



# Guilford High School

2023 SERC Presentation:  
Our Class Experience

African/Black American and Puerto Rican/Latino American Studies



# Presented by:

Stephanie Phillips - Social Studies Teacher

Claudia Campbell (11th Grade)

Jacob Ellison (12th Grade)

Rubi Espejo (12th Grade)

Gavin Lana (12th Grade)

Tyler Newman (12th Grade)

Katie Rozear (12th Grade)

Braeden Welch (12th Grade)

Isaac Zuniga (11th Grade)

# Demographics of Guilford High School 2022-2023

- 1,048 Students
- Gender
  - 0.95% Non-Binary
  - 51.72% Male
  - 47.33% Female
- Race
  - 79.37% White
  - 4.78% 2 or more races
  - 9.07% Hispanic or Latino
  - 1.91% Black or African American
  - 4.87% Asian
- EL Status
  - Fewer than 20 EL students

# Our Class Make Up

- 1 Section of 8 Students
- 2 Juniors and 6 Seniors
- 3 cis-females and 5 cis-males
- 2 Latine Americans, 1 Puerto Rican American and 5 White Americans

# The Units

## Semester 1

Unit 1: African Origins

Unit 2: Slavery and Freedom Stories

Unit 3: Black Literacy, Organization  
and Liberation

Unit 4: Long, Long History for Equality

Unit 5: Black Movement for Equality

Unit 6: Protest, Politics and Power

## Semester 2

Unit 1: Early Beginnings: Who are  
We?

Unit 2: Blood and Beauty

Unit 3: Sweat

Unit 4: Resistance and Defiance

Unit 5: Where are We Now?

# Overview:

- Teacher Struggles: Utilizing prescribed lessons to make their own
- Teacher Success: Building off the background and experiences students brought with them to enrich their understanding of the course content
- Student Struggles: Going into depth on various lesson activities/challenge of background information
- Student Success: Seeing how past events that happened centuries ago impacted social, economic and racial relationships today

**Impact:** Students truly enjoyed the course. Going through each lesson, students discussed what resonated with them and what they think could've been done differently to improve the course for future students



# Making the Units Ours

- Focusing on balancing student interests with important content
- Building off previous knowledge from past courses
  - Guilford Witness Stone Project from 8th Grade
  - Latin American Revolutions in World History
  - European Exploration... vs The Encounter
  - Civil Rights Movement
  - Reconstruction Era
  - Great Migration
  - Key Figures
- Reflection on units - What we liked, what we wished we learned more about
  - i.e. - Heightened focus on Latine American history throughout the development of the United States, as opposed to modern day Latine American history

# Favorite Lessons

1. The Social Construct of Race
2. "I am..." Poems
3. Scientific Experiments in Puerto Rico/Latin America
4. African American Culture Today/  
Analyzing songs



# Instructional Strategies

1. Agreed Upon Norms - Revisited and reminded throughout the school year
2. Discussion Protocols:
  - a. TQE Note Sheets
  - b. Structured Academic Controversies
3. Jigsaw and teaching each other
4. Historical Patterns by utilizing timelines
5. Role Play Activities

# Semester 1: African/Black American Experience

Presented by:

Claudia Campbell

Braeden Welch

Jacob Ellison

Gavin Lana

# Unit 1: African Origins

## Overview:

What impact did the people of ancient Africa have on early and modern civilizations, and why has this impact been largely ignored through much of history? How has the concept of race been socially constructed over time?



