1654843319325696003/photo/1>

Pittsburgh Public Schools Curriculum

African American History, Unit 2

Slave Culture and Community

Pacing: 4 Instructional Weeks

Grading Period 1, Weeks 7-9

Grading Period 2, Week 1

Overview

Slave Culture and Community

Who were the people of African descent in mainland North America during slavery?

How has historiography [and archaeology] portrayed the slave culture and community of African Americans?

Slave Culture and Community examines the adaptive resilience that shaped the lives of enslaved African workers in America. This examination expands upon Unit 1 which showed how the nature of slavery in North America evolved and shifted starting with the first or charter generation of slave workers. This unit will introduce descendant generations of slave workers, regional differences related to work and family, and inter and intra-racial relations. This unit also focuses on variations within the institution of slavery, resistance to that institution, and organized efforts to dismantle slavery outright. The second module in this unit focuses on the historiography of slavery – how different influential historians (Phillips, Stamp, Elikins and others) have written about slavery over time and how those interpretations have changed over time. One recent interpretation includes the historiography of women and slavery from historians, White, Black and Glymph.

Module 3 focuses on the unique slave cultures and communities from the three regions of colonial America: Northern region (NY), the Chesapeake/ Upper South (MD & VA), Southern Colonies/ Low Country (SC & GA). The terms, acculturation, assimilation, Creolization, and African cultural retentions, will be featured in this

Module.

Overarching Questions

MODULE 1: Who were the slave workers in British Colonial America and the United States?

MODULE 2: How have historians characterized slavery as an institution over time? What features of that institution do they focus on and why? How have these accounts changed over time?

MODULE 3: What was life like for enslaved Africans in different regions of the Colonies and early United States? How do we know? To what extent were Africans Americans able to manage their lives and create a culture while enslaved?

What skills did Africans bring and how were they utilized? What variables affected the work life and home life of slaves?

Pacing Road Map

<p align="center"><i>Unit 2 at a Glance</i> <i>Pacing 4 Instructional Weeks</i> <i>Grading Period 1, Weeks 6-9</i></p>			
Pacing	Overarching Questions / Key Understandings	Focus and Content Skills	Student Products
8-10 days	Who were the slave workers in British Colonial America and the United States?	<ul style="list-style-type: none"> Examine secondary source historical readings, a newspaper article, images and poetry to learn about the different generations of slave workers in America. Analyze different perspectives on who the slaves were, how the slavery system developed, and how that system impacted the lives of slave workers. Explain the features of five 	<ul style="list-style-type: none"> Written warm-ups, and short conclusions on historical narratives, primary source quotes and documents, Accountable talk in writing through pair and small group analysis, discussion, recording, and reporting Interpret map and graph on colonial participation in the slave institution, Write comparative analysis of student descriptions of slavery in America using history

		<p>generations of slave workers and analyze similarities and differences.</p> <ul style="list-style-type: none"> Actively participate in jigsaw activities to gather information from other students 	<p>content themes,</p> <ul style="list-style-type: none"> Read narratives and write analysis using historiography tools on intergenerational connections among slave workers, Draw written conclusions to common perception of slavery with slavery through historiography;
5-6 days	<p>How have historians characterized slavery as an institution over time?</p> <p>What features of that institution do they focus on and why?</p> <p>How have these accounts changed over time?</p>	<ul style="list-style-type: none"> Examine secondary source historical readings, a newspaper article, images and poetry to learn about the different generations of slave workers in America. Analyze different perspectives on who the slaves were, how the slavery system developed, and how that system impacted the lives of slave workers. Explain the features of five generations of slave workers and analyze similarities and differences. Actively participate in jigsaw activities to gather information from other students 	<ul style="list-style-type: none"> Quick writes, analytical writing & summaries of various secondary and primary sources of historiography of historians and popular textbooks portrayals of the people and institution of slavery. Complete Guiding Questions on historians and popular text book accounts of the people and institution of slavery
5-6 days	<p>What was life like for enslaved Africans in different regions of the Colonies and early United States? How do we know?</p> <p>To what extent were Africans Americans able</p>	<ul style="list-style-type: none"> Examine multiple features of slave culture and community in America Compare and contrast regional characteristics of slave culture and community Describe resilience and innovative qualities of slave culture and community 	<ul style="list-style-type: none"> Write and defend examples of common features of life experiences of slavery workers in all regions Research, analyze, and record findings on inter and external social and cultural forces that shape slave culture and communities Answers to dynamic and

