

# Commissioner of Education's African American History Task Force (AAHTF)



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# Session Goal:

- Provide district and school leaders with information regarding the Commissioner of Education's African American History Task Force (AAHTF) and implementation of the new African American History Standards.

# Session Topics:

- Task Force Mission and Goals
- Criteria for Exemplary School District Recognition
- K-12 African American History Standards
- Teaching New Standards Using Primary and Secondary Sources



# Mission of AAHTF

The State of Florida's African American History Task Force is an advocate for Florida's school districts, teacher education training centers, and the community at large, in implementing the teaching of the history of African peoples and the contributions of African Americans to society. The Task Force works to ensure awareness of the requirements, identify and recommend needed state education leadership action, and build supporting partnerships.



# Goals

- **Goal 1:** Promoting awareness, understanding, and cohesion. The required instruction legislation that addresses the African and African American experience in the curriculum of Florida's schools.
- **Goal 2:** Development of instructional guidelines, a standardized framework, and supplemental materials and resources that include the African and African American experience.
- **Goal 3:** Provide pre-and in-service training to implement the required instruction using various technologies and materials.
- **Goal 4:** Make recommendations to the Commissioner of Education and the appropriate Florida Department of Education leaders that support the full implementation of the required instruction mandate.



# Moving Forward

- Support implementation of Florida's new robust K-12 African American History standards.
- Collaborate with other entities to support the work of the AAHTF.
- Increase the number of "Exemplary" school districts.
- Continue partnership with The Florida Department of Education and the AAHTF.
- Identify additional community partners and stakeholders.
- Establish partnerships with Florida educator organizations.
- Establish partnerships with state colleges, community colleges, universities, charter schools, and auxiliary educational programs.



# **Commissioner of Education's African American History Task Force**

## **Exemplary School District**

# Exemplary School District Designation



School districts providing evidence that they meet six (6) criteria receive the Exemplary School District designation.



# Exemplary School District Rubric

COMMISSIONER OF EDUCATION'S  
AFRICAN AMERICAN HISTORY  
TASK FORCE

Name of Person Completing the Rubric:

School District:  Exemplary Status Date:

EXEMPLARY SCHOOL DISTRICT				
Updated evidence of implementing the Florida African and African American History required instruction FS 1003.42(h)				
AREA	OBJECTIVE	TO BE COMPLETED BY THE DISTRICT Provide <b>updated</b> evidence of meeting each objective. Date(s) of review or implementation should be included. (Pictures, lesson plans, and videos are welcomed)	STOP	
			To be completed by the AAH Task Force	
			Objective Met	Objective Not Met
Curriculum	The school board has developed a plan for the implementation of the Florida African and African American History required instruction.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	The plan has been publicized in the school district's curriculum guides, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Professional Development	The school district has developed and implemented an ongoing professional development plan for training teachers, students, and school staff in strategies for teaching African American History.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Adequate resources have been allocated for structured professional development programs and for enhancing the instruction of African American History in an infused format.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curriculum	African American History Curriculum Frameworks K-12 has been integrated as part of the district's policy with respect to required curriculum.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	The curriculum has been disseminated to curriculum specialists, teachers, media specialists, and other educators in the district.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	There are adequate teaching resources including books, CD's, digital media, and lesson plans available to support this required instruction.	<input type="text"/>	<input type="text"/>	<input type="text"/>

EXEMPLARY SCHOOL DISTRICT				
Updated evidence of implementing the Florida African and African American History required instruction FS 1003.42(h)				
AREA	OBJECTIVE	TO BE COMPLETED BY THE DISTRICT Provide <b>updated</b> evidence of meeting each objective. Date(s) of review or implementation should be included. (Pictures, lesson plans, and videos are welcomed)	STOP	
			To be completed by the AAH Task Force	
			Objective Met	Objective Not Met
Curriculum	African American History content appears in lesson plans over a sustained period of 180 days.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	There are approved methods for teaching and assessing the African American History Curriculum.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	There is African American History content infused and linked to the FSA and other high-stakes tests and requirements.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	African American History content are infused in all subject areas.	<input type="text"/>	<input type="text"/>	<input type="text"/>
University - District Partnership	There is university involvement in professional development, curriculum and instruction support, etc.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	The school district and university partnership has sought external funding (federal grants, foundation grants, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
	The school district and university partnership have aided in the preparation of pre-professional teachers and other educators.	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community Partnerships	The school district's initiatives in African American History has resulted in the development of strategies that include the involvement of parents through awareness information sessions.	<input type="text"/>	<input type="text"/>	<input type="text"/>
	There are community partners who are involved in the development and ongoing implementation of the African American History Curriculum.	<input type="text"/>	<input type="text"/>	<input type="text"/>





# CRITERIA 1

## School Board Approval of the African American History Initiative

The school board has developed a plan for the implementation of the Florida African and African American History required instruction.

