ATTUCKS
THE SCHOOL THAT OPENED A CITY

Grades K-12 Curriculum Guide
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Introduction

Many challenging social issues (e.g. stereotyping, democracy, racism, cultural difference, integration, segregation, to name only a few) emerge from documentarian Ted Green’s WFYI production, *Attucks: The School That Opened A City*. Grappling with these issues is central to children’s understanding of society, therefore they are addressed in this elementary, middle, and high school curriculum guide. Our purpose is to illustrate how these issues can be approached through developmentally appropriate, meaningful instruction while also attending to assessments of how children are learning and responding. It requires that teachers, as always, not only spend time preparing for lessons but also make time for analytical reflection, for developing rigorous cultural sensitivity, and for a constant questioning of one’s own values and of our goals for children’s education.

Preparation for teaching about Crispus Attucks High School means an educator first considers questions of her/his own teacher identity: “Who am I?” “What cultural elements have deeply influenced me?” and “How do these cultural elements continue to impact how I think?” The ways we are socialized in our homes, in our schools, and by our communities influence how we develop and shape the kind of adult we become. As educators we think about the identities of students in our classes. We ask how they are being socialized, and we wonder what messages they are receiving from the home, from the school, and from their surrounding communities. If the goal of education is to nurture a democratic citizen who believes in the worth of each person, and who values peace, equity and a socially just society, our classrooms should reflect learning that stimulates critical thinking, considers issues from multiple perspectives, and fosters collaboration which contributes in real ways to the life of our community.

**Statement of Purpose:**

Students, educators, parents, and community members excavate and interrogate the forces within our society that ultimately spark unity and/or perpetuate divisiveness. By fleshing out the various topics, the framework introduces and utilizes standards-based multi-disciplinary inquiry. Crispus Attucks High School’s remarkable legacies in a wide range of fields, including but not
limited to literature, science, mathematics, history, the visual and performing arts, can be used as a model of passionate, caring, and committed individuals thinking and acting in socially just ways. Even under oppressive conditions historical inquiry can work to bring about meaningful change, not only in schools and in education, but in the broader community.

The Crispus Attucks Curriculum Guide is designed to inspire authentic student inquiry, to develop critical thinking skills, and to make significant connections to students’ social identity. The guide is founded on the learning approach best described as historical inquiry with underpinning values of social justice, an ethic of care, and a pursuit of equity in socio/cultural relationships firmly embedded in anti-racism teaching.

This curriculum guide provides educators with local historical inquiry topics, including:

- The education of African-American Hoosiers prior to Crispus Attucks High School
- The divisive forces that created the school including the larger social, political, and economic forces
- The teaching philosophies, practices, and mindsets that made it excel
- The forces at Crispus Attucks High School that ultimately sparked greater racial unity in Indianapolis
- The questions and conundrums its ultimate integration and closing exposed

Not Your Ordinary Curriculum Guide:

This guide is neither a lesson plan nor a curriculum map. It is an interactive framework which includes links to relevant online resources designed to inspire deep investigations into historically complex events, issues, and the people who produced them. It is not expected that most teachers will import this framework wholesale, but that educators will pull threads from various suggested categories to create a rich, creative tapestry of exploration and investigation unique to each classroom of learners.
Educators who use this guide should develop opportunities for authentic historical inquiries. These investigations should begin with student identities and grow toward deep understandings of the power of historical exploration when it is approached through complex and ambiguous issues, events, and persisting effects of racism. Students should meaningfully encounter the past in light of the present moment with intentions of making contributions to a just and equitable future for all.

To this end, we have designed the guide for use by students and teachers of all grades and all subject areas, encouraging its simultaneous and ongoing use across the disciplines. We also hope this level of engaged learning will develop in our communities as students seek to understand the Crispus Attucks High School era in light of current events, policies, and practices. Students can be encouraged because of what they learned from the past to make real changes for the better in today’s classrooms, neighborhoods, and in our city.

The intention is that this curriculum resource proves to be an enduring, truly useful contribution, moving beyond a classroom shelf. We anticipate it will serve as an interactive site of engagement in which educators can share new questions, creative artifacts, successful student learning experiences, and additional resources as they explore and experiment.

Goals:
The overarching goals of the curriculum guide are to:

- foreground educator reflection upon their own beliefs and link the importance of cultural knowledges to social change
- analyze the effects of racism and critique the constructs of segregation
- broaden and champion community understanding and acceptance among all races and communities reflecting cultural differences
- encourage educators to investigate local heritage and the lessons that this example can offer to future generations
- foster students’ pride in their public school experience
- inspire students to become change agents and to realize they can make a difference in their communities.
The term Black and African American are used interchangeably throughout this document. “Black” refers to people of African descent from the continent and to those of the African Diaspora (whose ancestry connects to the mass displacement and dispersion of enslaved Africans during the Atlantic trade of humans during the 15th through 19th centuries). “African American” refers specifically to people of African descent in the United States noting an ancestral connection to the continent, the history of displaced Africans, and citizenship in the United States. The interchangeable use of these terms in this document draws attention to the evolution and inadequacies of language for capturing the shared historical and cultural experiences of a group.
Historical Inquiry

Purpose of Historical Inquiry:
Historical inquiry examines historical evidence in order to form and test hypotheses about past events. The use of evidence to investigate historical questions gives students the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments. Levstik and Barton (2011) suggest that teaching students to engage in the doing of history involves a “shift from an emphasis on a ‘story well told’ to an emphasis on ‘sources well scrutinized” (p. 17). This shift requires students to pose questions, collect and analyze primary and secondary sources, struggle with issues of significance, and ultimately build their own historical interpretations (Levstik & Barton, 2011).

Goals of Historical Inquiry:
Lessons are continuously being learned from the history of Crispus Attucks. National experts call it unique among segregated high schools because of the politically explosive climate in which it was created, and thus all the more impressive for the success it achieved. Using Crispus Attucks High School as the site to begin an historical inquiry, this guide is designed to provide opportunities for students to develop their critical thinking skills and connect historical moments to present-day movements through historical inquiry-based learning.

Historical inquiry-based learning involves and invites learners to:

- Encounter ideas from the past while thinking about changes for a just future
- Research other examples of segregated schools that persevered and the conditions under which they were opened
- Research current examples of resegregation and the conditions under which these are happening
- Create a counter narrative to the traditional narrative surrounding the history of Crispus Attucks High School
- Bridge their own lives to the Crispus Attucks High School stories as well as current education movements
- Utilize objects and artifacts to foster historical inquiry such as public art (i.e., Talking Wall, murals and photographs)
● Use analytical tools such as Visual Thinking Strategies (VTS) and/or disciplinary approaches to viewing and interpreting visual images
● Identify the dangers of historical amnesia and revisionist history
● Preserve memories through first-person accounts and studies of original documents

Suggested Skills and Knowledges:

● **Chronological Thinking and Historical Comprehension:** Students will be able to distinguish between past, present and future; develop a clear sense of historical time; identify the central questions raised in a historical narrative, including its perspective or point of view.

● **Historical Analysis and Interpretation:** Students will compare and contrast different sets of ideas, policies, values, and behaviors.

● **Historical Research Capabilities:** Students will formulate historical questions from investigations of authentic historical artifacts (documents, photos, eyewitness accounts, letters, datasets, maps, recordings, etc.).

● **Visual, Musical, and Performing Arts Interpretation:** Students will examine and interpret historical artistic works through a variety of media (print, audio, video, 3-D, re-enactments, etc.) to analyze historic perspectives and events.

● **Historical Mathematical and Scientific Events and Contributions:** Students will link mathematical and scientific discovery as well as invention to the time period under investigation. They will identify the conditions which incubated significant mathematical and scientific contributions by members of communities of color in spite of prohibitive policies, practices, and educational opportunities.

● **Language Arts:** Students will read and analyze a variety of historically relevant fiction and nonfiction writing (biography, narrative, newspapers, magazines, short stories, novels, poetry, etc.) produced by members of communities of color in spite of prohibitive policies, practices, and educational opportunities.