	<p>to manage their lives and create a culture while enslaved?</p> <p>What skills did Africans bring and how were they utilized? What variables affected the worklife and homelife of slave?</p>	<ul style="list-style-type: none"> Analyze inter- and intra-race relations, class and gender, generational and regional differences, and internal and outside social forces that helped shape slave culture and American culture 	<p>innovated uses of food for life and work enhancement and survival</p> <ul style="list-style-type: none"> Complete guiding questions on historical documentary on organized rebellion to sustain family life among slave workers
<p>Culminating Project:</p> <p>Students will write a 2-3 page essay or powerpoint presentation on the following prompts using work and analysis from each module :</p> <p style="text-align: center;">Slave Culture and Slave Community</p> <p><i>I.</i> Who were the people of African descent in mainland North America during slavery?</p> <p><i>II.</i> How has historiography [and archaeology] portrayed the slave culture and community of African Americans</p>			

Pittsburgh Public Schools Curriculum

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Regina D. Hutson

Fulbright-Hays Group Projects Abroad 2023

Cultures of Innovation: Intersection of Social studies and STEAM

During the summer of 2023 the Fulbright-Hays Program afforded me a chance of a lifetime opportunity. Travelling to Kenya left an indelible mark on me as a person, a mother, and a teacher. It is in the latter capacity that I found inspiration to pursue my Master's degree. My experience there was transformative because I was able to experience several impactful learning experiences. It was during these times that I saw a need in my learning community. Based on this need, I have developed what will become the primary inquiry of my Master's thesis.

While visiting a tea farm near Limuru, Kenya, we had the wonderful opportunity to speak with a tea farmer and her head employee. She was a spry, elderly woman who had inherited an expansive estate. He was a wise and able bodied man who seemed to be in his sixties or seventies, yet so full of life. As they explained the founding and inner workings of the farm, I noticed that a few of my companions were quite upset at what they were hearing. As opposed to taking an objective approach to gaining first-hand historical insight, they were reminded of slavery in the United States and could not fully embrace the experience because of those feelings. To my dismay, the group was separated for the first time when they left the event early.

The impact of colonialism and the labor distribution of the farm caused

a visceral reaction among adults who were seasoned professionals. They likened the white owner of the farm, who employed many African people to harvest tea, to a slave master in the antebellum United States. It was emotionally disturbing for them so they left the farm and did not participate in a wonderful afternoon of tours and lunch. It bothered me that my companions could not dissociate what they were experiencing and what they knew about history. I would much rather for them to have leaned into the technology and science necessary to produce high quality tea to the world. I took away from that experience a deeper understanding of global economics, scientific innovations, and advanced agricultural developments. How could I help learners move beyond the emotional experience of historical events that may feel uncomfortable to them, and address social studies from a clear intellectual palette which will allow for deeper analysis?

While this situation was soon resolved and we were able to move on as a cohesive group, it left me wondering about the psychological impact of student learning in the K-12 social studies classroom. I have written a sample lesson plan that covers material which may be difficult for some students. After teaching secondary social studies for eleven years, I have found that it is not uncommon for students to struggle with certain topics because of their controversial nature. Some feelings may be tied to personal experiences, family background, or current implications of

historical events. I would like to address the potential emotionally adverse reactions that learners may have while engaging with uncomfortable social studies content.

This lesson is an addendum to the curriculum used in the Pittsburgh Public School District. I felt it was necessary to insert a method of introducing the Trans-Atlantic slave trade in a broader context. This lesson would be taught at the beginning of Unit 2. This will allow for students to be fully prepared for the forthcoming content which, for some, could cause an adverse emotional or psychological reaction.