# Unit 1: African Origins

**Day 1:** Read the Article: [The Race Issue](#) and complete the graphic organizer

Main Ideas/Takeaways from the article	Lingering Questions- what questions did you have as you read the article	New Learning "Epiphany" - Something that made you pause
<ul style="list-style-type: none"><li>- Race is a gigantic social construct.</li><li>- Skin Color is just one of the mutations that happened overtime when people migrated from Africa</li><li>- The stories that people have been told about their ancestry and "race" can be entirely false.</li><li>- The <u>initial</u> justification for the slavery of African Americans was a <u>completely</u> incorrect and self-serving "scientific discovery"<ul style="list-style-type: none"><li>- And people believed this with no attempt to verify it.</li></ul></li><li>- The only difference in skin colors is a SINGLE "tweak" in a gene.</li></ul>	<ul style="list-style-type: none"><li>- Was Morton aware of how incorrect his theory and tests were? Or did he completely believe himself.</li><li>- Why are people so resistant to teaching and learning these truths?<ul style="list-style-type: none"><li>- If everyone knew these truths, the world could be so much nicer.</li></ul></li><li>- When people learn their ancestry results, why do they get angry? Is it because they had such a strong relationship to the stories that were told by their parents? Or was it because they got attached to the "race" that they thought they were.</li></ul>	<p>The thing that made me pause was the fact that everything I have been taught about race, has majorly been incorrect.</p> <ul style="list-style-type: none"><li>- This should be taught to children in middle school.</li><li>- Other people who are not in this course may never learn these facts.</li><li>- I am just so shocked that I haven't been aware of any of this for the past 17 years of my life when this information has been available from before I was born.</li></ul>

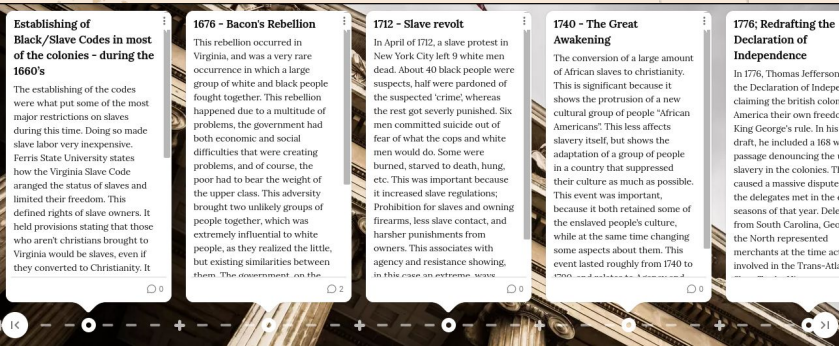


# Unit 2: Slavery and Freedom Stories

## Development of Slavery in the British Colonies

### Overview:

How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?



In this document, Harriet Beecher Stowe's father describes Moses' high level of agency in a brief description of him.

- Slavery is described as "very lenient"(Beecher) in North Guilford
- At the time, Moses belonged to "Old Priest Fowler"

Aspects of Moses' life

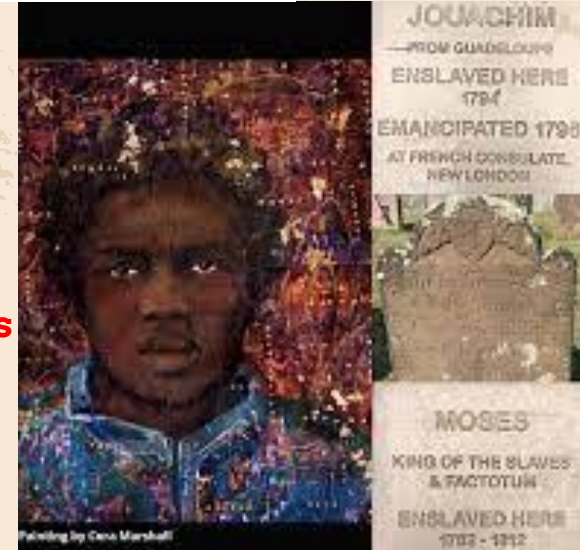
- "Sent Johnny Fowler to college"
  - Raised him up to that point, not common for male slaves to associate with children
- "Paid the bills, managed the farm"
  - Trusted with money and money management, as well as the whole business/success of business
- "Rung the church bell"
  - Not very specific, had to do at different times in the day, responsibility
- "Was Factotum"
  - Factotum: has many diverse activities and responsibilities

Beecher also describes his way of living in these words "He lived a slave because he was a king"

- One could interpret this as Beecher describing Moses as having kingly qualities: highly efficient, fair, responsible, trustworthy, etc...

### Lessons:

- **The Five Themes of Slavery/ Life of Moses**
- **Development of Slavery in the British Colonies**
- **Haitian Revolution**



# Unit 2 continued

2. The second half of the article is about modern US control in Haiti after years of instability of the government after slavery ended. With this in mind, how successful was this revolution? How do we define success?