● **Language Development:** Students will examine and analyze the use and development of historically relevant local, regional and national English vernaculars in light of their hybrid identity origins (Gullah, Black Vernacular English, Ebonics, etc.)
Authentic Assessment

Statement of Purpose:
Authentic assessment asks students to demonstrate their understanding of content in relevant and engaging ways that are similar to how that understanding would be shown in the world outside of school. Assessment strategies should be treated as an integral part of learning, not separate from it. Assessment is not a single element, but rather a process to gather data utilizing a variety of sources to gain information about student learning and development. The information that is gained might be called the evidence. Using all the evidence, the teacher can then make a judgment or evaluation.

Goals:
● To invite students to consider, respond to, and act upon the themes that emerge from the documentary and related learning engagements.
● To prompt analysis and extension of the story of Crispus Attucks High School.
● To invite students to position themselves as advocates towards social justice aims.
● To evaluate how students analyze and apply the story of Crispus Attucks High School to their lives and to contemporary community conditions and social issues.

Authentic Assessment Strategies:
Meaningful teacher assessment methods to gather data may be termed natural—natural because it occurs in the classroom using the real experiences (and activities) of students as they go about performing tasks and, as Dewey (1897) suggested, constructing meaning. Teachers can gather evidence of student learning through authentic assessment products or performances as well as observations of students’ independent and group work. Examples include:

Projects & Artifacts:
● 2-D or 3-D artwork such as murals, sculpture, photography, paintings, etc.
● Written texts such as scripts for plays or films, historical fiction, poetry, letters to public officials, editorials, policy papers, historical narrative, etc.
- Music or dance performances which communicate historical perspectives, critiques, or newly discovered information
- Public Service Announcements

Participation in discussions and presentations:
- Engagement with book club
- Oral presentations to school boards, to city councils, to state legislatures, or to other local, state, or national governing bodies

Student portfolios and exhibitions
- A collection of samples of creative and research-based writing, photographs, art, student-made videos, graphs, or timelines
- Community members, teachers, and parents are invited to attend exhibitions where students communicate knowledge through presentations, displays, or speeches.

Students should be encouraged to create, produce, and publish culminating work which represents their new learning, new skills, and advocacy to the community. This culminating work should include the opportunity to share the work with an authentic audience. What is really important in assessing students’ learning is the variety, scope, and breadth of evidence that is used to determine how they are progressing.
Planning Introductory Activities

Viewing the Crispus Attucks documentary is the best entry point for planning introductory activities. Watching it in small segments, rather than in one sitting, affords time for thinking, for personal and group reflection and for capturing emerging questions. This approach may be the most practical and impactful. Whenever possible, we encourage educators to support students to take the lead, to identify their own questions, and to permit inquiry to emerge directly from the cognitive dissonance, curiosity, and emotional responses triggered by viewing the documentary. Teachers are then free to join the inquiry process as co-learners and co-investigators rather than the direct source of knowledge and information.

Essential Questions:
Allowing students to identify and to create their own essential or guiding questions will result in deeper, more rigorous inquiry. As a priming of the pump, we provide here some essential questions:

- What is racial segregation?
- How does studying racial segregation help us to recognize social injustices within our society?
- What is a racially segregated school?
- What historical, political, geographic, economic and social conditions create segregated communities and schools?
- How does a racially segregated school or community survive and thrive in spite of systemic racism and oppression?
- What other forms of marginalization exist?
- What is the long-term and historic impact of Crispus Attucks High School on the larger Indianapolis community?

The use of essential questions keeps project inquiry open and authentic. Small teams of students can then choose specific avenues of exploration which interest them most. Multiple means of representing and communicating learning through performing, publishing, presenting, and/or exhibiting findings make for natural connections to the larger community.
Modifying Instruction for Learner Strengths and Needs:

While each student responds uniquely to the instructional process, all students should be able to ask questions, get accurate information, explore their cultural identities, and engage in experiential learning. Providing appropriate accommodations for all students is much easier when students are given opportunities to identify relevant guiding questions, to create a research agenda, and then to self-select authentic artifacts for study.

Making space for students to create and perform or present authentic assessments allows them to successfully demonstrate new learning and new skills multi-modally. Students may, however, require teacher support to locate and to access appropriate artifacts, resources, guest speakers, etc. In particular, without sensitive and deliberate supports, English learners who are immigrants or refugees may lack sufficient local, regional, or national historic background knowledge necessary to participate fully in this inquiry and may require linguistically adapted texts. Emergent readers may prefer to access new learning through audio or video resources or with small group or 1:1 literacy support. Students who have experienced trauma may find troubling some of the content of the documentary and/or the historical resources. A quality inclusive classroom normalizes the use of different strategies for learners without sacrificing content. A quality inclusive classroom also is attentive to the different developmental stages that children are progressing through, whether at the elementary, middle, or high school levels.
Interdisciplinary Considerations

By nature, authentic inquiry is interdisciplinary. Through developing projects born out of curiosity, students will naturally see that historical events are comprised of a complex tapestry of elements from across all the disciplines: music, science, language arts, mathematics, visual and performing arts, business, and economics, just to name a few. Examining the origins of Crispus Attucks High School from the vantage point of forced segregation of Black students produces new, more complex questions about the conditions which led to segregation. In addition, bringing to light the challenges facing the school prompts us to wonder more about the larger community of teachers, students, and families who made Crispus Attucks High School such an extraordinary site of learning.

To study Crispus Attucks High School in isolation would be to miss that it was located within a vibrant Black community and enriched by local Black entrepreneurs like Madame C.J. Walker. Unpacking and fully appreciating the remarkable contributions of Madame Walker’s cosmetics empire then requires delving into the science of cosmetics; the complexities of navigating the business context of the day; and her genius at developing specialized marketing approaches for her new consumer beauty products. The arts also flourished with renowned jazz musicians of Indiana Avenue.

Interdisciplinary units of study can be created in conjunction with community partner institutions like the Indiana Historical Society, the Indiana State Museum, The Children’s Museum of Indianapolis, the Crispus Attucks Museum and the Crispus Attucks Alumni Association.
Elementary Component (Grades K-6)

Developmentally Appropriate Instruction:

Our Assumptions about Elementary School Learners

Level 1 (Grades K-2)

By the ages of five and six, children are becoming increasingly self-aware. Young children are also cognizant of other's eye and skin color variations, hair texture and language differences. They have also begun to categorize individuals into groups. This age group benefits from learning opportunities that provide basic facts about ethnic groups, language differences and cultural differences in their neighborhood, city and the United States. Geneva Gay (2010), a leading researcher in cultural studies, places an emphasis on the attitudes, values and beliefs of different ethnic groups in the education process. Students should be given opportunities to frequently talk about “Who am I?” and be encouraged to not only describe themselves but to share what they know about others from different ethnic groups and who speak different languages.

Some may consider these students too young to engage in critical conversations around race. However, young children experience problems and conflicts related to their own differences on a daily basis, and have the capacity to express feelings regarding fairness. Teachers can facilitate young children’s abilities to develop critical thinking about race and a positive sense of self through conversations where they explore the attitudes, assumptions and beliefs that influence stereotyping bias and discriminatory behavior. Such conversations can be documented and illustrated through activities and projects that explore race and social justice at a basic level. For example, conversations about skin color can incorporate mapping skills (Did your ancestors come from hot or cold places?), math skills (conducting surveys), and writing and language development (interviewing family members to find out more about family heritage) (Pelo, 2008). Moreover, learning materials to reflect human differences can include subscriptions to child-oriented magazines that explore a variety of cultural and social environments; opportunities to explore web sites that depict various cultures and countries; and
a classroom library depicting a range of ethnic diversity and culture in multiple settings and circumstances.

With teacher guidance, students should be encouraged to appraise the development of their learning content and skills. In a simple direct way Level 1 students can either state or write “I learned ___; I am excited about ___; I was surprised that ___; I can now___.” Other proofs such as observation data needs to be intentionally gathered and preserved to serve as evidence of young children’s growing understandings of race and identity.

