



# DLI: I, Too, Am America History Course Showcase

By:

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**Wooster School (2023)**

# Introductions



Joulé Bazemore  
She/Her  
US DLI History



Simone Prodoti  
She/Her  
'24



Sabrina Serpa-Smith  
She/Her  
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Amelia Vail  
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# Contextualizing the Course ~ *DLI: I, Too, Am America*

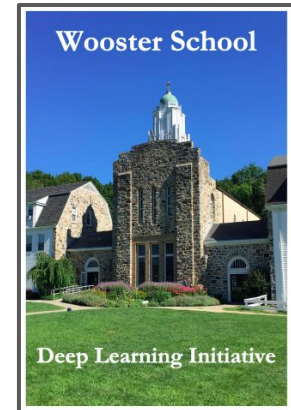
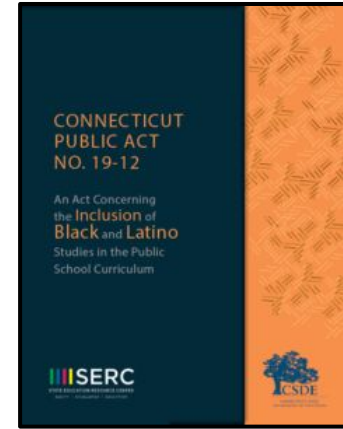
## ★ Equity & Justice Center

- Goal: Greater integration of equity and justice related content and methodologies into the daily learning of Wooster students.

## ★ CT: Black and Latino Studies

## ★ Overview:

- Upper School - 11th/12th Graders
- Deep Learning Initiative (DLI)
- Wednesdays (12:50 p.m. - 3:00 p.m.)
- Focus:
  - Learn about the history of the United States with an emphasis on amplifying the representation and lived experiences of groups who have been marginalized in the telling and examination of our history.



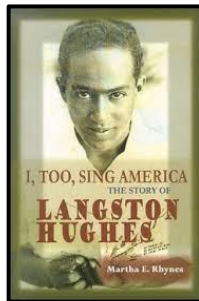
# Integrating CT Black & Latino Studies Learning Objectives

- ★ LO1 UNDERSTAND the construct of race and why and how it was developed.
- ★ LO2 INVESTIGATE the evolution and development of African American/ Black and Puerto Rican/ Latino identities, including intersections with Indigenous and other identities.
- ★ LO3 ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.
- ★ LO4 EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.
- ★ LO5 ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.
- ★ LO6 REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American/ Black and Puerto Rican/ Latino experiences, intellectual thought, and culture.
- ★ LO9 IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.
- ★ LO10 USE the inquiry cycle to take informed action.



# Preparing for Learning

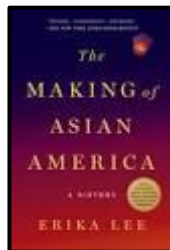
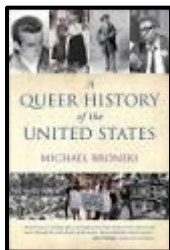
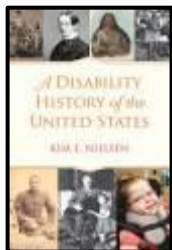
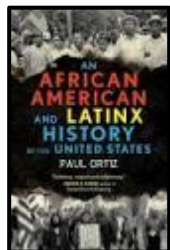
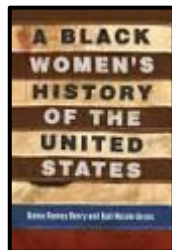
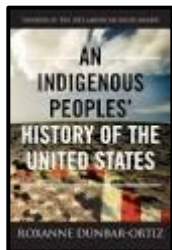
## Summer Work:



- ★ Langston Hughes
  - “I, too, sing America” Analysis
- ★ Flipgrid Response
  - *Who taught your history courses? From what perspective were you taught? What impact did this have on your learning about U.S. History?*
  - *Were you able to explore history in a way that reflected some part of your identity?*
- ★ Revisioning History Series + 1
  - [4 C's \(+3\)](#)

## First Days of Class:

- ★ [“Let’s Talk”](#)
  - Community Agreement
  - Critical Conversations: Assess Your Comfortable Level
- ★ Gratitude & Process Journals
- ★ Investment
- ★ Tutorial
- ★ [Language](#) ([THH Guide](#))



# Defining Race

- ★ 1st Unit: Race vs Genetics
- ★ Defining Race & Racism ([Jamboard](#))
- ★ Invention of Race in America
- ★ [Laws in Early America](#)
  - 1640- John Punch
- ★ 4 I's of Oppression
  - Ideological
  - Institutional
  - Interpersonal
  - Internalized/Intrapersonal
- ★ [Language](#) (on-going)



Write your definition of RACE on an orange sticky note.

