Final Report of the

Virginia Commission on African American History Education in the Commonwealth

August 2020



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Virginia is the place where enslaved Africans first landed and where American representative democracy was born.

Virginia is the place where emancipation began and the Confederate capitol was located.

Virginia is the place where schools were closed under Massive Resistance, rather than desegregate and allow Black children to attend, and it is the state that elected the nation's first African American governor.

Virginia is a place of contradictions and complexity. We take a step forward and, often, a step back.

We have to acknowledge that. We have to teach that complexity to our children, and often to our adults. We are a state that for too long has told a false story of ourselves.

The story we tell is insufficient and inadequate, especially when it comes to Black history. We must remember that Black history IS American history.

That's why I signed an executive directive to establish a Commission on African American History Education in the Commonwealth.

This Commission will review our educational standards, instructional practices, content, and resources currently used to teach African American history in the Commonwealth. We want to make sure all students develop a full and comprehensive understanding of the African-American voices that contribute to our story.

While we cannot change the past, we can use it and learn from it. When we know more, we can do more.

As we reckon with the painful legacy of Virginia's racist past, and acknowledge that it continues to shape our present, we can and must continue to act to improve the future. We must work to tell our full and true story.

It is our job—all of us that make up this diverse society—to ensure that when the next generation looks back—a generation that is hopefully more inclusive than we have been—they see a more accurate narrative, one that tells the truth, and includes everyone.

Governor Ralph S. Northam
Old Point Comfort, August 24th, 2019
Commemoration of the First African Landing

I. Executive Summary

On August 24th, 2019 at Old Point Comfort, the site where the first enslaved Africans arrived on Virginia shores 400 years earlier, Governor Ralph Northam signed Executive Order Thirty Nine and announced the establishment of the *Virginia African American History Education Commission.* The Governor charged the Commission with thoroughly examining the Commonwealth's K-12 curricula, professional development practices, and instructional supports to make recommendations for improving the way African American history is taught in Virginia schools. Governor Northam appointed a diverse, talented, and vibrant group of individuals to serve on this Commission including educators, historians, museum curators, school board members, faith leaders, school administrators, and citizens across the Commonwealth.

Executive Order Thirty Nine tasked the Commission with issuing a report no later than September 1, 2020, with recommendations including but not limited to:

1. Technical edits to and recommendations for enriched standards related to African American history;
2. Broader considerations for the full history and social studies standards review process; and
3. Necessary professional development and instructional supports for teachers to ensure culturally competent instruction

In this final report, the Commission offers extensive recommendations to ensure that content in Virginia schools is accurate, inclusive, and relatable, and to equip educators with the skills necessary to teach in a culturally responsive manner. When implemented, the Commission's recommendations will enable all Virginia students to develop a comprehensive understanding of the African American voices that contribute to Virginia's story.

Standards Recommendations

Even though Virginia led the nation in developing high quality content standards more than 25 years ago, the standards were tainted with a master narrative that marginalized or erased the presence of non-Europeans from the American landscape. These historical silences skew our perspective of the past, erasing people of color, and supplanting them with false narratives that ignore the diverse cultural underpinnings in American society.

While revised regularly by historians and experts, Virginia's History and Social Studies Standards of Learning continue to be incomplete with regards to incorporating African American history into the larger narrative. Therefore, the Commission was tasked with making recommendations to ensure that the standards are more inclusive of African American history and provide opportunities for students to engage the content deeply, drawing connections to its relevance in our contemporary communities. The Standards Subcommittee therefore recommends the following:

- The State Superintendent for Public Instruction should approve technical edits to the Curriculum Framework for the following courses: Virginia Studies, United States History I and II, and Virginia and United States History. Any edits that fall outside the purview of technical adjustments should be considered during the regular standards review process by the Board of Education. All recommended edits can be found in Appendix D.
- The Board of Education ought to revise its standards review process and practice to be more inclusive of diverse perspectives. An updated review process chart can be found in Appendix E.
- The Board of Education should consider including 10 key concepts in its history and social studies standards to ensure that African American history is not taught separately, but is truly a cohesive part of the teaching of all history.

- The Board of Education ought to approve the teaching of history as a requirement at all levels in K-12 to ensure that all of Virginia's citizens are educated about the history of Virginia and the nation.

Professional Development Recommendations

Additionally, the Commission recognized that change in the delivery of content will only be successful if teachers and school leaders are appropriately supported and equipped to do so. The professional development subcommittee developed six key recommendations to ensure Virginia educators achieve proficiency in culturally relevant teaching and gain appropriate foundational knowledge in African American history. Their recommendations are to:

- Revise Virginia's Teacher Evaluation Regulations and Virginia's Uniform Performance standards for School Leaders to include cultural proficiency efficacy.
- Require every Virginia educator to certify that they have enrolled in Cultural Competency Professional Development by 2022.
- Allocate funding and personnel resources to develop and implement comprehensive professional development in the areas of cultural competency and African American History content for Virginia educators.
- Mandate certification (Continuing Education Units) in African American History for all holders of education licenses issued by the Virginia Department of Education (this includes initial licensure and renewals).
- Amend requirements for licensure endorsements in History/Social Science to require evidence of course study in African American History.
- Require a credit in African American History as a new requirement for graduation in Virginia. *The new elective course in African American History developed by VDOE and WHRO could be used to fulfill this requirement.*

Conclusion

The timing of the report reinforces the urgent and critical need we have as a society to better understand African American history and the ways in which our racial history continues to influence policies and systems today. The Commission wrote this final report in the midst of a global pandemic that disproportionately impacts communities of color. They worked against the backdrop of protests and outrage at the murder of George Floyd and too many other Black Americans in the name of law and order.

Understanding history imbues citizens with a deep and complex knowledge about their community and their nation. An effort to change the way citizens of Virginia are educated about history, with a special emphasis on incorporating African American history into the larger narrative, has never been more important. The Commission shares a strong sense of urgency for policymakers to act and implement the recommendations necessary to achieve a vision for a more just and inclusive Virginia.

II. About the Commission

Membership, Leadership, Organization and Support

Governor Northam appointed a diverse, talented, and vibrant group of individuals to serve on this Commission including educators, historians, museum curators, school board members, faith leaders, school administrators, teachers, and citizens across the Commonwealth. The Commission was chaired by Dr. Derrick Alridge, Professor of Education and Director of the Center for Race and Public Education in the South, Curry School of Education and Human Development, University of Virginia; Dr. Cassandra Newby-Alexander, Dean of the College of Liberal Arts and Professor of History, Norfolk State University; and Dr. Rosa Atkins, Superintendent, Charlottesville City Schools. Dr. Alridge chaired the Professional Development Subcommittee; Dr. Newby-Alexander chaired the Standards Subcommittee and Dr. Atkins served as co-chair and Commission facilitator. Other key leadership included Virginia's Secretary of Education Atif Qarni and Superintendent of Public Instruction Dr. James Lane.

A complete roster with titles and affiliations can be found in Appendix A.

In order to fulfill the charge of the Commission, the group was organized into two subcommittees, one focused on Standards Revisions, chaired by Dr. Newby-Alexander; and the other focused on Professional Development, chaired by Dr. Derrick Alridge. The Standards Subcommittee focused on reviewing Virginia's history standards of learning, and the instructional practices, content, and resources currently used to teach African American history in the Commonwealth. At times, the Standards Subcommittee broke into smaller groups to work separately on technical edits, recommendations for the standards revision process, and examining the need for a comprehensive overhaul of the standards. Afterwards, the entire subcommittee reconvened and meticulously reviewed all edits, reaching a consensus on language and content. Meanwhile, the professional development subcommittee developed recommendations to better prepare Virginia teachers to teach African American history and apply culturally responsive pedagogical practices in their classrooms.

Staff from the Office of the Secretary of Education and Virginia Department of Education supported the Commission's work and convened its meetings. Additionally, the Intercultural Development Research Association (IDRA) contributed its expertise in standards revision and professional development to the Commission, supporting the VDOE and Secretary's staff by recording and transcribing meetings and listening sessions.

Meetings and Listening Sessions

The Commission began meeting in the fall of 2019, and met seven times over the course of the following year in different parts of the Commonwealth. In these meetings plenary presentations were made by local and national experts on a range of related topics. Additionally, the subcommittees met in small groups at each of these meetings to discuss, develop and draft their recommendations. All meetings were open to the public, and time was allocated for public comment at each meeting. This ensured that a wide variety of voices could be heard by Commission members. Verbal and written public comment was received from students, educators, families, advocacy groups, and citizens.
To view the written public comments submitted to the Commission, see the Commission's Dropbox file.
A complete set of meeting agendas can be found in Appendix B.

The Commission also sought community input during a series of public listening sessions during the spring of 2020 as it examined how to best strengthen the Virginia history standards, and improve African American history education in classrooms across the Commonwealth. Approximately 300 people attended the first three listening sessions in Roanoke, Richmond, and Norfolk with panelists and

members of the public alike providing robust public comment to Commission members at these events. Sessions in Danville and Woodbridge were cancelled due to COVID-19, and a survey was developed to obtain comment from those unable to attend a listening session.

A summary of these sessions can be found in Appendix C.

The Why & A Shared Vision

Why African American History? Why Now?

As Governor Northam said in his August 24th address, the history of African Americans in Virginia, and our nation, is difficult, complex and often untold. On the day Governor Northam established the Commission on African American History Education, Virginia honored the First African Landing, the 400th anniversary of the arrival of enslaved Africans on Virginia shores at Old Point Comfort. Only a few weeks earlier in Jamestown, white landowning men gathered to establish a system of representative government, our modern day democracy. That system did not represent the newly arrived Africans, who were forced from their homes and into a system of chattel slavery and systematic oppression. 400 years of American history later, Black people in Virginia endured not only decades of enslavement, but also Jim Crow terror and discrimination, Massive Resistance, and modern day iterations and remnants of government sanctioned Black oppression. Virginia has failed to fully represent African Americans in its history, contributing to a legacy of racism that has seeped into systems that impact every individual and every aspect of American life, including our classrooms.

Segregationist education policies codified into law and support of Massive Resistance in Virginia underscore the importance of this Commission's work. Well before the landmark 1954 school desegregation case, Brown v. Board of Education, African American high school students led by Barbara Johns organized a student walkout at Robert Russa Moton High School in Farmville, Virginia, to protest its substandard conditions. While the Brown decision affirmed that Black students had a constitutional right to adequate schooling, there would be a struggle for equal access to a high quality education for years to come. It is this history that contextualizes the inequities leaders continue to work towards eradicating in Virginia's public education system today; thus a robust understanding of this important history and its continuous influence on our communities today should be an essential component of the knowledge gained by every Virginia student.

The Governor's creation of the Commission on African American History Education in Virginia provided an opportunity for the Commonwealth's schools, educators, students, and families to reaffirm their commitment to breaking down these monumental inequities, and to tell a truer, better, and more honest Virginia story.

Shared Vision

As its members came together to embark in the process, the Commission identified a number of shared goals and vision for their work. The Commission's vision for progress as it relates to the teaching of African American history and the cultivation of culturally responsive school buildings included:

- **More inclusive standards.** The Commission approached the work of improving African American history standards in the Commonwealth by first acknowledging that African American students have often been excluded from learning their own history. The group shared a broader goal of ensuring that African American history be in all classrooms 180 days a year, not just during Black History month or specific history courses. The Commission emphasized that educators should take an interdisciplinary approach and seek to represent diverse perspectives in all subject areas to enrich student education.

- **Culturally responsive pedagogy.** Early in its work, the Commission agreed that all students in the Commonwealth should be able to maximize their individual learning potential and engage in deeper learning. To ensure students can engage deeply in content, Virginia must empower educators to teach their students in ways that are relevant to their lives and experiences. The Commission embraced culturally responsive pedagogy because it recognizes the importance of students' cultural references in all aspects of learning and does not just reinforce the values of the dominant culture.

- **Support for educators.** Reinvigorating African American history in the Commonwealth cannot be changed without altering policy, practices, and teacher preparation. The Commission believes that every educator and school leader needs to be connected to this work and supported in meaningful ways. Additionally, successful culturally-responsive pedagogy requires educators to make changes in instructional techniques, materials, student-teacher relationships, classroom climate, and self-awareness. Educators must view all of their students through an asset-based lens and create learning communities where all heritages are valued. They must challenge stereotypes, prejudices, racism, and other forms of intolerance and oppression.. This requires significant resources and supports over an extended period of time.

- **Anti-racist school communities.** As Virginia commits to cultivating more empathetic and anti-racist school communities, it is imperative we change school names and mascots that memorialize Confederate leaders or sympathizers. These school names and symbols have a traumatizing impact on students, families, teachers, and staff. As Governor Northam wrote in his July 6th letter to School Board Chairs, "When our public schools are named after individuals who advanced causes of slavery and systemic racism, and we allow those names to remain on school property, we tacitly endorse their values as our own. This is no longer acceptable."

The shared goals of the Commission drove the conversation and development of recommendations by each of these subcommittee, as they charted pathways from the current realities to a bold vision for African American history education in the Commonwealth. These pathways are laid out in greater detail in the next two sections detailing the final recommendations.

III. Standards Subcommittee Recommendations

"When we look back at events of 1619, or 1861, or 1964, when the Civil Rights Act was signed, we often look at them as history—frozen in time or locked in a book, relics of the past. We memorize dates, but not connections. We don't teach the themes that appear in our history over and over again. We often fail to draw the connecting lines from those past events to our present day. But to move forward, that is what we must do."

- Governor Northam

The standards subcommittee, chaired by Dr. Cassandra Newby-Alexander, was tasked with three major objectives as it relates to Virginia's History and Social Students standards. This included:

1) making recommendations for technical edits to the Virginia's History and Social Science Standards of Learning (SOL);
2) identifying how the standards can be organized and improved to provide a more comprehensive picture of the African American story; and
3) how Virginia can improve the standards revisions process itself.

This section of the report reflects the Subcommittee's work in those 3 areas, as well as additional background and context for Virginia's standards and the process by which they are revised.

About Virginia's History and Social Science Standards

The Commonwealth has long been known for its rigorous academic standards, including its history and social science standards of learning (SOL). First established in 1995, the standards of learning were created to raise and align the expectations for all students in public schools. The SOL establishes minimum expectations for the skills and knowledge a student should be able to demonstrate at the end of each grade or course. The standards fall under the purview of the Virginia Board of Education, which establishes a regular schedule for reviewing each SOL, typically once every 7 years. It is the responsibility of the Virginia Department of Education to facilitate the review process, gather input, and make recommendations to the Virginia Board of Education.

The Virginia Department of Education relies heavily on stakeholder input to create, revise and update the standards during the formal SOL review process. Since its inception the standards have been routinely updated based on feedback from practitioners, historians, community members, and stakeholders. The Standards Subcommittee of the Commission on African American History Education developed comprehensive recommendations and feedback for the consideration of the Virginia Department of Education and Virginia Board of Education during their regular review of the History and Social Studies standards which is scheduled to begin in early 2021.

Below is a summary of the work conducted by each workgroup, and the recommendations that emerged from their collaborative effort.

Technical Edits

Technical edits are made to inaccurate statements found in the Curriculum Framework with the final approval of the Superintendent of Public Instruction and communicated through a Superintendent's Memo to school divisions.

The Technical Edits Workgroup reviewed every Standard of Learning in Virginia's mandatory history and social studies courses to ensure that the content educators are teaching in our schools is accurate, inclusive, and relatable. They made detailed recommendations for edits, which are found in Appendix D. The workgroup recognizes that some of the edits may be beyond the scope of technical, and recommend

any changes that cannot be immediately made by the State Superintendent be considered by the Board of Education in the regular review of the standards in 2021.

The Technical Edits Workgroup summarized the recommended changes as follows:

1. The elementary-level language was changed to make it more inclusive, covers diverse backgrounds, and highlights African American landmarks so that students can become acquainted with the importance of community history.
2. Important historical figures with diverse perspectives and contributions to the history and culture of Virginia and the United States were included throughout the curriculum so it is up to date and contains a range of African Americans to whom students can relate
3. Terms and content relevant to African American history are introduced in earlier grades
4. Information added and corrected in the U.S. history curriculum on the topics of slavery, the abolitionist movement, the Civil War, Reconstruction, lynching, and other important matters in African American history that had been omitted or distorted

This range of strategies can best be illustrated by concrete examples of suggested edits in the curricular frameworks. The examples below are from the 11th grade curricular frameworks because they are the most detailed.

The existing standards explain the causes of the Civil War with the following sentences:

> *Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.*
>
> *Sectional tensions, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.*

The language above is passive, evasive, and circular. Below is the version with the subcommittee's suggested technical edits incorporated:

> *Cultural, economic, and constitutional differences between the North and the South, all of them based in slavery, eventually resulted in the Civil War.*
>
> *Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.*

The sentences above are active, clear, and responsible. Throughout the standards, the subcommittee suggests altering the meaning of the frameworks by including Black people as active in their own and other's history. For example, African Americans are not mentioned in the era of American Revolution; so the subcommittee suggests they are included, with special attention given to the efforts of thousands to become free by joining with the British.

These are a few examples of hundreds of proposed technical edits (see Appendix D) which correct the record by making it more complete, concrete, balanced, and active. If teachers can include these emphases, which are fundamental to American history but take no more class time than the standards as currently written, they can make their classes better for all students.

Standards Overhaul

In addition to examining the need for technical edits, the Standards Subcommittee had a workgroup that looked more cohesively at the standards as a whole. The standards overhaul group reviewed the

organization of Virginia standards, and recommended changes for consideration by the Virginia Board of Education. They recommend changing the way history and social studies courses order their content, and encourage educators to teach content thematically so that students can more easily make connections and apply knowledge to their modern context. The standards overhaul work continually intersected with the technical edits group, and the two groups often met together to work collaboratively toward comprehensive recommendations.