Success has a different definition than triumph. To triumph often means a military win, or winning one battle in a war. Success is a more long term kind of triumph. In history, groups of people don't often succeed, as winning is a temporary thing. In terms of this question, the people in the rebellion had a triumph, however did not succeed in terms of long term freedom. With the amount of people who died, and the long period of time that the government was very unstable, the people of Haiti suffered and fell under a different kind of suppression. Both self suppression as well as suppression by other governments and tyrants. Haitians were prepared for the rebellion, but not nearly as prepared for life after they won.

3. How does the success of the Haitian Revolution compare or contrast with the development of slavery in the American colonies/United States? Why do you think the Haitians were able to overthrow the system of slavery while Africans in the United States (and colonies pre-revolution) were unable to do so?

There are many differences between the development of slavery in Haiti, and the United states. For example, Haiti was colonized, and even though America was as well, the local people were turned into slaves at first, they were brought to a different country to serve. The advance into slavery in both places were also very different. The Haitian people's were immediately thrown into the world of slavery, it was rather a fast progression. When, if we look at America, the progression into hard core slavery was more organized and slow, taking many years to make laws and fully dehumanize African slaves. In terms of similarity, the systems of slavery, after the advance into it, were rather similar. The slaves had similar jobs such as farming and manual work, more on plantations. The Haitians were able to overthrow the system in Haiti because of many reasons, one of them being that most of the Native slaves were in their homeland and knew it better than the French. Also, it was a time of turmoil for the French due to the French revolution, they were disunified, while the slaves were unified under strong leaders. With the consistency of America, and white people outnumbering the slaves exponentially, it was impossible for a full rebellion to succeed.

T- Thoughts "Main Ideas"	Q-Questions "Lingering Questions"	E-Ephiny "Aha Moments"
<ul style="list-style-type: none"><li>• First independent black republic, 1804 Republic of Haiti</li><li>• Slaves came together from strong spirit and respect for similar but diff. African beliefs</li><li>• Successful revolt, overthrew the french 1791</li><li>• Pushed back the french, british, and spanish</li><li>• Haitian society became separated</li><li>• Town life vs. countryside</li></ul>	<ul style="list-style-type: none"><li>• What separated the 5 provinces on the mainland?</li><li>• How did the slave laws change after independence?</li><li>• In what ways did the US and France 'not recognize' Haiti?</li></ul>	<ul style="list-style-type: none"><li>• Prized place for france, wealth from the labor of half a million slaves</li><li>• First country founded by former slaves</li><li>• French Revolution of 1789 inspired slave rebellions along caribbean</li><li>• TL: speaks french, imitating a european lifestyle and controlled government and commerce</li><li>• CS: speaks Haitian Creole, lifestyle based by Vodou and other African american traditions</li></ul>

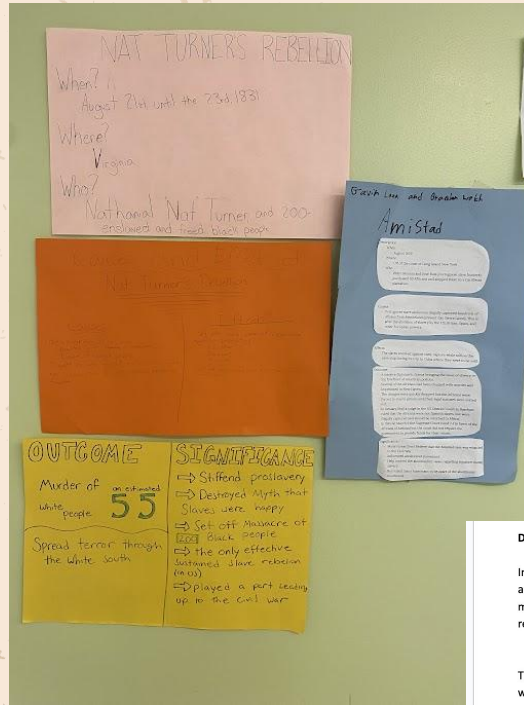




# Unit 3: Black Literacy, Organization, and Liberation

## Overview:

When is resistance and/or revolution justified/glorified/condemned? How effective were the actions of abolitionist and the slave rebellions of this period? Are individual contributions or collective efforts more effective in actualizing social change?