- Race is a social construct that categorizes humans based on where they were born or the color of their skin.
- Categories are where people are placed into different groups based on physical features and social ideas.
- categories of humans based on specific physical attributes
- a line that separates people on what they look like or where they are from.
- Race - a category that individuals are put into with distinct shared physical characteristics.
- socially constructed view used to categorize difference people. Base on such color, language, ethnicity, etc. (28)
- I think race is categories of people who share the same physical trait.

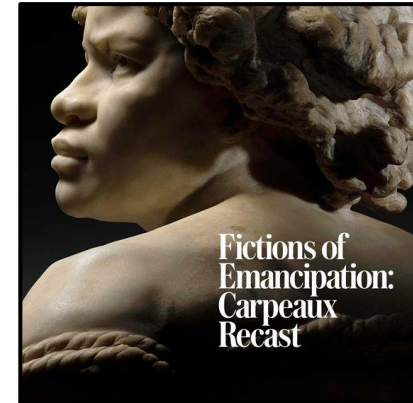
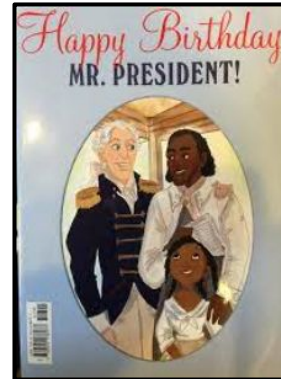
Write your definition of RACISM on a green sticky note.

- discrimination of a person due to their race or what they look like
- systematic practices that privileges one group over another (28)
- acts of hate or violence towards people based on what they look like
- discrimination of people due to their race (likely being different from yours)
- Racism- Prejudice against other people solely because of their race.
- Racism is having a negative opinion on someone based solely on their race or discriminating against people due to their race.
- having a prejudice against a particular race different from your own.

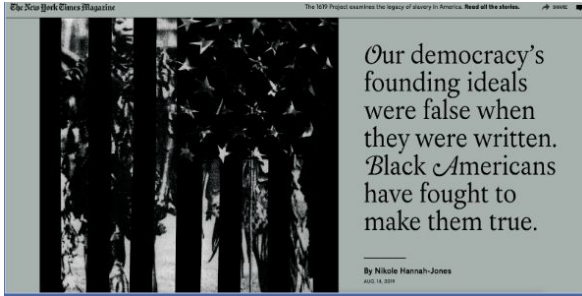


# Narratives

- ★ Chimamanda Ngozi Adichie “The danger of a single story”
- ★ THH “Reading Against the Grain”
  - Dominant Narrative
  - Alternative Narrative
  - Counter Narrative
  - Resistant Narrative
- ★ MET: [Fictions of Emancipation: Carpeaux Recast \(artifacts\)](#)



# 1619 Project



## Respond to Nikole Hannah-Jones' Video

### Read:

- [“The Idea of America”](#) (NHJ)
- [“Why Can't We Teach This?”](#) (Nikita Stewart)
- [“The Geographical Reader for Dixie Children”](#) (Miranda Branson Moore)
- [“The Misguided focus on 1619”](#) (Michael Guasco)



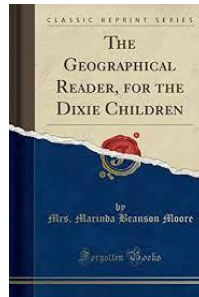
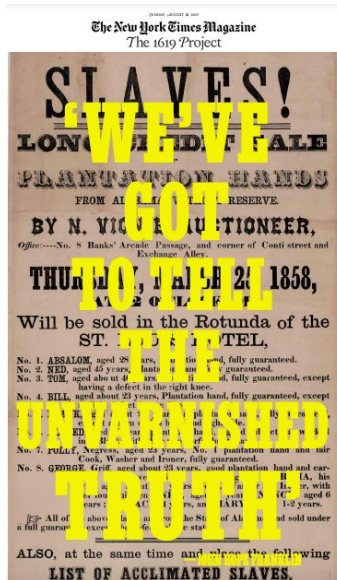
### Create

- Timeline of significant people, events, artifacts ([1619 digital magazine](#))



### Write

- One Pager: Should U. S. history be told starting from 1619?