The plan has been publicized in the school district's curriculum guides, etc.



## CRITERIA 2

Structured

Professional Learning

The school district has developed and implemented an ongoing professional learning plan for training teachers, and school staff in strategies for teaching African American History.

Adequate resources have been allocated for structured professional learning programs and for enhancing the instruction of African American History in an infused format.



# CRITERIA 3

## African American History Curriculum

K-12 African American History Curriculum has been designed and integrated as part of the district's policy with respect to required instruction and state academic standards.

The curriculum has been disseminated to curriculum specialists, teachers, media specialists, and other educators in the district.

There are adequate teaching resources including books, digital media, and lesson plans available to support this required instruction.



# CRITERIA 4

## Structured Teaching of African American History

African American History content appears in lesson plans over a sustained period of 180 days.

There are approved methods for teaching and assessing African American History.

There is African American History content infused and linked to state and district assessment requirements.

Cross-curricula infusion of African American History in all subject areas.



# CRITERIA 5

## College/University – School District Collaboration

There is postsecondary institution involvement in professional learning, curriculum design and instruction support, etc.

The school district and college/university partnership has sought external funding (federal grants, foundation grants, etc.).

The school district and college/university partnership has aided in the preparation of pre-service and other educators.



# CRITERIA 6

## Parent/Community Partnerships

The school district's initiatives in African American History include the involvement of parents through awareness information sessions.

There are community partners who are involved in the development and ongoing implementation of the African American History Standards.



# Exemplary School Districts



# K-12 African American History Standards



# Social Studies Standards Coding

<b>SS.</b>	<b>5.</b>	<b>AA.</b>	<b>1.</b>	<b>1</b>
<b>Subject</b>	<b>Grade Level</b>	<b>Strand</b>	<b>Standard</b>	<b>Benchmark</b>

The standards are associated by Strands. The coding provided below directs the user to which strand each standard is associated.

## Strands

**AA = African American History**

**HE = Holocaust Education**

**CG = Civics and Government**

**FL = Financial Literacy**

**A = American History**

**W = World History**

**H = Humanities**

**P = Psychology**

**G = Geography**

**E = Economics**

**S = Sociology**



# **Section (s.) 1003.42(2)(h), Florida Statutes (F.S.) Overview**

# House Bill 7 (HB) (2022)

## African American History Standards

- HB 7 (2022) amended s. 1003.42(2)(h), F.S., Required instruction, revising requirements for required instruction on the history of African Americans. Students shall:
  - Develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms.
  - Examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
  - Celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.



# Section 1003.42, F.S.

“(h) The history of African Americans, including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the history and contributions of Americans of the African diaspora to society. Students shall develop an understanding of the ramifications of prejudice, racism, and stereotyping on individual freedoms, and examine what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.”



# Section 1003.42, F.S., continued

“Instruction shall include the roles and contributions of individuals from all walks of life and their endeavors to learn and thrive throughout history as artists, scientists, educators, businesspeople, influential thinkers, members of the faith community, and political and governmental leaders and the courageous steps they took to fulfill the promise of democracy and unite the nation. Instructional materials shall include the vital contributions of African Americans to build and strengthen American society and celebrate the inspirational stories of African Americans who prospered, even in the most difficult circumstances.”



# Section 1003.42, F.S., continued

“Instructional personnel may facilitate discussions and use curricula to address, in an age-appropriate manner, how the individual freedoms of persons have been infringed by slavery, racial oppression, racial segregation, and racial discrimination, as well as topics relating to the enactment and enforcement of laws resulting in racial oppression, racial segregation, and racial discrimination and how recognition of these freedoms has overturned these unjust laws. However, classroom instruction and curriculum may not be used to indoctrinate or persuade students to a particular point of view inconsistent with the principles enumerated in subsection (3) or the state academic standards.”



# Section 1003.42 F.S., continued

“The department shall prepare and offer standards and curriculum for the instruction required by this paragraph and may seek input from the Commissioner of Education’s African American History Task Force.”