Level 2 (Grades 3-6)
As they mature in the upper elementary grades, students should be engaged in frank discussions and stories about our society and should be reading about individuals and groups who have experienced prejudice and marginalization. The use of literature and simulations are valuable for instruction. “One key characteristic of creative thinking is that it is flexible, considering more than one category, or point of view. Role-play and simulation activities are particularly effective strategies for developing this type of thinking because they involve looking at the world through someone else’s eyes. . . Good simulations have a variety of roles that demand differing strengths and interests. Student address complex situations from points of view that vary with the needs and interests of their respective roles.” p. 234-235 (Starko, 2010).

Fostering the Democratic Classroom
The development of a democratic classroom in the upper elementary grades can support inquiry fostered by peer interaction; respect for diverse opinions; and student participation in meaningful decision making. Positive socio-cultural attitudes and a sense of community can then lead to increased abilities to listen to others; students expressing their viewpoints; identifying agreements or disagreements as well as analytical thinking.

Using the documentary, Attucks: The School that Opened a City, teachers can encourage the critical thinking skills of identifying ideas from different resources, sequencing ideas and events, judging the reliability of information, and using chronology and making inferences.
Content Standards:
The selected Indiana Academic Standards provided here are not meant to be an exhaustive list, but are instead intended to demonstrate how elementary teachers might make fruitful connections to the Indiana Academic Standards throughout the study using Attucks: The School that Opened a City. In addition, due to the interdisciplinary nature of this curriculum guide, making relevant connections to other Indiana Academic Standards (e.g. Language Arts, Mathematics, Science, Visual and Performing Arts, etc.) should be pursued. In this guide, math standards have been intentionally included because math is often seen as objective and not relevant to culture and issues of equity.

The standards listed below from the Indiana Academic Standards and Resource Guide (IASRG) were approved in March 2015. Following the patterns of the Indiana Standards, we have created indicators specific to this inquiry which we have named the “Crispus Attucks Historical Inquiry” indicators.”

Invitation to Learn:
As elementary teachers draw upon the framework of this curriculum guide and think about how a plan might evolve for designing units and lessons, the notion of historical inquiry should remain at the forefront. Teachers should be ever mindful of presenting students with opportunities to pose questions, examine primary sources and artifacts, and engage in critical dialogue around issues of social justice and equity. In so doing, teachers will create a learning environment where interdisciplinary inquiries thrive and students are able to make connections that are relevant to their own lives as well as to various subjects areas/disciplines (e.g. language arts, mathematics, social studies, art, music, science).

For example, imagine a teacher displaying the word segregation and inviting students to share what they know about the term. After recording the students’ responses, the teacher may guide students in combining accurate answers to create a shared definition of the term. Students may then be invited to share what is known about specific examples of racial segregation in school. The class may then explore a picture book about segregation (see Children’s and Young Adult examples).
After reading and discussing the book, students can then view the “African American Education” journey from Destination Indiana, a collection of archived artifacts about school segregation in Indiana. Then, each source is examined, and book connections are developed. Next, the teacher facilitates students in creating a timeline of events related to the artifacts. The timeline and the shared definition of segregation become anchors in the investigation of school segregation in Indiana.

In subsequent lessons students can view portions of the documentary, engage in learning various content standards, and make connections to daily life as related to student inquiry around school segregation. For example, one of the sources from Destination Indiana is a directory of Indianapolis Public Schools 1926-1927. The directory designates the segregated schools. Students can examine a current directory of schools within the school district and research the racial demographic data for each school. The connections students make between the past and present can be shared through authentic assessment strategies, such as letters to public officials, oral presentations to the community, and public displays of their conclusions.
Selected Elementary Social Studies Standards: KINDERGARTEN

SOURCE: Indiana Academic Standards 2014 Kindergarten Social Studies
http://www.doe.in.gov/standards/social-studies

Standard 1: History

Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

**Historical Knowledge**

K.1.1. Compare children and families of today with those from the past.
K.1.2. Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events.

**Chronological Thinking**

K.1.3. Identify and order events that take place in a sequence.

**Crispus Attucks Historical Inquiry:**

- Students examine photos, film clips, audio recordings, and other artifacts from 1920’s Indianapolis to explain school segregation’s impact on students of color.
- Students pose questions to family and community members to gather information about themselves and their families.
- Students represent historical conditions experienced by children and families from the past using concrete objects, pictures and graphs.
Selected Elementary Mathematics Standards: KINDERGARTEN
SOURCE: Indiana Academic Standards 2015 Kindergarten Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 4: Model with Mathematics.
K.NS. 9: Use correctly the words for comparison, including: one and many; none, some and all; more and less; most and least; and equal to, more than and less than.

Crispus Attucks Historical Inquiry:
- Students pose questions and gather data about themselves and their families.
- Students represent data about themselves and their families and children from the past using concrete objects, pictures and graphs.
Selected Elementary Social Studies Standards: GRADE 1

SOURCE: Indiana Academic Standards 2014 Grade 1 Social Studies
http://www.doe.in.gov/standards/social-studies

Standard 1: History
Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

*Historical Knowledge*

1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.
1.1.4 Identify local people from the past who have shown honesty, courage and responsibility.

Standard 2: Civics and Government
Students explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

*Foundations of Government*

1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights.
Crispus Attucks Historical Inquiry:

- Students identify the accomplishments of educators who taught in Crispus Attucks High School and question differences between schools that were in White neighborhoods and those in Black neighborhoods.
- Students develop picture timelines to differentiate how we lived long ago and in the present.
- Students raise questions and form explanations about why Black family members had to rely on one another for educational services.
- Students represent through drawing and words the actual site of Crispus Attucks High School.
- Students discuss: Which rights did the students have who went to Crispus Attucks High School? What rights did they not have? Why?

Selected Elementary Mathematics Standards:  GRADE 1

SOURCE: Indiana Academic Standards 2015 Grade 1 Mathematics

http://www.doe.in.gov/standards/mathematics

PS. 4: Model with Mathematics.
PS.5: Use appropriate tools strategically.
1.DA.1: Organize and interpret data with up to three choices (What is your favorite fruit? apples, bananas, oranges); ask and answer questions about the total number of data points, how many in each choice, and how many more or less in one choice compared to another.

Crispus Attucks Historical Inquiry:

- Students describe a teacher today and a teacher that is seen in the documentary. How are they different? How are they the same? Do you see more differences or similarities? Why do you think this is so?
- Students compare the resources that teachers had at Crispus Attucks High School with the resources that teachers had in other segregated schools or in White schools and formulate explanations for disparities.
Standard 1: History
Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

**Historical Knowledge**

2.1.2 Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images.

**Chronological Thinking, Historical Comprehension, Research**

2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).

**Roles of Citizens**

2.2.5 Identify people who are good citizens and describe the character traits that make them admirable citizen: someone with rights and responsibilities in a particular community, city, state or country.

**Crispus Attucks Historical Inquiry:**

- Students formulate questions about the events that led to change in the cultural makeup of Central Indiana communities including migrations from the South.
- Students use maps and photographs to draw pictures of the Crispus Attucks neighborhood in the past and in the present.
- Students select a specific Crispus Attucks graduate featured in the documentary, investigate that person’s life, and explain what makes that person an admirable citizen.
Selected Elementary Mathematics Standards: GRADE 2

SOURCE: Indiana Academic Standards 2015 Grade 2 Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.

PS. 4: Model with Mathematics.

2.DA.1: Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs.

Crispus Attucks Historical Inquiry:

- Students compare and contrast images of communities surrounding Crispus Attucks in the past and currently:
  - Students illustrate changes (i.e. types of homes versus types of businesses).
  - Students represent the neighborhood surrounding Crispus Attucks using concrete objects, pictures and graphs.
Standard 1: History

Standards describe how significant people, events and developments have shaped their own community and region; compared their community to other communities in the regions in other times and places; and use a variety of resources to gather information about the past.