Standards Overhaul Recommendations

- Develop a curriculum framework that addresses 10 key concepts that ensure African American history is not segregated from U.S. history in general. The concepts are:
    - Freedom – The absence of necessity, coercion, or constraint in choice or action
    - Imperialism and Nationalism
        - Imperialism - The extension or imposition of power, authority, or influence by one nation over another
        - Nationalism – A sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups
    - Colonialism – The policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically
    - Racism and Systemic Racism – Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that racial differences produce an inherent superiority of a particular race
    - Capitalism and Economic Motivation
        - Capitalism – An economic and political system motivated by profit and characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market
        - Economic Motivation – The degree to which an individual needs or is driven to gain money, things, or experiences for which a monetary value can be calculated.
    - Citizenship – The state of being conferred with the rights, obligations, privileges, and duties of a citizen
    - Servitude and Enslavement
        - Servitude – a condition in which one lacks liberty, especially to determine one's course of action or way of life, that includes compulsory service or labor
        - Enslavement – The forced process of positioning a person as the legal property of another and forcing them to continue forever
    - Advocacy and Agency
        - Advocacy – An activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions
        - Agency – The capacity of individuals to act independently and to make their own free choices
    - Cultural Expressionism – Those who value and convey their culture through the creation and expression of their culture through art, literature, music, linguistics, folkways, customs, cuisine, architecture, and economy.
    - Invasion and Colonization
        - Colonization – Bringing into subjection or subjugation, and implies the subjugation or pacification of a people, and taking of a pre-populated land
        - Invasion – when an army or country uses force to enter and take control of another country

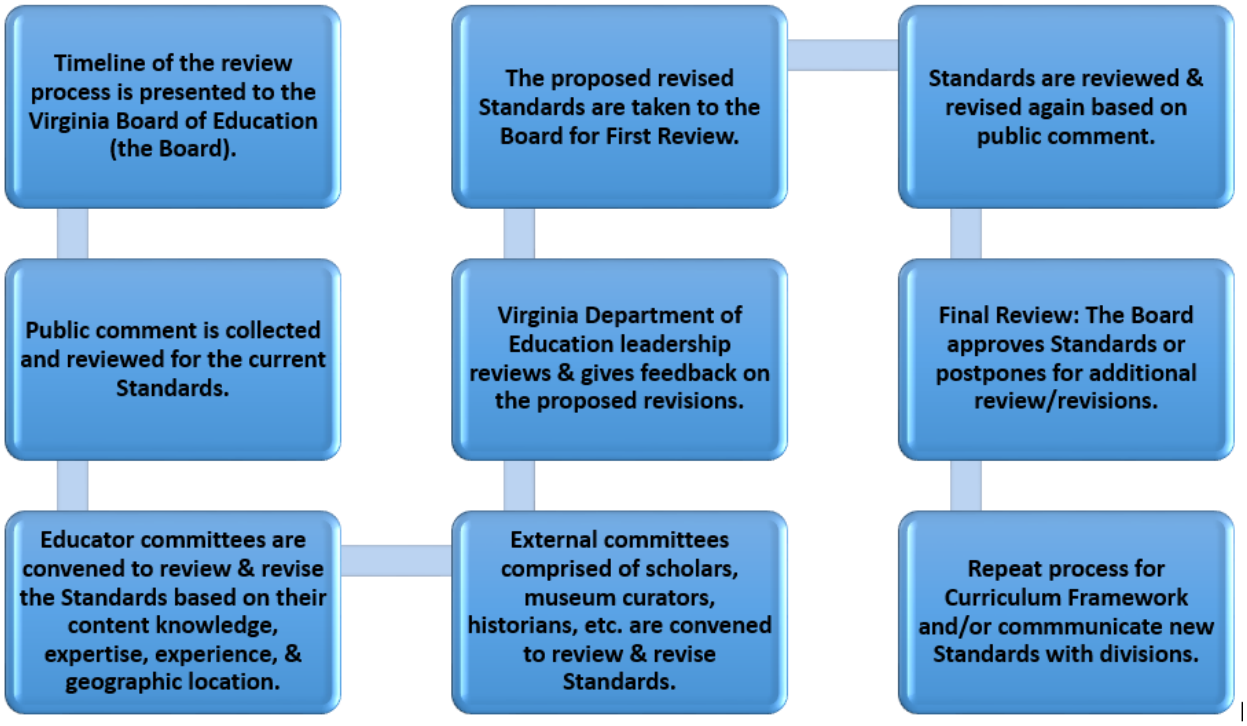
- Revise or eliminate standards that are inaccurate or out of date.
- Secure funds for professional development to equip educators to teach to the new standards after they are implemented.

Process Revision

The process revision group reviewed the method by which the standards of learning and curriculum frameworks are updated to ensure a diverse range of stakeholder input is collected throughout the process. The group recommends expanding outreach to teachers and other external groups to allow for more voices from around the Commonwealth to contribute to development of the standards. They also propose adding a steering committee to provide the opportunity for collaboration between the content experts and the practitioners. Together, these steps allow for a wide range of perspectives to be heard, create space for incorporation of pedagogical recommendations, and ensure all content incorporated into the standards is historically accurate and inclusive.

Original Process to Modify Standards

The flow chart below demonstrates the current process by which the Standards of Learning and Curriculum Frameworks are modified.



The recommendations below document the group's proposed changes to the process outlined above. These recommendations ensure the process is more inclusive by seeking out public comment and leadership from a diverse array of stakeholders.

Recommendations

- Convene a steering committee made up of historians, educators, and other individuals with content knowledge to review and revise the content recommended in the standards process.
- Provide outreach to encourage parents, students, educators, and administrators across the Commonwealth to give feedback on the proposed standards as part of the public comment process.

- Ensure that all comments, perspectives, events are thoroughly vetted and determine next steps on how to revise inaccurate content in the standards of learning and curriculum frameworks.
- Expand the external and educator groups so that a wide range of experiences, cultural perspectives, and pedagogical preferences are represented.
- Secure funds for expanding the educator and external committees.

A flow chart documenting the Process Revision group's full recommendations can be found in Appendix F.

Conclusion

In order to truly change what and how African American history is taught in Virginia classrooms, modifications are necessary at a technical level, holistically to the set of standards spanning multiple grade levels,* and to the ways in which Virginia goes about revising the standards on a regular basis. The work and recommendations of the three Standards Subcommittee workgroups are intertwined and presented as a cohesive set of actions for policymakers to implement over time.

IV. Professional Development Subcommittee Report

"If we are going to begin to truly right the wrongs of our four centuries of history, if we are going to turn the light of truth upon them, we have to start with ourselves. For too long, the burden has been on individuals and communities of color to lead these discussions. But if more of us have these hard conversations, and truly listen and learn from them, we'll be better able to shine that light of truth."

-Governor Northam

The Professional Development Subcommittee, chaired by Dr. Derrick Alridge, focused their recommendations on the supports necessary for educators to:

1. Successfully implement the new Standards of Learning and Curriculum Frameworks once they are revised; and
2. To equip all educators in the Commonwealth to create and sustain culturally-responsive classrooms and pedagogy.

This section of the report reflects the Subcommittee's recommendations in those two areas, as well as additional context on the current professional development landscape in Virginia.

The Need for Enhanced Professional Development in the Commonwealth

Professional Development is understood as a broad system of learning experiences that are meant to produce teacher effectiveness and improve the quality of schooling for all students. It is the intake of both formal and informal learning experiences that deepens and extends teachers' professional competence, including knowledge, beliefs, motivation, and skills.

African American history should be taught throughout the entire year and across the curriculum. This requires a deep grounding in culturally responsive pedagogy, comprehensive content knowledge that paints a more complete historical picture, and an understanding of the contemporary ramifications of the past.

A study by the National Museum of African American History and Culture (NMAAHC) notes that teachers may not teach African American history comprehensively because they lack content knowledge, confidence, time, resources, and are concerned with students' maturity levels for approaching difficult knowledge. As a result, teachers may largely ignore African American history or see it as supplementary. This often means that the history taught in our classrooms lacks complexity and does not include the Black experience as part of American history. In Virginia, teachers have been criticized for questionable activities meant to teach African American history and engage around difficult topics, such as through slave games and mock auctions. African American history is American history and cannot be separated from our collective story, but in order to teach without causing harm, educators must gain social and cultural awareness, content mastery, and discernment to teach this history in a holistic and humanizing way.

Most educators employed by the Commonwealth's local school divisions have not taken a course or received professional development on teaching African American history or on culturally responsive pedagogy. In addition, 52% of students in Virginia are young people of color, while 82% of educators employed by the Commonwealth's local school divisions are White. As a result, students of color are being educated by individuals who are not of their racial or cultural background. This issue, and our understanding of what it takes to adequately teach African American history, demonstrates a need for more robust professional development to equip the Commonwealth's largely White educator workforce to engage in culturally responsive pedagogy that facilitates deeper learning opportunities and a sense of

belonging for their students. Additionally, it indicates a need for greater training in content knowledge, as many educators may not have the knowledge necessary to present students with a full and comprehensive representation of the African American voices that contribute to Virginia's story.

The recommendations outlined below are meant to equip public school teachers with the culturally proficient knowledge and resources to teach Virginia's diverse learners and the specific content knowledge required to teach African American history sensitively and with confidence.

Defining Key Terms

- **Anti-Racism**: Anti-racism acknowledges that racist beliefs and structures are pervasive in all aspects of our lives and requires action to dismantle those beliefs and structures. This requires that school leaders hold educators and students accountable when they say and do things that make school unsafe, and that they dismantle systems perpetuating inequitable access to opportunity and outcomes for students historically marginalized by race.[1]
- **Culturally Relevant Pedagogy**: Recognizes the importance of including students' cultural references in all aspects of learning. Culturally relevant pedagogy must encompass the following three results: (1) must yield academic success for students; (2) must help students develop positive ethnic and cultural identities while simultaneously helping them achieve academically; and (3) must support students' ability to recognize, understand, and critique current and social inequalities.[2]
- **Culturally Relevant/Responsive Teaching**: The behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. An approach that emphasizes using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them.[3]
- **Cultural Competency**: Having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom.[4]
- **Cultural Proficiency**: Recognized by environments that create opportunities for access, empowerment, and achievement by acknowledging, valuing, advocating, and empowering cultural diversity in all aspects of the educational process. This requires: (1) the acquisition of knowledge-based skills and understanding that are required to successfully teach and interact with students and to work effectively with colleagues from a variety of cultures by holding all forms of cultural difference in high esteem; (2) a continuing self-assessment of one's values, beliefs and biases grounded in cultural humility; (3) an ongoing vigilance toward the dynamics

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[1] Christina Torres and Teaching Tolerance. "All Students Need Anti-racism Education."July 30, 2020.
[2] Gloria Ladson-Billings, *The Dream Keepers* (San Francisco: Wiley Publishers, 1994)
[3] Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New york: Teachers College Press, 2000).
[4]National Education Association."Why Cultural Competence?" Accessed on August 27, 2020. http://www.nea.org/home/39783.htm
[5] Based in part on Cultural Proficiency, A Manual for School Leaders, 2nd Ed. Lindsey, Robins, and Terrell, 2003.
4 Colorado Department of Education, "Equity Toolkit for Administrators," 2010.

of diversity, difference and power; and (4) the expansion of knowledge of cultural practices that recognize cultural bridges as going both ways. [5]

Defining Culturally Responsive Practice for Virginia Educators

Establishing expectations for culturally responsive practice among Virginia's educator workforce is critical to supporting the effective delivery of professional development. These expectations are framed into four quadrants that represent practices at the following critical levels: (1) culturally responsive schools, (2) culturally responsive leadership, (3) culturally responsive educators, and (4) culturally responsive pedagogy.

These four leverage points represent components of the educational ecosystem that can be transformed by culturally responsive practices to better serve students historically marginalized by race. Defining what culturally responsive practices look like in these four levels also aids in identifying data points, situating student outcomes through an equity lens supported by culturally responsive pedagogies, identifying capacity building needs, and creating spaces for continuous community input and support.

Culturally Responsive Practices in Four Critical Levels	
Culturally Responsive Schools	**Culturally Responsive Leadership**
• Safe, inclusive, and secure environments where all students are affirmed. • Have established and evolving pathways, access, and support to rigorous college and career preparatory classes for all students. • Provide universal access to culturally relevant pedagogy that builds positive cultural identities. • Have an educational environment that is free from implicit and explicit racial/ethnic and gender biases. • Produce high student achievement rates in state accountability (the most basic outcome). • Have systems in place to mitigate racial or cultural tensions. • Have a climate in which all students and staff have a sense of membership and belonging and provide forums both inside and outside of the classroom where everyone can learn about each other's diverse backgrounds.	• Deploy resources and professional learning opportunities to advance cultural proficiency. • Evaluate cultural responsive efficacy during teaching observations and evaluations. • Establish high expectations for all students. • Mitigate power imbalances based on race, culture, ethnicity, and class. • Establish policies and procedures to advance anti-racist school culture and climate. • Ensure recruitment and retention of teachers of color and demonstrable cultural responsiveness competencies. • Establish mentoring practices for new teachers and staff in culturally responsive pedagogy and practice. • Accept cultural responsiveness as endemic to effectiveness in all areas of learning for students from all ethnic groups. • Create caring learning communities where heritages are valued.
Culturally Responsive Educators	**Culturally Responsive Pedagogy/Teaching**
• Reflect on their own cultural lens. • Model high expectations for all students.	• Is student-centered. • Identifies and nurtures students' cultural

• Promote respect for student differences.
• Recognize and redress bias in the system.
• Challenge stereotypes, prejudices, racism, and other forms of intolerance, and oppression.
• Are change agents for social justice and academic equity.
• Cultivate relationships beyond the classroom anchored in affirmation, mutual respect and validation.
• Engage in reflection of their beliefs, behaviors and practices.
• Communicate in linguistically and culturally responsive ways.
	strengths to promote student achievement.
	• Affirms cultural and individual identity.
	• Uses cultural differences as assets necessary to inform the development of instructional resources.
	• Mediates power imbalances based on race, culture, ethnicity, and class.
	• Utilize students' culture as a vehicle for learning.
	• Establishes high expectations for all students and provides support to ensure success.
	• Diverse groups from all rings of culture are represented, validated, and affirmed.
	• Establishes a 3-pronged approach: institutional, personal, and instructional.
	  ○ **Institutional**: recognizes a need for reform of school policies and procedures based on cultural factors.
	  ○ **Personal**: requires teachers to become culturally responsive.
	  ○ **Instructional**: provides educational materials that are culturally affirming and aid in delivering culturally responsive instruction.

Culturally Responsive Schools

The culturally responsive school seeks the highest levels of achievement for all students by acknowledging, responding to, and truly integrating student, family, and community identity into all aspects of learning to foster a safe and equitable environment that recognizes the histories, struggles, achievements, and contributions of the racially marginalized populations it serves as fundamental to engaged student learning.

Culturally responsive schools address fundamental equity concerns by holding high expectations for students and providing the highest levels of support for all students to succeed. Success in a culturally responsive school is defined by preparation for college and career readiness in an environment that is supportive, is asset-conscious, and fosters positive cultural identity.

Culturally Responsive Leadership

Culturally responsive school leaders create school contexts and curriculum that responds effectively to the educational, social, political, and cultural needs of students through policy creation, expectation setting and monitoring, and staff coaching to facilitate successful implementation of culturally responsive instruction.

This leader also sets standards and expectations for high academic success regardless of perceived performance abilities. This means that the campus leader creates an inclusive school environment in which a climate free from implicit biases toward racial and ethnic groups exists. This leader also centers marginalized families and communities as important in decision making and solution-seeking. These

leaders are courageous in challenging aspects of teaching and learning that marginalize students of color, and identify, protect, institutionalize, and celebrate all cultural practices from these students.

Culturally Responsive Educators

Culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process, making culturally responsive educators necessary for the equitable achievement of today's increasingly diverse student population. Culturally responsive educators see the diversity in their classrooms as an asset and use their knowledge on students' backgrounds to enrich educational experiences. These teachers form a thorough understanding of the specific cultures of the students they teach, how that culture affects student learning behaviors, and how they can change classroom interactions and instruction to embrace the differences.

Culturally responsive educators:

- Reflect on their own cultural lens
- Model high expectations for all students
- Draw on students' culture to shape curriculum and instruction
- Promote respect for student differences
- Recognize and redress bias in the system
- Bring real-world issues into the classroom
- Communicate in linguistically and culturally responsive ways
- Collaborate with families and the local community

Culturally Responsive Pedagogy

Culturally responsive pedagogy is characterized by using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively.[6] It encompasses teaching practices that highlight the values, traditions, language, and histories that make each student and community unique and different from the teacher.

As the diversity in schools continues to grow, this instructional theory places an emphasis on creating a school environment in which all are affirmed for the beauty in their respective languages, beliefs, and ideas and in which students' best interest is centered.

Culturally responsive pedagogy comprises three functional dimensions: (1) institutional, (2) personal, and (3) instructional. The institutional dimension of culturally responsive pedagogy emphasizes the need for reform of the cultural factors affecting the organization of schools, school policies and procedures (including allocation of funds and resources), and community involvement. It reflects the administration, its policies, and values.[7] The personal dimension refers to the process by which teachers learn to become culturally responsive. It includes both cognitive and emotional processes. The instructional dimension refers to practices and challenges associated with implementing cultural responsiveness in the classroom. It includes materials, strategies, and activities that form the basis of

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[6] Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice* (New york: Teachers College Press, 2000).
[7] Heraldo Richards and Ayanna Brown. *Addressing Diversity in Schools Culturally Responsive Pedagogy: Teaching Exceptional Children* (ProQuest Education Journals, 2007).

instruction. All three dimensions significantly interact in the teaching and learning process and are critical to understanding the effectiveness of culturally responsive pedagogy.[8]

Recommendations

Legislative

- Revise Virginia's Teacher Evaluation Regulations and Virginia's Uniform Performance standards for School Leaders to include cultural proficiency efficacy.
- Require every Virginia educator to certify that they have enrolled in Cultural Competency Professional Development by 2022.
- Allocate funding and personnel resources to develop and implement comprehensive professional development in the areas of cultural competency and African American History content for Virginia educators.
- Mandate certification (Continuing Education Units) in African American History for all holders of education licenses issued by the Virginia Department of Education (this includes initial licensure and renewals).
- Amend requirements for licensure endorsements in History/Social Science to require evidence of course study in African American History.
- Require a credit in African American History as a new requirement for graduation in Virginia. *The new elective course in African American History developed by VDOE and WHRO could be used to fulfill this requirement.*

General

- Broaden the teaching pipeline to seek out and train diverse teachers.
- Incentivize universities and colleges to offer courses and professional development on Black history, teaching Black history, and cultural competency for teachers. Courses and professional development should be for secondary and elementary teachers and librarians.
- Encourage universities and colleges in Virginia to offer certificates in African American history and/or African American Studies for teachers and prospective teachers.
- Enhance Virginia's School Climate Survey to include evaluation of Culturally Responsive School Climate and report these outcomes on Virginia's School Quality Profiles.
- Establish common language between education preparation programs and school divisions that promote equity and inclusivity.
- Develop models for training about implicit bias and culturally-responsive pedagogy.
- Make family and community engagement a guiding principle in teacher preparation.
- Create a database of resources for educators.
- Ensure that training components include K-8 educators.
- Provide content in multiple modes to improve teacher access.
- Evaluate what teaching resources and textbooks need to be retired.
- Partner with historical and cultural organizations versed in culturally-responsive pedagogy and African American history.
- Develop a model anti-racism educator policy approved by the Virginia Board of Education.
- School Divisions review inclusion of Culturally Responsive Teaching and Culturally Responsive Practices as part of division strategic plans.

[8] Heraldo Richards and Ayanna Brown. *Addressing Diversity in Schools: Culturally Responsive Pedagogy: Teaching Exceptional Children* (Springer, 2017).