# K-12 Florida Standards Themes

**K-5**

**African American Role Models and Stories of Their Contributions**

**6-8**

**AAH Standards Mirroring M/J American History Timeline**

**9-12**

**Comprehensive African American History Standards from 1609-Present**





# K-5 Instructional Examples

## Grades K-3

- The teacher will facilitate a standards aligned interactive activity where students match a photo with a person's accomplishments.
- This activity would serve to facilitate the identification of African American artists, civic leaders, heroes and patriots and highlight the contributions they made to society.
- This activity can be aligned to SS.K.AA.1.1, SS.1.AA.1.1, SS.2.AA.1.1 or SS.3.AA.1.1

## Grades 4-5

- Using primary sources, the teacher will facilitate a "Museum Gallery Walk" containing photos and biographies of notable people who served as leaders and made significant contributions to African American history. Students will take notes on the individuals' biographies before returning to their desk. Using the information they gathered along with whole group discussion, they will formulate their own summary.
- This activity is aligned to SS.4.AA.1.1



# 6-8 Instructional Examples

- The teacher will provide primary sources outlining various abolitionist movements to their students. Students will annotate these documents in order to compare and contrast the origins, aims, and methods of different abolitionist movements using a graphic organizer such as a Venn Diagram or a T-chart.
  - This activity is aligned to SS.68.AA.2.6
- Following whole group instruction on the Underground Railroad, students will work in small groups to create their own “spiritual” containing their message on the significance and importance of those seeking freedom.
  - This activity is aligned to SS.68.AA.2.4



# 9-12 Instructional Examples

- Teacher will facilitate a triangular trade research project. Project will cite a minimum of 3 primary source documents (shipping manifests, bills of lading, slave trade documentation, etc.) and include a map of the regions (countries) involved. Student focus should be specifically within the period of 1609-1776.
- Teacher will facilitate a historical analysis project. Students will compare and contrast the early and late civil rights movements. Students will identify successes and failures of earlier civil rights movements and how that impacted the goals and methods of later movements.



# Teaching African American History With Primary Resources

# What are examples of primary sources for African American History?

- The Declaration of Independence.
- The Constitution of the United States of America.
- Public statutes and legislative histories (e.g., 1808 prohibition of foreign slave trade).
- A document, artifact, or recording that was created by someone who lived through the events being studied.
- Slave narratives: First-person accounts of enslaved people.
- Autobiographies: Personal accounts of the lives of African Americans.



# What are examples of primary sources for African American History? continued

- Petitions to legislative authorities.
- Legal filings and court judgments.
- Letters: Personal communications between individuals.
- Publications (novels, histories, expository accounts).
- Speeches: Public addresses given by African Americans and others.
- Photographs: Visual representations of African American life.
- Artifacts: Physical objects that were created or used by African Americans.



# Where can primary sources for African American history be found?

- Libraries
- Archives
- Museums
- Online (Websites)
- Anthologies (e.g., Slave Narratives by Henry Louis Gates)



# Finding a Primary Source

- Now that you have seen some examples of primary sources, it is time to find one yourself.
- Find two different kinds of primary source that could be used in an African American History Lesson.
- Write down an idea for how you could incorporate each source into a lesson.
- Discuss with your table the advantages and disadvantages of using different types of primary sources.





# What are examples of secondary sources for African American history?

- A document, artifact or recording that was created by someone who did not live through the events being studied, but who has analyzed primary sources.
- Books: There are many books that have been written about African American history.
- Journal articles: Scholarly publications that discuss the findings of original research on a particular topic.



# What are examples of secondary sources for African American history? continued

- Encyclopedia entries: Encyclopedia entries provide brief overviews of a wide range of topics.
- News articles: News articles report on current events and often include analysis by journalists.
- Documentaries: Documentaries present information about a particular topic through interviews, footage, and narration.
- Online databases



# Which of the following is a primary source to teach Kindergarten Standard 1, SS.K.AA.1.1, recognize Mae C. Jemison?

- **Government Website: NASA's African American Astronauts.** (A list of African American astronauts that includes Mae C. Jemison.)
- **Government Website: Feb. 23, 2023: NASA History: Honoring Black Astronauts During Black History Month 2023.** (A list of African American astronauts that includes Mae C. Jemison.)
- **Organizational Website: Lunar and Planetary Institute - HONORING BLACK ASTRONAUTS DURING BLACK HISTORY MONTH 2023.** (This article has a link to NASA's Feb 23, 2023 information about honoring black astronauts that includes Mae C. Jemison.)
- **Organizational Website: The National Women's History Museum.** (This website has a biography of Mae C. Jemison posted.)
- **Organizational Website: Biography.com.** (This website has a biography of Mae C. Jemison posted.)
- **Book: Women in Science and Technology: Mae C. Jemison.** (Author: The Women in Science and Technology organization).
- **Book: Find Where The Wind Goes: Moments From My Life.** (Autobiography - Author: Mae C. Jemison.)





Please complete the following survey to help us better understand how we can support you and your teachers!