## Document B: School Advertisements

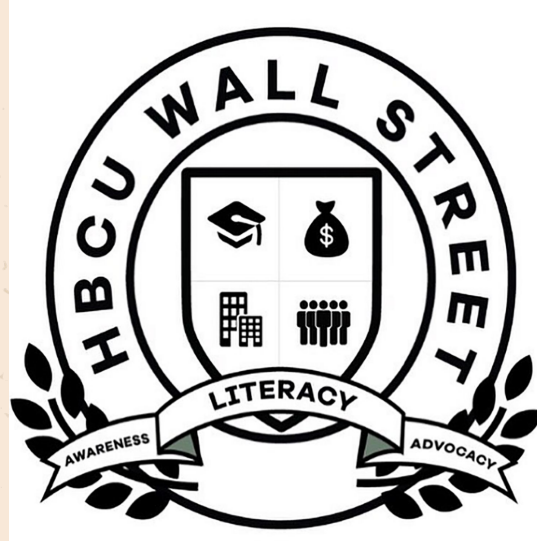
Schools for African Americans would often place advertisements in Freedom's Journal. Below are two examples, one for children and the other for adults.

<b>B.F HUGHES' SCHOOL</b> For Colored Children of both Sexes	<b>Notice</b>
Under St. Philip's Church is now ready for the admission of Pupils	THE "AFRICAN MUTUAL INSTRUCTION SOCIETY," for the instruction of coloured Adults of both Sexes," have re-opened their SCHOOL on Monday Evening, October 1 <sup>st</sup> , at their former School Room, under the Mariner's Church, in Roosevelt street. The school will be open on every MONDAY, WEDNESDAY, and FRIDAY Evenings at half past 6 o'clock.
IN this school will be taught READING, WRITING, ARITHMETIC, ENGLISH, GRAMMAR, GEOGRAPHY with the use of Maps and Globes, and HISTORY.	Those <b>desirous</b> of receiving instruction will be taught to Read, Write, and <b>Cypher</b> , until the first of April, 1828, for the small sum of one dollar, to be paid on entering the school.
Terms from two to four dollars per quarter	An early application is requested, as there will be no allowance for past time.
<i>Reference</i> — Rev. Peter Williams, Rev. James Varick, Rev. S.E. Cornish, Rev. Benjamin Paul, Rev. William Miller.	Aaron Wood William P. Johnson E.M. Africanus
New York, March 14	James Myles Arnold Erizte Henry King <i>Trustees</i>

## Discussion Questions:

- How has the historiography of the role of slaves changed? What sociopolitical factors might account for this? In the past writing about slaves experiences and what white americans put them through was very close minded but there has been a lot of research on the different ways slaves were treated and how they revolted even in small ways in the 50s and 60s people were more focused on what was being done to slaves punishment wise but in the 70s and 80s to started to focus more on how slaves resisted and what they did to rebel against their poor treatment
- In what ways did Africans and their descendants resist enslavement? How did they show agency? There were many ways that Africans resisted slavery. For example Slaves would frequently run away in response to thing like being whipped or if they were separated from their families or significant others they would escape to go see them.
- Are strategies such as work slowdowns, breaking tools, or petty theft actually resistance? Why or why not?
  - Were they resisting the overall institution of slavery or just the work of slavery? I think that it is usually the work of slavery. This can be seen in sophia's story which involves her running back to her old master in order to see her children not because she was resisting the institution of slavery. This can also be seen in the story of Austin where he killed his master with an axe because he was resisting being whipped for "talking improperly" to his master not because he was going against the institution of slavery
- In an excerpt from James H. Sweet he states "slave masters sometimes begrudgingly tolerated these everyday forms of resistance and even responded positively to slave workplace demands. Why? These negotiated compromises provided slaves with incentives to work, ultimately bolstering the institution. For slave masters, acknowledging these small pin pricks of resistance were a small price to pay in order to secure the survival of the overall institution."
  - Do everyday resistance reinforce the institution of slavery? Why or why not I think that the everyday resistance does in fact reinforce the institution of slavery. I believe this because it made slaves feel like they were doing more to sort of stick it to their masters than they actually were doing. For example things like breaking tools and other acts like that didn't really affect the masters than much due to the fact that they can just buy more of them with the money that he is making off of using the slave's labor. So I think that the masters just tolerated the everyday resistance so that the slaves were satisfied with their small "victories" and not revolt on a larger scale.