- School boards include culturally responsive awareness as part of the school board's professional development and training.
- Develop guidelines for Culturally Responsive Teaching and Culturally Responsive Practice in Virginia. These guidelines should be informed by the profiles developed by the Commission and developed in consultation with a list of experts and researchers recommended by the Subcommittee in Appendix F.
- Establish minimum criteria for state approved professional development in the following areas:
    - Culturally Relevant Teaching: Acquisition of curriculum and pedagogical knowledge
    - Cultural Proficiency: Mastery of knowledge
    - Culturally Responsive Teaching: Application of knowledge
    - Anti-Racist Education: Strategies
    - African American History: Content and Pedagogy

Considerations for Implementation

- Include family and community engagement through an equity lens in teacher preparation curriculum.
- Ensure educators have access to multiple delivery systems in order to provide equitable access to professional development opportunities.
- Prioritize deployment of cultural competency professional development to divisions demonstrating the highest needs based on student outcome data (i.e. rates of discipline disproportionality, teachers' diversity, academic achievement gaps, and graduation disparities - including diploma types).

Conclusion

Culturally-responsive pedagogy and curricula are needed more now than ever. Students in Virginia and across the country are interested in learning about African American history in order to better understand the history of the United States. Many teachers are eager to gain robust and accurate content knowledge in Black history in order to more effectively teach both Black history and U.S. history. If implemented comprehensively, these recommendations will ultimately equip educators to provide all students in the Commonwealth with opportunities to learn in ways that are relevant to their lived experiences and create cultures of inclusivity and belonging in Virginia schools.

V. Conclusion

Over the course of the last year, the African American History Education Commission established a clear, bold vision for improving African American history education and fostering culturally responsive classrooms throughout the Commonwealth. Accomplishing this vision will require changing Virignia's history and social studies standards, both in the short and long term; improving how those standards are regularly revised, making significant investments in professional development for teachers, and sustaining resources and supports for culturally responsive classrooms.

The Commission is issuing this report within the context of dramatic social upheaval. Our nation is in the throes of an unprecedented pandemic that is disproportionately impacting Black and Latino communities and illuminating devastating racial health disparities in our country. Additionally, the murder of George Floyd has catalyzed robust conversations about police brutality and racism in our society. Citizens all over the country have protested and called upon governments and leaders to take bold action against police brutality and other forms of structural racism in our communities. These events and public discourse clearly reinforce the dire need for all Virginians, and all Americans, to better and more deeply understand America's difficult and complex racial history, its racists footings, and the continuous influence that history has on our society today.

It is now incumbent upon policy makers to implement these recommendations, prioritize the investment, and take bold action to ensure all students graduate from Virginia's public schools with a deep, thorough, and accurate understanding of African American history in the Commonwealth and our nation. The Commission calls on the Executive Branch, the General Assembly, the Board of Education, local school divisions, and institutions of higher education to drive these changes at every level. These changes are critical for Virginia's students and we must act now to build an education system that confronts these realities and equips students to lead Virginia and the nation into a more just and inclusive era.

VI. Appendices

Appendix A: Commission Roster and Subcommittee Membership

Standards Subcommittee

*Chaired by **Dr. Cassandra Newby-Alexander**, Dean of the College of Liberal Arts and Professor of History, Norfolk State University.*

*Supported by **Dr. Christine Harris**, VDOE Director of Humanities; **Christonya Brown**, VDOE History and Social Science Coordinator; **Holly Coy**, VDOE Assistant Superintendent of Policy, Equity, and Communications; **Tori Noles**, Policy Advisor to the Secretary of Education; **Aurelio M. Montemayor**, IDRA Family Engagement Coordinator; **Morgan Craven**, IDRA National Director of Policy, Advocacy and Community Engagement; and **Terrence Wilson**, IDRA Regional Policy and Community Engagement Director.*

Technical Edits Workgroup
Dr. Edward Ayers, Professor of the Humanities, University of Richmond
Crystal DeLong, Teacher, Liberty High School, Bedford County Public Schools
Dr. Patricia H. Fisher, Immediate Past Superintendent (Interim), Portsmouth Public Schools (Ret.) and Educational Consultant
Dr. Dietra Trent, Chief of Staff, George Mason University
Dr. Robert C. Watson, Assistant Professor of History, Hampton University

Standards Process Workgroup
Dr. James Lane, Virginia Superintendent of Public Instruction
Cainan Townsend, Director of Education, Robert Russa Moton Museum
Renita S. Williams, Retired Secondary Social Studies Instructional Supervisor, Newport News Public Schools

Standards Overhaul Workgroup
Beau Dickenson, President, Virginia Social Studies Leaders Consortium and Social Studies Supervisor, Rockingham County Public Schools
Dr. John Lee, Professor, North Carolina State University
Makya Reneé Little, Parent Advocate and Florida A&M University Alumna
Dr. Monica Manns, Director of Equity and Diversity, Henrico County Public Schools
Dr. Cassandra Newby-Alexander, Dean of the College of Liberal Arts and Professor of History, Norfolk State University
Chris Van Tassell, Program Coordinator and Educator, Virginia Museum of History & Culture

Other
Dr. Rosa Atkins, Superintendent, Charlottesville City Schools
Basil Marin, Assistant Principal, DeKalb County Schools
Tyrone Nelson, Chairman, Henrico County Board of Supervisors and Pastor, Sixth Mount Zion Baptist Church of Richmond

Professional Development Subcommittee

*Chaired by **Dr. Derrick Alridge**, Professor of Education and Director of the Center for Race and Public Education in the South, Curry School of Education and Human Development, University of Virginia*

*Supported by **Leah Dozier Walker,** VDOE Director of Equity and Community Engagement; **Jenne Nurse**, VDOE Equity Coordinator; **Dr. Paula Johnson**, Director of IDRA Equity Assistance Center – South; and **Hector Bojorquez**, Director of Operations, IDRA*

Jarvis Bailey, High School Administrator, Westmoreland County Public Schools and School Board Member, Fredericksburg City
Maria Burgos, Supervisor of Global Learning and Culturally Responsive Instruction, Prince William County Public Schools
Christy S. Coleman, Executive Director, Jamestown-Yorktown Foundation
Dr. Robert Nelson Corley III, Associate Vice-Provost for Academic Affairs and Project Director, The Wallace Foundation's University Principal Preparation Initiative, Virginia State University
Pamela Croom, President-Elect, Virginia PTA
Dr. Andrew P. Daire, Dean of the School of Education, Virginia Commonwealth University
Dr. Crystal M. Edwards, Superintendent, Lynchburg City Schools
Dr. Annie Marie Evans, Director of Education and Outreach–New American History, University of Richmond
Atif Qarni, Secretary of Education, Commonwealth of Virginia
Gloria Randolph-King, Retired Roanoke City Public Schools Administrator
Dr. Alice Reilly, Educator, George Mason University
Dr. Vanessa D. Thaxton-Ward of Hampton, Director, Hampton University Museum
Michelle Campbell Thomas, Founder and CEO, Loudoun Freedom Center and President, NAACP Loudoun Branch
Betty Jean Wolfe, President, Evaluative Design Inc
Dr. William White, Visiting Distinguished Scholar, Christopher Newport University
Jonathan Zur, President and CEO, Virginia Center for Inclusive Communities

Virginia Commission on African American History Education in the Commonwealth

Inaugural Meeting Agenda

October 28, 2019 10am – 3pm

University of Virginia – Newcomb Hall South Meeting Room

I. Welcome **10am**

- Atif Qarni, Secretary of Education of the Commonwealth

II. Group Introductions **10:15am**

III. Commission Charge, Roles and Responsibilities **10:45am**

- Atif Qarni, Secretary of Education
- Dr. Derrick Alridge, Director, Center for Race and Public Education in the South, University of Virginia
- Dr. Cassandra Newby-Alexander, Dean, Norfolk State University, College of Liberal Arts
- Dr. Rosa Atkins, Superintendent, Charlottesville City Public Schools
- Dr. Paula Johnson, Director of IDRA Equity Assistance Center, South

IV. Virginia's History Standards **11:15am**

- Dr. Christine Harris, Director, Office of Humanities, Virginia Department of Education
- Christonya Brown, History & Social Science Education Coordinator, Virginia Department of Education

Lunch for Commission Members

V. Greetings from Governor Ralph Northam **12:30pm**
Greetings from UVA President, Jim Ryan

VI. A Vision for Redesigned Professional Development **1pm**

- Dr. Derrick Alridge, Director, Center for Race and Public Education in the South, University of Virginia
- Leah Walker, Director, Office of Equity and Community Engagement, Virginia Department of Education

VII. Subcommittee Discussion **1:45pm**

VIII. Full Committee Discussion **2:15pm**

IX. Public Comment **2:30pm**

Individuals may sign up for public comment at the meeting, and will be provided opportunity to speak in the order of the sign-up sheet. Public comments are limited to 2 minutes per person.

X. Closing and Next Steps **3pm**

- Atif Qarni, Secretary of Education

Virginia Commission on African American History Education in the Commonwealth

Meeting Agenda

December 16, 2019 from 10am – 3pm
Robert Russa Moton Museum
900 Griffin Blvd, Farmville, VA 23901

I. Welcome and Introductions **10am**

- Holly Coy, Deputy Secretary of Education
- Cameron Patterson, Managing Director, Moton Museum
- Dr. Larissa Smith, Provost and Vice President for Academic Affairs, Longwood University

II. Where are we Headed? **10:15 – 11am**

- Holly Coy, Deputy Secretary of Education
- Maxine Roberts, Principal, Education Commission of the States

III. From Standards to the Classroom- A Panel Discussion **11am**

- Moderator: *Dr. Rosa Atkins*, Superintendent, Charlottesville City Public Schools
- Panelists: *Renita Williams*, Secondary Social Studies Instructional Supervisor, Newport News Public Schools
  Beau Dickerson, Social Studies Supervisor, Rockingham County Public Schools
  Crystal DeLong, Teacher, Liberty High School, Bedford County Public Schools

IV. Working Lunch: Professional Development Landscape in Virginia **12:15pm**

- Dr. James Lane, State Superintendent of Public Instruction

V. Subcommittee Discussions **1pm**

i. Professional Development Subcommittee

ii. The Standards subcommittee will break into 3 smaller groups to focus on: Technical Edits, Comprehensive Overhaul, and Process Redesign

VI. Full Committee Report Out **2:30pm**

- Dr. Rosa Atkins, Superintendent, Charlottesville City Public Schools

VII. Public Comment **2:45pm**

Individuals may sign up for public comment at the meeting, and will be provided opportunity to speak in the order of the sign-up sheet. Public comments are limited to 2 minutes per person.

VIII. Closing and Next Steps **3pm**

i. Atif Qarni, Secretary of Education of the Commonwealth of Virginia

Virginia Commission on African American History Education in the Commonwealth

Meeting Agenda

February 18, 2020 from 10am – 3pm
Living Learning Center, Virginia Union University
1500 N Lombardy St, Richmond, VA 23220

I. Welcome and Introductions **10am**
- Atif Qarni, Secretary of Education
- Dr. Allia Carter, Executive Vice President & Chief Operating Officer, Virginia Union University

II. Black History 365 Days a Year **10:20am**
- Dr. Lane, Superintendent, Department of Education
- Local Perspective on Implementation

III. Virginia's New African American History Elective Course **10:40am**
- Meagan Taylor-Booth, Director of Digital Learning, WHRO
- Mitzi Fehl-Seward, Vice President of Digital Learning, WHRO

IV. Subcommittee Discussions **11– 12:30**

V. Working Lunch: Student Perspectives Panel **12:45pm**
i. Dr. Rosa Atkins, Superintendent, Charlottesville City Public Schools
ii. Richmond City Public School Students
iii. Henrico County Public School Students
iv. Virginia Union University Students

VI. Full Committee Discussions **1:45pm**
- Dr. Rosa Atkins, Superintendent, Charlottesville City Public Schools

VII. Public Comment **2:30pm**
Individuals may sign up for public comment at the meeting, and will be provided opportunity to speak in the order of the sign-up sheet. Public comments are limited to 2 minutes per person.

VIII. Closing and Next Steps **3pm**
i. Atif Qarni, Secretary of Education

Virginia Commission on African American History Education in the Commonwealth



Meeting Agenda

June 15, 2020 10am – 12pm
Virtual Zoom Meeting

I. Welcome & Timeline Update **10:00am**
- Atif Qarni, Secretary of Education of the Commonwealth

II. Remarks **10:15am**
- Governor Ralph Northam
- Dr. Janice Underwood, Chief Diversity Officer

III. African American History Course Update **10:45am**
- Christonya Brown, History & Social Science Education Coordinator, Virginia Department of Education

IV. Review Draft Report by Subcommittee **11:00am**
i. Enter Zoom breakout rooms

V. Closing & Next Steps **12pm**
i. Atif Qarni, Secretary of Education



Meeting Agenda

July 20, 2020 10am – 12pm
Virtual Zoom Meeting

VI. Welcome & Timeline Update **10:00am**
- Atif Qarni, Secretary of Education

VII. Agenda Overview & Logistics **10:10am**
- Leah Walker, Director of Equity and Community Engagement, VDOE

VIII. Standards Subcommittee Recommendations **10:15am**
- Dr. Cassandra Newby-Alexander, Commission Co-Chair
- *20 minute presentation, 15 minutes of Q&A*

IX. Professional Development Subcommittee Recommendations **10:50am**
i. Dr. Derrick Alridge, Commission Co-Chair
ii. 20 minute presentation, 15 minutes of Q&A

X. Public Comment **11:25am**
i. If you would like to provide public comment, please raise your hand at this time. When it is your turn, you will be promoted to a panelist and may offer your comments to the Commission.

XI. Closing & Next Steps **11:45am**
i. Atif Qarni, Secretary of Education

Virginia Commission on African American History Education in the Commonwealth



Meeting Agenda

August 24th, 2020 10am – 11am
Virtual Zoom Meeting

I. Welcome **10:00am**
- Atif Qarni, Secretary of Education

II. Agenda Overview & Logistics **10:05am**
- Leah Walker, Director of Equity and Community Engagement, VDOE

III. Report Structure & Guidance for Presentation to the Governor **10:15am**
- Tori Noles, Policy Advisor to the Secretary of Education

IV. Subcommittee Breakout Groups **10:20am**
i. *Discuss/propose any necessary edits to your subcommittee's written report section*
ii. *Prepare for presentation to the Governor on August 31st.*

V. Public Comment **10:45am**
i. *If you would like to provide public comment, please raise your hand at this time. When it is your turn, you will be promoted to a panelist and may offer your comments to the Commission.*

VI. Closing & Next Steps **10:55am**
i. Atif Qarni, Secretary of Education

Virginia Commission on African American History Education in the Commonwealth

Final Meeting Agenda

August 31st, 2020 10am – 11am
Virtual Zoom Meeting

XI. Welcome & Introduction of the Governor **10:00am**
- Atif Qarni, Secretary of Education
- Myles Hunt, Student Representative to the Portsmouth City School Board

XII. Opening Remarks **10:02am**
- 73rd Governor of Virginia Dr. Ralph S. Northam

XIII. The Importance of Getting This Right **10:05am**
- Dr. Rosa Atkins, Superintendent, Charlottesville City Schools
- Crystal DeLong, Teacher, Liberty High School, Bedford County Public Schools
- Myles Hunt, Student Representative to the Portsmouth City School Board
- Makya Little, Parent Advocate and Florida A&M University Alumna

XIV. Standards Recommendations **10:15am**
- Standards Overhaul - Dr. Cassandra Newby-Alexander, Dean of the College of Liberal Arts and Professor of History, Norfolk State University
- Technical Edits - Dr. Edward Ayers, Professor of the Humanities and President Emeritus, University of Richmond
- Process Revision - Dr. Christine Harris, Director of Humanities, VDOE; and Christonya Brown, History and Social Science Coordinator, VDOE

XV. Professional Development Recommendations **10:35am**
- Dr. Derrick Alridge, Professor of Education and Director of the Center for Race and Public Education in the South, Curry School of Education and Human Development, University of Virginia
- Leah Walker, Director of Equity and Community Engagement, VDOE

XVI. Q&A with the Press **10:55am**
- 73rd Governor of Virginia Dr. Ralph S. Northam

At this time, the Governor will take questions from the press. Reporters, please submit your questions via Zoom chat to Tori Noles. Please be advised that the Governor must leave promptly by 11am, so he will be unable to respond to every question submitted.

XVII. Closing & Thanks **11:00am**
- Atif Qarni, Secretary of Education

Listening Sessions Executive Summary

As part of the Commission's purpose and process, the Commission conducted three public listening sessions to gain information and perspectives from a wide variety of educational stakeholders from panels of parents and community advocates, educators and students who graduated from Virginia's public schools. The end of each session was open to the public for comment, and those who were unwilling or unable to deliver their comments directly to the Commission were invited to submit them in writing online.

Public listening sessions dates:

- February 11, 2020: Harrison Museum of African American Culture
- February 12, 2020: Black History Museum and Cultural Center of Virginia
- March 11, 2020: Norfolk State University

Panel Discussions

Many of the same questions were asked to all three panels to allow them to share their unique perspectives on African American history education in Virginia. Questions included the following.

How have you personally been affected by how African American history is taught?

- **Educator Panel:** The lack of nuance or deep content in African American history left their students feeling disconnected and uninterested in learning history. The focus on slavery lent a "sense of shame" to African Americans that intensified student disengagement.
- **Parent and Community Stakeholder Panel:** Panelists' own experiences learning African American history happened outside of the classroom because it was not really taught to them. One of the parents spoke of making special efforts to teach her children and grandchildren African American history to give them a sense of self that they could not get from history education at school.
- **Student Panel:** The students agreed that they learned very little about African American history beyond a few historical figures and the topics of slavery, the Black renaissance, and the civil rights movement. It led to a definite disconnect from history and their peers.

What considerations should be made to change the way African American history is taught?

- **Educator Panel:** History should come alive to students and show multiple perspectives.
- **Parent and Community Stakeholder Panel:** History content should be multicultural and touch on local history to make it more relevant to all students. African American history should not begin with slavery but by exploring African cultures and how their traditions have impacted the United States. Historical figures should be drawn from a variety of fields to show the vast scope of African American excellence.
- **Student Panel:** Teachers should be prepared with the knowledge and skills to teach and facilitate conversation on the nuanced, complex story of African American contributions to U.S. history. African American history should not only focus on slavery but provide a fuller, more inclusive narrative.

How can we make sure that teachers are adequately prepared to teach African American history?

- **Educator Panel:** Attract more African American teachers to the field. The current demographics of teachers require intensive professional development and work to overcome implicit biases to give the full picture of African American history. They should have strong content knowledge in African American history. Additionally, the emphasis on high-stakes testing should be lessened to allow teachers the ability to focus on engaging their students with historical content.
- **Parent and Community Stakeholder Panel:** More teachers of color should be recruited, and education programs should be reformed at the university level to increase cultural competency. Existing teachers should receive professional development with lessons learned from educators who already show great competence in African American history.