3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

3.1.8 Describe how your community has changed over time and how it has stayed the same.

Crispus Attucks Historical Inquiry:

- Students formulate inferences after comparing and contrasting the living conditions that shaped Central Indiana’s segregated communities.
- Students study the narratives of African Americans who assisted in the development of Crispus Attucks High School and represent their lives through first person interpretation, by writing historical fiction, through 2-D or 3-D art, or through a dramatic performance.
- Students explore the heroics of Tuskegee Airmen by reading and analyzing multiple sources. Why were they called Red Tails?
Selected Elementary Mathematics Standards:  GRADE 3
SOURCE:  Indiana Academic Standards 2015 Grade 3 Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.
PS. 4: Model with Mathematics.
3.DA.1: Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data.

Crispus Attucks Historical Inquiry:

- Students design investigations to address how living conditions shaped Central Indiana’s segregated communities.
  - Students use multiple sources to collect information.
  - Students represent the investigations using tables and graphs
  - Students propose and justify conclusions and predictions based on the research.
  - Students formulate inferences by comparing and contrasting the living conditions that shaped Central Indiana’s segregated communities.

- Students study the narratives of African Americans who assisted in the development of Crispus Attucks High School by collecting information from multiple sources.
Selected Elementary Social Studies Standards: GRADE 4
SOURCE: Indiana Academic Standards 2015 Grade 4 Social Studies
http://www.doe.in.gov/standards/social-studies

Standard 1: History
Students trace the historical periods, places, people, events, and movements that have led to
the development of Indiana as a state.

Growth and Development: 1900 to 1950
4.1.11 Identify and describe important events and movements that changed life in Indiana in
the early twentieth century.

Contemporary Indiana: 1950 – Present
4.1.13 Identify and describe important events and movements that changed life in Indiana from
the mid-twentieth century to the present.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research
4.1.18 Research and describe the contributions of important Indiana artists and writers to the
state’s cultural landscape.

Standard 2: Civics and Government
Students describe the components and characteristics of Indiana’s constitutional form of
government; explain the levels and three branches of Indiana’s government; understand
citizenship rights and responsibilities; investigate civic and political issues and problems; use
inquiry and communication skills to report findings in charts, graphs, written and verbal forms;
and demonstrate responsible citizenship by exercising civic virtues and participation skills.

Foundations of Government
4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to
public education, which people have under Article I of Indiana’s Constitution.
Crispus Attucks Historical Inquiry:

- Students closely examine “Basket” and “Going Back Home” by Indiana artist, Michele Wood, and identify connections to the conditions of African-Americans in 1920’s Indianapolis.

- Students identify and describe important events and movements that changed life in Central Indiana, including migrations from the South.

- Students identify and describe the Civil Rights Movement and school integration in Indiana and explain how these important events impacted the Crispus Attucks Story.

- Students examine the birth and history of jazz on Indiana Avenue. Students will read artifacts, listen to recordings, and/or conduct interviews to learn about Indianapolis jazz musicians (i.e. Wes Montgomery, Freddie Hubbard, Noble Sissle).

- Students read and interpret state archives and the Indiana Constitution to describe the state’s requirement of a “free, public education.” Students identify the components and conditions of the right to a free, public education in the 1920’s as compared to today.

- Students identify specific ways in which Crispus Attucks High School’s success presented a challenge to public education and to segregationists.

- Students research the Ku Klux Klan through writing, oral history, visual symbols, and thought provoking questions in order to understand and explain the Klan’s ties to Indiana in the 1920s. (“A Closer Look at Indiana’s Klan” is an exemplar of a potential artifact.)
● Students compare and contrast the ideals and goals of the Ku Klux Klan versus the political and social principles of various identity groups of today.

● Students research the contributions and intentions about race and inclusivity of the 1931 Crispus Attucks High School graduate and artist, Felrath Hines.

Selected Elementary Mathematics Standards: GRADE 4

SOURCE: Indiana Academic Standards 2015 Grade 4 Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.

Crispus Attucks Historical Inquiry:

● Students propose predictions as to why the perspectives of equity in learning environments developed among different ethnic groups.

● Students design investigations to examine the amount and kind of (quality) educational resources given to Black and White students. Use graphic or pictorial representations to model and interpret any disparities in resources provided to support learning in the schools.
Selected Elementary Social Studies Standard: GRADE 5
SOURCE: Indiana Academic Standards 2015 Grade 5 Social Studies
http://www.doe.in.gov/standards/social-studies

Standard 1 – History
Students describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

Historical Knowledge
The American Revolution: 1763 to 1783
5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution.

Crispus Attucks Historical Inquiry:
- Students outline and explain the sequence of events surrounding the creation and naming of Crispus Attucks High School.
- Students research the identities of specific African American soldiers who fought in the American War of Independence and locate the connections to the naming of Crispus Attucks High School.
- Students identify and explain how both Blacks and Whites fought to abolish the institution of slavery which continued until the Civil War.
- Students identify white supremacy groups such as the Ku Klux Klan and the enactment of the Black Codes and explain their impacts on American society.
- Students discuss and define equity of opportunity and how democratic laws are developed which encourage or inhibit equity of opportunity for specific identity groups.
- Students formulate inferences by comparing and contrasting the living conditions experienced by Central Indiana’s segregated communities.
- Students compare and contrast the movement for segregated and integrated schooling to current movements such as the Black Lives Matter movement of today.
Selected Elementary Mathematics Standards:  GRADE 5
SOURCE:  Indiana Academic Standards 2015 Grade 5 Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.

5.DS.1: Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

Crispus Attucks Historical Inquiry:

- Students use mathematical approaches to design and communicate investigations of people and/or groups who were for and against the creation of Crispus Attucks. What rationale did they give?
  - Students select and use appropriate statistical methods to analyze and represent the data.
  - Students communicate findings from data analyses to teacher, peers, and others, including community members.
Standard 1 – History
Students explore the key historical movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interaction, political institutions, and technological developments.

Historical Knowledge
*Modern Era: 1700 to the present*

6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth centuries and explain their significances.

**Crispus Attucks Historical Inquiry:**
- Students examine the policies and politics of the early part of the 19th century that contributed to the brutality and treatment of Black families migrating from Southern States to pursue a new life in the Midwestern states.
- Students give examples of specific Civil Rights denied to Black citizens and explain ways that individuals and groups influenced the legislation, suppression and/or enactment of these rights.
- Students identify specific ways that individual Crispus Attucks graduates influenced religious institutions, cultural development, politics, and technological advancements in Central Indiana, in the United States, and in the world.
- Students describe some of the barriers Crispus Attucks graduates had to overcome in order to contribute to social, political, cultural, religious, and technological advances in Central Indiana, in the United States, and in the world.
- Students compare and contrast the movement for desegregated and integrated schooling to current movements such as the Black Lives Matter movement of today.
- Students conduct research to prepare to debate the argument to maintain or abolish affirmative action in higher education.
PS. 3: Construct viable arguments and critique the reasoning of others.

6.DS.3: Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).

Crispus Attucks Historical Inquiry:

- Students conduct research using multiple sources to better understand the treatment of families of color migrating from Southern States to pursue a new life in the Midwestern states in order to compare this to the current conditions of students and families of color in the Midwest.

Students collect data and organize their findings about the treatment of families of color migrating from Southern States to pursue a new life in the Midwestern states using graphical representations to communicate their findings.
Secondary Component (Grades 7-12)

Developmentally Appropriate Instruction:

_Our Assumptions about Secondary Learners_

Although race and race-related issues permeate and influence our schools, it is possible middle and high school learners have had few opportunities to talk about race in classroom settings. It is understood that the issues excavated throughout this inquiry into racial segregation, racism, and past policies, community practices and unjust laws will likely lead to individual and collective discomfort, even anger, in the classroom. However, the documentary and related learning engagements can provide the structure and space for middle and high school learners to develop as thoughtful, critical, sensitive, competent, and capable historical researchers. Developmentally, secondary school learners question the world around them, including the inequalities therein. Learning experiences related to _Attucks: The School that Opened a City_ can lead students to make significant and lasting contributions and changes to their communities when appropriate supports and trust are provided to them by educators, parents, and the local community.