# Unit 4: Long, Long History for Equality



## Overview:

How was Reconstruction a success? How was it a failure?



*Ida B. Wells*



*Frederick Douglass*



*Booker T. Washington*



*W.E.B. Du Bois*

Document D: Elected Black officials during Reconstruction

- 1868, First African American elected to US Congress
- Reconstruction era, thousands of Black men were elected to local and state political positions in Southern states
- 17 African American men elected to congress from southern states from 1870-77
- Photographs were taken of them, each looks of decent money, well fed, and were from Southern states
- Given the opportunity to be elected to office that they wouldn't have gotten if they were still enslaved

Document A

- Laws established to establish rights of the formerly enslaved
- 1865, 13th Amendment
  - Slavery is criminalized in the United States
  - "Neither slavery nor involuntary servitude... shall exist within the United States"
- 14th amendment
  - Establishing that all peoples who were born in the US are citizens
  - No state can make laws that can neglect the privileges and rights of citizens
- 1870, 15th amendment passed
  - Right of citizens of the US to vote shall not be denied or abridged by the US or by any state on account of race, color - meaning African Americans can vote
- Civil rights Act of 1866, African Americans can own property and equal treatment in court

Document E

- Blacks being able to be educated/educate themselves
- Workers had spelling books with them and were studying them during breaks
- This would occur in stores, warehouses, and with cart drivers
- If you went outside a large town in the South, children would be studying outdoors and inside all day

# Unit 5: Black Movement for Equality

## Overview:

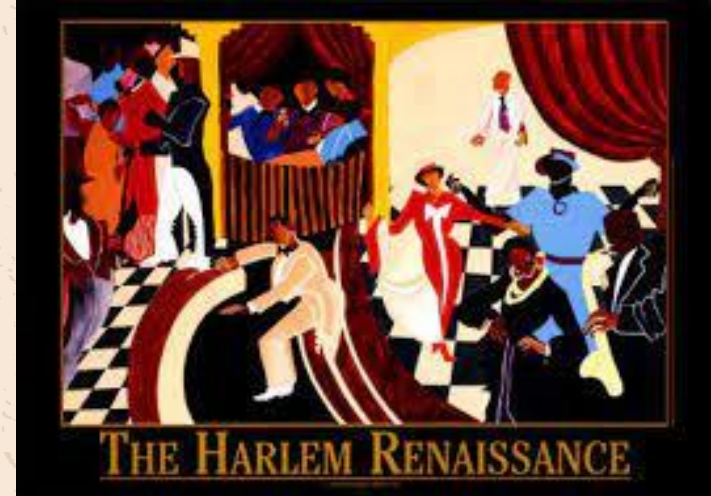
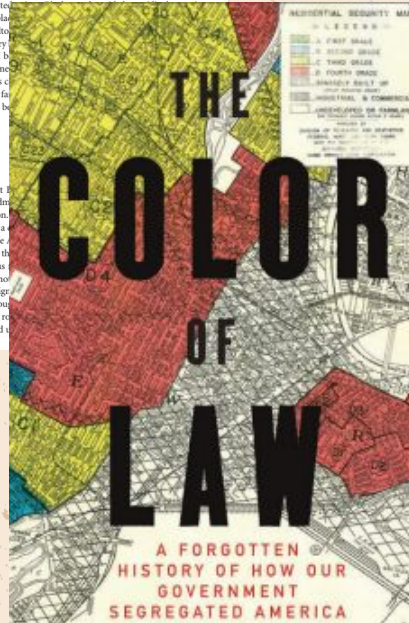
How successful have Black American's movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

### Floyd Lowe

I am the president of the California Real Estate Association. In the 1950s, I came up with a way to make money from the desperation of Black people to find housing and from the racial fears of many whites. Basically, I panicked white homeowners into selling their properties to me for less than their market value. Then I resold them to African Americans at inflated prices because they were barred from living in so many places. After one Black family moved into East Palo Alto, while homeowners that they were witnessing the very values were about to plummet. At the same time, I lured Buyers!" When Black families came into the neighborhood, it was narrated as an "invasion," and more white owners of properties I sold to Black families, the more white families. Eventually, I turned a neighborhood that had been

