The Unsung Heroes of The Kentucky Derby

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for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org



Image Source: Kentucky Derby Museum/Kinetic Corporation

### **Summary**

In this module, students will explore and research the impact African Americans had on the Kentucky horse industry. Most importantly, students will focus on the Kentucky Derby by examining information through The Chronicle of African Americans in the Horse Industry. Also, using credible sources, students will present information on the impact the “unsung heroes” had on making the derby an American phenomenon.

### **Grades**

6-8

### **Subject**

Reading/Language Arts

### **Standards**

**Kentucky Academic Standards Reading and Writing**

**RI.6.7, RI.7.7, RI.8.7:** Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

**RI 6.10, RI7.10, RI.8.10:** Students will read, comprehend and analyze complex informational texts independently and proficiently.

**C.6.2, C.7.2, C.8.2:** Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

**C.6.5, C.7.5, C.8.5:** Students will conduct short as well as more sustained research projects based on focused questions,

demonstrating understanding of the subject under investigation.

**C.6.6, C.7.6, C.8.6:** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

**C3 Framework For Social Studies State Standards**

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.3.6-8.** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**Common Core**

**CCSS.ELA-LITERACY.WHST.6-8.9** Draw evidence from informational texts to support analysis, reflection, and research.

### **Time Requirements**

Two-three weeks (with extension activities)

### **Chronicle Resources**

Research the Collection: Person Profile (Eddie Sweat, Charles Davis, Alonzo Clayton, Oliver Lewis, Issac Burns Murphy, William “Billy” Walker, Garrett Davis Lewis,Gabe Hurd, Issac Lewis, Erskine “Babe” Henderson, Alonzo “Lonnie” Clayton, James “Soup” Perkins, Willie Sims, Jimmy Winkfield )

Research the Collection: Event: Kentucky Derby

Research the Collection: Stories: Notable Partnerships (Edward Dudley Brown, Ansel Williamson)

### **Chronicle Themes**

Before Emancipation

Win Hands Down

### **Goals**

Students will be able to research an African American that made a significant contribution to the Kentucky Derby.

Students will be able to use credible sources to collect information about the person’s life and contributions.

Students will be able to present information in a creative way to showcase his/her person’s life and accomplishments.

Students will be able to use 21st century skills to write a one minute speech and create a display board of information about their person to engage an authentic audience.

### **Guiding Questions and Key Concepts**

1. In what ways did African Americans contribute to the history and the success of the Kentucky Derby?
2. What impact did African Americans have on the horse industry before and after slavery?
3. How can we acknowledge the “unsung heroes” that history has forgotten?

### **Career Connections**

**This learning module can help students think about careers in the following areas:**

Museum Curator: Keeper of a cultural heritage institution or oversee museum collections by managing the acquisition, preservation and display of museum artifacts. (Art, Science, History, Music, etc)

Researcher: Collect, organize, analyze, and interpret data and opinions to explore issues, solve problems, and predict trends. (Science, Social Sciences, Interest-based)

Journalism: Journalists collect and disseminate information to the public. (Television, print/non print media, reporter, news anchors, etc)

Riding Instructor: supervise and direct horse riders in riding lessons and training sessions.

Jockey: rides racehorses.

Racehorse Trainer: trains and conditions horses for racing.

Equine Veterinarian: specializes in health care and treatment of injuries for horses.

### **Vocabulary/ Key Terms**

**Credibility:** the quality of being trusted and believed in.

**Fact:** a piece of information used as evidence or as part of a report or news article.

**Jockey**: a person who rides on horses, especially as a profession.

**Legacy**: a gift of significance (property, money, etc) handed down by a predecessor.

**Opinion**: the beliefs or views of a large number or majority of people about a particular thing.

**Research**: the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.

**Speech:** a formal address or discourse delivered to an audience.

### **Additional Instructional Resources**

International Museum of the Horse <http://imh.org/>

Notable Kentucky African American Database <https://nkaa.uky.edu/nkaa/>

Research Outline https://docs.google.com/document/d/1W3ne5DiuORB3a0P7p10aKokEbXgZxoQgB5VNTCQdf4g/edit?usp=sharing

Scoring Rubric https://docs.google.com/document/d/1vUtO6PpA7HIPcI-UregQrULTK\_AcBhI0BmBjhSLnuvg/edit?usp=sharing

### **Resources/Materials**

Internet Access Trifold Board Comment Card   
Electronic device (desktop, chromebook, iPad, etc) Color pencils/markers Chart Paper

Research Outline Glue/tape

Paper/pencil Printer Access

### **Background for Students**

Known as “The Most Exciting Two Minutes in Sports,” The Kentucky Derby has been one of the main attractions to Churchill Downs in Louisville, Kentucky every May since 1875. Since the first race, African Americans have played a vital role in the success of the Kentucky Derby as a prestigious race as well as trained, and raced some of the biggest winners in racing history. When discussing the Kentucky Derby, you consider the contributions and influences African Americans had on the horse industry here in Kentucky.

The Kentucky Derby has a history of diversity. Many in the equine industry would argue that it was African Americans who laid the foundation for the success of the Kentucky Derby and made significant contributions to the horse industry as well.

In what ways did African Americans contribute to the history and the success of the Kentucky Derby? After researching the Chronicle of African Americans in the Horse Industry website, choose an African American that made a contribution to the Kentucky Derby. Write a one minute speech describing their influence and contributions to the Kentucky Derby and create a display board showcasing his/her accomplishments. Use evidence from your research to support your discussion.

### **Skills and Instruction**

**Day 1 Task Engagement:** To build on prior knowledge and establish background information, have students brainstorm or share out their knowledge of experience with the Kentucky Derby.