- **Student Panel:** Ensure that all teachers are credentialed for African American history and reiterate that the only way to honestly address U.S. history is to discuss the darker, violent aspects. They need to be sure they are emotionally prepared and have the strategies to discuss these difficult topics with their students.

What can be done to improve African American history education?

- **Educator Panel:** This panel received more pointed questions about educators, but the overall theme of how the educator workforce could be better prepared to engage their students with African American history hinged on recruiting more African American teachers at all grade levels. Additionally, the commonwealth of Virginia should reconsider how history is taught to allow for more student collaboration and engagement.
- **Parent and Community Stakeholder Panel:** African American historical content should be taught at all grade levels and community aspects of African American history, positive and negative, should be addressed so all students feel connected to history.
- **Student Panel:** Diversification is important. Students learn in different ways, so history education should be well-rounded. It should also not only focus on the past, but the present and implications for the future. History has depth, and students should feel its importance in everything that they do as they learn and grow as individuals.

Public Comment

Each listening session set aside time for public comments. Speakers were given three minutes to speak and their thoughtful comments often sparked conversation among the Commission and panel members present. Important points touched upon by one or multiple members of the public included the following.

- Virginia must remove the barriers that keep qualified African American teachers out of the classroom and address implicit biases to allow for white teachers currently in the classroom to be comfortable having difficult discussions about history.
- Historical content should be factual and no longer omit important details about the contributions of African Americans in building the United States. Historical content should be a major focus in school and reverse the course of increasing other disciplines in the name of improving test scores.
- African American history in the classroom should begin with African American historical and cultural influences worldwide, not with slavery. Any discussion of slavery in the classroom should not center on economics; educators must be prepared for the difficult conversations that come with addressing the horrors of slavery.
- Students should be encouraged to reach out to their communities to learn about how national history intersects with local and cultural history.
- Part of the discussion of African American history should explore why it has not been taught so that students and teachers can actively situate it in United States and world history. Making African American history an elective will not solve the issue; it must be taught as part of regular historical curriculum using a multidisciplinary approach.

Panel Attendees

Educator Panel (February 11, 2020): Dave Dickinson, Judy Diggs, Jeff Girvan, Adam Gray, Derek Hairston, Chris Ingle, Sharon Jennings, Andrea Johnson, Sonnya Preston

Parent and Community Stakeholder Panel (February 12, 2020): Elvatrice Belsches, Chantel Brown, Zyhana Bryant, Joshua Cole, Toria Edmunds-Howell, Pat Foster, Jer'Mykeal McCoy, Sean Miller, Kimberly Morris, Sonji Rollins-Tucker, Bill Wooldridge

Student Panel (March 11, 2020): Faith Handling, Julate Hillman, Myles Hunt, Bryce Marchetti, Jaylen Riddick, Harrington Smith, Charity Warren

Public Commenters

Note: At times, it was difficult for the transcription to make out names when members of the public introduced themselves, and some elected not to do so.

Judy Ayyildiz, Jordan Bell, Wendy Howard Cooper, Jemima Davis, Peggy Davis, Colleen Eddy, Brian Edwards, Charlotte Hayer, Naila Holmes, Ma'asehyahu Isra-Ul, Brother Kim, Julie Markovitz, Ingrid Mendoza, BrendaMuse, Oludare Ogunnde, Lisa Pemix, Tanya Pruett, Rebecca Smith, Andre Tucker, Sam Taylor, Amanda Wright, Toni Wright

Listening Session Meeting Minutes, February 11, 2020

Harrison Museum of African American Culture
One Market Square Southeast, No. 2., Roanoke, Virginia

Attendees

Present Commission Members: Gloria Randolph-King, Crystal M. Edwards, Betty Jean Wolfe, Atif Qarni **Virginia**

Department of Education/Secretary of Education Staff: Leah Walker, Tori Noles, Jenné Nurse **Additional**

Speakers: Anita James Price

Educator Panel: Dave Dickinson, Judy Diggs, Jeff Girvan, Adam Gray, Derek Hairston, Chris Ingle,Sharon Jennings, Andrea Johnson, Sonnya Preston

Public Comments: Judy Ayyildiz, Jordan Bell, Peggy Davis, Brian Edwards, Julie Markovitz, Brenda Muse, Lisa Pemix, Rebecca Smith, Andre Tucker, Amanda Wright

Welcome and Overview

Anita James Price welcomed the Commission and public attendees on behalf of the Harrison Museum of African American Culture. Gloria Randolph-King then welcomed everyone on behalf of Governor Ralph Northam and the entire Commission.

Virginia's Secretary of Education, Atif Qarni, briefly explained the Commission's duty to look at the state's history standards and find ways to make them more inclusive of African American history in its proper place as part of U.S. history. He also spoke to the duty of education stakeholders to embrace cultural diversity and revisit how they are teaching history and asking students to demonstrate what they learn – moving from answering multiple choice questions to making complex connections between important modern and historical figures.

Leah Walker, the Virginia Department of Education's Director of Equity and Community Engagement, gave a broader overview of the Commission's structure and charge. They are charged with evaluating the current educational landscape of Virginia's African American history and making key recommendations for improvement. The Commission is not charged with making changes directly but to highlight the best possible recommendations to provide a comprehensive vision for policymakers.

It is made up of two committees. The *professional development committee* will address how to recruit and help teachers provide culturally-competent and accurate African American history. The *standards committee* is divided into three subcommittees that will recommend necessary technical edits to be made to the current standards, recommendations on standards reform, and how to improve the process of standards revision itself.

The purpose of the listening sessions is to gain information and perspectives from a wide variety of education stakeholders to be shared with the full Commission. Speaking at the listening sessions is not the only way for the public to comment, individuals may also submit written remarks on the AAHEC website.

Educator Panel

Gloria Randolph-King moderated the panel discussion. Panel members included:

- Dave Dickinson, social studies supervisor, Montgomery County
- Judy Diggs, Director of Equity, Montgomery County Schools
- Jeff Girvan, supervisor of history and social science from Prince William County
- Adam Gray, teacher, Forest Park Academy, Roanoke County Public Schools
- Derek Hairston, teacher at Christiansburg High School, Montgomery County
- Chris Ingle, history, social studies, and government teacher, William Fleming High School

- Sharon Jennings, special education teacher from Salem High School, Salem City Schools
- Andrea Johnson, 12th grade English teacher and department chair at Salem High School, Salem City Schools
- Sonnya Preston, business and information technology teacher from Salem City Schools

The panel consisted of key questions to prompt discussion about the unique experiences and challenges educators have faced in Virginia's public schools as they relate to African American history.

How have you been personally affected by the way African American history is taught?

- Mr. Dickinson observed that he saw firsthand how the history he taught was uninteresting to his students because it was not relevant to them. Ms. Diggs added that there was an element of shame when it came to learning African American history because it was all about slavery. Ms. Preston was drastically impacted by the teaching of African American history as the only African American in her classes, where she felt like her people were being described as savages or criminals. It is important for students to know that African American history started before slavery.

What do you think must be considered with the changes we are trying to make to Virginia's history standards and the way it is taught?

- Mr. Girvan suggested that history should not be relegated to facts and dates but should come alive for students and open up to multiple perspectives. There are numerous ways to look at history and these unique perspectives are relevant to current events.

What would you identify as the biggest challenge for preparing teachers to teach African American history?

- Ms. Preston stressed the fact that teachers need to have strong content knowledge and cultural awareness of African American history, which will require changing the historical narrative.
- Ms. Johnson identified the importance of in-depth professional development, especially considering that most teachers are white women. Mr. Hairston agreed and added that students also should be encouraged to read and use primary sources.
- Ms. Diggs identified the need for teachers to be culturally competent as a challenge to overcome and the need for constantly reflection of their own cultures and internal biases and how they impact their work in the classroom.
- Mr. Ingle suggested lessening the focus on high-stakes Standards of Learning (SOL) testing, because teaching for the test constrains the content a teacher can use and how they can teach.

Identify current teaching strategies that are being used or could be improved upon.

- Mr. Ingle suggested project-based learning, community activities and interdisciplinary teaching. Mr. Gray highlighted the fact that the way history is taught needs to change. In his own classroom, he teaches history regionally, not chronologically. Education departments in colleges and universities need to prepare teachers to be able to handle multicultural, diverse classrooms.

What can be done to help teachers develop their ability to deliver and make students aware of African American history?

- Mr. Dickenson mentioned that there is a VDOE African American history elective being developed in Virginia and that other states' responses have ranged from electives to required courses.
- Ms. Preston stressed the importance of recruiting and retaining African American teachers, especially at the elementary level so that, from the start of their educational journey, African American students feel represented and have a teacher they can feel comfortable approaching.

What kinds of supports would white teachers need to teach African American history?

- Ms. Jennings stressed equity as a major component of helping white teachers gain the capacity to properly teach African American history and engage with all their students. Mr. Girvan added that white teachers may find the content of African American history uncomfortable and so may go past it quickly or explain it poorly.

How can the Commission help provide services for teachers?

- Ms. Preston suggested pointing out resources and African American history experts to provide advice and be invited to speak directly to their classes on important topics.

How will staff and educators react to implementation of African American history content?

- Mr. Dickinson drew from his own experience that most will treat it positively, but that there are always holdouts resistant to change. Mr. Ingle added that, as long as history departments receive proper support, they will welcome the changes.
- Mr. Girvan emphasized that the content is not the only major change that is necessary. The way history is taught and learned needs to move away from strict memorization, or students will just be memorizing different material rather than engaging with it. The richness of historical content should be interdisciplinary.

For educators, to what extent are the shortcomings of African American history associated with shortcomings in the demographics of the educator workforce? How has a predominately white teacher workforce impacted Virginia's schools?

- Ms. Jennings highlighted her own experience as one of two African Americans at her high school and reiterated that districts need to take the first step and go to HBCUs to recruit more African American teachers. They should find people whose experiences and skills can help them really connect with their students.
- Regarding the current demographic impact, Mr. Gray noted that the lack of African American teachers on staff at his own school, which is primarily attended by African American students, is apparent but that all teachers need to be better equipped to engage all of their students and know the unique ways students learn now.
- Ms. Preston takes advantage of the fact that she may be the first African American teachers her students have had and tries to work in African American history into conversations she has with her students. She tries to take every opportunity to lift up her African American students and broaden their knowledge.

How do you feel about the Commission's task to revise the SOLs?

- Mr. Dickinson responded that it is a challenging task, especially because education still needs to be in line with standardized testing. Mr. Girvan agreed and added that the Commission's work should not only result in an elective course. Ms. Jennings emphasized that the class should be part of a history requirement so that it can thrive, and students can benefit from African American history content.

Ms. Walked provided closing comments to the listening session thanking the panel for their insights and comments and clarified that the African American history elective will be fully online and marks just a starting point to improve African American history in Virginia.

Public Comment

The public comments section included attendees submitting their comments by number, with three minutes to speak. Comments also were welcomed to be submitted online in their entirety. Briefly, the recorded comments included the following.

- The first person to speak, Andre Tucker, commented on the Commission's task to revise and improve African American history in Virginia. He said that the state itself must address the barriers to keep African American history graduates like himself out of the classroom. He stated that many teachers of color are receiving misinformation about Praxis types and scores or are simply not passing the test. Competent African American history teachers should not be kept from the occupation simply because of a bad test or a lack of information how to take their next steps.

- Brenda Muse, Director of Instruction for the Franklin County Public School System, began her comments by informing the Commission that Franklin County Public Schools provides all teachers with cultural competency and responsiveness training. Improving on history in the classrooms means telling stories and connecting them to the stories and issues that students face today. Students need to know how Black Americans helped build this country.

- Judy Ayyildiz commented that, in her time as a teacher, she learned that you cannot teach history in a vacuum, and that history content needs to stop promoting lies or mistruths about the treatment of African Americans and excluding their many contributions.

- Julie Markovitz thanked the Commission for their work as a white woman and mother of three Black students. She emphasized a need for professional development for white women and teachers about how to talk about race and African American history to reduce the desire to avoid the topic.
- The next speaker was a school counselor whose experiences in other states gave unique insight into Virginia's demographics and education. Educators will need to start from scratch in the sense of fully grasping the importance of African American history and the ramifications of honestly teaching it to students.
- Rebecca Smith, an elementary school principal from Pulaski, Virginia, noted that much of Virginia's African American history is hidden and not discussed in the classroom. This must change because African American history is U.S. history.
- Amanda Wright, an academic coach in Salem, suggested that the state begin to move away from standardized testing and toward portfolio assessments to get a better idea of student learning.
- Jordan Bell, who works with the afterschool Boys and Girls Club associated with Garden City Elementary in Roanoke, stressed that when speaking about African American history, you should begin with historical and cultural influences worldwide, not with slavery. She implemented a local curriculum with her students by going out and getting stories from the community, which has positively impacted their learning.
- Anita James-Price bookended Jordan Bell's comment by emphasizing that history should not only be relevant, but people should be aware of how it impacts every facet of our lives. She touched on historical figures and landmarks relevant to African American history in Roanoke.
- Lisa Pemix, parent and former teacher, shared her experiences with thematic learning and how it can serve as a framing device to connect history and other disciplines.
- Peggy Davis invited attendees to visit the Botetourt County History Museum, especially because it can provide helpful content for teachers to incorporate African American history into their lessons.
- Brian Edwards emphasized that African American history should not start off with slavery. There is much more content that must be shared.
- Melissa May, admissions directory for a community high school, shared her frustrations with trying to publicize events related to Martin Luther King, Jr. Day and the importance of listening to voices that have traditionally been unheard.
- The final public speaker thanked the Commission for their work and shared their personal history. They have a unique perspective, being from Kenya, and have found that African American history in the United States has been kept from African Americans.

Ms. Price concluded by thanking all attendees and reminding people that there will be other listening sessions and more opportunities for people to provide recommendations to inform the Commission's work.

Listening Session Meeting Minutes, February 12, 2020

Black History Museum and Cultural Center of Virginia
122 West Leigh Street, Richmond, Virginia

Attendees

Present Commission Members: Derrick Alridge, James F. Lane, Atif Qarni, Annie Evans, Pamela Croom, Chris Van Tassell, Cainan Townsend, Edward Ayers, Jonathan Zur, Makya Little, Robert N. Corley III

Virginia Department of Education/Secretary of Education Staff: Leah Walker, Tori Noles, Jenné Nurse, Kenita Bowers

Additional Speakers: Adele Johnson

Parent and Community Stakeholder Panel: Elvatrice Belsches, Chantel Brown, Zyahna Bryant, Joshua Cole, Toria Edmunds-Howell, Pat Foster, Jer'Mykeal McCoy, Sean Miller, Kimberly Morris, Sonji Rollins-Tucker, Bill Wooldridge

Public Comments: Wendy Howard Cooper, Jemima Davis, Colleen Eddy, Charlotte Hayer, Naila Holmes, Ma'asehyahu Isra-Ul, Ingrid Mendoza, Oludare Ogunnde, Tanya Pruett, Sam Taylor

Welcome and Overview

Adele Johnson, executive director of the Black History and Cultural Center of Virginia, welcomed attendees to the listening session on behalf of the center. Their job at the museum is to share stories that inspire and tell the untold narratives of African American history in Virginia. She invited the public to visit the Monticello exhibit currently showcased that tells its story from the point of view of the enslaved.

Dr. Derrick Alridge, co-chair of the African American History Education Commission and Director for the Center for Race and Public Education in the South at the University of Virginia, served a moderator for the panel discussion. He thanked attendees on behalf of the Commission and commented on the significance of starting the public listening sessions during Black History Month and at important sites like the Black History and Cultural Center of Virginia.

Dr. James Lane, Virginia's 25th Superintendent of Public Instruction, explained that Governor Ralph Northam established the Commission to ensure that Virginia's untold story of African American history is brought to the forefront and taught to its students. As part of its work to improve education, the Department of Education welcomes public feedback to know how it can do a better job of altering standards and changing content to be moreaccurate and equitable.

Secretary of Education Atif Qarni brought greetings from the governor and spoke of the Commission's task as an opportunity for Virginia to reimagine and rethink the way that it presents and teaches history. His own work in education across the state has highlighted in the inequities inherent in the present system. Even though the Commission is made up of experts in history, equity and education, the listening sessions are a vital component that enables them to receive feedback and advice from educational stakeholders who are directly impacted by the standards.

Leah Walker provided a brief overview of the Commission's charge to make suggestions and technical edits to Virginia's history standards and provide recommendations for culturally competent professional developments so that teachers may be prepared to teach African American history. Their duty is to look at short-term improvements and long-term changes to how Virginia's schools approach and teach history. The Commonwealth's Department of Education was also charged with making an elective course in African American history to be released by the fall semester of 2020.

Parents and Community Stakeholder Panel

The panel began with introductions. Attendees included:

- Evlatrice Belsches, public historian and author
- Chantel Brown, parent of a child at Glen Allen Elementary School
- Zyahna Bryant, first year undergraduate at the University of Virginia and member of the Virginia African American Advisory Board
- Joshua Cole, VCU School of Education and the Office of Strategic Engagement
- Toria Edmunds-Howell, former educator from Richmond Public Schools, the RPS Education Foundation, and the City of Richmond Mayor's Youth Academy
- Pat Foster, director of Minority Business Development for the City of Richmond
- Jer'Mykeal McCoy, president of the Urban League of Greater Richmond Young Professionals
- Sean Miller, county chief operating officer, Boys and Girls Clubs of Metro Richmond
- Kimberly Morris, parent of an 11th grader at Henrico High School
- Sonji Rollins-Tucker, parent and grandparent
- Bill Wooldridge, juvenile community programs manager for the City of Richmond Dr.

Derrick Alridge moderated the panel and facilitated the following discussions.

How have you been personally affected by the way African American history is or isn't taught?

- Mr. McCoy touched on his own experience in Virginia's schools when he was the only person in his classes who knew about African American history and culture because he sought it out on his own, outside of the classroom.
- Ms. Howell realized when she went to college and received a more intensive history education that she had not learned African American history during her time in public school. Learning at an HBCU broadened her horizons and made her feel like she began to understand her space in the world and had a sense of belonging with dedicated African American scholars. Ms. Morris had a similar experience and only realized she had not been taught African American history beyond the basics until she pursued higher education.
- Ms. Tucker reflected on her time in public school and how the way she was taught African American history undermined her confidence and made her feel like she did not belong. As a mother and grandmother, she has taken it upon herself to help her children and grandchildren experience history firsthand through learning and visiting historical sites. Allowing African American students to really engage in their history and to lift up their stories and accomplishments will build confidence and a positive identity in students.

If we reflect on what is being taught now in school, particularly in relation to when and how African American history is taught, what should we revise and what might we reconsider?