### Harold Ickes

I was the secretary of the interior under President Franklin D. Roosevelt during the Great Depression to direct the Public Works Administration, which was in charge of public housing during this era. I consider myself a member of the Chicago chapter of the National Association for the Advancement of Colored People. I wrote the neighborhood composition rule that required that public housing projects should reflect the previous neighborhood. This rule increased segregation — no ready-integrated neighborhoods had to be destroyed. Neighborhoods now became more segregated through the years. For example, I ordered the dining room in public housing, I did not stand up





# Unit 6 - Protest, Politics and Power

October 1966

## Black Panther Party Platform and Program

What we want  
What we believe

1. We want freedom. We want power to determine the destiny of our Black Community.
2. We want full employment for our people.
3. We want an end to the robbery by the white man of our Black Community.
4. We want decent housing, fit for shelter of human beings.
5. We want education for our people that exposes the true nature of the decadent American society. We want education that teaches us our true history and our role in the present-day society.
6. We want all black men to be exempt from military service.
7. We want an immediate end to POLICE BRUTALITY and MURDER of black people.
8. We want freedom for all black men held in federal, state, county and city prisons and jails.
9. We want all black people when brought to trial to be tried in court by a jury of their peer group or people from their black communities, as defined by the Constitution of the United States.
10. We want land, bread, housing, education, clothing, justice, and peace. And as our major political objective, a United Nations-supervised plebiscite to be held throughout the black colony in which only black colonial subjects will be allowed to participate, for the purpose of determining the will of black people as to their national destiny.

## Overview:

What are the greatest issues facing Blacks and African Americans in the U.S. today? What does radically reimagining new possibilities and more just futures look and sound like now?

- Malcolm X
  - What he stood for
  - Goals accomplished
  - Views
- Black Panther
  - 10-point-program
  - Goals and demands of the party



# Unit 6 - African American Culture Today (Song)

This unit helped identify African American struggles through music

Tearz by Wu Tang Clan

Significant lyrics:

- " "After laughter, comes tears"
- "It's always the good ones who have to die"
- "(Hey, Rakeem!) What? (Your little brother got shot!)"





# Semester 2: Puerto Rican/Latin@ American Studies

Presented by:  
Rubi Espejo  
Tyler Newman  
Katie Rozear  
Isaac Zuniga



# Core ideas Sem 2

History of the development of Latin America:

Identities

Resistances

Relationship with the US

# Unit 2.1- Who are we?

**Who are Latines, their culture, their beliefs, and their story?**

**A diverse amalgamation of people**

**Evidence:**

**Tik Tok: Rubi's Tiktok**

Latines: Anyone from  
South(Latin) America

“Latino and Hispanics are terms that can have different forms because they could be: natives, conquistadors, white colonists, and former slaves, all having different histories”

**Hispanics:**



**Latines:**



# Unit 2.2 - Blood and Beauty

## Overview:

- Violence done onto Latin America
- Foundations in Latin America's history
- Myths on Indigenous tribes

## Implementation:

Anti-Latine violence timeline [here](#)

Language suppression in the US [here](#)



Useful  
learning tools

# Unit 2.3 - Sweat

## **Overview:**

What events led to the hierarchy and political structure of Latin America, and how does that impact the world today?

- The development of Latin America
- Social & economical classes
- Racial and ethnic influence had on the social and economical society
- Teaching of the racial hierarchy

## **Implementation:**

- Evolution of identities
- Race in Latin America
- New Labor Force

## **Useful learning tool:**

- Videos
- Articles
- Learnings of first-hand accounts

## 2.3 - Sweat Evidence of Learning

- Evolution of identities: A favorite lesson
  - Poems
    - “When I visit my grandmother all I could do is nod or shake my head, Because her native language sounds like a tongue twister I can't seem to master. So she reminds me that the colors in my soul and the rhythm in my bones are blessings and that I come from the Incas, the Mayans, the Aztecs, los Mexicas, who built an empire nunca imaginado.”
- Unit Performance task:
  - Rubi & Gavin's project

# Unit 2.4 Resistance and Defi

1943 - Zoot Suit Riots -tyler

1943 Los Angeles erupts in the Zoot Suit Riots, the worst race riots in the city to date. For 10 nights, As the zoot suit became more popular among young men in Black, Mexican American and other minority communities were increasingly viewed by affluent whites as menacing street thugs, gang members and rebellious juvenile delinquents.