Have students watch footage of a Kentucky Derby race or an image of a jockey on a horse at the Kentucky Derby

**Suggested Sources of Video or Images**

Kentucky Derby. 2019. *2019 Kentucky Derby Reply - (HEAD ON CAMERA VIEW)*.<https://www.youtube.com/watch?v=pPjYOiN_QSQ&feature=youtu.be>.

Ron Stodghill, and Paintings by Riley Holloway. 2019. “The Kentucky Derby’s Lost Generation.” Medium. April 10, 2019.<https://medium.com/airbnbmag/the-kentucky-derbys-lost-generation-e8a978b3f471>.

**Have students complete this thinking strategy on a piece of paper or post it note.**

**“What did you see?**

**“What do you think is going on?”**

**“What does it make you wonder?”**

In the whole group discussion, have students share their observations and reasons. Record student responses on chart paper and keep it posted throughout the duration of the module so students can reference it during the project. This activity will help students to generate interest in learning about the African American impact on the Kentucky Derby.

**Day 2: Introduction to Task**

Pass out the research outline to each student. Discuss the living wax project and go over the criteria and the scoring rubric. Teachers should explain what a wax museum is and show examples for students.

**Wax Museum example:**

“Wax Museum.” n.d. PBS LearningMedia. Accessed August 3, 2020.<https://ket.pbslearningmedia.org/resource/cc13.pd.hist.waxmus/wax-museum/>.

**Research Outline:**  https://docs.google.com/document/d/1W3ne5DiuORB3a0P7p10aKokEbXgZxoQgB5VNTCQdf4g/edit?usp=sharing

**Scoring Rubric:**  <https://docs.google.com/document/d/15g2xln7RA1m73YAJrtgWs37xq3T6J31y3Wp-xdia07o/edit>

Students should also see the online resources they can use to find information on his/her person. (It may be best to have students draw names so they do not waste time just looking through resources trying to find someone.) Before you let them research, discuss good note-taking strategies. Make sure students understand the expectations of the project and clarify any questions or concerns.

**Day 3-4: Research**

Allow students access to the internet and devices for research. Students should gather as much information on his/her person to fill out the outline. Monitor students as they are working and assist when needed. Students will also need access to a printer to print pictures they could use on their display board. Students need to start thinking about costumes as well. Plan for additional time for research if needed.

**Day 5: Planning of the speech**

After the outline is completed, students need to begin drafting their minute speech presentation. Students will use class time to plan, organize, and write a rough draft. The teacher should review the elements of good writing and explain the writing process before students begin to work. The draft should be submitted to the teacher for feedback. (Use the rubric to give feedback.)

**Day 6-7: Presentation Boards**

Have students bring in all materials needed to decorate and include information of their person of study. You may want to reserve a large area for this as students will need to spread out and work (use of the library/media center, gym, or cafeteria). This would be a good time to conference with students on his/her speech presentation. As students finish the boards, they can begin working on the final draft of the speech presentation.

**\*\* Students may opt to do a Google slide, Flipgrid, or Powerpoint instead of the board. This may be an option for students who work better with technology\*\***

**Day 8: Preparation for Presentations**

Students will work on completing the activity. This day could be used to work on costumes, finish up boards, or work on speeches.

**Day 9: Class Presentation Day**

Have class set up and do a mock exhibit. You may invite another class to come and view the exhibit. This will give students a chance to work on his/her speaking skills and visit their classmates' boards and learn about the other people featured in the exhibit.

**Day 10: Community Presentation Day**

Set up the gym or library for the exhibits. Invite parents and community members to visit the wax museum. Encourage them to wear Kentucky Derby fashion. Each visitor should stop at each student’s board and hear the minute speech presentation. Have visitors leave a comment card. They can comment on which exhibit they like the best or what they learned from the presentations.

**Day 11: Reflection**

Have students get into small groups. Each member will share out to the group their experience or thoughts about the project. After the groups are finished sharing out, students should fill out the chart paper with the responses to the exit 3-2-1 statements.

Three things we learned from this project…

Two things we want to learn more about…

One question we have is..

After students respond to the exit, have them come back to the whole group. Have a student volunteer post the chart paper around the room. Have the groups rotate to each station. Students read and discuss the previous group’s response and add content of their own. Repeat until all groups have visited each station. Have students go back to their own chart response paper to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what lessons are to be learned from this time period and why it is important to celebrate the contributions other cultures have had on our history.

### **Extensions/Cross-Curricular Activities/Modifications**

**Writing**: “In what ways did African Americans contribute to the history of the Kentucky Derby?” After researching the Chronicle of African Americans in the Horse Industry, write an essay in which you explain the significant impact and role African Americans played in the success of the Kentucky Derby. Support your explanation with evidence from your research.

**Art:** Have students create a drawing or painting of one of the African American jockeys crossing the finish line at the Kentucky Derby. The artwork should include a title and a brief biography of the jockey.

**Social Studies**: During the late 1800s and early 1900s, African Americans had a profound presence at the Kentucky Derby. Students will create a powerpoint presentation outlining how segregation and the Jim Crow laws affected Africans Americans in the horse industry.

**Exceptional Childhood Education (ECE):** All activities should be modified for students with an individualized education program (IEP) or 504 plan according to his/her modifications. Provide copies of graphic organizers, use small group instruction, extended time, technology, etc.

**English Language Learner (ELL):** All activities should be modified according to his/her language plans. Provide copies of graphic organizers, notes, and text material. Concentrate on key vocabulary words. Google translate and other language apps should be useful as well in completing tasks.