- Mr. Woolridge specifically referenced the Standards of Learning (SOL) and suggested that African American history content should begin in the third grade when the SOLs begin. Parent engagement also is key for student support.
- Ms. Belsches suggested expanding the historical narrative to include events and people relevant to Virginia's communities. Storytelling will help expand the narrative and deepen student learning. Rich, historical content should be provided to teachers so that they can be sure to have excellent sources to draw from in their lessons.
- Ms. Foster suggested learning about the robust history of African Americans and their cultures rather than just starting with slavery that marked African Americans being brought to America.
- Ms. Bryant emphasized Black excellence and drawing from role models from a variety of fields to show the broad range of accomplishments made by Black scholars.
- Mr. Miller added that changing African American history will require changing the historical narrative taught in the Commonwealth's schools.

How can we ensure that teachers are adequately prepared to teach African American history to diverse student populations?

- Mr. Cole emphasized that the Commissions' work provides an opportunity to help teachers become culturally competent, starting at reforming education programs at the university level to training established educators. He also suggested finding teachers who are already doing excellent work bringing African American research into the classroom and drawing from their expertise.
- Mr. McCoy suggested improving the pipeline for teachers of color to bring more African American mentors and teacher into Virginia's classrooms.

- Ms. Howell pointed to the need for reflection and a constant assessment of personal biases is an important aspect of preparing teaches to work with all students. Training should also be ongoing – educators should not expect just to work on it once and then move on.

How might we improve African American history in general?

- Mr. Cole agreed with the focus the Commission has made on improving history Pre-K through 12, so that it is not just a topic covered for one year or in one class.
- Ms. Foster pointed to the possibility of making African American history its own certification.
- Several panel members spoke of how the community aspect of education contributes to a sense of history. One example of this is the negative connotations Black students will feel if they attend a school named for a Confederate general.

Can you provide a few more ideas about what can be done to ensure that teachers have the adequate content knowledge to teach African American history?

- Ms. Brown suggested communication and collaboration with parents.
- Ms. Bryant recommended that the structure and weight of high school courses should be a consideration. Even if a school is offering an African American history course, if it is not an attractive class for students to take in terms of meeting their degree plans, they may overlook it. Local history must be addressed too because it is especially relevant to the lives and experiences of teachers and students.

What do you think about the notion of oral history as a form of living Black history?

- Mr. McCoy indicated that sharing lived experience is a relevant way for students to explore and connect with history.

Public Comment

Leah Walker facilitated public commentary. Each member was allowed three minutes to speak to provide for a wider range of comments. Members of the public were also invited to submit comments or statements in writing on the Commission's website. The responses were as follows.

- Ma'asehyahu Isra-Ul, instructional specialist for history and social science for the Richmond Public School system emphasized the value of social studies and history because it has been undervalued over time and public schools across the nation are lessening social studies instruction in favor of improving English and math scores.

- Jemima Davis, living history interpreter, spoke of her vast experience going into schools and teaching about African American history, beginning with African culture. She lamented that the way that African American history is currently taught leaves these students out of their own cultural history.

- Sam Taylor touched on his experience as an author and diversity trainer and spoke to the need to also explore why African American history has not been taught to provide context for why it is so important. It is also important to put cultural and historical tales in context because African American history is both U.S. and world history.

- Charlotte Hayer, RPS teacher, stated that improving teacher capacity will require steps beyond a simple course to help teachers understand the importance of their role in being caring, respectful role models for their students.

- Ingrid Mendoza, social science specialist from Loudoun County, spoke to the need to raise teacher consciousness of white supremacy and how it has negatively impacted the schools.

- Wendy Howard Cooper emphasized lifting up the perspective of Virginia's children and being aware that the circumstances surrounding a child's community and upbringing will impact how they learn and connect with history.

- Colleen Eddy, coordinator for social studies for Fairfax County Public Schools, pointed to specific issues with the existing Virginia curriculum framework, including the lack of meaningful and honest attention to American slavery. It is especially problematic that studies of the economic justifications and intricacies of slave labor do not touch on the human and emotional horrors endured by enslaved African Americans.

- Naila Holmes, director of Human and Civil rights with the Virginia Education Association, mentioned the VEA's work on establishing a dialogue on institutional racism that limits opportunities and prevents students from realizing his or her full potential.
- Tanya Pruett shared that her own history education was not inclusive and spoke to the importance of African American history as a crucial aspect of U.S. history. Making an elective course is not sufficient to address the problem.

Listening Session Meeting Minutes, March 11, 2020

Norfolk State University
700 Park Avenue, Norfolk, Virginia 23504

Attendees

Present Commission Members: Dr. Cassandra Newby-Alexander, Makya Little, Rodney Jordan, Pat Fisher, Christy Coleman, Renita Williams

Virginia Department of Education Staff: Tori Noles, Jenné Nurse, Christonya Brown, Christine Harris

Student Panel: Faith Handling, Julate Hillman, Myles Hunt, Bryce Marchetti, Jaylen Riddick, Harrington Smith, Charity Warren

Welcome and Overview

Dr. Cassandra Newby-Alexander, Norfolk University professor, dean of the college of liberal arts, and commission co-chair, welcomed all attendees on behalf of both Norfolk State University and the Commission on African American History Education in the Commonwealth. Norfolk State University is an institution that embraces the vital contributions that African Americans have made to the state and nation. All students who graduate are required to take at least one course on African American history, though they may choose the discipline from history itself to fine arts and science. She briefly touched on Norfolk State University's role in helping conduct the research that shaped the civil rights movement and invited everyone in attendance to visit the university once the COVID-19 situation impacting the United States is under control.

Dr. Newby-Alexander also explained the Commission's charge: that Governor Ralph Northam established the Commission to deliver a report that looked at the Standards of Learning in Virginia to pinpoint what can be fixed immediately, and how they could be changed in the long term to promote inclusion of African American history. The Commission also must write on broader considerations about how history in the commonwealth can be shaped to promote a more contextualized, accurate and inclusive view of the United States. The third main charge is to issue recommendations for professional development to improve the teaching and learning of African American contributions to history. Additionally, the Commission will make future-facing recommendations about Virginia's standards as a whole.

Tori Noles, special assistant to Virginia's Secretary of Education, brought greetings from Secretary Atif Qarni and Chief Diversity Officer Janice Underwood. She thanked the commission for their work and reiterated that the department is there to help in any way it can.

Jenne Nurse, equity coordinator at the Virginia Department of Education, brought greetings from the State Superintendent and the Department itself before highlighting the work that educators and the public have done in previous listening sessions by participating in panels. The panels have consisted of teachers, office staff, parents and community advocates. The panel convened at Norfolk was comprised of students, who are equally vital voices to provide feedback on education and African American history in the commonwealth.

Student Panel

The student panel was moderated by Dr. Newby-Alexander and included:

- Faith Handling, Norfolk Public Schools
- Julate Hillman, Virginia Beach Public Schools
- Miles Hunt, Portsmouth Public Schools
- Bryce Marchetti, Chesapeake Public Schools
- Jaylen Riddick, Chesapeake Public Schools
- Harrington Smith, Virginia Beach Public Schools
- Charity Warren, Norfolk Public Schools

The panel's format mostly involved moderator Dr. Newby-Alexander asking specific students questions based on information the students had shared about their experiences in school before the panel. Other students were able to comment if they had something they wanted to add.

How have you been personally affected by the way African American history is taught?
Students were invited to answer this question to give their perspectives on African American history during their experiences in Virginia's public schools. General points included the following.

- Students have been affected by how it is not taught – that they have not really been taught much about African American history during their time in school.
- One student commented that the only African American historical figures they were taught during school were "the big four": Martin Luther King, Jr, Rosa Parks, Jackie Robinson, and George Washington Carver. To get a broader perspective of history, they had to research on their own.
- Another student mentioned that their time in a predominantly African American private school allowed for a much broader look at the contributions of African Americans to U.S. history, but the moment they entered public school, it was minimized.
- African American history was often reduced to small facts learned during Black History Month or names of figures who broke barriers whose names they learned for tests. For one student, it led to a general loss of her sense of self, that history was not something she could personally relate to.
- Another student commented that though there was an African American history class available at their school, it was an elective, so not many students would end up taking it.
- Another student mentioned that his teachers tried to include African American content in their courses, but it was not comprehensive and did not lend a sense of gravity or identity. The exclusion of African American historical content in Virginia's schools leaves out a vital building block of U.S. history that all students should know.

What considerations should be made to improve the inclusion of African American history instruction?

- African American history is a complex narrative, especially because African Americans in the U.S. have such a mix of cultural and national heritages. Conversations about war and slavery are obviously difficult and will cause potential conflict between students, which is why it is so important to properly arm teachers with the knowledge and skills they need to moderate these discussions and give a thoughtful, broad and inclusive view of U.S. history.
- One student suggested that it might be helpful to dedicate a Standards of Learning (SOL) to African American history, beginning in 1619 when Africans were first brought to the United States and touch on major historical points from there. It is important to not only discuss the conditions of slavery, but also the African Americans who were free and made their own contributions to history. The goal should be for students to have a good understanding of U.S. history, which includes the contributions of African Americans.

Identify current practices in history instruction that could be reconsidered, added or revised as it pertains to African American history.

- There should be a course available to touch specifically on African American history. In U.S. history, instruction should go beyond slavery, the Black renaissance, and the civil rights movement. Students should know what happens between for all of the unique cultures that have contributed to U.S. history.

How can we ensure that teachers are adequately prepared to teach African American history to diverse student populations?

- The first step would be to ensure that all teachers are credentialed for African American history but to also have a candid talk with educators to reiterate that the only way to honestly address U.S. history is to include the darker, violent aspects. They need to be sure they are emotionally prepared and have the strategies to discuss these difficult topics with their students.

Do you have suggestions about how to improve teachers' knowledge and comfort when they are teaching African American history?

- Ideally, a teacher that has sought out or taken African American history. Beyond that, the educator should be comfortable in his or her own cultural and historical background and extended that comfort the more difficult parts of U.S. history.

- Teachers being prepared to have difficult conversations goes beyond professional development and credentials. Learning history should be ongoing and holistic, and educators should present historical content to their students in a way that allows them to emotionally grasp the gravity of it rather than sticking to the drier aspects.

What would you do to improve African American history education?

- Diversification is important. Students learn in different ways, so history education should be well-rounded. It should not only focus on the past but also the present and implications for the future. History has depth and students should feel its importance in everything that they do as they learn and grow as individuals.

Would including local history into the curriculum help engage students?

- One student mentioned living near Old Point Comfort on Fort Monroe, where the first enslaved African Americans were brought to the United States in 1619. The history there is local, personal and deeply relevant to the United States. Local history is also relevant in terms of community figures who had parts to play in shaping American history.
- Conversations about important events and people that begin in the classrooms should also go home, where students can talk to their parents about what they can share regarding local landmarks and figures.
- Being able to visualize history through what students can discover locally could appeal to them and keep them engaged because it is something they can see and interact with. Being more knowledgeable about how events have shaped their cities and communities will also allow students to be more civic-minded and better informed.

Final Comments:

- Hosting panels of stakeholders open for public comment is vital to the Commission's work because it allows for collaboration. Moving toward a more inclusive view of history and academics in public schools goes beyond the department of education and requires students, teachers, administrators, families and community stakeholders be part of the conversation.
- Teachers should be passionate about what they teach. Content so important should not just be a checklist for tests or curriculum. History should be personal, innovative and engaging.
- Connecting the history of African Americans in the United States to the current successes that the nation enjoys is vital. The fight for a quality education at the local and state levels should be clear to students and families so that they know the importance of properly funding schools and preparing students and future teachers.
- The narrative surrounded African American history needs to go beyond the notion that they are just survivors. They are innovators, creators, entrepreneurs.

Public Comment

The public comments section included attendees submitting their comments by number, with three minutes to speak. Comments also were welcomed to be submitted online in their entirety. Briefly, the recorded comments included the following.

- The first speaker, a French teacher, mentioned their petition to boycott World History I and II because it does not teach fully factual, contextualized history beyond what is said to have been solely built by Europeans and primarily white nations. Educators need to do better and give a wider, more inclusive look at history and the contributions of African Americans.

- Brother Kim, from the Association for African American Life and History (ASALH), mentioned that the disconnect between what students are taught, their identities, and the full truth of African American contributions comes down to how it is taught. The ASALH offers its services to assist with professional development in how to prepare teachers to include African American content across disciplines and the curriculum.

- One commenter pointed to a lack of engagement with content that leads to students not seeking out or learning more about history. From early grades, they need a glimpse of how what they are learning fits into the broader picture and how it is personal to them.

- One commenter introduced several points relating to African American history to potentially enrich the curriculum, from mathematician Katherine Johnson to the Dallas Act. Once the speaker began attending college, the desire to discover what they did not learn in high school concerning African American history inspired them to do research on their own, and the effect is an empowering knowledge of personal and cultural history that all students should experience while in primary and secondary school.
- African American history is American history. Racism is an integral driver of policy and struggle that African Americans in the United States have fought to overcome, but it is not often discussed in the classroom. It is important to address these realities and to broaden the field of teaching to include and incentivize more minority educators. As the state grows more diverse, so too should the teachers.
- A currently employed English teacher reiterated that a multidisciplinary approach is ideal for engaging students with African American history in all their subjects.
- The final speaker emphasized that the history of America has been rooted in fiction more than fact. Classes should bring in elements of the history of all races and cultures that have helped form the United States, but African American contributions were a vital component for building the nation itself. Slavery helped propel the success of states like Virginia and perpetuated injustice, but it also was home to the underground railroad and efforts by African Americans to assert their freedom.

Appendix D: Curriculum Framework Edits for Consideration

Commission on African American Education in the Commonwealth
Proposed Technical Edits

The following are proposed technical edits to the Curriculum Frameworks by the Standards Subcommittee of the Virginia Commission on African American History Education. The Virginia Superintendent of Public Instruction and the Virginia Board of Education (VBOE) will consider these recommendations for approval at a later date. Further, these recommendations will be considered as a part of the Commission's larger charge for consideration by the VDOE, VBOE, and during the History and Social Science Standards' Review and Revision process anticipated to begin in 2021.

Course: Kindergarten

Standard	Original language	AAHEC Recommendation
K.1b		Where it states community or community members, reference African American neighborhoods.
K.1c	• Listen to community members; discuss events, stories, and legends to learn about the community.	• Listen to community members, **of diverse backgrounds,** discuss events, stories, and narratives to learn about the community.
K.2ab	Each local community has a unique history that includes stories and legends that have developed over time. Local schools and divisions may determine community-related events, stories, legends, and people to be studied.	Each local community has a unique history that includes stories and narratives ~~legends~~ that have developed over time. Localities recognize people who contributed to the development of the community over time. Local schools and divisions may determine community-related events, stories, narratives ~~legends~~, and people to be studied.

Course: Grade One

Standard	Original language	AAHEC Recommendation
1.1b	**Constructing maps** • Create a simple drawing of the classroom, school, community, or areas/locations.	**Constructing maps** • Create a simple drawing of the classroom, school, community, or areas/locations in relationship to the content in the curriculum framework.
1.1d	**Experiences may include but are not limited to the following:** • Create interview questions to ask the early settlers of Virginia.	**Experiences may include but are not limited to the following:** • Create interview questions to ask the early English settlers, Virginia Indians, and Africans of Virginia.
1.1f	**Experiences may include but are not limited to the following:** • Describe how the relationship between Pocahontas and the	**Experiences may include but are not limited to the following:** ~~• Describe how the relationship between Pocahontas and the Jamestown settlers affected the success of the Jamestown settlement.~~

Standard	Original language	AAHEC Recommendation
	Jamestown settlers affected the success of the Jamestown settlement.	• Describe how the relationship between diseases and weapons of the English settlers impacted the Virginia Indians.
1.1g	**Experiences may include but are not limited to the following:** • Discuss how jobs in Virginia have changed over time	**Experiences may include but are not limited to the following:** • Discuss how jobs in Virginia have changed over time for all Virginians.
1.2a,b,c	**Essential Understandings** Many people, and events contributed to Virginia history. **Essential Knowledge** Many different people, and events helped shape Virginia's history.	**Essential Understandings** Many people, **from diverse backgrounds**, and events contributed to Virginia history. **Essential Knowledge** Many different people, **cultures,** and events helped shape Virginia's history.
1.3a-e	**The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on** **a) Powhatan;** **b) Pocahontas;** **c) Christopher Newport;** **d) Maggie L. Walker;** **e) Arthur R. Ashe, Jr.;**	**The student will describe the stories of influential people in the history of Virginia and their contributions to our Commonwealth, with emphasis on** **a) Powhatan;** **b) Pocahontas;** **c) Christopher Newport;** **d) Maggie L. Walker;** **e) Arthur R. Ashe, Jr.;** **f) Lawrence Douglas Wilder; and** **g) John Mercer Langston.**
1.3f,g		• Lawrence Douglas Wilder: He was the first elected African American Governor of Virginia and in the United States. • John Mercer Langston: First African American Congressmen from Virginia.
1.4d		**The student will describe the lives of people associated with major holidays, including** **a) George Washington Day (Presidents' Day);** **b) Independence Day (Fourth of July); and** **c) Martin Luther King, Jr., Day.** **d) Juneteenth**
1.4d		• Juneteenth: It is traditionally the day that celebrates the end enslavements of African-Americans in the United States. It is observed on June 19th.
1.10a - f		**Essential Understandings** Not everyone was considered a citizen when our country began, and for a long time after that, even until today. **Essential Knowledge** Students can demonstrate good citizenship by • being inclusive of others despite differences • exercising civic duties like voting and paying taxes

Standard	Original language	AAHEC Recommendation
1.12a, b	**Essential Knowledge** **Terms to know** ● symbol: A picture, or thing that stands for something else ● tradition: A custom or belief that is practiced or observed over a long period of time ● patriotic: Showing respect for and love of country, and state	**Essential Knowledge** **Terms to know** ● symbol: A picture, object, or action ~~or thing~~ that stands for something ~~else~~ ● tradition: A custom or belief that is practiced or observed over a long period of time ● patriotic: Showing respect for and love of country, ~~and state~~ state, and neighbors
1.13a, b, c	**Essential Knowledge** People in Virginia's communities are united as Americans by common principles and traditions. , such as ● celebrating Independence Day (Fourth of July) ● pledging allegiance to the flag.	**Essential Knowledge** People in Virginia's communities are united as Americans by common principles and traditions.

Course: Grade Two

Standard	Original language	AAHEC Recommendation
2.4j	● Martin Luther King, Jr.: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches.	● Martin Luther King, Jr.: He was an African American minister who advocated ~~worked~~ so that all people would be treated fairly. He led peaceful marches and gave speeches. He was an important leader in the Civil Rights Movement who fought to end racial segregation.
2.5a	● Martin Luther King, Jr., Day: This is a day to remember an African American minister who worked so that all people would be treated fairly. It is observed in January.	● Martin Luther King, Jr., Day: This is a day to remember an African American minister who advocated ~~worked so that all people would be treated fairly~~ to end racial segregation and promote racial equality. It is observed in January.