Secondary students are capable of creating documentation of their inquiries that is as rich, complex, and sophisticated as the history being investigated. Students are not meant merely to receive and regurgitate historical facts and figures, but are instead expected to act as change agents who offer sound arguments, thoughtful critiques, and exciting new ideas for sharing life in their communities.
Content Standards:
The selected Indiana Academic Standards provided here are not meant to be an exhaustive list, but are instead intended to demonstrate how middle/secondary teachers might make fruitful connections to the Indiana Academic Standards throughout the study using *Attucks: The School that Opened a City*. In addition, due to the interdisciplinary nature of this curriculum guide, making relevant connections to other Indiana Academic Standards (e.g. Language Arts, Mathematics, Science, Visual and Performing Arts, etc.) should be a pursued. In this guide, math standards have been intentionally included because math is often seen as objective and not relevant to culture and issues of equity.

The standards listed below from the [Indiana Academic Standards and Resource Guide (IASRG)](https://www.doe.in.gov/standards) were approved in March 2015. Following the patterns of the Indiana Standards, we have created indicators specific to this inquiry which we have named the “Crispus Attucks Historical Inquiry” indicators.”

Invitation to Learn:
As instructional engagements and inquiry opportunities related to *Attucks: The School that Opened a City* are planned, teachers should keep in mind adolescent students’ keen sense of fairness and justice as well as their heightened awareness of self and emerging identities. Imagine the rich and creative potential of interdisciplinary inquiry born out of authentic questions that students generate following a viewing of the documentary. With the cooperation and collaboration of Social Studies, Language Arts, Visual Arts, and Music teachers, many Indiana Standards are addressed simultaneously. Interdisciplinary student inquiries related to the themes of race, equity, and schooling offer students the opportunities to explore their identities and their experiences with racism and inequities, while also examining historical and current disparities.

These authentic inquiry questions could inspire students to study related artifacts, archived interviews, and old newspaper archives ([W5:LA Research Process and ML 1& 2: Media Literacy](https://www.doe.in.gov/standards)). As they investigate inequitable housing practices, findings on redlining and segregation policies could easily be collected and organized. Data could be displayed and
interpreted with graphical representations (PS.3: Construct viable arguments and critique the reasoning of others; 6DS 3: Data analysis with statistics; 7.DSP.1: Statistics & Sampling). Students could interpret and articulate findings in narrative writing (E/LA Writing). The connections students make to present day segregation and resegregation policies and practices could be communicated beyond the classroom through:

- The creation of murals or posters
- Publishing public service announcement videos (LA: Synthesis and Connection of Ideas, Speaking, Presentation of Knowledge and Ideas)
- Sending letters to the editor
- Presenting original skits or plays
- Installing public sculpture (Integrated Studies Standard 8)
- Arranging and performing music inspired by Indiana Avenue of the 1920’s (Music Standard 4)
- Writing historical fiction, graphic novels, or persuasive essays (LA Writing)

**Selected Indiana Middle School Academic Social Studies Standards: GRADE 7**

*SOURCE: Indiana Academic Standards 2015 7th grade Social Studies*

http://www.doe.in.gov/standards/social-studies

LH.4: SYNTHESIS AND CONNECTION OF IDEAS (READING) Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.
LH.4.2: Distinguish among fact, opinion, and reasoned judgment in a text.
LH.5.2: Write informative texts, including analyses of historical events
LH.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., APA or Chicago).
Crispus Attucks Historical Inquiry:

- Students research and communicate, in writing or orally, the multiple events and significant people that resulted in the creation of Crispus Attucks High School.
- Students distinguish between opinion and historical evidence as they examine the roots of racism, segregation, and white supremacy.

Selected Middle School Mathematics Standards: GRADE 7

SOURCE: Indiana Academic Standards 2015 Grade 7 Mathematics

http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.
7.DSP.1: Understand that statistics can be used to gain information about a population by examining a sample of the population and generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

Crispus Attucks Historical Inquiry:

- Using multiple resources, students locate and analyze data related to the movements, events, and figures that resulted in the creation of Crispus Attucks High School.
- Analyze data related to the movements, and events that resulted in the creation of Crispus Attucks High School and discuss if generalizations can be made about other schools and cities that were segregated.
Selected Indiana Middle School Academic Social Studies Standards: GRADE 8

SOURCE: Indiana Academic Standards 2015 8th grade Social Studies
http://www.doe.in.gov/standards/social-studies

Standard 1: History
Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development, and westward expansion, and the Civil War and Reconstruction period.

Standard 2: Civics and Government
Students explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.

Crispus Attucks Historical Inquiry:

- Students interrogate the politics, policies, and social movements that denied and restricted the rights of Black families in the Midwest beginning during Reconstruction and continuing today.
- Students research resistance movements conducted by citizens, including those who protested the segregation of public schools in Indianapolis.
Selected Middle School Mathematics Standards: GRADE 8

SOURCE: Indiana Academic Standards 2015 Grade 8 Mathematics
http://www.doe.in.gov/standards/mathematics

PS. 3: Construct viable arguments and critique the reasoning of others.

Crispus Attucks Historical Inquiry:
- Students formulate questions, design studies, and collect data about past and current social movements that restrict the rights of Black families.

Selected Indiana High School Social Studies Standards:

SOURCE: Indiana Academic Standards 2015 US History
http://www.doe.in.gov/standards/social-studies

USH.2.9 Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. (Government; Individuals, Society, and Culture)

Students examine the political, economic, social and cultural development of the United States during the period from 1897 to 1920.

Crispus Attucks Historical Inquiry:
- Students analyze and critique “separate but equal” policies and other state and local policies and practices which segregated Black students into separate schools.
- Students identify and analyze specific political, economic, social, and cultural developments in Indianapolis from 1897 to 1920 which led to the creation of Crispus Attucks High School and hypothesize the continuing impacts of these developments in Indianapolis today.

USH.3.5 Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair. (Individuals, Society, and Culture)
Crispus Attucks Historical Inquiry:

- Students summarize the significance of contributions to Indianapolis culture made by local Black individuals and groups through science, business, ingenuity, political leadership and/or protests, the visual and performing arts, and other creative innovations.
- Students write and act as a “muckraker,” or investigative journalist to report on the events that led to the creation of Crispus Attucks High School resulting in a mock news article or television video clip.

USH.3.9 Explain the impact of “New” Immigration and the Great Migration on industrialization and urbanization and in promoting economic growth. (Economics; Geography)

Crispus Attucks Historical Inquiry:

- Students explain the impact of the Great Migration on Indianapolis industrialization, urbanization, and economic growth from 1897 to 1920.

USH Standard 4
Students explain the political, economic, social and cultural development of the United States during the period from 1920 to 1939.

USH.4.2 Identify new cultural movements of the 1920s and analyze how these movements reflected and changed American society. (Individuals, Society, and Culture)

Crispus Attucks Historical Inquiry:

- Students identify new Black cultural movements of the 1920s and analyze how these movements reflected and changed Indianapolis society.

USH.4.3 Identify areas of social tension such as the Red Scare, Prohibition, Religious Fundamentalism, the KKK, New Morality, and the New Woman and explain their consequences in the post-WWI era. (Individuals, Society, and Culture)
Crispus Attucks Historical Inquiry:
  ● Students provide examples of racial tension intensified by groups like the Ku Klux Klan and explain the impact of their power and presence in post-WWI era Indiana.

USH.6.2 Summarize and assess the various actions which characterized the early struggle for civil rights (1945-1960). (Government; Individuals, Society and Culture)

Crispus Attucks Historical Inquiry:
  ● Students summarize and assess the various actions from Crispus Attucks teachers, students, and families which characterized the early struggle for civil rights in Indianapolis from 1945-1960.
  ● Students find evidence for and elaborate on why segregationist groups flourished in the post WWII time period in Indiana.

USH.6.3 Describe the constitutional significance and lasting societal effects of the United States Supreme Court case *Brown v. Board of Education*. (Government)

Crispus Attucks Historical Inquiry:
  ● Students measure and represent graphically the lasting and continuing societal effects of desegregation policies and practices on Indianapolis Public Schools.
  ● Students interpret from data and make inferences about the demographic changes within schools during the period when Crispus Attucks was developing.

