C. Project Based Learning

Expanded Timeline (5-10 days)

### **Standards**

HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history from 1877 to present.

### **Objective**

Students present their knowledge and conclusions from research questions that lead to answers using primary documents that have been analyzed in order to determine the social normalizing of segregation and the removal of Black leadership from the horse industry.

### **Goal**

Research and evaluate the Chronicle of the African American in the Horse Industry website sources to learn about the lives and experiences of jockeys, trainers and owners before and after 1904. Include, locate and analyze primary sources in order to answer the compelling and supporting questions concerning the impact of Jim Crow laws on halting the African American influence on America’s #1 sport at the turn of the century.

### **Guiding Questions**

**Compelling question:**

Did political forces and financial stakeholders work together to promote white supremacy in the horse industry?

**Supporting questions:**

* Who were the political forces in the horse industry during the late 18th through the 20th century?
* Who were the financial stakeholders of the horse industry in the late 18th through the 20th century?
* Which African Americans in the horse industry during this period, late 18th c - 20th c, were impacted by political and economic discrimination?
* What events took place that promoted white dominance in the horse industry?

### **Skills**

Research, sourcing, contextualizing, close read and corroboration, inquiry: creating compelling and supporting questions, communicating/design action plan using project based learning.

## **Activity Steps**

#### **Step 1**: Read and discuss this scenario with the students.

You love sports, but you love riding horses more than any other sport. Your family is aware of that, and they have given you every opportunity to learn and experience life with horses. But that’s hard for a kid that lives in a town where money doesn’t come easy. Your uncle had a job at a horse farm, so he was able to get a position for you. . . mucking out stalls. In other words, you are a farm hand. Over the last year, you and everyone else at the farm has realized you have a way with horses, and your dream has come true at last. They trained you to be an exercise rider and now you can dream of ‘win, place and show’ as you spend time with your horses.

That was how it started, back in the day, and you remember how exciting it was to move up the ladder to a place where the owners of the horse farm wanted you to be the jockey when they raced . . . and you smile in remembrance. Not bad for a Black kid from slavery, right? And now, here you are, at Churchill Downs, on the finest Thoroughbred in history, and you will win the Kentucky Derby. Not place, not show. WIN. After the fastest two minutes in sports, you fully realize you did it, you are a champion!

Years later, all you could think about was, “What happened? What went wrong? Who took the dream away? Why won’t the white jockeys just let me race? Why won’t the owners and trainers give me a chance anymore?” You won the Kentucky Derby and made tons of money for everyone for years. You loved and cared for the horses. You gave your all to this life, and now there is nothing. You think, “What can I do? Where can I get someone to help me and make this right? How long will it be before someone sees me for my skill and not for my color? How will I feed my family now? Who am I?”

If this happened to the African American horsemen of 1904, then it can happen again to any group that the powerful decide to discriminate against legally and economically.

#### **Step 2:** Students work in teams to review and discuss their compelling and supporting questions.

* Discuss what you are looking for in your research and make a team list.
* Assign each teammate their research section using Chronicle of African Americans in the Horse Industry and any other sources needed to answer these questions.
* Teacher will determine an amount of time for this step of the project.
* Bring your teams back together to share their findings.
* Keep all sources and notes available so all teammates can see one another’s process.

#### **Step 3:** Studentsrejoin their teams and determine what went wrong in US History to create a social and economic response to African Americans in the horse industry.

* Determine how your team can compare and contrast these people and actions to today’s society.
* Create a platform of communication to present your findings and comparisons.
* Your project should include VARK- strategies: Visual, Auditory, Read/Write, Kinesthetic, Multi-modal- for your presentation learning.
* Outline your findings, your focus for comparison to present day political and economic events, and a description of your team’s project platform.
* Submit for summative assessment.

#### **Step 4:** Students review their outlines after they have been scored and discuss any changes that need to be made.

* Determine how you will create your platform and assign a division of labor amongst the team members. Ex - trifold, slideshow, puppet show, website, PSA, etc.
* Create a timeline for all sections of your project that must be created and assignments.
* Determine how your team will use this project to inform the student body to promote change.

#### **Step 5:** Performance date will be determined by the teacher

* Rubrics should be created as a class so that all teams are functioning with the same standards and requirements.
* Classmates will use the Race for Equality rubric to score each team, and return those rubrics to the presentation team for feedback on how they accomplished their goals.

#### **Step 6:** After all teams have presented their projects a reflection writing is needed.

* Individual reflection over:
  + Did your team accomplish the unit objective?
  + Did your team accomplish the unit objective and your team goals?
  + Did your team create a visual and intellectual symbol that presented your findings to an audience with the compelling and supporting questions answered?
  + Did you work to accomplish your assignments at your best ability? If not? Why not? And what could you do better next time?
  + Did all members participate equally? If not, what could be done to prevent this problem in another project?
  + Did all members work together well? If not, what could be done to enhance this collaboration next time?
  + Overall, what were you most proud of?
  + Overall, what would you have done differently that you believe would have had the most impact to improve the project?

## Source

“What Is PBL?” PBLWorks, Buck Institute for Education, [www.pblworks.org/what-is-pbl](http://www.pblworks.org/what-is-pbl).