Course: Virginia Studies

Standard	Original language	AAHEC Recommendation
VS.1d	**Experiences may include but are not limited to the following:** ● Respond to guiding questions to help in understanding multiple perspectives	**Experiences may include but are not limited to the following:** ● Respond to guiding questions to help in understanding multiple perspectives of people from diverse backgrounds:

Standard	Original language	AAHEC Recommendation
VS.2d		**Essential Understandings** The Powhatan American Indians called their land Tsenacomoco.
VS.2e		**Climate in Virginia** • Native Americans tried to escape from the English Colonists by hiding and living in the Dismal Swamp.
VS.2g		**Essential Understandings** American Indians and their culture were greatly affected by white European colonization. They intermingled with the English and Africans.
VS.3e	**Essential Understandings** Virginia became a more diverse colony by 1620.	**Essential Understandings** This is the first time that Africans were introduced to the Virginia colony and became permanent part of Virginia's population. ~~Virginia became a more diverse colony by 1620.~~
VS.3e	**Essential Knowledge** Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in Virginia is unknown. Africans arrived in Virginia against their will in 1619. The arrival of Africans made it possible to expand the tobacco economy. The arrival of additional women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.	**Essential Knowledge** ~~Portuguese sailors captured African men and women from what is present-day Angola. The legal status of these early African men and women as either servants or enslaved persons once they arrived in Virginia is unknown.~~ Africans arrived in Virginia against their will in 1619. The first Africans who were forcibly brought to Old Point Comfort were originally free people who were captured by Portuguese soldiers by hired mercenaries in an Angolian region of West Central Africa. With the forced arrival of these Africans Virginia would create a system of people treated as property based on their skin color. ~~The arrival of Africans made it possible to expand the tobacco economy.~~The Virginia Colony's economy was greatly dependent upon temporary and permanent servitude. 90% of the Virginia population were in some form of servitude. In these early years, Virginia would create a disparity between English colonists and Africans. The arrival of additional English women in 1620 made it possible for more settlers to start families, which helped to establish Jamestown as a permanent colony in Virginia.
VS.4a	For this reason, African men, women, and children were brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.	The Virginia Colony turned to enslaved labor to make money and expand their resources. This dependence lasted for more than two hundred years, until the end of the Civil War. For this reason, African men, women, and children were forcibly brought to the Virginia colony and enslaved to work on the plantations. The Virginia colony became dependent on slave labor, and this dependence lasted a long time.
VS.4e	Most enslaved African Americans worked tobacco, other crops, and livestock.	~~Most e~~Enslaved Africans ~~Americans~~ worked tobacco, other crops, livestock, in industries including shipping, construction, and other trades. Africans came to America with prior knowledge of skilled trade.

Standard	Original language	AAHEC Recommendation
	Enslaved African Americans were denied basic rights. Some free African Americans owned land but were denied basic rights.	Enslaved Africans ~~Americans~~ were denied basic rights. Some free Africans ~~Americans~~ in America owned land but were denied basic rights. Africans began to have families born in America increasing their population.
VS.5b	**Varied roles of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era** **Contributions of Virginians during the Revolutionary War era** ● James Lafayette, an enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. He successfully requested his freedom after the war with the support of the Marquis de Lafayette.	**Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans in the Revolutionary War era** **Contributions of Virginians during the Revolutionary War era** ● James Lafayette, an enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, ~~He successfully requested his freedom after the war~~ with the support of the Marquis de Lafayette.
VS.6c	● Many enslaved African Americans were sold to people who lived in other southern states	● Many enslaved African Americans were sold to people who lived in other southern states and western territories, permanently separating many families by hundreds of miles.
VS.7a	**Essential Understandings** Because of economic differences, The North and the South were unable to resolve their conflicts, and the South seceded from the United States.	**Essential Understandings** Cultural, economic, and constitutional differences between the North and the South based in slavery eventually resulted in the Civil War. ~~Because of economic differences, t~~The North and the South were unable to resolve their conflicts, and the South seceded from the United States.
VS.7a	**Essential Knowledge** **Differences between northern and southern states** The economy in the northern part of the United States was more industrialized, while the economy in the southern part was agricultural and relied more on slave labor. Northern states wanted the new states created out of the western territories to be "free states," while the southern states wanted the new states to be "slave states."	~~**Differences between northern and southern states**~~ ~~● The economy in the northern part of the United States was more industrialized, while the economy in the southern part was agricultural and relied more on slave labor.~~ ~~● Northern states wanted the new states created out of the western territories to be "free states," while the southern states wanted the new states to be "slave states."~~
VS.7a		**Events leading to secession and war** ● Abolitionists, The Fugitive Slave Act and the Underground Railroad were all contributing factors to the Civil War because most white southerners strongly believed they had the right to slavery.
VS.7b	**Major Civil War battles fought in Virginia**	**Major Civil War Events ~~battles fought~~ in Virginia**

Standard	Original language	AAHEC Recommendation
		• The Confederates were using slaves to help them in the war effort. Three men (Shepherd Mallory, James Baker, and Frank Townsend) refused and escaped to Fort Monroe, this led to the Contraband decision, which led to tens of thousands of enslaved people to seek refuge with the Union Army.
VS.7c	American Indians, whites, enslaved African Americans, and free African Americans had various roles during the Civil War.	American Indians, whites, enslaved African Americans, and free African Americans ~~had~~ experienced the Civil War different ways. ~~various roles during the Civil War.~~
VS.7c	**Varied roles of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War** • Many enslaved African Americans sought freedom by following the Union Army, where many found work. • Clara Barton, a Civil War nurse, created the American Red Cross.	**Varied experiences ~~roles~~ of American Indians, whites, enslaved African Americans, and free African Americans during the Civil War** • Many enslaved African Americans sought freedom by following the Union Army, where many found work. African American soldiers were paid less than white soldiers. • Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, an abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy. • Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.

VS.8a	**Problems faced by Virginians during Reconstruction**
	• Hundreds of thousands of freed African Americans needed housing, education, clothing, food, and jobs.
	• Virginia's economy was in ruins:
	  ○ Money had no value.
	  ○ Banks were closed.
	  ○ Railroads, bridges, plantations, and crops were destroyed.
	  ○ Businesses needed to be rebuilt.
	
	Measures taken to resolve problems
	The Freedmen's Bureau was a federal government agency that provided food, public schools, and medical care for freed African Americans and others in Virginia.
	• Sharecropping was a system common in Virginia after the war in which freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops
		Problems faced by Virginians during Reconstruction
		• African Americans faced injustice, increased violence, and discrimination immediately after the end of slavery.
		
		Measures taken to resolve problems
		• Sharecropping was a system with unfair practices that locked people into poverty. Sharecropping was common in Virginia after the war;, ~~in which~~ freedmen and poor white farmers rented land from landowners by promising to pay the owners with a share of the crops.
		• African Americans pushed for education for their children. This directly resulted in Freedom's First Generation of who some became doctors, lawyers, and teachers. African Americans saw education as a path to greater opportunities. Despite the obstacles they faced, many African Americans achieved excellence.

VS.8b	During Reconstruction, African Americans began to have power in Virginia's government, and black and white men could vote and hold office.	During Reconstruction, African Americans began to have power in Virginia's government, and black and white men could vote and hold office. Black Virginians led the fight for the first public school system in Virginia.

Standard	Original language	AAHEC Recommendation
		-John Mercer Langston was an important African American leader before, during, and after the Civil War ● Free black from Louisa County, Virginia who was educated in Ohio and became a lawyer in the North ● Abolitionist who participated in the Underground Railroad in Ohio ● Recruited black volunteers to serve as soldiers in the Union Army during the Civil War ● Returned to Virginia after the Civil War and became the President of a new black college in Petersburg later known as "Virginia State University" ● First African American elected to the U.S. Congress from Virginia
VS.8b	After Reconstruction, these gains were lost when "Jim Crow" laws were passed by southern states. "Jim Crow" laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.	After Reconstruction, these gains were taken away through violence, intimidation, and ~~lost~~ when "Jim Crow" laws were passed by southern states. "Jim Crow" laws legally established segregation, or separation of the races, and reinforced prejudices held by whites.
VS.9a		The port of Virginia saw an expansion of the shipbuilding industry, launching a maritime industry centered on Hampton Roads.
VS.9b		The PWA (Public Works Administration) and the WPA (Works Progress Administration) in providing jobs for the population, especially African Americans. The PWA also built schools, libraries, and hospitals. Virginia was also the only state that hired black professionals to help interview former slaves as part of the Federal Writers project.

Course: United States History to 1865

Standard	Original language	AAHEC Recommendation
US1.1f	**Experiences may include but are not limited to the following:** ● Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States. ● Create flow charts, storyboards, and timelines to explore multiple causes and effects. ● Determine how the choices of selected individuals or groups influenced United States history.	**Experiences may include but are not limited to the following:** ● Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States. ● Create flow charts, storyboards, and timelines to explore multiple causes and effects. ● Determine how the choices of selected individuals or groups influenced United States history. ● Examine the decisions by Africans Americans to support either the Americans or British in the American Revolution.
USI.1g	**Experiences may include but are not limited to the following:**	**Experiences may include but are not limited to the following:** ● Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for

Standard	Original language	AAHEC Recommendation
	• Create a flowchart to show connections between what explorers wanted to accomplish in the west (e.g., find new land for farming) and the effect that these interests had on American Indians (e.g., American Indians were displaced from their land). Discuss how the relationship between the explorers and the American Indians changed over time.	farming) and the effect that these interests had on American Indians (e.g., American Indians were forcibly removed from their land and in many cases massacred ~~displaced from their land~~). Discuss how the relationship between the explorers and the American Indians changed over time.
USI.1j	• Create a social media page or blog about an event from United States history. Take a position on the topic, and use a variety of sources as evidence to support the stance. ○ French Explorer: Exploration of North America ○ Member of British Parliament: Declaration of Independence ○ American Indian: Manifest Destiny ○ Resident of the Kansas territory: Kansas Nebraska Act	• Create a social media page or blog about an event from United States history. Take a position on the topic, and use a variety of sources as evidence to support the stance. ○ French Explorer: Exploration of North America ○ Member of British Parliament: Declaration of Independence ○ Enslaved African Americans: Emancipation Proclamation ○ American Indian: Manifest Destiny ○ Resident of the Kansas territory: Kansas Nebraska Act
US1.5a	**Essential Knowledge** Colonies and the reasons they were established • Roanoke Island (Lost Colony) was established as an economic venture. • Jamestown settlement, the first permanent English settlement in North America (1607), was an economic venture by the Virginia Company. • Plymouth Colony was settled by separatists from the Church of England who wanted to avoid religious persecution. • Massachusetts Bay Colony was settled by the Puritans to avoid religious persecution. • Pennsylvania was settled by the Quakers, who wanted	**Essential Knowledge** Colonies and the reasons they were established • This list is not exhaustive of all of the colonies that shaped America.

Standard	Original language	AAHEC Recommendation
	freedom to practice their faith without interference. ● Georgia was settled by people who had been in debtors' prisons in England. They hoped to experience economic freedom and start a new life in the New World.	
US1.5d	**Women** ● Worked as caretakers, house-workers, and homemakers ● Were not allowed to vote ● Had few opportunities for getting an education **Free African Americans** ● Were able to own land ● Had economic freedom and could work for pay and decide how to spend their money ● not allowed to vote	**White Women** ● Worked as caretakers, house-workers, and homemakers ● Were not allowed to vote ● Had few opportunities for getting an education **Free African Americans** ● Were able to own/inherit land in some cases ● Had limited economic freedom and could work for pay and decide how to spend their money in some cases ● Had varying degrees of freedom and were not allowed to vote (men or women)
US1.6b	**Essential Understandings** The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness.	**Essential Understandings** The Declaration of Independence proclaimed independence from Great Britain. It stated that people have natural (inherent) rights to life, liberty, and the pursuit of happiness. In practicality, it only applied to white men at this time.
US1.6c	**Key individuals**	**Key individuals** ● Crispus Attucks: Fugitive enslaved African American who was the first person to die in the Boston Massacre ● James Armistead Lafayette: Enslaved African American from Virginia served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, with the support of the Marquis de Lafayette.
USI.7b	**The Constitutional Convention**	**The Constitutional Convention** ● The Three-fifths Compromise perpetuated slavery in the United States.
US1.7c	● Thomas Jefferson ○ Lewis and Clark explored -new land west of the Mississippi River;	● Thomas Jefferson ○ The Lewis and Clark Expedition, which included enslaved peoples Sacagewa and York, explored ~~new~~ land west of the Mississippi River;
US1.8d	**New technologies and their impact on society** ● The cotton gin was invented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.	**New technologies and their impact on society** ● The cotton gin was ~~invented~~ patented by Eli Whitney. It increased the production of cotton and thus increased the need for slave labor to cultivate and pick the cotton.

Standard	Original language	AAHEC Recommendation
US1.8e	**Essential Understandings** The abolitionists worked to end slavery. The women's suffrage movement helped women gain equal rights.	**Essential Understandings** The abolitionists worked to end slavery. ~~The women's suffrage movement helped women gain equal rights.~~ The beginning of the women's suffrage movement included both white and African American women known as suffragists. Not all white suffragists were in agreement that women of color should be extended the right to vote.
USI.9a	**Essential Understandings** Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.	**Essential Understandings** ~~Cultural, economic, and constitutional differences between the North and the South eventually resulted in the Civil War.~~Struggles over the future of slavery's expansion agitated the United States for decades and led the nation into the Civil War.
US1.9a	**Essential Knowledge** **Issues that divided the nation** ● Slavery o While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War. o Much of America's economy revolved around the institution of slavery. ● Cultural issues o The North was mainly an urban society in which people held jobs in cities. o The South was primarily an agricultural society in which people lived in small villages and on farms and plantations. o Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues. ● Economic issues o The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition. o The South was largely agricultural. Southerners opposed tariffs that would cause	**Essential Knowledge** **Issues that divided the nation** ● Slavery o ~~While there were several differences between the North and the South, the issues related to slavery increasingly divided the nation and led to the Civil War.~~ o Much of America's economy revolved around the institution of slavery. o Slavery was growing larger, stronger, and more powerful in each decade after 1800. o By 1860, nearly four million Americans lived in perpetual bondage. ● Cultural issues ● The North and the South shared a culture of Protestant Christianity, political beliefs based on the Constitution, and ideals of personal property.~~The North was mainly an urban society in which people held jobs in cities.~~ o A culture of reform grew in the North, fed by the Second Great Awakening, aspirations of social improvement, activist women, and charismatic reformers.~~The South was primarily an agricultural society in which people lived in small villages and on farms and plantations.~~ o ~~Because of their cultural differences, people of the North and South found it difficult to agree on social and political issues.~~ ● In the South, white people argued that the Bible sanctioned slavery and that slaveholders acted as Christian protectors of enslaved people ● Black southerners saw themselves as a people held in bondage like the Israelites in the Bible and had faith they would one day be delivered from slavery. ● Economic issues ~~The North was more of a manufacturing region, and its people favored tariffs that protected factory owners and workers from foreign competition.~~ o ~~The South was largely agricultural. Southerners opposed tariffs that would cause prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added.~~ ● In both the North and the South, most people were farmers ● About a fourth of white Southern families owned enslaved people and grew wealthy from their labor.

Standard	Original language	AAHEC Recommendation
	prices of manufactured goods to increase. Planters were also concerned that Great Britain might stop buying cotton from the South if tariffs were added. ● Constitutional issues ● A major conflict was states' rights versus strong central government.	● Powerful economic interests in both regions fought for economic advantage with government policies favorable to them. ● Plantation slavery was economically powerful but did not develop as many towns, cities, and factories as the North. ~~● Constitutional issues~~ ~~● A major conflict was states' rights versus strong central government.~~ ● Political Issues ● Voters in the North and the South belonged to the same political parties from the 1820s through the 1850s: Democrats and Whigs. ● The two parties found ways for the divergent interests of the North and South to be compromised. ● The emergence of the Republican Party in the late 1850s gave voice to Northerners angry at Southern dominance of the federal government out of proportion to white population. ● These political differences, fed by the invention of the telegraph and the spread of newspapers, led the South to secede.
USI.9b	○ A stricter fugitive slave law was enacted,	~~○ A stricter fugitive slave law was enacted,~~ The Fugitive Slave Act of 1850 was passed.
USI.9b	● Most Southerners believed that the states had freely created and joined the union and could freely leave it.	● Most White Southerners believed that the states had freely created and joined the union and could freely leave it.
US1.9d	● Frederick Douglass ○ Was a former enslaved African American who promoted African American involvement in the Civil War	● Frederick Douglass ○ Was a former enslaved African American who promoted African American involvement in the Civil War by creating the United States Colored Troops.
US1.9f	**General effects of the war** ● Clara Barton, a Civil War nurse, created the American Red Cross.	● Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, a abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy.

Course: United States History: 1865 to the Present

Standard	Original language	AAHEC Recommendation
USII.1g		● Create a timeline that illustrates the role of Jim Crow (segregation) laws in the 20th century and how those laws restricted the rights, economic decision-making, and choices of African Americans
USII.1h	**Problem**: Which of the following amendments to the United States Constitution is most important	Deletion

Standard	Original language	AAHEC Recommendation
USII.2b	**Examples of manufacturing areas** ● Textile industry: New England	**Examples of manufacturing areas** ● Textile industry: New England ● Hair Care & Cosmetics industry: St. Louis
USII.3a	**Basic provisions of the amendments** ● The 13th Amendment bans slavery, in the United States and all of its territories.	**Basic provisions of the amendments** ● The 13th Amendment bans slavery, except for felonies, in the United States and all of its territories.
USII.3a	Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women did not receive the full benefits of citizenship until later.	Although these three amendments guarantee equal protection under the law for all citizens, American Indians and women of all races, ethnicities, and nationalities did not receive the full benefits of citizenship until many generations later.
USII.3b	The Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to define the means by which all Southerners could live together equally.	Reconstruction attempted to create legal equality for free and formerly enslaved African Americans. The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.
USII.3b	**The student will apply social science skills to understand the effects of Reconstruction on American life by** **b) describing the impact of Reconstruction policies on the South and North;** Essential Understanding The Reconstruction policies were harsh and created problems in the South. Reconstruction attempted to define the means by which all Southerners could live together equally.	**The student will apply social science skills to understand the effects of Reconstruction on American life by** **b) describing the impact of Reconstruction policies on the South and North;** Essential Understanding ~~The Reconstruction policies were harsh and created problems in the South.~~ ~~Reconstruction attempted to define the means by which all Southerners could live together equally.~~ Reconstruction attempted to create legal equality for free and formerly enslaved African Americans. The Amendments to the Constitution during Reconstruction laid the legal foundation for the equality of all Americans, which we continue to pursue.