In the summer of 1943, tensions ran high between zoot-suiters and the large contingent of white sailors, many servicemen viewed the zoot-suit wearers as World War II draft dodgers (though many were in fact too young to serve in the military). 50 sailors from the local U.S. Navy Reserve Armory marched through downtown L.A. carrying clubs and other crude weapons, attacking anyone seen wearing a zoot suit or other racially identified clothing. Most of the U.S. servicemen took to the streets and began attacking Latinos and stripping them of their suits, leaving them bloodied and half-naked on the sidewalk



**Overview of unit:** Latin America as we know it started with colonies sprung up by European empires, but in just a few hundred years, almost every country gained independence. The years in between were filled with conflicts and revolutions that shaped the people, dynamics of the continent.

## What we learned:

- We each looked at different Latin American revolutions, their leaders, what started them and when they ended
- The surveillance and oppression Puerto Ricans faced during the Cold War.
- Resistance groups that fought for freedom for their people

## Aspect/learning tool that we found useful:

- Hearing different tellings of the history to get a better picture of the events
- Puerto Rican resistance groups



# Unit 2.5- Where are we now?

## Overview:

- Connecting all previous units to where we are today.
- Learning about Pr. and Latinos in CT.

## Implementation:

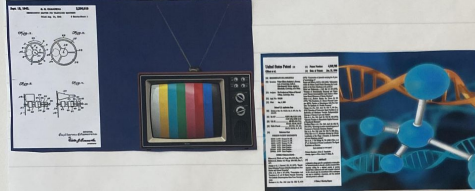
- Interview: Tyler's grandma  
<https://youtu.be/JB3J4haLkGE>
- Accomplishments of Latino's poster

## Useful learning tool:

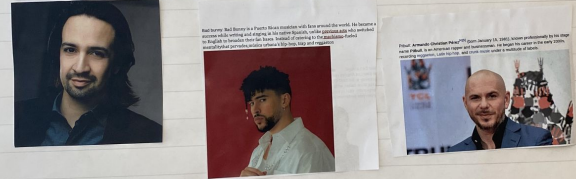
- The interview
  - Social interaction further connected the class, and being able to learn more about each other enabled us to gain a deeper meaning of the lessons

Acomplishments of Latinos  
~ Inventors, Musicians, and Athletes ~


**Inventors / Innovations:**



**Musicians:**



**Athletes:**



Isaac, Tyler, Kate P-8

# Reflections on the Course

What I learned in this class helped me contextualize the history I thought I knew and I even got to connect with my own Hispanic roots  
-Tyler Newman

This course was very interesting and showed different sides of the US that I did not know about. The information involved should be mandatory because it is so important to where we are in the world that we live in today. - Gavin Lana

This course helped me delve more into cultures and historical events that we have touched on in other classes. It also allowed me to gain new perspectives about the struggles that many people from different cultures experienced- Jacob Ellison

African/black American and Puerto Rico/Latino American History has helped me gain new insights into the struggles the aforementioned peoples persisted through.  
-Braeden Welch

This was the best course I have ever had the opportunity to take. It's a crucial, overlooked, fascinating history I will continue to learn on my own. The history of Black and Latin@/Puerto Rican people is an American history I think everyone should know about  
-Claudia Campbell

I believe this course is highly valuable for high schoolers to take. It helped me become more aware of the world around me.  
- Katie Rozear

This course opened up so many doors of learning for me. There was a lot of prior knowledge that I had, but this class opened up my eyes about the history of Black people and Latines. As a Latina, I absolutely loved learning about my own history and connecting the dots.  
-Rubi Espejo

This course helped me further understand myself and what I want to learn more about throughout my life, especially about how my family's story was affected by all that happened in the homeland  
-Isaac Zúñiga