People and Places:

Slavery, Segregation, and Freedom in the Horse Industry

Created by Andrew Johnson

for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org

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| **Summary** |
| This lesson uses a digital map to allow students to examine various individuals in the horse industry. Students will evaluate the sources, and compile evidence to answer the question, “How did the role of African Americans in the horse industry expand on freedom?” Students are formatively assessed on their claims, as well by a synthesis response comparing the student’s claim to the stories provided in one of two Chronicle Themes. |

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| **Grade Levels, Subjects, Standards** |
| 8th  Social Studies, Reading and Writing  Kentucky Social Studies Standards KAS 8.H.CE.2  Common Core CCSS.ELA-LITERACY.WHST.6-8.9  C3 Framework for Social Studies State Standards D2.His.1.6-8, D2.His.3.6-8 |

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| **Time Requirements** |
| 60-120 minutes (optional extensions/taking informed action) |

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| **Chronicle Theme and Resources** |
| Before Emancipation, Separate is Not Equal  Person profiles of Hark, Abe Hawkins, Simon, Robert Harlan, Alonzo Clayton, and Anthony Hamilton |

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| **Goals** |
| 1. Students will be able to navigate the map as a spatial tool to guide them through the person profiles. 2. Students will be able to evaluate and analyze the provided sources. 3. Students will be able to synthesize a coherent, evidentiary claim that answers the guiding question. |

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| **Guiding Question and Key Concepts** |
| How did the role of African Americans in the horse industry expand on freedom? |

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| **Vocabulary** |
| Antebellum  Emancipation  Freedom  Postbellum  Segregation |