Standard	Original language	AAHEC Recommendation
USII.3b	Essential Knowledge **Reconstruction policies and problems** ● Southern military leaders could not hold office. ● African Americans could hold public office. ● African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of Northern soldiers for its enforcement. ● Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. ● Federal troops supervised the South. ● The Freedmen's Bureau was established to aid former enslaved African Americans in the South. ● Southerners resented Northern "carpetbaggers," some of whom took advantage of the South during Reconstruction.	Essential Knowledge **Reconstruction policies and problems** ● ~~Southern military leaders could not hold office.~~ ● ~~African Americans could hold public office.~~ ● ~~African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops comprised mainly of Northern soldiers for its enforcement.~~ ● The Freedmen's Bureau was established to aid former enslaved African Americans in the South. ● Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. ● After the adoption of the Reconstruction laws, former Confederates states could not be readmitted to the United States until they held conventions to write new constitutions that adopted the 14th Amendment ● African American men could vote for delegates to those conventions and serve as delegates ● Federal troops supervised the South. ● ~~The Freedmen's Bureau was established to aid former enslaved African Americans in the South.~~ ● ~~Southerners resented Northern "carpetbaggers," some of whom took advantage of the South during Reconstruction.~~ ● The state governments under Reconstruction adopted laws to create public education and new state institutions ● Most white Southerners resisted the Reconstruction governments and worked to replace them as soon as possible ● One state after another came under the control of the Democrats in the early 1870s
USII.3b	**End of Reconstruction and its impact** ● Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876 ● Federal troops were removed from the South. ● Rights that African Americans had gained were lost through "Jim Crow" laws ● "Jim Crow" laws affected the rights of American Indians.	**End of Reconstruction and its impact** ● Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876 and troops were removed from the final states still under Reconstruction governments. ● ~~Federal troops were removed from the South.~~ ● Rights that African Americans had gained were lost through "Jim Crow" laws that segregated black and white Southerners from one another. ● Starting in 1890, every Southern state wrote new constitutions that prevented African American men from voting ● ~~"Jim Crow" laws affected the rights of American Indians.~~
USII.3c	**Abraham Lincoln** ● Issued Reconstruction plan calling for reconciliation ● Believed preservation of the Union was more important than punishing the South	**Abraham Lincoln** ● His plan for ~~Issued~~ Reconstruction was not fully formed at the time of his assassination in April 1865 ~~plan calling for reconciliation~~ ● Sought to reconstruct the nation by bringing Southern states back into the Union when 10 percent of voters accepted the end of slavery and reunion

Standard	Original language	AAHEC Recommendation
		• The resistance of white Southerners to the rights of formerly enslaved people, in Black Codes and violence, led Lincoln's party to begin a more thorough Reconstruction two years after the war's end ~~Believed preservation of the Union was more important than punishing the South~~
USII.3c	**Robert E. Lee** • Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight	**Robert E. Lee** • Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight • Remained silent as laws to create equality for African Americans were proposed and did not encourage white Southerners to cooperate • Died in 1870 before Reconstruction was fully in place • After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
USII.3c	**Frederick Douglass** • Fought for adoption of constitutional amendments that guaranteed voting rights • Was a powerful voice for human rights and civil liberties for all	**Frederick Douglass** • Fought for adoption of constitutional amendments that guaranteed voting rights • Was a powerful voice for human rights and civil liberties for all until his death in 1895
USII.4a	**Essential Understandings** New opportunities and technological advances led to westward migration following the Civil War. Westward expansion had an impact on the lifestyle of American Indians.	**Essential Understandings** New opportunities, population growth, and technological advances led to westward migration following the Civil War. Westward expansion destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes. ~~had an impact on the lifestyle of American Indians.~~
USII.4a	**Reasons for increase in westward expansion** • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of obtaining wealth, created by the discovery of gold and silver • Desire for adventure • Desire for a new beginning for former enslaved African Americans	**Reasons for increase in westward expansion** • Land was enabled by the Homestead Act passed during the Civil War, giving 160 acres to those who settled the land ~~Opportunities for land ownership~~ • Technological advances, including the Transcontinental Railroad • Possibility of obtaining wealth, created by the discovery of gold and silver • Desire for adventure • Desire for a new beginning for former enslaved African Americans • Immigration of workers from China who built much of the Transcontinental Railroad • Escape from cyclical poverty and white intimidation and violence
USII.4b	**Efforts to solve immigration problems**	**Efforts to solve immigration ~~problems~~ challenges**
USII.4b	**Challenges faced by cities** • Tenements and ghettos • Political corruption political machines	**Challenges faced by cities** • Tenements and ghettos • Political corruption led by political machines

Standard	Original language	AAHEC Recommendation
USII.4c	**Essential Knowledge** **Racial segregation** ● Based upon race ● Directed primarily against African Americans, but other groups also were kept segregated ● Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration ● American Indians were not considered citizens until 1924	**Essential Knowledge** **Racial ~~segregation~~ discrimination** ● ~~Based upon race~~ ● ~~Directed primarily against African Americans, but other groups also were kept segregated~~ ● Chinese Exclusion Act (1882) provided an absolute 10-year moratorium (halt) on Chinese labor immigration ● American Indians were not considered citizens until 1924 and were restricted to reservations or forced to identify as African American if they were not on reservations. ● Mexican immigrants sometimes welcomed and sometimes deported, depending on labor needs of white employers
USII.4c	**"Jim Crow" laws** ● Also known as "Jim Crow" laws, named after a black character in minstrel shows ● assed to discriminate against African Americans ● Made discrimination practices legal in many communities and states ● Were characterized by unequal opportunities in housing, work, education, and government ● Upheld by the Supreme Court in *Plessy v. Ferguson*	**Racial Segregation ~~"Jim Crow" laws~~** ● Also known as "Jim Crow" laws, named after a black character in minstrel shows ● assed to discriminate against African Americans by forcing them into separate public accommodations ● Made discrimination practices legal in many communities and states ● Were characterized by unequal opportunities in housing, work, education, and government ● Accompanied by laws to prevent African American from voting, called disenfranchisement ● Upheld by the Supreme Court in *Plessy v. Ferguson* in 1896
USII.4c		**Lynching** ● Lynching was the illegal killing of people by gangs of violent vigilantes ● Lynching occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South ● Lynching was meant to intimidate African Americans from asserting themselves in any way, including politically, and were often conducted publicly and with the cooperation of law enforcement ● Lynching grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed
USII.4c	**African American responses** ● Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation ● W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett	**African American responses** ● Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation while secretly working against discriminatory laws ● W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans and founded the National Association for the Advancement of Colored People (NAACP) along with Ida B. Wells-Barnett ● Ida B. Wells-Barnett fought against lynching and the many other injustices suffered by African Americans, publicizing the lynchings in newspaper articles and other writings

Standard	Original language	AAHEC Recommendation
USII.4d	**Rise of big business led by captains of industry** ● Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking)	**Rise of big business led by captains of industry** ● Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads; J.P. Morgan, banking) ● Also known as "robber barons," widely criticized at the time for their fights against unions and regulation
USII.4d	**Factors that promoted industrial growth in America** ● Access to raw materials and energy sources ● Large workforce (due to immigration) ● New inventions ● Financial resources	**Factors that promoted industrial growth in America** ● Access to raw materials and energy sources ● Internal migrations of blacks and whites from rural regions to urban centers ● Large workforce (due to immigration) ● New inventions ● Financial resources
USII.4d	**Postwar changes in farm and city life** ● Mechanization (e.g., the reaper) reduced farm labor needs and increased production. ● Industrial development in cities created increased labor needs. ● Industrialization provided new access to consumer goods (e.g., mail order).	**Postwar changes in farm and city life** ● Mechanization (e.g., the reaper) reduced farm labor needs and increased production. ● Industrial development in cities created increased labor needs. ● Industrialization provided new access to consumer goods (e.g., mail order). ● Emergence of labor unions that barred African Americans ● Formation of the Brotherhood of Sleeping Car Porters and Maids
USII.4e	**Women's suffrage movement** ● Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women's suffrage. ● The movement led to increased educational opportunities for women. ● Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States.	**Women's ~~suffrage~~ movement** ● Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, and Lucy Burns worked for women's suffrage. ● The movement led to increased educational opportunities for women. ● Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States. ● The settlement houses were established to assist women and children as they moved from rural to urban areas (Hull House, Phyllis Wheatley YWCA).
USII.5a	**Essential Knowledge Reasons for the Spanish-American War** ● Protection of American business interests in Cuba ● American support of Cuban rebels to gain independence from Spain ● Rising tensions between Spain and the United States as a result of the sinking of the USS *Maine* in Havana Harbor ● Exaggerated news reports of events (yellow journalism)	**Essential Knowledge Reasons for the Spanish-American War** ● Protection of American business interests in Cuba ● American support of Cuban rebels to gain independence from Spain ● Rising tensions between Spain and the United States as a result of the sinking of the USS *Maine* in Havana Harbor ● African American troops participated in the Spanish-American War although their contributions were ignored. An example was the credit the Rough Riders were given in taking San Juan Hill when it was the 24th Infantry and the 9th and 10th Cavalry units that helped to take the hill. ● Exaggerated news reports of events (yellow journalism)

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USII.5c		**African Americans in WWI** • The 369th Infantry Regiment, formerly known as the 15th New York National Guard Regiment ("Harlem Hellfighters") distinguished themselves during the war • WWI was the first war in which the U.S. Navy was segregated (African American men relegated to corpsmen or messmen)
USII.6a	**Ways electrification changed American life** • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) • Improved communications	**Ways electrification changed American life** • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Traffic lights • Refrigerated train cars • Electric lighting • Entertainment (e.g., radio) • Improved communications
USII.6b	**Great Migration north and west** • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • African Americans moved to cities in the North and Midwest in search of better employment opportunities. • African Americans also experienced discrimination and violence in the North and Midwest.	**Great Migration north and west** • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • World War I created opportunities for African Americans when immigration from Europe stopped and the needs of the military suddenly increased • African Americans moved to cities in the North and Midwest in search of better employment opportunities. • African Americans also experienced discrimination and violence in the North and Midwest, but enjoyed greater opportunities than in the South
USII.6c	**Essential Knowledge** **Cultural climate of the 1920s and 1930s** **Cultural climate of the 1920s and 1930s** • Art: Georgia O'Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music **Harlem Renaissance** African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture:	**Essential Knowledge** **Cultural climate of the 1920s and 1930s** • Art: Georgia O'Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s; Ralph Ellison a novelist of the Harlem Renaissance, Zora Neale Hurston cultural anthropologists , Langston Hughes poet, novelist, and playwright; Countee Cullin poet of the Harlem Renaissance • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music **Harlem Renaissance** African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture: • Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer

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	• Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer	
USII.6d	**Impact on Americans** • A large number of banks closed, and other businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers' incomes fell to low levels.	**Impact on Americans** • A large number of banks closed, and other businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • African Americans were disproportionately impacted by the Great Depression and they were discriminated against when New Deal agencies were created, both in hiring, pay, and access. • Farmers' incomes fell to low levels.
USII.7b	**Essential Understandings** Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan. The Holocaust is an example of prejudice, discrimination, and genocide	**Essential Understandings** Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan. The Holocaust is an example of prejudice, discrimination, and genocide that targeted Jews and other groups.
USII.7b	**The Holocaust** ○ Imprisonment and killing of Jews and others in concentration camps and death camps	**The Holocaust** ○ Imprisonment and killing of millions of Jews and others in concentration camps and death camps
USII.7c	**Essential Knowledge** • American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war. • Thousands of American women (e.g., Rosie the Riveter) took jobs in defense plants during the war. • Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives).	**Essential Knowledge** • American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war. • More than 125,000 African Americans fought for the United States. • The Tuskegee Airmen and other units became famous for their valor and skill • Thousands of American women (e.g., Rosie the Riveter) took jobs in defense plants during the war. • African American men and women worked in the industries that supported the Allied war effort • Americans at home supported the war by conserving and rationing resources (e.g., victory gardens, ration books, scrap drives). • The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.

Standard	Original language	AAHEC Recommendation
	• The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.. • While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps in the United States.	• The service of African Americans in the war, especially against the racist Nazis, encouraged them to press for their rights in the United States. • While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and more than one hundred thousand ~~many~~ were forced into internment camps in the United States. • Despite their commitment and service, African American remained segregated in the armed forces until President Harry Truman desegregated the armed forces in 1948 during the Korean Conflict.
USII.8d	**Essential Knowledge** **Factors leading to changing patterns in United States society** • Large number of women entering the labor force • Expansion of human rights • African Americans' aspirations for equal opportunities;	**Essential Knowledge** **Factors leading to changing patterns in United States society** • Large number of women entering the labor force • Increased urbanization and expansion of cities, resulting in a housing boom, which did not largely benefit African Americans. • Expansion of human rights • African Americans' aspirations for equal opportunities; they pushed to end all forms of segregation and discrimination against them.
USII.8d	**Policies and programs expanding educational and employment opportunities** • The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans.	**Policies and programs expanding educational and employment opportunities** • The G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. The GI bill enabled many to enter professions, such as medicine, law, and academics.
USII.9a	**Essential Knowledge** **Some effects of segregation** • Separate educational facilities and resources • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Segregated and disadvantaged neighborhoods Social isolation and residential segregation	**Essential Knowledge** **Some effects of segregation** • Separate and unequal educational facilities and resources • Separate and unequal public facilities (e.g., restrooms, drinking fountains, restaurants)
USII.9a	• Social isolation and residential segregation	• Segregated and disadvantaged neighborhoods ~~Social isolation and residential segregation~~ • Exclusion from well-paying jobs • Undermining of wealth building by low property values in segregated neighborhoods • Unpunished violence against African Americans
USII.9a	**Civil Rights Movement** • Opposition to *Plessy v. Ferguson*: "Separate but equal"	**Civil Rights Movement** • Opposition to *Plessy v. Ferguson*: "Separate but equal" • Student walkout of 1951 at Moton High School led by Barbara Johns

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	• *Brown v. Board of Education*: Desegregation of schools • Martin Luther King, Jr.: Passive resistance against segregated facilities; "I have a dream…" speech • Rosa Parks: Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches, boycotts	• *Brown v. Board of Education*: Desegregation of schools • Killing of Emmett Till in Mississippi became a national scandal because of the photographed open casket • Martin Luther King, Jr.: Passive resistance against segregated facilities; "I have a dream…" speech • Rosa Parks: Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches, boycotts • Bombing of churches and homes by white opponents of the Civil Rights movement
USII.9a	**Changing role of women**	**Changing role of women** • The *Me, Too* movement, founded in 2006 to raise awareness of sexual abuse and assault in society, developed into a broader movement in 2017 with use of #MeToo on social media, started by African American woman.
USII.9d	**Immigration** • Changing immigration policies • More people try to immigrate to the United States than are allowed by law	**Immigration** • Changing immigration policies • More people try to immigrate to the United States than are allowed by law although many policies still included racial limitations

Course: Virginia and United States History

Standards	Original Language	AAHEC Recommendations
VUS.1h	Use a cost-benefit analysis chart: • The rise of women's participation in labor unions led to increased activism for pay equity, maternity leave, and childcare. • Married women's labor participation rose after World War II as public opinion slowly started to change as a result of their success during the war.	Use a cost-benefit analysis chart: • The rise of women's participation in labor unions led to increased activism for pay equity, maternity leave, and childcare. This did not apply to domestic workers, many of whom were African Americans. • Married white women's labor participation rose after World War II as public opinion slowly started to change as a result of their success during the war. African American women were already working outside of the home.
VUS.1j	○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States?	○ Andrew Jackson: Did he promote or hinder democracy? ○ Cotton gin: Good or bad for the United States?
VUS.2a		• The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free blacks and for the treatment of enslaved people.

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VUS.2b	**Interactions among American Indians, Europeans, and Africans** ● The first Africans were brought against their will to Jamestown Virginia, in 1619 to work on tobacco plantations. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led an enslaved labor force. ● This system eventually led to the introduction of African slavery in British North America.	**Interactions among American Indians, Europeans, and Africans** ● The first Africans were brought against their will to Old Point Comfort (Fort Monroe), Virginia, in 1619 to work on plantations, were taken from the Ndongo which is modern-day Angola . The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an alien people into the colony. This system eventually led to the introduction of African slavery in British North America. ● English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world. By the time of English settlement in North America a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean ● The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought "twenty and odd" Africans to trade for food in Virginia British North America would remain on the margins of the Atlantic slave trade, importing 6 percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619. ● Virginia's English colonists struggled to adapt Atlantic slavery to their law, culture, and religion. Over the half century after 1619 white Virginians made those adaptations so that by the 1660s racial slavery had been firstly established. Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.
VUS.3a	**Economic characteristics of the colonial period** ● A strong belief in private ownership of property and free enterprise characterized colonial life everywhere.	**Economic characteristics of the colonial period** ● Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.
VUS.3b	**Social characteristics of the colonies** ● New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. ● The middle colonies were home to multiple religious groups	**Social characteristics of the colonies** ● New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans. ● The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures for

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	who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. ● Virginia and the other Southern colonies had a social structure based on family status and the ownership.	the European immigrants and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. For Africans and Native Americans, the environment included enslavement and racial intolerance. ● Virginia and the other Southern colonies had a social structure based on family status and the ownership of land and, increasingly, enslaved people.
VUS.3b	**Political life in the colonies** ● New England colonies used town meetings (an Athenian direct democracy model) in the operation of government.	**Political life in the colonies** ● New England colonies used town meetings (an Athenian direct democracy model) in the operation of government. ● The first court case that began the process of enslaving Africans was John Punch in 1640.
VUS.3c	**Essential Understandings** American colonial reliance on a cheap, eventually conflicted with the founding principles established in the Declaration of Independence. **Essential Knowledge** **The development of indentured servitude and slavery** ● Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies required a cheap labor source on a large scale. ● Some of the labor needs, especially in Virginia were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. ● Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans,, were forcibly brought	**Essential Understandings** American colonies relied colonial reliance on a cheap, enslaved labor force transported from Africa and the Caribbean. eventually conflicted with the founding principles established in the Declaration of Independence. **Essential Knowledge** **The development of indentured servitude and slavery** ● Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depdended on required a cheap labor source on a large scale. ● The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a system that depended heavily on a large enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves. ● Some of the labor needs, especially in Virginia in early decades of settlement, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. ● Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans, for nearly two thousands years, were forcibly brought to the American colonies via the Middle Passage.