USH.7.1 Explain the Civil Rights Movement of the 1960s and 1970s by describing the ideas and actions of federal and state leaders, grassroots movements, and central organizations that were active in the movement. (Government; Economics; Individuals, Society and Culture)
Crispus Attucks Historical Inquiry:
- Students explain the impact and role of Indianapolis civil rights leaders in the 1960s and 1970s by describing the ideas, actions, grassroots movements and central organizations active in the movement.

USH.7.2 Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement. (Individuals, Society and Culture)

Crispus Attucks Historical Inquiry:
- Students evaluate various methods and philosophies adopted by Indianapolis civil rights leaders to bring about social justice during the Civil Rights Movement.
- Students make judgments about the ideas set out by segregationists working against the Civil Rights Leaders.

USH.7.3 Identify and explain the significance of federal programs, policies and legal rulings designed to improve the lives of Americans during the 1960s. (Government; Economics)

Crispus Attucks Historical Inquiry:
- Students conduct research using multiple sources to describe the significance of city and state programs, policies, and legal rulings designed to improve the lives of Indianapolis citizens during the 1960s.
- Using multiple resources, students identify and analyze the intended and unintended consequences of city and state programs, policies, and legal rulings upon the Black community in Indianapolis during the 1960s.

USH.7.6 Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems. (Economics; Individuals, Society and Culture)
Crispus Attucks Historical Inquiry:

- Students illustrate the problems confronting Indianapolis racial minorities, particularly Blacks, during the period of economic and social change of the 1960s.
- Students describe solutions developed by African Americans to counter social, economic, housing, employment and education problems that they confronted during the 1960s.

USH.7.7 Identify areas of social tension from this time period and explain how social attitudes shifted as a result.

Crispus Attucks Historical Inquiry:

- Students identify specific causes and effects of social and racial tension in 1960s Indianapolis and explain how social attitudes shifted as a result of these tensions using multiple resources.
- Students compare and contrast social and racial tensions in the 1960s to tensions that exist today.

USH Standard 9 Historical Thinking: Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions; evaluating information by determining its accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources; and presenting their findings with documentation.

USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
Crispus Attucks Historical Inquiry:

- Students identify patterns of racial oppression and segregation in Indianapolis; apply these patterns to current conditions in Indianapolis. What patterns continue and what has changed?

USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

Crispus Attucks Historical Inquiry:

- Students locate and analyze primary and secondary sources related to segregation and desegregation of Indianapolis area schools; consider sources representing multiple perspectives on the benefits and consequences of school segregation and desegregation based on race.

USH.9.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.

Crispus Attucks Historical Inquiry:

- Using different resources, students identify and analyze multiple causes and long- and short-term effects of race-based state and local policies and practices in Indianapolis.

USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
Crispus Attucks Historical Inquiry:

- Students explain issues and problems connected to racial segregation by analyzing the interests, potential benefits, and viewpoints of multiple identity groups.

USH.9.5 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

Crispus Attucks Historical Inquiry:

- Students formulate and present an alternative policy, approach, or course of action to counteract racial segregation based on a thorough examination of underlying factors related to segregation.
Selected High School Mathematics Standards:
SOURCE: Indiana Academic Standards 2015 Mathematics
http://www.doe.in.gov/standards/mathematics

PS.ED.1: Formulate questions that can be addressed with data. Collect, organize, and display relevant data to answer the questions formulated.

PS. 3: Construct viable arguments and critique the reasoning of others.

AII.DSP.1: Make inferences and justify conclusions from sample surveys, experiments, and observational studies. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

Crispus Attucks Historical Inquiry:

- Students formulate questions about school segregation that can be addressed with data collection (i.e., Why did school segregation occur? Who benefited from school segregation?). Students collect, organize and display relevant data to answer the questions formulated. Students present a case for their answers to their teacher, peers, and others. (Prososki, L.)

- Students design a survey-based research study to identify the lasting and continual societal effects of desegregation policies on Indianapolis Public Schools.
  - Students collect, organize and display relevant data.
  - Students make inferences and justify conclusions from survey data.
  - Students share study findings with peers, teacher, community members and others.

PS. 6. Mathematically proficient students communicate precisely to others. They use clear definitions, including correct mathematical language, in discussion with others and in their own reasoning.

PS.ED.6: Model and solve real-world problems involving patterns using recursion and iteration, growth and decay, and compound interest.
AII.EL.7: Represent real-world problems using exponential equations in one or two variables and solve such problems with and without technology. Interpret the solutions and determine whether they are reasonable.

QR. S.3: Create (with and without technology) and use visual displays of real world data, such as charts, tables and graphs.

AI.QE.1: Distinguish between situations that can be modeled with linear functions and with exponential functions. Understand that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Compare linear functions and exponential functions that model real-world situations using tables, graphs, and equations.

Crispus Attucks Historical Inquiry:
- Students use US census data (1897-1920) to examine population growth patterns and changes in Indiana as a result of the Great Migration and identify factors that contributed to population growth and changes. Students create a mathematical representation of their findings.
- Students use the language of mathematics (e.g. tables, graphs, and equations) to communicate the impact of the Great Migration on Indianapolis economic growth.
- Students examine various sources (books, reports, newspaper article, personal interviews, etc.) to determine the impact of incarceration on Indianapolis communities.
- Students assess Indianapolis incarceration data to determine the best mathematical model to predict future incarceration rates and design approaches to share their models.
Works Cited


Additional Resources

Recommendations from the filmmaker, Ted Green

**Crispus Attucks High School: Hail to the Green and Gold, Author, Dr. Stanley Warren**
“An excellent overview, with great feeling and information on some of the most accomplished graduates. This is certainly the place to start.”

**Polite Protest, Author, Richard Pierce** “In my mind the best one-stop-shop read about the African-American experience in Indy in the 20th century. Brilliant work.”

**The Indianapolis Story and Indiana Blacks in the 20th Century, Author, Emma Lou Thornbrough** “Dr. Thornbrough is the first historian about the African-American condition and did wonderfully comprehensive work, and these are her two best. The former was unpublished but is now available digitally through the Indiana Historical Society.”

**The Evolution of Secondary Schooling for Blacks in Indianapolis 1869-1930 and Public Schools or Black Children: Indianapolis, Author. Dr. Stanley Warren**
“Excellent works on just what the titles say. More “must” background reading if one wants to understand what Attucks was up against and what it ultimately achieved.”

**The Price of Progress, Authors, Paul Mullins and Glenn White** “Reviews the poorest, yet proudest, neighborhoods in the city.”

**The Other Side of Hoosier Hysteria, Author, Dr. Stanley Warren** “Excellent look at the forces that shaped basketball in Indiana - including those excluding Blacks. Essential background for anyone interested in the famous 1950s basketball teams.”
**Race and Law, Author: James Madison.** “Excellent overview of the many and various ways African-Americans were mistreated and misrepresented in Indiana law since the state was founded.”

**Hoosiers: A New History of Indiana, Author: James Madison.** “In my opinion, the best overview of Indiana’s history, including significant and nuanced work on race relations.”

**The Ray Crowe Story, Author, Kerry Marshall** “A fun read and good background on a majestic figure.”

**Senate Avenue YMCA, Author Dr. Stanley Warren** “Fun, comprehensive look at one of the pillars of the African-American community. This is especially good for students.”

**The Chitlin Circuit, Author, Preston Lauterback** “The first chapter is devoted to the Jazz scene on Indiana Avenue. A must read for those interested in Attucks’ musical legacy.”

**Indianapolis Jazz, Author, David Williams** “A fantastic read with authentic history of the greats for Avenue and jazz lovers.”

**Grand Dragon: D.C. Stephenson and the Ku Klux Klan in Indiana, Author, William Lutholtz** “Chilling, but extremely important and well-researched work that exposes the 1920’s in Indy.”