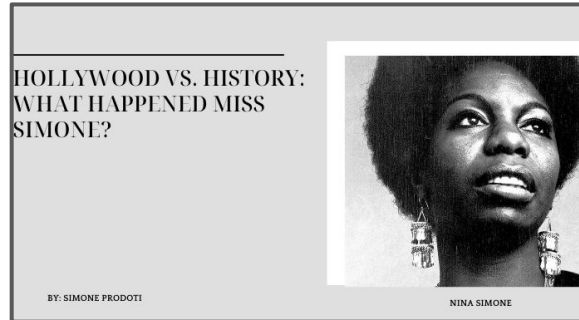
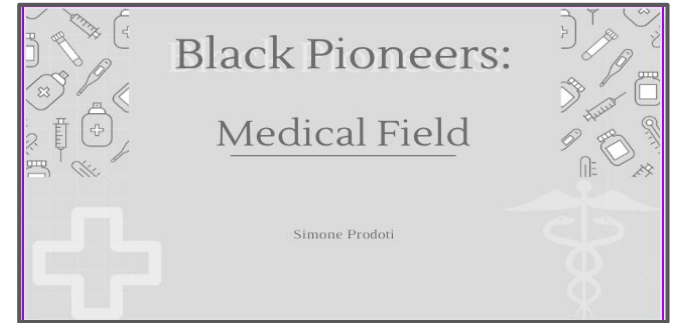
# Simone's Artifacts & Experience

1619 Project -

Altitude Responses



Tutorial #2: [Black Pioneers](#)



Tutorial #3: Hollywood vs History - ["What Happened, Miss Simone?"](#)

# Sabrina's Artifacts & Experience

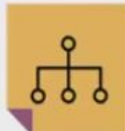
## Tutorial #1: [Literacy Justice](#)

The Under-Addressed Issue of Illiteracy  
in Minority and Low-Income  
Communities



### Four I's of Oppression

"Sometimes it is so thick it is visible, other times it is less apparent, but always, day in and day out, we are breathing it in." - Dr. Beverly Tatum



**IDEOLOGICAL**  
A system of beliefs or ideas.



**INTERPERSONAL**  
The idea that one group is better and has the right to control the other.



**INSTITUTIONAL**  
Using policies and practices to maintain control & power (i.e. politics, law, education, media)



**INTERNALIZED**  
We adopt and believe someone else's stereotypes of us.

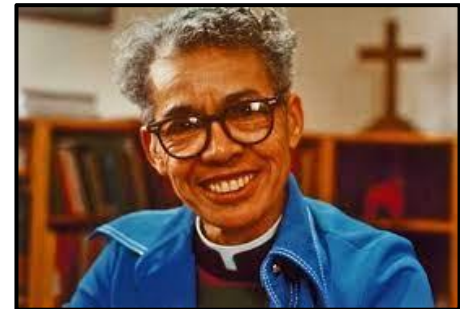
## Tutorial #2: Foundations - [Early Lawsuits on Desegregating Public Schools](#)

Lawsuits Resulting From Segregation in Public Education and their Effects on Current Day Education



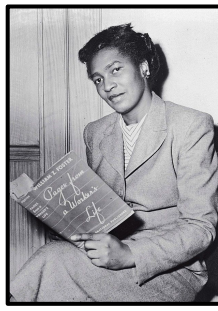
Spotlight:

Saint Pauli Murray



# Amelia's Artifacts & Experience

Tutorial #2: [De-Gendering Mount Rushmore](#)



Narratives:  
Dominant  
Alternative  
Counter  
Resistant



Tutorial #3: History vs Hollywood

Missing Perspective in "[Forrest Gump](#)"



# Ms. Bazemore's Proposed Unit



Theme: Resistance & Agency

Lesson 1: (2-3 days)

(DBQ): Methods of Slave Resistance

- Learning Intention(s)
  - Examine various methods people used to resist the condition of slavery by analyzing primary source documents
  - Write a thesis statement that addresses the question: In what ways did enslaved Africans and their descendants show resistance to enslavement? What was the impact?

Lesson 2: Legal Processes & Legacy

- Learning Intention(s)
  - Explain the legal process of Slave Freedom Suits
  - Analyze the role of the courts in the fight for freedom of enslaved individuals
  - Examine the legacy of Slave Freedom Suits

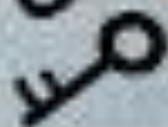
Culminating Product: 5 paragraph essay

- Legal theories used in Freedom Suits OR
- Legacy of Freedom Suits (impact on today's justice system)





KEY TAKEAWAYS





THANK YOU!  
*thank you!*