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	to the American colonies via the Middle Passage. ● The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.	● British North America developed the only enslaved society in the New World that biologically reproduced itself because of moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century.The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.
VUS.4a	**The French and Indian War** ● Was the first step on the road to the American Revolution	**The French and Indian War** ● Turned out to be Was the first step on the road to the American Revolution
VUS.4c		**Differences among the colonists** Enslaved People ○ Many of the people held in slavery sought to use the war to pursue their own freedom ○ Ten thousand African Americans fought with the British against the white colonists who held them in slavery
VUS.4e		**The Declaration of Independence** ● The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies.
VUS.5a	**The Articles of Confederation** American political leaders, fearful of a powerful central government like Britain's, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. The Articles of Confederation ● provided for a weak national government	**The Articles of Confederation** American political leaders, fearful of a powerful central government like Britain's, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. The Articles of Confederation ● provided for a weak national government
VUS.5b	**Key issues and their resolutions** ● Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives ● Avoided a too-powerful central government by establishing three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers	**Key issues and their resolutions** ● Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name. ● Established Avoided a too-powerful central government by establishing three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers
VUS.6a		**Early stages of territorial expansion** ● White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed

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		• American governments wrote treaties with many indigenous peoples that were frequently broken • The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America. Settlers frequently pushed illegally on to lands controlled by the American Indians.
VUS.6a\ (cont'd)	**Impact on the American Indians** • The belief that it was America's Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion. • During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when several tribes were relocated from Atlantic Coastal states to present-day Oklahoma) or confined to reservations.	**Impact on the American Indians** • The belief that it was America's Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion. • American Indians adapted to waves of white settlers and, in the South, a million enslaved people brought to lands the indigenous peoples had occupied for hundreds or even thousands of years. They became Christian, grew crops for market, reordered gender relations, developed written languages, and adopted the enslavement of people of African descent, but these changes did not appease white settlers and politicians who agitated for the complete removal of Native peoples.. • During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and • In the 1830s, the last Native people were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples several tribes were relocated from Atlantic Coastal states the South to present-day Oklahoma) or confined to reservations. • The forced migrations led to the deaths of up to a third of the indigenous people forced to move with inadequate supplies and protection.
VUS.6b		The acquistion of Texas created a vast new area for the expansion of slavery. White southerners flooded into Texas and imported hundreds of thousands of enslaved people from the older states of the South.
VUS.6c		**Economic impact of the War of 1812** • the rapid expansion of slavery into lands taken from American Indians
VUS.6d	**Essential Understandings** Although the Age of Jackson led to an increase in democracy political tensions and nativist tendencies impacted the American political climate.	**Essential Understandings** Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. The Whigs arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development. The Know-Nothings were the first of a series of political efforts to oppose immigration and immigrants. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists. The Whigs supported temperance and the use of the government for economic development. The Know-Nothings were the

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		first of a series of political efforts to oppose immigration and immigrants. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use. political tensions and nativist tendencies impacted the American political climate.
VUS.6d	**The "Age of the Common Man"** ● Universal manhood suffrage increased the electorate	**The "Age of the Common Man"** ● Universal white manhood suffrage increased the electorate
VUS.6e	**Essential Understandings** As the nation struggled to resolve sectional issues, compromises were developed to defuse a series of political crises.	**Essential Understandings** As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.
VUS.6e	**Sectional tensions caused by competing economic interests** ● The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition. ● The agricultural South opposed high tariffs that made the price of imports more expensive.	**Sectional tensions caused by competing economic interests** ● The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition. ● The plantation-based agricultural South opposed high tariffs that made the price of imports more expensive. Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.
VUS.6e	**Sectional tensions caused by debates over the nature of the Union** ● South Carolinians, in the South Carolina Exposition and Protest, argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). ● President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law.	**Sectional tensions caused by debates over the nature of the Union** ● South Carolinians, in the South Carolina Exposition and Protest, argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery's expansion ● President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law.
VUS.6e	**Sectional tensions caused by the institution of slavery** ● Slave revolts in Virginia, led by Nat Turner and Gabriel Prosserfed white Southerners' fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. ● Northerners, led by William Lloyd Garrison, publisher of	**Sectional tensions caused by the institution of slavery** ● Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner and Gabriel Prosser in 1831, fed white Southerners' fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. ● Abolitionists Northerners, led by William Lloyd Garrison, publisher of *The Liberator*, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the

Standards	Original Language	AAHEC Recommendations
	The Liberator, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists.	Northern response to the abolitionists. Although abolitionists accounted for only 2 percent of the northern population, they won a great deal of attention and animosity, in the North as well as the South.
VUS.6e	**The women's suffrage movement** ● Seneca Falls Declaration	**The women's suffrage movement** ● Seneca Falls Declaration of 1848
VUS.6f	**Essential Understandings** America's desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.	**Essential Understandings** America's desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests. America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west.
VUS.6g	**Essential Understandings** The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states. Sectional tensions originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states. **Essential Knowledge** **Causes of the Civil War** ● Sectional disagreements and debates over tariffs, extension of slavery into the territories, nature of the Union (states' rights) ● While there were several differences between the North and the South, ● Northern abolitionists vs. Southern defenders of slavery ● Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe ● United States Supreme Court decision in the Dred Scott case ● A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act	**Essential Understandings** Cultural, economic, and constitutional differences between the North and the South all of them based in slavery eventually resulted in the Civil War. The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states. Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states. **Essential Knowledge** **Causes of the Civil War** ● Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government nature of the Union (states' rights) ● While there were several differences between the North and the South, The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America's economy revolved around the institution of slavery, which accounted for a large share of America's exports. ● Northern abolitionists vs. Southern defenders of slavery ● A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act ● Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe in response to the Fugitive Slave Act ● United States Supreme Court decision in the Dred Scott case ● The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories. ● A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act
VUS.7a		**Major events**

Standards	Original Language	AAHEC Recommendations
		• Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation •

VUS.7a	**Key leaders and their roles**
	• Robert E. Lee
	  ○ Confederate general of the Army of Northern Virginia
	  ○ Opposed secession, but did not believe the Union should be held together by force
		Key leaders and their roles
		• Robert E. Lee
		  ○ Confederate general of the Army of Northern Virginia
		  ○ After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
		  ○ Opposed secession, but did not believe the Union should be held together by force

VUS.7b	**Abraham Lincoln's leadership** • Initial goal: Preserve the Union,	**Abraham Lincoln's leadership** • Initial goal: Preserve the Union, even if that meant leaving slavery in place
VUS.7b	**Emancipation Proclamation** • Developed after enslaved African Americans given asylum at Fort Monroe were declared "contraband of war" • Freed those slaves located in the "rebelling" states (Southern states that had seceded) • Made the abolition of slavery a Northern war aim • Discouraged any interference of foreign governments • Allowed for the enlistment of African American soldiers in the Union Army	**Emancipation Proclamation** • Developed after enslaved African Americans given asylum at Fort Monroe were declared "contraband of war" • Lincoln issued the Emancipation Proclamation as a military necessity • Freed those enslaved people slaves located in the "rebelling" states (Southern states that had seceded) • Made the abolition of slavery a Northern war aim • Discouraged any interference of foreign governments • Allowed for the enlistment of African American soldiers and sailors in the Union ArmyUnited States military
VUS.7c	**Essential Knowledge** **African Americans** • African Americans served in the Union Army and Navy following the implementation of the Emancipation Proclamation. • African Americans served as a part of contraband armies and aboard Union naval ships. • Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. • Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. **Common soldiers** • Warfare.often involved hand-to-hand combat.	**Essential Knowledge** **African Americans** • Nearly two hundred thousand African Americans served in the United States Union Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors. • African Americans served as a part of contraband armies and aboard Union naval ships. • Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. • Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. • African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers • Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war. **Common soldiers**

Standards	Original Language	AAHEC Recommendations
	• After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities. **Women** • Managed homes and families with scarce resources • Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia • Assumed new roles in agriculture, nursing, and war industries	• Warfare was costly, but disease killed more men than did bullets.often involved hand-to-hand combat. • The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability. • After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities. • After African American soldiers and sailors returned home from the war were targeted for violence. **Women** • Managed homes and families with scarce resources • Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia • Assumed new roles in agriculture, nursing, and war industries • Clara Barton, a Civil War nurse, created the American Red Cross. Harriet Tubman, a abolitionist and political activist, and conductor on the Underground Railroad. Elizabeth Van Lew, a Virginia abolitionist and spy for the Union Army. Mary Bowser was an African American Union spy.
VUS.7e		**Essential Knowledge** **Political effects** • Reconstruction attempted to create legal equality for people formerly held in slavery. • The Amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans. • Rights that African Americans had gained were lost through "Jim Crow" laws that segregated black and white Southerners from one another. **Economic impact** • The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton.
VUS.8a	**Essential Understandings** This growth, while positive for some, resulted in more displacement for American Indians.	**Essential Understandings** This growth, while positive for some, resulted in more displacement for American Indians. destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.
VUS.8a	**Essential Knowledge** **Westward movement** • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market	**Essential Knowledge** **Westward movement** • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market before the spread of railroads soon thereafter..

Standards	Original Language	AAHEC Recommendations
VUS.8b	**Inventions/innovations** • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright brothers) • Assembly-line manufacturing (Henry Ford) **Industrial leaders** • Andrew Carnegie (steel) • J. P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) **Emergence of leisure activities** • Vaudeville shows	**Inventions/innovations** • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Filament for light bulb (Lewis Lattimer) • Telephone (Alexander Graham Bell) • Airplane (Wright brothers) • Assembly-line manufacturing (Henry Ford) • Gas Mask & Traffic Light (Garrett Morgan) **Economic Industrial leaders** • Andrew Carnegie (steel) • J. P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) • "Madame CJ Walker" - Sarah Breedlove (hair products & cosmetics) **Emergence of leisure activities** • Vaudeville & minstrel shows
VUS.8d	**Essential Knowledge** **Discrimination against and segregation of African Americans** • Laws limited freedoms for African Americans. • After Reconstruction, many Southern state governments passed "Jim Crow" laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In *Plessy v. Ferguson*, the Supreme Court ruled that "separate but equal" did not violate the 14th Amendment, upholding the "Jim Crow" laws of the era. • During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. • Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to	**Essential Knowledge** **Discrimination against and segregation of African Americans** • Laws limited freedoms for African Americans. • After Reconstruction, many Southern state governments passed "Jim Crow" laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In *Plessy v. Ferguson*, the Supreme Court ruled that "separate but equal" did not violate the 14th Amendment, upholding the "Jim Crow" laws of the era. • During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. African Americans also experienced discrimination and violence in the North and Midwest, but had greater opportunities than were available to them in the South. • Mob violence, such as in Danville in 1883 • Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races. **Lynching** • Lynching was the illegal killing of people by gangs of violent vigilantes • Lynching occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South

Standards	Original Language	AAHEC Recommendations
	enforce the separation of the races.	• Lynching was meant to intimidate African Americans from asserting themselves in any way, including politically • Lynching grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed
VUS.8e	**Growth of cities** • As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums.	**Growth of cities** • As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums. Cities such as Atlanta, Birimingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants. **Industrialization: Formation of labor unions** • Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens
VUS.8f		**Changes in voting laws in the South disenfranchised African American male voters** • Every southern state revised their constitutions and voting laws in this period • Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes • The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people • Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order
VUS.9a		**Racial conflict in the Spanish-American War and the Philippines** • African American soldiers and sailors eagerly enlisted to fight but were kept in segregated units • The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders • The long fight against the Filipinos after the American arrival was often interpreted in the United States as a struggle between white and "colored" peoples
VUS.9b		**Great Migration** • More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines • During the war immigration from Europe stopped and factories in the North needed laborers; millions of black people from the South moved to the cities of the Northeast and Midwest • The Great Migration continued through the 1920s. creating opportunities for African Americans in housing, education, and politics
VUS.10a		**Harlem Renaissance**

Standards	Original Language	AAHEC Recommendations
		• African Americans, following the Great Migration of World War I and the 1920s, created vibrant cultural communities in the North • One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment • A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer • The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide
VUS.10d		**New Deal (Franklin Roosevelt)** • Franklin D. Roosevelt was the first president to have an entirely African American advisors who served in a "kitchen cabinet". • The Social Security Act offered safeguards for workers, except for domestic workers. • African Americans were discriminated against in these government programs.
VUS.11d		**Essential Knowledge** **Minority participation** • 125,000 African Americans fought overseas in World War II
VUS.12c	**Essential Knowledge** **American military forces during the Cold War** • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.	**Essential Knowledge** **American military forces during the Cold War** • In 1948 President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War. • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism.
VUS.12d		**The Vietnam War** • African Americans were drafted and sent to the front lines in disproportionate numbers.

VUS.13c		**Essential Knowledge**
		National Association for the Advancement of Colored People (NAACP)
		• The Lynching of Emmett Till (1955) - Emmett Till's lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights
		• The Southern Christian Leadership Conference (SCLC)
		  ○ A civil rights organization led by Martin Luther King, Jr.
		  ○ The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations.

Standards	Original Language	AAHEC Recommendations
		○ African American women represented the majority of the membership despite being denied positions of leadership. African American women were often the major drivers of the civil rights initiatives of the SCLC. ● The Student Non-Violent Coordinating Committee (SNCC) ○ Inspired by the Greensboro sit-in by four black college students in North Carolina ○ Initially formed as a student chapter of SCLC, but became an independent civil rights organization for young people **Civil Rights Act of 1964** ● The Birmingham Campaign led by Martin Luther King, Jr. and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor's violent tactics against student demonstrators led to greater national support of the Civil Rights Movement. **Voting Rights Act of 1965** ● The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday."
VUS.13e		**President William J. Clinton, 1993–2001** ● Don't ask, don't tell military policy
VUS.13e	**President Barack H. Obama, 2009–2016** ● Patient Protection and Affordable Care Act of 2010	**President Barack H. Obama, 2009–2016** ● Patient Protection and Affordable Care Act of 2010 Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010, popularly known as "Obamacare" that has provided medical care for millions of Americans
VUS.14c		**evolving and changing role of government, including its role in the American economy** **President William J. Clinton, 1993 -2001** ● Oversaw a period of great economic prosperity ● Practiced fiscal restraint and saw budget deficits decrease

Appendix E: Recommended Revision to the Standards Review Process

African American History Commission (AAHEC): Committee Recommendation to the History Standards Review Process

***Items in orange signify new addition to the process**

1. Timeline	• Timeline of the review process is presented to the Virginia State Board of Education (VBOE)
2. Public Comment ***Outreach**	• In addition to the regular channels of communication, provide outreach to specific groups to collect regional feedback from divisions, family and students, educators, community groups, and regional educator representatives. • Create a survey to collect feedback.
3. Educator Committees ***Expand Group**	• Educators are convened to review and revise the Standards based on content knowledge, expertise, experience, and geographic location. • Groups should include but not limited to: at least one regional representative for each grade/course and recommendations from division superintendent. • Expand group from 30 to make sure range of expertise is represented.
4. External Committees ***Expand Group**	• Expand members of the External Group to include members from various backgrounds, experiences, expertise, and geographic location. • Expand group from 40 to make sure range of expertise is represented. • Group should include, but is not limited to: Institutions of higher education (IHE) for pedagogy, IHE and historians for accuracy, museums for cultural needs.
5. Steering Committee	• Create a Steering Committee made up of members from the Educator and External Committees to review all of the feedback. • Steering Committee includes all regions and various backgrounds and expertise.
6. VDOE Review	• Virginia Department of Education (VDOE) leadership reviews and provides feedback on the proposed revisions.
7. Virginia State Board of Education Review	• The proposed revised Standards are taken to the VBOE for first review.

8. Public Comments and Hearings ***Outreach**	• In addition to the regular channels of communication, provide outreach to specific groups to collect regional feedback from divisions, family and students, educators, community groups, and regional educator representatives.
9. Standards Review	• Standards are reviewed and revised again based on public comments and feedback from hearings.
10. Final Review	• The proposed revised Standards are taken to the VBOE for final review. • The Board approves Standards or postpones for additional review and/or revisions.
11. Curriculum Framework	• Repeat process for the *Curriculum Framework*. • Gear *Curriculum Framework* towards deeper thinking to support performance tasks and assessments.
12. Resources ***Expand**	• After the *Curriculum Framework* is completed, bring together the steering committee to brainstorm resources including an enhanced scope and sequence document. • As the resources are revised, the African American History elective course will be reviewed & updated.
13. Textbooks	• VDOE Leadership and VBOE determine next steps for textbooks. • Since history continually changes and evolves, explore if there is an alternative way to deliver current content to support more robust instruction.
14. Ongoing	• Include members from the steering committee, educators, and division equity coordinators to support on going resources and professional development including: cultural proficiency, resources and elective course.

Appendix F: List of Resources, Scholars, and Partner Organizations to Support Implementation

Resources to Support Implementation

- Robin DiAngelo, *White Fragility: Why It's So Hard for White People to Talk About Racism* (understanding the impact of white socialization in our culture)
- Equity Literacy Institute (provides free self-paced mini courses for a primer on equity and equity literacy)
- Geneva Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*
- Zaretta Hammond, *Culturally Responsive Teaching & the Brain*
- Ibram Kendi, *How to be an Anti-Racist* (provides strategies to deconstruct racism)
- Gloria Ladson-Billings, *The Dreamkeepers: Successful Teachers of African American Children*
- Bettina Love, *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*
- Django Paris, *Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World*
- Glenn Singleton, *Courageous Conversation About Race: A Field Guide for Achieving Equity in Schools* (race identity)
- University of Virginia School of Education, A Center for Race and Public Education in the South
- Virginia Commonwealth University, School of Education

Scholars and Partners for Collaboration

- 1619 Project
- ADL
- African American Museum Association
- Derrick Alridge (Educational Historian)
- Association for the Study of African American Life and History (ASALH)
- Ed Ayers (Historian)
- Black History Museum
- Carter Center for K-12 Black History Education, University of Missouri
- Carter G Woodson Institute for African-American and African Studies- UVA
- Civil Rights Stakeholder groups including but not limited to the NAACP and LULAC.
- Community Based Organizations
- Courageous Conversations - Pacific Education Group
- Ed Stakeholders (VASS, VSBA, VPTA)
- Equal Justice Initiative
- Equity Literacy Institute (provides free self-paced mini courses for a primer on equity and equity literacy)
- Facing History and Ourselves
- Geneva Gay (Education Researcher)
- George Mason University Center for History and New Media

- Glenn Singleton (race identity)
- Zaretta Hammond (Education Researcher)
- Hampton University and the Hampton University Museum
- Claudrena Harold (Historian)
- Ibram Kendi (Historian)
- Gloria Ladson-Billings (Education Researcher)
- Library of Virginia
- Margot Lee Shetterly
- NABJ Brand Ambassador
- New American History, University of Richmond
- Cassandra Newby-Alexander (Historian)
- Norfolk State University
- Django Paris (Educational Researcher)
- Professional Standards of Educational Leaders (PSEL)
- Radford University IMPACT Lab
- Robin DiAngelo (understanding the impact of white socialization in our culture)
- Southern Poverty Law Center
- Teachers for Social Justice (www.teachersforjustice.org)
- Teachers in Movement Oral History Project, University of Virginia
- Teachers in the Movement Project at UVA (https://teachersinthemovement.com)
- Teaching for Change (www.teachingforchange.org)
- Vanessa Thaxton-Ward (Director, Hampton University Museum)
- UVA Center for Race and Public Education in the South
- Virginia Association of Museums
- Virginia Center for Inclusive Communities
- Virginia Commonwealth University School of Education
- Virginia Humanities
- Virginia Organizing
- Virginia State University College of Education and the Wallace Foundation University Principal Preparation Initiative
- Antoinette Waters (Teacher)
- Robert Watson (Historian)
- Zinn Education Project (http://zinnedproject.org)