**Citizen Klansman, Author, Leonard Moore** “Another great work on the Indiana Klan. Scary and important stuff. As with William Lutholtz’s book, anyone who thinks the Klan gets overblown should read this.”
Children’s and Young Adult Literature

**Picture Books about The Great Migration**
- *The Great Migration* by Jacob Lawrence
- *The Great Migration: Journey to the North* by Eloise Greenfield
- *This is the Rope: A Story From the Great Migration* by Jacqueline Woodson
- *Going Back Home: An Artist Returns to the South* by Toyomi Igus (author) and Michele Wood (illustrator)

**Picture Books about Segregation**
- *Bronzeville Boys and Girls* by Gwendolyn Brooks and Faith Ringgold
- *The Other Side* by Jacqueline Woodson
- *The First Step: How One Girl Put Segregation On Trial* by Susan E. Goodman
- *Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation* by Duncan Tonatiuh
- *Let Them Play* by Margot Theis Raven
- *We are the Ship: The Story of Negro League Baseball* by Kadir Nelson
- *Leon’s Story* by Leon Walter Tillage
- *The Tar Paper School: Barbara Rose John and the Advent of the Civil Rights Movement* by Teri Kanefield
Picture Books about Civil Rights Movement

- *Freedom Summer* by Deborah Wiles
- *If A Bus Could Talk: The Story of Rosa Parks* by Faith Ringgold
- *Back of the Bus* by Aaron Reynolds
- *Freedom on the Menu: The Greensboro Sit-Ins* by Carol Boston Weatherford
- *We March* by Shane W. Evans
- *Child of the Civil Rights Movement* by Paula Young Shelton and Raul Colon
- *Sit In: How Four Friends Stood Up By Sitting Down* by Andrea Davis Pinkney and Brian Pinkney
- *This is the Dream* by Diane Z. Shore, Jessica Alexander, and James Ransome
- *A Sweet Smell of Roses* by Angela Johnson and Eric Velasquez
- *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman

Picture Books about Racism

- *Bessie Smith and the Night Riders* by Sue Stauffacher
- *Ron’s Big Mission* by Rose Blue and Corrine J. Naden
- *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama* by Hester Bass
- *This is the Dream* by by Diane Z. Shore and Jessica Alexander

Picture Books about Jim Crow Laws

- *White Water* by Michael S. Bandy, Eric Stein, and Shadra Strickland
- *Ruth and the Green Book* by Calvin Alexander Ramsey, Gwen Strauss, and Floyd Cooper
- *Goin’ Someplace Special* by Patricia McKissack and Jerry Pinkney
- *White Socks Only* by Evelyn Coleman
- *New Shoes* by Susan Lynn Meyer
Picture Books with Biographies/Autobiographies

- *Coretta Scott* by Ntozake Shange
- *Viola Desmond Won’t Be Budged* by Jody Nyasha Warner and Richard Rudnikit
- *Fly High!: The Story of Bessie Coleman* by Louise Borden and Mary Kay Kroeger
- *Talkin’ About Bessie: The Story of Aviator Elizabeth Coleman* by Nikki Grimes
- *Gordon Parks: How the Photographer Captured Black and White America* by Carole Boston Weatherford
- *Josephine: The Dazzling Life of Josephine Baker* by Patricia Hruby Powell
- *A Dance Like Starlight: One Ballerina’s Dream* by Kristy Dempsey and Floyd Cooper
- *Rosa* by Nikki Giovanni
- *Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport
- *Through My Eyes* by Ruby Bridges
- *Fight On!: Mary Church Terrell’s Battle for Integration* by David Brendell Fradin
- *The Power of One: Daisy Bates and the Little Rock Nine* by David Brendell Fradin and Judith Bloom Fradin
- *Thurgood Marshall: The Supreme Court Rules of Separate but Equal”* by Gary Jeffrey

Non-Fiction Picture Books

- *We’ve Got a Job: The 1963 Birmingham Children’s March* by Cynthia Levinson
- *Little Rock 1957: How a Photograph Changed the Fight for Integration* by Shelley Tougas
- *Remember: The Journey to School Integration* by Toni Morrison

Non-Fiction Books:

- *The Warmth of Other Suns: The Epic Story of America’s Great Migration* by Isabel Wilkerson
Picture Books with Poetry/Prose:
- *I, Too, Am America* by Langston Hughes
- *Voice of Freedom: Fannie Lou Hamer* by Carol Boston Weatherford
- *Brown Girl Dreaming* by Jacqueline Woodson

Chapter Books
- *Claudette Colvin: Twice Toward Justice* by Phillip M. Hoose
- *The Lions of Little Rock* by Kristin Levineis
- *Linda Brown, You Are Not Alone: The Brown vs. Board of Education Decision* by Joyce Carol Thomas
- *Revolution* by Deborah Wiles
- *Glory Be* by Augusta Scattergood
- *Stella By Starlight* by Sharon M. Draper
- *Kizzy Ann Stamps* by Jeri Watts
- *Bud, Not Buddy* by Christopher Paul Curtis
- *The Watsons Go to Birmingham* by Christopher Paul Curtis
- *Maniac Magee* by Jerry Spinelli
- *Turning 15 on the Road to Freedom* by Linda Blackmon Lowry
Curricular/ Instructional Resources

PBS Learning Media:
https://docs.google.com/document/d/16Z-hwzkFlhYrFfe58-DGb7_E-9O5TjEoCfXh5f-kx4rU/edit?usp=sharing
Resources from pbslearningmedia.org as related to Standards-Based Crispus Attucks Historical Inquiry Indicators

Crispus Attucks Destination Indiana Journey
http://www.destination-indiana.com/#sort=popular
A website through the Indiana Historical Society that includes text and images organized by theme. This Journey was created to coincide with the WFYI documentary, Attucks: The School that Opened a City.

Jim Crow
Racist Images and Messages in Jim Crow Era
http://www.pbs.org/video/2365117302/

Racist images in the Jim Crow era were used as propaganda to demean African-Americans and legitimize violence. A visit to the Jim Crow Museum at Ferris State University in Michigan reveals racist memorabilia and messages in all forms, from kitchen items to postcards featuring public whippings. Learn more about the redefinitions of racial stereotypes in Episode 4, "Making a Way Out of No Way" of the PBS documentary, The African Americans: Many Rivers to Cross.
Story Corps Shorts: A More Perfect Union
http://www.pbs.org/video/2365477413/

When Theresa Burroughs came of voting age, she was ready to cast her ballot — but she had a long fight ahead of her. During the Jim Crow era, the board of registrars at Alabama’s Hale County Courthouse prevented African Americans from registering to vote. Undeterred, Theresa remembers venturing to the courthouse on the first and third Monday of each month, in pursuit of her right to vote.

The Rise and Fall of Jim Crow- Jim Crow Stories: Personal Narratives
http://www.pbs.org/wnet/jimcrow/stories_narratives.html

Read and listen to these compelling first-hand accounts by people who experienced, endured, and survived Jim Crow. None of the following people is famous, but all are noteworthy in their unique abilities to face -- and, often, thrive under -- extremely difficult circumstances.

Jim Crow
http://www.amistadresource.org/plantation_to_ghetto/jim_crow.html

Detailed description of Jim Crow laws along with historical photos is included along with links to other parts of the site including The Great Migration and racial violence and terror of this time period.
The Great Migration

Population Education
populationeducation.org

Site for K-12 curriculum and professional development to teach about human population trends and their effects on the environment and society. Population Education offers searchable teaching materials for K-12 including lesson plans, background readings for students and teachers, wall charts and video animation.

Revisiting the Great Migration Through Paintings and Poetry
http://www.pbs.org/video/2365482252/

The Great Migration of 6 million African-Americans from the rural South to the urban North was a shift that reshaped America forever. Artist Jacob Lawrence captured that story in an epic work of art known as the Migration Series. Now all 60 of Lawrence's small paintings are on show at the Museum of Modern Art in New York, with new reflections by 10 poets. Jeffrey Brown reports.

Historical Overview of The Great Migration
http://www.inmotionaame.org/print.cfm;jsessionid=f830106721457887212000?migration=8&bhc
p=1

In the spring of 1916, the attention of the American press and public was focused on the Great War in Europe. Few noticed the tiny stream of Southern black men brought north by the Pennsylvania Railroad Company to work on the rail lines. But following this experiment between 1916 and 1918 alone, nearly 400,000 African Americans - five hundred each day - took what they hoped was a journey into freedom. The migration was a watershed in the history of African Americans. It lessened their overwhelming concentration in the South, opened up industrial jobs to people who had up to then been mostly farmers, and gave the first significant impetus to their urbanization. In 1910, seven million of the nation's eight million African Americans resided below the Cotton Curtain. But over the next fifteen years, more than one-tenth of the country's black population would voluntarily move north. The Great Migration, which lasted until 1930, was the first step in the full nationalization of the African-American population.
The Great Migration
http://www.amistadresource.org/plantation_to_ghetto/the_great_migration.html

Historical overview of The Great Migration is included along with links to other parts of the site including Jim Crow laws and racial violence and terror of this time period.

The Great Migration: The African American Exodus From the South
http://priceonomics.com/the-great-migration-the-african-american-exodus/

In many ways, the Great Migration consisted of many smaller migrations between local communities. The African Americans who left South Carolina were particularly likely to migrate to New York and Philadelphia, while migrants from Louisiana mostly headed to the great cities of the West. We can track these patterns using data from the decennial census. This data sheds light on a momentous shift in American history. This website includes historical background of The Great Migration, as well as, maps, charts, and tables.

The Great Migration, 1910 to 1970
https://www.census.gov/dataviz/visualizations/020/

Census maps depicting the two waves of migration during the Great Migration illustrate the black population counts in the United States during this time periods.

Up South: African-American Migration in the Era of the Great War
https://www.youtube.com/watch?v=-8N42vDDTM&nohtml5=False

During World War I, tens of thousands of African Americans fled the South. In Up South, a Mississippi barber and a sharecropper woman tell how they organized groups to escape Jim Crow laws, lynchings, and forced labor. The promise of freedom and full citizenship drew them to Chicago. Once there, the migrants faced poor housing, discrimination on the job, and racial violence. They responded by forming women's clubs, engaging in political campaigns, and creating the "New Negro" movement.
The Great Migration, Primary Source Site
http://dp.la/primary-source-sets/sets/the-great-migration/

This website contains many primary sources, such as photographs and written works, related to The Great Migration, Jim Crow laws, and the racism that African Americans faced during this time period. Also, this site contains a link to a Teacher’s Guide.

Racism and the Ku Klux Klan
A Closer Look at Indiana’s Klan
http://www.iub.edu/~imaghist/for_teachers/mdrnprd/lstmp/Klan.html

Lesson plan illustrating the Ku Klux Klan activities in Indiana in the 1920s.

Racial Violence and Terror
http://www.amistadresource.org/plantation_to_ghetto/racial_violence_and_terror.html

Historical description and photos illustrate the threat of racial violence and the pervasive presence of terror during this time period. This site includes other links to other parts of the site including Jim Crow laws and The Great Migration.

Segregated Schools
60 Years On, School Segregation Isn’t Yet American History
http://www.pbs.org/video/2365248691/

Sixty years after Brown v. Board of Education, the question of how far we’ve come in eliminating segregated education is not a simple one. Beginning with a short review of the Brown v. Board of Education and Jim Crow laws of the time period, Gwen Ifill leads a discussion with Cheryl Brown Henderson of the Brown Foundation for Educational Equity, Excellence and Research, Sheryll Cashin of Georgetown University, Catherine Lhamon of the Department of Education and Ron Brownstein of Atlantic Media around the progress made in ensuring every child has the equitable opportunities to a quality education.
**Eyes On The Stars**
[https://storycorps.org/animation/eyes-on-the-stars/](https://storycorps.org/animation/eyes-on-the-stars/)

A short animated film (Story Corps) that illustrates the type of racial discrimination often experienced by African-Americans in the segregated world of the American south in the 1950’s. In this three-minute clip, Ron McNair’s brother recounts Ron’s decision to go to his public library with strong determination to obtain a library card, an opportunity that had only been previously afforded to White patrons. Ron McNair grew up to become a physicist as well as the second African American to enter space. This short clip could be effectively paired with *Ron’s Big Mission*, a children’s picture book detailing the same incident.

**Rethinking Schools**
*The Promise: Brown vs Board of Education, the Civil Rights Movement and Our Schools* (vol 18, No. 3)
[http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL18N3](http://www.rethinkingschools.org/ProdDetails.asp?ID=RTSVOL18N3)

In this special edition, *Rethinking Schools* celebrate the courage and dedication of activists committed to ending segregation. This special edition provides educators useful and inspiring tools for teaching about Brown and the Civil Rights Movements. Additional resources can be accessed at [www.rethinkingschools.org/brown](http://www.rethinkingschools.org/brown).
Concepts/Glossary

These terms represent concepts and knowledges that teachers and learners need to understand in order to build background knowledge and to conduct historical inquiry.

**multi-disciplinary inquiry:** Approach that encourages students to understand a theme, issue, or problem from the perspectives from various disciplines (i.e. math, English, social studies, etc); the process should be integrative in its approach to the identified topics rather than compartmentalized analysis.

**historical inquiry:** Historical inquiry examines historical evidence in order to form and test hypotheses about past events. The use of evidence to investigate historical questions gives students the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments.

**student identity:** Student identity is a multi-faceted and fluid construct that emerges from and is influenced by both the individual and sociocultural domains. Student identity often encompasses gender, sexual orientation, race, age, religion, and language background among other factors. Student identity is a student’s way of seeing the world and presenting one’s self to the world. A student’s identity(ies) should be valued and student identity development should be integrated into the classroom experience.

**teacher identity:** Teacher identity is a multi-faceted and fluid construct that emerges from both the individual and sociocultural domains. Teacher identity is a teacher’s way of seeing the world and presenting one’s self to the world. Teacher identity often encompasses gender, sexual orientation, race, age, religion, and language background among other factors. Strong teachers understand and accept their own identity(ies) and consider the ways in which their own identity(ies) intersect with and influence curriculum, instruction, and interactions with students and families.
**social justice:** Social justice is the equitable distribution of opportunities, privileges, and power within society. Seekers of social justice disrupt inequitable hierarchies and systems of power and privilege and advocate for equity. Teaching for social justice means questioning the status quo; naming, resisting, and dismantling systems and of inequity in our schools, and inviting and empowering students to do the same.

**sociocultural perspectives:** Sociocultural perspective theory takes into account the complex interactions and intersections of every sector of our daily lives. These include: how humans communicate (e.g. speech, language, rhetorical approaches), understand (e.g. cognition, epistemologies), relate and collaborate with one another (e.g. race, culture, class, ethnic identities, geographical differences, nationalities). Our individual and collective understandings of ourselves as spiritual, mental, physical, emotional, and physiological beings are influenced, examined and interpreted by sociocultural perspectives and theories.

**racism:** Social and institutional power of one group over another based on racial prejudice; a system of advantage and oppression based on race; involves one group having the power to carry out systematic discrimination through the major institutions of society. (REI).

**anti-racism teaching:** An active process of identifying, challenging and changing the values, structures and behaviors that perpetuate systemic racism by analyzing the historical roots and contemporary manifestations that shape the outcomes of all institutions, creating structures to hold the anti-racist work, developing an anti-racist vision and plan for change.

**change agents:** Change agents work from inside or from outside an organization or institution to motivate the organization to transform itself by focusing on such matters as equity, effectiveness, improvement, and development. Change agents do this by questioning existing practices, networking, persisting over time, pushing into discomfort, exercising patience, understanding the history and culture of the organization, and by holding a steady, clear vision of what is possible.
historical amnesia: Closely associated with historical revisionism, historical amnesia is a collective forgetting of historical events or of reinterpreting historical events through a selective revisionist lens which allows a group to forget a painful, destructive, or embarrassing historical event, to selectively forget portions of historical events, or even to falsely remember events differently than they happened.

revisionist history: Historical revisionists work purposely to alter the impact, precedents, or collective understandings of events of the past by eliminating and/or discrediting legitimate and credible historical narratives or sources and by replacing them with forged, invented, altered, or partially correct documents, claiming them to be authentic, trustworthy, and genuine.